

English Language Learners

Academic Excellence

PURPOSE STATEMENT

1. **Issue** – What condition does your program seek to change? How do you know it's a problem? If possible, what evidence do you have?
Because of the English language barrier, English Learners (ELs) experience significant academic gaps behind their native English-speaking counterparts as evidenced by the Standards-Based-Assessment (SBA) results in language arts and mathematics. Providing instructional support to ELLs is a federal and state mandate. Our mission is to successfully prepare ELs to develop English language proficiency and literacy while maintaining academics at grade levels. ELs need support to obtain common core standards, meet high school graduation and be ready for college or the workplace. In addition, many classroom staff are not sufficiently trained to instruct ELs. ELs' parents are less likely to participate fully in the educational progress of their children.
2. **Vision** – If you are incredibly successful, what would the world look like? What are the primary desired outcomes or goals for your program? Focus on the people or groups involved in the program, not the staff's actions
 - a. Increased academic performance for ELs
 - b. Eliminating the academic gaps for ELs
 - c. Improved graduation rate; decreased dropout rate
 - d. Improved classroom instruction for ELs
 - e. Increased the percentage of students meeting state standard and exit the EL program annually
 - f. Enhanced parent involvement among EL families
 - g. Maintaining compliant status with state and federal mandates
3. **Approach** - What is your strategy for addressing this issue? What is your program or department's core work?
 - a. Provide intensive English-As-A-Second (ESL) instruction to students based on their individual English proficiency level as measured by the English-Language-Proficiency-Assessment (ELPA21).
 - b. Provide districtwide professional development opportunities for EL teachers and regular educational teachers who work with ELs.
 - c. Offer training to and connect with EL parents

STAKEHOLDERS

- Who are the groups affected by this program/practice?
 - a. English Learners (ELs)- approximately 3,500+ annually
 - b. EL, immigrant and refugee families- 1,500+
 - c. **EL** teachers
 - d. Classroom teachers

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- e. Building principals
 - f. Other TPS departments
 - g. Agencies/organizations serving ELs
- How have you intentionally involved these stakeholders in the development of this program/practice?
 - Focus-group meetings (in-person and virtually)
 - Community/parent meetings (district-wide and by buildings)
 - Direct feedback from ELs

CASE STATEMENT

- What are the potential impacts on these groups? Does this program/practice ignore or worsen existing disparities or produce other unintended consequences?

The EL population has demonstrated consistent growth during the past 5 years. This trend mirrors the state's and national's trend and is projected to continue. District data has illustrated the success of the program in supporting ELs reaching their academic goal. The program needs to continue to sustain expected outcomes.

- What would be the consequences (legal, regulatory, cost savings/avoidance, gaps in advancing District strategy) of not doing this work?

Providing instructional support to ELLs is a federal and state mandate:

- *Lau v. Nichols* 414 U.S. 563 (1974); § 42 U.S.C. 2000d to d-7 (prohibiting race, color, and national origin discrimination in any program or activity receiving Federal financial assistance)
- Pub. L. No. 93-380, § 204(f), 88 Stat. 484, 515 (1974) (codified at 20 U.S.C. § 1703(f))
- RCW 28A.180.010/080 Transitional Bilingual Instructional Program
- WAC 162-28-040- English language limitations and national origin discrimination
- WAC 392 160 - Special service program - Transitional Bilingual Instruction
- TPS Board Policy 2110- English Learners

WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

1. Goal 1: All students will perform at or above grade level and we will eliminate disparities among all groups
 - a. The percentage of students graduating on time, dropped out or are continuing
 - b. The percentage of students scoring at each level of the English Language Arts assessment
 - c. The percentage of students scoring at each level of the math assessment
 - d. The percentage of 8th grade students earning a "C" or better in Algebra or Geometry
 - e. The percentage of 8th grade students earning a "C" or better in English

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2. Other Indicator:

- The percentage of ELs who met standards and exit EL support services as measured by the English Language Proficiency Assessment for the 21st Century (ELPA21)
- The percentage of Long-Term- ELs who have not met exiting standards over 5 years.

MEASURABLE GOALS

1. We will sustain EL graduation rates at 86.3% by the end of 2021.
2. We will decrease the percentage of Long-Term ELs by 10% by the end of 2021 as measured by the ELPA21 assessment.
3. We will increase the percentage of ELs who met standards for exiting by 10% by the end of 2021 as measured by the ELPA21 assessment.

SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
EL Teachers	Providing ESL instruction to identified ELs in all TPS school buildings (face-to-face and/or remote)	<ul style="list-style-type: none"> • Increased academic performance for ELs • Sustain EL's graduation rate at 86.3% • Increase the percentage of ELs meeting exit standards by 10% • Decrease the percentage of Long-Term ELs by 10%
ESL/Bilingual Specialist	*Identify and assess potential ELs using the ELPA21 assessment *Support EL teachers *Provide training to EL staff	<ul style="list-style-type: none"> • Meet state and federal mandates • Increased staff's instructional abilities and skills
Specialized instructional materials for ELs	* Purchase bilingual materials for use with recently arrived ELs *Purchase web-based reading program for use with ELs	<ul style="list-style-type: none"> • Promote bilingualism • Meet state and federal mandates Increased reading comprehension by ELs

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EL Consultants	*Provide training to staff and EL parents Conduct program evaluation	<ul style="list-style-type: none"> Increased staff's instructional abilities and skills Increased parent involvement among EL Population Meet state and federal mandates
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- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
Insufficient allocations of staff and resources to carry out the program's mission.
- How will you mitigate the negative impacts and address barriers?
Narrowing the scope of the instructional component, which will potentially impact compliance issues.

PROGRAM COST - BUDGET USE ONLY

<i>Fund Description</i>	<i>18-19 FTE</i>	<i>Salaries & Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>
Total							