








Main Line:
360-725-6147



	Staff member:	Who do I contact?
	<p>Terry Garrett Director Terry.Garrett@k12.wa.us 360-725-6144</p>	<ul style="list-style-type: none">• Program and Policy oversight including State Transitional Bilingual Instructional Program, Title I Part C Migrant and Title III under ESSA• Supervises program staff• Bilingual Education Advisory Committee (BEAC)• Migrant State Advisory Committee (SAC)
	<p>David Murphy Program Supervisor, Districts A-M David.Murphy@k12.wa.us 360-725-4980</p>	<p>Your district is assigned to a program supervisor, who serves as your main contact:</p> <ul style="list-style-type: none">• Grant applications and budget revisions• Allowable activities
	<p>Alyssa Westall Program Supervisor, Districts N-Z alyssa.westall@k12.wa.us 360-725-4476</p>	<ul style="list-style-type: none">• Consolidated Program Review• Student eligibility and LEP Application• Services to ELL students• Program Guidelines
	<p>Jenny Choi Program Supervisor Jenny.Choi@K12.wa.us 360-725-4477</p>	<ul style="list-style-type: none">• Consolidated Program Review• House Bill 1541 Implementation• RCW and WAC Amendments• Asian American Pacific Islander Data Disaggregation Grant
	<p>Patty Finnegan Special Projects Program Supervisor Patty.Finnegan@k12.wa.us 360-725-4468</p>	<ul style="list-style-type: none">• Dual Language Expansion Grants and Statewide Professional Learning Network and Support• ELLs who qualify for Special Education services• English Learner ESSA Work Group
	<p>Terrie Beckman Administrative Assistant terrie.beckman@k12.wa.us 360-725-6150</p>	<ul style="list-style-type: none">• Migrant and Bilingual Program support• CPR Logistical Support• Program announcements and notifications• Training/meeting information• Workgroup support
	<p>Sheri Dunster Program Coordinator sheri.dunster@k12.wa.us 360-725-6148</p>	<ul style="list-style-type: none">• EL Student and Assessment Data• TBIP Legislative Report Appendices• LEP Application• ELPA21 Program Support

Objectives

- Review and discuss Title III required reporting data (released January 2018)
- Discuss strategies to increase effectiveness of LAP services for English learners, including specialized literacy instruction for English learners.



Predictions: Title III Required Reporting Data

WAMS under File Downloads> 2017 Administration> 8. Non-Assessment Files> DistrictSD_2017SYT3TBIPRpt

EL Status	Met Standard In ELA	Met Standard in Math
Met All Students	59.1%	47.8%
Met EL	14.3%	17.4%
Met Emerging	7.7%	11.0%
Met Progressing	7.6%	11.7%
Met Not Exit After 5 Yrs	7.0%	7.4%
Met Upon Transition (Proficient)	45.5%	43.9%
Met 1 Yr After Transition	58.1%	51.7%
Met 2 Yrs After Transition	58.9%	50.7%
Met 3 Yrs After Transition	68.2%	55.6%
Met 4 Yrs After Transition	73.8%	58.7%

