

Washington State Department of Public Instruction

February 26 - March 2, 2007

Scope of Review: A team from the U.S. Department of Education's (ED) Office of English Language Acquisition, State Consolidated Grant Division conducted an on-site monitoring review of the Washington State Department of Public Instruction (WSDPI) from February 26 through March 2, 2007. This was a comprehensive review to determine the extent to which the WSDPI is carrying out its responsibilities for overall administration and oversight of Title III, Part A, of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind (NCLB) Act.

In conducting this comprehensive review, the ED team carried out a number of major activities. In its review of the Title III, Part A program, the ED team analyzed evidence of implementation of the State accountability system, reviewed the effectiveness of the language instruction educational programs and professional development processes established by the State to benefit local educational agencies (LEAs), as well as district level professional development implementation, and reviewed compliance with fiscal and administrative oversight activities required of the State educational agency (SEA).

During the on-site review, the ED team interviewed administrative and teaching staff from the following districts:

- Seattle Public Schools
- Pasco Public Schools.

Washington State Department of Public Instruction Representatives:

Bob Harmon, Assistant Superintendent, Special Programs
Alfonso Anaya, Director of Migrant and Bilingual Education
Helen Malagon, Supervisor, Bilingual Education
Jolynn Berge, Federal Fiscal Policy Coordinator
Veronica Schindler, Budget Analyst
Kim Thompson, School District/ESD Accounting Supervisor
Jennifer Carrougher, Director, Audit Office
Staci Brooks, Director, Grants Administration
Renee Lewis, Director, Agency Budget and Financial Services
Phouang Hamilton, Program Supervisor, Bilingual/Refugee Education
PhuongChi Nguyen, Program Supervisor, Migrant/Bilingual
Rodrigo Barron, Program Supervisor, Bilingual Education

Seattle Public Schools Representatives:

Tom Cambronero, Accounting Office-Acting Superintendent for Grants
Linda Hosk, Director of Curriculum, Instruction and Assessment
Kevin Corrigan, Office of Grants
Sim Henderson, Budget Office
Jay Iman, Grant Manager, Procurement and Compliance
Mohamed Roble, Bilingual Community Liaison

Gwen Riles, Bilingual Consulting Teacher
Nancy Burke, Bilingual Consulting Teacher
Irma Malyrshina, Program Manager
Beth Roodhouse, Bilingual Consulting Teacher
Mariel Geluez, Migrant Education Supervisor
Miguel Castro, Data Technician

Pasco Public Schools Representatives:

Claudia Serrano, Assistant Director of Elementary and Middle School Student Achievement
Lana Taylor-Siemon, Assistant Director High School Student Achievement
Carla Lobos, Principal, Robert Frost Elementary
Robert Elizondo, Principal, Stevens Middle School

U.S. Department of Education Representatives:

Margarita Pinkos, Associate Assistant Deputy Secretary
Lorena-Amaya Dickerson, Education Program Specialist-Team Leader
Sue Kenworthy, Education Program Specialist
Seree Weroha, Budget Analyst
David Chege, Representative, Office of the Chief Financial Officer's Internal Control
Evaluation

Previous Monitoring Findings: This is the first on-site monitoring review of Title III, Part A.

Summary of Title III, Part A Monitoring Indicators

State Submissions			
Element Number	Description	Status	Page
Element 1.1	State Submissions: Follow-up on areas identified through desk audit and document reviews	Reviewed	6
Fiduciary			
ELP Standards, Assessments and Accountability			
Element Number	Description	Status	Page
Element 3.1	English Language Proficiency (ELP) Standards: State English language proficiency standards have been developed, adopted, disseminated, and implemented	Finding: Further Action Required Commendation Recommendation	6
Element 3.2	ELP Assessments: ELP assessments have been administered to all LEP students in the State in grades K-12. Accountability through data collection has been implemented	Finding: Further Action Required Commendation	7
Element 3.3	New English Language Proficiency Assessment: Transition to new ELP assessment or revision of the current State ELP assessment	Reviewed	7
Element 3.4	Annual Measurable Achievement Objectives (AMAOs): AMAOs have been developed and AMAO determinations have been made for Title III-served LEAs	Finding: Further Action Required	8
Element 3.5	Data Collection: The State has established and implemented clear criteria for the administration, scoring, analysis, and reporting components of its ELP assessments, and has a system for monitoring and improving the ongoing quality of its assessment systems. Data system is in place to meet all Title III data requirements, including capacity to follow Title III-served students for two years after exiting; State approach to follow ELP progress and attainment over time, using cohort model	Reviewed Recommendation	8

