



Federal Program Compliance Division Program Monitoring Validations

Title III, Part A- ELA Evaluation of Program Effectiveness

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Documentation Requested

Documenting overall compliance for a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor.



To ensure overall compliance with program requirements, LEAs should refer to the Program Guide and/or other program-related resources that reference the multiple forms of documentation required to be maintained locally.

The documentation requested for submission during the validation process may not include all forms of documentation that are required to be maintained locally.

Today's Agenda

- Title III, Part A – ELA
 - Program Requirements
 - Acceptable Documentation
 - Potential Issues
 - Resources Available



Title III, Part A- Program Requirement- Program Evaluation

The LEA/Fiscal Agent evaluates the effectiveness of its language instruction educational programs for English learners based on evidence that the programs increase English language proficiency and student academic achievement in English.

Evaluation results are used to inform continuous program improvement, including instructional practices, professional development, and program implementation. [ESEA § 3113(b)(3)(E), 3115(c)(1)(A)–(B), 3116(b)(1), 3121(a); 20 U.S.C. §6825(c)(1)(A)–(B), 6841(a)–(b)]

1.1 Evaluation of Language Instruction Educational Program (LIEP)

Documentation Required – Item 1.1

Written program evaluation report that demonstrates whether the LIEP supported ELs in meeting English language proficiency standards and the challenging academic standards.

Note: The annual evaluation report is required to be presented to the board of trustees before November 1 of each year.



Acceptable Documentation

- Annual program evaluation report for the **2025-2026** school year, **OR**
- Annual program evaluation report for the **2024-2025** school year, **if the 2025-2026 annual program evaluation report is not yet available or has not yet been presented** to the board.

1.1 Evaluation of LIEP

The annual program effectiveness evaluation report [[20 U.S.C. §6841\(a\)-\(c\)](#)] must include:

- 1) **description of the programs and activities** conducted by the entity **with funds received** under subpart 1 during the 2 immediately preceding fiscal years, **which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds**;
- 2) **number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency**, as described in section 6311(c)(4)(A)(ii) of this title, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- 3) **number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards** established under section 6311(b)(1)(G) 1 of this title by the end of each school year, as determined by the State's English language proficiency assessment under section 6311(b)(2)(G) of this title;
- 4) **number and percentage of English learners who exit** the language instruction educational programs based on their attainment of English language proficiency;
- 5) **number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services** under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- 6) **number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner** and first enrollment in the local educational agency; and
- 7) **any other information that the State educational agency may require.**

1.1 Evaluation of LIEP (Continued)

Commissioner's Rules [TEC §29.053 §89.1265](#)

(a) All school districts required to implement a bilingual or English as a second language (ESL) program shall **conduct an annual evaluation** in accordance with Texas Education Code (TEC), §29.053, **collecting a full range of data to determine program effectiveness to ensure student academic success**. The annual evaluation report shall be **presented to the board of trustees before November 1 of each year and the report shall be retained** at the school district level in accordance with TEC, §29.062.

(b) **Annual school district reports of educational performance shall reflect:**

- 1) the **academic progress in the language(s) of instruction** for emergent bilingual students by bilingual and/or ESL program model;
- 2) the **extent to which EB students are developing English proficiency** by bilingual and/or ESL program model, **including proficiency in the partner language** for students participating in a **dual language immersion program model**;
- 3) the **number of students who have been reclassified** as English proficient **and their continued academic progress after** reclassification; and
- 4) the **number of teachers and aides trained and the frequency, scope, and results of the professional development** in approaches and strategies that support second language acquisition

1.1 Evaluation of LIEP (Continued...)

(c) In addition, for those **school districts that filed in the previous year and/or will be filing a bilingual exception and/or ESL waiver** in the current year, the annual district report of educational performance shall also reflect:

- 1) the **number of teachers** for whom a **bilingual exception or ESL waiver** was/is being filed;
- 2) the **number of teachers** for whom a **bilingual exception or ESL waiver** was filed **in the previous year who successfully obtained certification**;
- 3) the **frequency and scope of a comprehensive professional development plan**, implemented as required under §89.1207 of this title (relating to Bilingual Exceptions and English as a Second Language Program Waivers), **and results of such plan** if a bilingual exception and/or ESL waiver was filed in the previous school year; and
- 4) the **number of students under the bilingual exception and/or ESL waiver** who were/are **temporarily served with alternative methods**.

1.1 Evaluation of LIEP - Issues

Item 1.1

Documentation Required – Evaluation of Language Instruction Educational Program (LIEP)



Issues that may result in an “Improvement Needed” status

- Auditable documentation was not submitted.
- Documentation submitted does not include the required descriptions.
- Documentation was presented to the board of trustees after the required deadline.
- Documentation was not presented to the board of trustees.
- Documentation was not for the school year(s) specified in the validation.



1.2 Board Meeting Agenda

Documentation Required – Item 1.2

Board Meeting Agenda, where the program evaluation report was presented to the board.

Note: The annual evaluation report is required to be presented to the board of trustees before November 1 of each year.



Acceptable Documentation

- **Board meeting agenda** where the program evaluation report was presented for the **2025-2026** school year, **OR**
- **Board meeting agenda** where the program evaluation report for the **2024-2025** school year was presented, **if the 2025-2026 annual program evaluation report is not yet available or** has not yet been **presented** to the board.



1.2 Board Meeting Agenda

Item 1.2

Documentation Required – Board Meeting Agenda where the program evaluation report was presented to the board.



