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# EL Cooperative PLC

— May 23rd, 2017 —  
8:30-3:00

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# EL COOP Review

SO FAR THIS YEAR...

- ❑ EL COOP PLC 1
- ❑ EL Specialist Training 1: Language Acquisition & Development
- ❑ Teacher Training 1: Language Acquisition & Development
- ❑ EL Specialist Training 2: Student Engagement
- ❑ Teacher Training 2: Student Engagement
- ❑ EL COOP PLC 2



- ❑ EL Specialist Training 3: Academic language
- ❑ Teacher Training 3: Academic Language
- ❑ EL COOP PLC 3

# Introductions: CHECK & CONNECT

At your tables take turns sharing your answer to the CHECK & CONNECT question:

If you could trade places with anyone for a day, who would it be and why?



# Agenda

8:30-11:10

Administrators and EL Specialists

EQUITY: Reflecting on this year

EL Program Design: Reflecting and learning together

11:30-12:00

OSPI Presentation with Question and Answer Session

12:00-12:30

Working Lunch

12:30-3:00

Administrators and EL Specialists

Tuning Protocol

Processing and Planning



# Equity



Where are you as an individual?

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Where are you as a building?

Where are you as a district?

How do you KNOW?

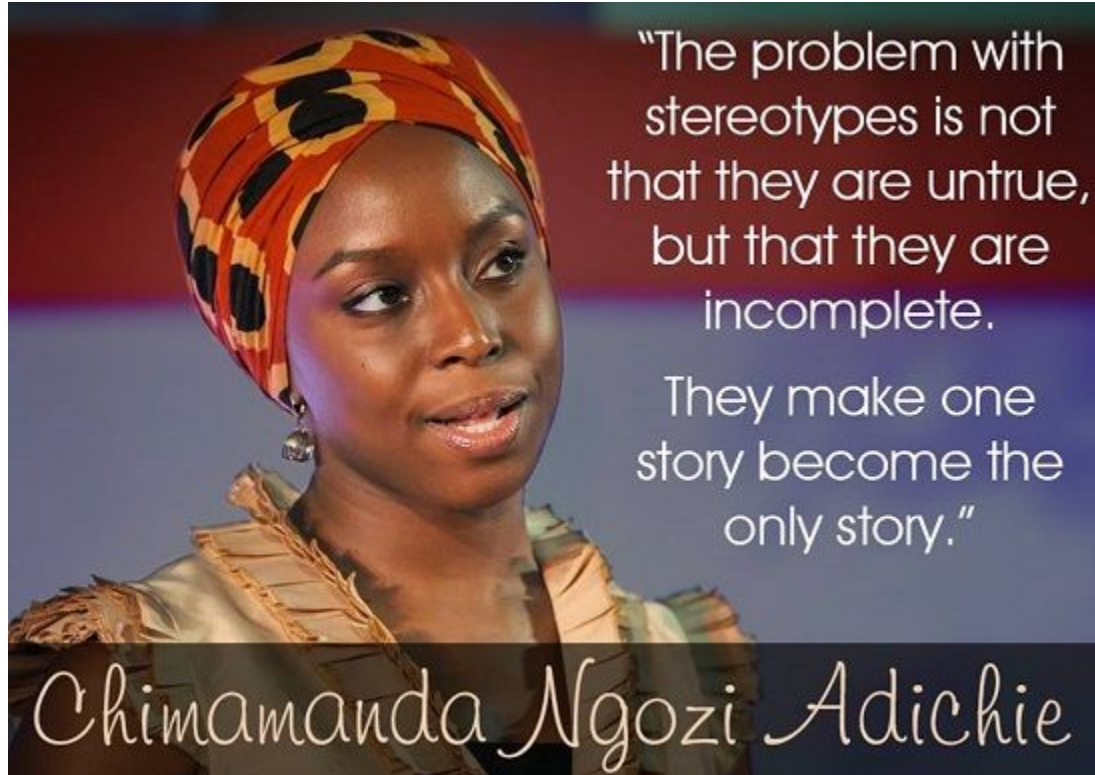
# Equity: Let's Reflect

How are you going to increase systemic strategies for equity and access so all students can achieve at a high level?

Where did you start this year?  
What have you learned?  
How has that impacted this year?  
How will it impact next year?



# The Danger of a Single Story



"The problem with stereotypes is not that they are untrue, but that they are incomplete.

They make one story become the only story."

*Chimamanda Ngozi Adichie*

# Turn & Talk Reflection

- What was something that resonated with you from the Ted Talk?
- Write it down on a sticky note.
- Find two people to share with.





# So what now?

How can we create linguistic privilege and educational equity for all students?

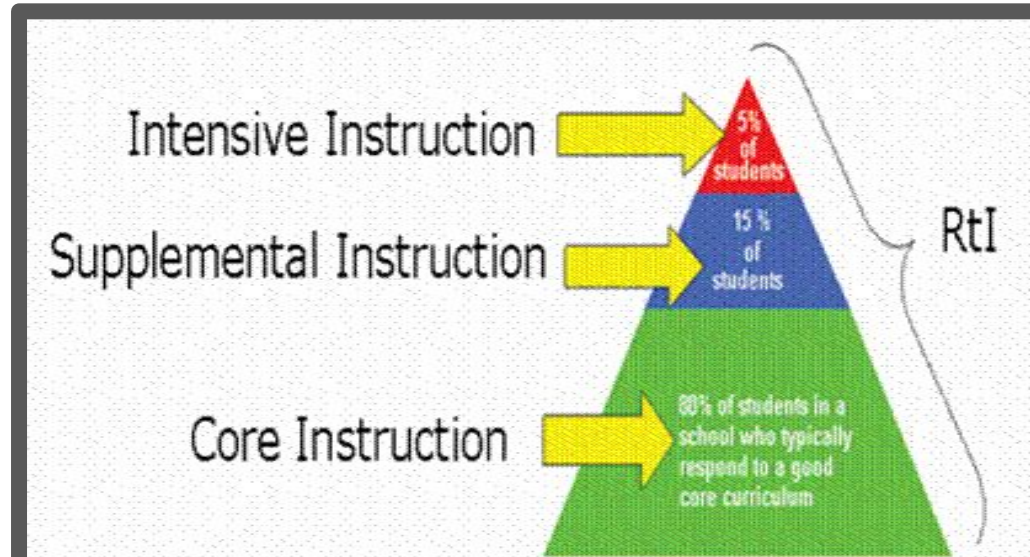
What are some ways that we can adjust our school contexts to provide equity, access and excellence for English learners?