State Level Activities; LEA Required Activities, Immigrant Children and Youth

Element Number	Description	Status	Page
Element 4.1	<p>State-Level Activities: Using administrative funds, the State carries out one or more activities that may include:</p> <ul style="list-style-type: none"> • Professional development • Planning, evaluation, administration and interagency coordination • Promoting parental and community participation • Providing recognition to subgrantees that have exceeded AMAO requirements 	Reviewed	8
Element 4.2	<p>Required Subgrantee Activities: The subgrantee is responsible for increasing the English proficiency of LEP students by providing high-quality language instructional programs and high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instructional programs), principals, administrators, and other school or community-based organization personnel</p>	Reviewed	9
Element 4.3	<p>Activities by Agencies Experiencing Substantial Increases in Immigrant Children and Youth: The subgrantee receiving funds under Section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth</p>	Reviewed	9

State Review of Local Plans			
Element Number	Description	Status	Page
Element 5.1	State Review of Local Plans: The SEA ensures that its LEAs comply with the provision for submitting a local plan to the SEA (Section 3116(a))	Finding: Further Action Required	9
Element 5.2	Private School Participation: LEAs are complying with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III	Finding: Further Action Required	10
Element 5.3	Teacher English Fluency: Certification of teacher fluency requirement in English and any other language used for instruction (Section 3116(c))	Reviewed Recommendation	10
State Monitoring of Subgrantees			
Element 6.1	Monitoring: The SEA conducts monitoring of its subgrantees sufficient to ensure compliance with Title III program requirements	Reviewed	10
Parental Notification and Participation			
Element 7.1	Parental Notification: Provisions for identification and placement and for not meeting the AMAOs; notification in an understandable format as required under Section 3302	Finding: Further Action Required Commendation	11

State Submission Indicators

Element 1.1- State Submissions

Reviewed:

The Washington State Department of Public Instruction (WSDPI) has submitted all reports required under Title III, Part A, and the Consolidated State Application to the U.S. Department of Education (ED).

Citation: Section 3123, 34 CFR 80.40

Fiduciary

Fiscal Report forthcoming from ED's Office of the Chief Financial Officer

English Language Proficiency (ELP) Standards, Assessments

Element 3.1 –English Language Proficiency (ELP) Standards

Finding:

Washington has not provided sufficient evidence of the process it is following to comply with the requirement of aligning State English language proficiency (ELP) standards to the achievement of academic content and achievement standards in mathematics. Additionally, the State has not initiated the process of complying with the requirement to align State ELP standards to the achievement of academic content and achievement standards in science.

Further Action Required:

The State must submit evidence of the process it is following to align State ELP standards to the achievement of academic content and achievement standards in mathematics and science.

Commendation:

Pasco School District has developed and implemented an English as a second language curriculum framework that reflects both State reading/language arts standards and State ELP standards. Additionally, principals and teachers in the district demonstrated that they are knowledgeable regarding the importance of aligning curriculum and instruction to ELP standards, and of aligning ELP standards to the State content and achievement standards.

Recommendation:

The State has provided training to LEAs on the newly developed State ELP standards, however, it was evident that further dissemination and training of the ELP standards is needed throughout the State. It is recommended that training of the ELP standards be ongoing.

Citation: Section 3113

Element 3.2 –English Language Proficiency Assessments

Finding:

Due to a misinterpretation of NCLB requirements at the local level, LEAs in the State exempt LEP students whose parents refuse their participation in language instruction educational programs from the annual ELP assessment.

Further Action Required:

The State must ensure that all LEP students Statewide participate in the annual ELP assessment regardless of their participation in language instruction educational programs. The State must provide a timeline and a plan to develop and implement in-depth training Statewide of the NCLB statutory requirement to annually assess the English language proficiency of all students with limited English proficiency. That training should note that, while Title III gives parents the right to have their LEP children removed from a language instruction educational program, NCLB does not have any provision that allows them to opt their child out of the annual ELP assessment.

Commendation:

Washington has established a second testing window for the annual ELP assessment for LEP students that missed the first February-March testing window. This practice results in a high participation rate for the ELP assessment.

Citation: Section 3113, 3116, and 1111(b)(7)

Element 3.3 –New English Language Proficiency Assessments

Reviewed:

The Washington Language Proficiency Test (WLPT) has been fully administered since school year 2005-2006. The WLPT is an augmented version of the Stanford English Language Proficiency (SELP) assessment. The SELP was augmented based on recommendations from a committee of State educators and evaluators from Harcourt.

Element 3.4 –Annual Measurable Achievement Objectives (AMAOs)

Finding:

The State did not consider the results of Adequate Yearly Progress (AYP) for the LEP subgroup as one of the three required components in determining whether LEAs had met the annual measurable achievement objectives (AMAOs) under Title III. The State only considered the English language progress and proficiency AMAOs in determining if LEAs met the Title III AMAOs.

