

# Title III Program Evaluation

2020-21

## Title III Provisions

1. Professional Development
2. Enhanced Instructional Opportunities (Immigrant Funding)
3. Programs and Activities
4. English Proficiency and Academic Achievement

Title III Provision (1, 2, 3, 4)	Action, Activity, or Strategy	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
1- Professional Development	Open to all Dual Immersion teachers to participate in ADTEL, CAFE and/or BE GLAD	Dual Immersions teacher virtually attended ADTEL, CAFE and/ or BE GLAD. Afterwards they shared information and aligned their programs using new strategies. Teachers have requested to attend annually	Not all DI teachers attended and the team would like to see everyone attend when possible.	Continue to offer PD
	EL Coordinators plus EL Taskforce team were able to attend CAFE			
	EL Coordinators had PD on Rosetta Stone	This was an online training. The teachers gained a few tricks on how to utilize the program better	This event was virtual due to COVID and teachers requested not to attend until was in person again.	Continue to send staff
	Staff PD	We offered various opportunities for PD and many teachers participated.	It would have been nice to have all staff invest in PD that would better support our EL Students	Continue to offer teachers to attend conferences and training.

## Title III Evaluation

Title III Provision (1, 2, 3, 4)	Action, Activity, or Strategy	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
2 Immigrant funding	<p>We spend our Immigrant funding on supporting our Level 1 ELPAC students with Rosetta Stone.</p> <p>We have a partnership with Mini Corps who also comes in and supports our Migrant students by providing extra tutoring.</p>	Students who are using this program are showing an increase in skills	<p>Student didn't utilize it very much during COVID even though it is an online program</p> <p>During COVID they didn't send out students</p>	<p>Look at other possible support for newcomers</p> <p>Would like to set this back up for 21-22</p>
3 Programs and Activities	EL Task Force	The team continued to meet monthly to discuss ways to support students in COVID	<p>The team did not work on their Theory of Action plan as time was spent sharing ideas and looking at how to support students during distance learning.</p> <p>The team did not continue doing the EL Shadowing process</p>	<p>The EL Task force team will need to review what we accomplished in 19-20 and make sure our Theory of Action is still the focus for 21-22.</p> <p>The team would like to start this back up in 21-22</p> <p>We sent out surveys on PD topics and needs so we can address those in the August 20201 professional development days.</p>

	<p>El Coordinators quarterly meeting</p> <p>Literacy parent outreach</p> <p>Dual Immersion team meetings</p>	<p>We met virtually – as needed</p> <p>We had 25 parents sign up for the Jump Into English program and 19 of them completed the program</p> <p>Parent had the ability to attend Virtual CABA parent session twice this year.</p> <p>The team meet 4-5 times this year to share ideas, plan next steps and look at needs.</p>	<p>It was hard to find time as everyone had different schedules and there was a shortage of subs to meet during the school day</p> <p>It was more challenging to keep parents attending as the meetings were virtual</p> <p>I wish we had more than 4-6 parents sign up</p>	<p>Go back to meeting in person during the school day 2-3 times during the school year.</p> <p>Parent have requested to continue this program and would like to look at Project to inspire as well.</p> <p>We will continue to offer the attendance to CABA</p> <p>Dual Immersion teachers plan to have more parent nights and look at ways to do more outreach about the program</p>
<p>4 English Proficiency and Academic Achievement</p>	<p>CAASPP</p> <p>ELPAC</p> <p>Local Assessments (iReady, DWA, District Math Assessment)</p>	<p>We gave district assessments</p>	<p>No Data- COVID</p> <p>No Data- COVID</p> <p>Teachers do not feel we got reliable data as some were given during DL and parents helped students out. Growth went down once students were back in school. Some of the assessments were created and given for the first time and we found some questions we need to revise</p>	<p>In the spring of 21 these were given and resume going forward</p> <p>Continue to give our local assessments and monitor for growth.</p>