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| District: | Lead Contact: |
| Date: | Role/Position: |

The Castañeda framework (1981) articulates three standards for language instruction educational programs. The program must be:

* Based on **sound educational theory or research**;
* Implemented effectively with **adequate resources and personnel**; and
* **Evaluated as effective** in overcoming language barriers.

This template will provide steps to examine district and/or school-level data in relation to these standards and develop continuous improvement plans for multilingual learner (ML) programs. Be sure to enlist a diverse group of stakeholders to engage in this program evaluation together.

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| **Stakeholder Input** | |
| You can use family and student surveys, staff surveys, advisory groups, and/or meetings to gather input from families and staff members about your program model, implementation, and outcomes to inform your evaluation. Family Feedback Surveys are available on OSPI’s [[Family Communication Templates](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/multilingual-family-communication-templates)](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/multilingual-family-communication-templates) webpage. | |
| Step 1: Summarize feedback from family and student surveys and/or meetings. | What are the most important findings from family and student feedback? |
| Step 2: Summarize feedback from staff surveys and/or meetings. | What are the most important findings from staff feedback? |
| Step 3: Identify areas that may be impacted by this feedback. | Program model feedback:  Implementation feedback:  Student outcome feedback: |

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| **Program Models – Gather Data & Evaluate** | |
| How are you aligning your program model(s) with **sound educational theory or research**?  *(You may want to duplicate this section if you have multiple program models.)* | |
| Step 1: Determine your program model.  *(See the* [[*Policies & Practices Guide*](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance)](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance) *for Washington state approved models.)* | Check all that apply:   * Supportive Mainstream * Content-Based (Sheltered) Instruction * Dual Language (Two-way or one-way) * Transitional Bilingual (Early or late exit) * Newcomer Program * Alternative Learning Environment   How well does your program model align with the state definitions? What elements might you need to alter for better alignment? |
| Step 2: Determine how well your program meets requirements for identification.  *(See the* [[*Policies & Practices Guide*](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance)](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance) *for requirements and the* [*Multilingual Learner Plan*](https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/parentnotification/Multilingual_Learner_Planning_Template.docx) *to document your processes.)* | Rate how well your program meets requirements for identification, screening, assessment, & notification on a 1 to 4 scale.   * 4 – All requirements are clearly planned & carried out * 3 – All requirements are planned & mostly carried out * 2 – Some requirements are missing or inconsistent * 1 – Many requirements are missing or inconsistent   *Explanation for rating:* |
| Step 3: Determine how well your program model provides designated ELD and accessible content.  *(Required civil rights components.)* | Rate how well your program model(s) provide English language development services on a 1 to 4 scale.   * 4 – ELD is provided regularly in inclusive settings * 3 – ELD is provided regularly (mostly non-inclusive) * 2 – ELD is provided but could be more frequent * 1 – ELD is provided infrequently or inadequately   Rate how well your program model(s) provide accessible grade-level appropriate content on a 1 to 4 scale.   * 4 – accessible content is provided all day * 3 – accessible content is provided most of the day * 2 – accessible content is provided sometimes * 1 – accessible content is provided rarely or inadequately   *Explanation for ratings:* |
| **Program Models – Reflect & Plan** | |
| Based on the previous evaluation of your program model(s), use the following questions to reflect on areas for improvement and plan steps you will take to improve your program(s). | |
| Step 4: Reflect on your program model alignment. | What steps will you take to ensure your program aligns with research-based models and practices?   * Alter school, staff, or student schedules * Move to more inclusive setting(s) * Increase frequency of ELD services * Increase access to grade-level core content * Provide more home language support * Choose a different program model * Other:   *Provide details about these plans:* |
| Step 5: Reflect on your identification, screening, assessment & notification processes. | What steps will you take to ensure your program is complying with all identification, screening, assessment & notification requirements?   * Document processes clearly * Provide training for staff involved in processes * Review student files to identify & rectify issues * Contact OSPI for technical support * Other:   *Provide details about these plans:* |
| Step 6: Reflect on your students’ access to ELD and meaningful, accessible content instruction. | What steps will you take to ensure your program is providing ELD and accessible content?   * Alter model and/or increase frequency of ELD services * Begin or expand co-planning and/or co-teaching * Provide PD to core content teachers on WIDA ELD Standards and/or strategies for scaffolding instruction for MLs * Provide more home language support * Plan or expand dual language instruction * Other:   *Provide details about these plans:* |

