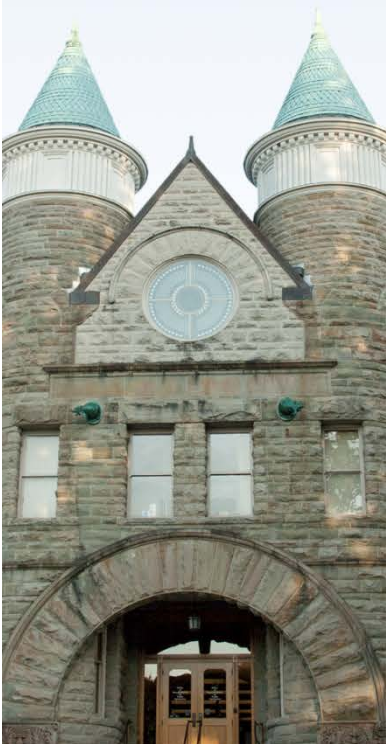


REPORT TO THE LEGISLATURE

# Educating English Language Learners In Washington 2011–2012

December 2012



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State Superintendent  
of Public Instruction

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Language Learners  
in Washington  
2011–2012**

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# Table of Contents

Executive Summary .....	7
I. Introduction .....	8
Background .....	8
Washington’s Program for ELLs.....	9
Objectives, Scope, and Methodology.....	9
II. Program Funding and Expenditures .....	11
Program Funding .....	11
III. Staffing and Instruction .....	13
Types of Staff .....	13
Qualifications and Training of Program Staff .....	13
Instructional Models.....	14
Program Model Descriptions.....	15
Instructional Strategies .....	16
Effectiveness of Strategies .....	16
IV. Students Served.....	18
Program Eligibility .....	18
Total TBIP Enrollment.....	18
Distribution of ELL Students .....	19
Summary of District Reports .....	19
Grade Levels of Students Served.....	21
V. Languages Spoken .....	22

Number of Languages Among Districts.....	22
Major Languages .....	22
VI. Length of Program Participation .....	23
Status of Students Served .....	23
Time in Program .....	23
VII. English Language Proficiency and Transition Experience .....	25
Annual Language Proficiency Test Results .....	25
Student Progress .....	27
VIII. Language Proficiency and Academic Performance .....	30
Statewide Academic Assessment Results .....	30
Bibliography.....	33

# List of Tables

Table 1: Program Expenditures .....	12
Table 2: ELL Student/Program Staff Ratios by School Year.....	13
Table 3: Five-Year Staffing Trends (in FTEs) by School Year.....	14
Table 4: Professional Development Training Attended .....	14
Table 5: Five-Year Enrollments by Program Model by School Year .....	15
Table 6: ELLs as a Percentage of Total Students by School Year.....	19
Table 7: Districts With 1,000 or More ELLs Enrolled by School Year .....	20
Table 8: Total ELLs and New to Program Enrollment by Grade .....	21
Table 9: Status of Students Served by School Year .....	23
Table 10: Number of ELLs Served by Time in Program .....	24
Table 11: Average Number of Years in TBIP.....	24
Table 12: WELPA Results by Grade and Proficiency Level .....	26
Table 13: Percent Proficient by Grade and Year .....	27
Table 14: Percentage of Students Making Progress in English Proficiency by Grade and Year.....	28
Table 15: WELPA Transitional Level and MSP/HSPE Reading Performance .....	31
Table 16: WELPA Transitional Level and MSP/HSPE Writing Performance .....	32
Table 17: WELPA Transitional Level and MSP/EOC Math Performance .....	32
Table 18: WELPA Transitional Level and MSP/EOC Science Performance.....	32

# List of Figures

Figure 1: Percent ELLs of Total Enrollments by District .....	8
Figure 2: Number of ELLs by District .....	9
Figure 3: Growth in State Funding for TBIP by School Year .....	11
Figure 4: Number of Districts with a TBIP for ELLs by School Year .....	19
Figure 5: WELPA English Proficiency Levels by School Year.....	26
Figure 6: Percentage of Students Making Progress in English Proficiency by Previous Language Level.....	29
Figure 7: Percentage Meeting MSP/HSPE standards by WELPA English Proficiency Levels .....	31

## Executive Summary

In the 2011–2012 school year, 8.5 percent of Washington’s students were English language learners (ELLs). Although this was a slight decrease from the previous year, the number of ELL students in our state has increased by 11.0 percent since 2005–06.

[The Transitional Bilingual Instruction Act of 1979](#) funds the Transitional Bilingual Instruction Program (TBIP) for students from homes where English is not the primary language spoken. Sixty-five percent of the state’s school districts report English Language Learners (ELLs) There were 96,101 ELLs enrolled in our schools for the 2011 – 2012 school year, 2,371 fewer students than the year before. This is the first recorded decrease in ELLs since the statewide database was established in 2005.

The 2011–13 Operating Budget ([Second Engrossed Senate House Bill 1087–Section 514](#)), requires OSPI to report measurable changes in proficiency, time-in-program, and transition experience for ELLs annually.

The TBIP supports ELLs until they develop English language skills and meet the state’s exit criteria. The Washington English Language Proficiency Assessment (WELPA)—a new assessment for this year—measures English language proficiency annually in reading, writing, listening, and speaking. The results determine if a student is ready to transition from TBIP. Approximately 10.7 percent of ELLs transitioned out of the TBIP in 2011–2012, the lowest proportion since the statewide assessment began.

The median number of years students spend in the program has remained near 2.8 years for the past 6 years. In 2011–2012, 8.8 percent fewer students transitioned out of the program. Still, 74 percent of ELLs made progress in attaining English proficiency.

A total of 202 languages were represented in the 2011–2012 school year. Spanish was the primary language spoken by 67 percent of ELLs. Nineteen percent spoke Russian, Vietnamese, Somali, Chinese, Ukrainian, Korean, Tagalog, or Arabic.

In the 2011–2012 school year, the state provided \$76.3 million in additional funding for services to ELLs. This was a 4.3 percent decrease from 2010–11, the first decline recorded since 1985. Ninety-six percent of program funding is used for instructional staff at the district and building level. The 2011–2012 school year shows a 4.2 percent increase in teacher FTE and a slight decrease in FTE for instructional aides.

