

English Learner (EL) Program Self-Assessment

Division of Special Populations Monitoring
Department of Review and Support

Today's Learning Outcomes



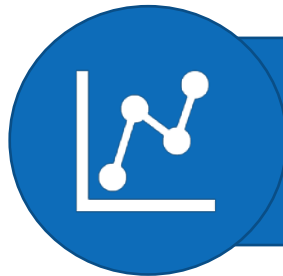
Participants will be able to **explain** the required LEA activities in the **EL Self-Assessment** process.



Participants will be able to **explain and complete** the steps of the **EL Self-Assessment**.



Participants will be able to **determine Quality Levels** using the **EL Self-Assessment Rubric**.



Participants will be able to **analyze sources of evidence** to complete the **EL Self-Assessment**.

Today's Agenda

- I. Program Monitoring and Support
- II. EL Self-Assessment Process
- III. Break
- IV. EL Self-Assessment Components
- V. Break
- VI. Strategic Support Plan (SSP)
- VII. Next Steps
- VIII. Questions?
- IX. Closing



A top-down view of several students sitting around a table, engaged in a learning activity. They are using tablets and interacting with various educational materials, including colorful charts and grids. The scene is brightly lit and shows a collaborative learning environment.

Division of Special Population Monitoring

Office of Special Populations and Monitoring Department of Review and Support

Division of Special Populations Monitoring

BE/ESL Monitoring and Strategic Support Plan

Methods of Administration (MOA)

Other Special Populations, (Military-Connected, Foster Care, & Homeless) Continuous Improvement

Department of Monitoring Review and Support

Division of Special Education Monitoring

Special Education Monitoring

Strategic Support Plan Continuous Improvement

Dyslexia Monitoring

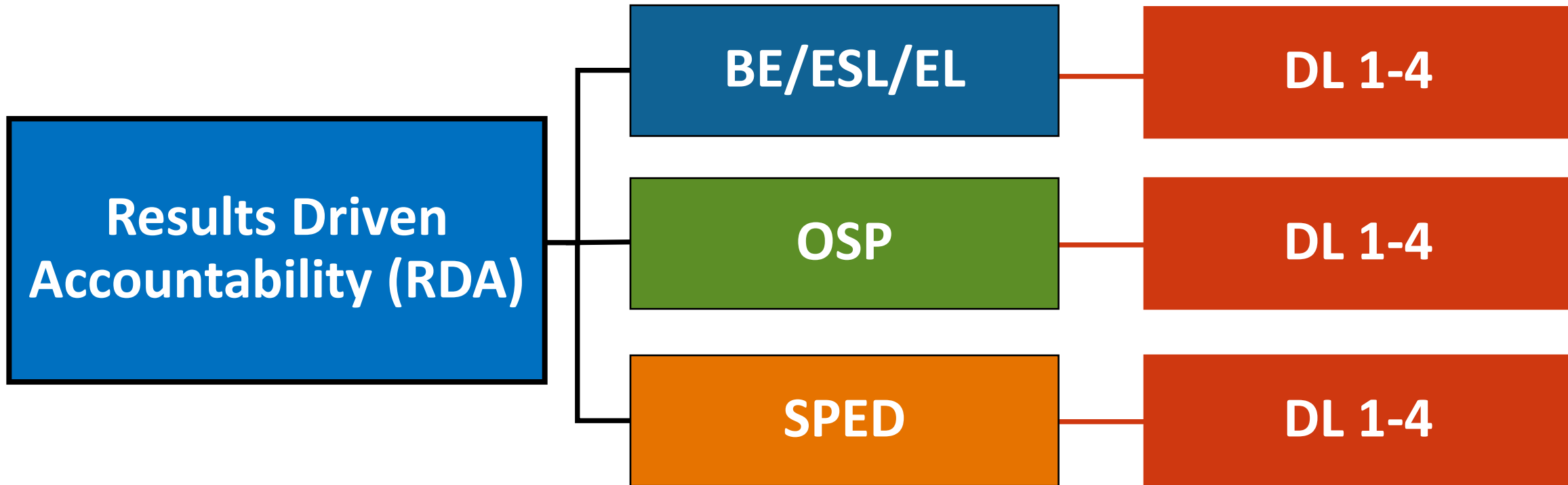
Division of Special Education Program Reporting

State Performance Plan Data Sources

Significant Disproportionality Data Sources

Results Driven Accountability Data Sources

Special Populations Monitoring



RDA Determination Levels and Categories

Determination Level	DL1	DL2	DL3	DL4
Determination Category	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention

