

# Using RTI to Improve Achievement for English Language Learners

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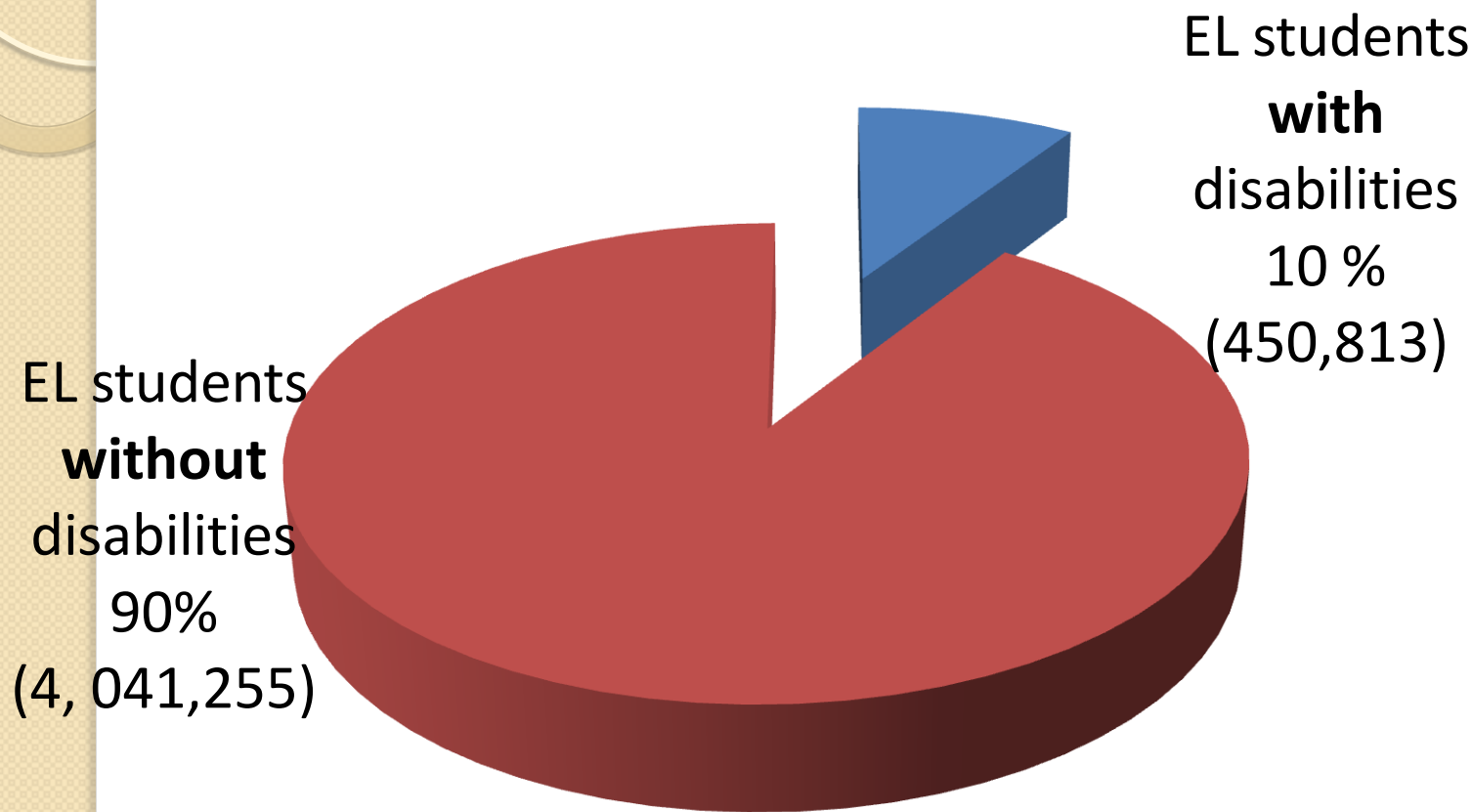
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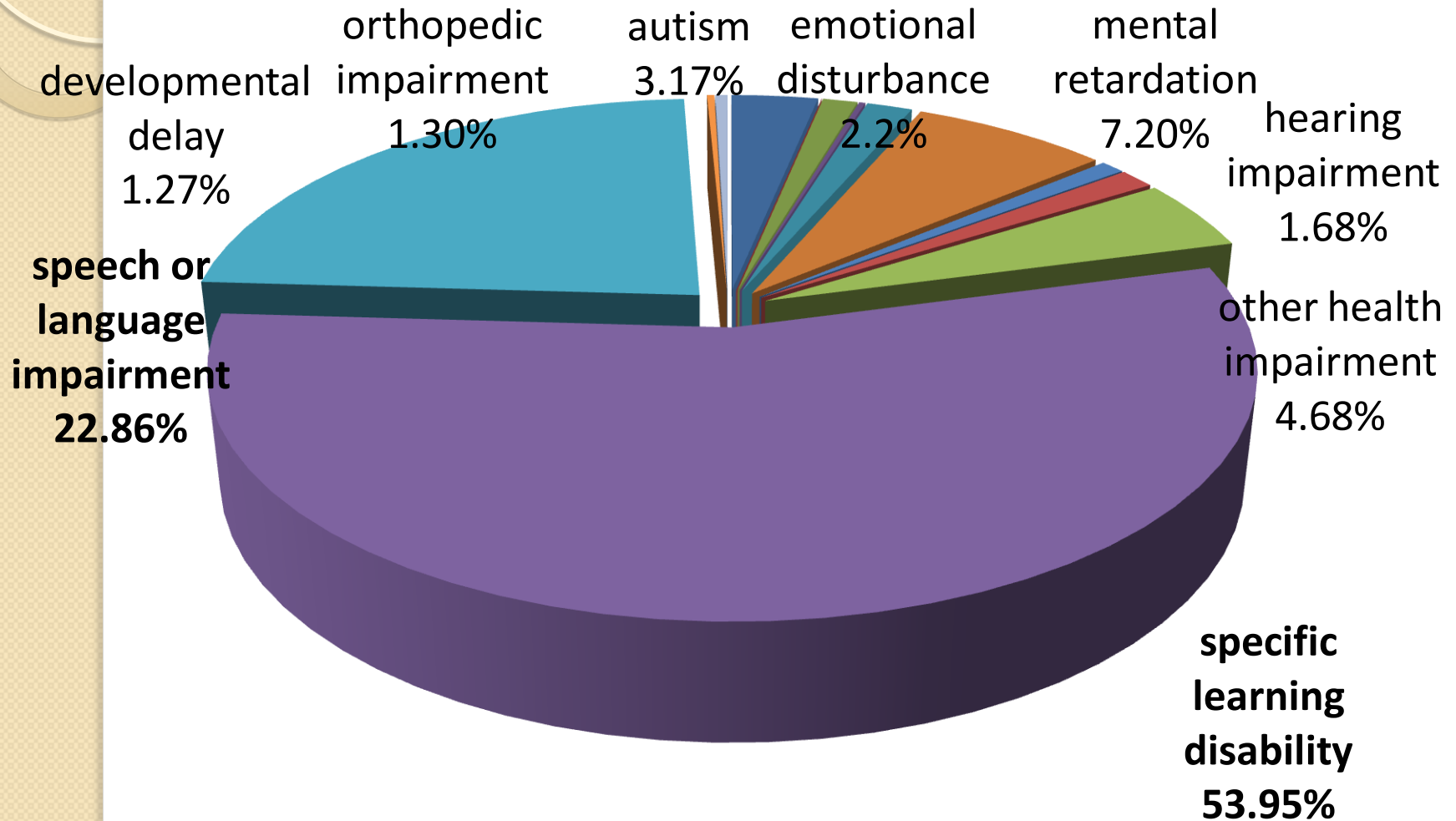


