



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Washington State  
Multilingual Learners:  
Policies and Practice Guide*

**2023**

# CHAPTER 9: PROGRESS MONITORING AND PROGRAM EVALUATION

In order to ensure that the Transitional Bilingual Instruction Program is effective in supporting eligible multilingual learners to reach full proficiency in English and master grade-level standards, students' progress should be regularly monitored, and the program should be evaluated annually for continuous improvement.

A continuous improvement approach is integral to upholding the Castañeda (1981) framework, which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

Beyond upholding Castañeda, continuous improvement can be a powerful tool for promoting multilingual learners' access to high-quality instruction and services that build upon their diverse assets.

## Progress Monitoring

For multilingual learners to make adequate progress towards full proficiency in English and in grade-level appropriate academic standards, schools/districts should regularly monitor students' progress in both language acquisition and academic mastery. A comprehensive plan includes the use of both formative and summative student assessments at least three times per year that can inform instruction and interventions. This should include not only the required annual English language proficiency assessment (WIDA ACCESS) but other formative assessments such as the WIDA MODEL or other formal or informal quarterly language assessments.

Schools/districts may want to use the [Multilingual Learner Plan Template](#) to articulate a plan for progress monitoring using the following table:

Assessment & Monitoring of Student Progress		
Name the assessment tools that are used to monitor eligible and exited multilingual learners' academic and linguistic progress and describe any processes for administration of progress monitoring, including annual ELP assessments.		
	Academic Assessments	Language Assessments
Elementary:		
Middle School:		
High School:		

## Proficiency Level Descriptors

Another powerful tool for monitoring student progress is the WIDA Proficiency Level Descriptors (PLDs). These interpretive and expressive grade band-level rubrics can be used to:

- Examine student work and determine students' current performance levels;
- Set goals for language development, aligned to the Language Expectations;
- Determine student needs and develop scaffolding and supports; and
- Track student progress over time.

For more information and examples of how to use the PLDs to monitor student progress, see ["Using Proficiency Level Descriptors to Plan Instruction and Assessment Multilingual Learners"](#) (Percy Calaff, Shafer Willner, Gottlieb, & Marinho Kray, 2022).

## Individual Learning Plans

At the classroom level, teachers can also play a critical role in improving outcomes for individual students. Using the Progress Monitoring plans outlined above, educators should be reviewing student data at least three times a year to look at individual student growth and needs. These data should include both linguistic and academic assessments from both formative and summative data sources.

At the individual level, these data can inform individual goals that the student, family, and teacher(s) can set together. The [Multilingual Learner Individual Learning Plan Template](#) is one example of a tool that can be used to craft an individualized plan for MLs. Specifically, identifying domain areas such as listening, speaking, reading, or writing in which a multilingual learner is still developing can help inform the specific ELD services needed as well as strategies in the classroom that may support this development.

## Program Evaluation

Equally as important as reviewing student progress is conducting an annual program evaluation. Program evaluation is a systematic process which provides opportunities to reflect, learn, and inform decision-making. Evaluating the Transitional Bilingual Instruction Program is not only a required component of the TBIP and Title III grants but is best practice in any educational system. Program evaluation is a coordinated internal effort that involve various stakeholders and is an opportunity to reflect on the continuous improvement of the system. It is not a punitive process that reflects the work of individuals, nor is it necessarily conducted by external stakeholders.

While there is no one "right" way to conduct a program evaluation, most evaluations of Multilingual Learner programs will include both a Process Evaluation and a Summative Evaluation.

## Process Evaluation

A process evaluation focuses on the extent to which a program is operating as intended. Typically, a process evaluation requires documentation of the strategies and overall plan for implementation. The overall question this type of evaluation answers is **how** a program outcome was achieved.

Common types of data collected and used in a process evaluation include:

- Procedures for identification, placement, screening, and notification
- Demographic characteristics of program participants
- Documentation of ELD services and accessible content instruction
- Documentation of program models
- Characteristics of staff, staffing ratios, and professional learning plans
- Staff, student, and family perceptions of the program

Many of these data can be captured using the [Multilingual Learner Plan Template](#), the [Program Review Checklist](#), and through family and school surveys using the [Family Feedback Survey Templates](#) on the OSPI website.

## Summative Evaluation

A summative evaluation focuses on whether a program has had the intended effect on outcomes. Typically, a summative evaluation requires review of data on outcomes for the students served in the program. The overall question this type of evaluation answers is *the extent to which* a program outcome was achieved.