**5:00**

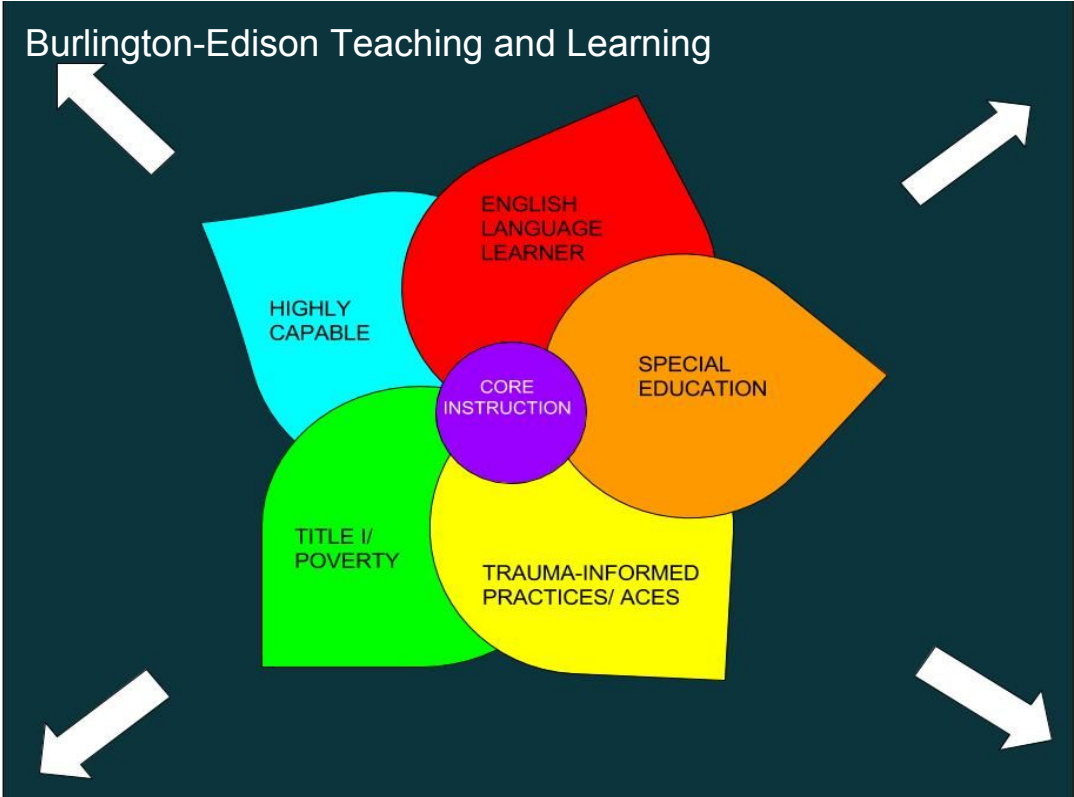


# Multi-tiered System of Support for ELs

How are we currently creating core academic experiences that meet all of the needs of 80% of our students (including ELs)?



# Burlington-Edison T&L Lotus Flower



Revisiting our main focus areas

EL Program Design Elements

Primary Language

Family Engagement

PROFESSIONAL LEARNING

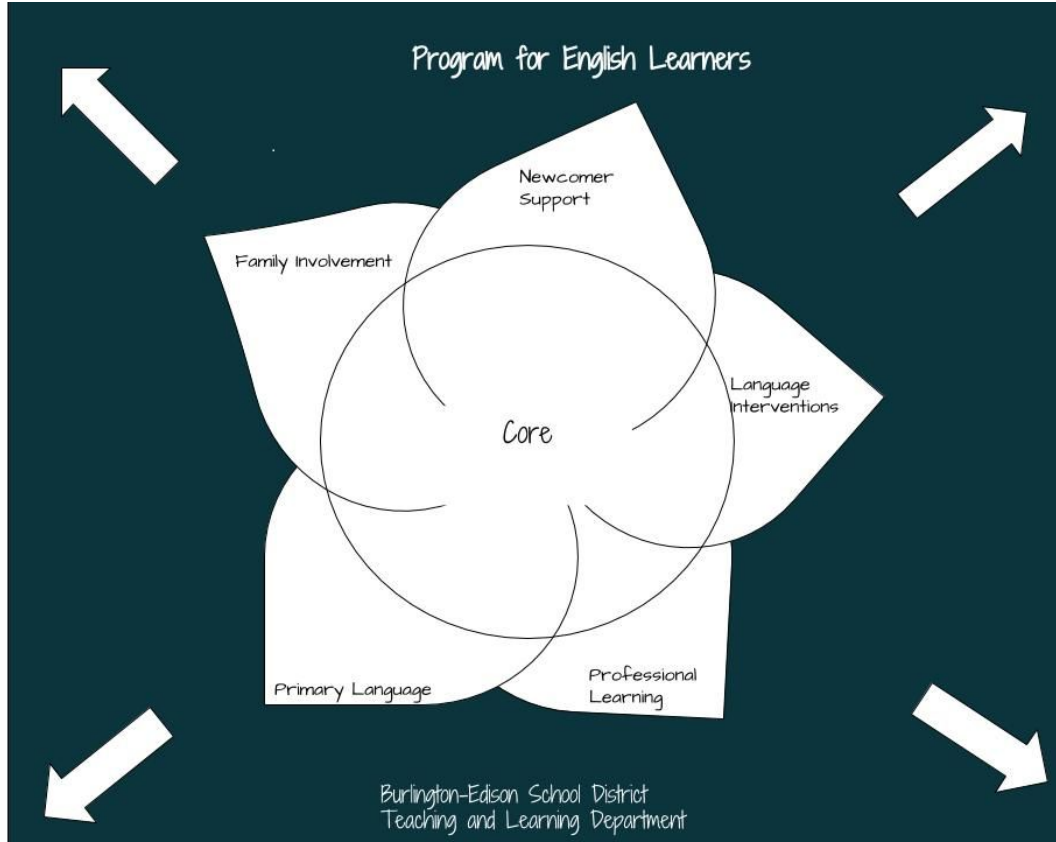
newcomers

interventions

# Dream BIG...

7 minute timer

7:00



# 5 Areas of Focus

5 minute  
timer  
**5:00**

Thinking about the 5 topics we have focused on.

Which is of highest priority for you right now?

Primary Language

Family Engagement

PROFESSIONAL LEARNING

newcomers

**interventions**

# Synthesizing our learning and building connections

## Family Engagement

What we learned/What I am excited about...	Who is a resource?
How do we get teachers motivated to do home visits.	Anne Jones
Specialists help set up and carry out family visits for new EL students to the district	" "
How do we sustain family visits? What are some next steps?	Anne Jones

# Family Engagement

What's going well?

How do you know?

What is a need for you?

Why is that an area of concern?

Family Liaison Coordinator

Hispanic Family Nights  
Multi-cultural night

Lyden

attendance verbal feedback

Increase #s in meeting

Identifying Latinx leaders in the community to organize parents

Strengthening Families 8 weeks

International Night intro. to School

Open House

Math+EL (Mar)

Family night (district/schools)

Parent Academics

EL Liaisons @ all schools

Family Home Visits

Adult literacy classes

Teen Science Night (District)

Support centers

staff trainings

parent surveys  
increased numbers  
sign in sheets.

