

## Logic Model for the Alabama Partnership on Improving English Learner Outcomes (AL ELO)

Note: Logic model components related to the PG are in **blue text**; components related to HQIA are in **maroon text**; those related to both are in black.

Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
<ul style="list-style-type: none"> <li>- Alabama English Learner Framework</li> <li>- State leaders and partnership members</li> <li>- Regional English learner coaches</li> <li>- REL Southeast staff, content experts, and researchers</li> <li>- <i>Teaching Academic Content and English Language to Elementary and Middle School English Learners Practice Guide (PG)</i></li> <li>- <i>PLC Facilitator's Guide for the Practice Guide (PLC for PG)</i></li> <li>- PG PLC materials</li> <li>- PG Demonstration site district facilitators, teachers, and English learner students (ELs)</li> <li>- Alabama High Quality Instruction and Assessment for English Learners Protocol (HQIA)</li> <li>- HQIA PLC materials</li> <li>- HQIA Teacher self-reflection Tool</li> <li>- HQIA Classroom Observation Tool</li> <li>- HQIA pilot district facilitators, teachers, and ELs</li> </ul>	<ul style="list-style-type: none"> <li>- Y1-5: Establish and maintain partnership, including ongoing need sensing.</li> <li>- Y1-4: Identify facilitators and barriers to implementation for partners, teachers, coaches, and administrators.</li> <li>- Y1-2: Develop and conduct PD sessions using <i>PLC for PG</i> with regional English learner specialists and demonstration site district facilitators.</li> <li>- Y2-Y3: Carry out promising practices study of HQIA in pilot districts</li> <li>- Y3-4: Write up white paper reporting on results of HQIA correlational study</li> <li>- Y4-5: Contribute to HQIA implementation in additional grades and school sites.</li> </ul>	<ol style="list-style-type: none"> <li>1. Partnership work plan and meeting notes</li> <li>2. <i>PG Coaching and technical support materials</i></li> <li>3. <i>Regional English learner coaches and district coordinators engagement in PLC for PG sessions and activities</i></li> <li>4. <i>Teacher engagement in PLC for PG sessions and activities</i></li> <li>5. <i>Site visits and observation summary of PLC for PG coaching sessions</i></li> <li>6. <i>Teacher engagement in PLC for HQIA sessions and activities</i></li> <li>7. <i>Recommendations from HQIA Promising Practices Study reported in white paper</i></li> <li>8. <i>Infrastructure</i></li> </ol>	<ul style="list-style-type: none"> <li>- <i>ST1: Partners increase knowledge of how to support implementation of PLC for PG (Output 1)</i></li> <li>- <i>ST2: Regional English learner specialists and district coordinators increase knowledge and understanding of PLC for PG facilitation practices. (Outputs 2, 3)</i></li> <li>- <i>ST3: Teachers at demonstration sites increase knowledge and understanding of evidence-based practices for English learners from PG. (Output 4,5)</i></li> <li>- <i>ST4: Teachers at pilot sites increase knowledge and understanding of evidence-based practices for English learners from HQIA. (Output 6)</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>MT1: Regional EL coaches and demonstration site district representatives implement PLC for PG with fidelity. (Outputs 3, 5)</i></li> <li>- <i>MT2: Teachers at demonstration sites adopt evidence-based instructional practices from PG. (Outputs 4, 5)</i></li> <li>- <i>MT3: Teachers at pilot sites adopt evidence-based instructional practices from HQIA. (Output 6)</i></li> <li>- <i>MT4: Regional English learner specialists and AL EL Team finetune PLC for HQIA based on feedback from HQIA PLC teachers and findings from white paper, and continue its dissemination (Outputs 6, 7)</i></li> <li>- <i>MT5: Administrators apply infrastructure to support implementation of HQIA. (Output 8)</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>LT1: Improved infrastructure and capacities to support full implementation of HQIA. (Outputs 7, 8)</i></li> <li>- <i>LT2: Improved teacher implementation of HQIA in pilot sites and in additional sites introducing HQIA. (Outputs 6, 7, 8)</i></li> <li>- <i>LT3: Higher percentage of English learner students in pilot and demonstration sites will achieve proficiency in English by spring 2026 compared to Spring 2023. (Outputs 6, 7, 8)</i></li> <li>- <i>LT4: Higher percentage of English learner students in pilot sites will achieve proficiency in reading and math by spring 2026 compared to Spring 2023. (Output 6, 7, 8)</i></li> <li>- <i>LT5: Higher percentages of English learner students at sites implementing the PG and/or HQIA will achieve proficiency in English, math, and reading by spring 2026 compared to Spring 2025. (Outputs 6, 7, 8)</i></li> </ul>