

UPDATE ON THE STATE TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM

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OVERVIEW

- Program Evaluation
- WLPT-II Data
- WASL Data



NWREL EVALUATION PROCESS

School and district level interviews were conducted with:

- 17 district superintendents
- 20 district ELL coordinators
- 32 principals
- 24 ELL specialists
- 28 mainstream teachers



NWREL EVALUATION PROCESS

- Schools and districts were chosen through a stratified selection process, sampling 20 high density ELL districts and 20 other districts.
- A large number of districts and schools declined to participate.
- 34 schools from 33 districts participated, of which 14 schools and 13 districts were high ELL density.

(high density is defined as more than 500 ELLs and enrollment greater than 8%)



DISTRICTS PARTICIPATING IN INTERVIEWS

Brewster School District	Northshore School District	Bilingual Education Program, OSPI
Cape Flattery School District	Okanogan School District	
Columbia (Walla Walla) School District	Oroville School District	
East Valley School District (Yakima)	Othello School District	
Edmonds School District	Pasco School District	
Ephrata School District*	Prescott School District	
Federal Way School District	Renton School District	
Franklin Pierce School District	Seattle Public Schools	
Grandview School District	Soap Lake School District	
Lake Quinault School District	Spokane School District	
Lind School District	Tacoma School District	
Lynden School District	Toppenish School District	
Mabton School District	Tukwila School District	
Monroe School District	Vancouver School District	
Mount Baker School District*	Walla Walla School District	
Mukilteo School District	Wahluke School District	
North Franklin School District		

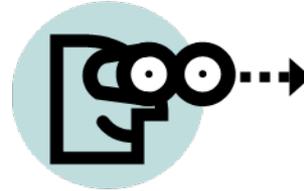
DISTRICTS NOT RESPONDING or DECLINING to PARTICIPATE IN INTERVIEWS

Eastmont School District	Quillayute Valley School District
Finley School District	Royal School District
Kennewick School District	South Bend School District
Kent School District	Touchet School District
Moses Lake School District	Yakima School District
Prosser School District	



3 AREAS OF FOCUS

- Clearly Articulated Vision



- High-Quality Implementation with Sufficient Resources



- Regular Evaluation for On-Going Improvement & Accountability



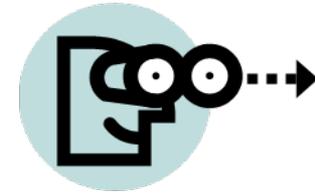
FINDINGS -VISION



- Different interpretations of the state transitional bilingual law have been articulated by different program directors. Some of these interpretations have been difficult for some districts to implement, which has created tremendous frustration and confusion.
- There is confusion about the role of the state Bilingual Program in administering and supporting the broader system. The role and purpose of the Bilingual Program is not well defined. The Bilingual Program office's role and responsibilities need to be clarified and then broadly communicated.



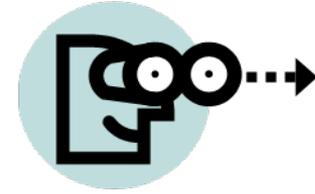
RECOMMENDATIONS - VISION



Clearly articulate the vision of ELL education supported by the Bilingual Program, and communicate this to a wide range of stakeholders.



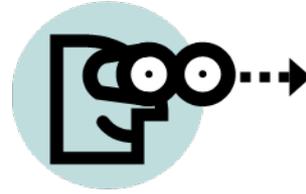
UPDATES FROM OSPI: VISION



- Greatly increased consistent communication from the state office in 2008
- Updated bilingual guidelines
- Provided twice as many regional trainings as the previous year
- Streamlined K20s
- Used consistent descriptions of program models across documents
- Implemented a newsletter



NEXT STEPS: VISION



- Liz Flynn has been hired part-time to lead Bilingual Program Improvement at the state level.
- Draft “vision” for the state, with clearly defined roles for the state office and for districts and schools.
- Timeline: End of March 2009
- Share via K20 and at state professional conferences (WABE, WAEGM, WAESOL)



HIGH-QUALITY IMPLEMENTATION WITH SUFFICIENT RESOURCES



Findings

While all the implementation mechanisms may require some strengthening, two stand out as in need of urgent attention:

- Current funding levels make it difficult for many districts to hire sufficient certificated staff.
- In many instances, school staff members do not have adequate preparation to deliver the program model adopted by their school.



School Year	State Funding Per Student (TBIP only)	State Funding Per Student, Adjusted for inflation (2001 dollars)
2008-2009	\$905	no CPI yet
2007-2008	\$846	\$681
2006-2007	\$806	\$676
2005-2006	\$805	\$702
2004-2005	\$762	\$685
2003-2004	\$721	\$665
2002-2003	\$713	\$669
2001-2002	\$711	\$711

Bilingual Education Program, OSPI

RECOMMENDATIONS – RESOURCES



- Ensure supplemental state bilingual funding be increased to levels that allow districts to hire certificated teachers.
- Provide (or facilitate the provision of) professional development for teachers who work with ELLs, and in particular, staff involved in sheltered instruction have training in this area.
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RECOMMENDATIONS – RESOURCES



- Continue/increase guidance to districts/schools in:
 - Selection of appropriate program models.
 - Training in the thoughtful use of student outcome data.
 - Parent and community outreach
- Facilitate the sharing of expertise developed by some districts for selecting program models and curricula, using data, reaching out to families, providing professional development – especially across districts with similar populations.
- Encourage districts to revise and expand the Home Language Survey to collect additional data about ELLs’ background that could aid in understanding student skills and needs.