Issues that may result in an “Improvement Needed” status

- Auditable documentation was not submitted
- Documentation was not included in Board Meeting Agendas
- Documentation was presented to the board of trustees after the required deadline.
- Documentation was not presented to the board of trustees
- Documentation was not for the school year(s) specified in the validation

1.3 Board Meeting Minutes

Documentation Required – Item 1.3

Board Meeting Minutes of the board meeting where the program evaluation report was presented to the board.

Note: The annual evaluation report is required to be presented to the board of trustees by November 1 of each year.



Acceptable Documentation

- **Board meeting minutes** where the program evaluation report was presented for the **2025-2026** school year, OR
- **Board meeting minutes** where the program evaluation report for the **2024-2025** school year was presented, **if the 2025-2026** annual program evaluation report is not yet available or has not yet been presented to the board.

1.3 Board Meeting Minutes- Issues

Item 1.3

Documentation Required – Board Meeting Minutes of the board meeting where the program evaluation report was presented to the board.



Issues that may result in an “Improvement Needed” status

- Auditable documentation was not submitted
- Documentation was not included in board meeting minutes
- Documentation was presented to the board of trustees after the required deadline.
- Documentation was not presented to the board of trustees
- Documentation was not for the school year(s) specified in the validation

Potential Issues

- No annual Title III/LIEP evaluation report submitted
- No agenda submitted
- No minutes submitted
- Agenda/minutes do not clearly identify the Title III program evaluation report
- Not all components were part of the evaluation:
 1. Description of the programs and activities conducted
 2. Number/percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency.
 3. Number/percentage of English learners in the programs and activities attaining English language proficiency based on the State's English language proficiency assessment
 4. Number/percentage of students reclassified as English proficient and their continued academic progress
 5. Number/percentage of English learners meeting State academic standards for each of the 4 years after such children are no longer receiving services.
 6. Number/percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner
 7. Other information that the State educational agency may require (Ch. 89)

Potential Issues (Continued)

1. academic progress in the language(s) of instruction for emergent bilingual (EB) students by bilingual and/or ESL program model;
2. the extent to which EB students are developing English proficiency by bilingual and/or ESL program model, including proficiency in the partner language for students participating in a dual language immersion program model;
3. number of students who have been reclassified and their continued academic progress
4. number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

If the school system filed in the previous year and/or will file a bilingual exception and/or ESL waiver in the current year:

1. number of teachers for whom a bilingual exception or ESL waiver was/is being filed;
 2. number of teachers for whom a bilingual exception or ESL waiver was filed in the previous year who successfully obtained certification;
 3. frequency and scope of a comprehensive professional development plan, and results
 4. number of students under the bilingual exception and/or ESL waiver who were/are temporarily served with alternative methods.
- Documentation indicates presentation occurred after the required deadline

Resources and Support

2026-2027 Program Monitoring Validations Process Online Resources



- **Overall Process Resources**

- 2026-2027 PMV Process Handbook
- Instructions for Submitting Documentation, Training Video, and Training Slides
- Navigating the Smartsheet WorkApp System Video

- **Program-Specific Resources**

- Guidance Documents for each Program/Requirement
- Training Videos and Training Slides for each Program/Requirement

[ESSA Program Monitoring Validations Webpage](#)

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Program Monitoring Validations – Title III, Part A

ESSA Program Monitoring Validations Webpage

Guidance Document

Training Slides



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TEA

2026-2027 Program Monitoring Validation Guidance Document

Program: Title III, Part A

Requirement: Evaluation of Program Effectiveness

Documentation Requested

Documenting overall compliance with a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor. To ensure overall compliance with program requirements, LEAs should refer to the Program Guide and/or other program-related resources that reference the multiple forms of documentation required to be maintained locally. The documentation requested for submission during the validation process may not include all forms of documentation required to be maintained locally.

Please include the following selected documentation referenced in the table below to demonstrate compliance with the program requirements described. TEA will utilize the following table during the review of documentation to determine if the LEA submitted sufficient documentation to support LEA compliance.

The documentation submitted for TEA review should show evidence of compliance in the 2025-2026 grant year for the program requirement selected.

The following documentation is requested to be submitted by 5:00 pm CST on or before December 8, 2026, via the Federal Program Compliance Division Program Monitoring Validations Smartsheet WorkApp system.

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evaluation of Language Instruction Educational Program (LIEP)	2025-2026	Written program evaluation report that demonstrates whether the LIEP supported ELs in meeting English language proficiency standards and the challenging academic standards. Acceptable documentation includes: - Annual program evaluation report for the 2025-2026 school year, or - Annual program evaluation report for the 2024-2025 school year, if the 2025-2026 annual program evaluation report is not yet available or has not yet been presented to the board. The annual program evaluation report must include:

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- Program-Specific Training Video and Slides;
- Instructions for Submitting Documentation Training Video and Slides;
- Overview of the 2026-2027 Program Monitoring Validation Process Training Video, Slides, and Handbook

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TEA

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Program Monitoring Validations

Title III, Part A- ELA

Evaluation of Program Effectiveness

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Training Video

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Program Monitoring Validations – Title III, Part A



- Education Service Center (ESC) Support
 - Complimentary technical assistance and training are available from each regional ESC
 - ESC Contacts for each regional center are in the [TEA Title III, Part A webpage](#) and in the [TXEL Portal - ESC Contacts](#)

Contact Information

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