

SAP Phase II Meeting 6

Tuesday, Apr 11, 2023

Meeting Minutes:

Problem We're Solving

The Question
Where should TWI programs be placed?
SAP Phase I
Bilingual programs (such as TWI) must be provided at the local area schools of the students requiring services as mandated by the state.

- Daryl, a member from SAP Phase I, explained how they came to the phase I recommendation: Students are being bussed very far and getting on buses very early to get services they need, If we can offer them closer to where they live we have an obligation to do so.
-

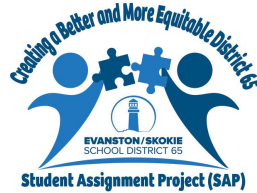
Data Review

https://docs.google.com/document/d/1EP2rBn2UID0l0mgn7E_-_DpktgONz9mGsWIAoy8TZZw/edit

- The committee had a discussion about data related to TWI
 - Where Spanish English language learners attend school
 - Where Spanish English language learners are assigned based on their boundaries
 - The percentage of Spanish English language learners that live in the 5th ward and where they attend school for TWI

Group 1:

Data Source	Important Highlight
Staff Survey Geo Coded Voluntary Survey	64% of educators want fewer schools with double strands 40% want fewer schools with double strands 47% want fewer schools with double strands



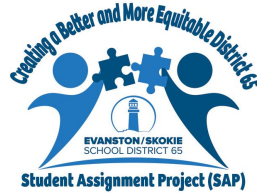
Discovery Tour	Wards 2,5,8,9 are where most Spanish speaking families live
Discussion thoughts	Quality over quantity Better outreach

Group 2:

Data Source	Important Highlight
TWI Data -Est. 2000	TWI Students should be placed at schools within their attendance boundaries- where the highest concentration of ELL students are.
	The schools with the highest number of 5th ward TWS students are not neighborhood schools for the students, students are being bussed into the schools.
	Walker assigned students are going to different schools because there is not a TWI program for that area, especially since Bessie Rhodes is moving to the 5th Ward.
Data Source	Potential Problems/Opportunities
Community survey	Most of the respondents identify racially as White

Group 3:

Data Source (see above)	Important Highlight
Census map - enrollment	No Hispanic families live in Willard boundaries
5th Ward TWI Students - enrollment	None of the English speaking students in TWI come from the 5th Ward
Enrollment	Based on enrollment data, District 65 cannot add TWI strands. *Current enrollment at Bessie Rhodes suggest their current 2 strands can handle the students from another strand (thus 1 fewer strand) – but enrollment numbers are hard to predict
Is it possible to offer TWI at	There are not enough bilingual educators (we would need 22 additional



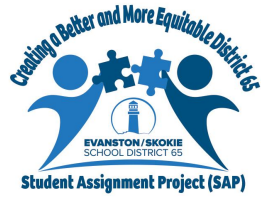
every school?	educators)
Is it possible to offer TWI at every school?	TWI is subsidized for English learners by the state, and the district subsidizes the cost for native English speakers
Educator Data	Educators want to cap English dominant students to less than 50% in TWI

Group 5:

Data Source (see above)	Important Highlight
From enrollment data	Serving the community it is supposed to serve. Spanish speaking families
TWI information	State funding for program
TWI definition	cultural/global exposure to students
Phase 1 data	Most people know how to apply for TWI (English speakers high percentage)
Data Source	Potential Problems/Opportunities
Due to zone demographics	Not available everywhere
Reported participants in survey	Feel that survey is biased (Geo Code and Voluntary) (Native English??)

Specific committee member questions:

- TWI should be at Walker because English language learners may have the same issue that happened to African American students; there will be a large number of students bussed.
- Willard doesn't need strand & could be moved.
 - Focus on quality over quantity. Strands at every building are not realistic but multiple strands at fewer buildings may be better for students.
- Community Survey: Engagement from the survey - who were the parents? Looked like it was from native English speakers instead of native Spanish speakers.
 - Highlights: Most of the people who did the survey know how to apply for the program.
- Not sure we have the right data to make a decision. We need to do more grass roots outreach to get the Spanish English language learner families involved.



Next Steps

- Review data review as homework because we will come back to it.
- Review the SELECT TregoEd process
- Understand that our recommendation could be to do more outreach