**About TBIP:**

This Task Force is charged by [ESSB 6002 Section 501(y)](#)* to design a performance-based assistance and accountability system for the Transitional Bilingual Instructional Program. OSPI will organize meetings for the Task Force November 2014 through June 2015 to develop recommendations for the TBIP performance-based assistance and accountability system. OSPI will report these recommendations to the education and fiscal committees of the legislature by January 15, 2016.

DATES	TASKS
09/2014 – 10/2014	Request representation from related committees, organizations, agencies, ethnic commissions, and community representatives
11/07/2014	Hold first task force meeting; establish reoccurring meeting dates
12/2014 – 05/2015	Hold regular meetings; design a performance-based assistance and accountability system for TBIP
06/2015	Finalize task force recommendations
07/2015 – 12/2015	Staff prepare final performance-based assistance and accountability system and recommendations report
01/16/2015	Submit report to the education and fiscal committees of the legislature

*ESSB 6002 Section 501(y)

•Included as a budget proviso in the 2014 Supplemental Budget•

HB 1680, Part IV: ELL Accountability, Section 401

• OSPI shall convene an ELL accountability task force to design a performance-based accountability system for TBIP. The task force must:

• Review the research literature to identify evidence-based program designs and instructional strategies for ELLs to achieve English proficiency.

• Identify performance benchmarks for transitional bilingual instructional programs, including:

• performance of eligible and exited students, including performance in English language and performance in other academic areas, based on state learning standards; and

• program characteristics that research suggests are associated with students achieving English proficiency, such as staff qualifications and training and the level of supplemental instruction for students.

• Design an accountability system for the program that includes reporting and monitoring of benchmark performance and tiered levels of support and technical assistance for schools and districts based on benchmark performance.

• The design of the system must also include a reduction in requirements for schools and districts to submit program applications and program plans for state approval, to be replaced with a focus on program outcomes.

• The task force must submit a report first to the EOGOAC and the QEC, and then to the education committees of the legislature, with recommendations for the design of the accountability system and any policy changes, statutory changes, or resources necessary for its implementation.

2014-15 Overview
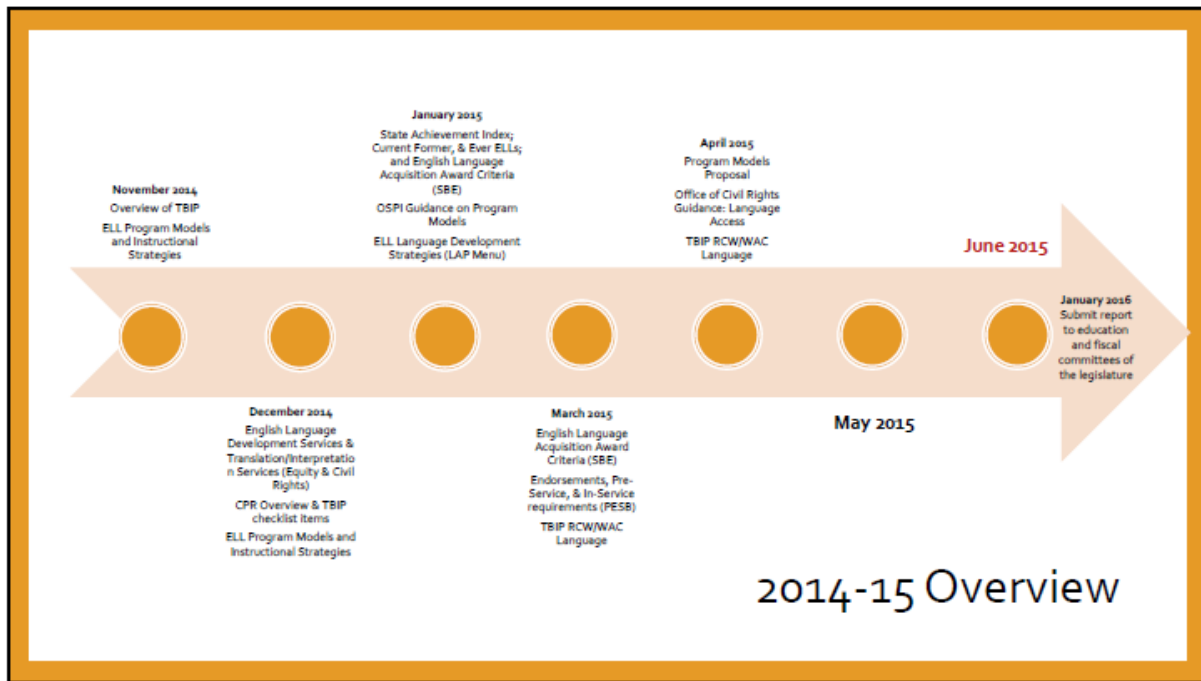
Recommendation Areas

- Program Models
- RCW and WAC Language
- Exited Students
- English Language Acquisition (ELA) Award Criteria
- Professional Development and In-Service Training