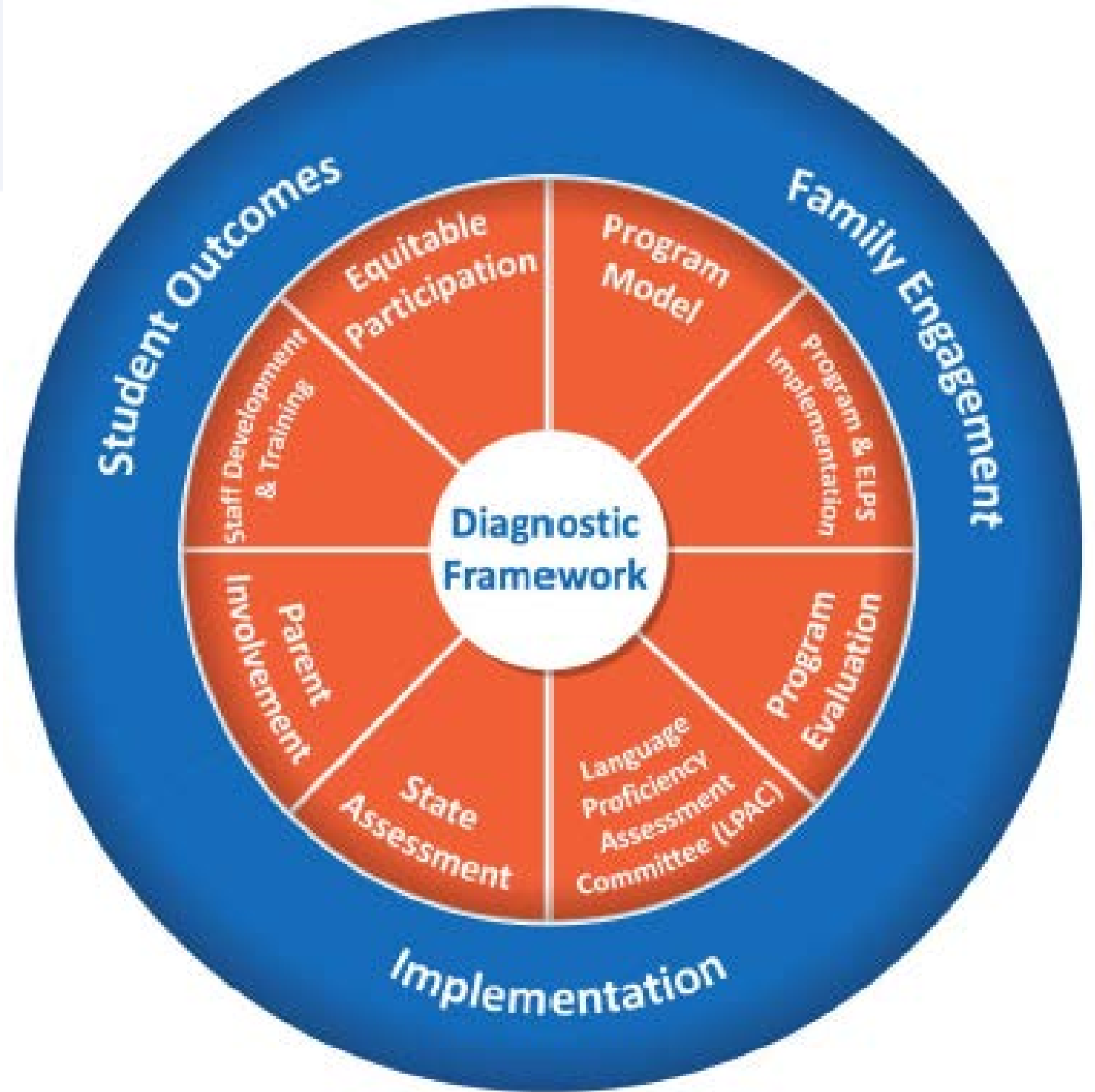
Optional to complete the EL Self-Assessment and the SSP

If LEAs complete these documents, they are retained at the local level.

LEAs are required to complete the EL Self-Assessment and the SSP.

The LEAs submit these documents to TEA through the Ascend Platform.

Special Populations EL Diagnostic Framework



Program Determination Level Assignment

2020 BE/ESL/EL Indicator Criteria and Associated Determination Levels for LEAs

Determination Level	DL Criteria	# of LEAs	% by DL
Not Assigned (NA)	No data	188	15%
Meets Requirements (DL1)	No PL 1, 2, or 3	895	75%
Needs Assistance (DL2)	No PL 2, or 3	60	5%
Needs Intervention (DL3)	No PL 3	39	3%
Needs Substantial Intervention (DL4)	At least one PL 3	20	2%
	Total	1202	100%

RDA and DL Information

Additional Information and Guidance relating to:

Differentiated Monitoring and Support can be found at the following website:

[then click on Monitoring Guide to open the DMS Guide for more information on LEA Determination Level(s)]

[Differentiated Monitoring and Support \(DMS\)](#)

Results Driven Accountability (RDA) Framework can be found at the following website:

[Results Driven Accountability \(RDA\)](#)

A top-down view of a group of students sitting around a wooden table. They are using various math manipulatives, including colorful counting blocks and a grid board. One student is pointing at a grid board with colorful blocks. Another student is holding a tablet displaying a math application. The scene is brightly lit and shows a collaborative learning environment.

EL Self-Assessment Process

EL Self-Assessment Process (1)

- The EL self-assessment process is intended to assist LEA leadership teams in evaluating and improving their BE/ESL/EL program.
- While it is *recommended* that each LEA complete the self-assessment annually only LEAs with DL 3 and DL 4 status are **required** to complete the self-assessment for TEA submission.





