

# Transitional Bilingual Instruction Program Technical Working Group Recommendations

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Quality Education Council

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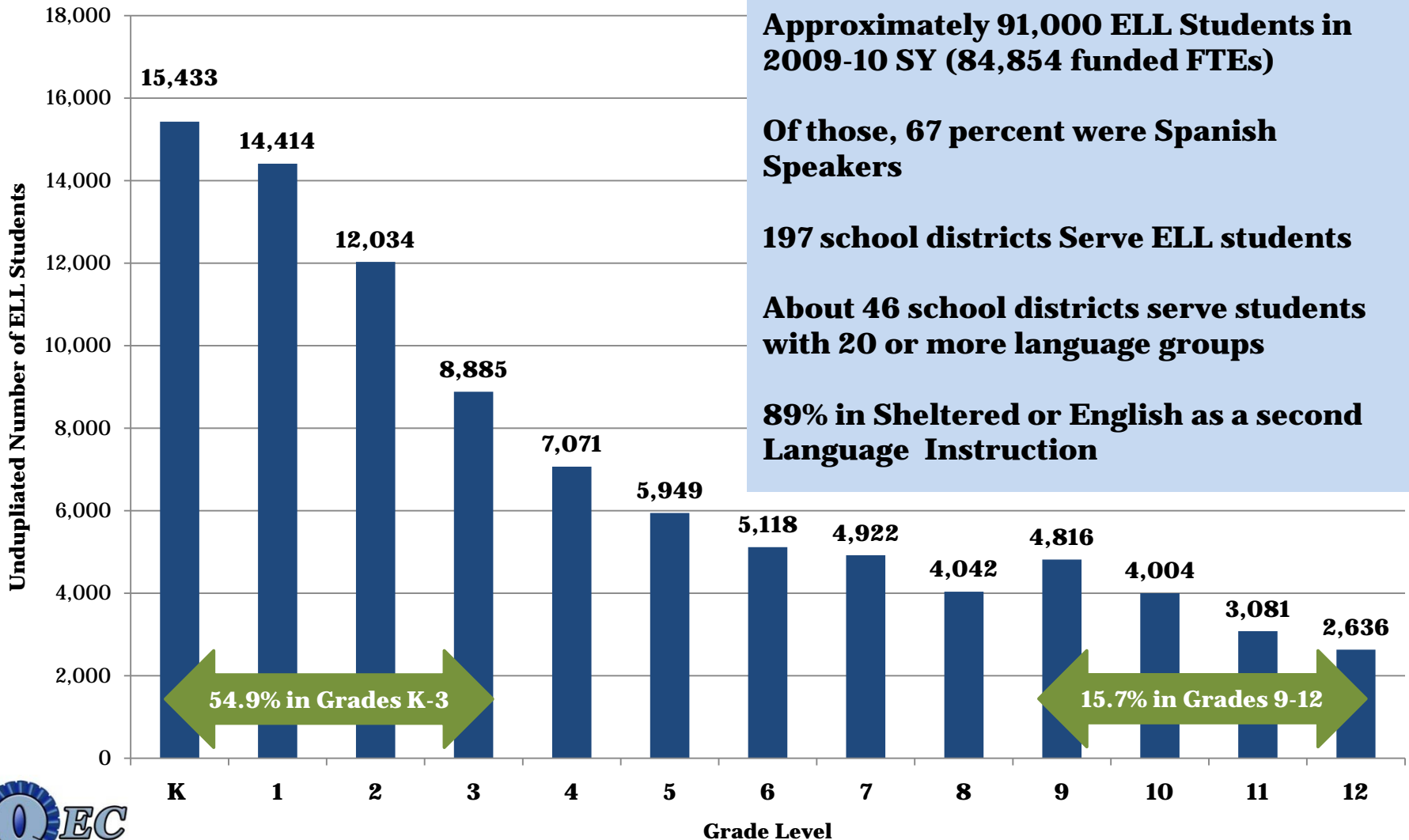
# Overview

- English Language Learner Student Information
  - Demographic
  - Performance Data
- Key Components of Effective Programs for ELLs
- General Recommendations
  - Statewide Accountability System
  - State Level Monitoring & Technical Assistance
- Funding Formula Recommendations

