

Develop a Plan for Assessment & Program Evaluation

Developing Strong Dual Language Programs

Webinar Series Session 8

May 7, 2024



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

I am presenting today from the ancestral lands of the Coast Salish Tribes and honor with gratitude the land itself and these tribes.





Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by **high expectations for all students and educators**. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- **Achieving Excellence through Continuous Improvement**
- Focus on the Whole Child



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Dual Language Webinar Series

- October 10 Overview: Laying the Foundation
- November 7 Step 1: Build Knowledge & Advocacy
- December 5 Step 2: Develop a Mission, Vision, and Goals
- January 9 Step 3: Design or Adopt a DL Program Model
- February 6 Step 4: Develop Enrollment & Family Outreach Plans
- March 5 Step 5: Align Curriculum & Resources
- April 2 Step 6: Establish a Staffing & Professional Learning Plan
- May 7 **Step 7: Develop a Plan for Assessment & Program Evaluation**



WA State Dual Language Program Guide

INTRODUCTION

Districts should follow these seven essential steps to develop strong dual language programs.

Step	Actions
Step 1: Build Knowledge and Advocacy	<ol style="list-style-type: none"> Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. Recruit a diverse advisory group and secure long-term commitment and involvement at all levels of the organization. Conduct a needs assessment to collect data about students to be served, district resources and community interests.
Step 2: Develop a Program Mission, Vision, and Goals	<ol style="list-style-type: none"> Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	<ol style="list-style-type: none"> Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. Develop a consistent, research-based language allocation plan. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	<ol style="list-style-type: none"> Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.
Step 5: Align Curriculum and Resources	<ol style="list-style-type: none"> Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.
Step 6: Establish a Staffing and Professional Learning Plan	<ol style="list-style-type: none"> Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	<ol style="list-style-type: none"> Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

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STEP 1: BUILD KNOWLEDGE AND ADVOCACY

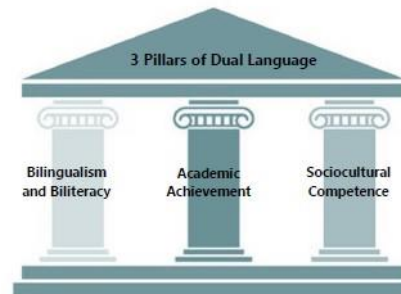
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

Step 1a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.

A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

CAL Guiding Principles Strand 7: Support & Resources Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

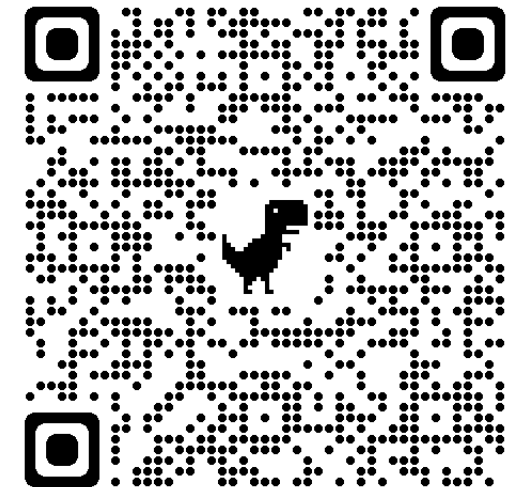
- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
- Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
- Policies and procedures for enrollment, staffing, and resource allocation.



Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

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[Download the Guide](#)



