

Effective English Language Development for All English Learners

October 15, 2020



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Outline

- Why focus on Language Learners?
- Title III and TBIP Funding and Accountability
- Designing Effective Programs for Language Learners – Researched Based Approach
- Inclusion and Belonging in Times of COVID
- WIDA
- Resources
- OSPI Migrant and Bilingual Education Team



Why Focus on Language Learners?

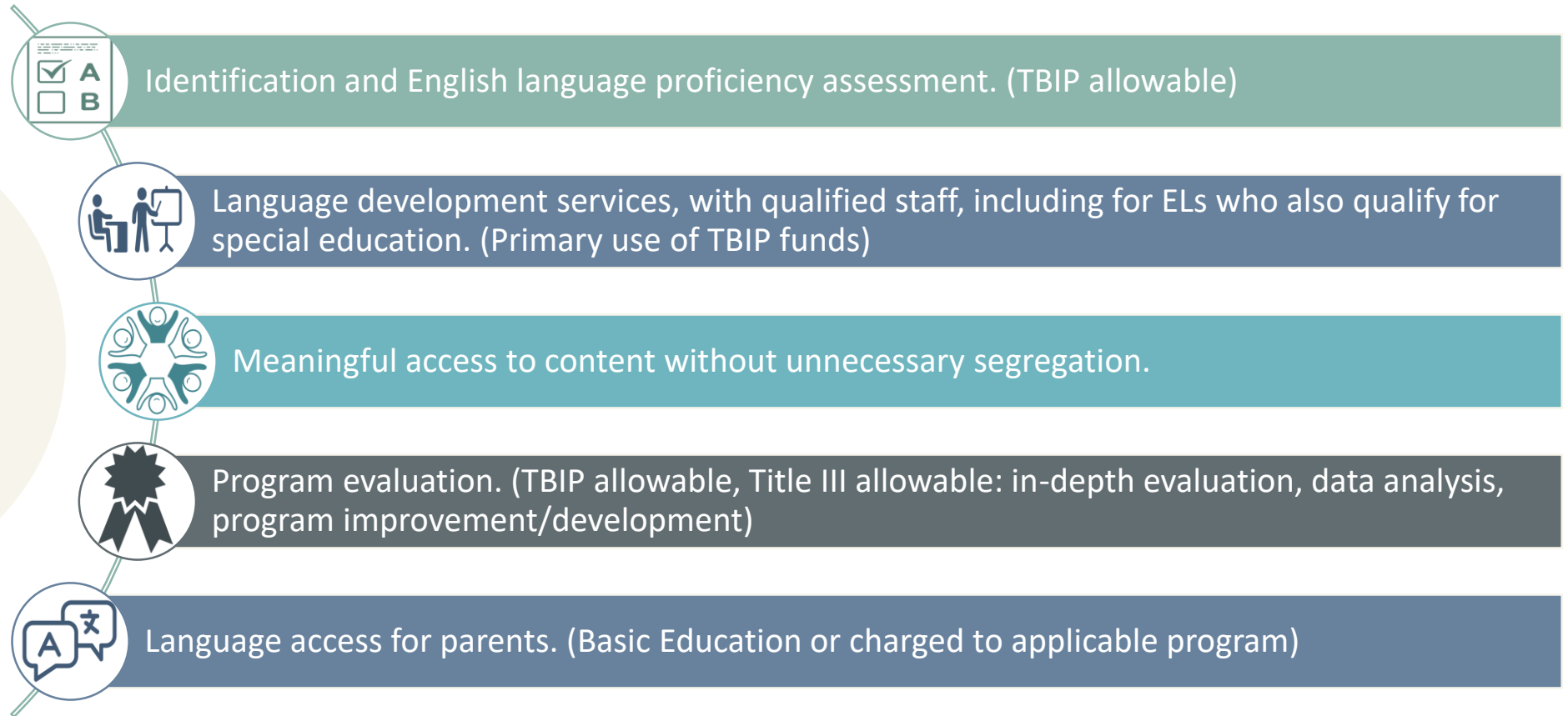
Lau v Nichols

In 1974, SCOTUS issued a landmark ruling that stated that providing English language instruction to students who need it is a matter of Equal Protection under the US Constitution (Lau v Nichols, 414 US 563, 1974).



Transitional Bilingual Instructional Program (TBIP): Civil Rights Obligations Leads to Inclusion, Equitable Supports and Resources

**All Schools Must
Meet Civil Rights
Obligations**



Intent & Purpose for Title III Funds

Title III funds within a Title I schoolwide must meet the intent and purpose of Title III.



