**Reflective Framework for State Education Agencies**

*(can be adapted for local education agency and school building staff and faculty)*

***NNSSIL Webinar Question:* What can an SEA leader do to address the needs of the student group of English language learners (ELLs) who are not meeting achievement targets?**

* 1. Fact: One of the subgroups not meeting achievement targets is often ELL.
  2. Fact: Often schools and districts are unsure how to assist their ELLs or improve all teachers’ ability to instruct ELLs, not only as it relates to reading, but also in mathematics, science, and other academic areas. Assistance is needed from the SEA.
  3. Fact: LEAs receive limited funds for ELLs through Title I, Part C – Education of Migratory Children and Title III – Language Instruction for Limited English Proficiency and Immigrant Students. Therefore, additional support is needed from the SEA.1

***Does the SEA have an ongoing process for evaluating and improving the efficiency and effectiveness of policies and procedures for assisting districts/schools whose English Language Learners fail to meet achievement targets?***

***Does the SEA have an ongoing process for integrating district/school assistance programs, regardless of distinct funding sources to better serve English Language Learners?***

**Internal SEA Processes and Practices to Consider:**

1. Build capacity together: What is the capacity for Title I, Title II, Title III, and School Improvement within the SEA to work together?
2. Understand respective Title program requirements and regulations: What does the SEA staff know about the requirements of one another’s Title programs and School Improvement and how they are integrated in the SEA?
3. Assess school and district capacity to serve ELLs: How does the state determine school and district capacity to serve ELLs?
4. Use assessment data for needs assessment and planning: Does the State use the assessment results to identify ELL achievement gaps and have a plan/process in place to address these gaps?
5. Engage outside partners: Given limited resources, how does the state/district attract community and business partners and broker relationships with schools and districts that can meet the specific needs of ELL students?
6. Merge improvement plans when possible: When reviewing the school/district plans for Title I, Title II, and Title III what are the similarities and differences?
   1. What are the commonalities the state could create in a partial Title I/III application and/or plan to demonstrate integration of instruction for all students and to lessen the districts’ development and the states’ monitoring?
   2. What differences are unique by federal title requirements and cannot be combined?
7. Merge application review, when possible: In reviewing applications and conducting desk-top monitoring would it be feasible and more effective for staff members across federal and state programs (e.g., Title I, Title II, Title III, IDEA, etc.) to work together to consider a district’s plan as a whole?
8. Combine on-site monitoring: When conducting on-site monitoring visits would it be advantageous for SEA staffs to attend together to gain information as to the requirements of the other title programs, to model a focus on all students, and to demonstrate to LEAs a combined effort, interest, and accountability across divisions?
9. Conduct inclusive professional development of all student groups: When considering professional development for SIG or other Title I schools, how might the state work closely with Title II, Title III and special education to plan effective training that focuses on the student groups not meeting achievement targets?
10. Model collaboration across programs: When convening district and school teams, how can the state bring together representatives across federal and state programs to leverage their expertise and resources and drive support for ELL students? How can team collaboration be incorporated to be part of the continuous improvement practices of the schools and districts?

**Resources:**

1Where's the Beef: Tracking the Federal Funds behind ELL Mandates (The ELL Outlook, March/April 2005)

<http://www.coursecrafters.com/ELL-Outlook/2005/mar_apr/ELLOutlookITIArticle4.htm>

Excerpt from “Evaluating and Improving the SEA Differentiated System of Recognition, Accountability, and Support” (Academic Development Institute, revised 2012, pg. 26-27, see below and <http://www.centerii.org/survey/>)

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| **Essential Indicators** | **I** | **II** | **III** | **IV** |
| **No Development or Implementation** | **Limited Development or Partial Implementation** | **Mostly Functional Level of Development and Implementation** | **Full Level of Implementation**  **and Evidence of Impact** |
| 2.3 Helping schools and districts better serve English language learners  Priority \_\_\_\_\_  Opportunity \_\_\_\_\_  Index \_\_\_\_\_ | *There are no formal SEA policies and procedures for assisting districts/schools whose English language learners fail to meet achievement targets.* | *The SEA has developed written policies and procedures for assisting districts/schools whose English language learners fail to meet achievement targets.* | *The SEA has implemented its written policies and procedures for assisting districts/schools whose English language learners fail to meet achievement targets.* | *The SEA has an ongoing process for evaluating and improving the efficiency and effectiveness of policies and procedures for assisting districts/schools whose English language learners fail to meet achievement targets.* |
| 2.4 Coordination of services for English learners across SEA departments and programs to maximize service and reduce duplication  Priority \_\_\_\_\_  Opportunity \_\_\_\_\_  Index \_\_\_\_\_ | *There are no formal SEA policies and procedures for integrating its district/school assistance programs to better serve English learners.* | *The SEA has developed a written policies and procedures for integrating its district/school assistance programs, regardless of distinct funding sources, to better serve English learners.* | *The SEA has implemented its written policies and procedures for integrating its district/school assistance programs, regardless of distinct funding sources, to better serve English learners.* | *The SEA has an ongoing process for evaluating and improving the efficiency and effectiveness of policies and procedures for integrating its district/school assistance programs, regardless of distinct funding sources, to better serve English learners.* |