# I. Introduction

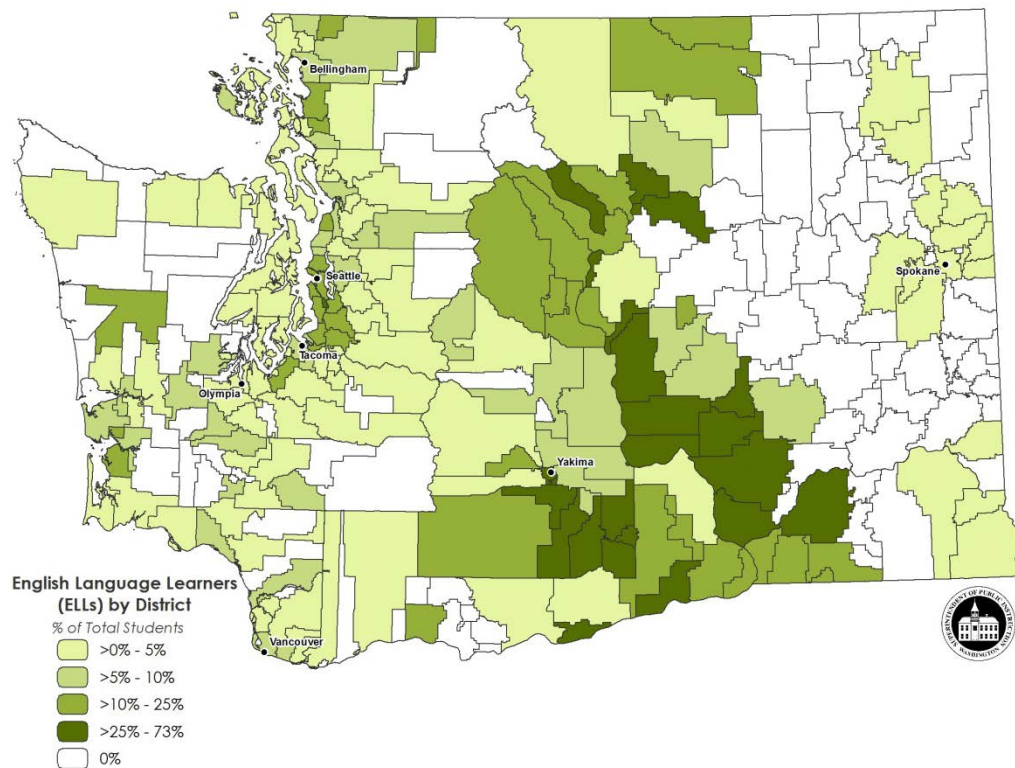
## BACKGROUND

Washington is among nine states with the highest ELL enrollment. Source U.S. DOE Data Express (Percent LEP 2010-11).

The education level, family socioeconomic status, and cultural background vary greatly among the ELL population. Generalizations about ELLs often hide characteristics that are important to consider when designing an effective program.

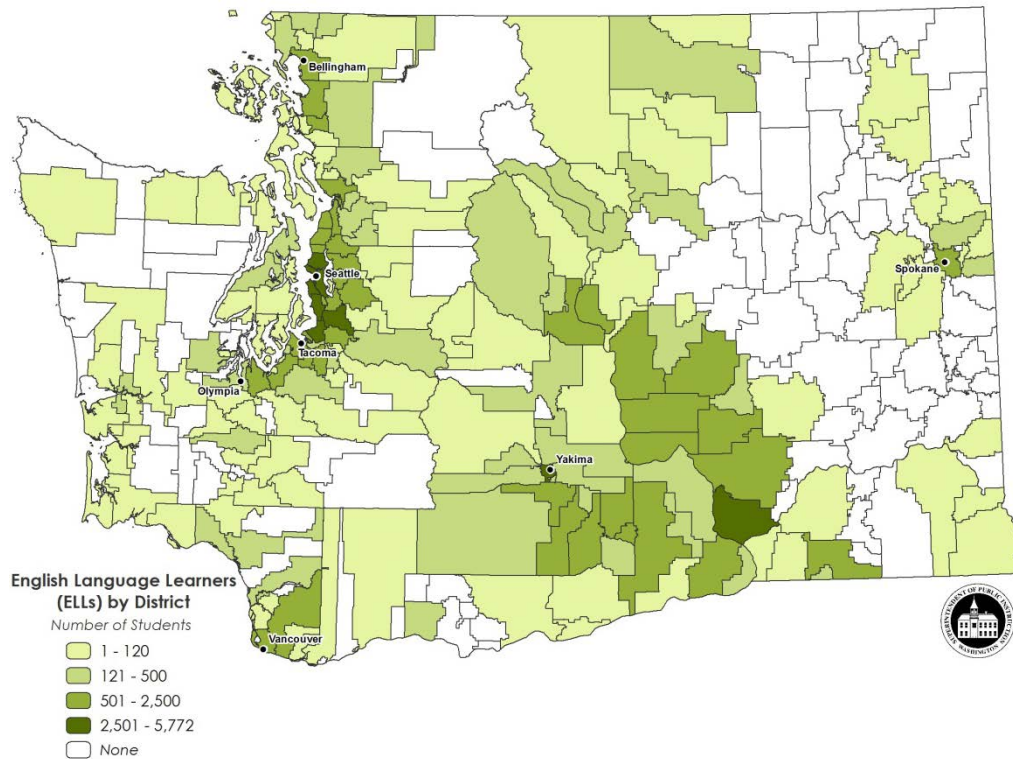
In the 2011–2012 school year, TBIP enrollment decreased by 2.4 percent from the previous school year. Most ELLs live along I-5 and in rural areas such as the Yakima Valley (Figures 1 and 2).

**Figure 1: Percent ELLs of Total Enrollments by District**





**Figure 2: Number of ELLs by District**



When students with limited or no exposure to English enter school, they are often unable to benefit from instruction in English and risk academic failure.

The Legislature asked OSPI to research effective practices for ELLs. In response OSPI published [\*What Teachers Should Know About Instruction for English Language Learners: A Report to Washington State\*](#) on November 1, 2008.

## **WASHINGTON’S PROGRAM FOR ELLS**

The TBIP, which is codified in [RCW 28A.180](#), provides additional instructional supports for ELLs. [Chapter 392-160 WAC](#) authorizes OSPI to create rules for implementation of the TBIP.

The 2011–13 Operating Budget ([Second Engrossed Senate House Bill 1087–Section 514](#)), requires OSPI to report measurable changes in proficiency, time-in-program, and transition experience for ELLs annually.

## **OBJECTIVES, SCOPE, AND METHODOLOGY**

This report includes historical program information and information for the 2011–2012 school year:

- Staffing and instruction.
- ELL enrollment patterns and changes over time.

- Languages spoken by students in the program.
- Length of participation (time) in program.
- ELLs' performance on the WELPA, MSP, HSPE, and EOC performance.

Data for this report were provided by districts with an approved program during the 2011–2012 school year. Assessment data was provided by OSPI's assessment department.

This is a transitional year for OSPI data collection. Beginning in the 2012–13 school year, districts will enter student enrollment data only once into the Comprehensive Education Data and Research System (CEDARS).