Proficiency & Achievement

- Attain English proficiency and high levels of academic achievement in English.



Standards

- Meet the same challenging State academic standards.



Effective Language Programs

- Assist teachers, principals and other school leaders to establish, implement and sustain effective language instruction programs designed to assist ELs.



Capacity

- Assist teachers, principals and other school leaders to develop and enhance their capacity to provide effective instruction to ELs.



Parent, Family, Community

- Promote parental, family, and community participation in language instruction educational programs for the parents, families and communities of ELs.





Funding and Accountability – TBIP, Title III and Title IC

Funding and Accountability in Washington



Transitional Bilingual Instructional Program (TBIP) WA State Program

- 219 million 2020-21 budget
- 247 districts applied for TBIP funds in 2019-20
- Majority of supplemental EL funding for districts
- Primarily funds staffing, materials, professional learning



Federal Programs: Funding and Accountability

Title III Federal Program

- 155 districts applied for Title III funds in 2020-21
- Primarily funds professional learning, family engagement in the EL program and extended day/extended year activities for ELs
- Includes service for qualified Native American students

Title IC Migrant – Federal Program

- \$33 million in 2020-21 budget
- 60 districts applied for annual funding of those 40 also applied for summer
- Four Educational Service District Partnership – Yakima, Wenatchee, Pasco and Anacortes
- Primary funds for English Language Arts, Math, Credit Accrual, Out of School Youth, Early Learning, Family Literacy and Health.
- Includes services for qualified Native American Students



A Few Facts About Washington State's Migrant and Bilingual Education Programs

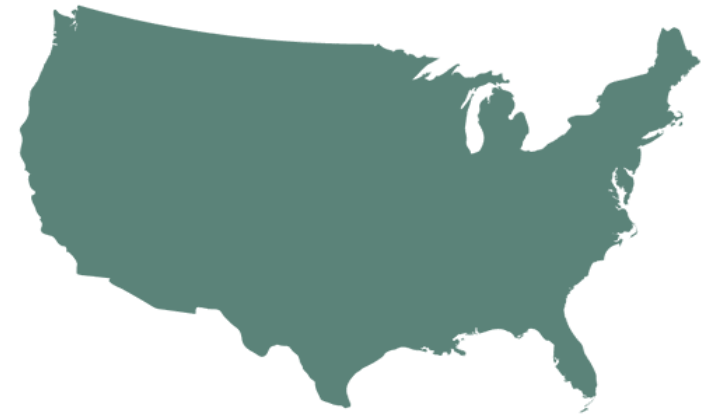
Last three-year average is ~29,602 Migrant students ages 3-21, including out-of-school and preschool aged children



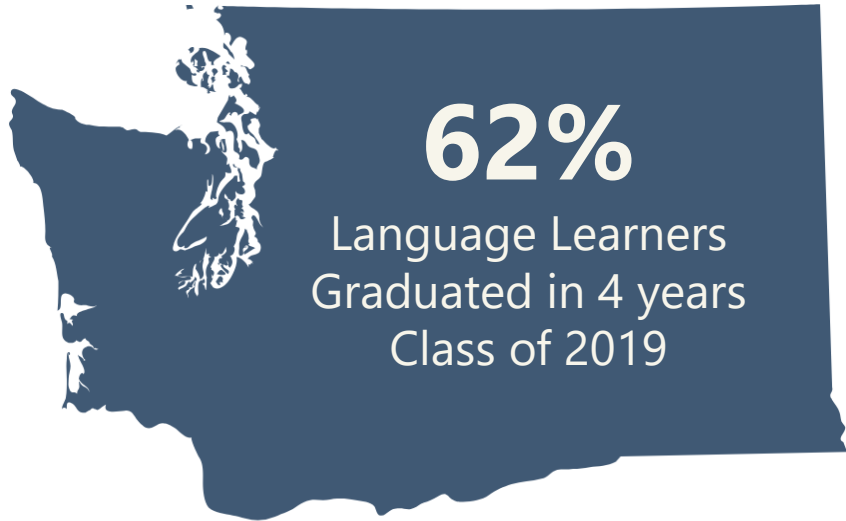
Second largest Migrant student population in the nation