UPDATES FROM OSPI: FUNDING



- OSPI has proposed a significant increase in state bilingual funding as part of the Basic Education Funding Taskforce.
- The proposal would more than double current state funding.
- The proposal would keep the funding categorical, to ensure it goes to the students who need it.



NEXT STEPS: FUNDING



- Provide districts with clearer guidelines on how TBIP and Title III monies can be spent and incorporate additional guidance as the Bilingual Guidelines are updated.
- Develop a strategic plan to increase state-level professional development and networking among districts of similar size and demographics to provide for high-quality programs.
- Timeline: End of June 2009



REGULAR EVALUATION FOR ON-GOING IMPROVEMENT AND ACCOUNTABILITY



- Washington state invests tens of millions of dollars to fund instructional programs for ELLs. Schools and districts should be accountable for implementing the program model(s) they selected and ensuring those models produce good outcomes for student learning.
- Meaningful data should be available to help educators and policymakers identify success and problems and plan future changes.



FINDINGS - ACCOUNTABILITY



- While there are currently some mechanisms in place to collect data, evaluate programs, or hold districts accountable, these are insufficient – either they are not funded, do not apply to all schools, hold no consequences or do not measure the most meaningful indicators of program success.
- Any new accountability system should include supportive measures, such as technical assistance for districts that are repeatedly unable to show the effectiveness of their program.
- Data currently provided by the Bilingual Program office as required by the legislature is not the data that could best reveal whether programs are successfully teaching ELLs English while building their other academic skills, nor does the data distinguish among distinct ELL groups or measure primary language literacy development for ELLs receiving instruction in their primary language.



RECOMMENDATIONS - ACCOUNTABILITY



- Establish and fund an accountability system that includes meaningful indicators, applies to all districts that receive state bilingual funding, and that has helpful, rather than punitive consequences.
- Revise reporting measures so that they answer meaningful questions about student achievement, focusing on whether students are making progress in English and in academic content areas.
- Encourage districts to revise the Home Language Survey to collect relevant information about the students' native language skills, immigration generation, age of arrival in the U.S., mobility history, and familial levels of education.
- Require the Bilingual Program office to submit legislative reports by January 1st of each year on data from the previous school year, and that addresses questions about student progress in learning English, meeting state standards once they have learned English, and, if applicable, progress in primary language literacy.
- To support increased monitoring, guidance, technical assistance, and professional development, increase staffing for the state Bilingual Program office and/or make use of other institutions in the state (ESDs , higher ed) to do this work.



UPDATES FROM OSPI: EVALUATION



- Data, data, data – this has been one emphasis during the past year from the state office – including an emphasis on performance of former ELLs.
- Three required annual legislative reports, which include detailed data on ELLs, have been submitted this year, including the 2007-08 report – submitted before the January 1, 2009 deadline.
- Increased use of the bilingual database to give districts better access to their own data.
- A self-study framework was developed by OSPI and the BEAC Exec Committee in April and shared with districts this fall.



NEXT STEPS: EVALUATION



- Create a comprehensive plan for on-going evaluation for districts
- Build in more evaluative components into iGrants (similar to the Migrant program “needs assessment”).
- Tailor legislative report data to be more evaluative of programs to pinpoint successes and challenges throughout the state.
- Timeline: End of June 2009