Purpose of the EL Self-Assessment

- To assist Local Education Agency (LEA) leadership teams in evaluating and improving its programs supporting special populations.
- Intended to engage leadership teams through a proactive approach by addressing special populations and improving student performance.
- Completed annually as part of the Texas commitment to continuous improvement that focuses on improving outcomes for special populations.

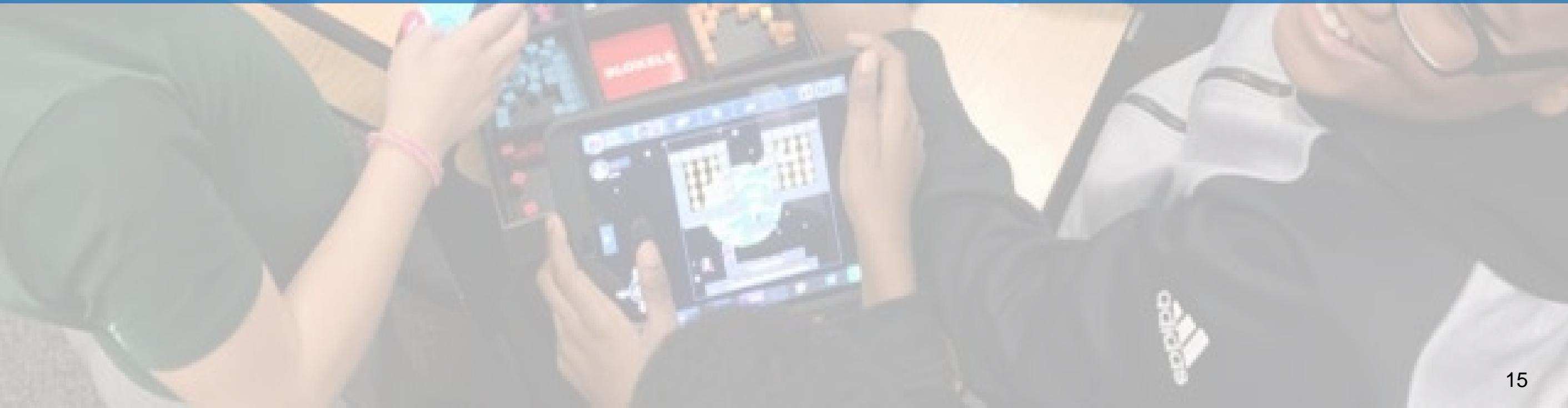
District Leadership Team (DLT) Membership

- Special populations program director(s)
- Central office staff
- Campus administrators
- Bilingual or English as a second language teachers
- Special Education teachers
- General education teachers
- Related services personnel
- Assessment personnel
- Parents



An overhead view of a group of students sitting around a wooden table. They are using various math manipulatives, including colorful counting blocks and a large grid board. One student is pointing at a grid board with colorful blocks arranged on it. Another student is holding a small card with numbers and symbols. The scene is brightly lit, and the students appear to be engaged in a collaborative learning activity.

Self-Assessment Components



Evaluative Rubric

Probing Questions

Sources of Evidence

Quality of Implementation Level

Justification

Probing Questions

- Are meant to help the leadership consider their practices related to each strategy item.
- Are designed to assist the team in having robust conversations, not lead to specific answers.
- Will help the leadership team determine the quality level for the performance category, and eventually the overall score of the strategy item.

Probing Questions: Implementation



- The LEA has a clearly articulated mission for bilingual education (BE) and/or English as a second language (ESL) education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and a consolidated set of policies and procedures exist for translating the vision into action.
- The LEA ensures that it evaluates its Transitional Bilingual Education program at least annually.

- The LEA ensures that it reviews identified ELs performance in comparison to general education peers and uses that data to modify or adjust curriculum, instruction, and assessment.



Probing Question: Family Engagement



- The LEA ensures open communication and involvement with parents/guardians and families of ELs.

Sources of Evidence



- Accurately completing the program self-assessment tools requires the collection of evidence for the team's use during the process.
- For each strategy area, the leadership team will select sources reviewed in order to select the quality level.
- Some examples include policy, written procedures, forms, checklists, training artifacts, etc.

Quality of Implementation Level

- Each section of the self-assessment includes several performance categories that guide the leadership team through considering the LEA quality of implementation before selecting a final quality level.
- For each performance category, the leadership team will select the quality of implementation level that best describes the current practices within the LEA.
- Three quality levels:
 - Developing
 - Proficient
 - Exemplary

Justification for Quality Level

- The leadership team will write a brief justification statement that explains the strengths and needs considered by the team.
- This justification should include enough detail to support the leadership team in the future development of a Strategic Support Plan that will address the continuous improvement efforts of the LEA.



