Report

15

Washington State's Transitional Bilingual Program and an Overview of Washington

Joan Yoshitomi, Director of the Office of Superintendent of Public Instruction, WA

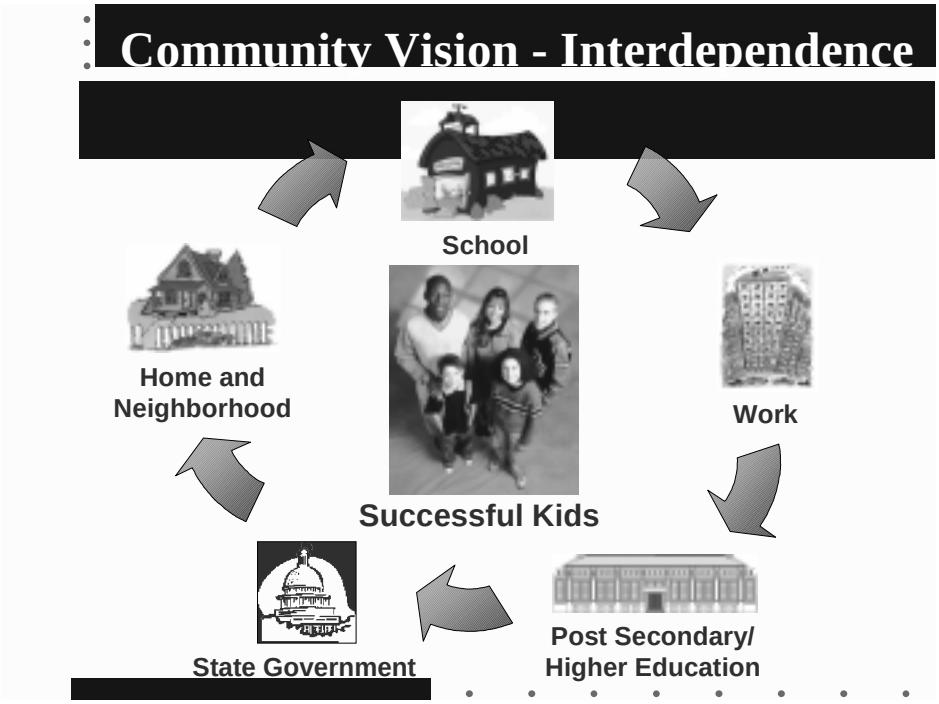
Overview of Washington State

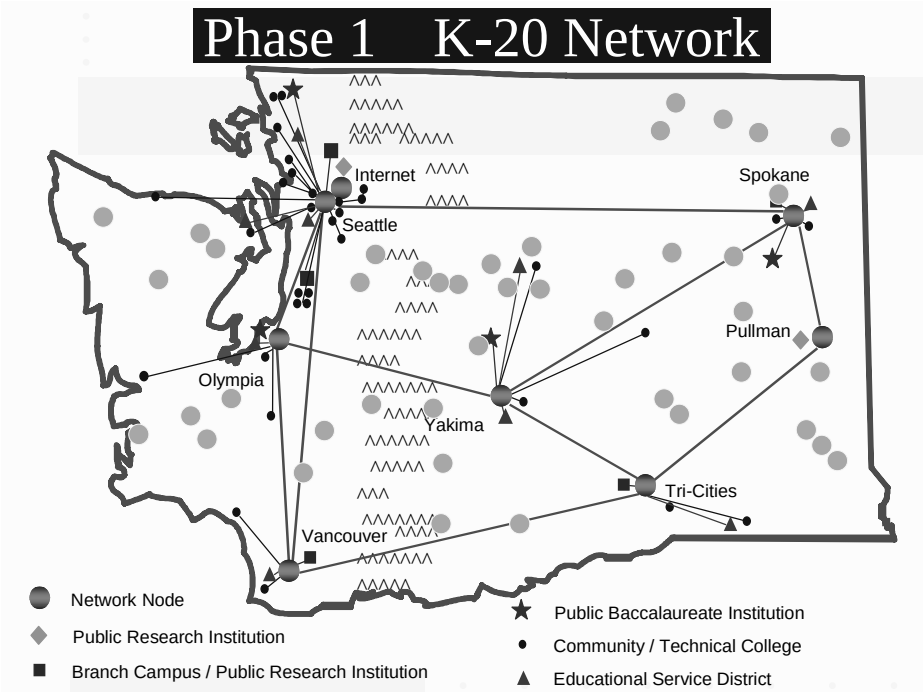


Washington State Constitution

Article IX *Education*

Section 1. *Preamble*. It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account to race, color, caste, or sex.