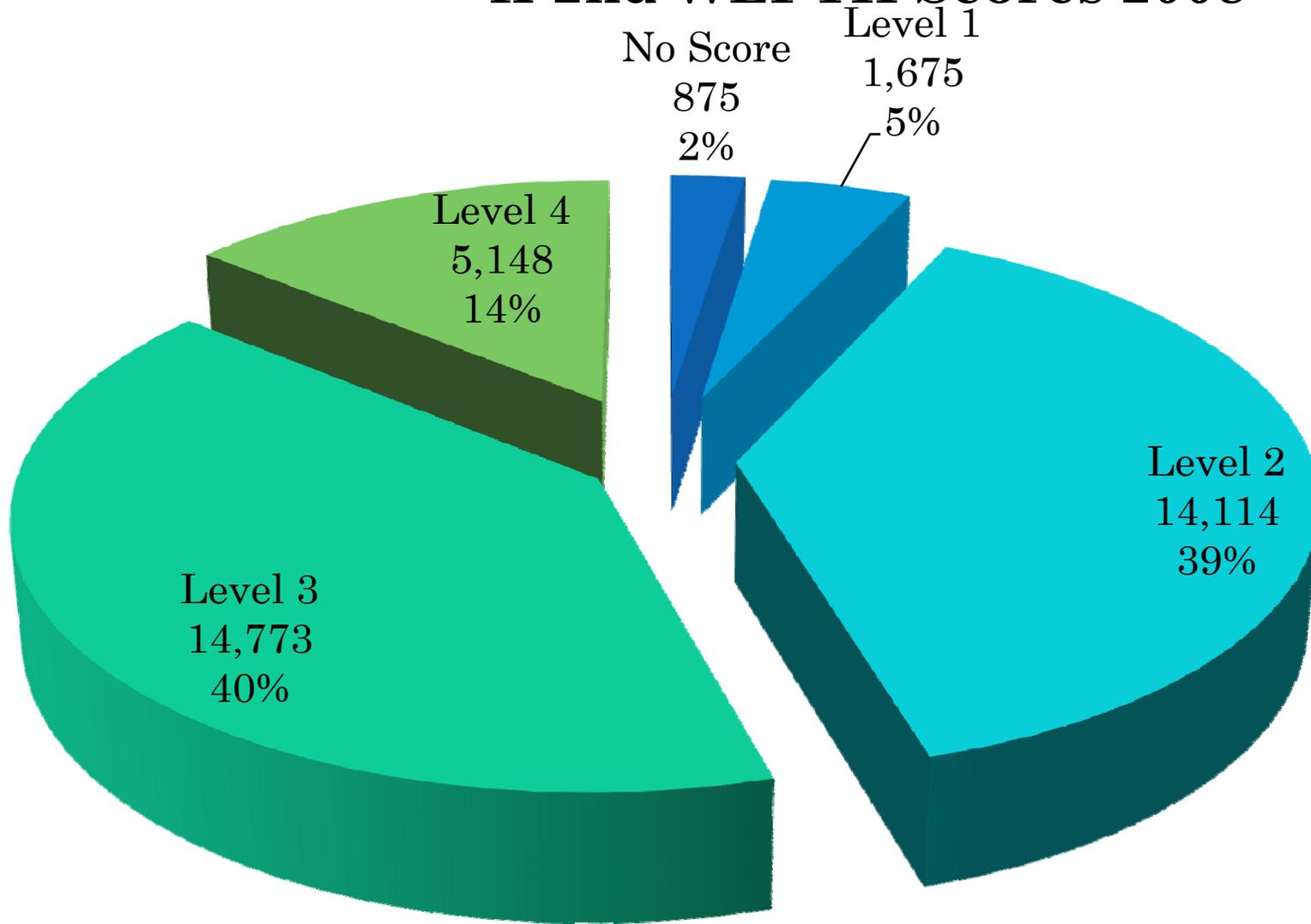
WASHINGTON LANGUAGE PROFICIENCY TEST (WLPT-II) SPRING 2008

Grade		L1	L2	L3	L4	Grand Total
K	644	1141	7531	3514	631	13461
1	147	338	4655	6118	1981	13239
2	84	196	1928	5141	2536	9885
3	131	139	1170	5086	1574	8100
4	58	149	1032	4091	1355	6685
5	57	177	898	3789	928	5849
6	72	92	492	3013	1124	4793
7	62	122	576	2398	598	3756
8	53	115	589	2342	565	3664
9	154	163	836	2363	732	4248
10	150	73	556	1876	840	3495
11	120	31	354	1624	645	2774
12	145	22	275	1180	378	2000
Grand Total	1877	2758	20892	42535	13887	81949