More family engagement at the building level - expand to Russian/Ukrainian  
More cultural awareness

translation of docs  
reaching out to all language/culture groups  
more staff involvement!

Representation on school board

more personal connections w/ parents by EL + admin.

voice on policy

families need to feel connected + safe to school + community.

at least 1 dedicated district-family liaison

# Family Engagement

What's going well?

How do you know?

What is a need for you?

Why is it an area of concern?

Family Visits for all New staff

Family Resource Center w/ classes at D.O.

Parent Academy at District Office

Orca Well-attended parent meetings

Oak Harbor Strong 1-on-1 interaction

G.F.

Parent Advisory Council

Family Nights

Art Family Nights

reflections & implementations

Parent Feedback

#s are increasing (still ongoing)

attendance records

Direct Interaction

participation of families

Attendance, family feedback

better support in office + phone for parents calling + coming in

Group Participation

Teacher/district to home connection

Increasing family contact at all levels  
More opportunity

follow up for vet. staff (BESD)

Addressing the needs of DACA + DAPA - how are we going to support families.

sustainable + empowering parents to be leaders @ their buildings.

How to reach parents who don't attend meetings

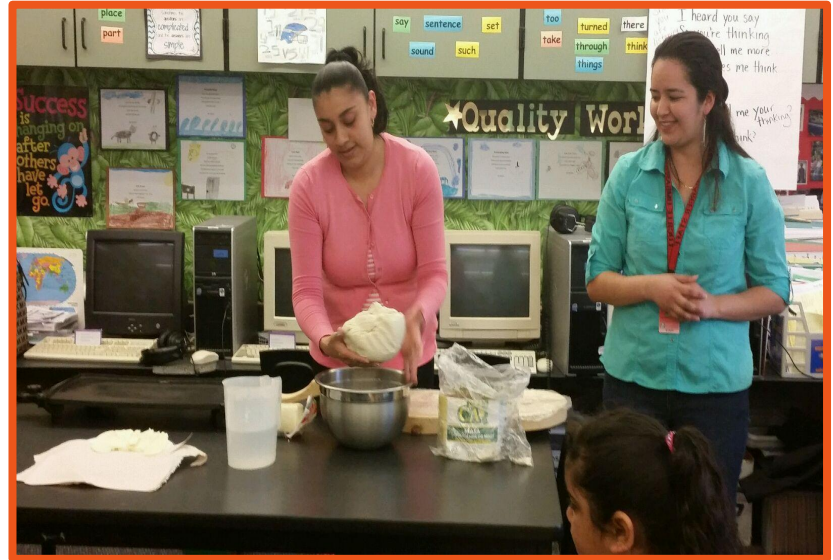
Low attendance + large events

Deeper understanding and collaboration in support of learning

Increasing EL population  
Most families are from 1 bldg.

# Utilizing Family Visits to Access the Funds of Knowledge

To get to know “who” our students and families are, build and sustain relationships, and reflect on our own practices to better include a broader lens in which we teacher.



# One District's Journey

## YEAR ONE:

- Visited all families of students attending summer school

## YEAR TWO:

- Offered learning to all BESD staff in the form of evening classes

## YEAR THREE:

- Offered learning to all BESD staff in the form of evening classes

## YEAR FOUR:

- Provided learning to all new staff and new teachers at BESD

# Integrating Assets

Family Partnerships

Culturally Sustaining Instruction

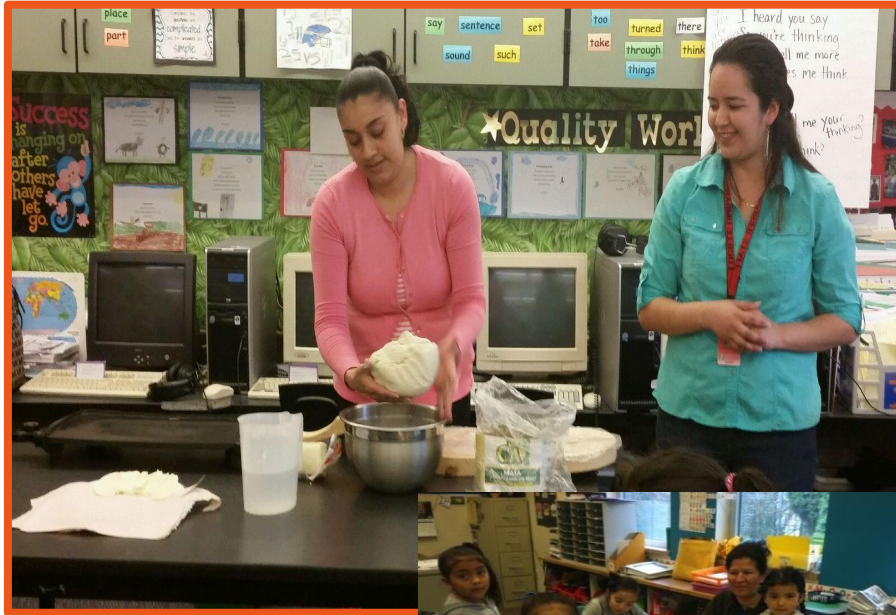
Relationships



The Important Things  
about Solids, Liquids  
and Gases

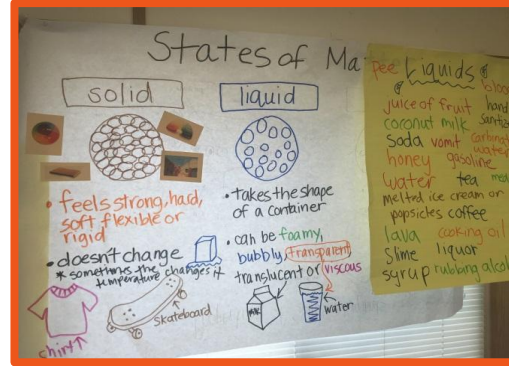


# Learning WITH Families...



# Deeper Learning & Culturally Sustaining Instruction

- Community
- Family
- Building on students' background knowledge
- Asset based approach



# Process Time

Take the next 5 minutes to reflect with your team and add notes to your planning tool.

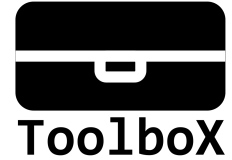


# Synthesizing our learning and building connections

## newcomers

What we learned/What I am excited about...	Who is a resource?
Tip lists, welcoming kit, etc. How do we plan for newcomers with and/or without funding.	Patty Van Dyke (Meridian) for smaller districts
Newcomer class	Sarah Southard- bigger districts

# Shadow a Student



## FOCUS:

English Learners: “I want to see if English Learners are getting opportunities they want, not just what we think they need.”

