

# Progress Monitoring & Program Evaluation

In order to ensure that the Transitional Bilingual Instruction Program is effective in supporting eligible multilingual/English 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/English 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 be regularly monitoring students' progress in both language acquisition and academic mastery. A comprehensive plan includes use of both formative and summative student assessments at least three times per year that can inform instruction and interventions. While the state-required annual English language proficiency assessment can provide some of this information, it is a single point in time and is not adequate for comprehensive progress monitoring.

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).

## 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 [Consolidated Program Review \(CPR\) 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 standard 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 want to review other data as well, including data from academic and language assessments listed in the Progress Monitoring table above.

When reviewing these data, stakeholders may want to reflect on the following questions:

- How do your program's data compare to the state average?
- How do these data look over time? What are the trends?
- What are implications for how to address disparate outcomes?

A successful Transitional Bilingual Instruction Program is rooted in research-based practices specific to the unique linguistic and academic needs of multilingual English learners. Districts should use these data to develop specific continuous improvement plans to:

- Provide equitable services to ensure that all multilingual English 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 service 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:

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 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 standard.
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

## District-level Continuous Improvement Plans

After reviewing both the Process and Summative Evaluation data, districts should develop annual continuous improvement plans to focus on the systems, structures and resources that are needed to improve implementation and student outcomes.

1. **Systems** – In reviewing current systems, the district may want to use the [Multilingual Learner Plan Template](#) to ensure that procedures are communicated and carried out consistently throughout the school system. Aligning multilingual learner program plans with other district strategic plans and initiatives and ensuring that leaders throughout the system understand the requirements and needs of multilingual learners can be critical in strong implementation.
2. **Structures** – In reviewing current structures, the district may want to examine how educators responsible for multilingual learners are situated at both the school and district level. Do ML educators have a voice in decision making? Who receives professional learning focused on MLs? How are MLs centered in the ongoing work of the district? What changes may be needed to increase the visibility of MLs?
3. **Resources** – Use of increased funding to support MLs can be critical in improving outcomes. In examining how funds are used to support the program, districts may want to pay attention to how TBIP and Title III funds are distributed across schools to meet MLs' needs as well as how other funding sources such as Basic Education, Title I, and LAP funds are used for MLs. A strong program will leverage Basic Education dollars first with other state and federal funds used to supplement and strengthen services. Braiding of these supplemental funds can also support a strong Multi-tiered System of Supports in which MLs have access to many linguistic and academic supports and interventions.

As the district reviews program evaluation data, specific goals and steps to leverage systems, structures, and resources in new or continuing ways should be articulated in a district-wide plan for multilingual learners.

## School-level Continuous Improvement Plans

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 craft a strong school improvement plan for MLs, each school should:

1. **Select at least two key goals** from their school improvement plan for which they will develop a specific plan for MLs. They should use disaggregated data to determine which goals may be most critical for this group of students.
2. **Develop specific strategies to support MLs** for each of the key goals. For example, a school that is focused on improving mathematical problem solving may choose a strategy around using academic oral language to explain mathematical reasoning, based on the theory that MLs may struggle with articulating their mathematical thinking in English, which may be affecting their problem-solving outcomes.
3. **Plan professional learning to support educators** with the selected strategies. This can help the school develop strong professional learning for all educators regarding how to support MLs in the classroom with a specific focus on goals that are already shared school-wide.
4. **Monitor ML student progress on the goals** so that the entire school is regularly looking at ML student outcomes as well as outcomes for all students.

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.

## Classroom-Level 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/English 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.

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](#).