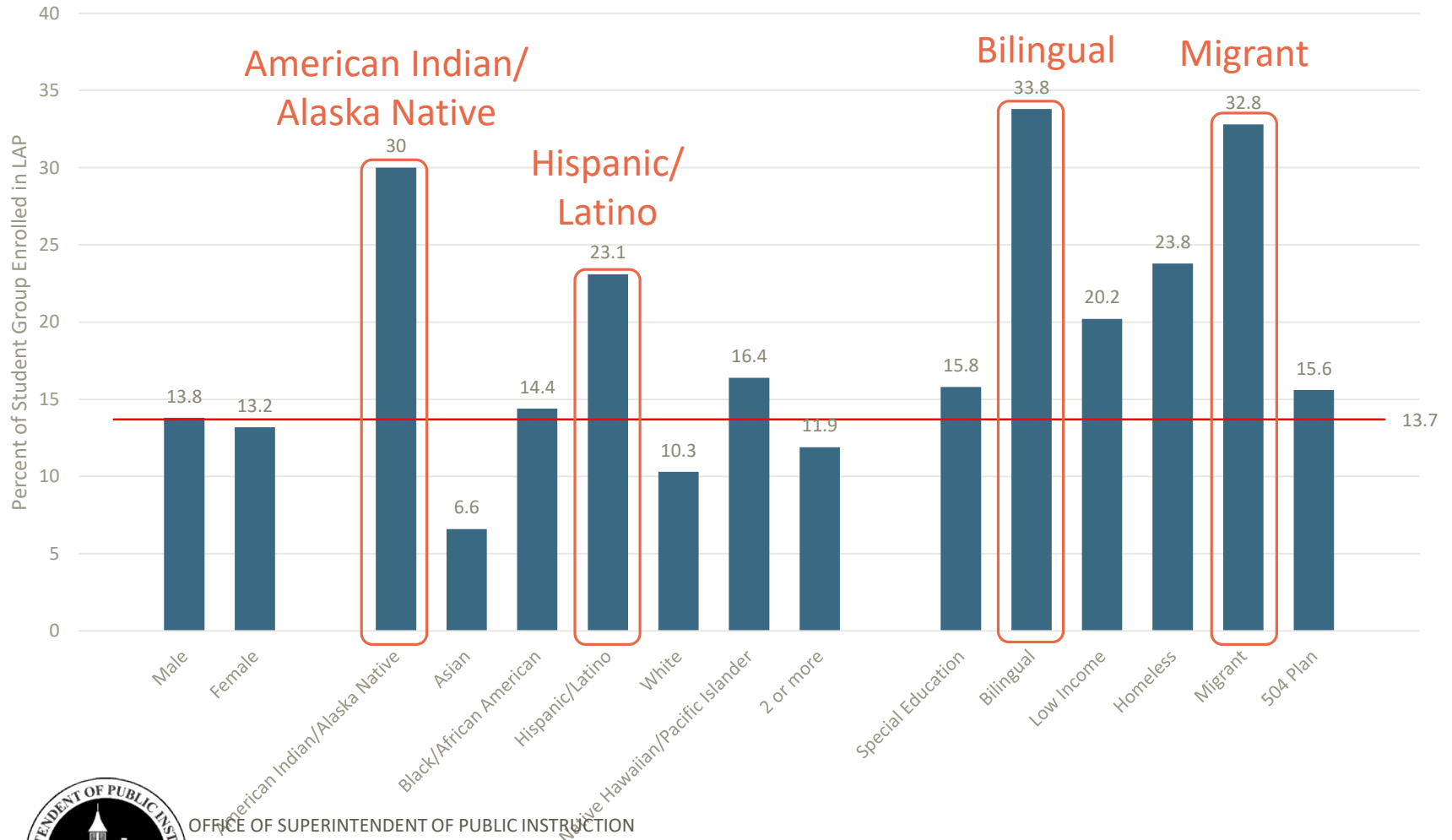


Review the data with someone from another school district: **10 minutes**

- What stands out?
- What do you think the story is behind the data?
- What successes will you build upon in your district?
- How can you use the data to drive conversations with district colleagues, principals, EL staff, and LAP/Title I staff?

