

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: AUGUST 23, 2006

SUBJECT: **English Language Learners and Yakima-area School Districts**

PRESENTERS: Dr. Alfonso Anaya, Director of Bilingual and Migrant Education

Dr. Jane Gutting, Superintendent
Educational Service District 105 – Yakima

Students, parents, superintendents, and other educators from:

- Yakima School District
- Grandview School District
- Sunnyside School District
- Toppenish School District

BACKGROUND:

The goal of the morning session of the State Board meeting is to provide an overview of the student characteristics, achievement levels, successes, and challenges faced by educators, students, and parents in the Yakima area.

Dr. Alfonso Anaya, OSPI Director of Bilingual and Migrant Education, will provide an overview of the characteristics of English language learners in the state, and suggest strategies that would improve student success.

Several students who have recently immigrated to the United States will then share their experiences in school.

Dr. Jane Gutting, Superintendent of ESD 105 and veteran educator, will compare and contrast what she has experienced and observed as an educator in the Puget Sound area and in the Yakima Valley, and identify educational efforts in the Yakima-area that have been especially effective.

Representatives from the Yakima, Grandview, Sunnyside, and Toppenish school districts will then address three questions:

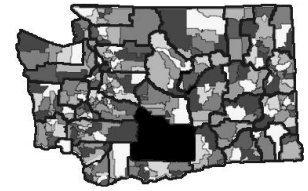
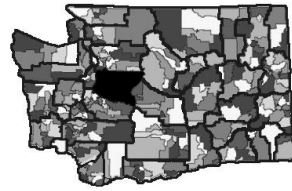
- What barriers are you facing in assisting your students?
- What support (advice, assistance, research, funding) do you need from the state to be more successful?
- Do you have any advice or suggestions for the State Board?

After lunch, several parents of English language learners have been invited to share their experiences with their childrens' schools. In addition, Michelle Corker-Curry will discuss English language instruction in school districts that have students from families with multiple languages.

King County & Yakima Counties

Comparison Chart

(Using 2004-05 School Year Data)



	King County	Yakima County
Students:		
Total # of Students: Head Count (October 2005)	254,671	48,725
Percent Free & Reduced Price Lunch	30%	67%
Students Meeting Standard on 10th Grade WASL		
Reading	78%	61%
Writing	70%	50%
Mathematics	55%	32%
Student Demographics:		
% African American	10%	1%
% Asian	17%	1%
% Hispanic	11%	56%
% Native American	2%	6%
% Pacific Islander	1%	0%
% White	62%	37%
% Bilingual Program	9%	22%
% Migrant Program	1%	8%
Families:		
Median Family Income (2000 Census)	\$53,157	\$34,828
Percent of Women 25 or Older with a BA or Higher (2000 Census)	37.6%	14.5%
Teachers:		
Average # of Students Per Teacher	17	18
Percent of Teachers with a Master's Degree	59%	56%
Teacher Average Years of Experience	12.5 yrs	12.8 yrs
Funding:		
Total Per Pupil Spending (2004-05)	\$7,917	\$8,012
\$ Per Pupil from M & O Levies	\$1,621	\$555
\$ Per Pupil from State Dollars	\$5,222	\$5,817
\$ Per Pupil from Federal Dollars	\$618	\$1,540

Annual Report of the
State Transitional Bilingual Instruction Program

Educating English Language Learners in Washington State

School Year 2004–05



Dr. Terry Bergeson
State Superintendent of
Public Instruction

August 2006

Educating English Language Learners in Washington State

**Annual Report of the
State Transitional Bilingual Instruction Program
School Year 2004–2005**

Prepared by

Dr. Margaret Ho, Interim Director, Migrant & Bilingual Education

**Dr. Terry Bergeson
Superintendent of Public Instruction**

**Dr. Mary Alice Heuschel
Deputy Superintendent, Learning and Teaching**

**Bob Harmon
Assistant Superintendent, Special Programs**

December 2005

Educating English Language Learners in Washington State

Annual Report of the
State Educational Assessment Program
School Year 2004-2005

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:

Roger Barron, OSPI
E-mail: rbarron@ospi.wednet.edu
Phone: 360-725-6156

Phouang Sxiengmay-Hamilton, OSPI
E-mail: phamilton@ospi.wednet.edu
Phone: 360-725-6152

Margaret Ho, OSPI
E-mail: mho@ospi.wednet.edu
Phone: 360-725-6146

Helen Malagon, OSPI
E-mail: hmalagon@ospi.wednet.edu
Phone: 360-725-6153

To order more copies of this document,
please call 1-888-59-LEARN (1-888-595-3276)
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:
06-0016

This document is available online at:
<http://www.k12.wa.us/MigrantBilingual/LegisReports.aspx>

This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631

CONTENTS

Executive Summary	1
Section 1 – Introduction	4
Background	
Washington’s Program for ELL Students	
Objectives, Scope, and Methodology	
Section 2 – Staffing and Instruction	8
Most Expenditures Are Staff-Related	
Staffing Issues	
Instructional Strategies and Programs	
Section 3 – Students Served	17
Total ELL Student Enrollment	
Uneven Distribution of ELL Students	
Grades of Students Served	
Students Served by Other Programs	
Section 4 – Languages Spoken	25
Number of Students Speaking Various Languages	
Wide Disparity in the Number of Languages Among Districts	
Section 5 – Length of Stay and Academic Achievement	34
Section 6 – Language Proficiency and WASL Test Results	38
Washington Language Proficiency Test	
WASL Results	
Appendix A – Languages Spoken	44
Appendix B – District Language Totals	48
Appendix C – District Participation Rates	72
Appendix D – Length of Stay Information	78
Appendix E – District WLPT Results	84
Appendix F – WASL Results for ELLs and Non-ELLs	94

Abbreviations

ELD	English language development (sometimes known as ESL)
ELL	English language learners
ESL	English-as-a-second language
FTE	Full-time equivalent
ITBS	Iowa Test of Basic Skills
OSPI	Office of Superintendent of Public Instruction
WASL	Washington Assessment of Student Learning
WLPT	Washington Language Proficiency Test
TBIP	Transitional Bilingual Instructional Program

Acknowledgements

This report was prepared with help from the Migrant Student Data Recruitment (MSDR) office as well as from several departments of the Office of Superintendent of Public Instruction. Contributors included Vanessa Dunn, Ross Bunda, Pete Bylsma, Razak Garoui, Bob Harmon, and Kim Thompson.

EXECUTIVE SUMMARY

Background As Washington State becomes a more diverse society, the state's transitional bilingual instruction program (TBIP) serves an increasing number and percentage of students whose primary language is other than English and who have English language skill deficiencies that impair their learning in regular classrooms. Students who are English language learners (ELLs) often have lower levels of academic performance as well as higher dropout rates than their English-proficient peers. As the number of students with limited English proficiency increases, issues related to meeting the needs of these students and higher academic standards are receiving more scrutiny. The Washington State Legislature requires the Office of Superintendent of Public Instruction (OSPI) to report on the program each year.

The state program provides additional funding to districts for services to ELLs. In school year 2004–05, total direct bilingual expenditures were \$67.4 million, of which \$55.9 million were from state resources, a seven percent increase from the previous year, and a greater increase than in previous years. This increase was due to a relatively high increase in ELL enrollment and a slight increase in per pupil funding. Districts supplemented state funding with local funds. The federal government provided about \$9.6 million more for ELL students.

Results in Brief In the 2004–05 school year, a total of 87,343 ELLs were served statewide, more than the previous year. Most of these ELLs received little or no instruction in their primary language, even though research has found that long-term academic performance is more likely to occur when students have significant exposure to instruction in both English and their primary language. The nationwide shortage of qualified teachers that speak languages other than English, coupled with the number of different languages spoken by students across the range of grades in many districts, limit the possibility of many schools providing instruction in both English and the students' primary language. Consequently, many ELLs and former ELLs have lower test scores than their English-speaking peers.

