Special literacy instruction for English language learner students
Pre-K to 12 Education
Benefit-cost estimates updated December 2019. Literature review updated July 2014.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our Technical Documentation.

Program Description: English-based literacy programs in these evaluations involve a structured, direct instruction approach to teaching reading to English language learner (ELL) students. Some programs include multimedia components such as computer-based instruction. These programs are compared with literacy instruction-as-usual after about three years of schooling. Instruction is provided in a classroom setting during the regular school day.

Benefit-Cost Summary Statistics Per Participant

Benefits to:			
Taxpayers	$2,540	Benefit to cost ratio	$36.88
Participants	$5,967	Benefits minus costs	$11,186
Others	$3,147	Chance the program will produce	
Indirect	($156)	benefits greater than the costs	81 %
Total benefits	$11,498		
Net program cost	($312)		
Benefits minus cost	$11,186		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2018). The chance the benefits exceed the costs are derived from a Monte Carlo risk analysis. The details on this, as well as the economic discount rates and other relevant parameters are described in our Technical Documentation.

Detailed Monetary Benefit Estimates Per Participant

Benefits from changes to:[1]	Benefits to:				
	Participants	Taxpayers	Others[2]	Indirect[3]	Total
Labor market earnings associated with test scores	$5,967	$2,540	$3,147	$0	$11,654
Adjustment for deadweight cost of program	$0	$0	$0	($156)	($156)
Totals	$5,967	$2,540	$3,147	($156)	$11,498

[1]In addition to the outcomes measured in the meta-analysis table, WSIPP measures benefits and costs estimated from other outcomes associated with those reported in the evaluation literature. For example, empirical research demonstrates that high school graduation leads to reduced crime. These associated measures provide a more complete picture of the detailed costs and benefits of the program.

[2]"Others" includes benefits to people other than taxpayers and participants. Depending on the program, it could include reductions in crime victimization, the economic benefits from a more educated workforce, and the benefits from employer-paid health insurance.

[3]"Indirect benefits" includes estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.
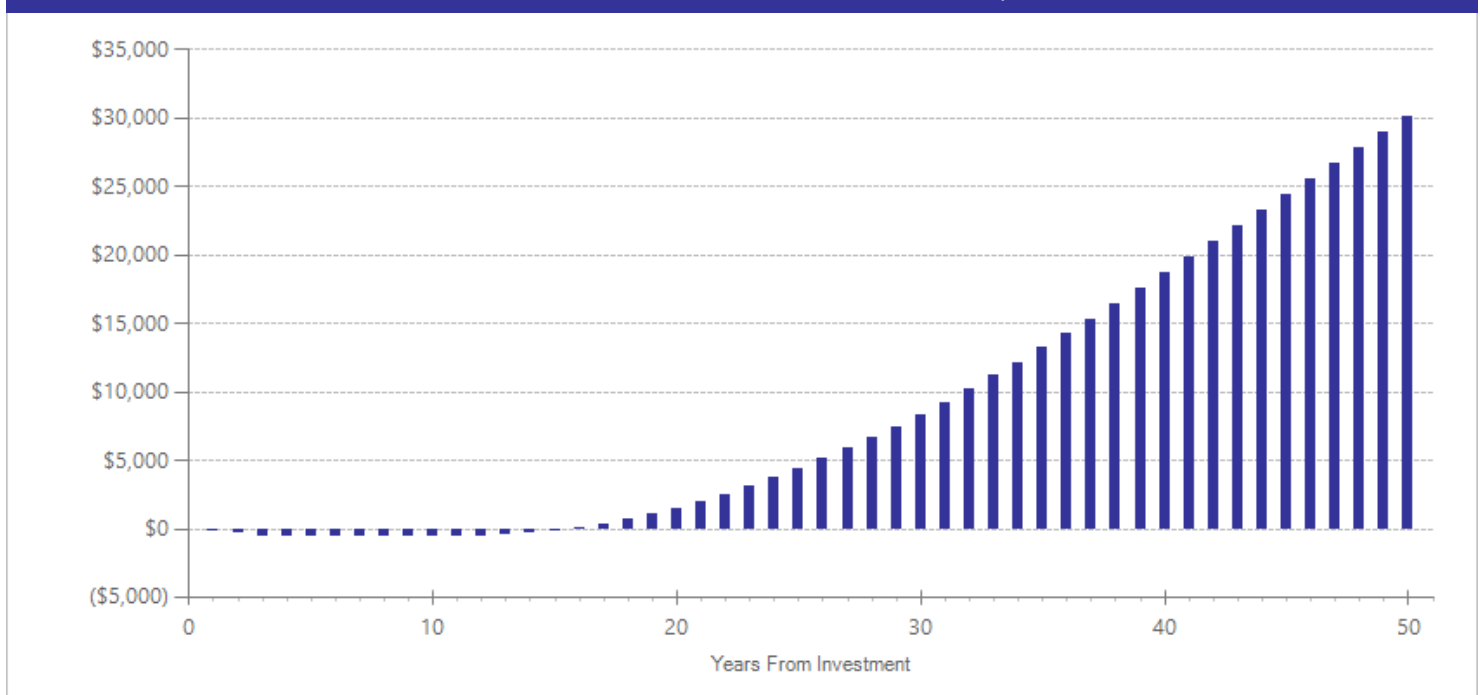
Detailed Annual Cost Estimates Per Participant