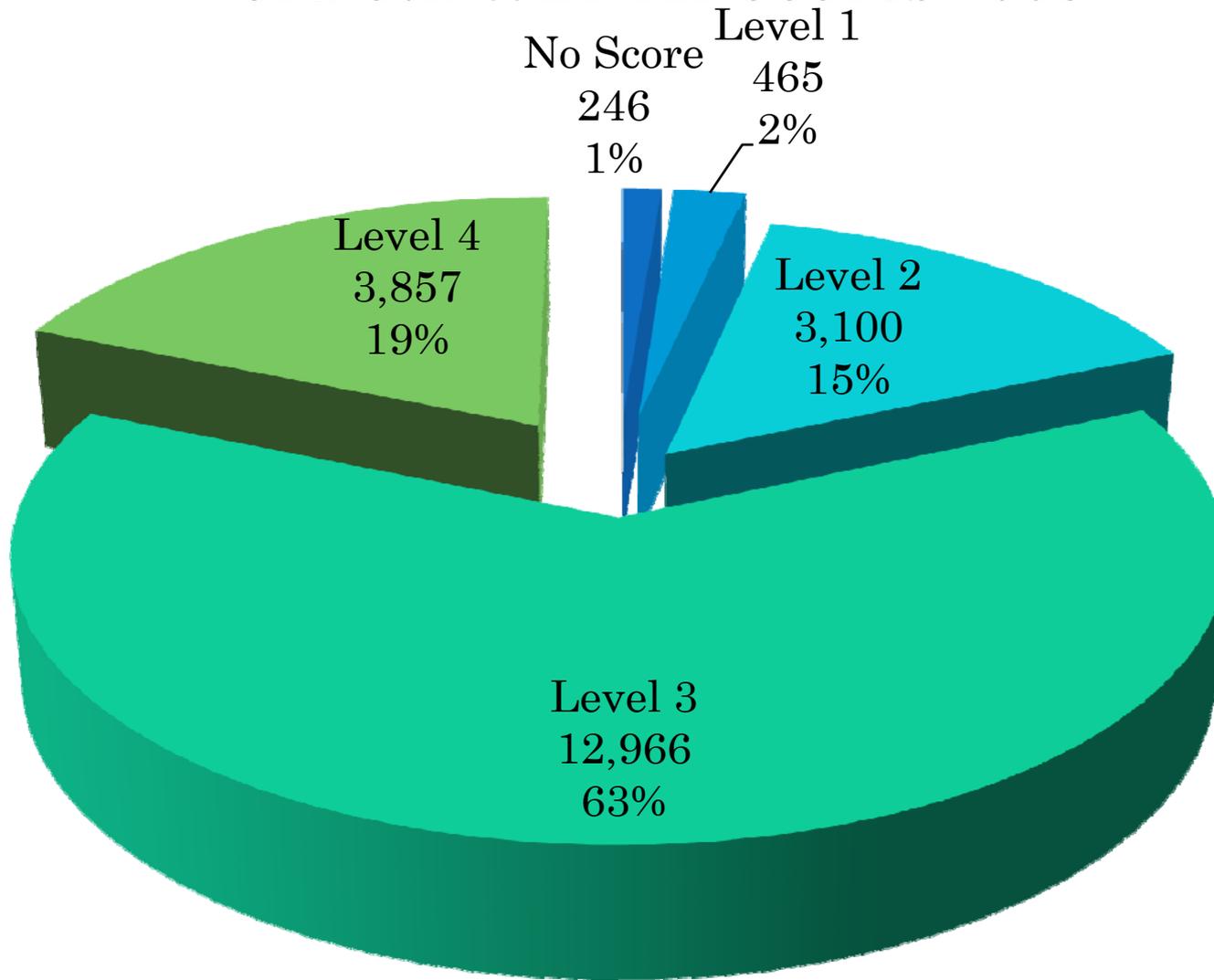
BREAKDOWN OF WLPTII DATA BY GRADE BAND



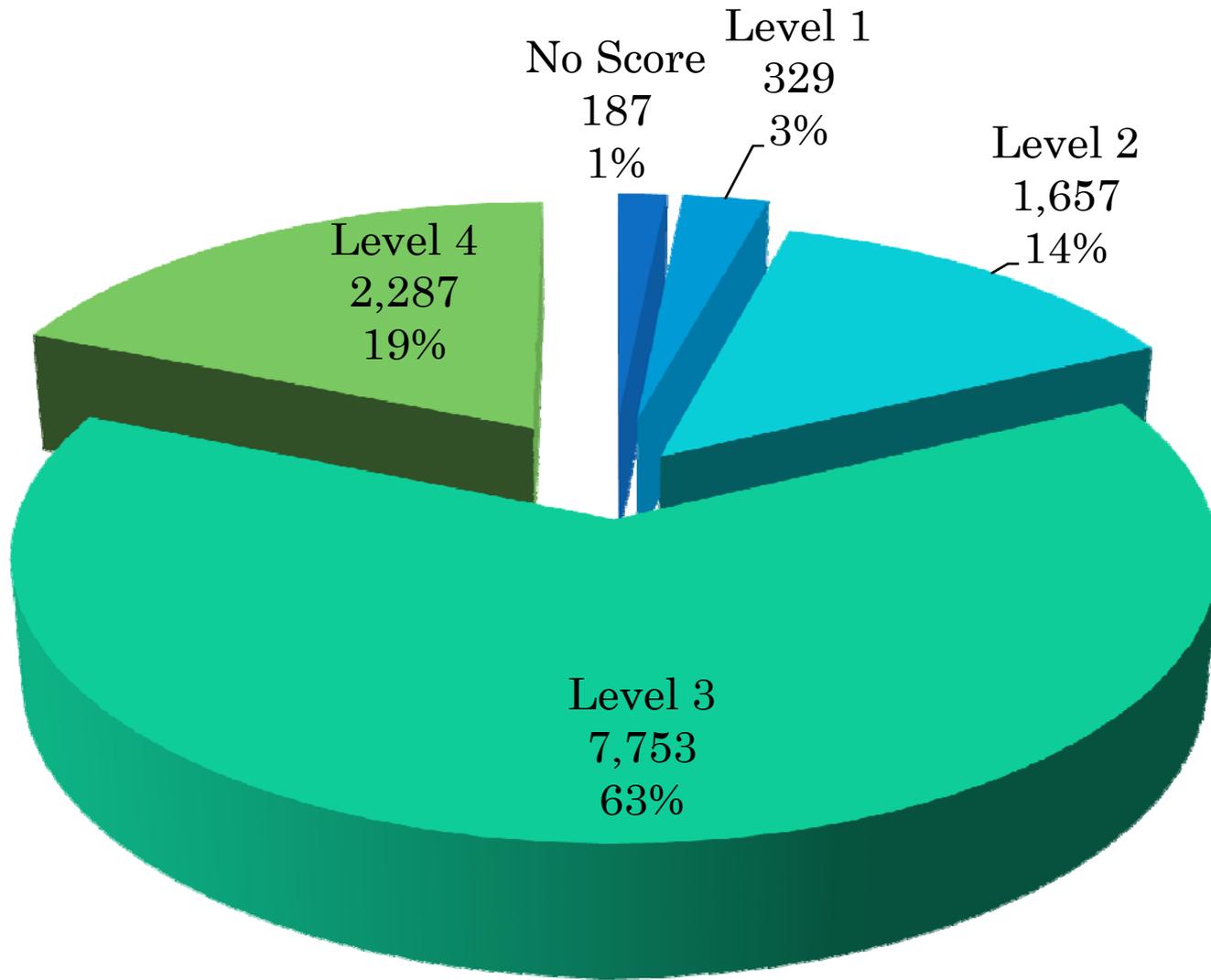
K-2nd WLPTII Scores 2008



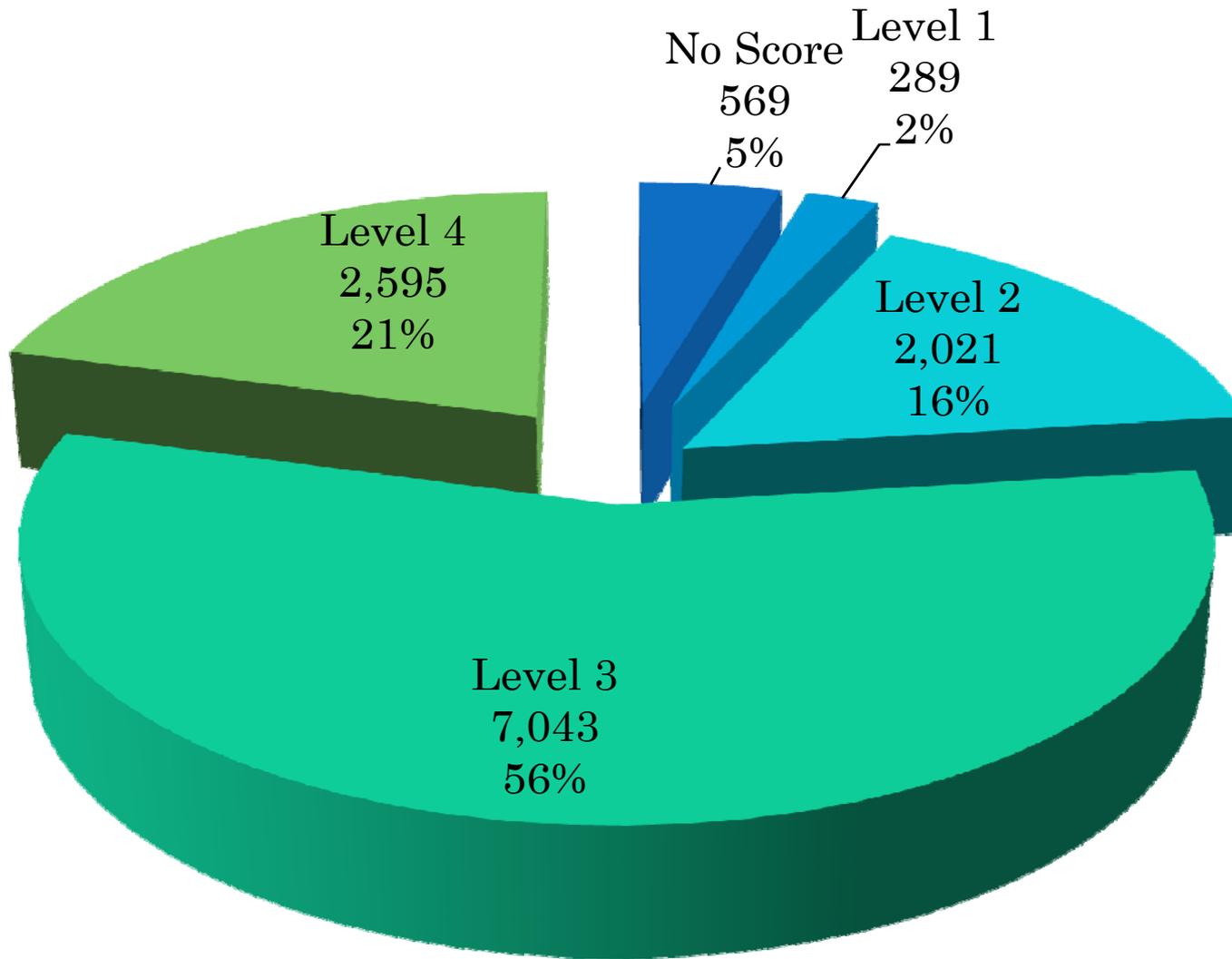
3rd-5th WLPTII Scores 2008



