

## **Title III Evaluation Projects FY 2008**

### **1. Evaluation of State and Local Implementation of Title III Standards, Assessments, and Accountability Systems**

This study will fill an important information gap by collecting data on how States and districts are implementing Title III. The study will focus on State and local implementation of Title III standards, assessments, and accountability requirements. The evaluation will include in-depth interviews with all 50 States, a district-level survey of a representative sample of Title III districts, and several State case studies. Key questions include:

- How have States addressed the requirement to establish English language proficiency (ELP) standards? How do these ELP standards vary across states in terms of breadth, specificity, and topics covered?
- How do States and districts assess LEP students for identification and placement, for Title I accountability, and for Title III accountability? How do states include the four domains of reading, writing, speaking and listening in their ELP assessments?
- What criteria do States use to set their annual measurable achievement objectives (AMAOs)? How do State AMAOs relate to State criteria for determining when students exit from the limited English proficient (LEP) subgroup? How do States implement the requirement to factor, into their AMAO targets, the amount of time students have been enrolled in language instruction education programs? Are there any promising State practices or policies related to AMAOs and accountability for ensuring that limited English proficient (LEP) students learn English?
- Are LEP Students making progress in learning English, achieving English proficiency, and meeting achievement targets on state ELP and content assessments? Are states and Title III subgrantees meeting their Title III AMAOs?

### **2. Literature Review on Academic English**

This research will synthesize the literature on the use of academic English at the secondary school level, and to examine what the research says about how academic English is operationalized in the classroom, who teaches it and how are they trained, how is the quality of teacher preparation assessed, what are recommended approaches for teaching academic English, and what are the implications of teaching academic English for student assessment and accountability under NCLB.

Key questions guiding the study are:

- How is academic English at the secondary level operationalized in classrooms and in curriculum?
- What are the best ways to teach academic English at the secondary level to LEP students?

- Who is teaching academic English at the secondary level, and what training have they received?
- What are the expectations for content area classroom teachers in teaching academic English to LEP students at the secondary level?
- How is academic English at the secondary level used to inform how ELP standards are set?
- What is known about the level of “academic English” proficiency required for students at the secondary level to succeed on State academic content assessments?
- What rate of achievement is realistic to expect for LEP students at the secondary level in meeting English language proficiency standards? Academic content standards?
- What requirements for academic English are embedded in ELP assessment practices?

### **3. National Academy of Sciences Study on Title III Allocations to States**

This study will examine the relative accuracy of the two allowable sources of data permitted under Title III for allocating Title III funds to States, and make recommendations to the Department on whether and how current allocation practices should be changed. Under Title III, the Secretary of Education is required to allocate Title III funds using on the more accurate of two allowable sources of data on the population of LEP students and immigrant children and youth: 1) the U.S. Census Bureau’s American Community Survey (ACS) data, or 2) State-reported data on the number of children who participate in state assessments of English language proficiency under section 1111(b)(7) of the ESEA.

The Government Accountability Office’s (GAO) 2006 report on distributing Title III funds examined questions about the accuracy of each of these two data sources. In its report, the GAO recommended that the Department develop a methodology for determining the relative accuracy of the two allowable sources of data for Title III allocations to States.

The National Academy of Sciences has conducted a previous study examining alternate data that could be used for making Title I Part A allocations, and is well-positioned to convene a panel to make expert recommendations to the Department on Title III allocations.