

Data and Equity for English Learners



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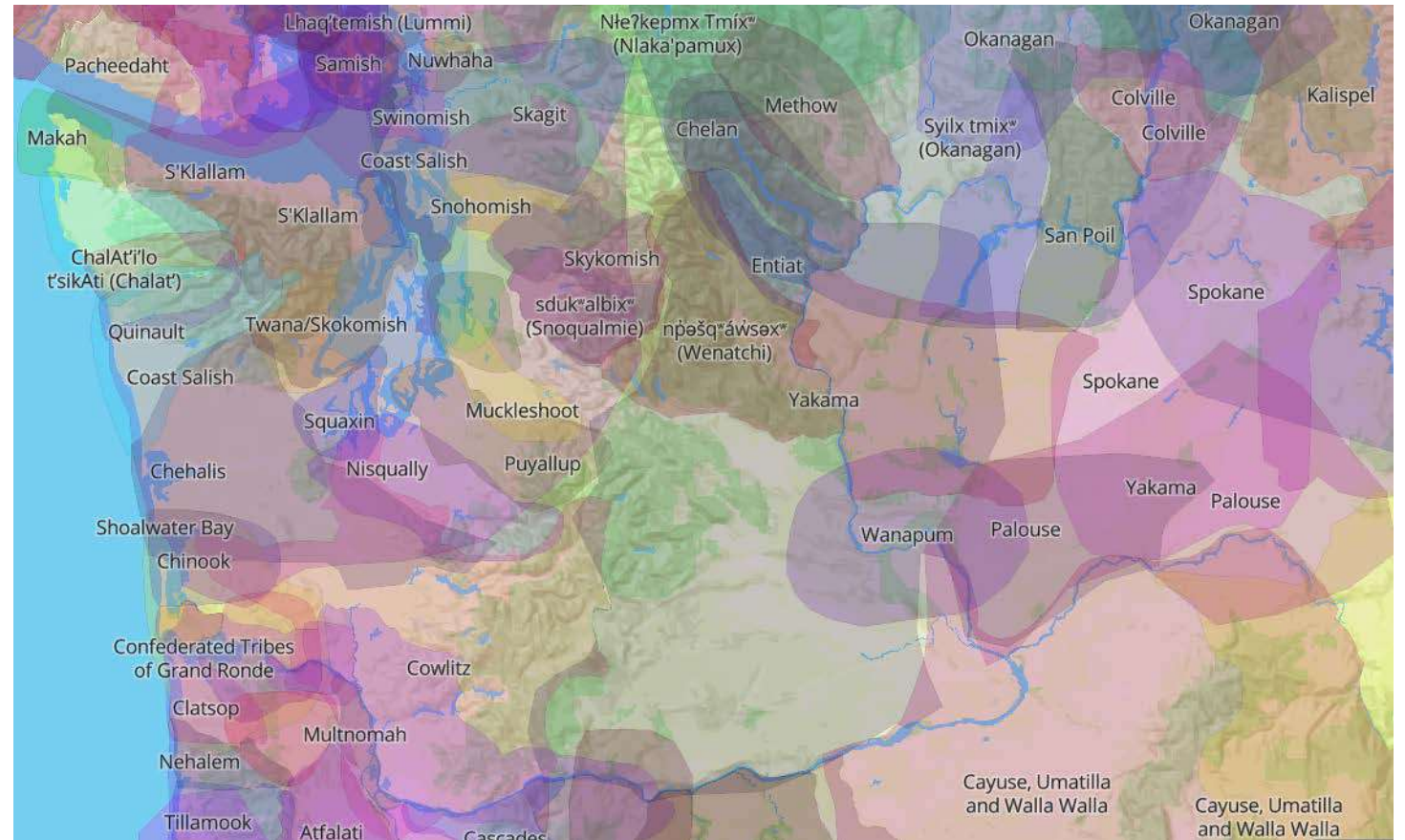


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Native Land Acknowledgement

Spokane is in the unceded ancestral lands of the Spokane Tribe. Their heritage language is "Spokane" and is a dialect of Interior Salish.

Check out the Spokane Tribe's [Back to the Heart Immersion School](#).