Further Action Required:

Washington must make Title III AMAO determinations that include all three components of AMAOs; making progress in English, attainment of English language proficiency, and making AYP, for 2003-2004, 2004-2005, and 2005-2006 and thereafter. The State must also revisit its determination of which LEAs did not meet Title III AMAOs for two or four consecutive years, and, if necessary, require additional LEAs to comply with the applicable accountability requirements set out in Section 3122(b). The State must submit evidence that it has met these requirements.

Citation: Section 3122(a)(3), and Section 1111(b)(2)(B)

Element 3.5 –Data Collection

Reviewed:

The State has a student identifier data system that allows it to collect and analyze student information data.

Recommendation:

During the on-site review, a number of LEAs expressed a desire to receive more technical assistance on specific Title III data requirements to ensure consistency in placement, identification and testing of LEP students. We recommend that the State provide this technical assistance.

Citation: Section 3113, 3121, and 3122

State Level Activities; Required Activities, Immigrant Children and Youth Indicators

Element 4.1 – State Level Activities

Reviewed:

The State carries out a number of activities related to Title III. These activities include technical assistance and monitoring of Title III funded districts.

Citation: Section 3111 and 3122

Element 4.2 – Required Subgrantee Activities

Reviewed:

The State has provided guidance to LEAs regarding the two required activities. Title III funds are being used to enhance existing programs. Many districts are using Title III funds for professional development activities, such as training ESL and content area teachers.

Citation: Section 3115

Element 4.3 – Activities by Agencies Experiencing Substantial Increases in Immigrant Children and Youth

Reviewed:

The State has a large concentration of immigrant students in the urban districts in Western Washington and in the larger districts in Eastern Washington. There are a total of 22,895 immigrant students enrolled in Washington Public Schools, and 4,180 are served under Title III. The State allocates Title III funds through both formula and discretionary grants.

Citation: Section 3114(d) and 3115

State Review of Local Plans

Element 5.1 – State Review of Local Plans

Finding:

The State did not provide evidence that it has implemented an effective LEA plan/application review, approval and notification process. The State can take up to 12 months to review the local LEA plans. Additionally, funding is made available to LEAs without an approved plan.

Further Action Required:

The State must submit a plan that includes procedures and a timeline for reviewing, providing feedback regarding, and approving local plans for Title III subgrants. The plan must also specify the amount of time it takes the State to make subgrants after receiving its Title III grant funds from the U.S. Department of Education.

Citation: Section 3116(a)

Element 5.2 – Private School Participation

Finding:

ED's monitoring review confirmed that Washington State has not provided technical assistance and guidance to LEAs regarding their responsibility to provide equitable services to eligible LEP students and teachers serving LEP students in non-public schools.

Further Action Required:

The State must ensure that its subgrantees provide equitable services and participation, including, but not limited to:

- Timely and meaningful consultation regarding how non-public school LEP children's needs will be identified; what services will be offered; how the services will be assessed and how the results of the assessment will be used to improve those services.
- The amount of funds available to provide services.
- Assessment of services provided and how the results of the assessment will be used to improve services and impact teachers and instruction.

The WSDPI must submit evidence of a technical assistance plan that addresses these areas.

Element 5.3 – Teacher English Fluency

Reviewed:

The State demonstrated that it conducts sufficient oversight of its LEAs' compliance with teacher language fluency requirements for English and any other language of instruction.

Recommendation:

As more LEAs in the State develop and implement programs in which the language of instruction is other than English, the State may experience a growing need to emphasize the importance of the teacher language fluency requirements during monitoring reviews, and while providing technical assistance to LEAs.

Citation: Section 3116(c)

State Monitoring of Subgrantees

Element 6.1 – State Monitoring of Subgrantees

Reviewed:

The State utilizes a monitoring instrument that includes all Title III requirements to monitor its LEAs. Monitoring is conducted according to a four-year cycle.

Citation: Section 3113, 3122; EDGAR 34 CFR 76.770; 80.40

Parental Notification

Element 7.1– Parental Notification

Finding:

The State informed LEAs of their status with regard to meeting or not meeting AMAO targets, however, the State only notified LEAs of the results of AMAO1 (ELP progress) and AMAO2 (ELP attainment). Adequate Yearly Progress (AYP) was not included in the Title III AMAO calculations.

Further Action Required:

Washington must make Title III AMAO determinations that include all three components of AMAOs; making progress in English, attainment of English language proficiency, and making AYP, for 2003-2004, 2004-2005, and 2005-2006 and thereafter. The State must also, in making these determinations, require Title III subgrantees that did not meet Title III AMAOs to provide parents with the notification required by Section 3302(b). The State must submit evidence that it has met this requirement.

Commendation:

Although a finding was identified in this area, it is important to recognize that there is strong collaboration and commitment between districts and parents to improve areas where districts failed to meet Title III AMAO targets.

Citation: Sections 3116(b)(4) and 3302