1. Create learning goals for your Shadow Day.
2. Choose a student and confirm they're interested.
3. Coordinate with your student, parents, and staff

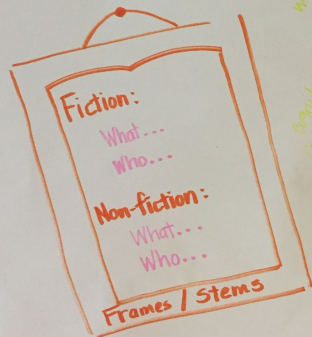
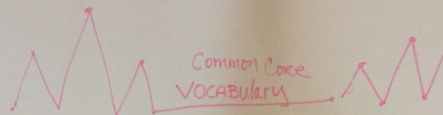
Synthesizing our learning and building connections

# interventions

What we learned/What I am excited about...	Who is a resource?
Overview of what a system looks like.	Amanda Rodriguez
Pre-teaching Labs (history study lab, geometry math lab, etc). Doubling up on core subjects in High School	Vicky Walkinshaw

# INTERVENTIONS

SSD



procrastinate exhausted  
responsibility advertise  
infer

Common Core Vocabulary

Teaching Tier II words (Vocabulary)

Observations training, Student growth

Engagement in the class, relationships forming

Consistent response in classroom

Lack of ELK

Student stays on Lyden

more ac

Not all of them go to school

1 per spread + loads for me interu for all

Follow through with consistent use of middle

Assessors in more can be found

# interventions

What's going well?	How do you know?	What do you need?	Why an an
<p>Students developing language</p> <p>targeted vocab instruction</p> <p>EL Access/Support Classes 1 per day Lyden</p> <p>Extended Day Prog @ elem. for Improving ELS</p> <p>LLI SIBD</p> <p>Substantial 50-75 word class for transitioned ELL students.</p> <p>Ar1.</p> <p>Hired ELL Specialist for elem./middle</p> <p>Summer prog</p> <p>GLAD training stems for all - we had Elementary District wide training</p> <p>Extended day ELL prog</p>	<p>implements on state tests + formative assessment</p> <p>observations, training, Student growth</p> <p>S. engagement in the class, relationships forming</p> <p>? - ✓ SIBD</p> <p>We are seeing progress their reading scores have gone up.</p> <p>Observe, weekly debriefs, being sought out by gen ed</p> <p>Enrollment, Results based on anecdotal + hard data -</p> <p>Teachers are being trained and we needed it. More need to be found</p>	<p>more curriculum, support sequence, formative assessments</p> <p>Con. training to raise gen ed teacher awareness</p> <p>transportation offer for SEC. Students after after-school supports Lyden</p> <p>extended day</p> <p>more career goal setting support.</p> <p>More of the same! ELL Spec. for elem only + 1 for middle</p> <p>Follow through with consistent use of middle</p> <p>Assessors in more can be found</p>	<p>Consistent response in classroom</p> <p>Lack of ELK</p> <p>Student stays on Lyden</p> <p>more ac</p> <p>Not all of them go to school</p> <p>1 per spread + loads for me interu for all</p> <p>Follow through with consistent use of middle</p> <p>Assessors in more can be found</p>

# INTERVENTIONS

What is going well?

How do you know?

What do you need?

Why is that important?

EL elem. spec.  
EL high school spec.  
MEL Paras

data is just for Rdg, Math.

Middle School/High School training SIBP / GLAD.

How to drive program? Which type of data to use?

GLAD trained elem. teacher.

ELPA21 is only 1 measure / 1 per year.

elementary support

younger students' needs are not being met

Secondary (M/HS) teacher + student intervention.

direct interaction 3. RTI

Added teacher.

Praxis for Fluency

before/after school programs

EL specialists/Iss in all schools

ARID Excel

ARID

English 3-D

experiential classes

Library support @ elem.

Lexia (K-8)

Student Chromabooks / Classroom Tech

# Synthesizing our learning and building connections

## Primary Language

What we learned/What I am excited about..	Who is a resource?
Late-exit program possibility (starting with a 90/10 model) 50/50 by 5th grade.	Amanda Rodriguez
Heritage Language Club (Club de Lectura) tutoring students in their primary language.	Vicky Walkinshaw Tara Van Loo Anne Jones
Heritage Language Testing for Proficiency in L1. Working on translating that proficiency to credits and the seal of biliteracy (STAMP)	Natasha Meskew Sonja Harris

# Primary language

What's going well?	How do you know?	What is a need for you?	Why is it an area of concern?
<p><b>DUOL</b></p> <ul style="list-style-type: none"> <li>Dual @ 1 elementary</li> <li>seal of bilingual (-) credit</li> <li>HLC</li> <li>All routes (bilingual + EL endorsed)</li> <li>bilingual state in all schools</li> </ul>	<ul style="list-style-type: none"> <li>test scores, waiting list, strong school culture</li> <li>student credit, high to figure people</li> <li>7% of teachers are bilingual or EL endorsed</li> <li>Culture/credit to earn 40 w/ families in home lang. - family classes in all schools</li> </ul>	<ul style="list-style-type: none"> <li>language goal of an early/late exit program</li> <li>expand HLCs</li> <li>more bilin/bicult teachers</li> <li>use Togo/Make staff, family/translation</li> </ul>	<ul style="list-style-type: none"> <li>staffing + resources</li> <li>\$</li> <li>resources</li> <li>resources, lack of candidates</li> <li>lack of candidates</li> </ul>
<p><b>Ocas</b></p> <p>Heritage Language testing at or substitute of credit / seal of lit.</p>	<p>Students passed C level 4</p>	<p>more support for heritage language literacy</p>	<p>Need school board approval</p>
<p>Language Links translation System</p> <p>Several bilingual staffs (7)</p>	<p>Elem. office uses it</p> <p>Used as translators</p>	<p>more resources</p>	<p>teachers don't use translation system</p> <p>Many languages other than Spanish</p>
<ul style="list-style-type: none"> <li>HLC All routes</li> <li>Dual language</li> <li>Bilingual teachers specialists</li> <li>RAZ kids</li> <li>BEED</li> <li>primary lang. immersion</li> <li>seal of literacy</li> <li>bilingual state</li> <li>STAMP</li> </ul>	<ul style="list-style-type: none"> <li>Provers - (3 buildings)</li> <li>out of priority focus</li> <li>high demand</li> <li>use a lot</li> <li>just started</li> <li>growing</li> <li>several years, increasing grad rates because lang credits</li> </ul>	<p>more bilingual staff!!!</p>	<ul style="list-style-type: none"> <li>coordinated focus of resources</li> <li>community understanding of the need</li> </ul>
<p>scholarship \$)</p> <p>library resources are available in multiple languages</p>	<p>Students are using them.</p>	<p>More bilingual staff.</p> <p>More resources for other varied language</p>	<p>we have multiple languages spoken</p>
<p>Some bilingual staff</p> <p>Some elementary + middle have bilingual primary language</p>	<p>Parents in home applications</p>	<p>More students</p>	