Native Lands, Languages & Treaties Map | <https://native-land.ca/>



The Civil Rights Obligation

“The dual obligation requires school districts and SEAs to design and implement English Learner (EL) programs that are reasonably calculated to enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.” (Dear Colleague, 17).



Other Civil Rights and Obligations



Lau v Nichols

In 1974, SCOTUS issued a landmark ruling that stated that providing English language instruction to students who need it is a matter of Equal Protection under the US Constitution (Lau v Nichols, 414 US 563, 1974).



A central tenet of the Lau Remedies is that the purpose of language support is participation with academic content, and that a meaningful education is not available in the absence of such support.



Justice Douglas delivered the opinion...

“...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”



Equal Educational Opportunities Act of 1974.



Create a bumper sticker.



Later, in 1981, SCOTUS issued another landmark ruling that helped schools avoid the pitfalls of poorly implemented English programs in the case of *Castañeda v Pickard* (648 F, 2d, 989).





The Castañeda Standards

- 1. -based on a sound educational theory.**
- 2. -implemented effectively (adequate resources/staffing)**
- 3. -evaluated as effective in overcoming language barriers.**

Stanford University, 2018



Content support just isn't effective without adequate English language development instruction.



Data is a
thermometer, not a
scalpel.

IF WE WANT TO
ENCOURAGE
PEOPLE TO USE
THEIR DATA TO
IDENTIFY
PRACTICES
THAT BETTER
SERVE OUR ELS,
WE HAVE TO
MAKE IT SAFE
TO DO SO.