# ELL Student Information

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# ELLs Demographics



**Approximately 91,000 ELL Students in 2009-10 SY (84,854 funded FTEs)**

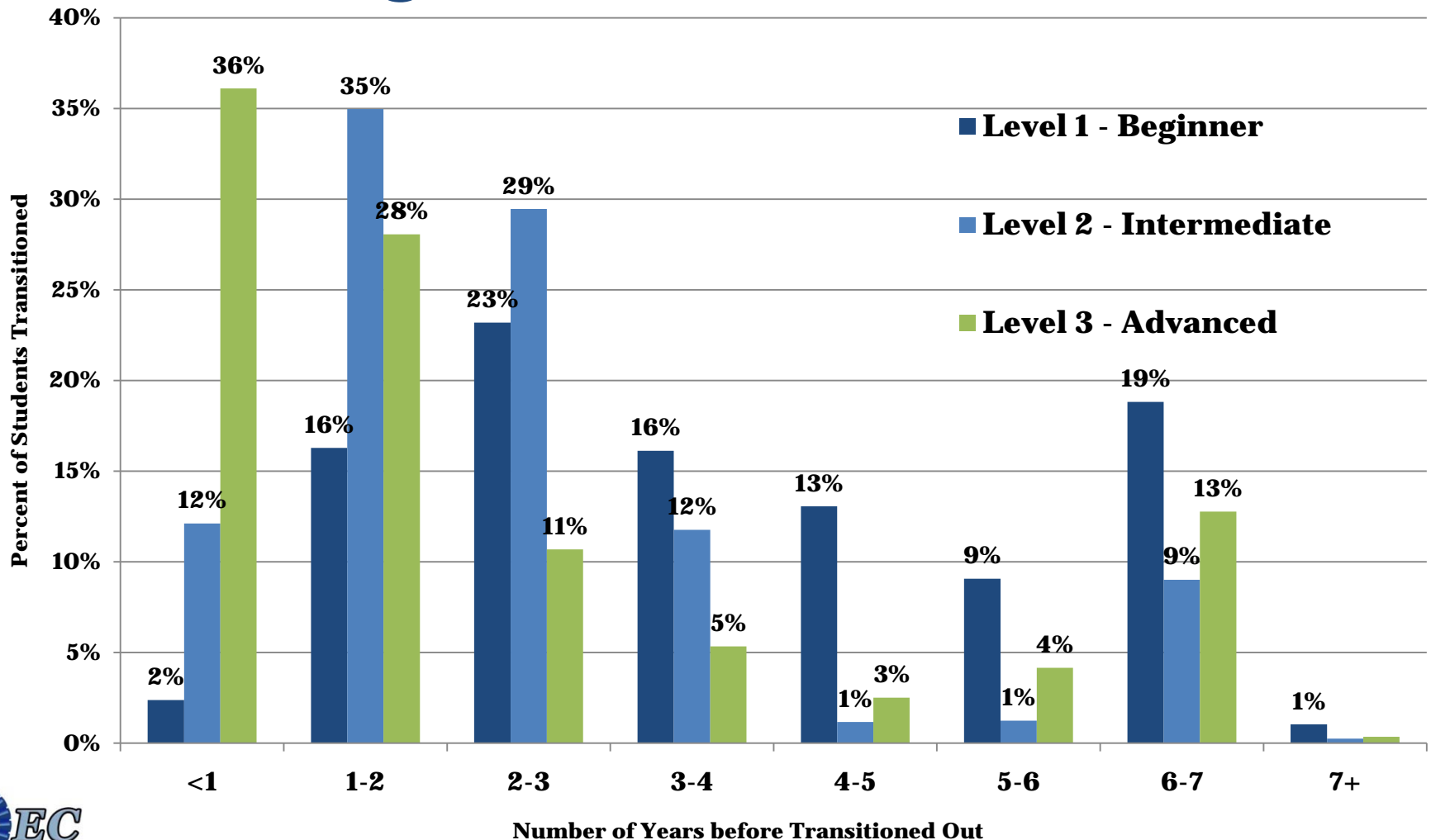
**Of those, 67 percent were Spanish Speakers**