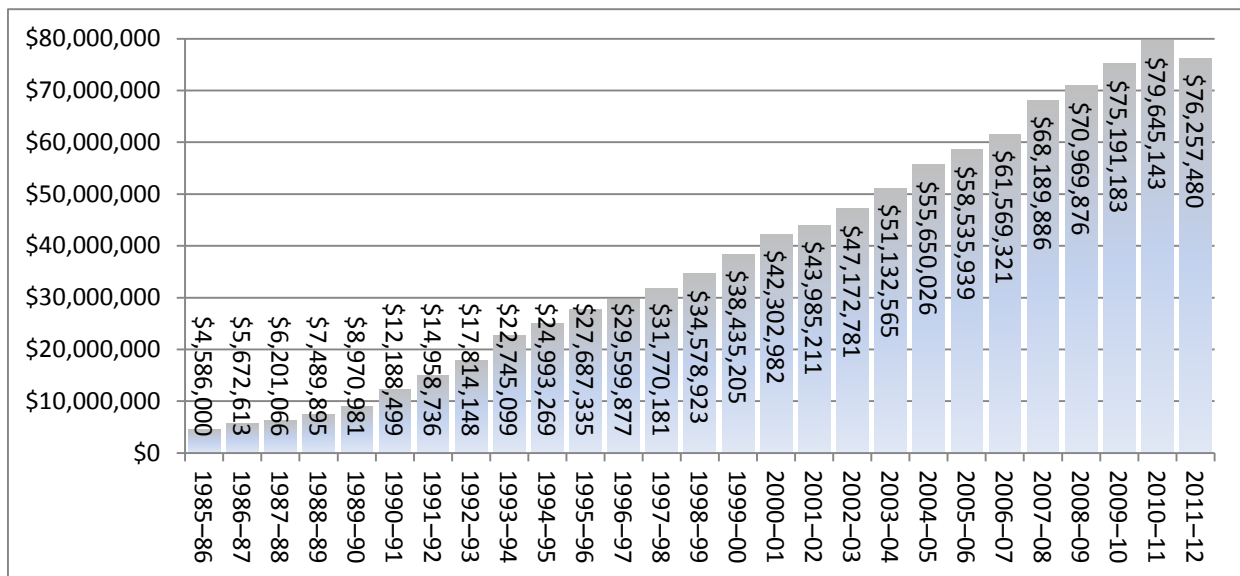
[TBIP Guidelines](#) assists districts with the legal and programmatic requirements of TBIP and Title III. It includes procedures for identification, assessments, and program models.

## II. Program Funding and Expenditures

### PROGRAM FUNDING

In addition to basic education funding, districts receive state funds to provide supplemental academic support to ELLs. Funding to districts is based on an October through June average bilingual headcount. In the 2011–2012 school year, the state paid districts \$858.89 per pupil for an average count of 88,786 ELLs. In the 2011–2012 school year, total bilingual direct expenditures were \$94.7 million, of which \$72.6 were from state resources. Direct and indirect state costs were at \$76.3 million. This was a 4.3 percent decrease in state resources from the previous year. Figure 3 shows the change of state funding for the program over the last 27 years. This was the first year on record that state funding for TBIP decreased from the previous year.

**Figure 3: Growth in State Funding for TBIP by School Year**



Current year source: Report 1191SN OSPI Apportionment for Aug 31, 2012.

Districts offset shortfalls for state program support with other funding sources. In the 2011–2012 school year, districts contributed approximately \$22.1 million beyond state TBIP funding to provide instructional services to ELLs. However, accurate data showing actual district and levy funds used to support local programs for ELLs is not available because these amounts are coded to programs other than Program 65 (the designation for TBIP).

In the 2011–2012 school year, nearly all of the TBIP funding for educating ELLs was used for instruction-related activities. Most of the funding was dedicated to staffing. Districts and local levies contributed 23 percent of the total statewide program expenditures (Table 1).

**Table 1: Program Expenditures**

<b>Type of Program Expenditure</b>	<b>Total Expenditures</b>	<b>Percent of Total</b>
Salaries-certificated staff	\$41,928,767	44%
Salaries-classified staff	\$24,317,330	26%
Benefits	\$25,924,395	27%
Instructional Supplies	\$1,455,224	2%
Other	\$1,086,302	1%
Total	\$94,712,018	100%

This data is collected from the F-196 Annual Financial Statements, Program 65.

### III. Staffing and Instruction

ELLs require teachers skilled in first/second language acquisition theory and English-as-a-Second Language (ESL). Trained ELL teachers use sheltered instruction. This teaching method supports grade level content by building background knowledge through visuals, gestures, manipulatives, paraphrasing, etc.

Unfortunately, we have a shortage of properly trained ELL teachers, and districts report challenges in recruiting and training the necessary number of ESL/bilingual endorsed teachers.

#### TYPES OF STAFF

In the 2011–2012 school year, 2,758 staff provided instruction and support in the TBIP. The number of staff charged to the TBIP budget (Program 65) increased by 6.0 percent from the previous year, while total staff FTE increased by 1.9 percent. Total teachers increased 16.4 percent, while the number of aides was nearly unchanged.

Districts continued to rely heavily on instructional aides to provide instruction to ELLs (Tables 2 and 3). About 49 percent of the total FTE in the 2011–2012 school year were instructional aides, a slight decrease from the previous year.

**Table 2: ELL Student/Program Staff Ratios by School Year**

Staff & Student Ratios	2010–11			2011–12		
	Teachers	Aides	All Staff	Teachers	Aides	All Staff
Total Staff	967	1,634	2,601	1,126	1,632	2,758
Staff FTE	562	575	1,137	586	573	1,158
Student/staff ratio <i>Based on total students served and total staff</i>	102	60	38	84	58	34
Student/staff ratio <i>Based on average number of students funded and total staff</i>	91	54	34	79	54	32
Student/staff ratio <i>Based on average number of students funded and FTE staff</i>	156	153	77	152	155	77

This data is collected from Final School District Personnel Summary Report S275, Table 11, Program 65 (TBIP), duty routes 31, 32, 33, and 91. Staff data includes staff funded by TBIP and other funding sources. Student counts from Report 1251H Summary of Head-count Enrollment as Reported on P223. FTEs reflect rounding and may not sum to total.

#### QUALIFICATIONS AND TRAINING OF PROGRAM STAFF

Because instructional aides provide a significant instructional support to ELLs, effective supervision of instructional aides is essential to student success.

**Table 3: Five-Year Staffing Trends (in FTEs) by School Year**

Type of Staff (FTE)	2007–08	2008–09	2009–10	2010–11	2011–12
Teachers	495	519	529	562	586
Percent of Total FTEs	48%	49%	48%	49%	51%
Instructional Aides	545	545	583	575	573
Percent of Total FTEs	52%	51%	52%	51%	49%
Total FTEs (teachers + aides)	1,040	1,064	1,112	1,137	1,158

English language development training helps teachers tailor instruction to individual students’ needs. In the 2011–2012 school year, 69 percent of the 192 districts with a TBIP, provided ESL and bilingual education in-service training to teachers and instructional aides (Table 4). Because many teachers and instructional aides who teach ELLs are not funded by the TBIP, we don’t have data on their qualifications and training.

