Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Washington State
Multilingual Learners:
Policies and Practices Guide*

2024

CHAPTER 6: PROGRAM EVALUATION

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, the program should be evaluated annually for continuous improvement.

A continuous improvement approach is integral to upholding the Castañeda framework (1981), 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; and

3. The program is **evaluated as effective** in overcoming language barriers.

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

Conducting a 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 constituents and is an opportunity to reflect on the continuous improvement of the system. It is not a punitive process that reflects on the work of individuals, nor is it necessarily conducted by external reviewers.

While there is no one right way to conduct a program evaluation, most evaluations 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 OSPI Multilingual Learner District Plan template, the OSPI Program Review Checklist, and through family and school surveys using the Family Feedback Surveys on the OSPI Family Communication Templates 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 the TBIP and Title III grant applications and the annual family notification letters to inform families of expected outcomes for the program. Districts may also want to review other data, including data from academic and language assessments as outlined in Chapter 3: MTSS, Progress Monitoring, and Tiered Supports.

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* – summarizes key feedback from family, student, and educator surveys and focus groups or meetings.

- *Program Models* – provides a place to identify program models, rate how closely they match required components, and develop specific plans for improved implementation.

- *Resources and Personnel* – captures key data regarding funding, staffing, and how resources are used to implement effective practices. Plans can be made for improving staffing ratios, use of funding, and professional development.

- *Student Outcomes* – 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 MLs attaining ELP and exiting ELD services.	15% of MLs attained proficiency in 2023	Increase specific ELD services for intermediate-level students in grades 3-5.
Number and % of former MLs who met standard academic assessments 2 and 4 years after exiting.	50% of exited MLs met standard after 2 years 60% of exited MLs met standard after 4 years	Provide after-school academic support for exited students who are not meeting standards.
Number and % of MLs who have not exited ELD services after 5 years.	35% of MLs have not exited after 5 years	Add AVID Excel classes at middle school for LTELs.
Percent and performance of MLs who are dually qualify for Special Education.	15% of MLs qualify for Special Education	Improve referral process to reduce over-representation and provide GLAD training for Special Education 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 multilingual learners 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. The following steps and questions can be used in this process.

Step 1: Form a School Team
Consider the following when forming a team:

- Who has deep knowledge of the School Improvement Plan? (principal, leadership team)
- Who has deep knowledge of dual language and of multilingual learners' strengths and needs? (ML teacher, ML coach/specialist)
- Who works regularly with ML students in the program (classroom/content teachers)?
- Who has knowledge of resources and professional learning to support MLs? (school, district, or regional specialist)
- How will families' and students' voices be included?

Step 2: Select Two Key Goals

Examine current School Improvement goals and disaggregate student data to identify or develop strategies that will support multilingual learners to be successful in meeting these goals.

- Which goals did you select?
- Why were these goals prioritized?

Step 3: Develop Specific Strategies for Multilingual Learners

Identify key strategies for each of the goals.

- What strategies will you use to support students' language development to reach this goal?
- What strategies will you use to support accessible academic content for multilingual learners to reach this goal?

Step 4: Plan Professional Learning

Use a professional learning cycle plan to ensure that all staff know how to use the strategies that have been identified to support students' language development and academic achievement. There are many examples of professional learning cycles, but many include some of the following steps:

- **Initial Learning:** Educators learn a new instructional strategy.
- **Implementation Support:** A coach or colleague models or assists with implementing the strategy in the classroom.
- **Safe Practice:** Teacher teams plan and practice using the strategy in their lessons.
- **Review and Reflect:** Teachers review and reflect on use of the new strategy during a staff meeting or PLC.
- **Follow-up Readings:** Coaches or leaders send reminders or examples of the strategy in use.
- **Classroom Observations:** Colleagues and leaders observe for consistent use across classrooms and accountability.
- **Sharing with Families:** Teachers share the strategy with students and families for use in the classroom and at home.
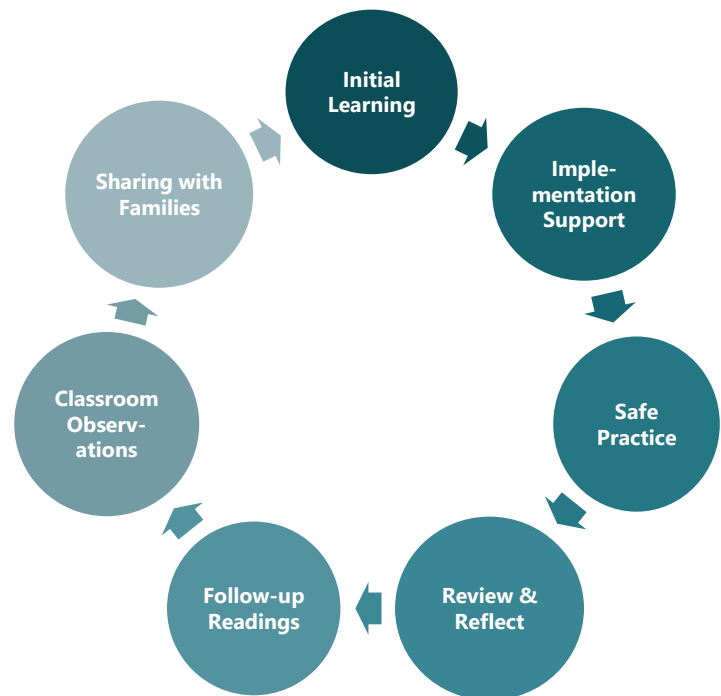
Step 5: Monitor Student Progress

Develop plans for monitoring dual language students' progress on the goals.

- How frequently will you monitor student progress on these goals?
- What data do you need to collect?
- Who will review the data?

When the team engages in monitoring, use the following questions to progress monitor:

- What is the School Improvement Plan goal you are monitoring?
- What strategies have been implemented?
- What are student outcomes related to the goal?
- What do you notice? What do you wonder? What adjustments will you make?

The school improvement planning process should be adapted to ensure that the needs of multilingual learners and all students are met through continuous improvement. Strong improvement plans at both the program and school level can help ensure success for all students, especially multilingual learners.

Program Review and Support (PRS)

Beginning with the 2023–24 school year, Consolidated Program Review (CPR) was renamed as Program Review and Support (PRS). This process continues the oversight of federal and state programs. The name change reflects the partnership between OSPI and Local Education Agencies (LEAs) that focuses on student outcomes.

Program Support Assessment

In previous years, OSPI used a regional selection process to identify LEAs to participate in the Program Review. Going forward, OSPI will select LEAs to participate in a review based on the score an LEA receives from the Program Support Assessment. LEAs who score the highest are selected to take part in the Program Review process.

LEAs selected to participate in Program Review are notified in July. The list of selected LEAs will be available on the OSPI Program Review and Support webpage.

The following components for Multilingual Education are included in the Program Support Assessment and are detailed in the Title III and TBIP Program Review Checklist:

7.1 Identification and Notification Procedures for Multilingual Learners
7.2 English Language Development Services
7.3 Multi-Tiered System of Supports
7.4 Staffing and Professional Learning
7.5 Use of TBIP and Title III Funds
7.6 Program Evaluation
7.7 Family and Community Engagement
7.8 Title III Language and Literacy Services for AI/AN Students

LEA Selection for Program Review

LEAs are selected for Program Review based on the Program Review Assessment and on the following data, which are weighted, highest to lowest, in the following order:

1. Last time the LEA participated in Program Review (or CPR)
2. Sum of federal Elementary and Secondary School Emergency Relief (ESSER) funds
3. Sum of federal funds
4. Percentage of schools identified for supports as part of the Washington State Improvement Framework (WSIF)
5. ESEA and state program data
6. Items not fully implemented in previous Program Review (or CPR)

Charter Schools and State Tribal Education Compact Schools

In addition to being included in the annual Program Support Assessment, charter schools and State-Tribal Education Compact Schools are selected by way of a modified selection process:

- In the second year of operation or participation, the school is selected to participate in a Limited Review.

- A Full Review occurs in their fourth year.

- Starting the sixth year and beyond, their selection is based solely on the annual Program Support Assessment.

LEAs selected to participate in Program Review are notified in July. The list of selected LEAs will be available on the Program Review webpage.

Resources

For more resources on program evaluation for ML programs, see the U.S. Department of Education's English Learner Toolkit Chapter 9.