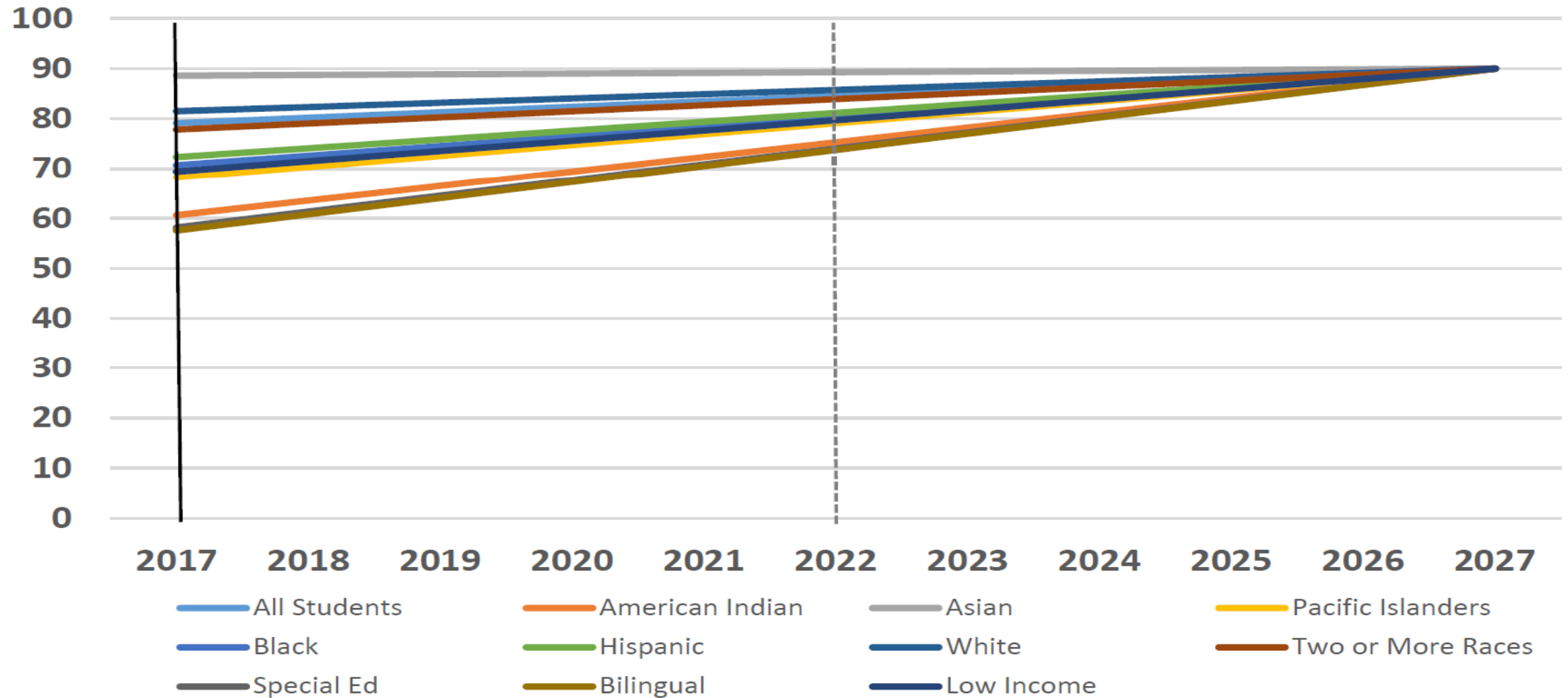


Is it really ***that*** important to do this much examination? Isn't it enough to be culturally aware and welcoming?

Presently we are only
successful in helping **3**
out of 5 English learners
make it to graduation.

Graduation Rates

ESSA Long Term Goals for Increasing 4-Year Adjusted Cohort Graduation Rate



Individuals do not have
achievement gaps,
systems do.



Risk Indicators Validated for a Multilingual Demographic

- Long term enrollment in an EL program-risk begins accumulating very near year 5 and doubles at regular intervals thereafter.
- Level 3 plateau-a nearly perfect correlation between a plateau at a low intermediate language proficiency for 3 years or more years and drop out.

Spokane Public Schools and OSPI, 2011-2013





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District Name

State Total ▼

Measure Selector

Making Progress ▼

Select Comparison Group #1

No Comparison Group (All Students) ▼

School Name

State Total ▼

Chart Selector

Table ▼

Filter Comparison Group #1

All Students ▼

Schoolyear

(All) ▼

Select Comparison Group #2

No Comparison Group (All Students) ▼

Filter Comparison Group #2

All Students ▼

Filter Comparison Group #3

No Comparison Group (All Students) ▼

Student Comp Group #3

All Students ▼

What percent of students have made progress on English acquisition?

Schoolyear

Example of a Large Urban District with Robust EL Services

School Name District Total	Chart Selector Single Year	Filter Comparison Group #1 (All)
	Schoolyear 2019	Select Comparison Group #2 No Comparison Group (All Students)
		Filter Comparison Group #2 All Students
		Filter Comparison Group #3 No Comparison Group (All Students)
		Student Comp Group #3 All Students

What percent of students met standard on the ELPA21?

2019	Kindergarten	All Students	All Students	30.9%
	First Grade	All Students	All Students	43.9%
	Second Grade	All Students	All Students	53.1%
	Third Grade	All Students	All Students	26.4%
	Fourth Grade	All Students	All Students	38.9%
	Fifth Grade	All Students	All Students	28.8%
	Sixth Grade	All Students	All Students	27.8%
	Seventh Grade	All Students	All Students	25.0%
	Eighth Grade	All Students	All Students	22.8%
	Ninth Grade	All Students	All Students	18.7%
	Tenth Grade	All Students	All Students	26.7%
	Eleventh Grade	All Students	All Students	20.0%
	Twelfth Grade	All Students	All Students	12.2%