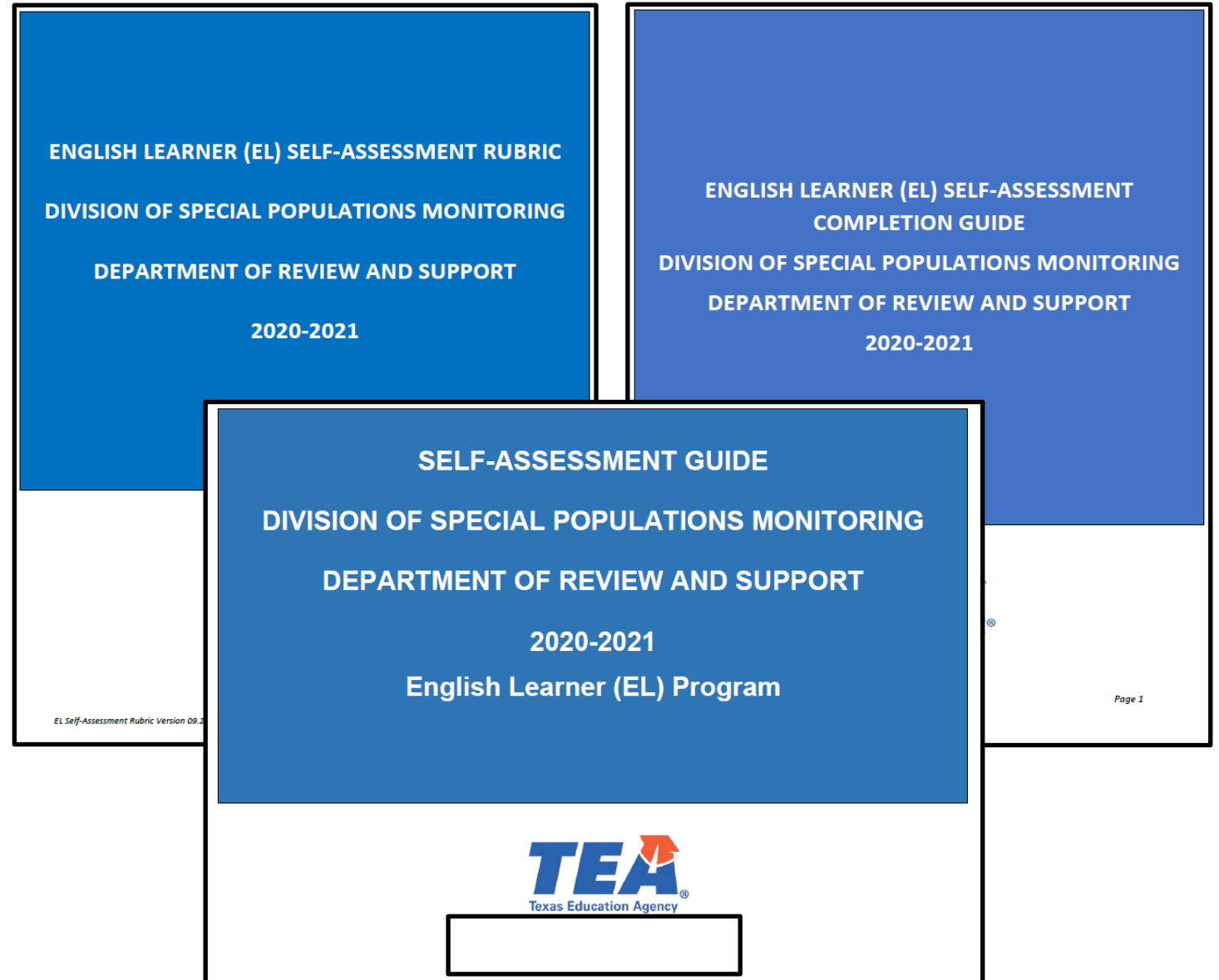
Summary Rating

- The LEA is then to select its own overall rating for the Self-Assessment.
- Again, the three levels are:
 - Developing
 - Proficient
 - Exemplary

Implementation	Developing	Proficient	Exemplary
1. Alignment of Mission, Policies, and Procedures			
2. Program Models			
3. Equitable Participation			
4. Supports for At-Risk Students			
5. Implementation of ELPS			
6. Instructional Placement			
7. Instructional Materials			
8. Planning, Monitoring, and Support			
9. Acquisition and Retention of Staff			
10. Staff Development Needs Assessments			
11. LPAC			
12. Home Language Study			
13. DLI Program Evaluation			
14. ESL Program Evaluation			
15. Transitional Bilingual Education			
TOTAL			
Student Performance	Developing	Proficient	Exemplary
1. State Assessment Data Analysis			
2. Texas Essential Knowledge and Skills (TEKS) Mastery			
TOTAL			
Family Engagement/Parental Involvement	Developing	Proficient	Exemplary
1. Parental Involvement			
TOTAL			
GRAND TOTAL			

Review each of the Documents needed to complete the EL Self-Assessment:

- EL Self-Assessment Fillable PDF
- Completing the EL Self-Assessment Guide
- EL Self-Assessment Rubric



Insert your LEA's Name and county district number in the box at the bottom of the page – this populates the LEA ID box in the self-assessment document.


SELF-ASSESSMENT GUIDE


DIVISION OF SPECIAL POPULATIONS MONITORING

DEPARTMENT OF REVIEW AND SUPPORT

2020-2021

English Learner (EL) Program


Texas Education Agency

 **EL ISD 999222**

Fillable Self-Assessment

Review the Probing Question for the indicator being reviewed.

Probing Question

LEA/CDN: EL ISD 999222	
Strategy	Deve
<p>1. Alignment of Mission, Policies, and Procedures</p> <p>Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?</p> <p>19 TAC §89.1201. Policy</p>	<p>The LEA has statement fo consistent wi</p> <p>The LEA has procedures BE/ESL.</p>
<p><i>Justification for Quality Level</i></p>	

EL Self-Assessment Scoring Rubric

Locate the EL Self-Assessment Scoring Rubric for the identified indicator.