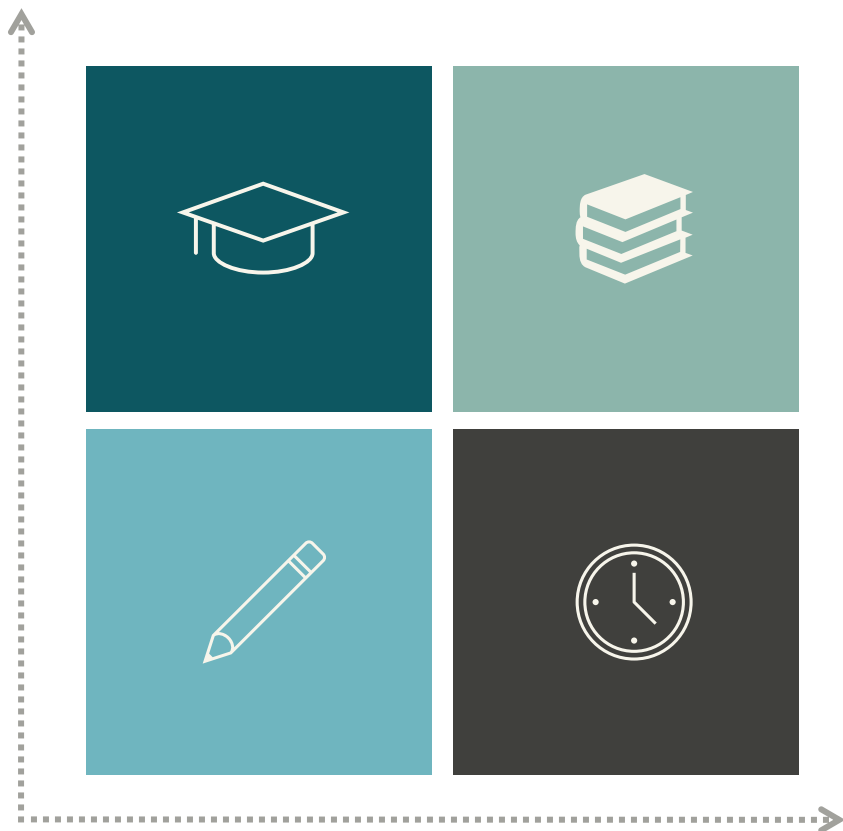
Dual Language Program Planning Checklist

- Tool for action planning & accountability in the planning process
- Great for new programs or expanding to new schools/levels

Step 1a. Develop an initial understanding of dual language for district and school leaders, teachers, staff, and families.			
Action Steps	Complete by	Notes	Next Steps
Determine key advocates			
Build an understanding of research & benefits of DL			
Register and attend conferences, workshops, and PD opportunities			
Step 1b. Recruit a diverse stakeholder group and secure long-term commitment and involvement at all levels.			
Action Steps	Complete by	Notes	Next Steps
Recruit members for the DL advisory			
Set meeting dates for the DL advisory group			
Determine members of the DL workgroup			
Identify DL Champions			
Step 1c. Conduct a needs assessment to collect data about students to be served, district resources, and community interests			
Action Steps	Complete by	Notes	Next Steps
Examine demographic trends			
Examine disaggregated academic data of current, exited, and non-qualifying ML students.			
Examine qualitative data related to the strengths and challenges of identified student groups			
Identify district resources such as staffing, curriculum, and funding for DL implementation			
through surveys, community meetings, and focus groups			

[DL Program Planning Checklist](#)

Today's Agenda



Assessment & Progress Monitoring

Program Evaluation & Continuous Improvement

Updates & Opportunities





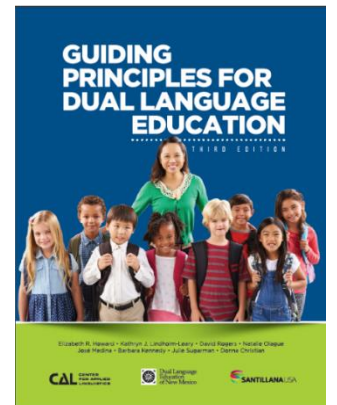
Assessment & Progress Monitoring

Assessing & Monitoring Progress

Step 7.a: *Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction.*

CAL Guiding Principles Strand 4: Assessment & Accountability

Principle 2 & 2A: Student assessment is aligned with program goals and with state content and language standards for both languages of instruction and the results are used to guide and inform instruction.



In comprehensive assessment systems...

1. Content, literacy, and language assessments are available in both languages or are specific to the language of instruction.
2. Assessments are culturally and linguistically relevant and include alternative and inclusive assessment methods.
3. Multiple measures provide a holistic view of each student.
4. Data help identify enrichment opportunities and additional supports.
5. Results are communicated in asset-based, culturally sustaining ways.