**Table 4: Professional Development Training Attended**

Instruction	Instructional strategies for ELL students	Understanding and implementing ELL assessments	Understanding and implementing ELD and academic content standards	Alignment of the curriculum to ELD standards	Subject matter understanding for (bilingual/ELL) teachers	Other	Total PD	Number of Districts
Teachers	16,164	1,059	28	2,798	882	571	21,502	132
ESL/Bilingual Teachers	2,384	1,212	162	958	1,265	149	6,130	108
Principals	648	64	-	115	56	17	900	84
Other Administrators	488	118	8	79	79	39	811	83
Para-professionals	2,509	1,242	9	501	232	266	4,759	115
Community	122	4	-	18	7	4	155	16
Parents	641	12	-	38	57	386	1,134	17
Other school personnel	804	286	-	241	184	59	1,574	74
Total Participants	23,760	3,997	207	4,748	2,762	1,491	36,965	
Number of Districts	135	93	1	75	40	29		

“Other” category includes multicultural education, parent involvement, ELLs with disabilities, dual language training and Spanish to facilitate communication with parents.

## INSTRUCTIONAL MODELS

Nationwide, schools have implemented a variety of instructional models. These range from providing no instruction in the student’s primary language to providing instruction in both English and the student’s primary language.<sup>1</sup>

<sup>1</sup> Wayne P. Thomas and Virginia P. Collier, *A National Study of School Effectiveness for Language Minority Student’s Long-Term Academic Achievement Final Report: Project 1.1*, Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz, CA, 2002.

The TBIP legislation allows for one or more methods of instruction that follow state law. The legislation requires that language instruction curriculum is based on scientific research.

The state legislated a transitional bilingual instruction program and research shows that students do better with more instruction in their primary language. Unfortunately, only 14 percent of students received primary language instruction in the 2011–2012 school year (Table 5). For the majority of ELLs, their program is more accurately defined as sheltered instruction where instruction is provided only in English.

**Table 5: Five-Year Enrollments by Program Model by School Year**

<b>Program Model</b>	<b>2007–08</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>
Sheltered Instruction (content-based)	79,827	79,126	82,257	83,671	83,370
Developmental Bilingual (late exit)	3,916	3,819	2,463	6,441	5,107
Transitional Bilingual (early exit)	3,367	3,459	3,664	3,704	2,944
Dual Language	2,397	3,258	3,497	3,453	3,191
Newcomer Program	15	1,018	968	818	826
Parent Waiver	699	841	1,378	1,543	1,528
<b>Total</b>	<b>90,221</b>	<b>91,521</b>	<b>94,227</b>	<b>99,630</b>	<b>96,966</b>

Includes students served in more than one program model.

## **PROGRAM MODEL DESCRIPTIONS**

Sheltered instruction (SI), also known as content-based ESL, is an approach used widely for teaching language and content to ELLs. In SI, academic subjects (e.g., science, social studies) are taught in English. SI is most often used in ELL only classes, although it is sometimes used with native English speakers and ELLs due to scheduling or fluctuating enrollment. In Washington, this approach is most often associated with middle and high school ESL classes. ELLs at the elementary level who receive English-only support also fall under this model.

Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), uses both English and a student’s first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

Transitional bilingual education (TBE), also known as early-exit bilingual education (Ramirez, 1992), is the most common form of bilingual education in the U.S. TBE provides instruction in students’ primary language as they learn English.

Dual language programs, also referred to as two-way bilingual education and two-way immersion, provide integrated language and academic instruction for native English speakers and ELLs. In addition to academic achievement, dual language programs teach first and second language proficiency and cross-cultural understanding (Christian, 1994).

The Newcomer Program for recent immigrants helps students acquire beginning English language skills along with core academic skills and knowledge, and acculturation to the United States school system. Some programs also help develop students' primary language skills and prepare students for their new communities.

Some families request that their eligible students not participate in TBIP. Although this is not a model of instruction, these ELLs are listed in the Parent Waiver category because they must take the annual Washington English Language Proficiency Assessment (WELPA).

## **INSTRUCTIONAL STRATEGIES**

Districts have identified instructional strategies designed to be most effective in teaching ELLs.

- Guided Language Acquisition Design (GLAD)—Project GLAD training provides strategies for the development of academic language, literacy, academic achievement and cross-cultural skills.
- Sheltered Instruction Observation Protocol (SIOP)—SIOP is a research-based observation instrument as well as a guide for planning instruction that focuses on the academic and linguistic needs of ELLs.
- Cognitive Academic Language Learning Approach (CALLA)—CALLA is a research-based instructional program focused on science and math.

## **EFFECTIVENESS OF STRATEGIES**

Research shows that ELLs perform better over time if they receive more instruction in their primary language.<sup>2</sup> Experts believe that developing proficiency in one language promotes proficiency in a second language. OSPI's research supports this conclusion.<sup>3</sup> The shift to provide more academic instruction in the student's primary language is occurring in our state.

To improve the effectiveness of the TBIP, OSPI has in place:

1. Standards and benchmarks for ELLs in reading, writing, listening, and speaking.
2. A statewide English language proficiency assessment for placement and annual testing (see section VI).

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<sup>3</sup> See: Magda Costantino, *Reading and Second Language Learners—Research Report*, OSPI, April 1999; and Wayne Thomas and Virginia Collier, *School Effectiveness for Language Minority Students*, National Clearinghouse for Bilingual Education, The George Washington University, Washington, DC, December 1997. The effects of different instructional approaches may not be seen in the short-term since language acquisition in an academic context is a long-term process.

<sup>4</sup> The average length of time ELL students spent in the program was less when they were receiving more intensive instruction in their primary language along with instruction in English. See Helen Malagon and Pete Bylsma, *Educating Limited-English-Proficient Students in Washington*, OSPI, December 2000, pg. 16.



3. A system to track ELLs' academic progress.
4. Uniform program model definitions that provide districts with better guidance as they implement programs.

## IV. Students Served

### PROGRAM ELIGIBILITY

To be eligible, students must have a primary language other than English *and* their English language skills must be sufficiently deficient or absent to impair learning in an all-English classroom setting. The program serves eligible students in grades K–12.

A two-phase process is used to identify potential ELLs:

1. The district identifies a student with a primary language other than English.
2. The student is assessed to determine his/her level of English proficiency.

Students are eligible if they score at the limited English proficiency level on the WELPA placement test. Continued eligibility is based on the results of the WELPA annual test. Eligibility ends when a student scores at the Transitional Level (Level 4) on the WELPA.

Washington showed a 3.7 percent decrease in ELL enrollment in the 2011–2012 school year, while total state enrollment increased slightly (0.3 percent). ELLs are unevenly distributed across the state. Approximately 55 percent of ELLs in the TBIP were enrolled in grades K–3. Of the 28 districts with more than 1,000 ELLs, 79 percent reported a decrease in ELL enrollments.

### TOTAL TBIP ENROLLMENT

In the 2011–2012 school year, the program served 94,728 individual students, 3.8 percent fewer students than in 2010–2011. In the 2011–2012 school year, the eight-month average number of ELLs funded for TBIP was 88,786. There are three types of student numbers in this report:

- Distinct Count – Students counted only once regardless of multiple enrollments (96,101 – w/o waivers of 1,373=94,728).
- Duplicate Count – Students counted once for each enrollment in one or more districts throughout the year (99,171 – w/o waivers of 1,406 =97,765).
- Head Count – Number of students enrolled on October 1 (90,046 – w/o waivers of 1,345=88,703).