Review the indicators requirements for each quality level

1. Alignment of Mission, Policies, and Procedures (19 TAC §89.1201)

PROBING QUESTION

Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?

SOURCES OF EVIDENCE

- LEA Bilingual Education (BE) or English as a Second Language (ESL) or English Learners policies and procedures
- LEA Website
- LEA Program Manual/Guides

RATE YOUR LEA	DEVELOPING	PROFICIENT	EXEMPLARY
	<p>The LEA has a mission statement for BE/ESL that is consistent with the state plan.</p> <p>The LEA has policies and procedures related to BE/ESL.</p>	<p>The LEA has a mission statement and aligned policies and procedures specific to BE/ESL.</p> <p>Staff members have received professional development and are aware of the mission, policies, and procedures.</p> <p>The LEA implements their mission statement by consistently following established policies and procedures.</p>	<p>Staff receive regular professional development related to the LEA's mission, policies, and procedures for BE/ESL</p> <p>The LEA has a process and plan for monitoring effectiveness of established policies and procedures in implementing the mission, and routinely uses data to inform decision-making for continuous improvement of the LEA's BE/ESL programs.</p>

Fillable Self-Assessment (1)

Select the appropriate quality level

Select the appropriate quality level based on the review of the probing question and the scoring rubric.

I. Implementation			
LEA/CDN: EL ISD 999222	Quality Levels		
Strategy	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p>1. Alignment of Mission, Policies, and Procedures</p> <p>Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?</p> <p>19 TAC §89.1201. Policy</p>	<p>The LEA has a mission statement for BE/ESL that is consistent with the state plan.</p> <p>The LEA has policies and procedures related to BE/ESL.</p>	<p>The LEA has a mission statement and aligned policies and procedures specific to BE/ESL.</p> <p>Staff members have received professional development and are aware of the mission, policies, and procedures.</p> <p>The LEA implements their mission statement by consistently following established policies and procedures.</p>	<p>Staff receive regular professional development related to the LEA's mission, policies, and procedures for BE/ESL</p> <p>The LEA has a process and plan for monitoring effectiveness of established policies and procedures in implementing the mission, and routinely uses data to inform decision-making for continuous improvement of the LEA's BE/ESL programs.</p>
<i>Justification for Quality Level</i>			

Fillable Self-Assessment (2)

Write a brief justification statement that explains the strengths and needs considered by the DLT in selecting the final quality indicator.

I. Implementation			
LEA/CDN: EL ISD 999222	Quality Levels		
Strategy	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p>1. Alignment of Mission, Policies, and Procedures</p> <p>Does the LEA have a clearly articulated mission for BE/ESL education that is consistent with the Texas Administrative Code (TAC) and Texas Education Code (TEC) and does a consolidated set of policies and procedures exist for translating the vision into action?</p> <p>19 TAC §89.1201. Policy</p>	<p>The LEA has a mission statement for BE/ESL that is consistent with the state plan.</p> <p>The LEA has policies and procedures related to BE/ESL.</p>	<p>The LEA has a mission statement and aligned policies and procedures specific to BE/ESL.</p> <p>Staff members have received professional development and are aware of the mission, policies, and procedures.</p> <p>The LEA implements their mission statement by consistently following established policies and procedures.</p>	<p>Staff receive regular professional development related to the LEA's mission, policies, and procedures for BE/ESL.</p> <p>The LEA has a process and plan for monitoring effectiveness of established policies and procedures in implementing the mission, and routinely uses data to inform decision-making for continuous improvement of the LEA's BE/ESL programs.</p>
<i>Justification for Quality Level</i>			

