



OSPI Staffing Enrichment: Effective Services for English Learners

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Veronica M. Gallardo
Director, Migrant and Bilingual Education
Veronica.Gallardo@k12.wa.us

Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent



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

Equity Statement:

- Each student, family, and community possesses strengths and cultural knowledge that benefit 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.



Outline

- Our English Learners
- Designing Effective Programs
- Language Development
- Focus for Teaching Based on English Proficiency Levels
- Program Models
- Braided Funding Example



Snapshot of the Nation's English Learners



<https://video.edweek.org/detail/video/5589539674001/who-are-the-nation%E2%80%99s-english-learners?autoStart=true&cmp=eml-enl-vid-p6>



Funding and Accountability:

Transitional Bilingual Instructional Program (TBIP) and Title III

- **TBIP** – WA State Program
 - 247 districts applied for TBIP funds in 2018-19
 - Majority of supplemental EL funding for districts
 - Primarily funds staffing, materials, professional learning
- **Title III** – Federal Program
 - 155 districts applied for Title III funds in 2018-19
 - 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



Designing Effective Programs to Meet the Needs of ELs

- 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.



Eight Aspects of Comprehensive School Reform - Schmoker

1. **High Standards for all Children.** Design education programs inclusively and for all students rather than particular groups of students (e.g., at risk or high achievers).

2. **Common Focus and Goals.** School staff and community have a shared vision with a common focus on goals, which addresses academic achievement, and an organized framework for school reform supported by school board policy.

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

4. **Alignment of Program and Curriculum Offering.** 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.



Eight Aspects of Comprehensive School Reform - Continued

5. **Research Based Foundations.** Incorporate research about best practices and help schools organize staff, schedules and resources for more effective instruction. Promote innovation and flexibility.

6. **Research-Tested Implementation.** Reforms are focused and rigorous, with ongoing evaluation to assure the highest quality of results. Data drive instruction and evaluation is central to strategic planning.

7. **Professional Development.** Incorporates ongoing, site-based PD that directly relates to instruction and is tied to improved academic achievement for all students.

8. **Family and Community Involvement.** Offer effective ways to engage parents/community in specific grade-level instructional expectations and to link to service providers to address student and family non-academic needs (with emphasis on academic accomplishments).



MTSS in Action

ALL students benefit from school-wide Tier I instruction and supports (such as teaching academic and behavioral expectations, career and technical competencies, and social emotional skills) to be prepared for career, college, and life.

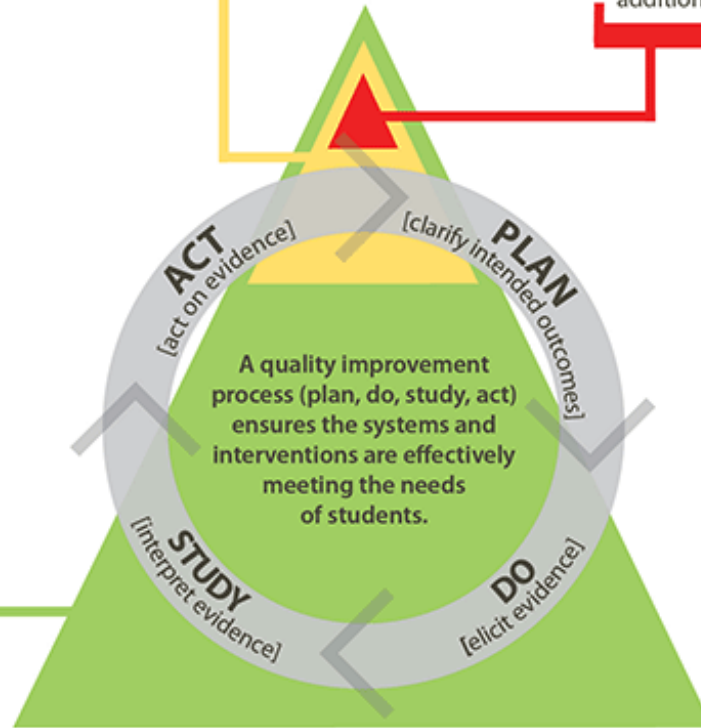
LEVEL
1

SOME students can benefit from supplemental Tier II instruction and supports (such as a reading or math intervention or behavioral check-in). These students are identified as needing more intensive or accelerated academic, career, behavioral, and/or mental health interventions in addition to Tier I services.