In the 2011–2012 school year, ELLs served in the TBIP comprised 8.5 percent of the October 1 statewide student population. This was a slight decrease from the previous year. The number of ELL enrollments in the state has increased by 11.0 percent since 2005–06 (Table 6).

**Table 6: ELLs as a Percentage of Total Students by School Year**

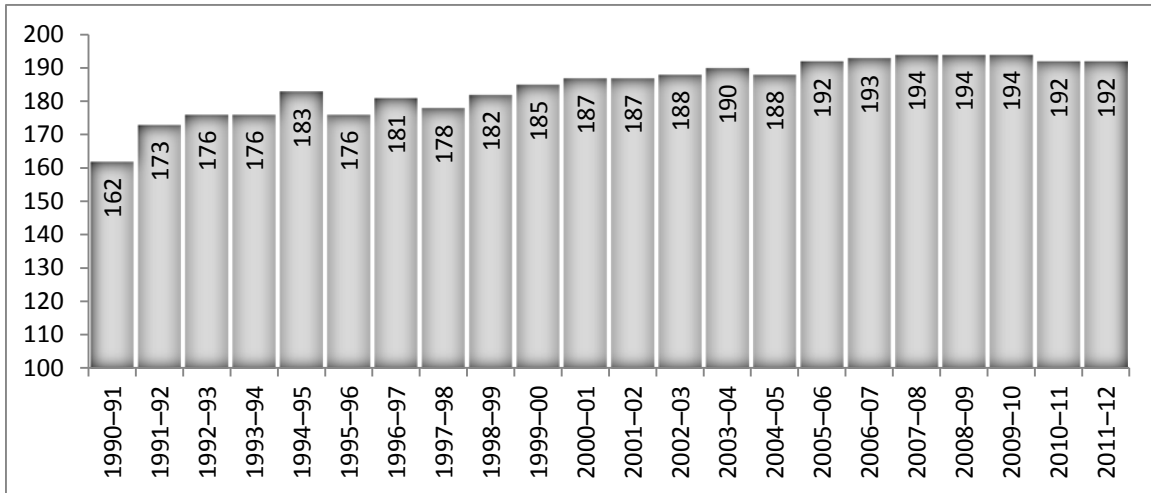
School Year	Total Oct. 1 Enrollment	ELL Oct. 1 Head Count	Percent ELL	Distinct ELL Enrollments
2005–06	1,020,081	76,213	7.5%	85,314
2006–07	1,019,295	74,650	7.3%	83,463
2007–08	1,021,834	80,590	7.9%	88,128
2008–09	1,027,625	83,058	8.1%	90,450
2009–10	1,024,721	86,417	8.4%	93,197
2010–11	1,040,382	92,084	8.9%	98,472
2011–12	1,043,905	88,703	8.5%	94,728

Waived students are excluded.

### DISTRIBUTION OF ELL STUDENTS

ELLs are not evenly distributed across the state (Figures 1 and 2). Sixty five percent (192) of Washington’s districts enrolled ELLs in the 2011–2012 school year. The number of districts with ELL enrollments has remained about the same for the past seven years (Figure 4).

**Figure 4: Number of Districts with a TBIP for ELLs by School Year**



### SUMMARY OF DISTRICT REPORTS

- Twenty-four districts report ELLs are at least 25 percent of their headcount.
- Twenty-eight districts enrolled more than 1,000 ELLs and served 69 percent of all ELLs enrolled in the TBIP (Table 7).
- Of those districts with more than 1,000 ELL students:

- Only six districts reported gains in headcounts.
- Northshore and Vancouver reported an increase of more than 2 percent.
- Seattle and Grandview reported a decline in ELL enrollment of more than 10 percent.
- Sixty-seven districts reported less than 50 students, and of those, thirteen had less than 10. Forty-six districts had between 500 and 1,000 ELLs.

**Table 7: Districts with 1,000 or More ELLs Enrolled by School Year**

District	2011–12	2010–11	Percent Increase
Auburn	2,013	2,007	0.3%
Bellevue	1,885	1,963	-4.0%
Clover Park	1,452	1,420	2.3%
Edmonds	2,118	2,179	-2.8%
Everett	1,894	1,957	-3.2%
Evergreen (Clark)	2,427	2,387	1.7%
Federal Way	3,175	3,404	-6.7%
Grandview	1,134	1,266	-10.4%
Highline	4,181	4,024	3.9%
Kennewick	2,137	2,212	-3.4%
Kent	4,784	4,829	-0.9%
Lake Washington	1,518	1,538	-1.3%
Mount Vernon	1,598	1,690	-5.4%
Mukilteo	2,419	2,587	-6.5%
Northshore	1,091	1,041	4.8%
Othello	1,456	1,507	-3.4%
Pasco	5,733	5,745	-0.2%
Renton	2,418	2,439	-0.9%
Seattle	5,791	6,559	-11.7%
Spokane	1,365	1,497	-8.8%
Sunnyside	2,077	2,148	-3.3%
Tacoma	2,399	2,444	-1.8%
Toppenish	1,207	1,310	-7.9%
Tukwila	1,181	1,219	-3.1%
Vancouver	2,415	2,306	4.7%
Wahluke	1,272	1,327	-4.1%
Wenatchee	1,594	1,754	-9.1%
Yakima	4,415	4,571	-3.4%

Count is for individual students per district. Students transferring between districts are counted in each district (duplicate count). Waived students are excluded. Reflects counts as of November 2, 2012.

## GRADE LEVELS OF STUDENTS SERVED

Fifty-three percent of ELLs in the TBIP during the 2011–2012 school year were in K–3. Beginning at grade 3, ELL student enrollment gradually declines. At grade 9, there is an increase, however, the numbers of ELLs continue to decline in grades 10, 11, and 12.

Student counts by grade level reflect the transitory nature of ELL families as new students represent nearly 24 percent of ELLs overall, or more than 7 percent throughout most of the grade levels. Nearly two-thirds of new students enrolled into Kindergarten (Table 8).

**Table 8: Total ELLs and New to Program Enrollment by Grade**

Grade	Total ELL Students	% of ELL Students	New ELL Students	% of New	% of New by Grade
K	15,980	17.0%	15,606	67%	98%
1	15,774	16.0%	1,825	8%	12%
2	12,323	13.0%	883	4%	7%
3	8,808	9.0%	697	3%	8%
4	7,788	8.0%	618	3%	8%
5	6,847	7.0%	569	2%	8%
6	5,885	6.0%	509	2%	9%
7	4,696	5.0%	467	2%	10%
8	3,981	4.0%	462	2%	12%
9	4,773	5.0%	780	3%	16%
10	3,514	4.0%	443	2%	13%
11	2,895	3.0%	325	1%	11%
12	2,837	3.0%	159	1%	6%
Total	96,101	100.0%	23,343	100%	24%

Waived students are included.

## V. Languages Spoken

Students in the TBIP program spoke 202 different languages. In 2011–2012<sup>4</sup>, 67.6 percent spoke Spanish, and 19 percent spoke Russian, Vietnamese, Somali, Chinese, Ukrainian, Korean, Tagalog, or Arabic. Sixteen districts had 50 or more languages spoken, while many districts only served ELLs whose primary language was Spanish.