Insert the Quality Level Justification

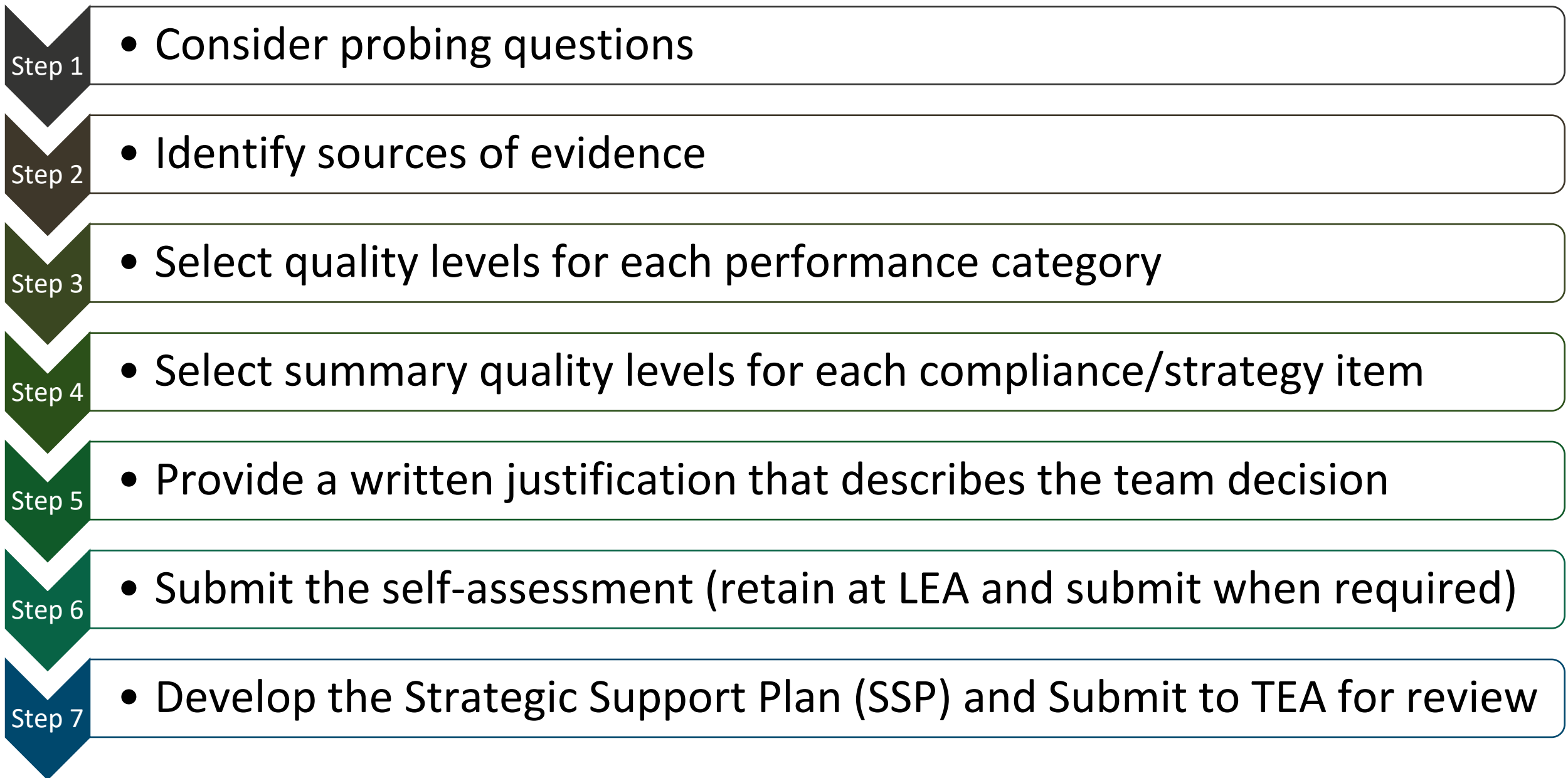


Fillable Self-Assessment (3)

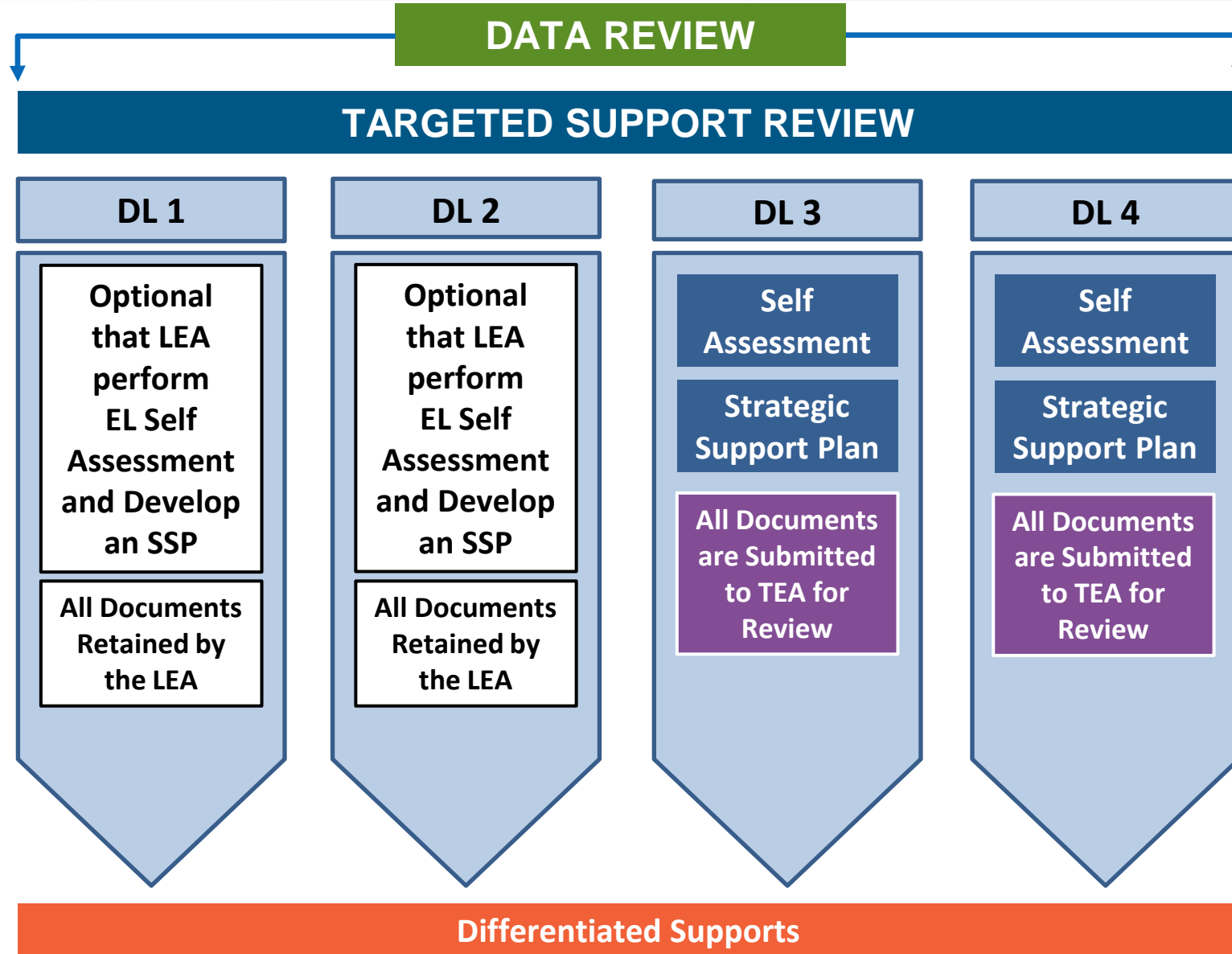
Complete the EL Self-Assessment summary page by totaling each quality column and adding the totals for implementation, student performance, and family engagement/parental involvement together to determine the overall program quality.