Common types of data collected and used in a summative evaluation include:

- Number and percent of multilingual learners (MLs) attaining proficiency and exiting (transitioning from) ELD services
- Number and percent of former MLs who met academic standards on state assessments two and four years after exiting/transitioning
- Number and percent of MLs who have not exited ELD service after 5 years (Long-Term English Learners or LTELs)
- Number and percent of MLs who are dually qualified for Special Education services, compared to the number and percent of the total student population
- Average years to exit ELD services
- 4 and 5-year graduation rates for MLs (current and exited MLs)

These data are required components for both the TBIP and Title III grant applications and/or are included in the annual family notification letter to inform families of expected outcomes for the

program. Districts may also want to review other data, including data from academic and language assessments listed in the Progress Monitoring table above.

## Program Evaluation Template

OSPI has developed a [Multilingual Learner Program Evaluation](#) template that can be used to conduct the required annual program evaluation and develop continuous improvement plans. The template includes four parts:

- *Stakeholder Input* – This section can be used to summarize key feedback from family, student, and educator surveys and focus groups or meetings.
- *Program Models* – This section provides a place to identify program models, rate how closely they match required components, and develop specific plans for improved implementation.
- *Resources & Personnel* – This section captures key data regarding funding, staffing, and how resources are being used to implement effective practices. Plans can be made for improving staffing ratios, use of funding, and professional development.
- *Student Outcomes* – This section includes tools to review student outcome data and reflect on these data to set measurable goals for increasing student achievement.

The Program Evaluation template is an excellent tool to prepare for completing required items and continuous improvement plans in the Transitional Bilingual Instruction Program (TBIP) and Title III grant applications.

Districts should use this template to develop specific continuous improvement plans to:

- Provide equitable services to ensure that all eligible multilingual learners receive meaningful access to content and English language development services that allow them to achieve full English proficiency.
- Monitor academic progress for exited/transitioned students and provide targeted assistance as needed through a Multi-tiered System of Supports.
- Support Long-Term English Learners (LTELs) with an intentional focus on academic discourse and language skills needed to meet grade-level standards.
- Monitor the number of students who are dually qualified for ELD and Special Education services to prevent overidentification and ensure appropriate services are provided in both areas.

The following chart gives an example of goals that a district might develop for continuous improvement plans in each of these four areas which align with the Student Outcomes section of the Program Evaluation template.

ESSA Required Data Elements	District Data	Goals for Continuous Improvement Plan
Number and % of ELs attaining ELP and exiting EL services.	15% of ELs attained proficiency in 2021	Increase specific ELD services for intermediate-level students in grades 3-5.
Number and % of former ELs who met standard academic assessments 2 and 4 years after exiting.	50% of exited ELs met standard after 2 years 60% of exited ELs met standard after 4 years	Provide after-school academic support for exited students who are not meeting standards.
Number and % of ELs who have not exited EL services after 5 years.	25% of ELs have not exited after 5 years	Add AVID Excel classes at middle school for LTELs.
Percent and performance of English learners who dually qualify for Special Education.	10% of ELs qualify for SpEd 65% of these students are making progress	Improve referral process to reduce over-representation & provide GLAD training for SpEd teachers.

## School Improvement Planning

Process and Summative Evaluation data also have implications for school-level continuous improvement plans. If certain schools are struggling to implement effective programs or are showing disparate outcomes for students, these schools may need specific plans to address the needs of their multilingual learners and/or may require additional district support. Regardless of the outcomes, all schools with multilingual learners should be able to articulate strategies they will use to support MLs in reaching their school-wide goals.

To support this work, OSPI has developed the [Multilingual Learner School Plan](#) template that can be used to craft a strong school improvement plan for MLs, including the following steps:

1. **Form a school team** that includes people with knowledge of the school improvement plan and staff members who work with and have expertise in supporting multilingual learners.
2. **Select at least two key goals** from the school improvement plan to develop a specific plan for MLs by reviewing disaggregated data to determine which goals are most critical for these students.
3. **Develop specific strategies to support MLs** in reaching each of these goals. Strategies should include English language development and making content accessible.
4. **Plan professional learning to support educators** in implementing the selected strategies.

5. **Monitor ML student progress on the goals** by reviewing disaggregated data and adjusting the plan as needed.

When MLs are specifically called out in a school improvement plan, the school is more likely to have shared ownership of their achievement and to develop stronger professional learning plans to meet their needs. Regardless of the number of multilingual learners in a school, all schools can strategically include ML strategies in a school improvement plan which will benefit all students.

## Resources

For more information on monitoring and exiting English learners from services, see the [U.S. Department of Education EL Toolkit Chapter 8](#), and for resources on program evaluation for ML programs, see [EL Toolkit Chapter 9](#).