

Outside of K-8 programming	Other Programs outside WWPS	Staffing	Data	Programming	Conclusions	Other Wonderings
How do we leverage community partnerships to support Hispanic students?	Do we have comparable districts where things are going better that we know of? What could we borrow from them?	How do we sustain a dual program with expert staff?	What does the gender data tell us? Specifically, Hispanic boys and girls achievement gap.	How can we promote literacy across the board and a love of reading?	We have a poverty problem.	For subsequent cohorts (from this point forward) what might we begin to collectively chart as a district to ensure programming is happening with fidelity and that models (with varying nuanaces) are tracked for success?
What are we doing at pre-school to boost Spanish language skills?	Are other bilingual school districts being studied? Here in Washington and across the US? What is parent engagement involvement at these other school districts?	What sort of challenges does the district face in terms of hiring staff to supprot bilingual education?	I wonder if taking poverty into account would effect our conclusions and perceptions. Is it possible the wealthy white students are increasing the average scores of white students? If we looked would the scores of poor white kids/poor Hispanic be similar?	Why aren't we using the English Pre-LAS for all native English speakers?	I think this data is too limited to allow accurate conclusions about our Dual/English Programs.	If there enough time to become proficient if entering at a Level 1?
	What are other schools that are more successful in getting Hispanics to meet standard doing to help them succeed?	Is there enough support for our dual teachers?	I would like to know data on poverty, homelessness.	To what extent are low native English speakers taking away necessary instruction from ELL's due to low Spanish skills and eventual behaviors?	Dual Priorities: ELL students, Hispanic/Latino students (simulataneous and heritage), English speakers who can handle a program that starts with heavy emphasis on Spanish language development.	How muchd do we <u>know</u> (as a district) about truly bilingual or "Spanglish" speakers and how to support their literacy in Spanish and English?

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	How do other districts teach their ELL students?		Based on Hispanic/Latino population. Second generation?	The data showed too high of a % of native English speakers at Edison and Sharpstein. Why are we letting this happen?	Legally we are held accountable for making sure that our ELLS acquire English and access to academic content. And the research says that teaching them in their native language is the best vehicle acquiring English and access academic content.	Can we imagine a bilingual program that aims to create bilingualism for all students (who want it)? In other words, totally moving away from the ESL pull out model or simply moving Spanish speakers to English?
	I hear that Pasco data for their bilingual students is positive. What are they doing right if this is the case?		Is poverty increasing across the board in Walla Walla? Is poverty increasing in our Hispanic population?	What's our desired benchmark(s) to reach, and when? How do we evaluate whether we are there?	Our Latino students (ELLs and nonELLs) have the largest achievement gap. Our goal is to offer research based programs that will close the achievement gap in all students but specifically our Latino students.	What changed? Between 2011-12 and 2012-13. What was happenign at the school level? Getting and adopting a consistent program.
	How do we stack up compared to similar districts, not just statewide? Does that give us hope or worry?		How many ELL students on Average pass, or graduate, the WELPA every year? Overall, from K-5? and K-8 ? K-12? Is there some years/grades where this happens more than others? What could the reason for the difference?	Do we have too much programming for the amount of native Spanish speakers?		what is the impact of not ensuring that Latino students have language proficiency in the way that English speakers do?

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			<p>What is the Spanish proficiency of Hispanic Dual kids at the middle school level after having started dual at kinder?</p>	<p>Is there a way to decrease class sizes at the high school level, especially in English classes, so teachers can spend more one on one time with students? It is difficult to give timely and specific feedback when you have 150-160 students a day. Even college professors have readers.</p>		<p>Is the district more concerned with Hispanic achievement or ELL or both?</p>
			<p>Is there any data on the behavior of dual students in the classroom? What does the data show for attendance? Discipline? Suspension? Types of behavior data?</p>	<p>How (much) does the district value bilingualism or biliteracy for its high school graduates? Does the district do enough to support that goal?</p>		<p>Now that our programs are more aligned, I wonder what data <u>should</u> we be collecting to really monitor this class of kinders district wide?</p>
			<p>Are there some schools where ELL students are passing the WELPA faster?</p>	<p>Are the dual students who are not proficient in English able to receive any interventions in English? Are the dual students getting enough time in instructional English if they are in Dual?</p>		<p>Does time in program improve performance? Wonder if we have expanded too much and don't have strong language models.</p>
			<p>How do the English Native in Dual vs. English Native in English only compare to each other? To the ELLs? By Grade?</p>	<p>Are the Spanish speakers at the academic level of the curriculum that is being used in the dual classes?</p>		<p>Home language survey should be more specific if the language at home.</p>

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Do we have data or a way to track data for children who attend one or two years of Head Start/ECEAP preschool? (ELL and English language learners)
OASIS/Skyward

How do we help single strand English-only kids avoid being trapped in a static cohort and being detached from school as a whole.

Has this group seen the effectiveness of early-exit, late-exit, one way, and the variety of two way models over time (the longitudinal studies)?
Nationally and Walla Walla.

How much demand is there for bilingual programs for English speaking kids throughout the district? Can we survey parents?

What does the data tell us about years in program?

I want to know how our exited ELLs are performing on the SBAC. What are we doing right?

Is there data taken on Hispanic AVID students on SBAC as opposed to non-AVID Hispanic students?

How are AVID Hispanic students doing on state tests compared to non-AVID Hispanic students? AVID Excell?
Is there a "district model" for bilingual education? If so, is it being taught with fidelity?

Has anyone spoken to the students for their opinion on how to improve ELL? What do the students say they need to do better?

Can parent involvement be beneficial? Does engaging parents improve student performance?