LEVEL
2

A SMALL NUMBER of students can benefit from intensive Tier III instruction and supports (such as those provided through community partnerships and specialized programs to provide more intensive or accelerated academic, career, behavioral, and/or mental health supports). These students may need case management or accelerated instruction in addition to Tier I services.

LEVEL
3



OSPI MTSS Resources: <http://www.k12.wa.us/mtss/>



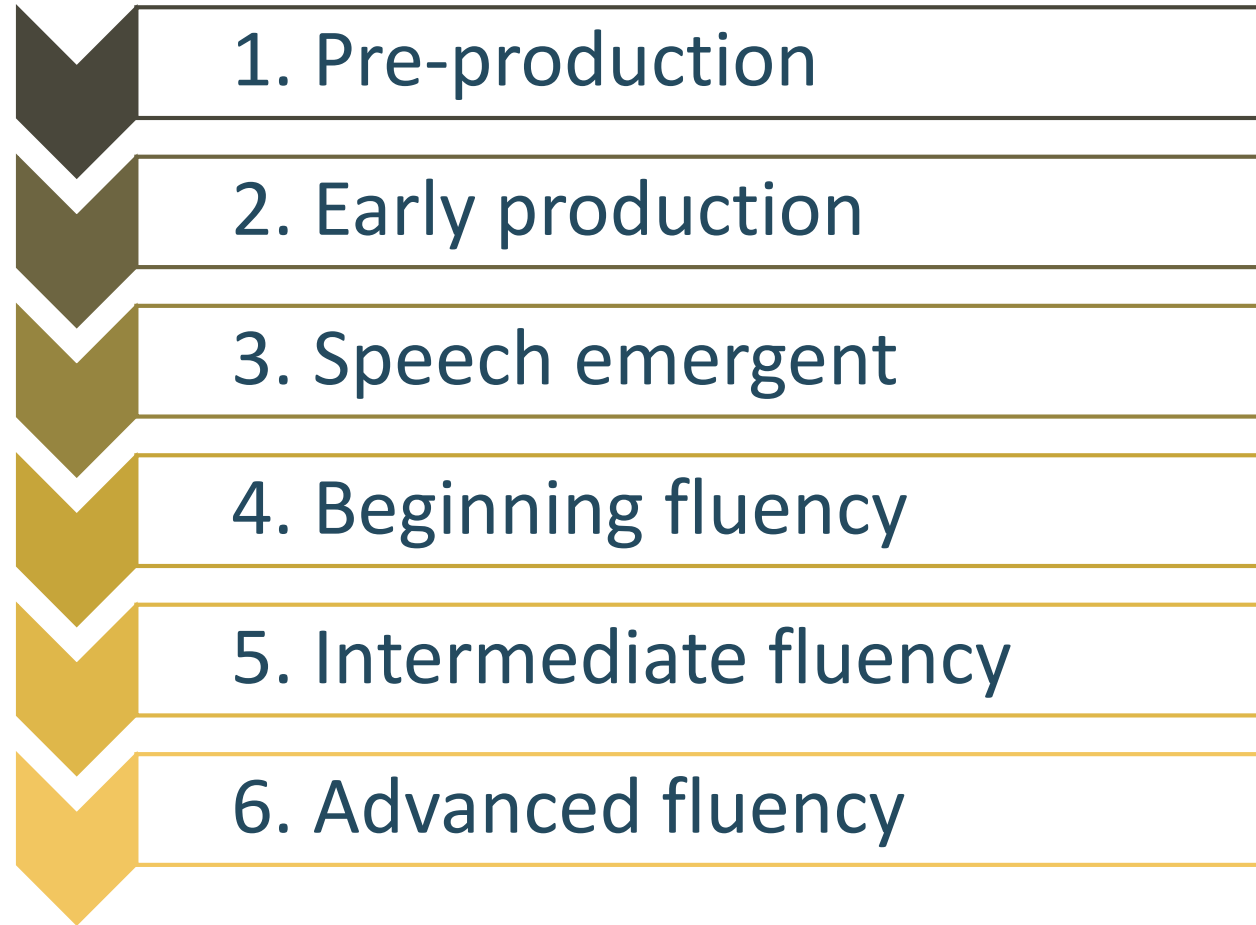
Designing MTSS for ALL Students



- Martin Sortun Elementary, Kent SD
MTSS Award: High diversity and one of the lowest rates of EL-Special Ed (3%)
- Specialized Literacy Instruction for English Learners:
[OSPI English Language Arts Menu of Best Practices](#)