### **NUMBER OF LANGUAGES AMONG DISTRICTS**

For the last 22 years, Spanish has accounted for 67 percent of ELLs. Of the 202 languages, 87 languages were each spoken by fewer than 10 students. Russian, Vietnamese, Somali, Chinese, Ukrainian, Korean, Tagalog, and Arabic were spoken by 1,000 or more students.

### **MAJOR LANGUAGES**

In the 2011–2012 school year, approximately 17.5 percent of Washington ELLs spoke Russian, Vietnamese, Somali, Chinese, Ukrainian, Korean, or Tagalog. Among languages with more than 100 students, the largest increase in 2011–2012 was in students speaking Portuguese, and the largest decrease was the number of students speaking French (Appendix C).

In the 2011–2012 school year, 47 districts served students from 20 or more language groups. Most of these districts are located in western Washington along the Interstate 5/Interstate 405 corridor. Seattle ranks at top with 99 languages.

In contrast, all or nearly all ELLs in other districts spoke Spanish. In 69 districts, 95 percent or more of ELLs said Spanish was their primary language. The percent of ELLs whose primary language is Spanish appears to have stabilized at about two-thirds of all ELL students.

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<sup>4</sup> Some districts could not fully identify the languages spoken by their ELL students, so there may be more than 202 languages spoken by ELL students statewide.

## VI. Length of Program Participation

### STATUS OF STUDENTS SERVED

ELLs move out of the TBIP successfully in two ways: they either meet the transition level on the WELPA or they graduate from high school. A parent or legal guardian may waive TBIP services for his/her child. However, federal law requires that waived students participate in the annual WELPA assessment; therefore, waived students remain eligible for TBIP services until they meet the exit criteria.

About 15.5 percent of ELLs left the TBIP during the 2011–2012 school year. Among these, 73 percent (10,836) either successfully transitioned out of the program or graduated before they met the transition level on the WELPA. Another 23.8 percent (3,542) dropped out or left for unknown reasons, and 3.1 percent (455) were determined to have special education needs rather than English language limitations (Table 9).

**Table 9: Status of Students Served by School Year**

	2007–2008		2008–2009		2009–2010		2010–2011		2011–2012	
Total Exited	18,242	100%	19,416	100%	16,347	100%	24,036	100%	14,902	100%
Transitioned	12,984	71%	14,128	73%	10,552	65%	18,406	77%	10,229	69%
Graduated	932	5%	890	5%	1,013	6%	664	3%	607	4%
Drop-Out	3,091	17%	3,112	16%	3,394	21%	3,056	13%	2,551	17%
Special Education	236	1%	287	1%	299	2%	497	2%	455	3%
Expulsion-Long Term	57	0%	77	0%	68	0%	66	0%	69	0%
Unknown Reasons	942	5%	922	5%	1,021	6%	1,347	6%	991	7%

Students are counted for last district enrolled. Includes parent waived.

### TIME IN PROGRAM

While experts may disagree about the best method for teaching ELLs, research shows that it takes four to seven years to learn “academic” English - the level needed to participate in unaided instruction in English. Because of ELLs’ diverse backgrounds, the instructional needs of ELLs vary. Students who come with previous schooling require less time than those who come with inadequate or interrupted schooling. These factors impact time-in-program.

More than half of those exiting the program in the 2011–2012 school year participated for two or fewer years (Table 10).

**Table 10: Number of ELLs Served by Time in Program**

Time in Program	Total Served	Exited ELL Students	% of Total Served	% of Total Exited
Less Than 1 year	23,586	1,782	7.6%	16.4%
1–2 years	33,609	4,144	12.3%	38.2%
2–3 years	10,019	1,097	10.9%	10.1%
3–4 years	7,634	803	10.5%	7.4%
4–5 years	6,365	849	13.3%	7.8%
5–6 years	4,574	653	14.3%	6.0%
More than 6 Years	10,314	1,509	14.6%	13.9%
<b>Total</b>	<b>96,101</b>	<b>10,837</b>	<b>11.3%</b>	<b>100.0%</b>

Based on difference between placement date and withdraw date. If withdraw date is null, used June 15, 2012. Waived students are included. Includes both transitioned and graduated students.

Both the median and mean of time in program decreased from the 2006–07 to the 2011–2012 school year. The difference for transitioned students shows that the median in student time-in-program remains fairly consistent over time (Table 11).

**Table 11: Average Number of Years in TBIP**

School Year	All TBIP		On Transition	
	median	mean	median	mean
2006–07	5.76	6.08	2.79	3.62
2007–08	4.77	5.36	2.83	3.83
2008–09	3.77	4.58	2.81	3.36
2009–10	2.83	3.95	2.72	3.13
2010–11	2.76	3.33	2.82	3.86
2011–12	2.74	3.33	2.81	3.71

Time in program includes all TBIP students enrolled during a school year. The better measure of how long students participate in TBIP is the time in program of those who have transitioned. The median is a preferred measure because means are sensitive to a few extreme values. Appendix E lists the average time in TBIP by school district.



## VII. English Language Proficiency and Transition Experience

All ELLs in Grades K–12 are required to take the WELPA annually. The WELPA scores English proficiency at four levels:

- Level 1 – Beginning.
- Level 2 – Intermediate.
- Level 3 – Advanced.
- Level 4 - Transitional.

This was the first year Washington used the WELPA. It replaced the Washington Language Proficiency Test (WLPT). CTB McGraw-Hill, computed a [concordance table](#) to equate the WLPT to WELPA scores.

### **ANNUAL LANGUAGE PROFICIENCY TEST RESULTS**

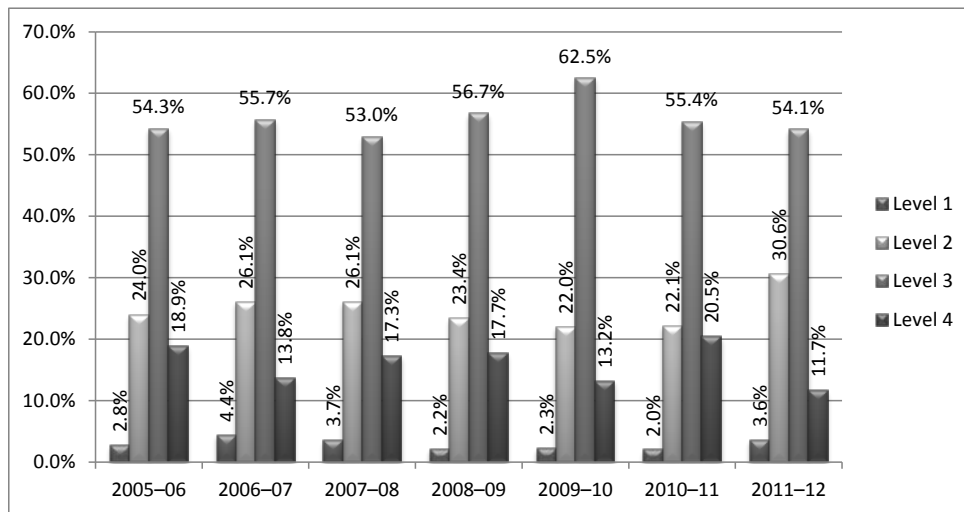
In the 2011–2012 school year, 89,943 students (98.3 percent of those present) completed all four parts and received an overall composite score. Of those who completed, 10,285 students scored Level 4-Transitional and exited TBIP. This was a decrease of 8,142 students (44 percent) compared to the 2010–11 school year (Table 12) and an historic low rate (Figure 5).