6th-8th WLPTII Scores 2008



9th-12th WLPTII Scores 2008

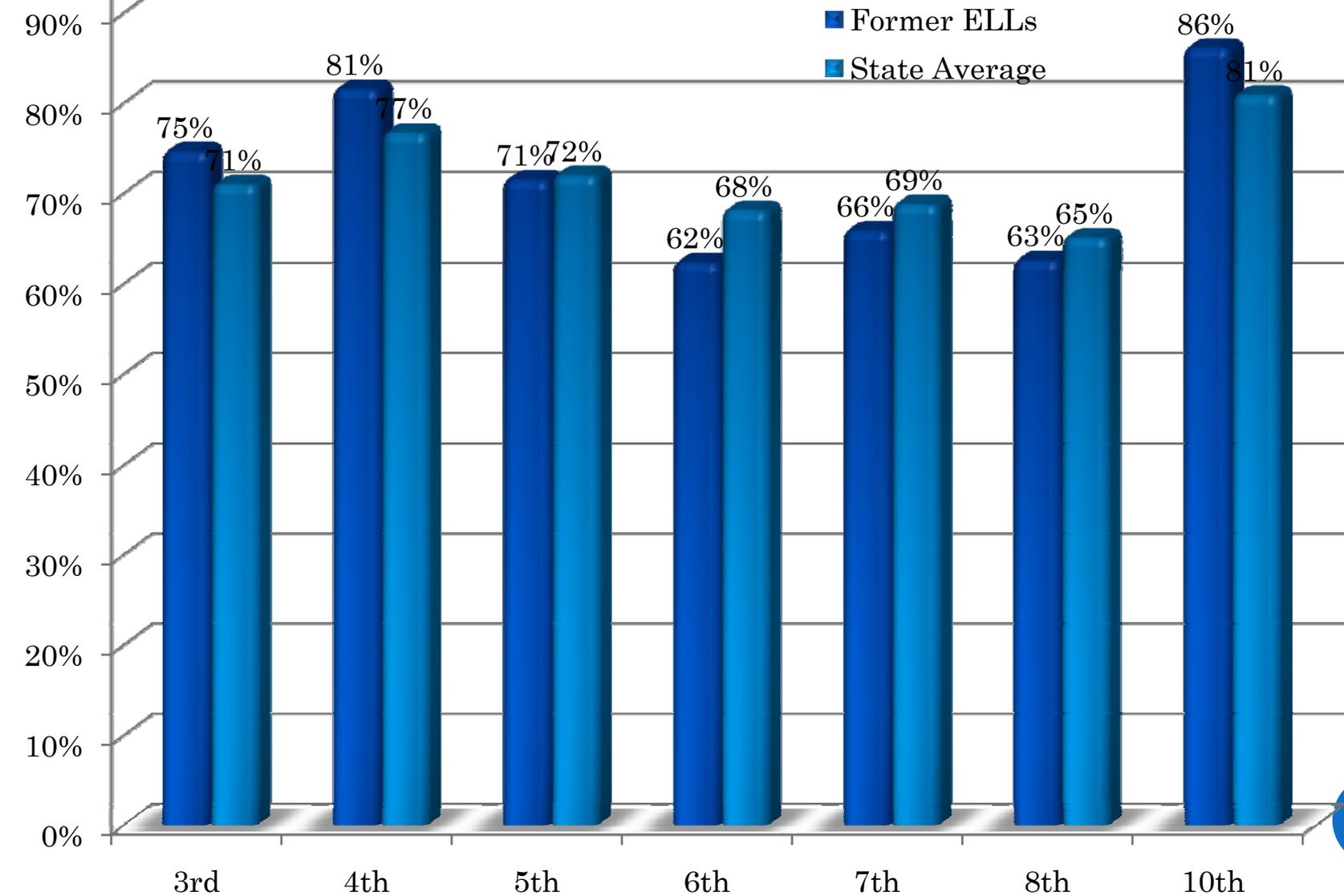


IMPORTANCE OF EXITED ELL DATA

Most states and districts do not collect and analyze achievement data specifically for FEP [fluent] students—those who have exited language support programs and have been redesignated. Yet the true measure of a program or system's success is how well students are doing in mainstream content classes. (Short & Fitzsimmons, 2007, p. 16)