Guiding Questions for Assessment System Design

What data do you really need?

Which tool(s) will provide useful data?

When do you need data in one or both languages?



Types of Assessments

Content	Literacy	Language
Assesses course specific knowledge and skills	Assesses specific literacy skills such as phonics, fluency, or comprehension	Provides a point-in-time performance test
Language options by student or by language allocation plan	Skills may be assessed in one or both languages or change as students advance	Measures listening, speaking, reading, and writing skills in each language
Measured against content standards	Measured against language arts standards	Measured against language development standards or language proficiency scales
Annual, quarterly, or by unit	Annual or quarterly (3 times per year in K-2 recommended)	Annual or in benchmark years (i.e., 3 rd , 5 th , 8 th , 10 th)
Examples: iReady Math, Science Unit Assessments, CBAs, Math Unit Tests	Examples: DIBELS, mClass Lectura, Istation ISIP, SBA Interim ELA, iReady Reading	Examples: WIDA Screener, WIDA ACCESS, STAMP, ALTA

Considerations for Content Testing

- Has the student had exposure to the content area in that language?
- What is the student's level of proficiency in the language of the test?
- What language-based supports have been used regularly in the classroom?
- Have teachers provided bridging lessons for content vocabulary?

*Content and skills do not need to be tested in both languages.
Chemistry is not different in English and Mandarin.*

Advocating for Equitable Assessment

Dual language schools may need to advocate and inform district leaders about why it is appropriate to assess content skills in a language other than English.



Photo by Allison Shelley for EDUimages



Considerations for Literacy Testing

- Literacy assessments should be designed and **normed for that language**.
- Dual language students may be **screened in one or both languages**.
- Literacy screeners and assessments **may not provide the whole picture** for students developing literacy in two or more languages simultaneously.
- Students may be able to **demonstrate comprehension** by answering questions in their stronger language.
- Focus on **progress over time** rather than grade-level norms.



Photo by Allison Shelley for EDUimages

Screening in Dual Language Programs

Meeting the State Requirement	Considerations
<p>REQUIRED: 1x per year in one language</p> <p>Assess in the other language if needed to determine “at risk”</p>	<p>What is the language of instruction for literacy (50/50, 90/10)?</p> <p>What is the student’s dominant language?</p>
<p>RECOMMENDED: 3x per year in at least one language</p> <p>Assess in the other 1x or more</p>	<p>How are you using assessment results from screening and other measures to look at students’ literacy progress across both languages?</p>

Interpreting Literacy Assessments

What strengths does the student bring?

- Look at other content areas for strength-based skills
- Use observations and other data points

What does the student know in each language?

- Students may be simultaneously developing language and literacy skills in two or more languages

What can the student do when viewed across languages?

- Assessment in a single language may not fully capture students' skills
- Review skills across languages to see what the student "can do"

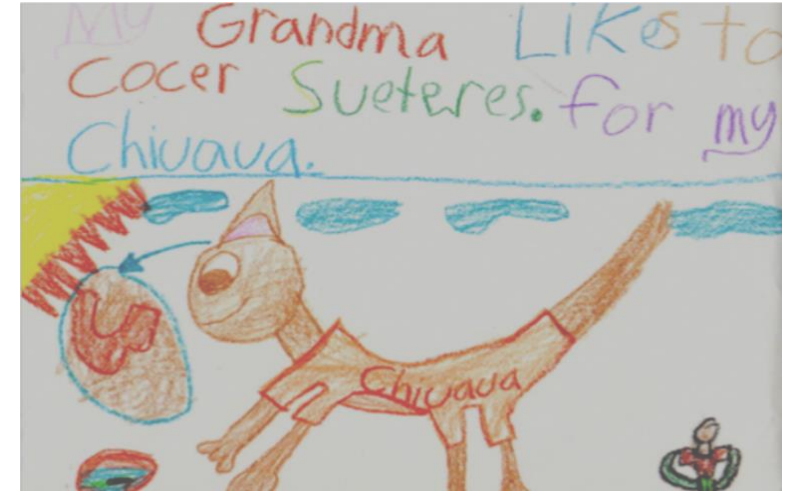



Image from Center for Teaching for Biliteracy







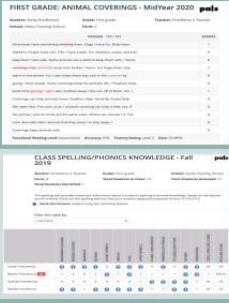


Assessments that Meet the State Criteria



Screeners for Literacy Skills Associated with Dyslexia

A decision making guide to help schools and districts fulfill the newly required literacy screening