Last year average is 134,693 English Learners

7th Largest EL population in the nation



Statewide Trends from Washington Report Card



Graduation Rate 62%

233 different homes languages

Average 3.5 years in EL services

29% LTEL

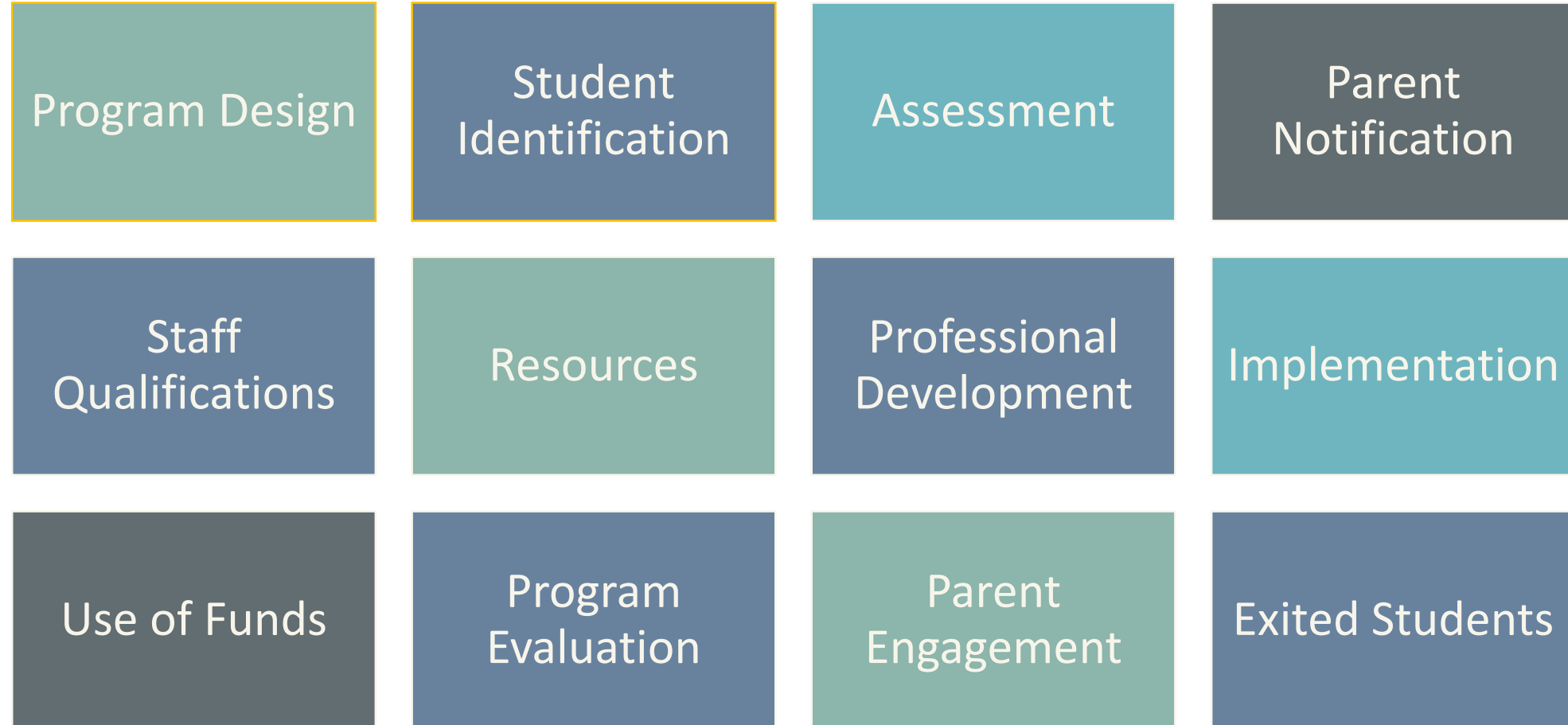
*[OSPI Report Card](#) & TBIP Legislative Update 2019

Main Areas of Focus for Bilingual Education Services

Systems Level Approach



Systems Level Supports for Language Learner Services – CPR



Designing Effective Programs to Meet the Needs of Language Learners

Understanding Comprehensive School Reform Guidelines

Title III (Sec. 3115(a)) of the Every Student Succeeds Act requires that local educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student. This section provides a detailed overview of the elements and components of effective LIEPs.



Guiding Questions – Choose 3



- What do we know about our EL students?
- What data sources are we routinely using?
- What is the program model we are using and what are the critical components of that model?
- How is our program funded?
- How is our program staffed?
- How are we monitoring language development in a formative way?
- What tools do we have to monitor language development (beyond the annual summative)? Is there consensus within the school/district?