# Primary Language

What's going well?	How do you know?	What is a need for you?	Why is that an area of concern?
<p><b>Ar1.</b></p> <p>Better awareness + initial steps taken to improve K+1st bilingual classrooms</p>	<p>Materials in classrooms</p> <p>Observation, teacher report</p> <p>PD, Observations</p>	<p>Funds, materials, time to better implement this as part of our dist. culture</p>	<p>Finding adopted materials in primary lang.</p> <p>Dist. support in making it a priority</p>
<p>Beginning awareness</p>		<p>Increased awareness → that student need to be able to process in their native language</p>	<p>This is an <del>probably</del> area of real need. Lots of Gen. Ed. teachers do not allow primary lang. use. (K-Stevens)</p>

# Primary Language Literacy in non-dual language settings: **Allen Elementary School**

- EL Specialist co-teaches Spanish literacy in one classroom with all Spanish-speaking students from the grade level
- Other classroom teacher conducts a similar literacy block in English with the rest of the students
- 1 hour/day, up to 4 days per week in each classroom K-3
- Specialist collaborates with grade level team to determine language supports for individual students and co-plans for integrated primary language literacy
- Data about impact on reading in English and Spanish will be available at the end of the school year



# Synthesizing our learning and building connections

## PROFESSIONAL LEARNING

What we learned/What I am excited about...	Who is a resource?
Connecting EL Training to Induction	Sarah Southard
GLAD Make and Take Workshops	Anne Jones
Coaching Model	Tara Van Loo, Anne Jones
Middle and High School COaching- survey	Natasha Meskew
Learning Labs	Sarah Southard

# Professional Learning

What's going well?

How do you know?

What is a need for you?

Why is that an area of concern?

MVP

- coaching
- BEST Modeling
- GLAD/SIOP Training/Followup
- District PD
- PLCs / Collaboration
- Incentives
- All Books
- Retaining Funds

OTCAs  
Individual teachers taking initiative & participating in voluntary opportunities

Schedules reflect training & collaborative planning

K-12 training for all, especially 7-12

How to convince some teachers of the necessity of modification or accommodation for ELs especially 7-12

Secondary-EL Teachers Part of Bio Curriculum Targeted Interventions w/ Cluster Teachers

Higher scores in log + content for ELs Teachers self-reflexive

Elementary Teachers need GLAD training, etc.

It impacts foundational learning for ELs.

- District oversight/req. on all teachers, changes in behavior
- trained mentors, all new teachers have mentors
- Summer trainings/ongoing workshops
- regular & varied PD opportunities
- District training / regular meeting times in each building, 10 minutes, 15 minutes, 30 minutes
- 3 cohorts of world training graduate
- All credits considered for course w/ EL endorsement
- more teachers of quality EL endorsement

- time release of teachers from other duties
- more established w/ mentor program
- finding new ways to support teachers within new teacher
- more time
- max. res. time @ all levels + consistent practice
- \$
- more Willquist, cond. res. support University, better time

- time / resources
- more time w/ it
- more of it / varied / #
- Everyone is so busy
- not everyone has figured it out → MS? HS?
- quality of instruction
- more convicts / #
- not enough time

# Professional Learning

What's going well?

How do you know?

What is a need for you?

Why is it an area of concern?

union like so these ESL Trainings

GLAD training/work days funded! at Elementary  
ESD Coop Training K-12 united.

Arlington  
• GLAD training yearly w/ dist. trainers  
• ESD Co-op info shared at all elem. buildings

GF  
• GLAD training in Arlington  
• EL PLC work  
• EL Co-op participation  
• School of Rock - district wide PL

STEM units w/ Embedded EL strategies  
• PD 2 of 10 buildings

have used some ideas - immediate application  
90% of Elem. Teachers to participate.  
Starting to communicate

Participate, roster, + feedback  
Feedback from co-op participants, gen ed teachers

Training evaluation forms  
Staff interest in more GLAD training

Working with other teachers & district districts to make and then post in classrooms  
Teacher feedback, comm., strategies

district wide foundational EL training  
More training time  
Set up a meeting schedule K-12

Buy in at middle + high schools  
Buy in from all admin.

Continued support for classroom teachers

Spread to other buildings

We are growing and the support out support all the needs of EL  
Teachers need deeper understanding of GLAD strat  
Continuous program needed.

Is GLAD the right fit for secondary?  
Time needed to bring it all back to staffs

Increased EL population / 1st Newcomer - in need of more support

We want all gen ed teachers to be aware / buy in (or spurns)

# Learning Labs



- Collaboration around instructional practices
- Instructional practices and strategies are tried, analyzed for their effectiveness with students, refined and re-tried
- Process allows for a deepening understanding of pedagogical practices and their effectiveness while creating a setting where everyone enters as a learner.

## 5 Areas of Focus:

Reflect on the 5 topics we have focused on.

Which is of highest priority for you right now?

Primary Language

Family Engagement

PROFESSIONAL LEARNING

newcomers

interventions

# ESD 189 Regional Meeting

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## Staff member:

## Who do I contact?



**Mea Moore**  
Director  
[Mea.Moore@k12.wa.us](mailto:Mea.Moore@k12.wa.us)  
360-725-6144

- Program policy, including Title III under ESSA
- Supervises program staff
- ★ Job posting: <http://bit.ly/2lZAmhj>★



**David Murphy**  
Program Supervisor  
[David.Murphy@k12.wa.us](mailto:David.Murphy@k12.wa.us)  
360-725-4980

Your district is assigned to a program supervisor, who serves as your main contact:

- Grant applications and budget revisions
- Allowable activities
- Consolidated Program Review
- Student eligibility and LEP Application
- Services to ELL students
- Program Guidelines



**Alyssa Westall**  
Program Supervisor  
[alyssa.westall@k12.wa.us](mailto:alyssa.westall@k12.wa.us)  
360-725-4476



**Patty Finnegan**  
Special Projects Program Supervisor  
[Patty.Finnegan@k12.wa.us](mailto:Patty.Finnegan@k12.wa.us)  
360-725-4468

- Dual Language Expansion Grants
- ELLs who qualify for Special Education services
- English Learner ESSA Work Group



**Jenny Choi**  
Program Supervisor  
[Jenny.Choi@K12.wa.us](mailto:Jenny.Choi@K12.wa.us)  
360-725-4477

- Program Model Description Revision
- House Bill 1541 Implementation
- RCW and WAC Amendments
- Asian American Data Disaggregation Grant
- Consolidated Program Review
- Department Efficiency



**Terrie Beckman**  
Administrative Assistant  
[terrie.beckman@k12.wa.us](mailto:terrie.beckman@k12.wa.us)  
360-725-6150

- Program announcements and notifications
- Training/meeting information
- Workgroup support
- Schedule consultation with program director



**Logan Endres**  
Administrative Assistant  
[logan.endres@k12.wa.us](mailto:logan.endres@k12.wa.us)  
360-725-6145



# iGrants

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- Access our May 11<sup>th</sup> iGrants Training here-  
<http://k12.wa.us/MigrantBilingual/Training.aspx>
  
- Form 716 (PD report) must be submitted before TBIP or Title III grants will be read. The form is available in iGrants now.



