

Title III Onsite Review Feedback

Monitoring Function in the Grants Management System: This monitoring report will be uploaded into the Grants Management System under Monitoring. For further Title III funding, please upload the district's response to the recommendations and how you have prioritized your changes to support the Civil Rights for English Learners for a Quality Education. Also, please explain how you disseminated the report and how you recognized exemplary teaching.

Organization of District/ELA Recommendations: The recommendations have been organized under two headings based on the criteria of greatest impact on quality instruction and equitable opportunities for English Learners: 1) Systems Change; and 2) Quality Instruction.

16.1 Systems Change for effective Communication across district departments, especially Business Administration, Instructional Supports Department, Advocacy and Access Department, Assessment and Research, all content specialists.

16.1.1 Review and evaluate the effectiveness of each initiative that has been mandated based on the extent to which students learning English are achieving annual growth goals toward English Proficiency and academic achievement in Mathematics, Science, and Language Arts;

- Prioritize initiatives based on mitigating teacher burnout, teacher turnover, and lack of instructional focus.

16.1.2 Review and evaluate the use of Lexia, Imagine Learning, and other pull-out approaches to mitigate student isolation and lack of teaching academic conversation in every content area, especially in K-3.

16.1.3 Review and evaluate the effectiveness of the counseling program throughout the district, especially at the high schools, based on the standards for Comprehensive Guidance (<https://schools.utah.gov/file/5ff1f145-c2c4-4fe5-b8bc-61c744a27f51>), for the following issues:

- Clarity about equitable access to early college coursework for English Learners as stipulated in the following documents, this includes clarity about standard policies and practices across all high schools about AP and IB fees related to Fee Waivers and the least segregative environment (OCR) which includes not tracking English Learners or limiting access to the districts Gifted and Talented Programs:
 - ESEA Section 8304.1 Assurances, Issued May 2017. OMB Number: 1810- 0567
 - Civil No. 920903376, Filed October 28, 1994 in Third Judicial District Court (Permanent Injunction) Section II.B.
 - R277-407. Education, Administration. School Fees. Waivers
<https://rules.utah.gov/publicat/code/r277/r277-407.htm#T6>
 - Revised Board Rule R277-707: Enhancement for Accelerated Students Programs;
 - Civil Rights Obligations from the U.S. Department of Education and the Department of Justice: <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>

- Utilize student information system to provide readily accessible information of students (especially when participating in ESL, other programs and 4-year monitoring of exited ELs) to mitigate gaps of support when students transfer from one school to another.

16.1.4 Review and evaluate the effectiveness of parent engagement based on the following issues identified by parents:

- Policies and practices that limit opportunities for children who are learning English, based on the deficit thinking and “mindsets” of educators. Positive approaches to ensuring the Civil Rights of English learners to high quality instruction are included in the Civil Rights Review in the Title III Grant Application and Self-Monitoring Tool, now in the Grants Management System. The issue of opportunity gaps based on educator “mindsets” was mentioned by parents, in coaches’ focus group, and by principals.
- Culturally responsive professional learning opportunities as well as trauma-informed care and restorative justice practices can address not only what was mentioned by various groups across the district, but what was observed by some of the visiting USBE team members in some schools.
- Policies that keep students locked out of the buildings during winter months;
- School safety, specifically at the high school;
- Lack of clarity regarding school fee waivers at the secondary level;
- Policies and practices that create barriers for students who are recognized by teachers to be in the district’s “Gifted Programs.”

16.1.5 Review and evaluate the **coaching Initiative** based on the following considerations:

- Well-established guidelines for principals based on the effective use of coaches for adapting classroom practices to support the needs of English learners;
- Collaboration across district departments to ensure effective and differentiated professional learning opportunities for coaches to become more skillful in coaching teachers and working effectively with grade level, department and school teams;
- Clear and public criteria for how coaches are assigned to schools with assurances by principals to ensure the effective use of skills and experience, ensuring consistency and coherence of support that builds relationships with teachers.

16.2 Quality Instruction based on the Title III Funding Purposes: 1) Increased English Proficiency; 2) Increased growth in academic subjects:

16.2.1 Review and **evaluate the Professional Development** opportunities for all educators, including administrators in the following areas (based on observations):

- Teaching academic conversation to increase student engagement and student talk-time;
- Designing instruction with the WIDA Key Uses (Recount, Explain, Discuss, Argue) across all content areas at every grade level;
- Use of teacher questioning and collaborative strategies to ensure Tier I instruction moves from DOK 1 (retrieving information) to DOK 2 (using concepts) and DOK 3 (reasoning and the use of evidence for justification);

- Trauma-informed care, especially for children living in poverty or from refugee communities; and,
- Effective use of paraprofessionals.
 - R277-717-3. Course Grade Forgiveness
 - Utilize student information system to provide readily accessible information of students (especially when participating in ESL, other programs and 4-year monitoring of exited ELs) to mitigate gaps of support when students transfer from one school to another.

16.1.6 Review and evaluate the effectiveness of the method used to allocate resources, especially Title III funding as supplemental, to individual schools to impact the school's increased success for English Learners, specifically meeting annual growth goals toward English language proficiency; and, supporting increased academic achievement in Mathematics, English Language Arts and Science. This includes the use of instructional coaches or school-based ELD support by those who are qualified so that the financial burden is reduced for each school based on their specific differentiated needs of the students and their families (Principals' Focus Group).

16.1.7 Review and evaluate the effectiveness of the policies and procedures to ensure that English Learners receive dual services (ELD and Special Education) and are identified as soon as possible to ensure equitable access to grade level instruction, social emotional support, behavioral interventions, and necessary medical interventions (Parent Focus Group).

16.1.8 Review the incidents of bullying at all schools, especially early elementary and middle schools to ensure that support for increased pro-social behaviors are developed as a key component of the district's policies related to appropriate behavior, especially toward students who are English Learners, refugee students and students with disabilities (Parent Focus Group).

16.2 Review the allocations for translation services to ensure that families have clear communication and the necessary support to understand the system of schooling as stated in the joint guidelines: Ensuring English Learner Student can participate Meaningfully and Equally in Education Programs

- Parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents. (Parent Focus Group)
- Create a systematic approach and/or curriculum to develop parent leadership so that parents of English Learners and Refugee Students are included in each school's governance structure (SCC) with translators (Parent Focus Group).

16.3 Quality Instruction based on the Title III Funding Purposes: 1) Increased English Proficiency; 2) Increased growth in academic subjects:

16.3.1 Review and evaluate the effectiveness of the coaching initiative related to an established, clear criteria for services provided based on the actual student learning needs as identified by principals in each school. This approach to a readiness for coaching could also include assurances signed by each

principal that coaches (both instructional and ELD) will have access to core content courses, planning sessions and PLCs (Coaches Focus Group).

16.3.2 Review and evaluate the training of front office staff so that every school is welcoming to those parents who do not speak English or are unfamiliar with the system of schooling and the procedures used (Parent Focus Group).

16.3.3 Review and evaluate the Professional Development opportunities for all educators, including administrators in the following areas (based on observations):

- Teaching academic conversation to increase student engagement and student talk-time;
- Designing instruction with the WIDA Key Uses (Recount, Explain, Discuss, Argue) across all content areas at every grade level;
- Use of teacher questioning and collaborative strategies to ensure Tier I instruction moves from DOK 1 (retrieving information) to DOK 2 (using concepts) and DOK 3 (reasoning and the use of evidence for justification);
- Trauma-informed care, especially for children living in poverty or from refugee communities; and,
- Effective use of paraprofessionals.