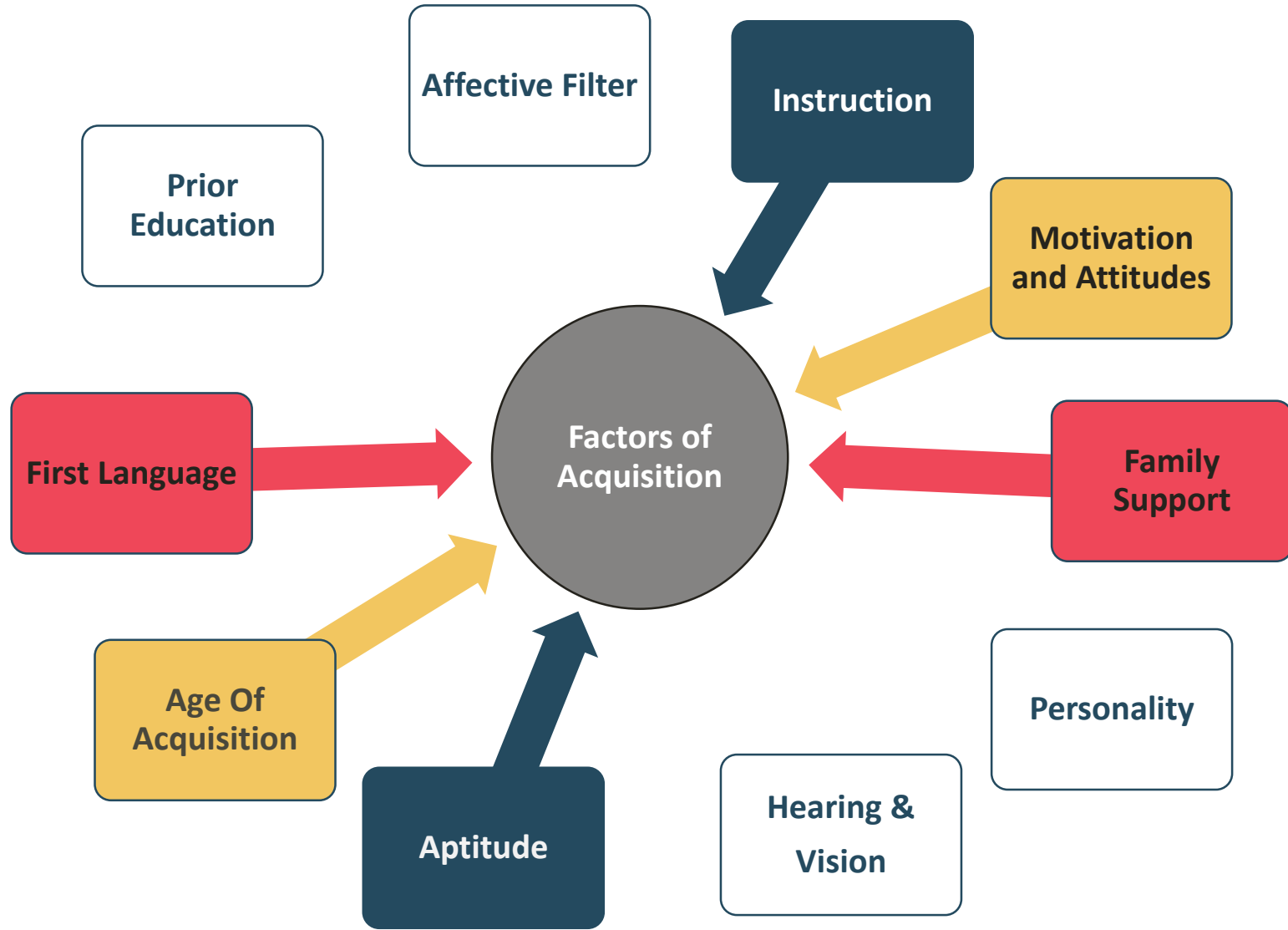


Six Stages of Language Acquisition

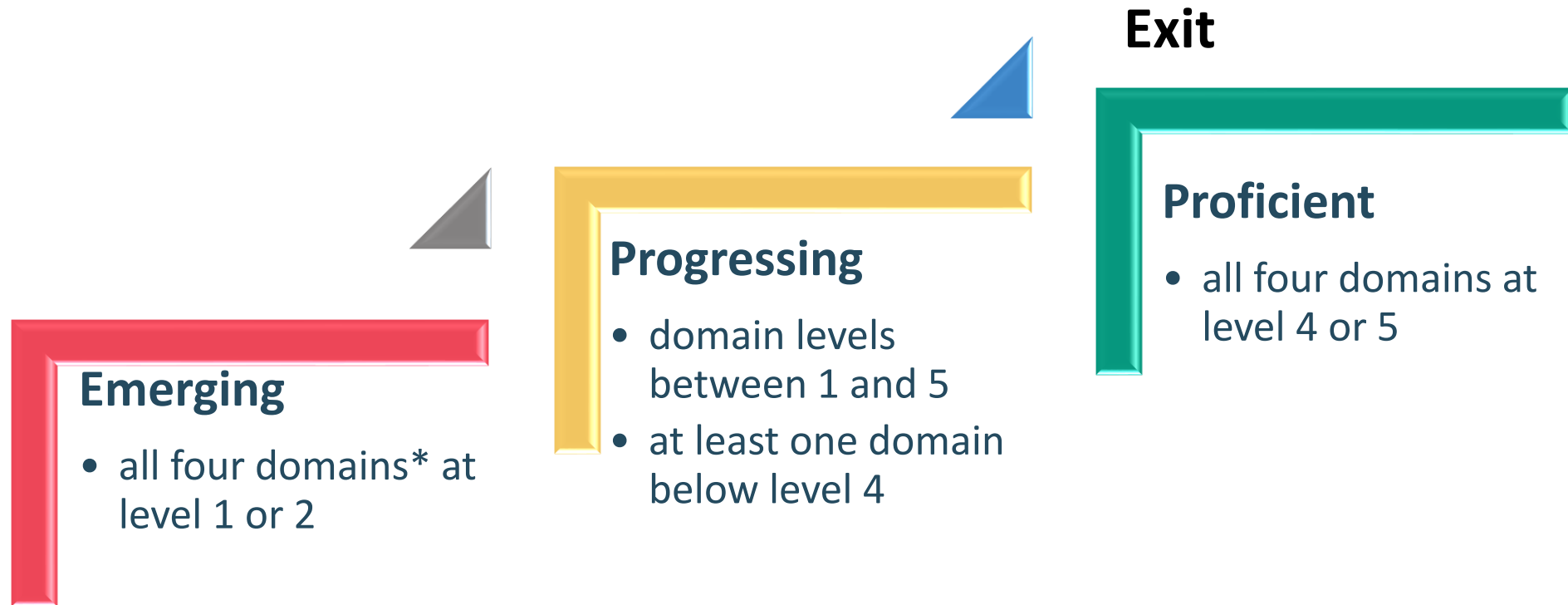


Source: [Language Acquisition: An Overview](#) (Robertson & Ford, Colorín Colorado, 2019)





When does a student exit?



* Reading, Writing, Listening, and Speaking



Emerging (Levels 1 and 2): Focus For Teaching

- ☑ Establish predictable routines
- ☑ Provide opportunities to interact with peers
- ☑ Emphasis on visual support
- ☑ Provide concrete language experiences relevant to students abilities and interests
- ☑ Make progress in English language
- ☑ Don't worry about being on grade level



Progressing (Level 3): Focus For Teaching

- ✓ Provide concrete language experiences relevant to students abilities and interests
- ✓ Encourage active participation in small group activities
- ✓ Provide opportunities for shared/guided reading
- ✓ Utilize guided writing activities
- ✓ Make progress in English language
- ✓ Don't worry about being on grade level