# TBIP/Title III Agenda

- Consolidated Program Review
- Possible Eligible Not Reported List

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- Program Evaluation
- ELPA21 Scores
- Attorney General's letter
- Providing supplemental services to exited ELLs/Graduation/Dropout
- Requirement to spend Title III funds on Family Engagement
- Title III Carry-Over Funds



# Consolidated Program Review

- 7.1 Identification
- 7.2 Parent Notification
- 7.3 Title III-eligible Native American Students
- 7.4 Staff Qualifications
- 7.5 ELL Services
- 7.6 Implementation of Title III Plan
- 7.7 Professional Development
- 7.8 Use of Funds
- 7.9 Program Evaluation
- 7.10 Parent Engagement
- 7.11 Immigrant Grant
- 7.12 Bilingual Education

## Training:

<http://www.k12.wa.us/MigrantBilingual/publics/Section7CPRTraining2017.pdf>

<http://www.k12.wa.us/MigrantBilingual/publics/CPRTraining-CPR2016-17.mp4>



7.12 TBIP Eligible Exited Students

TBIP

## Data Cleanup -- TBIP

Possible  
Eligible Not  
Reported

- > Possible Needs Withdraw
- > Enrolled Less Than 5 Days
- > English Proficient and Enrolled in Program



The Peer Analysis Report is currently not working as expected

### Possible Eligible Not Reported

For the selected school year, this report displays possible TBIP student a TBIP student in the selected district.

Please enter your report criteria and then click "Run Report".

Year: 2016-2017

District: -All Districts-



# Civil Rights Guidance

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents

<http://www.k12.wa.us/MigrantBilingual/pubdocs/January7MeaningfulParticipationDearColleagueLetter.pdf>

- *School districts must have procedures in place to accurately and timely identify primary language other than English students and determine if they are English Learners students through a valid and reliable English language proficiency (ELP) assessment.*
- *A valid and reliable ELP assessment of all four language domains must be used to ensure that all K-12 EL students have achieved English proficiency. The “proficient” score must be set at a level that enables students to effectively participate in grade-level content instruction in English without EL services. While SEAs may include additional objective criteria related to English proficiency to decide if an EL student who scores proficient on the ELP assessment is ready for exit or requires additional language assistance services, these additional criteria may not serve as a substitute for a proficient conjunctive or composite score on a valid and reliable ELP assessment.*



# Possible Eligible Not Reported

Current School	#	Name		Grade Level	Language	First Reported	District assessed	Year	Level	Group
Cascade Middle School	1	Moore	Mea	6	French	2016-2017				1
Washington Elementary	2	Murphy	David	K1	Dari	2016-2017				1
Cascade Middle School	3	Finnegan	Patty	8	English	2014-2015	Lincoln	2016	2	2
Cascade Middle School	4	Choi	Jenny	6	Korean	2010-2011	Madison	2015	2	2
Washington Elementary	5	Endres	Logan	3	Russian	2013-2014	Pinecrest	2014	3	3
Cascade Middle School	6	Ledesma	Lupe	6	Spanish	2010-2011	Lakeview	2012	2	3
Fircrest High School	7	Beckman	Terrie	10	Spanish	2012-2013	Adams	2009	3	4



# Program Evaluation

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf>

Updated November 2016



## CHAPTER 9

### TOOLS AND RESOURCES FOR EVALUATING THE EFFECTIVENESS OF A DISTRICT'S EL PROGRAM

ESSA  
UPDATE  
INCLUDED\*

*This is the ninth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.*

### EVALUATING THE EFFECTIVENESS OF A DISTRICT'S EL PROGRAM

#### KEY POINTS

- Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.
- LEAs should collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program. Data should not be limited to data collected for ESEA accountability purposes.
- When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, SEAs and LEAs must modify the EL program.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Title III - ESSA

Successful EL programs must, at a minimum, be designed to enable EL students to attain both English proficiency and parity of participation in the standard instructional program, comparable to their never-EL peers, within a reasonable period of time. Research shows that effective academic programs for ELs eliminate achievement gaps by providing cohesive, sustained systems of support (Valentino & Reardon, 2014; Baker et al., 2014; Calderón, Slavin, & Sánchez, 2011). Another key element of effective

EL programs is full access to academic, grade-level content. This access facilitates ELs' exiting from EL programs when they achieve English proficiency within a reasonable period of time, participating meaningfully in classes without EL services, and graduating prepared for college and careers.

To determine the effectiveness of an LEA's EL program, an LEA must periodically evaluate its EL programs. Indeed, evaluation should be integrated into all EL program

# 2017 ELPA21 Score Results

Score results will be released in the Online Reporting System (ORS) on Monday, May 15. This reporting system allows administrators, District Assessment Coordinators (DACs) and teachers to access student level scores by domain and summary numbers for tested students.

**The data in ORS is preliminary and should not be published, but rather it can be used to set developing plans for students in the 17-18 school year.**

The WAMS data will be a final picture of proficiency data that will be posted on Report Card and loaded to the Limited English Proficiency (LEP) application in the Education Data System (EDS). The dates for loading to Report Card and the LEP application have not yet been set.

If you have questions about gaining access to ORS or how to use the system, please contact your District Assessment Coordinator.

Other ELPA21 questions should be directed to Leslie Huff at [leslie.huff@k12.wa.us](mailto:leslie.huff@k12.wa.us) or (360) 725-6338.





The Office of Superintendent of Public Instruction has recently received questions from schools and districts about their responsibility regarding collecting and releasing the immigration status of their students. Below are some general guidelines we hope answers some of those questions.

The most relevant U.S. Supreme Court case is *Plyler v. Doe*, from 1982. In *Plyler*, the Court ruled that undocumented students have the same right to attend public schools as U.S. citizens and permanent residents. As a result of the ruling, public schools:

- *May not* deny admission to a student during initial enrollment or at any other time on the basis of immigration status.
- *May not* treat a student differently to determine residency.
- *May not* engage in any practices that might have a “chilling effect” on school enrollment.
- *May not* require students or parents to disclose or document their immigration status, including Social Security numbers.
- *May not* make inquiries of students or parents that may expose their undocumented status. Examples include asking for a student’s status when enrolling the student as an English learner or when enrolling for free or reduced-price meals.

Some information – such as a student’s race, ethnicity and address (if the student is not homeless) – is collected. But the student’s personal information cannot be disclosed to the public, nor can it be used to deny enrollment.

