



Saint Paul
PUBLIC SCHOOLS

Envision SPPS: Spanish Dual Language Immersion Workgroup *Report on Findings*

Date report submitted: May 24, 2023

I. WORKGROUP MEMBER NAMES, ROLES AND/OR TITLES, ORGANIZATIONAL AFFILIATIONS

Name	Organizational Affiliations
Stephanie Anderson	Wellstone Elementary
Rebecca Minehart	Wellstone Elementary
Gloria Rosso	Wellstone Elementary
Jessica Kullander	Wellstone Elementary
Emily Carrillo	Wellstone Elementary
Alondra Velazquez	Riverview Elementary
Michelle Quintana	Riverview Elementary
Samantha Bougie	Riverview Elementary
Julie Evette	Riverview Elementary
Lelise Hitchens	Riverview Elementary
Megan Budke	Office of Teaching and Learning
Maggie Bruecken	Innovation Office

II. MEETING DATES AND TIMES

- January 10, 2023
- February 7, 2023
- March 14, 2023
- April 25, 2023

III. **WORKGROUP PURPOSE STATEMENT:** How do we develop a strong academic experience for Spanish Dual Language Immersion Programs for students in PreK-5 given the current perimeters around what constitutes a well rounded education?

IV. **ESSENTIAL QUESTIONS AND RESPONSES (FINDINGS)**

Introduction

During the 2021-2022 school year a workgroup was established in response to the Envision initiative to discuss the sustainability of the district's Spanish Dual Language Immersion programs. Due to varying circumstances, the facilitator of the group did not complete a findings report and the group discontinued their meetings. In December of 2022, the workgroup was reformed with a different focus and scope, including staff and families from Riverview and Wellstone.

Essential Question #1: What does it mean to have a well rounded education?

Findings:

Purpose Statement of the Workgroup

- The facilitator posed the following purpose statement for the group: Considering the known/unknown information, is it viable for SPPS to sustain the two elementary Spanish Dual Language Immersion Programs that follow the 80:20 Model, and still have well-rounded elementary programs in Saint Paul Public Schools? Why? Why not?
 - How do we develop a strong academic experience for Spanish Dual Language Immersion Programs for students in PreK-5 given the current perimeters around what constitutes a well rounded education?
- The purpose statement brought up a lot of questions and concerns. Many felt the statement was negative and communicated to the group that there is an end in mind already - that a school will close.
- Chief Turner and Dr. Vang shared that this is a new phase of the conversation. There is new data to look at and a time to gather more input from our stakeholders.
- The group decided to move forward with the "sub" purpose statement as it provides more opportunity for a respectful conversation. The purpose statement the group adopted is: How do we develop a strong academic experience for Spanish Dual Language Immersion Programs for students in PreK-5 given the current perimeters around what constitutes a well rounded education?
- Outcome of the workgroup: produce findings that inform recommendations for a comprehensive and sustainable plan.

Well Rounded Education

Further Questions:

- Why are Adams, Highland Middle School and Highland High School not included in the workgroup?
- Does the pedagogy of dual language immersion programs run counter to the definition of a well rounded education?

- Discussion arose around the pedagogy of dual language immersion programs possibly running counter to the definition of well rounded education.

#1 Summary Statement: The workgroup recommends that the district include the other Spanish Dual Language Immersion programs in the conversation in order to fully understand the articulation of our SPPS Spanish Dual Language Immersion program.

Essential Question #2: How can articulation sustain a strong program? What information would be helpful for families to know?

Findings:

Curriculum

- How do we advise families of options when they enter the district as EL? The team thinks speaking with the Office of Multilingual Learning and Student Placement is wise to find out what is available to families and then work to keep families informed of options.
- When students are given the pre-placement test, it was mentioned that it is possible people are being dissuaded from entering a dual immersion school if they have limited English proficiency. Are there inconsistent practices?
 - Response from the Office of Multilingual Learning and Student Placement: Neither Student Placement nor OMLL have any issue or philosophical difference with students whose home language is the school's DLI target language to be given this programming as an option to the family. OMLL and Student Placement do want to ensure that families have a clear understanding of the options available to them, whether they choose a DLI site, a language academy site, or another site.
- The workgroup would like the district to make sure families are informed of all choices. MLL will work with Student Placement to make sure the choices and full articulation of programs is clear so that families can make the best choice for their kids
- For students with limited English proficiency that want the dual language immersion track, DLI will be honored. However, families will also be informed as to what is available through language academy so that if a family opts out and goes DLI they are clear what the supports will or will not be in place without language academy.
- The language survey families are given is a state survey and can not be modified by our district.
- Adams should be a part of this conversation.
- The group would like to see this team grow and have a robust conversation about PreK-12 programming with multiple stakeholders at the table.