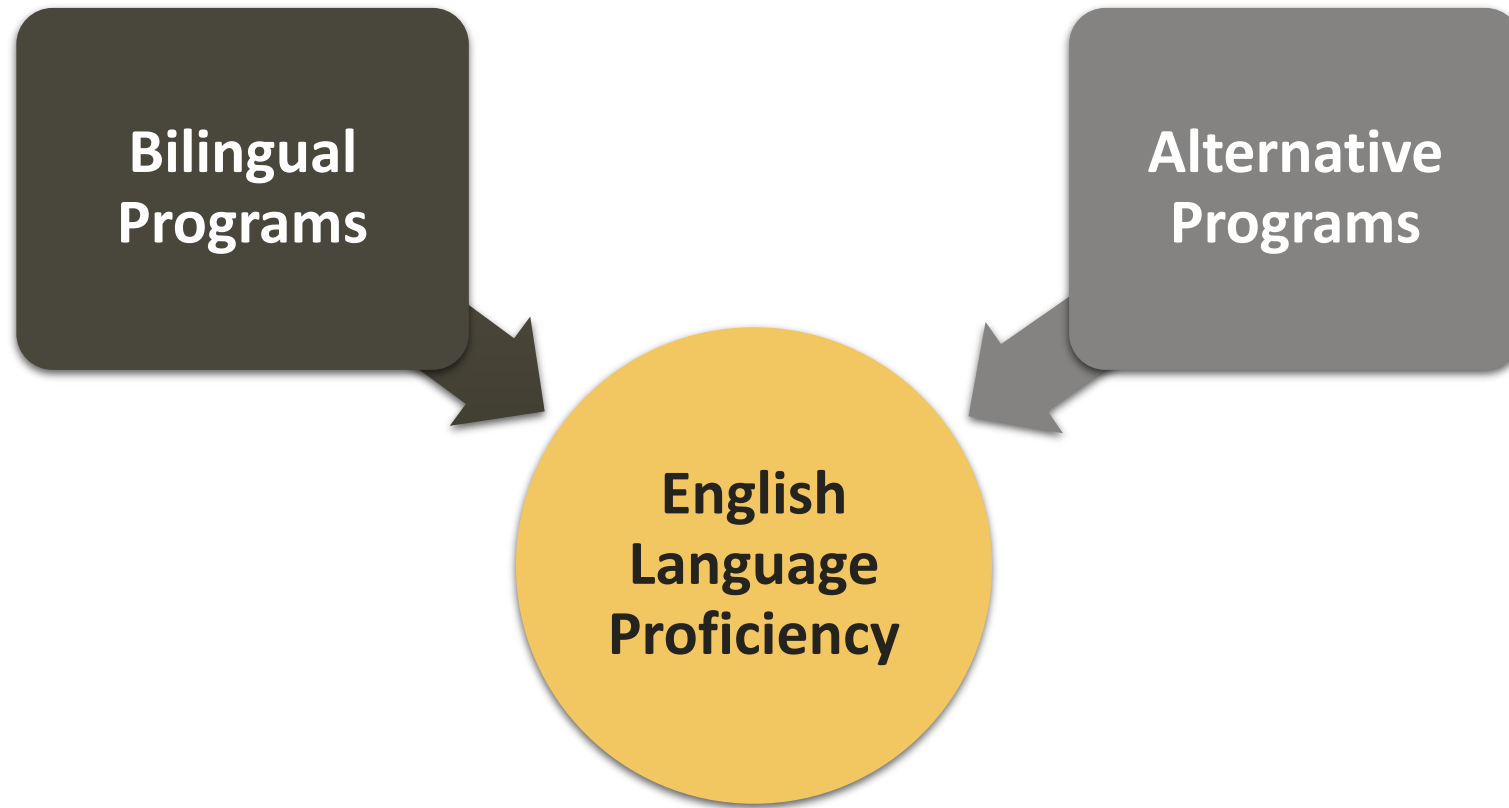


Level 4 (Early Advanced): Focus For Teaching

- ☑ Focus on academic discourse
- ☑ Encourage leadership in small group activities
- ☑ Provide instruction on text features to encourage independent learning
- ☑ Provide a variety of multi-level and multi-media resources in content areas