**197 school districts Serve ELL students**

**About 46 school districts serve students with 20 or more language groups**

**89% in Sheltered or English as a second Language Instruction**

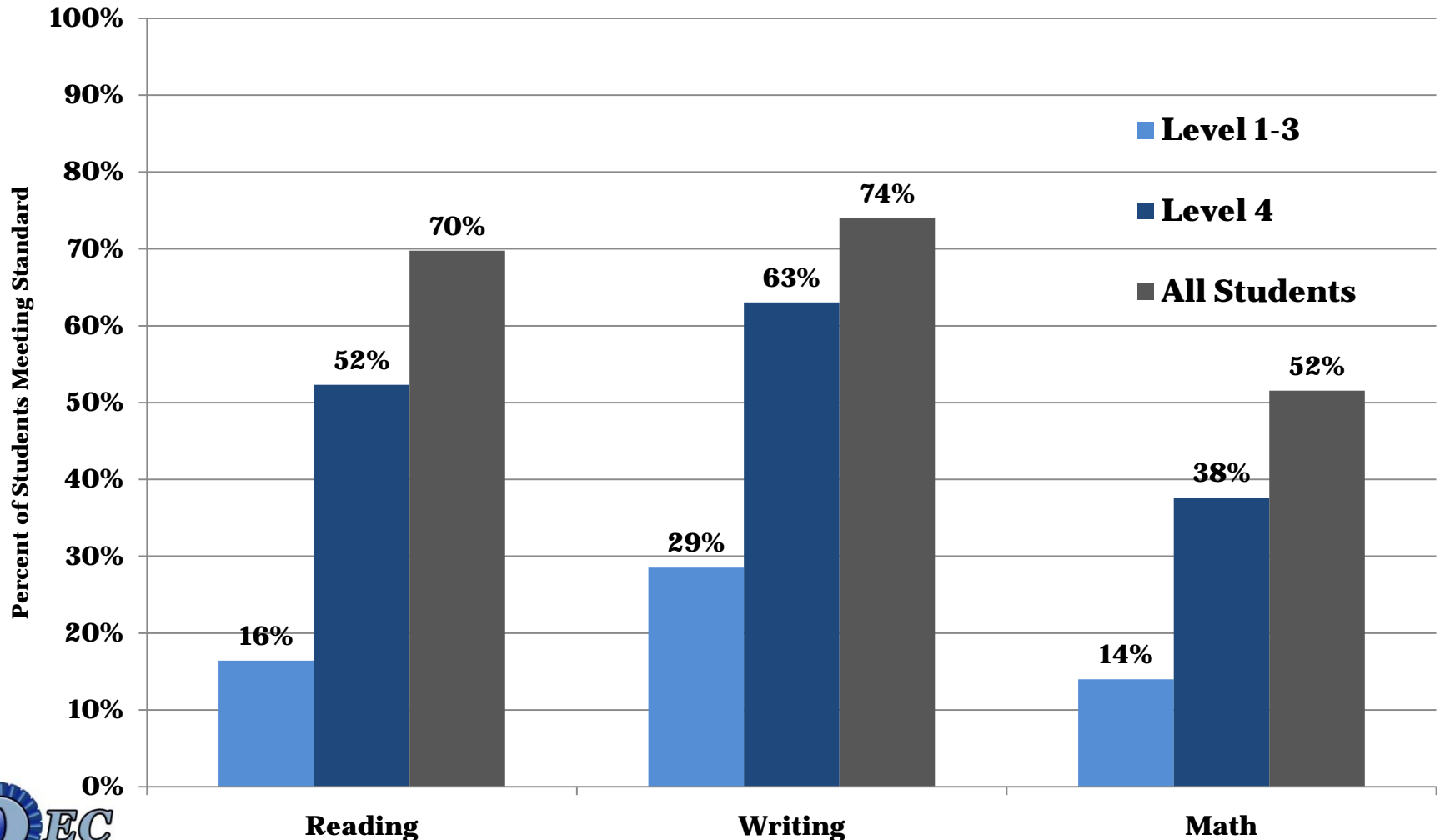
# Time in Program Greater for Students Entering at Level 1 Versus Level 3