Example of a Small Rural District Requiring Support

Filter Comparison Group #2

All Students

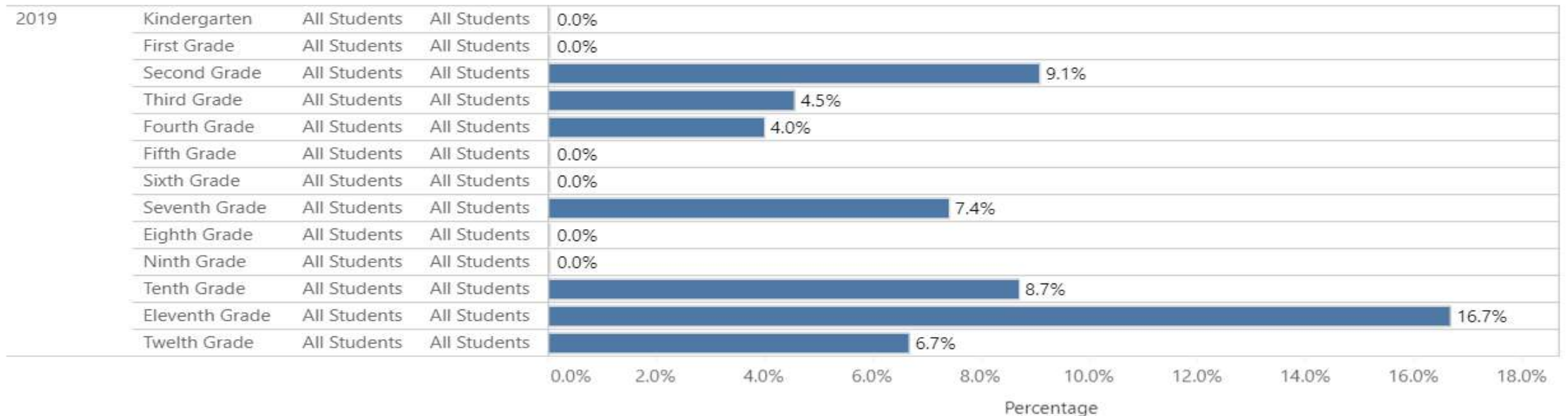
Filter Comparison Group #3

No Comparison Group (All Students)