The largest drops were in 2<sup>nd</sup>, 3<sup>rd</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. The overall WELPA transition rate was nearly 5 percent lower than the five-year average of the WLPT (Table 13).

**Table 12: WELPA Results by Grade and Proficiency Level  
(School Year 2011–2012)**

Grade	Not Scored*	Level 1	Level 2	Level 3	Level 4	Total Tested
		Beginning	Intermediate	Advanced	Transitional	
K	364	1,518	8,497	4,183	994	15,556
1	135	255	6,009	6,443	1,836	14,678
2	121	283	3,795	6,056	1,534	11,789
3	88	154	1,787	5,457	870	8,356
4	77	174	1,282	5,128	761	7,422
5	78	115	955	4,333	976	6,457
6	84	115	710	3,744	831	5,484
7	80	93	584	3,133	524	4,414
8	109	74	530	2,403	548	3,664
9	160	164	837	2,372	461	3,994
10	124	112	741	1,777	364	3,118
11	78	68	648	1,401	314	2,509
12	119	46	588	1,273	272	2,298
Total	1,617	3,171	26,963	47,703	10,285	89,739

**Figure 5: WELPA English Proficiency Levels by School Year**



Excludes unscored tests.

**Table 13: Percent Proficient by Grade and Year**

Test	WLPT-II					WELPA	
Grade	2006-07	2007-08	2008-09	2009-10	2010-11	Avg	2011-12
K	7.0%	4.9%	6.5%	8.8%	6.5%	6.8%	6.5%
1	16.4%	15.1%	17.0%	18.9%	18.3%	17.1%	12.6%
2	22.0%	25.9%	31.0%	21.5%	30.3%	26.1%	13.1%
3	12.0%	19.8%	20.2%	10.5%	25.1%	17.5%	10.5%
4	12.3%	20.4%	24.0%	7.1%	22.5%	17.3%	10.4%
5	7.8%	16.0%	22.5%	4.5%	19.9%	14.1%	15.3%
6	19.3%	23.8%	18.3%	20.4%	26.0%	21.6%	15.4%
7	20.6%	16.2%	14.5%	20.0%	19.3%	18.1%	12.1%
8	24.0%	15.6%	16.4%	17.8%	18.8%	18.5%	15.4%
9	6.7%	17.9%	9.7%	4.5%	20.9%	12.0%	12.0%
10	10.3%	25.1%	13.0%	8.2%	26.1%	16.5%	12.2%
11	10.3%	24.3%	15.3%	7.6%	27.5%	17.0%	12.9%
12	8.1%	20.3%	10.1%	7.6%	24.0%	14.0%	12.5%
Total	13.8%	17.3%	17.8%	13.3%	20.5%	16.5%	11.7%

Excludes unscored tests.

## STUDENT PROGRESS

Overall, 74.1 percent of students tested made progress in English proficiency, but more than one-fourth failed to make progress (Table 14). Under the WELPA, the percentage of students making progress was close to the WLPT six-year average.

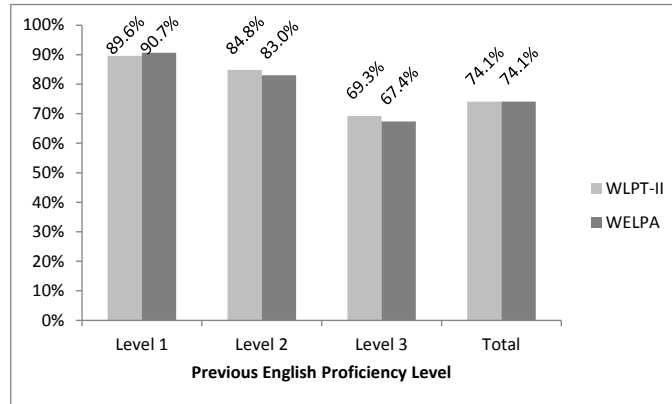
**Table 14: Percentage of Students Making Progress in English Proficiency by Grade and Year**

Test	WLPT-II					Avg	WELPA
	2006-07	2007-08	2008-09	2009-10	2010-11		
Grade							2011-12
1	80%	74%	86%	85%	74%	80%	82%
2	80%	75%	87%	83%	76%	80%	76%
3	61%	71%	79%	59%	74%	69%	78%
4	48%	73%	71%	40%	78%	62%	69%
5	46%	73%	71%	36%	78%	61%	80%
6	78%	91%	75%	80%	94%	84%	66%
7	80%	70%	57%	74%	68%	70%	60%
8	83%	71%	64%	76%	69%	73%	76%
9	62%	80%	66%	55%	79%	68%	60%
10	59%	94%	68%	56%	94%	74%	76%
11	55%	92%	64%	52%	93%	71%	73%
12	42%	86%	51%	41%	87%	62%	69%
Total	68%	77%	76%	67%	78%	73%	74%

The proportion of students making gains from the previous annual test is different when considered from the perspective of previous proficiency level as shown in Figure 6. Previous English proficiency levels were computed using the standard WLPT level cut scores and recomputed using the new WELPA level cut scores after translating the scale scores into the WELPA scales.<sup>5</sup> Students scoring at a Level 1 Beginning English show the greatest gains, followed closely by Level 2 Intermediate English students. Level 3 Advanced English students show the lowest percentage of students making progress from the previous test.

<sup>5</sup> CTB McGraw Hill created a WLPT-II to WELPA concordance table to allow computation of gain scores across the two different assessments. The concordance table and directions for use is available on the OSPI website at: <http://www.k12.wa.us/assessment/EL/AnnualTest.aspx> . OSPI’s Report Card provides Annual Measureable Achievement Objectives (AMAO) on Washington’s ELL students’ English language levels (WELPA) and the percentage of those making gains (AMAO-1) and achieving English proficiency (AMAO-2) under Title III federal targets at the state, district, and school levels when there are at least 20 students in the tested grade and subject (see <http://reportcard.ospi.k12.wa.us> )

**Figure 6: Percentage of Students Making Progress in English Proficiency by Previous Language Level**



## VIII. English Proficiency and Academic Performance

ELLs take the WELPA and our statewide assessments: the Measurements of Student Progress (MSP), High School Proficiency Exam (HSPE) and the End-of-Course (EOC) math and science exams. Immigrant ELLs who are enrolled in a U.S. school for the first year are exempt from taking the reading academic assessment.