Number of Years before Transitioned Out

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# ELLs struggle to meet state standards even when ready to transition out of TBIP



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# Key Components of Effective Program for ELLs

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# Key Component of Effective Program

- **Certified Teachers with ESL/Bilingual Endorsements**
  - Teachers need to know strategies to support student's English language development and help ELLs access academic subjects
- **Supported and Highly Trained Paraeducators**
  - Paraeducators need to have training and work closely with teachers to provide effective instruction to ELLs
- **Professional Development**
  - In-service days - focused on English language development strategies
  - Job Embedded – ESL/Bilingual coaches for teachers to provide instructional support and feedback

# Key Component of Effective Program

- **Appropriate Assessments**
  - Teachers need a range of assessments to accurately identify ELLs English development and academic needs
- **Supplemental Curriculum Materials**
  - ELLs need English language development curriculum
  - Also need access to on-line supplemental materials that support English language development and improve access to academic content areas

# Key Component of Effective Program

- **Smaller Class Size**
  - Allow student more time with teachers and opportunities to practice their English
- **Additional Instructional Time**
  - ELL students need more time outside of traditional school day to become English proficient and learn content material such as math
- **Family Engagement**
  - Families play a key role in supporting their children's academic performance

# General Recommendations

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# Statewide Accountability System

- Work Group recommends the development of an accountability system to identify districts that are underperforming and those making significant improvement in ELLs performance.
- The accountability system should include:
  - a system of support that provides struggling districts with technical assistance, and
  - Sanctions for districts that do not improve academic achievement among ELLs.
- Work Group recommend assigning OSPI, State Board of Education, and other key stakeholders to develop new accountability system.

# State Level Technical Assistance & Monitoring

- Work Group also recommends an additional two FTE be funded at the state level to
  - Increase guidance, technical assistance, and professional development opportunities, and
  - Monitor school districts on a three year cycle.
- Total cost per year - \$291,000

# Funding Formula Recommendations

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# New Funding Model Baseline Formula

- Funding based on:
  - ELL enrollment
  - Class size of 15
  - Hours per week of instruction of 4.778
- Cost neutral translation of old STBIP to new funding formula
- Support extended day and year for ELLs
- Total cost - \$83 million

# TBIP Funding Recommendations

- **Funding based on:**
  - ELL enrollment
  - Class size of 15
  - Hours per week of instruction of 8 hours
- **Assumptions**
  - Provides instructional time during school day
  - Instructional coach time for teachers
  - Family engagement
  - Extended day & year opportunities
- **Total cost - \$139 million**

# Enhanced Materials, Supplies, and Operating Costs

Category	New Phased-in Current Allocation	Incremental Increase
Professional Development	\$18.98	\$21.81
Curriculum & textbooks (online curriculum & assessment costs)	\$122.17	\$90.00
Technology	\$113.80	\$0.00
Security and Central Admin.	\$106.12	\$21.22
Other Supplies and Library Materials	\$259.39	\$51.88
Utilities and Insurance	\$309.21	\$0.00
Facility Maintenance	\$153.18	\$0.00
<b>Total</b>	<b>\$1,082.85</b>	<b>\$184.91</b>

# Professional Development

- **In-service Days**
  - Assumes that all TBIP funded staff receive 5 days
  - Also assumes that 33% of core teachers will receive 5 in-service days
  - Total cost of five in-service days for just TBIP funded staff is \$3.9 million (1970 FTE)
  - Total cost for 33% of other staff is \$28 million
- **Total cost \$31.9 Million**

# Comparing Funding Proposals

## 2009-10 School Year Data

	Baseline	Picus & Odden	BEFTF/Dorn	TBIP TWG
Class Size	15	15	8	15
Instructional Hours per week	4.778	3.750	5.482	8
Total Allocation	\$83 M	\$65.1 M	\$178.6 M	\$139 M*
Per Student	\$900	\$705	\$1,934	\$1,689

\* Does not include MSOC. Total Allocation with MSOC is \$156 Million or a per student amount of \$1,689.

# Contact Information

- QEC website:  
<http://www.k12.wa.us/QEC/default.aspx>
- STBIP Technical Working Group website:  
<http://www.k12.wa.us/QEC/AdHocWorkGroups.aspx>
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