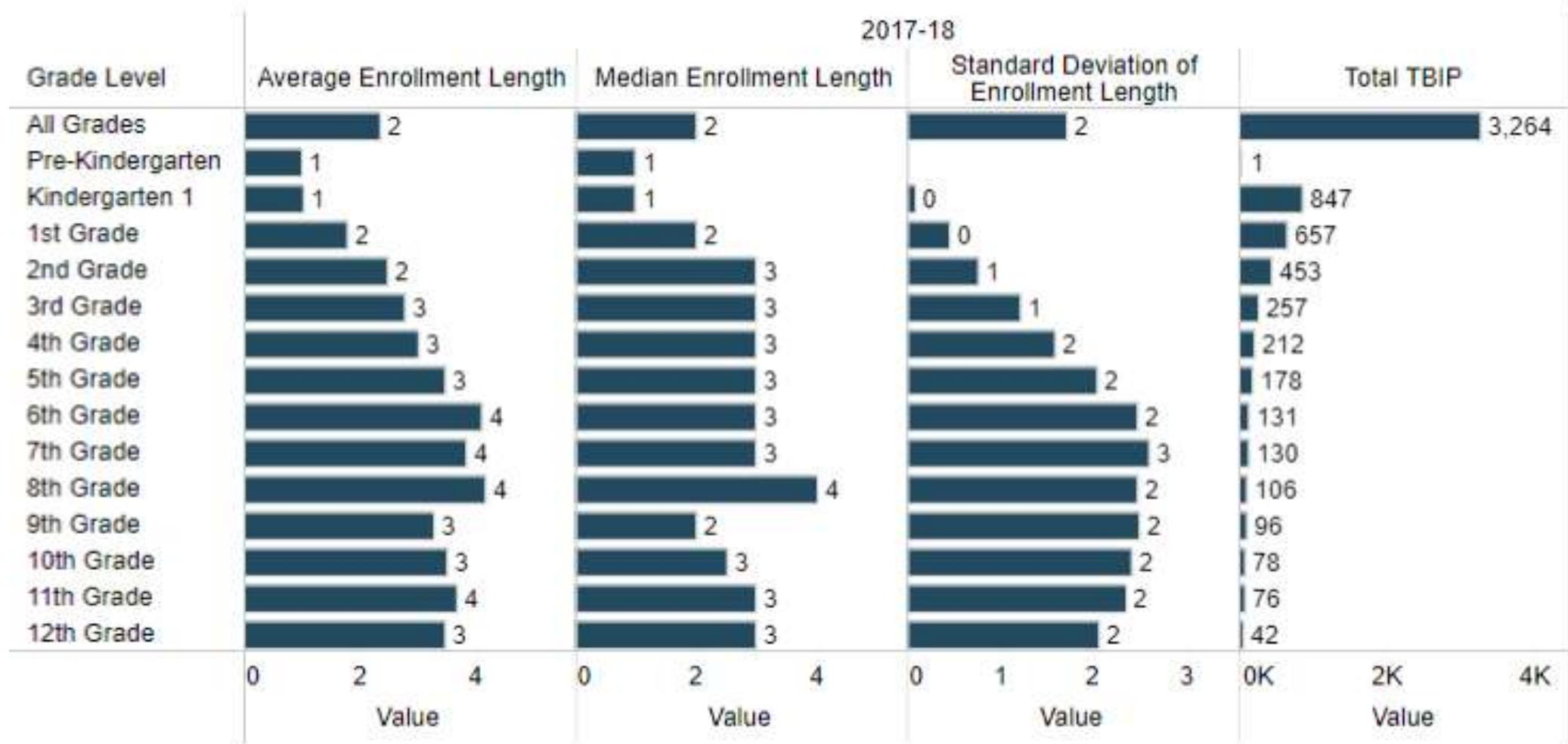
Student Comp Group #3

All Students

What percent of students met standard on the ELPA21?



Example of a Large Urban District with Robust EL Services



Example of a Mid-sized Rural District Requiring Support





Check in.
How are we feeling?

What causes such vast differences in outcomes?

Additive models of EL Services:

- Dual Language Education (K-12)
- Transitional Bilingual Education (Late Exit / K-5)

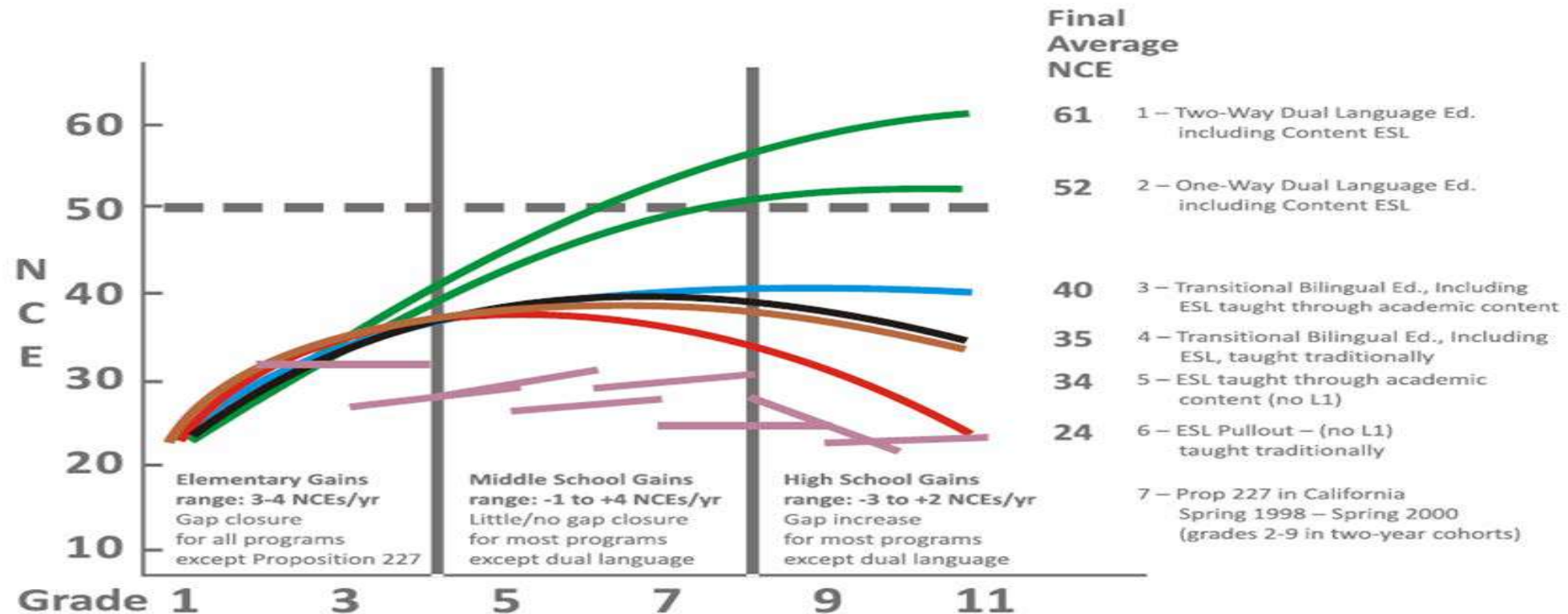
Subtractive Models of EL Services (English-Only Instruction):