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| **Resources & Personnel – Gather Data & Evaluate** | | | |
| How will you ensure your program is **adequately staffed and funded** to be implemented effectively? | | | |
| Step 1: Examine your current staffing ratio of ELL/Bilingual endorsed teachers to MLs.  *(Endorsed staff can be in any teaching position/assignment.)* | Number of MLs | |  |
| Number of ELL/Bilingual-endorsed teachers (TBIP funds) | |  |
| Number of ELL/Bilingual-endorsed teachers (Basic Ed & other funds) | |  |
| Total number of ELL/Bilingual-endorsed teachers | |  |
| **Ratio** (MLs divided by total ELL/Bilingual-endorsed teachers) | | 1: \_\_\_\_\_\_ |
| Step 2: Examine how TBIP, Title III, Basic Education, and other supplemental funds (Title I, LAP, etc.) are being used to support your ML program. | Which funding sources are currently supporting your ML program and in what amounts? | | |
| TBIP | $ | |
| Title III | $ | |
| Basic Education | $ | |
| Title I | $ | |
| LAP | $ | |
| Other | $ | |
| Step 3: Review how funds are being used for ELD services and accessible content.  *(See this* [[*Bulletin*](https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2023/Bulletin_011-23.pdf)](https://ospi.k12.wa.us/sites/default/files/2023-08/bulletin_011-23.pdf) *and the* [[*Policies & Practices Guide*](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance)](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance) *for more info. on allowable uses of TBIP funds.)* | TBIP/Title III is used for:   * Supplemental ELD services (typically elementary) * ELD support classes (typically secondary)\* * Coaching/Co-planning support * Co-teaching (ELD and/or content) * Sheltered content classes\* * District-level coaches/specialists * Professional learning for staff   *(\*not allowable except to lower class sizes)*  Basic Education is used for:   * ELD support classes (typically secondary) * Co-teaching (ELD and/or content) * Sheltered Content classes * Dual language classes * Other:   How are other supplemental funds (Title I, LAP, etc.) being used to support ML services? | | |

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| **Resources & Personnel – Reflect & Plan** | |
| Based on the previous evaluation of your staffing and resources, use the following questions to reflect on areas for improvement and plan steps you will take to improve. | |
| Step 4: Reflect on your staffing ratio**. Is it higher than 1:50?**  *(OSPI’s recommended ratio of ELL/Bilingual-endorsed teachers to MLs across all teaching positions.)* | What steps will you take to increase the number of highly qualified ML teachers?   * Recruit/hire additional ML staff * Provide Title II or III funds for tuition reimbursement for current staff to earn an ELL/Bilingual endorsement * Provide professional learning to support teachers to gain instructional skills * Work with regional ESD to access professional learning * Support paraeducators to become certified * Other:   *Provide details about these plans:* |
| Step 5: Reflect on your use of TBIP, Title III, and other funding sources for your ML program.  *(See this* [[*Bulletin*](https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2023/Bulletin_011-23.pdf)](https://ospi.k12.wa.us/sites/default/files/2023-08/bulletin_011-23.pdf) *and the* [[*Policies & Practices Guide*](https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance)](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program/transitional-bilingual-instruction-program-guidance) *for more info. on allowable uses of TBIP funds.)* | Are you currently using TBIP for classes in which the EL teacher is the teacher of record? *(If so, these need to move to Basic Ed.)*  What do you notice about your current use of funding?  What activities do you need to prioritize with your funding to impact your program model(s) and services?  What steps can you take to increase use of “braided” funding or develop more creative use of funds? |
| Step 6: Reflect on your current ML professional learning for staff. | What professional learning (PL) will you provide to staff?   * PL on WIDA ELD Standards Framework * PL on Co-teaching and/or Co-planning * PL on GLAD, SIOP, or UDL * PL on specific group needs (LTELs, dual qualified, newcomers) * Other:   How will you monitor implementation of new professional learning?   * Classroom walkthroughs * Follow-up coaching * Self-reporting of strategy use * Student feedback on use of strategies * Observation of team meetings/PLCs * Other:   *Provide details about these plans:* |

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| **Student Outcomes – Gather Data & Evaluate** | | | | |
| How do you evaluate your ML program for effectiveness in **improving student outcomes**? | | | | |
| Step 1: Determine your student outcomes and the state average.  *(Contact OSPI if you need access to these data.)* |  | **Number** | **%** | **State %** |
| Total MLs & Percent of District |  |  |  |
| MLs Reaching Proficiency (exiting) |  |  |  |
| Former MLs (2 years exited) who met ELA standard on SBA |  |  |  |
| Former MLs (2 years exited) who met Math standard on SBA |  |  |  |
| Long-Term ELs (5+ years in program) |  |  |  |
| MLs with IEPs (dual qualified) |  |  |  |
| Step 2: Determine your length in program and graduation rates.  *(Contact OSPI if you need access to these data.)* |  | | **District** | **State** |
| Average years for ML students to exit program | |  |  |
| 4-year graduation rates of MLs and former MLs | |  |  |
| 5-year graduation rates of MLs and former MLs | |  |  |
| Step 3: Reflect on these data and determine comparisons and trends. | How do your program’s data compare to the state average?  How do these data compare to previous years? What is the trend over time across the last 5 years?  What are possible implications for how to address disparate outcomes? | | | |

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| **Student Outcomes – Reflect & Plan** | |
| Based on the previous evaluation of your student outcomes, use the following questions to reflect on areas for improvement and plan steps you will take to improve your student outcomes. | |
| Step 4: Reflect on your overall program outcomes. | What steps will you take to ensure all MLs receive meaningful access to content and English language development services to achieve full English proficiency? |
| Step 5: Reflect on your former (exited) MLs performance. | What steps will you take to monitor academic progress for exited/transitioned students and to provide targeted assistance as needed (such as a Multi-tiered System of Supports) for…   * English Language Arts? * Math? |
| Step 6: Reflect on your long-term English learners. | What steps will you take to support Long-Term English Learners (LTELs) with an intentional focus on academic discourse, language skills, and literacy skills needed to meet grade level standards? |
| Step 7: Reflect on your dually qualified students (MLs with IEPs). | What steps will you take to prevent overidentification and ensure appropriate services are provided in both ELD and Special Education? |