	Skills Assessed	Time to Assess Per Student	Modality	Initial Cost of Assessment	Cost of Professional Development	
Gander	- Rapid Automated Naming (RAN)*	 5 mins	 Paper	\$\$ \$165 + 10% Shipping per set**		
GanderPublishing.com			Contact: ganderpublishing.com/content/contact-us.asp			
* RAN is a stand alone tool and should be purchased in addition to one of the tools below. This is not a skill to be pre-taught or remediated. ** Set includes: Examiner's Manual, 50 Examiner Record Forms, 1 set of 5 Card Packs						
PALS by Illuminate	- Phonemic - Phonological - Letter-Sound	 30 mins	 Computer	\$\$-\$\$\$ \$162 - \$212 per class***	\$750/one 3 hour webinar \$1,200/three 2 hour webinars \$2,800/one day on site training	
IlluminateEd.com			Contact: dbuzard@illuminateed.com			

- [Crosswalk of Literacy Screeners in English](#)
- Spanish Screeners that meet the criteria:
 - Amplify – mClass Lectura
 - Renaissance – STAR
 - Istation – ISIP

Washington State Seal of Biliteracy

Students earn the Seal of Biliteracy at graduation by:

- Demonstrating Intermediate-Mid level proficiency & earning 4 credits in a language other than English
- Earning 4 credits in English Language Arts
- Meeting the ELA graduation pathway



Students can:

- Earn the Seal in multiple languages
- Earn the Seal in languages in addition to those taught in their school/district



Assessment Providers

CEDARS: Appendix L contains a list of the recognized assessments and codes.

CEDARS Code	Assessment	Provider	Credit Type
N	AAPPL (Leveled/ Interpersonal)	LTI (ACTFL)	Competency-based
M	ALIRA	LTI (ACTFL)	Competency-based
O	AP Exam*	College Board	Dual
V	ALTA Language Testing	ALTA Testing Services	Competency-based
	AS & A Levels	Cambridge International	Dual
W	ASLPI	Multiple Providers	Competency-based
S	Custom Tests	OSPI, Avant Assessment, & Extempore	Competency-based
P	IB Exam**	International Baccalaureate (IB)	Dual
Q	NEWL	ACIE	Dual
T	OPI/OPIc & WPT (includes SOBL)	LTI (ACTFL)	Competency-based
W	SLPI:ASL	Multiple	Competency-based
R	STAMP 3S, 4S, WS, & Monolingual (Computer Adaptive/ Presentational)	Avant Assessment	Competency-based
Y	Tribal Language Assessment	Tribe or Band	Contact Office of Native Ed



Developing a Plan for Assessment

Consider how you will assess students' language, literacy, and content knowledge and skills. Determine frequency, grade levels, and what will be collected at a classroom, school, or district level.

	English	Spanish
Language	WIDA ACCESS (annual for all MLs)	STAMP 4s (3 rd , 5 th , 8 th for all students)
Literacy	K-2 Literacy Screeners (1x year) iReady ELA (3x year in Gr. r. 3-8) SBA ELA (Gr. 3-8) Literacy Unit Assessments (K-8)	K-2 Literacy Screeners (3x year) Istation ISIP (3x year in Gr. 3-8) Literacy Unit Assessments (K-8)
Content	iReady Math (Gr. 4-8) SBA Math (Gr. 3-8) SBA Science (Gr. 5 & 8) Social Studies CBAs (Gr. 4 & 7)	iReady Spanish Math (Gr. K-3) Science Unit Assessments (Gr. K-5)