Implementation	Developing	Proficient	Exemplary
1. Alignment of Mission, Policies, and Procedures		X	
2. Program Models	X		
3. Equitable Participation		X	
4. Supports for At-Risk Students		X	
5. Implementation of ELPS	X		
6. Instructional Placement			X
7. Instructional Materials	X		
8. Planning, Monitoring, and Support		X	
9. Acquisition and Retention of Staff		X	
10. Staff Development Needs Assessments		X	
11. LPAC		X	
12. Home Language Study		X	
13. DLI Program Evaluation		X	
14. ESL Program Evaluation	X		
15. Transitional Bilingual Education		X	
TOTAL	4	10	1
Student Performance	Developing	Proficient	Exemplary
1. State Assessment Data Analysis		X	
2. Texas Essential Knowledge and Skills (TEKS) Mastery		X	
TOTAL	0	2	0
Family Engagement/Parental Involvement	Developing	Proficient	Exemplary
1. Parental Involvement		X	
TOTAL	0	1	0
	Developing	Proficient	Exemplary
GRAND TOTAL	4	13	1

Summary of EL Self-Assessment Process



Special Populations Monitoring Diagnostic Framework



A top-down view of a classroom activity. Several students are gathered around a table, using colorful math manipulatives like base ten blocks and fraction tiles. One student is using a tablet to display a grid or data. The scene is brightly lit and shows a collaborative learning environment.

Strategic Support Plan (SSP)

The following slides will guide LEAs in completing the Strategic Support Plan (SSP) requirement portion of the monitoring process.

Additional information regarding the SSP can be found at the Strategic Support Plan website:

[Strategic Support Plan](#)

Strategic Support Plan Overview (1)



EVALUATIVE RUBRIC



RESULTS REPORT



STRATEGIC SUPPORT
PLAN



Strategic Support Plan (SSP)(2)

Texas Education Agency - Department of Review and Support
Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, PBMAS/RDA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.¹

District Name: _____

County District Number: _____

Superintendent Name: _____

District ESC: _____

DCSI: _____

Date: _____

Program Area: Choose an item

Area of Improvement: Choose an item

Problem Statement / Root Cause:

Annual Goal:

¹ The LEA will prioritize critical area(s) of improvement/correction from additional data sources by conducting a root cause analysis using investigative questions to align most critical areas of improvement/correction with self-assessment summary.

Strategic Support Plan (SSP)

The Strategic Support Plan (SSP) is a document for Local Education Agencies (LEAs) to utilize for the purpose of prioritizing areas for improvement and developing a plan to increase compliance and improve outcomes for special populations students.

Strategic Support Plan (SSP)(3)



Clear Form
Print Form

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, PBMAS/RDA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.¹

District Name: _____ **District ESC:** _____
County District Number: _____ **DCSE:** _____
Superintendent Name: _____ **Date:** _____

Program Area: Choose an item **Area of Improvement:** Choose an item

Problem Statement / Root Cause:

Annual Goal:

¹ The LEA will prioritize critical area(s) of improvement/correction from additional data sources by conducting a root cause analysis using investigative questions to align most critical areas of improvement/correction with self-assessment summary.

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:
Choose an item				
Choose an item				
Choose an item				
Choose an item				

Annual Goal(s)



Specific



Measurable



Achievable

How to Use the SSP (1)

- (1) Enter District identification data in the designated area.
- (2) Identify the Program Area that will be focused on for the first prioritized segment. If your program area is not listed, select other and explain in the Problem Statement box your area of focus.