The Eight Aspects of Comprehensive School Reform- Schmoker



Research-Tested Implementation

Action

- Reforms are focused and rigorous
- with ongoing evaluation to assure the highest quality of results
- Data drive/inform instruction
- Evaluation is central to strategic planning

Examples.....

Continuation of the PDSA cycles to implement changes

Using the formative assessment process when analyzing student language development and content learning

- Clarify intended learning and language use
- Elicit evidence of learning and language use
- Interpret the evidence
- Act upon the evidence

Comprehensive Programs

comprehensive programs

Action

Address core subject areas for K–12, including instruction, and school organization (use of time, staff, resources, etc.).

Examples.....

Creating master schedules that provide for designated English Language Development time consistent across buildings for all ELs

Building teams using improvement science techniques to support implementing changes to practice

- Focus on teacher efficacy first
- Data gathered/analyzed (frequency and fidelity)
- Connect the changes of practice to EL language development and/or engagement

Alignment of Program and Curriculum

Action

Align all resources, human, financial and technological, across K–12 and subject areas.

Help schools reorganize structures, systems and staffing to refocus on teaching and learning.

Examples.....

ELD is a service – not a place!

Re-designing EL services so that all ELs receive designated ELD

Analyze ratio of certificated/endorsed EL teachers : EL students and adjust teacher assignments and hiring practices

Support co-planning between EL teachers and content teachers



Diversity Report Card



Enter your search terms



Report Card

School performance, graduation, more...

Data Portal

Students, school facilities, more...

Reporting

Reports, CEDARS, EDS, more...

Data Sharing with OSPI

Student and educator data

Privacy and Data - Protecting Student Privacy

Collected data and student privacy laws



PARENTS & FAMILIES



Enrollment

[Enrollment by Student Demographics](#)

[Enrollment by Student Program and Characteristic](#)

Student Performance

[Assessment by Student Demographics](#)

[Assessment by Student Program and Characteristic](#)

Graduation

[Graduation by Student Demographics](#)

[Graduation by Student Program and Characteristic](#)

Other Student Measures

[Regular Attendance by Student Demographics](#)

[Regular Attendance by Student Program and Characteristic](#)

[Ninth Graders on Track by Student Demographics](#)

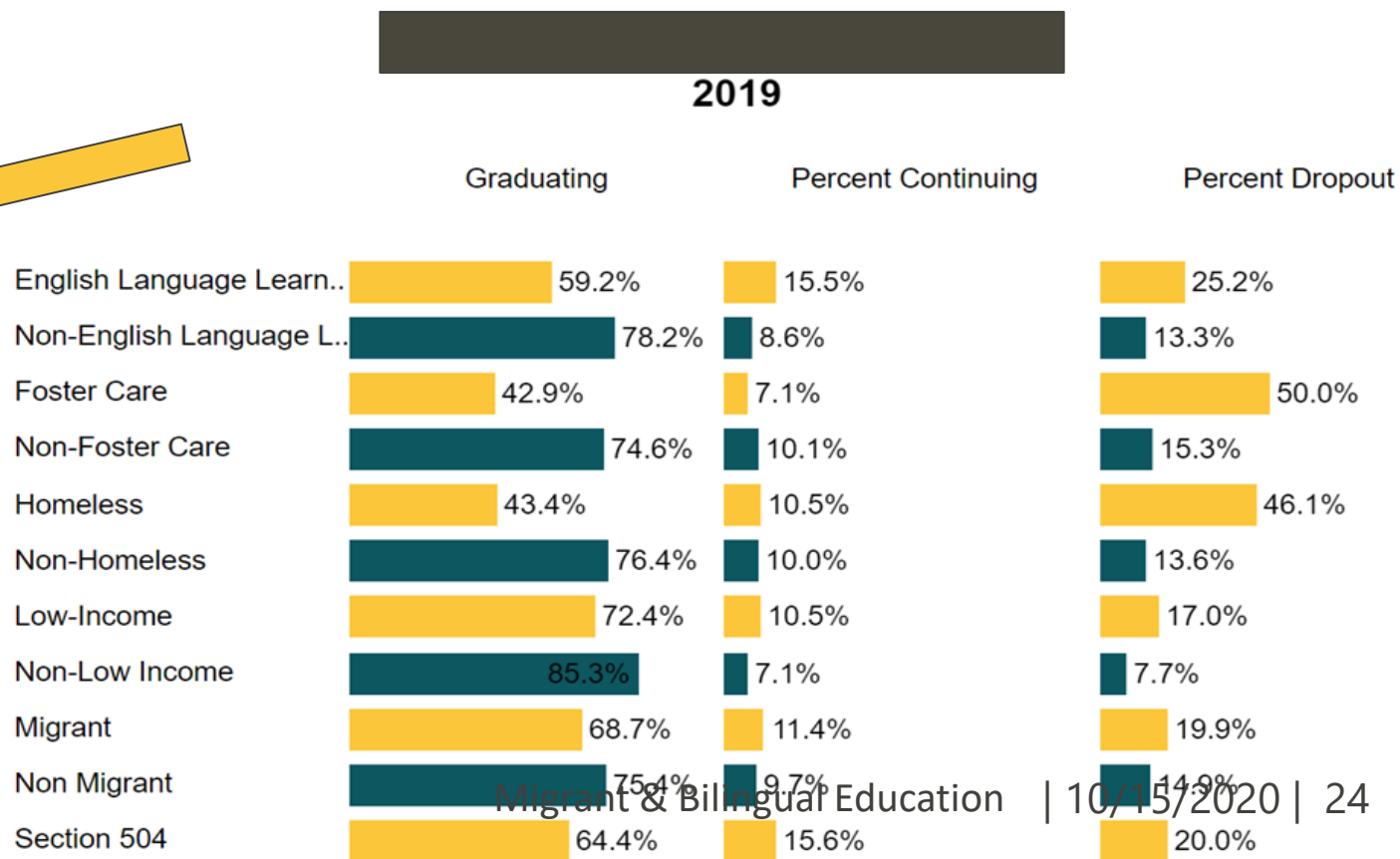
[Ninth Graders on Track by Student Program and Characteristic](#)