Community Vision - Interdependence
School
Home and Neighborhood
Work
Successful Kids
State Government
Post Secondary/ Higher Education


Phase 1 K-20 Network
Internet
Seattle
Spokane
Pullman
Olympia
Yakima
Tri-Cities
Vancouver
Network Node
Public Research Institution
Branch Campus / Public Research Institution
Public Baccalaureate Institution
Community / Technical College
Educational Service District

Four Student Learning Goals

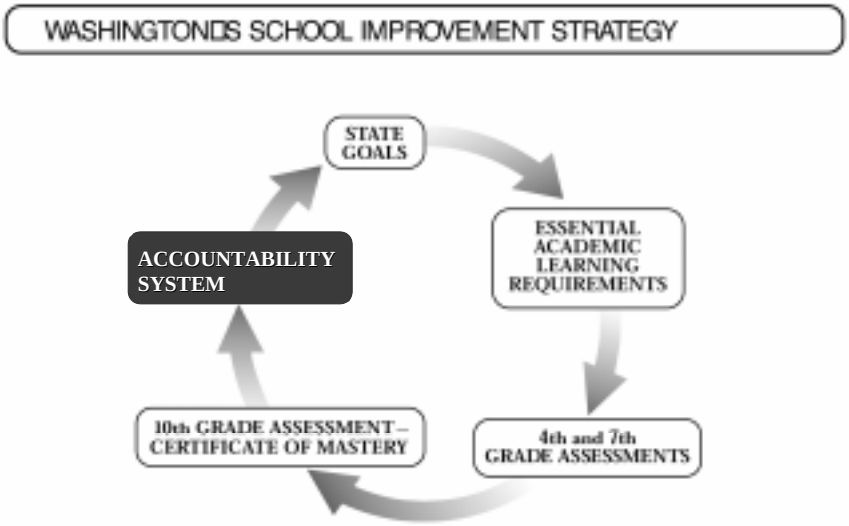
Getting the Tools
GOAL I
Read, Write and Communicate



Adding the Content
GOAL II
Math, Science
Social Studies, Art,
Health & Fitness

Extend the Context
GOAL IV
Connecting Learning, Life and Work

Exploring the Context
GOAL III
Thinking, Planning and Problem Solving



What is the Purpose of the State Transitional Bilingual Program?

The Transitional Bilingual Program helps students with limited English proficiency:

•To achieve competency in English

•To master Washington's academic standards

Serving English Language Learners



The Washington State Transitional Bilingual Program

How are students identified?

Home Language Survey:
completed as part of registration process

Only English:
placed in regular program

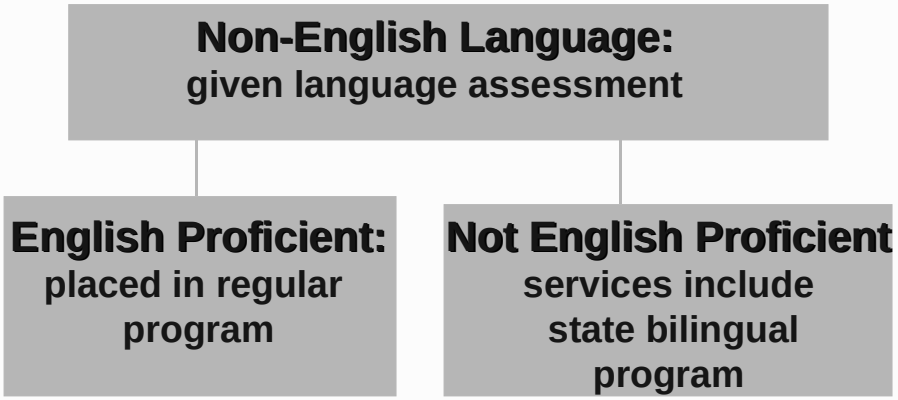
Non-English Lang:
given language assessment

Students Served



- reports based on most recent available data
- **56,939 students**
- **175 different languages**
- **178 school districts**
- **5.8% of total WA student population**

Student identification, cont.



Are we placing appropriately?

Strengths	Weaknesses
• Only students who speak a non-English Language • Only those who score in the range of limited English proficient	• Currently place based on oral English score only • Need to look at reading & writing proficiency as well

Where are services provided?

- In a specially designed bilingual or “sheltered English” class
- In the regular classroom with assistance from an instructional aide
- In a “pull out” setting for a small part of the school day
- In a learning center for the majority of the student’s school day

Types of program services

- English as a second language classes
- Tutorial support in English &/or student’s first language
- Academic instruction in the student’s first language

How do schools decide what services to offer ?

- Number of languages
- Percentage of students needing the service
- Distribution across grade levels of students who need the service
- Availability of materials and trained staff
- Funding available

What do we need to add to our decisions about program services?

- Students must be placed based on both their oral and academic level of English proficiency
- Students should be grouped according to their specific learning needs and not according to the dictates of school schedules

Improving placement, cont....

- Services must be designed based on student achievement data
- Student progress must be continually monitored and services modified based on achievement

What data do we need to make good placement decisions?

- Student's knowledge of both oral and written English
- Student's oral and written language skills in the primary language
- Student's current academic progress

Staffing

- reports based on most recent available data

- 774 teachers employed full or part time by the state bilingual program
- 1,551 paraeducators employed full or part time

What data do we currently require?