# Number and Percent of EL Students with Disabilities – the Nation



*Source: State-reported data in EDFacts for the 08-09 school year*

# EL Student Disability Status by Disability – the Nation



*Source: State-reported data in EDFacts for the 08-09 school year*

# Use of Title I Funds

§§ 1114 and 1115 of ESEA  
34 CFR §§ 200.25-200.29

- **Schools with school wide programs** use Title I funds to implement comprehensive strategies for improving the educational program of the whole school in schools with 40% or more poverty to increase the achievement of all students, particularly at-risk students.
- **Schools with targeted assistance programs** use Title I funds to provide supplemental instructional services for specific students who have been identified as failing, or most at risk of failing, to achieve academic proficiency.

# Use of Title III Funds

§§ 3111 and 3115(c) of ESEA

A local educational agency (LEA) must use Title III formula funds to:

- Provide high-quality language instruction educational programs.
- Provide high-quality professional development for classroom teachers.

Title III discretionary funds are used by the Department to support national activities such as evaluation and research

# IDEA: Use of CEIS Funds

§ 613(f) of IDEA; 34 CFR § 300.226(b)

CEIS funds may be used for:

- Professional development for teachers and other school staff to enable personnel to deliver scientifically based academic and behavioral interventions;
- Direct interventions, such as educational and behavioral evaluations, services, and supports; and
- Services aligned with activities funded under the ESEA.

# Response to Intervention (RTI)

- Core instruction for all students – *generally may not be funded by Title I, Title III or CEIS*
- Universal screening – *generally may not be funded by Title I, Title III, or CEIS*
- Intensive instructional interventions – *may sometimes be funded by Title I, Title III, or CEIS*
- Progress monitoring – *generally may be funded by Title I, Title III, and CEIS*

# Before Using Title I, Title III, or CEIS to Fund RTI ...

## Factors to consider:

- Type of school (e.g., *Title I status*)
- Eligibility of students
- Supplement not supplant funding requirements



# Proposed 2011 ED Program Budget

- \$3 billion increase in competitive funding for the Elementary and Secondary Education Act (ESEA), the largest increase ever requested for programs under the 1965 law  
More competitive funding, flexibility, & focus on reforms likely to have the greatest impact on student success.
- \$49.7 billion for USDE's discretionary programs (an increase of \$3.5 billion over FY 2010)
- Increase in student aid up to \$156 billion in FY 2011.

# Proposed 2011 ED Program Budget – EL Education

2010 funding = \$750 million

2011 funding = \$800 million

- support strengthened professional development for educators, improved accountability, & development and implementation of innovative and effective programs
- strengthen conditions governing States' receipt of formula funds, shift more funds to competitive grants for high-quality programs for ELs, including bilingual programs

# Reauthorization of ESEA

To ensure that formula grant assistance in these areas supports the conditions needed to foster English Learners' success, the proposed reauthorization will require states to:

- ▶▶ **Establish new criteria to ensure consistent statewide identification of students as English Learners, and to determine eligibility, placement, and duration of programs and services based on the state's valid and reliable English language proficiency assessment; and**
- ▶▶ **Implement a system to evaluate the effectiveness of language instruction programs, and to provide information on the achievement of subgroups of English Learners so as to drive better decisions by school districts for program improvement and to support districts in selecting effective programs.**

# ESEA Reauthorization

The reauthorization proposal will also provide new competitive grants to states, districts, and nonprofit partners to support the development of innovative programs, build the knowledge base about promising practices, and scale up effective practices to improve instruction for English Learners.

These grants will include funding for graduate fellowships to support research and leadership in developing effective practices to improve English Learner outcomes, as well as state or district partnerships with colleges and universities for developing effective teachers.