Staffing and Instruction Most TBIP funds allocated for educating ELLs are spent for staff salaries and benefits. Relatively few students receive instruction in their primary language in part because of a shortage of qualified teachers who are also literate in a language other than English. However, with strong technical assistance support from the OSPI Bilingual Education office, there is a significant shift towards more effective English language development (ELD) instructional models such as Dual Language and Content English as a Second Language (ESL). Today, there are 22 Dual Language programs, and more ELLs are being served in Content ESL versus

ESL Pull-Out programs. School districts and OSPI are beginning to see the benefit of their strong partnership and mutual goal of serving their ELD student populations as effectively as possible. Still, instructional aides who often lack adequate formal training in second language learning strategies provide most instruction for ELLs in Washington. These aides typically provide intensive instruction in ESL in a classroom setting, but provide little or no instruction in the students' primary language. Thus, the program is more accurately defined as an ESL program.

Students Served

The program served a total of 87,343 ELLs, eleven percent more than in the previous year. The increase is influenced by several factors such as a higher birth rate for non-English speakers than for native-English speakers, the relative strength of Washington's economy, and increased numbers of minority students in Washington State. However, the biggest contributor to the increase in ELLs has been refugee arrivals and immigration over the years. Simply stated, the number of students entering the TBIP program is larger than the number exiting the program. ELLs are not evenly distributed across the state—26 districts each served over 1,000 ELL students. Some districts experienced a large increase in the number of ELLs they serve, while others are serving fewer ELLs. Almost half of all ELLs are found in grades K-3, and many are served by other state and federal programs as well.

Languages Spoken

A total of 177 different languages were represented in the program in school year 2004-05. Spanish was spoken by more students (66 percent) than students speaking all other languages combined. Eight languages were spoken by at least 1,000 students or more. Twenty-one percent of all ELLs in Washington spoke one of the other seven languages (Russian, Ukrainian, Vietnamese, Korean, Somali, Tagalog and Cambodian). The number of students speaking some languages (e.g., Somali) has grown considerably, while the number speaking others continues to decline. In 28 districts, at least 20 different languages were spoken; however, in 72 school districts Spanish is the dominant language spoken by at least 95 percent of their ELL population.

Length of Stay

The TBIP is intended to provide temporary services until ELLs can develop adequate English language skills that will enable them to learn without experiencing a barrier to their learning due to a lack of English proficiency. ELLs may be served in the TBIP for longer than three years if school districts can document that the students have limited English proficiency. About 22.7 percent of the state's ELL students exited the program in 2004-05. There has been an increase each year for the past three years of students meeting proficiency standards and transitioning out of the program. Research consistently suggests that learning English in an "academic" setting takes anywhere from four to six years for the greater majority of ELL children.

**Language
Proficiency
and WASL
Test Results**

The Washington Language Proficiency Test (WLPT) was first administered in the spring 2002 as a tool to assess ELL students' English language ability in reading and writing. Results of these tests reveal that among ELL students, reading proficiency is much lower than writing proficiency in the early grades, but not in the middle and high school grades. A majority of the students in grades 8–12 are in the two lowest levels and represent a sizable proportion of ELLs in those grades. Due to changes in federal law, thousands of students who have very limited or no English proficiency must now take the Washington Assessment of Student Learning (WASL). A smaller percentage of ELLs meet the WASL standard than students with English fluency, regardless of the grade or subject matter. Another analysis of WASL data shows that ELLs overwhelmingly come from low-income backgrounds, and that an achievement gap of 40–55 points exists regardless of the subject assessed between low-income ELLs and their peers of the same racial or ethnic background who are neither low-income nor ELLs. This shows the impact of English language ability and family socio-economic status on student achievement on criterion-referenced assessments.