In addition to federal law, Washington state law contains a chapter ([Revised Code of Washington 28A.642](#)), which prohibits discrimination, including discrimination based on national origin. Our state’s public education system exists to help our students learn. **It does not function, nor will it function, as an arm of federal immigration services.** OSPI is committed to our state’s constitutional requirement that students are to be educated “without distinction or preference on account of race, color, caste, or sex.”

OSPI will soon be updating our web site – [www.k12.wa.us](#) – with more information, which will be translated into different languages. Please feel free to share this with parents.

Additional resources:

- Guidelines on prohibiting discrimination: <http://www.k12.wa.us/Equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf>
- Protecting student data: <http://www.k12.wa.us/DataAdmin/DataSharing/default.aspx>
- Federal Education Rights and Privacy Act (FERPA): <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Thanks for all the work you do to support our students,

Chris Reykdal  
Superintendent of Public Instruction

Available  
in English  
and  
Spanish!



<http://www.atg.wa.gov/immigrationguidance>

# GUIDANCE CONCERNING IMMIGRATION ENFORCEMENT



Washington State Office  
of the Attorney General  
**BOB FERGUSON**  
April 2017

## PART VI: K-12 AND HIGHER EDUCATION

This section is intended to provide information about current immigration issues that may concern students, parents, school districts, institutions of higher education and others that interact with Washington's public education system. The following guidance is intended to be a useful starting point for when immigration issues arise on school property. School districts and higher education institutions should consult their attorneys when specific issues arise.

The document includes sections on:

- K-12 Institutions
- Higher Education
- Immigration Enforcement on Campus
- DACA Students
- Helping Students and Families

See the OSPI Immigrant Students' Rights to Attend Public School page for additional information:  
<http://k12.wa.us/MigrantBilingual/ImmigrantRights.aspx>



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



Making Connections

March 2017

# Are two commonly used early warning indicators accurate predictors of dropout for English learner students? Evidence from six districts in Washington state

Theresa Deussen  
Havala Hanson  
Biraj Bisht  
Education Northwest

## Key findings

Students who drop out of high school are at increased risk of a range of negative social and economic consequences. School districts are using early warning indicators, such as attendance, course failures, grade point average, and suspensions or expulsions, to identify and provide supports for students at risk of dropping out. This study in six Washington state districts examined whether two commonly used early warning indicators work equally well for English learner students. It found that:

- Students who had ever been English learners had four-year graduation rates that were 9.5 percentage points lower and dropout rates that were 0.7 percentage point higher than those of students who had never been English learners.
- Certain subgroups of English learner students had considerably different graduation and dropout rates from those of other English learner students; relative to long-term proficient English learner students, newcomer English learner students' four-year graduation rates were 33.8 percentage points lower and their dropout rates were 5.8 percentage points higher.
- The early warning indicators used by the districts were unable to accurately identify many future dropouts across the six districts, especially among newcomer English learner students.



OF

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## Box 1. Definitions of English learner student subgroups

*Ever-English learner students* are typically grouped into two categories: current and former English learner students.

*Current English learner students* have not yet achieved proficiency in English by grade 9. Current English learner students are further divided into two subgroups that reflect distinctions made in the research literature and correspond to practitioners' conceptualization of important differences among English learner students:

- **Newcomer English learner students (or “newcomers”)** are recent immigrants who first entered a school in Washington state in grades 7, 8, or 9 and were still classified as current English learner students in grade 9.
- **Established English learner students** were first classified as English learner students in grade 6 or earlier and were still classified as English learner students in grade 9.

*Former English learner students* have achieved proficiency, as indicated by receiving a score at the highest level (level 4) on the state's English language proficiency assessment, which reclassifies them as former English learner students. Former English learner students are also divided into two subgroups:

- **Recently reclassified English learner students** are English learner students who reached proficiency and were reclassified as former English learner students in grade 7 or grade 8.
- **Long-term proficient English learner students** are English learner students who reached proficiency and were reclassified as former English learner students in or before grade 6.



**Table 2. Number and percentage of students in six Washington state districts who dropped out within four years of entering grade 9 in 2008/09, by English learner status**

Student group or subgroup	Total number of students	Four year dropout rate	
		Number	Percent
All students	9,595	520	5.4
Never-English learner	6,943	364	5.2
Ever-English learner	2,652	156	5.9
Current English learner	1,333	103	7.7
Newcomer	604	54	8.9
Established	729	49	6.7
Former English learner	1,319	53	4.0
Recently reclassified	216	19	8.8
Long-term proficient	1,103	34	3.1



# Using Your Exited TBIP Funds

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- Funding for exited ELLs should be used for academic supports rather than language supports.
- Consider using your funding primarily for recently re-classified students.
- Consider more careful monitoring of newcomer students.



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Title III - ESSA Training 01/13/2017

# RCW 28A.180.040

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## **28A.180.040**

### **School board duties.**

(1) Every school district board of directors shall:...

(2) Beginning in the 2019-20 school year, all classroom teachers assigned using funds for the transitional bilingual instruction program to provide supplemental instruction for eligible pupils must hold an endorsement in bilingual education or English language learner, or both.





## SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

February 24, 2017

(X) Action Required  
( ) Informational

### BULLETIN NO. 011-17 SPECIAL PROGRAMS AND FEDERAL ACCOUNTABILITY

**TO:** Educational Service District Superintendents  
School District Superintendents  
School District Business Managers  
School District Human Resources Directors  
School District Bilingual Education Directors  
School Building Principals

**FROM:** Chris Reykdal, Superintendent of Public Instruction

**RE:** Endorsements for Teachers Assigned Using State Transitional Bilingual Instruction Program (TBIP) Funds

**CONTACT:** David Murphy, Bilingual Education Program Supervisor  
360-725-4980, [david.murphy@k12.wa.us](mailto:david.murphy@k12.wa.us)

Alyssa Westall, Bilingual Education Program Supervisor  
360-725-4476, [alyssa.westall@k12.wa.us](mailto:alyssa.westall@k12.wa.us)

#### PURPOSE AND BACKGROUND

During the 2016 Legislative session, the legislature passed [4SHB 1541](#), a comprehensive bill based on recommendations of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The bill includes significant changes for teachers assigned using Transitional Bilingual Instruction Program (TBIP) funds, effective beginning in the 2019–20 school year. The law’s language states, “Beginning in the 2019–20 school year, all classroom teachers assigned using funds for the transitional bilingual instruction program to provide supplemental instruction for eligible pupils must hold an endorsement in bilingual education or English language learner (ELL), or both.”