Graduation by Student Program and Characteristic

Summary

Trend

What percent of students graduated in four years, by student program and characteristic?





Inclusion and Belonging

Inclusion and Belonging

- Cultural and social belonging equal peoples and places
- Parents have a dual frame of reference – homeland and U.S.
- Many Language Learners who come to the U.S. at a very young age only have one frame of reference.
- A constant mediating of influence of local context – in state tuition, healthcare etc.

Inclusion and Belonging – Hope vs. Hopelessness

- Diversity in our student population - i.e. 1.5 generation (came to U.S. before age 3)
- Competing messages about social and cultural belonging and political and legal exclusion.
- What are the long-term impacts?
- Challenges – the shift from a K-12 Community but denial to participate as young adults – i.e. Out of state fieldtrips, drivers license, voting, jobs.

Dr. Roberto Gonzales – Lives in Limbo 2019

Stress and Trauma

- “Ni de aqui ni de alla” - Neither from here or there.
- What effect does exclusion have on the psyche?
- How as educators can we offer hope versus hopelessness to our youth who struggle with inclusion? Especially during COVID?

English Language Assessment



Surveyed the field of Bilingual professionals



Results of the survey were reviewed



An announcement of the decision to Shift to WIDA was sent
10/2/2020



Sign up to receive the Migrant and Bilingual Education Updates!

Five Factors Why We Are Transitioning?

- Greater efficacy of integrating English language standards into a broader instructional framework. WIDA has five standards with aligned to Common Core State Standards and Next Generation Science Standards to academic content;
- Opportunity to align with the WIDA K–12 Spanish Language Standards, assessments and resources to increase support for expanding dual language programs across the state;
- Access to materials supporting pre–K EL education;

Five Factors - Continued

- Focus on assuring age appropriateness and efficacy in technology interactions available through the assessment instruments; and
- Availability of more robust professional learning tools to support all Washington State teachers to more effectively instruct multilingual/English learners and Native American students.

Receive Title III and Migrant Updates

OSPI Website - K12.wa.us

- **Click - Student Success**
- **Under Access & Opportunity in Education**
 - **Click - Migrant and Bilingual Education**
- **Click - Subscribe to Receive Migrant & Bilingual Education Updates**



Bilingual Education Team



Veronica Gallardo

State Director

360-725-6144

Veronica.Gallardo@k12.wa.us



Patty Finnegan

Program Supervisor

360-725-4468

Patty.Finnegan@k12.wa.us



Amy Ingram

Program Supervisor

360-764-6201

Amy.Ingram@k12.wa.us



Shannon Martin

Program Supervisor

360-725-4476

Shannon.Martin@k12.wa.us



Unfilled

Program Supervisor





Washington Office of Superintendent of
PUBLIC INSTRUCTION



k12.wa.us



facebook.com/waospi



twitter.com/waospi



youtube.com/waospi



medium.com/waospi



linkedin.com/company/waospi