Clear Form

Print Form

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. PBMAS/RDA, STAAR scores, discipline reports) to identify all areas for correction and improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, PBMAS/RDA, STAAR data, continued noncompliance, and any additional areas cited priority action that are addressed elsewhere in the special education monitoring process.¹

1

District Name:	<input type="text"/>	District ESC:	<input type="text"/>
County District Number:	<input type="text"/>	DCSI:	<input type="text"/>
Superintendent Name:	<input type="text"/>	Date:	<input type="text"/>

Program Area: Area of Improvement:

2

Problem Statement:
Choose an item
ESSA
Career and Technology Education
Bilingual Education/ESL
Special Education
Noncompliance (SPP)
Other

How to Use the SSP (2)

- (3) The **Area of Improvement** should be selected based on the Program Area selected. If there are multiple areas of improvement that you would like to focus on, you can either expand on this in the following sections below or complete a new prioritized segment for the same Program Area.
- (4) The **Problem Statement** should be based off of each program area and each area of improvement. The problem statement describes the gap between the LEA current performance and LEA desired performance. With a clear understanding of the reason(s) for the gap between the LEAs current performance and desired performance.
- (5) Proceed to define a measurable **Annual Goal** that is designed to address this gap. The annual goal must be specific, measurable, and achievable.

The screenshot shows a web form for the SSP process. At the top, there are two dropdown menus: "Program Area: Choose an item" and "Area of Improvement: Choose an item". A red box highlights the "Area of Improvement" dropdown, which is open to show a list of options: "Choose an item", "IEP Implementation", "Student Performance", "Family Engagement", "Math Performance", "Reading Performance", "Discipline", "Graduation/Dropout", "SPP 11", and "SPP 12". A blue square with the number "3" is placed over the dropdown menu. Below the dropdowns is a large blue header bar labeled "Problem Statement / Root Cause:". A blue square with the number "4" is placed over this header bar. Below the header bar is a large light blue text area. At the bottom of the form is another blue header bar labeled "Annual Goal:". A blue square with the number "5" is placed over this header bar. Red lines connect the callout numbers to their respective elements.

How to Use the SSP (3)

6

(6) Using the root cause(s) selected to address areas of improvement through strategic action, describe **Strategies for Implementation** that are designed to support the LEA in achieving the annual goal. (6) Strategies for implementation are discrete and reportable actions that will be taken by the LEA during the academic year.

Strategy for Implementation:

7

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:
Choose an item				

- Choose an item
- Policies and Procedures
- Training and Professional Development
- Technical Assistance
- Self-Monitoring
- Other

(7) Each strategy for implementation will be supported by detailed implementation activities.

Activity description: Identify the activity that the LEA will engage in:

- Policies, Procedures, and Practices:** This should include writing, revising and the development of internal monitoring and review procedures
- Training and Professional Development:** Provided for staff members and/or pertinent stakeholders
- Technical Assistance:** TEA network partnership
- Self-Monitoring:** This should include a system of programming evaluations to insure appropriate policy implementation
- Other - Continuous Improvement:** The strategy for implementation is aligned with or addressed through other continuous improvement efforts such as the Effective Schools Framework or District Improvement Plan

Timeline for completion: Set a projected completion date for the activity

Personnel responsible for implementation: This should be the position title(s) of the individuals who will manage the completion of the activity (i.e. general education teacher, special education teacher, instructional specialist, etc.)

Personnel responsible for supervision of implementation: This should be the position title of the person who will be responsible for ensuring this activity is completed on time (i.e. principal, assistant superintendent, etc.)

Next Steps

Next Steps (1)



Complete the EL Self-Assessment and submit to TEA through the Ascend platform for review as required based on the LEA determination level (DL).



Complete the Strategic Support Plan (SSP) and submit to TEA through the Ascend platform for review as required based on the LEA determination level (DL).

Next Steps (2)



Where to find:

1. Blank copy of the EL Self-Assessment
2. Blank copy of the Strategic Support Plan (SSP)



How do I Submit:

1. Completed EL Self-Assessment
2. Completed Strategic Support Plan (SSP)

Upcoming Submissions and Training Opportunities

Activity	Audience	Date
District Coordinator of School Improvement (DCSI) Qualification Submission	LEAs	December 1, 2020
BE/ESL/EL Self-Assessment Overview	LEAs	December 9, 2020
Strategic Support Plan (SSP) Submission	LEAs	December 18, 2020

BE/ESL/EL Resources

Resource Document	Link to Resource
RDA Manual	<u>Results Driven Accountability Manual</u>
DMS Manual	<u>DMS Manual</u>
Ascend Texas Quick Reference Guide	<u>Ascend Texas Access Guidance</u>
Strategic Plan Overview (SSP)	<u>Strategic Support Plan Overview Video</u>
SSP Quick Reference	<u>Strategic Support Plan Quick Reference</u>
EL Self-Assessment Fillable PDF	<u>EL Self-Assessment</u>

A top-down view of a group of students sitting around a table. They are using various tablets and devices. One student in the foreground is holding a tablet displaying a map of Texas. Another student is holding a tablet with a grid of colorful dots. There are also some physical materials on the table, like a box of colorful beads or markers.

Questions?

Susie Coultress

Director

Division of Special Populations Monitoring

Email: susie.coultress@tea.texas.gov

Direct Line: 512-463-8363

Ronald Bragg

Coordinator

Division of Special Populations Monitoring

Email: ronald.bragg@tea.texas.gov

Direct Line: 512-463-9886

Thank you!

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