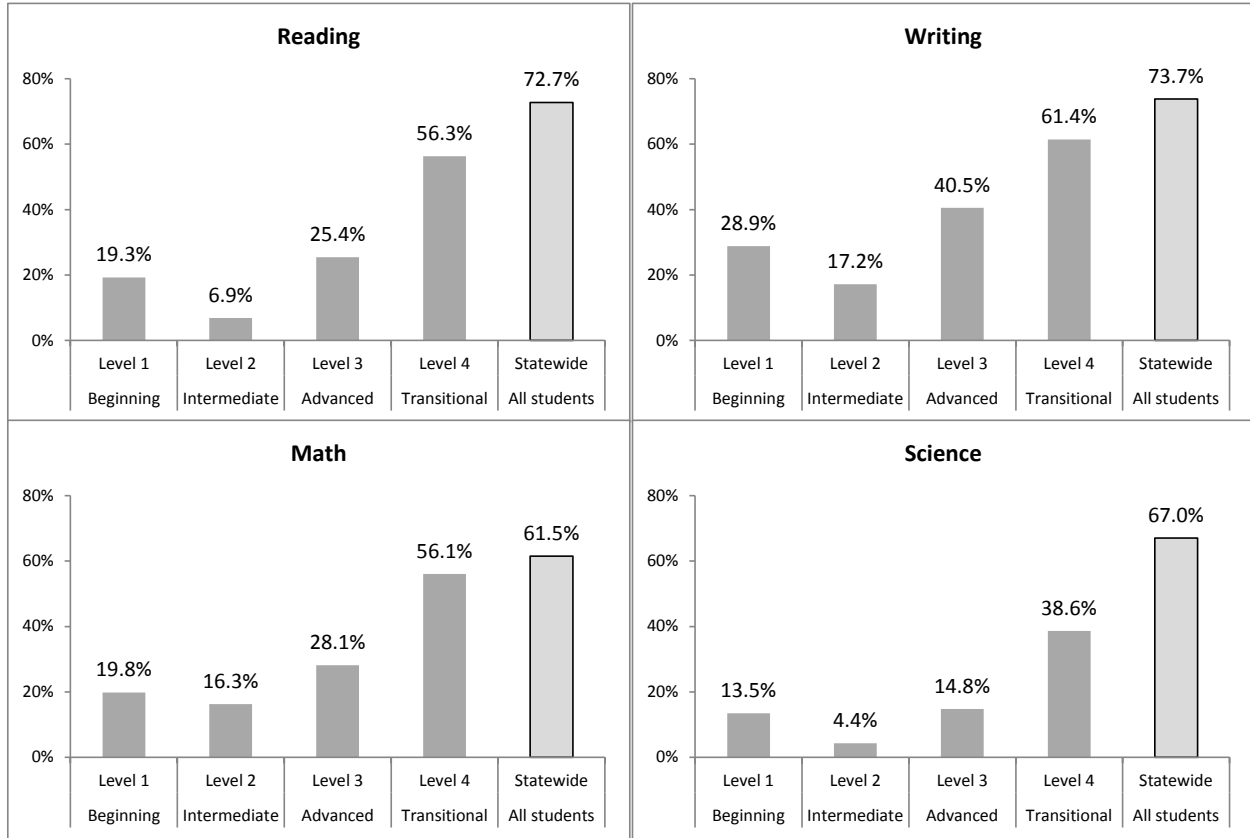
### **STATEWIDE ACADEMIC ASSESSMENT RESULTS**

ELLs are often at a disadvantage when taking the statewide assessments because the tests are only administered in English. There is a significant achievement gap between ELLs and all students' performance on statewide assessments.

In the 2011–2012 school year, 56 percent of ELLs who transitioned from the TBIP and took statewide assessments met the MSP/HSP reading standard, 61 percent met the writing standard, 56 percent met the math standard, and 37 percent met the science standard. Unfortunately, ELLs scoring at Level 4-Transitional still score well behind all students statewide.

Generally, transitional ELL students in grades 3–5 and grade 10 performed below the state total, but students in grades 6–8 performed far below the state totals (Figure 7 and Tables 15–18).

**Figure 7: Percentage Meeting MSP/HSPE standards by WELPA English Proficiency Levels**



Includes all grades tested

There is a strong relationship between English language proficiency and academic performance. While ELLs scoring at Level 1 appear to out-perform Level 2 students on these academic assessments, the total number of Level 1 students taking the statewide assessments is quite small (592 reading; 194 writing, 721 math and 267 science).

**Table 15: WELPA Transitional Level and MSP/HSPE Reading Performance**

Grade in Spring 2012	MSP/HSPE Reading Level				Total transitional scoring on MSP/HSPE	Percent transitional meeting Reading MSP/HSPE	Percent of all students meeting Reading MSP/HSPE
	Level 1	Level 2	Level 3	Level 4			
3	13	252	450	136	851	68.9%	69.5%
4	9	217	405	106	737	69.3%	70.9%
5	55	343	360	192	950	58.1%	71.8%
6	70	329	362	52	813	50.9%	71.5%
7	42	254	167	44	507	41.6%	72.3%
8	153	230	91	54	528	27.5%	68.3%
10	37	128	115	60	340	51.5%	83.9%
Total	379	1,753	1,950	644	4,726	54.9%	72.7%

**Table 16: WELPA Transitional Level and MSP/HSPE Writing Performance**

Grade in Spring 2012	MSP/HSPE Writing Level				Total transitional scoring on MSP/HSPE	Percent transitional meeting Writing MSP/HSPE	Percent of all students meeting Writing MSP/HSPE
	Level 1	Level 2	Level 3	Level 4			
4	80	250	305	97	732	54.9%	63.2%
7	74	180	204	50	508	50.0%	73.0%
10	7	87	188	58	340	72.4%	89.2%
Total	161	517	697	205	1,580	57.1%	73.7%

**Table 17: WELPA Transitional Level and MSP/EOC Math Performance**

Grade in Spring 2012	MSP/HSPE Math Level				Total transitional scoring on MSP/EOC	Percent transitional meeting Math MSP/EOC	Percent of all students meeting Math MSP/EOC
	Level 1	Level 2	Level 3	Level 4			
3	43	202	443	166	854	71.3%	64.8%
4	165	169	283	127	744	55.1%	59.0%
5	219	232	361	146	958	52.9%	63.4%
6	200	265	285	68	818	43.2%	61.0%
7	167	148	145	50	510	38.2%	58.7%
8	230	127	119	62	538	33.6%	54.9%
10	91	67	105	54	317	50.2%	68.4%
Total	1,115	1,210	1,741	673	4,739	50.9%	61.5%

**Table 18: WELPA Transitional Level and MSP/EOC Science Performance**

Grade in Spring 2012	MSP/HSPE Science Level				Total transitional scoring on MSP/EOC	Percent transitional meeting Science MSP/EOC	Percent of all students meeting Science MSP/EOC
	Level 1	Level 2	Level 3	Level 4			
5	175	351	336	92	954	44.9%	67.0%
8	112	256	131	28	527	30.2%	67.5%
10	43	166	58	22	289	27.7%	66.3%
Total	330	773	525	142	1,770	37.7%	67.0%



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