- One time oral proficiency score in English to be used for placement
- Annual standardized assessment in reading and language to determine exit eligibility*

- *- summary report of students who exit is all that is reported to the state

Qualified Staff

- Knowledge of ESL methods
- High English proficiency
- If Bilingual - high primary language proficiency
- Knowledge of subject matter



Staffing, cont....

- the number of teachers in these programs who hold specific endorsements to teach English language learners is increasing
- seventy two percent of participating districts provided training for paraeducators regarding methods to serve English language learners

Quality Staff, cont..

- Integration of language learning and other subject matter
- Attention to cultural background and student's prior knowledge
- Proficiency in a variety of assessment practices
- Knowledge of language acquisition process

Quality Staff, cont....

- Knowledge of sheltered English instruction *(Specially designed academic instruction in English)*
- Effective use of student grouping and placement
- Incorporation of thinking skills into instruction

Staff Training

What we have

- Common set of academic standards
- Developing assessment literacy
- Increased action research & training
- Increased reflection on teaching and learning

What we need to add

- More specific knowledge of language acquisition
- More certified ESL and bilingual teachers
- Better assessment process for English language learners

Which staff need these skills?

- Those employed by the State Bilingual program
- Those who serve English language learners

in other words

Everyone

What do we know about the students in the program?

- They need English skills
- They need strong academic skills
- They need challenging instruction at their language level

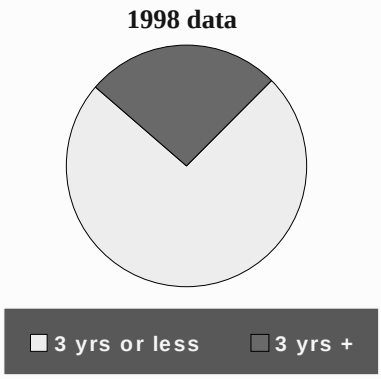
How long does it take to learn English?

- Length of time varies
  - amount of formal schooling
  - age on entry
  - quality of available program
- Basic communication in 1-3 years
- Academic language to meet state standards often requires more time

Student time in program

Profile of student time in program for 1997:

- 74% served for three years or less
- 26% more than 3 years



How do schools measure student success?

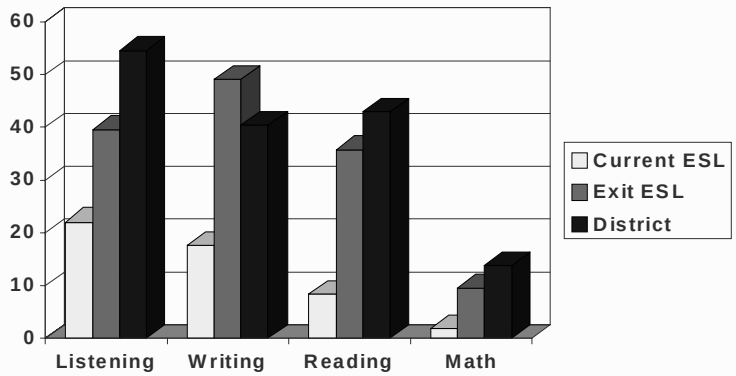
Measures may include:

- Various oral English tests
- Grade point average
- Standardized tests
- Graduation rates

Report to state:

- Time in program
- % who meet established exit criteria

Comparison of scores - Tacoma School District 4th-WASL '97



Program exit

- Students score at or above 35 percentile on a standardized achievement test in reading and language arts
- Students who reach this standard generally perform as well or nearly as well as mainstream peers

The Challenge

- Students who exit the program generally perform as well or nearly as well as mainstream peers

BUT

- Many students served less than three years are lost in the system - they move - they are reassigned- the data on these students are incomplete

We need to know:

- Which students are failing to meet exit criteria
- These student's academic needs
- The program improvements needed to address these needs
- The progress toward success of students who are currently in program as measured by common and reported criteria

Where do we go from here?

- Get feedback from the field to validate program needs
- Get better information to improve program
- Make recommendations to the superintendent of public instruction on changes in agency policy

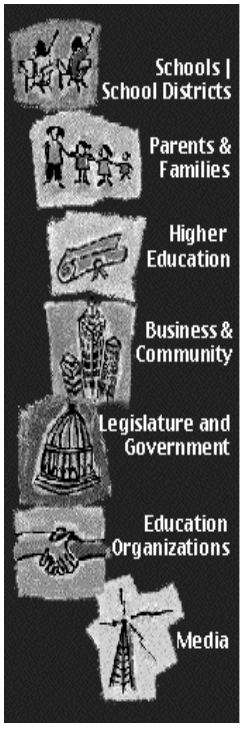
How will we get this information?

Possible data gathering methods:

- Required achievement reporting
- Desegregation & analysis of state test scores
- State report of local exit testing
- Additional annual program reporting
- Additional recommended assessment tools for districts

Where do we go from here? cont.

- Continuously evaluate program effectiveness
- Seek resources and assistance from higher education to improve training





Washington Learning

The Gateway to K-12 Education in Washington State

State Superintendent | Search | Contact Us | Site Information

Electronic Reporting | Education Resources | Exemplary Programs | Publications Information | Education Reform

www.k12.wa.us