Further Questions:

- How do we advise families of options when they enter the district as EL?
- How do we make sure that we are not repeating content when moving from English instruction to instruction in the partner language?
- How many classes students have/required to take in Middle School and High School to maintain dual language immersion status?
- What happens to dual language immersion students who choose not to



- A goal of the district is to have 100% of dual language immersion students earn a Minnesota Bilingual Seal. This work starts in PreK. Articulation What articulation information would be helpful for families to know? - Clarity on what language is happening and when and for how many minutes. - Clear information on how a student obtains a Bilingual Seal. This should be shared with families at every grade level, including PreK. - What choices do students have in Middle School and High School? - Does the Bridge count as English content minutes?	attend Highland or follow pathway?
#2 Summary Statement: More work is needed to clearly articulate the Spanish Dual Language Immersion program from PreK-12 available at SPPS. Doing so will attract more families to the program because the process and information is transparent and clear. Clear articulation of the program will require Adams, Riverview, Wellstone, Highland Middle School and Highland High School stakeholders to come to the table for the conversation.	

<u>Essential Question #3:</u> Continued articulation conversation: How do language and content allocation plans build strong DLI programs? Enrollment: How does enrollment support sustainability and what are creative ways to recruit and retain students in our Spanish Dual Language Immersion programs?	
<u>Findings:</u> Articulation - Make sure that assessment data is clear and feedback is provided to families and teachers. The feedback from FAST in Spanish is not comprehensive or easy to understand. The workgroup would like to request a comprehensive assessment program in the partner language. - Families want to know what percent of content is taught in English and what percent in Spanish and why. What does it mean to be proficient in English and Spanish? How are we preserving a student's first language? - The workgroup would like the district to explain what the Bridge is and how it functions. - Full allocation plans are not super helpful for families, but a one pager with graphics for each school would be great so they can distribute it to families and prospective families. Middle School allocation plans should be given to families as it is helpful to see the options available to students. - Offer a Spanish Dual Language Immersion parent program or class annually. - Group would like to see # of minutes per language in the allocation breakdown plans.	<u>Further Questions:</u> ● How are we preserving a student's first language in our dual language immersion programming? ● Are we teaching cultural competency alongside our language instruction?



- When there is a big change that impacts schools it is important to have change management that reflects the research while also honoring the emotions involved in change.
- The workgroup stated we need the classroom schedule to align to the minutes outlined in allocation plans.
- The workgroup would like to see shared language used from school to school around Spanish Dual Language Immersion programs to avoid inconsistencies.

Enrollment

- Wellstone would like the PreK section they lost back and cited 28 students on a waitlist and 2 open spots.
- Envision impact at Wellstone - removed a PreK class and changed the start time.
- The workgroup suggests that the district discontinue the 1st/2nd grade splits.
- There is a substantial need to grow our PreK programs in Spanish Dual Language Immersion schools
- The workgroup would like to see PreK universally funded.
- A parent class or information meetings on Spanish Dual Language Immersion programming would be helpful when trying to increase enrollment.
- Change over taglines in school names to explain the program more effectively would be good for marketing and enrollment.
- The workgroup would like access to statistical analysis of data to look at patterns.
- Exit interviews for students leaving the Spanish Dual Language Immersion program, specifically for Middle School students.
- MCA results come out and for 3rd grade they see a drop in scores. This is meant to happen because students are not proficient in English in 3rd grade based on the DLI model. Longterm, research shows that students perform at grade level sometime between grades 5-7 and perform above grade level by high school. We need to explain this to parents so they do not pull their students out of dual language immersion after third grade.
- Recruitment of teachers that have the skills to implement dual language immersion practices really well.

#3 Summary Statement: Full allocation plans are text and content heavy. It would be helpful to develop one pagers for each dual language immersion program that explain the programming and choices the families have related to instruction. There is a strong need for a parent class and/or information meetings to help families fully understand the nuances of dual language immersion programming.