Two Categories of Program Models



Model	Students	Language of Instruction	Teacher Qualifications	Goal	Typical Length of Program
Dual Language	ELL and Non-ELL (50/50)	English and Primary* Language (50/50)	Bilingual & Content	Biliteracy for ELL and Non-ELL	K-12
Developmental Bilingual (Late Exit)	ELL	English and Primary Language	Bilingual & Content	English Proficiency & Bilingualism	5 to 6 years (Elementary Grades)
Transitional Bilingual (Early Exit)	ELL	English and Primary Language	Bilingual & Content	English Proficiency	3 years (Primary Grades)
Content-Based and Sheltered Instruction	ELL	English	ELL/Bilingual and Content	English Proficiency w/Content	Until Exit
Supportive Mainstream	ELL and Non-ELL	English	Content & ELL	English Proficiency w/Content	Until Exit
Newcomer Program	Beginning ELL	English or Primary Language	ELL/Bilingual & LFS	Basic English & Introduction to US School	1 to 2 Semesters

Regardless of the Program Model:

“students who received focused second-language instruction made more than five times the gains of students who did not.” (Saunders, Goldenberg, & Marcelletti, 2013, p. 17)

“the strongest programs incorporate both dedicated language instruction and specialized content instruction” (US DOE, 2012, p. xix)

- All ELs must have meaningful access to all educational programs and services, *Lau v. Nichols*, 414 U.S. 563 (1974); 42 U.S.C. § 2000d to d-7
- All ELs must have appropriate English language development services, *Castañeda v. Pickard*.



Braided Funding Model

	FTE 14	2012-13 Previous Year Budget	2013-2014 Current Budget	Funds Committed as of 3/24/2014	% Remaining
Migrant Ed, Title 1C	.66	\$145,641	\$124,232	\$58,389	4%
Limited English Proficient & Immigrant, Title 3C	6.84	\$1,309,086	\$1,000,334	\$858,620	14%
Refugee School Impact Program	0.5	\$90,000	\$52,200	\$49,371	5%
Migrant Summer, Title 1C	0.0	\$23,206	\$0	\$0	0%
Refugee Native Language Grant	0.0	\$0	\$0	\$0	0%
Compensatory Ed, Title 1A	0.0	\$377,649	\$0	\$0	0%
Road Map World Language Program	0.0	\$10,999	\$21,500	\$18,488	14%
General Fund	295.59	\$22,480,944	\$23,449,844	\$21,958,263	9%
STBIP	*	\$4,819,397	\$5,964,622	\$0	0%
International Program	1.2	\$453,116	\$573,056	\$137,836	36%
Total	304.8	\$29,710,083	\$31,185,788	\$23,172,559	26%

* FTEs included in the General Fund line right above it.

Note: Additional 50% Refugee Impact Grant will be loaded in June upon authorization for FY 014.

Staffing Model Non-Example

Categorical Programs								
Learning Assistance Program	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student	
Teachers	78.88	35.70	199.84	\$ 4,409,634	\$ 2,150,217	\$ 2,638,350	\$ 369.83	
Other Certificated Support		-	-		\$ -	\$ -	\$ -	
Certificated Administration		0.50	14,268.00		\$ 60,968	\$ 63,216	\$ 8.86	
Classified		52.53	135.80		\$ 1,946,355	\$ 2,029,423	\$ 284.47	
Transitional Bilingual Instruction	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student	
Teachers	75.07	19.80	261.41	\$ 4,196,783	\$ 1,271,801	\$ 1,563,480	\$ 302.07	
Other Certificated Support		-	-		\$ -	\$ -	\$ -	
Certificated Administration		0.85	6,089.28		\$ 90,573	\$ 93,912	\$ 18.14	
Classified		34.35	150.68		\$ 1,298,779	\$ 1,358,192	\$ 262.41	
Highly Capable Program	State Allocation	Actual Staff FTE	Students per Actual FTE	State Funded Base Salaries	Actual Base Salaries	Actual Total Salary	Cost per student	
Teachers	4.65	1.00	662.00	\$ 260,112	\$ 53,324	\$ 65,410	\$ 98.81	
Other Certificated Support								
Certificated Administration		0.05	13,240.00		\$ 6,317	\$ 6,550	\$ 9.89	
Classified		0.25	2,648.00		\$ 10,988	\$ 10,988	\$ 16.60	



Why we do what we do:

