

General Changes

Reference and Definition:

1. Reference to students changed from Limited English Proficient to English Learners (EL);
 - a. ESSA defines an “English learner” as an individual who, among other things, has difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny them the ability to meet challenging state academic standards.

Changes to Title III:

1. ESSA deletes the accountability-related provisions of NCLB because accountability for progress of ELs in gaining English language proficiency and making academic progress is now incorporated into Title I, but requires states to have standardized statewide entrance and exit procedures for identifying ELs.
2. Under Title III, ESSA adds a new requirement that states establish and implement, after consultation with LEAs representing the geographic diversity of the state, standardized English learner entrance and exit procedures, which must include a requirement that all students who might be ELs are assessed for that status within 30 days of enrollment in a school within the state.

Important for Districts

Accountability systems must include the following annual indicators:

1. Academic proficiency as measured through state academic assessments;
2. Graduation rate for high schools or one or more academic indicators applicable to elementary and middle schools;
3. ELs’ progress in attaining proficiency in English; and
4. At least one school quality or student success indicator.

Additional Information

- All indicators must be measured separately for all students in a school and for each subgroup.
- Results will be part of school report cards;
- Districts are accountable for the EL subgroup’s progress in attaining English proficiency (on both long term and interim benchmarks);
- Sub-standard performance in the EL student subgroup could trigger “Targeted Supports & Improvements”

Moved from Title III to Title I:

1. EL parental notification regarding language instruction educational programs (LIEPs) and related information (ESEA section 1112(e)(3));
2. Parental participation (regular EL parent meetings) (ESEA section 1112(e)(3)(C)(ii)); and
3. Reporting to the state on the number and percentage of ELs achieving ELP (ESEA section 1111(h)(2)).

Title III Sub-Grantee Recipients:

1. Each sub-grantee reports to the SEA (every second year) on the programs and activities it has carried out with its Title III funds and on number and percentage of ELs who are:
 - a. Making progress in achieving English proficiency (disaggregated for students with disabilities);
 - b. Attaining English proficiency;
 - c. Exiting language instruction programs for ELs;
 - d. Meeting state academic standards (for each of the four years after they exit EL status, and disaggregated for students with disabilities);
 - e. Not achieving English proficiency after four years of their initial classification as EL
2. Sub-grantees must provide:
 - a. Effective high-quality language instruction educational program
 - b. Effective high-quality professional development
3. Sub-grantees must provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs, which include parent, family, and community engagement activities.

ELs and Early Childhood Education:

The amended ESEA promotes the inclusion of ELs in early learning programs as part of Title III, Part A (ESEA sections 3102 and 3115).

1. Title III, Part A funds may be used for professional development for teachers of ELs in publically-funded preschool programs.
2. LEAs may use a portion of Title III funds to provide effective LIEPs in preschool. Such LIEPs must be:
 - a. Coordinated with other programs and services
 - b. Supplemental
 - c. High quality and effective

For questions, email: ldoe.grantshelpdesk@la.gov