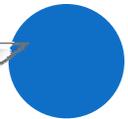
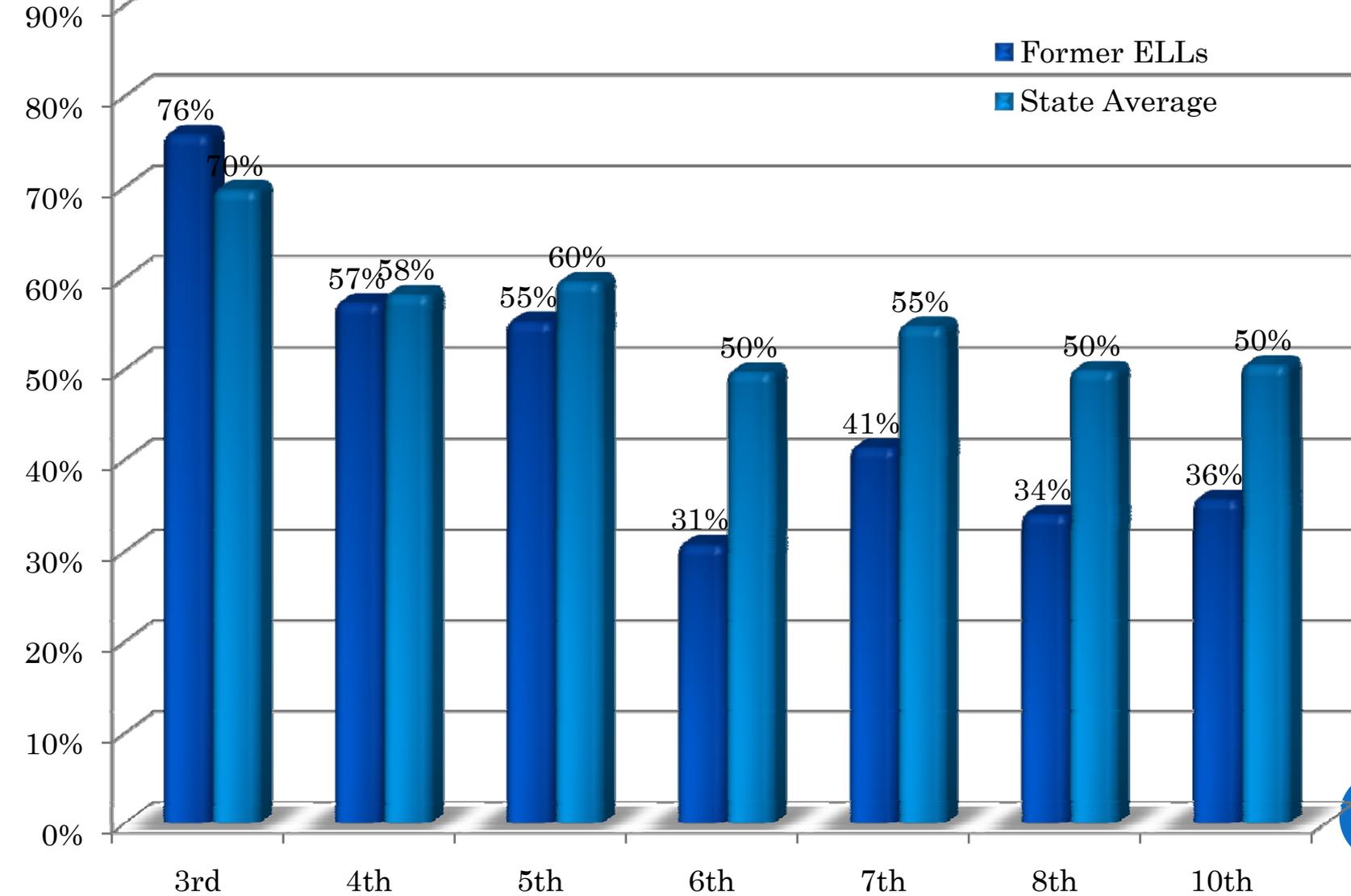
2007 WASL Reading Performance Former ELLs and State Average



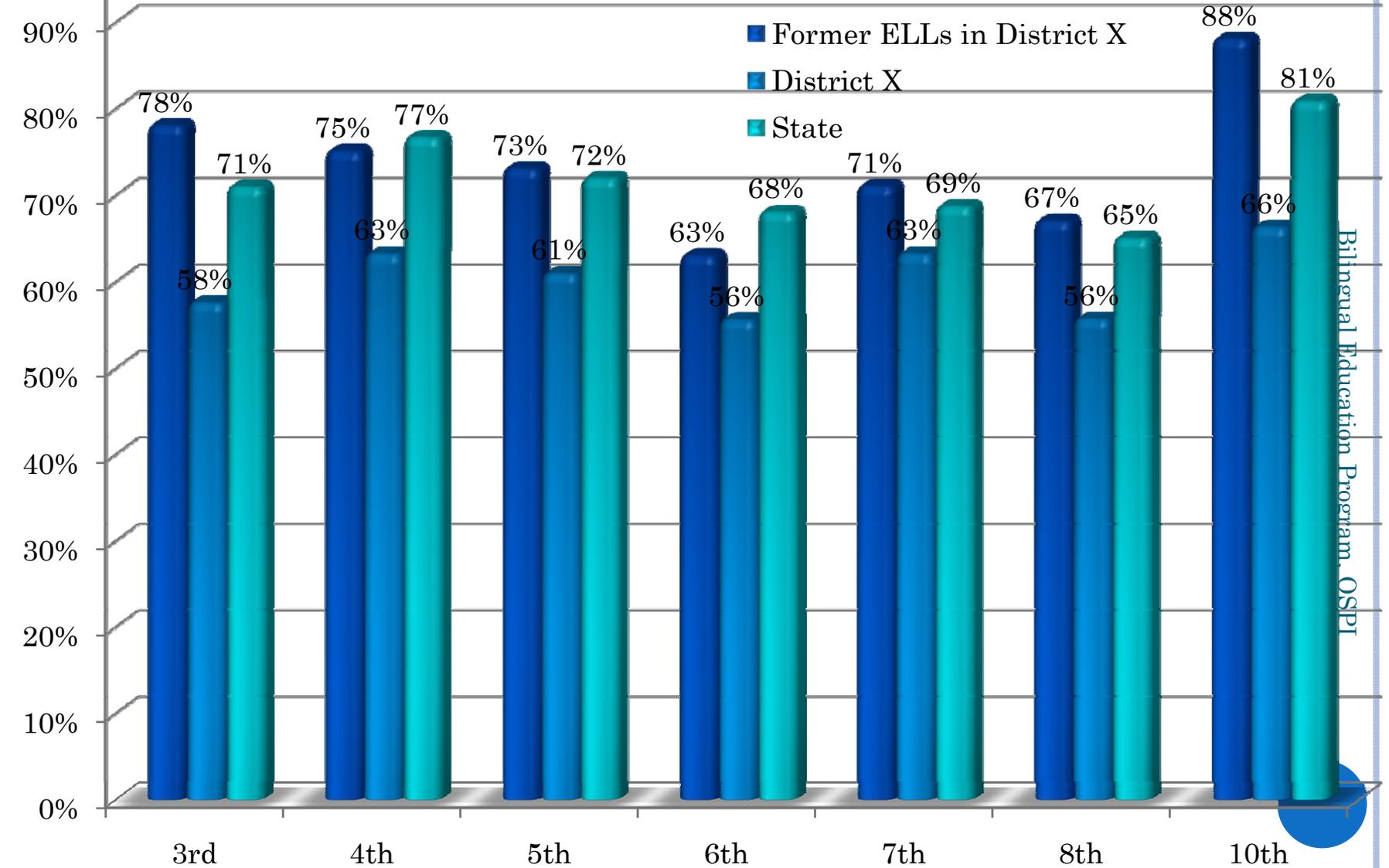
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2007 WASL Math Performance Former ELLs and State Average