# Bulletin 011-17

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Includes information on:

The RCW amendment

Civil rights requirements to provide trained teachers to  
ELs

Previous and future EL endorsements

Funding for EL endorsements

<http://pathway.pesb.wa.gov/current-educators/educator-retooling>

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION



Title III - ESSA Training 01/13/2017

Where to go for additional information

# Title III Non-Regulatory Guidance

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## *Local Uses of Funds*

### **A-18. What are the required LEA uses of Title III EL formula subgrants?**

Prior to the ESSA, an LEA was required to use its Title III funds for two required activities: professional development and providing an LIEP. Under Section 3115(c)(1)-(3) of the ESEA, an LEA must still conduct these two required activities, but must also now conduct a third activity: providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.



# Carry Over

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## Title III Unspent Carryover

In 2015-16, twelve districts returned a total of \$388,693.98 to the state in unspent Title III carryover funds.

### Top three unspent amounts:

- o \$207,382.56
- o \$65,510.51
- o \$22,949.92



# Thank you!

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**David Murphy**

Program Supervisor

[David.Murphy@k12.wa.us](mailto:David.Murphy@k12.wa.us)

360-725-4980

**Alyssa Westall**

Program Supervisor

[alyssa.westall@k12.wa.us](mailto:alyssa.westall@k12.wa.us)

360-725-4476

Your district is assigned to a program supervisor, who serves as your main contact:

- Grant applications and budget revisions
- Allowable activities
- Consolidated Program Review
- Student eligibility and LEP Application
- Services to ELL students
- Program Guidelines





# Action Planning with EL Program Design

Take some time with your district teams to reflect on your learning process together this year.

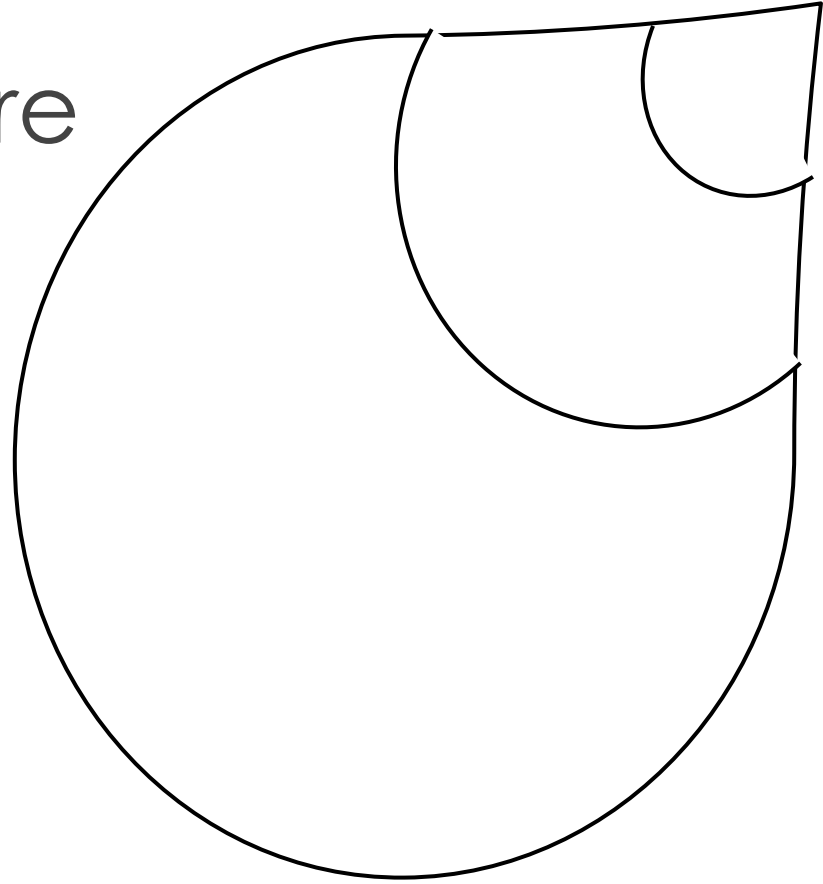
What are TWO or THREE goals for next year?

# Lotus Petals- Big Picture

What are the experiences and supports in this area that you believe all students should have?

What are the additional experiences and supports that some of your students might need?

What are the intensive opportunities that a few of your students would benefit from for a time?



# Next Steps...

What are some questions that you'd like to process with your colleagues as you begin to plan?

How can you distribute your team's questions and challenges to learn from others?



5 minute  
timer

5:00

# Tuning Protocol

Tuning protocol: 35 minutes

GOAL: Each Specialist and Administrator has the opportunity to reflect upon, seek feedback, and problem-solve a real and pressing challenge they are facing.

5 minutes: writing

What is a challenge you are facing right now, for which you'd like feedback?

11 minute cycles: Speaking and Listening

3 minutes: Partner A explains the challenge

3 minutes: Partners B and C ask clarifying questions

3 minutes: Partners A, B, and C problem-solve together- open conversation

2 minutes: Partner A asks any last clarifying questions

Repeat process two more times.

**03:00**  
1/40

**2**

# Reflection...

Based on what you learned...

- What are some ideas you want to share with your team?



Take a few minutes to write down your current thinking.

# Action Planning for EL Program Design

Take some time with your district teams to reflect on your learning process together this year.

- ❑ Create an action plan in each area to support your goals (you can use the planning document, if desired).
- ❑ We'll call you back together at 2:20 and you can share with a partner district.

# Processing and Planning

1. Share your thinking with another district (or districts) to get their input
2. Give some thoughtful feedback about another district's plan
3. Make any adjustments and capture final thinking and planning with your team
4. We'll call you back at 2:40

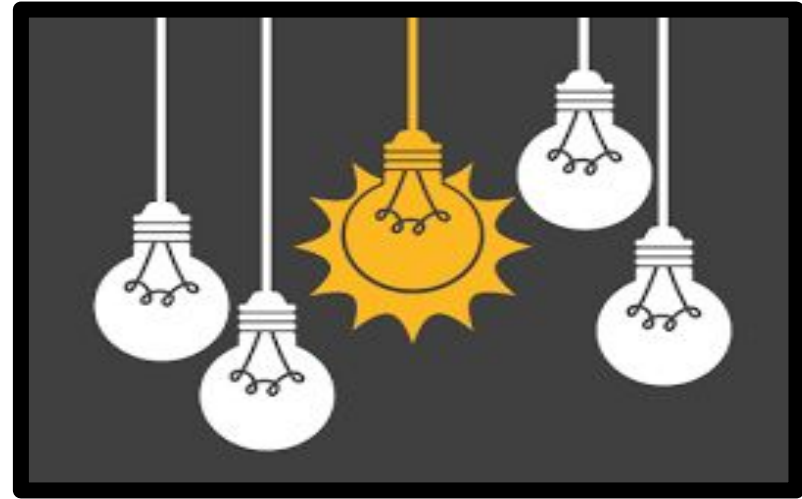


# Reflection

What is a takeaway from today that you can implement right away?

What is something that you are eager to learn more about?

What feedback can you share with us about this PLC experience (what went particularly well or what would you like to see changed for the future)?



**THANK YOU!!!**

Have an unforgettable  
summer!