Testing Calendar Considerations



- DL Testing should appear on the **District Assessment Calendar**
- Progress monitoring/proficiency testing at the **beginning** of the year can guide instruction
- Achievement testing at the end of ***select*** years (5, 8, 12) can be used to celebrate students and evaluate program effectiveness
- **Seal of Biliteracy** testing can be done in 8th grade and again in high school, if needed

Breakout Discussion 1

- *How is your school or district currently assessing content, language, and literacy?*
- *What are you thinking about in terms of assessing and screening in dual language?*





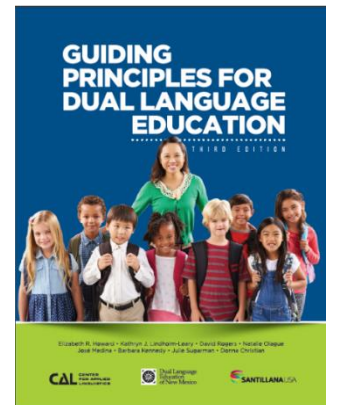
Program Evaluation & Continuous Improvement

Program Evaluation

Step 7.b: *Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.*

CAL Guiding Principles Strand 4: Assessment & Accountability

Principle 3 A & C: The program systematically collects and analyzes data to determine whether academic, linguistic, and sociocultural goals have been met and to develop ongoing program improvement plans.



Castañeda Framework

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**

Evaluated as effective in overcoming language barriers



Engaging in Program Evaluation

Tips:

- Assemble a team
- Gather data in advance
- Use family surveys
- Engage staff during meetings

Alignment

Align surveys & questions to the CAL Guiding Principles

Engagement

Engage DL students, families, and staff in the process

Evaluation

Use ratings to determine priority areas for improvement

Planning

Determine next steps for program improvement plans



Program Model

*How are you aligning your program model with **sound educational theory or research**?*

Gather Data & Evaluate

- Administer the DL Program Implementation Survey & gather feedback from staff, students, and families
- Identify specific items from the survey regarding program model implementation

Review & Plan

- Use the CAL Guiding Principles to develop goals & improvement plans



Dual Language Education Program Implementation Survey

Systemic program evaluation [RCW 28A.180.090(3)] is an essential component of effective, sustainable PK-12 dual language programs. As part of the statewide initiative to provide all Washington students with access to dual language education, each district grant recipient will use this implementation survey to gather feedback on their dual language program(s).

4. **Step 1a: Develop Initial Understanding** (Strand 7, Principles 1A, 1B, & 1C) *

Program and district administrators, instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

- N/A (Not Yet Started)
- 1 - Minimum Alignment
- 2 - Partial Alignment
- 3 - Full Alignment
- 4 - Exemplary Practice

Alignment

How well is the dual language program model aligned to the research?

- Are content, language, and literacy taught in both languages?
- Does the language allocation plan provide parity for both languages?
- Are program goals for academic achievement, bilingual and biliterate skills, and sociocultural competence clearly aligned with the program design?



Resources & Personnel

*How will you ensure your program is **adequately staffed and funded** to be implemented effectively?*

Gather Data & Evaluate

- How many DL teachers hold an ELL or Bilingual endorsement?
- Is there a DL specialist or coach?
- How are TBIP, Title III, and other funds being used to support DL?

Review & Plan

- Develop specific plans for staffing & funding



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Implementation

How well is the dual language program implemented?

- Do partner language teachers have advanced skills in the language?
- How are staff members engaged in ongoing professional development to support their knowledge and expertise in dual language?
- How many teachers in the program hold an ELL or Bilingual endorsement?
- Do teachers have adequate curricular materials and resources in both languages?



Student Outcomes

*How do you evaluate your DL program for effectiveness in **improving student outcomes**?*

Gather Data & Evaluate

- Examine [student outcome data](#) specifically for DL students
- Disaggregate current & former MLs
- Recreate the Thomas & Collier graph
- Reflect on data trends & comparisons

Review & Plan

- Develop specific steps for improvement



Photo by Allison Shelley for EDUimages

Improvement

How well is the dual language program improving student outcomes?