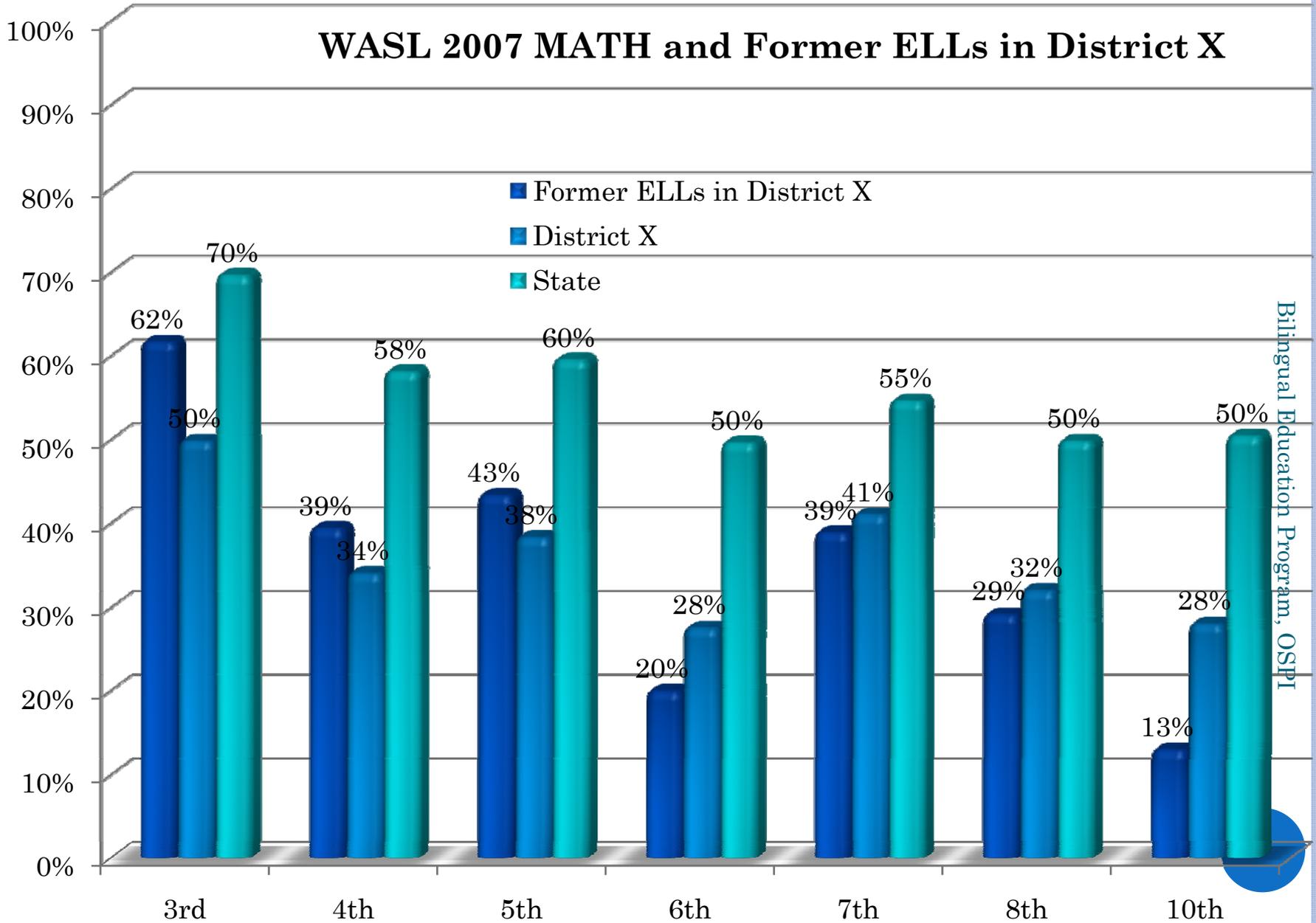


WASL 2007 READING and Former ELLs in District X



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WASL 2007 MATH and Former ELLs in District X



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