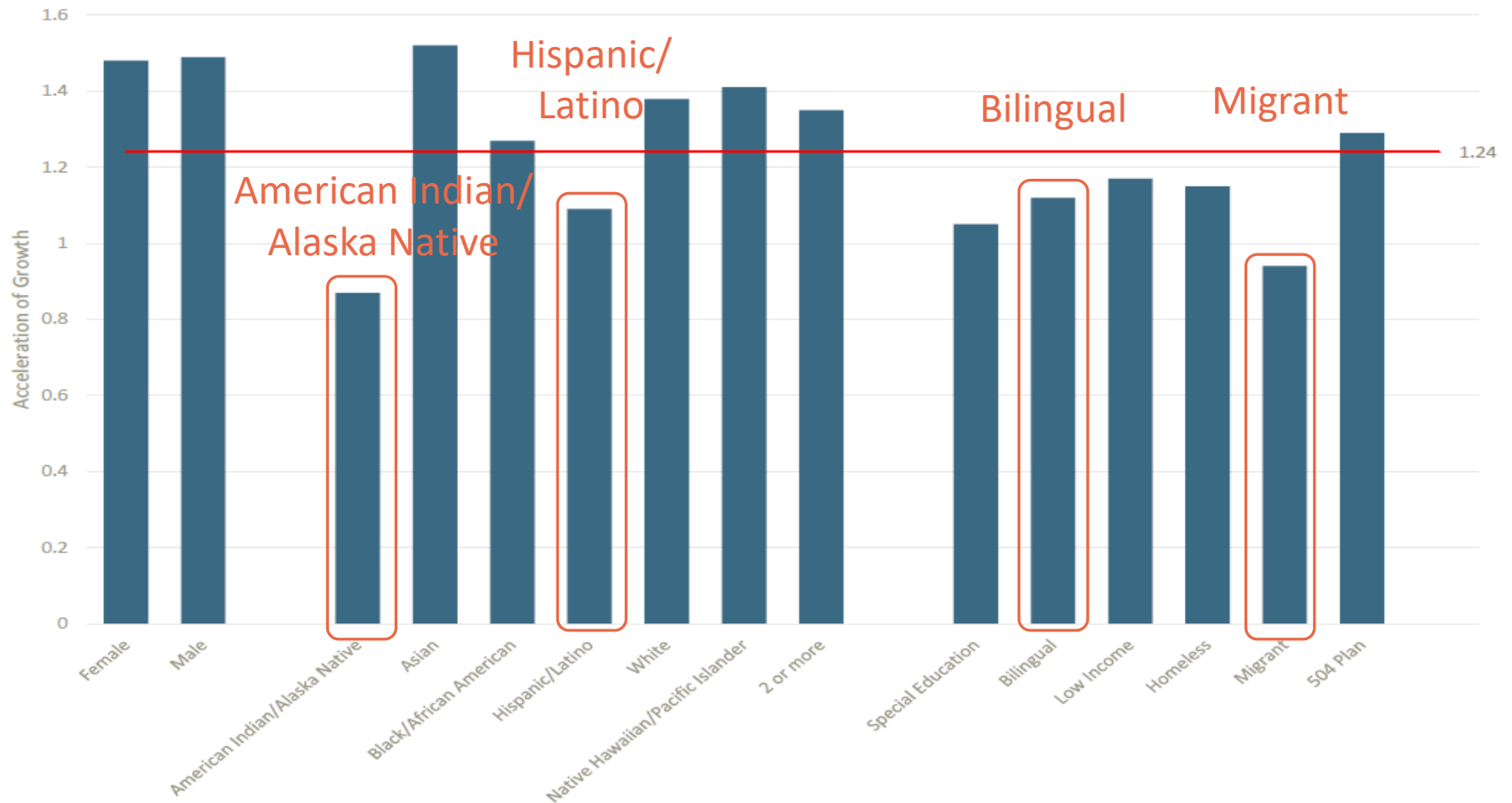


LAP Enrollment by Student Group



LAP Growth by Student Group

Figure 11: Acceleration of Growth by Student Group



What do EL Specialists recommend?

- LAP should not be a one-size-fits-all program, but rather services should be designed to meet the needs of specific students. Coordinate with the EL specialist to design effective LAP supports for English learners.
- Consider the full range of options within the Menu of Best Practices to avoid pulling students out multiple times during the day.
- Hire literacy and instructional coaches with expertise English language acquisition or provide professional development to literacy and instructional coaches regarding English language acquisition. Fund additional collaboration time between coaches and the EL specialist (Title III allowable).
- Support primary language development (ex. bilingual books in summer book programs).
- When students transition from 8th grade to high school, designate someone (ex. Dean of Students, EL Advocate, Migrant Graduation Specialist) to provide individual support to English learners and Migrant students as they navigate high school. Provide training so that this staff member understands the needs of Migrant students and English learners.