Essential Question #4: What criteria indicate a successful DLI program?

Findings:

Assessment

- To determine achievement gaps experienced by DLI learners and to identify

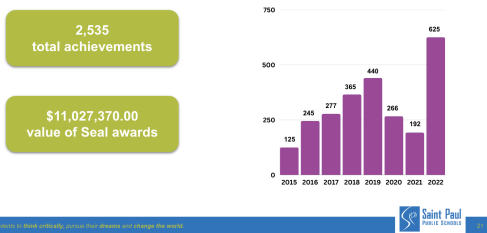
Further Questions:

- How can we separate the data by program for

trends in academic achievement, we need to be able to identify students who completed the PreK-12 DLI program. REA is in the beginning phase of providing data for a DLI program evaluation in collaboration with OTL

- The OTL DLI team asked that all 5th, 8th and 10th grade DLI students complete language proficiency testing this school year using the STAMP. Data will be used for program evaluation and curriculum design.
- The district sees the highest amount of Bilingual Seal achievements from the Spanish Dual Language Immersion program students as shown in the following data:

Achievements 2015-2022



- The district needs to be able to pull MCA scores by Spanish Dual Language Immersion when schools have two programs such as Wellstone.
- It would be advantageous to be able to see MCA and other testing data by grade rather than collectively.
- The workgroup stated that it would be helpful to know the % of students who are Spanish Dual Language Immersion at Highland Middle School and Highland High School.
- Continue to have the STAMP practice tests available to teachers.
- STAMP individual test reports to be translated or to have a guide translated to support students and families.
- Based on the testing data we reviewed, there is a need for more opportunities for students to have student-to-student speaking practice to increase the speaking proficiency level. There needs to be intentional opportunities for students to practice speaking the language.
- Find and provide PD around teaching the speaking component of language acquisition.
- The workgroup suggests that we offer more DLI electives at the high school level to implement a full secondary DLI program and continue the practice of the language. Create connection between EL teachers/world language teachers and non-EL teachers to provide tips for incorporating the practice of speaking the language across all classrooms.
- Continue to have access to Bilingual Seals testing at their home school during the school day rather than on a Saturday.
- Data from instructional assessments are not present. We do not have equivalent literacy data in the partner language to make instructional decisions.

Wellstone similar to how it is done for Crossroads (Dual/BioSmart)?

- Do the kids have a connection to the language they are learning? Have they learned about the culture and how to become culturally competent citizens?

#4 Summary Statement: The group does not fully understand the purpose of the workgroup as a whole or what



they were brought together to do. Why is Adams not present? We need the full K-12 spectrum of stakeholders at the table.

The workgroup would like the opportunity to collaborate with all Spanish Dual Language Immersion schools/programs to determine alignment of the program.

Spanish DLI programs need a comprehensive Spanish literacy assessment to provide equitable information on student performance for productive instructional decisions.

The workgroup supports continued use of language proficiency assessments in 5th, 8th, and 10th grade to provide partner language data and prepare students to achieve the Bilingual Seal by 12th grade.

V. INTERSECTIONS WITH OTHER WORKGROUPS - consider the following:

a. How does your focus area intersect with other Envision Workgroup focus areas?

Our focus area would intersect with almost all other Envision Workgroup focus areas - College & Career Pathways, Early Childhood Education, Enrollment, Facilities Utilization, Integration, Middle School model, Special Education, TDAS, and Well-Rounded Education. However, we did not directly connect with those groups in our work.

b. What information will you need from other workgroups to complete your work?

The full articulation of a PreK-12 Spanish Dual Language Immersion program would need to incorporate features of the elementary, middle, and high school model and look at what is needed to provide a well-rounded education at all levels.

VI. LIST OF DATA SOURCES

The workgroup reviewed several data sources when developing the findings. Please see below for a list of the data sources:

- 1. Language and Allocation Plans
- 2. Transition Enrollment Data
- 3. Design Capacity and Percent Capacity for Enrollment
- 4. MCA Data
- 5. Bilingual Seals Data
- 6. STAMP Data

VIII. CONCLUSION



The workgroup strongly recommends that the district convenes a workgroup with representation from everyone in the Spanish Dual Language Immersion program.