	Annual cost	Year dollars	Summary	
Program costs	$1,398	2009	Present value of net program costs (in 2018 dollars)	($312)
Comparison costs	$1,298	2009	Cost range (+ or -)	20 %

The per-participant cost estimate reflects the sum of local, state, and federal dollars allocated per student (averaged across Washington State school districts) for the 2008-09 school year. All students who qualify for the state Transitional Bilingual Instructional Program (TBIP) receive some form of services, so the comparison group's general instructional costs are the same as for the program group. Because specialized literacy programs may require supplemental materials and training, we added $100 to the cost estimate and estimated the uncertainty around the cost estimate at 20%. Source for dollars allocated per student come from Washington's Office of Superintendent of Public Instruction.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The cost range reported above reflects potential variation or uncertainty in the cost estimate; more detail can be found in our Technical Documentation.

Detailed Annual Cost Estimates Per Participant

The graph above illustrates the estimated cumulative net benefits per-participant for the first fifty years beyond the initial investment in the program. We present these cash flows in non-discounted dollars to simplify the "break-even" point from a budgeting perspective. If the dollars are negative (bars below $0 line), the cumulative benefits do not outweigh the cost of the program up to that point in time. The program breaks even when the dollars reach $0. At this point, the total benefits to participants, taxpayers, and others, are equal to the cost of the program. If the dollars are above $0, the benefits of the program exceed the initial investment.

Meta-Analysis of Program Effects

Outcomes measured	Treatment age	No. of effect sizes	Treatment N	Adjusted effect sizes and standard errors used in the benefit-cost analysis						Unadjusted effect size (random effects model)	
				First time ES is estimated			Second time ES is estimated				
				ES	SE	Age	ES	SE	Age	ES	p-value
Test scores	6	6	423	0.148	0.069	7	0.070	0.076	17	0.306	0.001

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our Technical Documentation.

Citations Used in the Meta-Analysis

Chambers, B., Cheung, A.C.K., Madden, N.A., Slavin, R.E., & Gifford, R. (2006). Achievement effects of embedded multimedia in a Success for All Reading program. *Journal of Educational Psychology, 98*(1), 232-237.

Farver, J.A.M., Lonigan, C.J., & Eppe, S. (2009). Effective early literacy skill development for young Spanish-speaking English language learners: An experimental study of two methods. *Child Development, 80*(3), 703-719.

Solari, E.J., & Gerber, M.M. (2008). Early comprehension instruction for Spanish-speaking English language learners: Teaching text-level reading skills while maintaining effects on word-level skills. *Learning Disabilities Research & Practice, 23*(4), 155-168.

Troia, G.A. (2004). Migrant students with limited English proficiency: Can Fast ForWord Language make a difference in their language skills and academic achievement? *Remedial and Special Education, 25*(6), 353-366.

Vaughn, S., Cirino, P.T., Tolar, T., Fletcher, J.M., Cardenas-Hagan, E., Carlson, C.D., & Francis, D.J. (2008). Long-term follow-up of Spanish and English interventions for first-grade English language learners at risk for reading problems. *Journal of Research on Educational Effectiveness, 1*(3), 179-214.

Washington State Institute for Public Policy

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