- English as a Second Language
- Push-in or pull-out

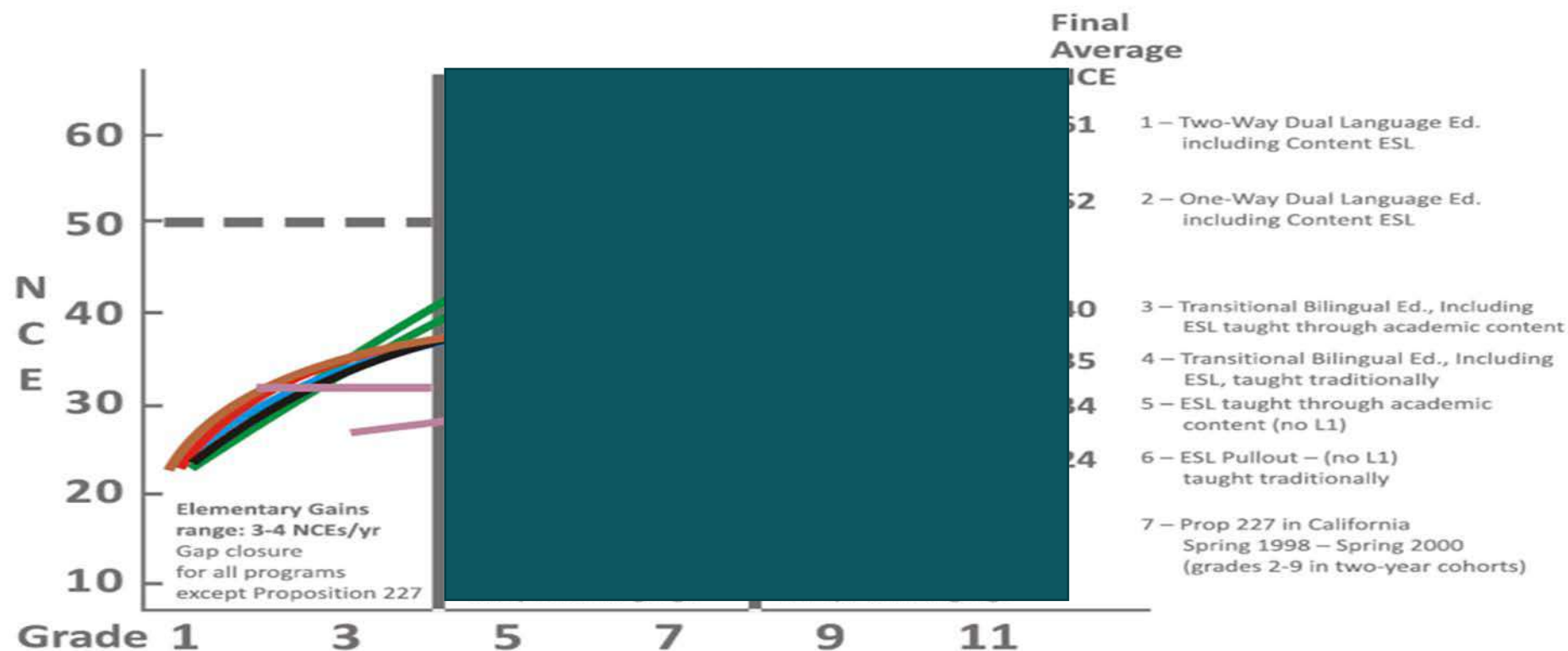
English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models

(Results aggregated from longitudinal studies of well-implemented,
mature programs in five school districts and in California)

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
- Program 2: One-way DLE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use
- Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)



English Learners' Long-Term Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared Across Seven Program Models