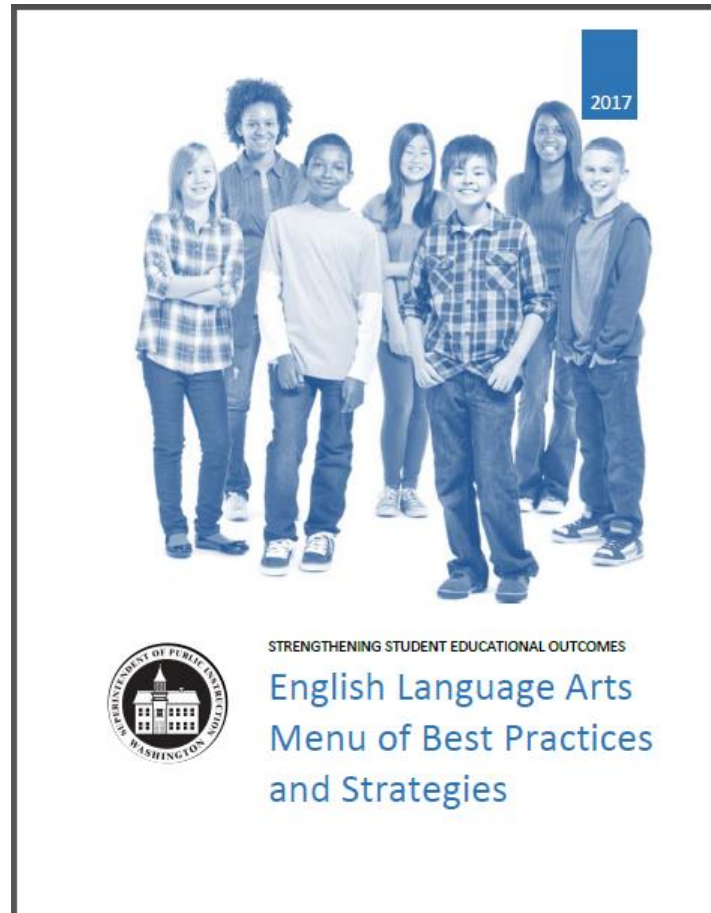


Core Literacy Instruction Tailored for ELs

<http://www.k12.wa.us/SSEO/ELAMenuBestPractices.aspx>

See pages 102-110

*Specialized Literacy
Instruction for ELs*



Specialized Literacy for ELs

What is it?

Instructional design and collaboration to support ELs through the complexity and increased cognitive load of learning two language registers and becoming proficient readers and writers in English.



Why?

Research on EL Reading Development

- Instruction in the essential elements of reading will have greater impact on decoding and fluency for ELs than on comprehension. Focused oral language support is required to develop comprehension for ELs.

(August & Shanahan, 2006; Lesaux, Crosson, Kieffer, & Pierce, 2010)



How?

Changing Core Literacy Instruction

- Explicit instruction in academic language and multiple opportunities to practice content-related discourse in the learning environment (Dutro & Kinsella, 2010; Gottlieb & Ernst-Slavit, 2014)
- Authentic task-based practices to support comprehension and skill transfer (Lightbown & Spada, 2006)
- Learning opportunities that integrate language across subject areas (Saunders, et al., 2013)
- Design language and content objectives for each lesson and share with students (Echevarria, Vogt, & Short, 2012)



How?

Native Language Scaffolds

- Recognizing student's native language skills as assets to transfer knowledge and skills to English (Escamilla et al., 2013; Rolstad, Mahoney, & Glass, 2005)
- Use of native language scaffolds build greater brain density in areas related to language, memory, and attention which increase comprehension in English (Moughamian, Rivera, & Francis, 2009)



Discussion

- Review the Practice Possibilities and Implementation Success Factors on pgs. 102-104.
- What resonates with you?
- What is working well in your district?
- What can OSPI do to support implementation?



Questions?

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Districts A – M

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