- How are dual language students progressing academically and in their language proficiency in both languages?
- How are eligible multilingual English learners performing?
- How are former (exited) English learners performing?
- How are students who were never English learners performing?



Developing Improvement Plans

- **Program Model:** Ensure strong alignment with research and best practices
- **Curriculum & Resources:** Ensure materials needed are purchased and/or translated
- **Professional Learning & Collaboration:** Ensure time and plans are made for strong professional learning and collaboration support



School Improvement Planning in DL

- 1. Form a school team** that includes people with knowledge of the School Improvement Plan and multilingual learners.
- 2. Select at least two key goals** from the SIP to develop a specific plan for DL.
- 3. Develop specific strategies** to support DL students to reach each goal including strategies for:
 - Language Development
 - Accessible Content
 - Sociocultural Learning
- 4. Plan professional learning** to support educators with the strategies.
- 5. Monitor DL student progress** on goals by looking at disaggregated data.



Breakout Discussion 2

- *What are your current systems for program evaluation and improvement planning?*
- *What are you thinking about in terms of developing strong DL program evaluation?*





Updates & Opportunities

Legislative Updates

3SHB 1228 has passed!



The law includes requirements to:

- **Develop a plan** for all districts who choose to begin dual language by 2040
- Provide grant awards for at least **10 planning districts** annually
- **Align ELL and Bilingual endorsement standards** and review language assessment requirements for teachers and paraeducators
- Provide testing for the **Seal of Biliteracy** in all districts starting in 2025-26



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Dual, Heritage, and Tribal Language Grants

Grants for 2023-24:

- All funds must be spent by **June 30, 2024**
- Ensure that Advisory Board has met and submit end of grant survey
- For **DL**, complete the **Program Implementation Survey** (by May 24)



Grants for 2024-25:

- **\$3,200,000** - Dual & Heritage
- **\$1,000,000** – Tribal
- Application will be in **EGMS**
- Look for “Pre-application” information soon

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**Dual Language Education Program
Implementation Survey**

Systemic program evaluation [RCW 28A.180.090(3)] is an essential component of effective, sustainable PK-12 dual language programs. As part of the statewide initiative to provide all Washington students with access to dual language education, each district grant recipient will use this implementation survey to gather feedback on their dual language program(s).

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N/A (Not Yet Started)

1 - Minimum Alignment

2 - Partial Alignment

3 - Full Alignment

4 - Exemplary Practice

WIDA Marco DALE Training

When: Friday, August 16, 2024

Location: Yakima area

Audience: Dual Language Spanish/English bilingual K-12 educators, administrators, coaches, and support staff.

Description: This one-day Spanish and English bilingual workshop is an introduction to *el Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA* (Marco DALE). The workshop will be delivered primarily in Spanish.

Registration: Complete the [interest form](#).

Contact [Teresa Mendoza-Casby](#) or [Katie Sperling](#) for more information.

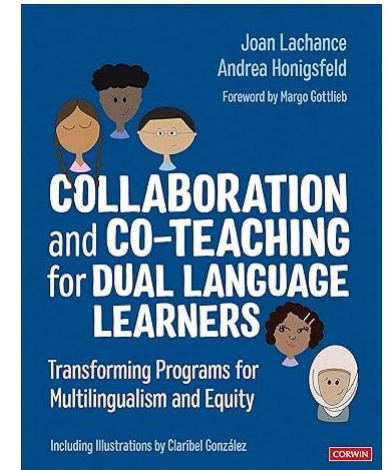


DL/HL Professional Learning

2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) Tues. May 7 | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) Tues. May 14 | 12-1 PM
- [Collaboration and Co-Teaching Book Study](#) Tues. May 28 | 3:30-4:30 PM

- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Asynchronous
- [Heritage Language Webinar Series](#) Wed. June 5 | 3-4 PM



OSPI Website Resources

[Dual Language: What Families Should Know](#)

- Map of dual language programs & FAQs

[Dual Language Education & Resources](#)

- Videos, Guidance, Checklist, Templates
- Webinars & PLCs
- Standards & Resources





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Connect with us!



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