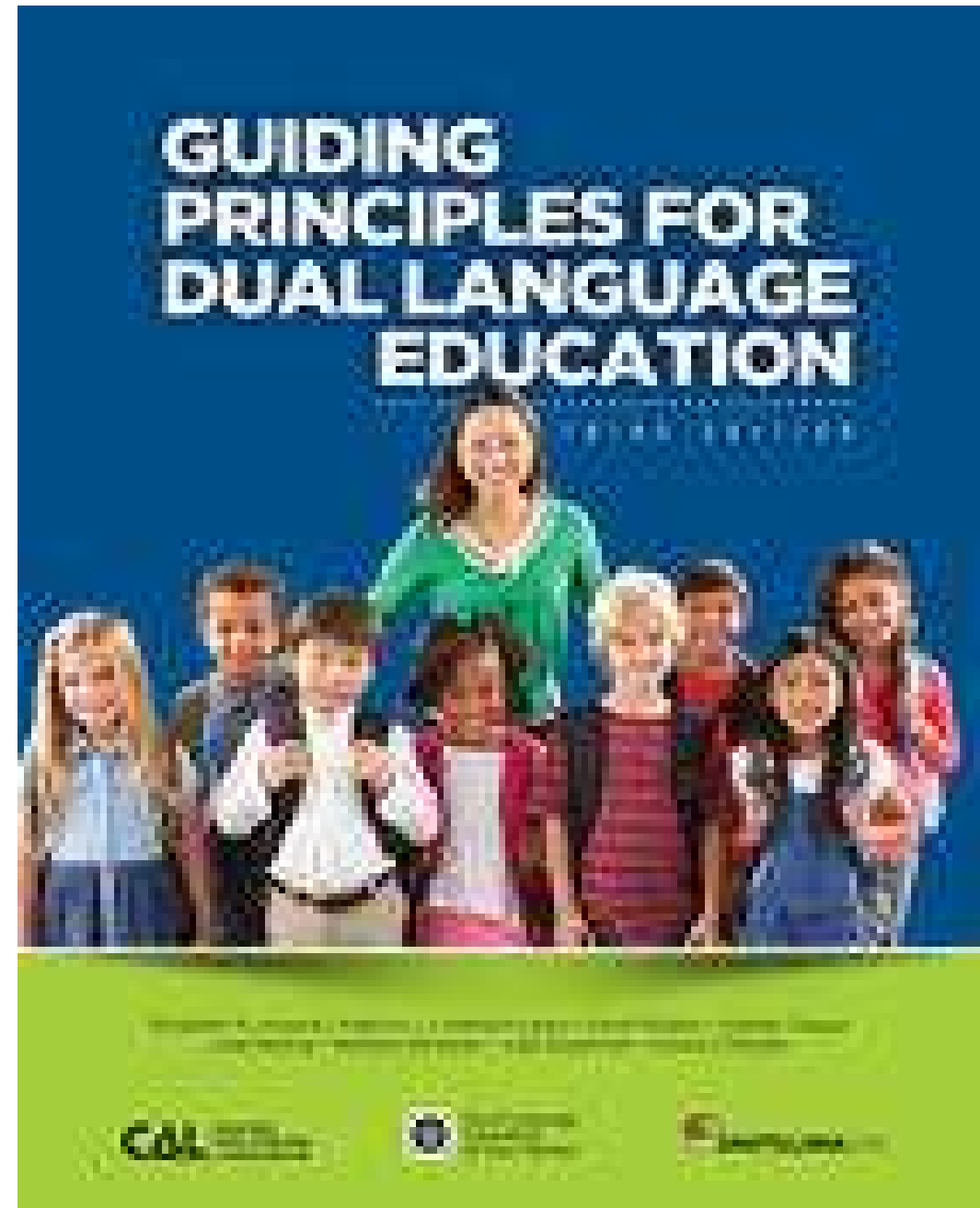


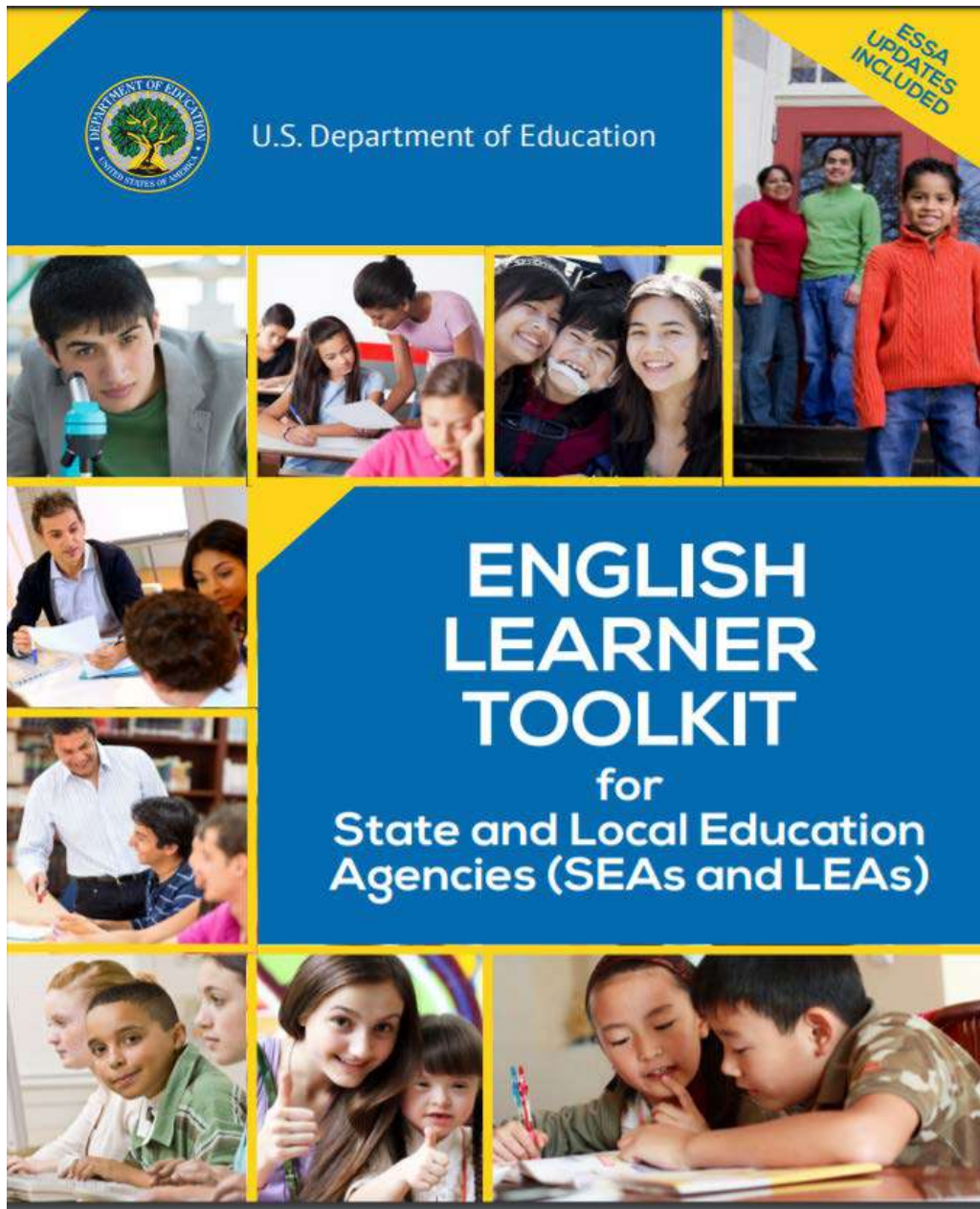
What are some of the features of Dual Language programming that foster success?

- The additive goals around biliteracy/bilingualism
- The safety of a scaffolded language environment that balances social emotional learning and academic language
- A stark increase in minutes of comprehensible input/output opportunities in the dual language environment
- The use of existing language schema to bridge the assimilation of new language and content
- Language instruction is meaningfully connected to the grade level content and rigor.



Program Structure
Curriculum
Instruction
Assessment
Professional
Development
Family Engagement
Program Resources





A compendium of
tools and resources
the support
comprehensive
program
implementation



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Other Rights, Obligations, and Resources

Non-regulatory Guidance for English Language Learners

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

The Dear Colleague Letter, 2015

<https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/january7meaningfulparticipationdearcolleagueletter.pdf>

OELA EL Toolkit with ESSA Updates

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Title III, Part A

<https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/ADA-programmodels.pdf>

Transitional Bilingual Instructional Program Guidelines

<https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/ADA-programmodels.pdf>

RCW 28A.180

<https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.180&full=true>

WAC 392 160

<https://apps.leg.wa.gov/wac/default.aspx?cite=392-160&full=true>

EL Specific Graduation Rates on Washington School Improvement Framework (Report Card)



<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>



Search by district, select the diversity tab, and select graduation by student program.

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