

# What is the Data Telling Us?

## Bilingual Education Recommendation Committee (BERC)

October 26, 2016



## *Objectives*

- Review Kindergarten language data
- Review WELPA data summary to answer previous questions about language level proficiency of ELL students
- Review middle school SBA data
- Review ACT data
- Review Postsecondary Remediation Rates
- Discuss possible conclusions based on data

# Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions



# *Review of Current Charge*

The BOE charges the committee to use the following criteria in developing its recommendation. The committee's recommendation: **Must,**

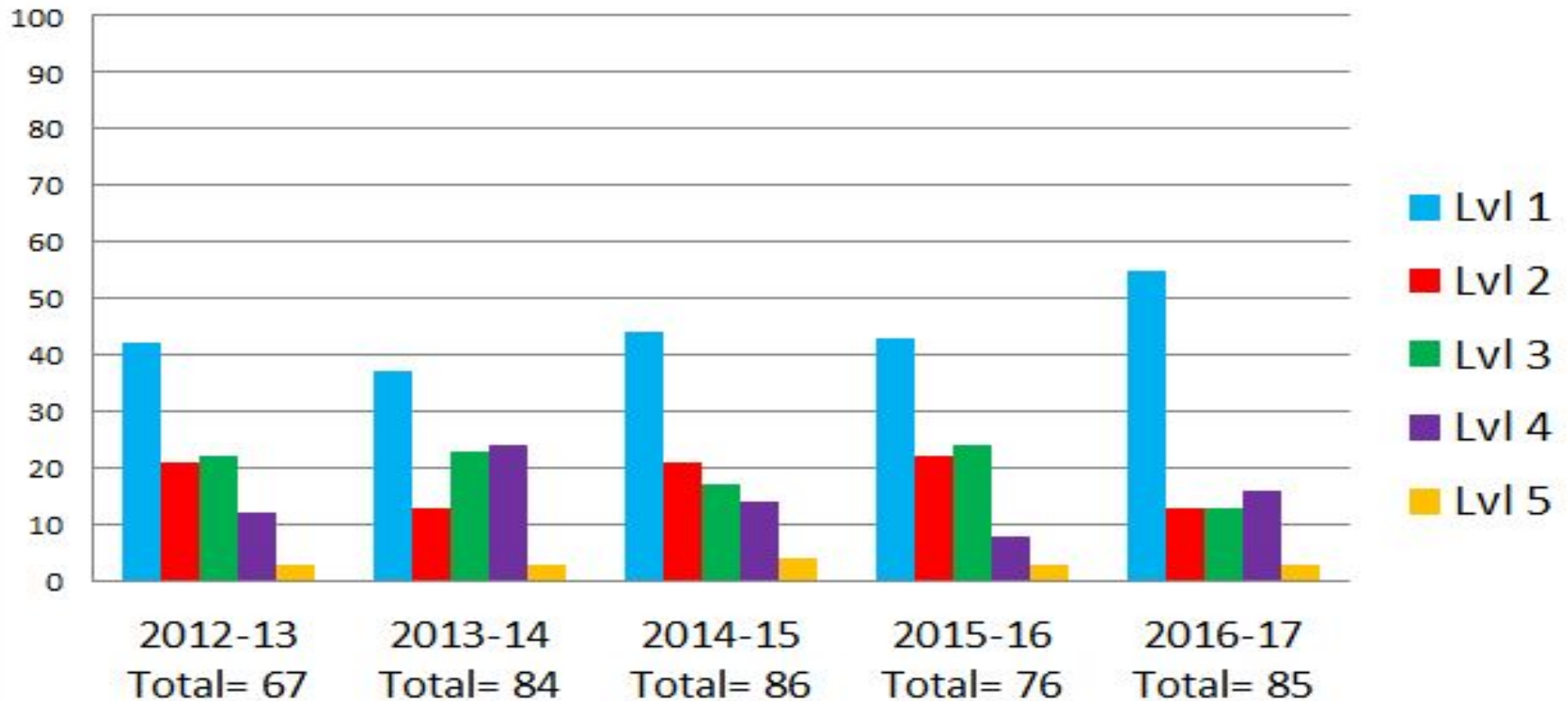
- be financially sustainable and programmatically feasible
- be research-based to best support the needs of English learner students
- ensure optimal learning environments for non-participating students

## **If feasible,**

- attempt to capitalize on the opportunity to expose second language acquisition skills to native English language speakers

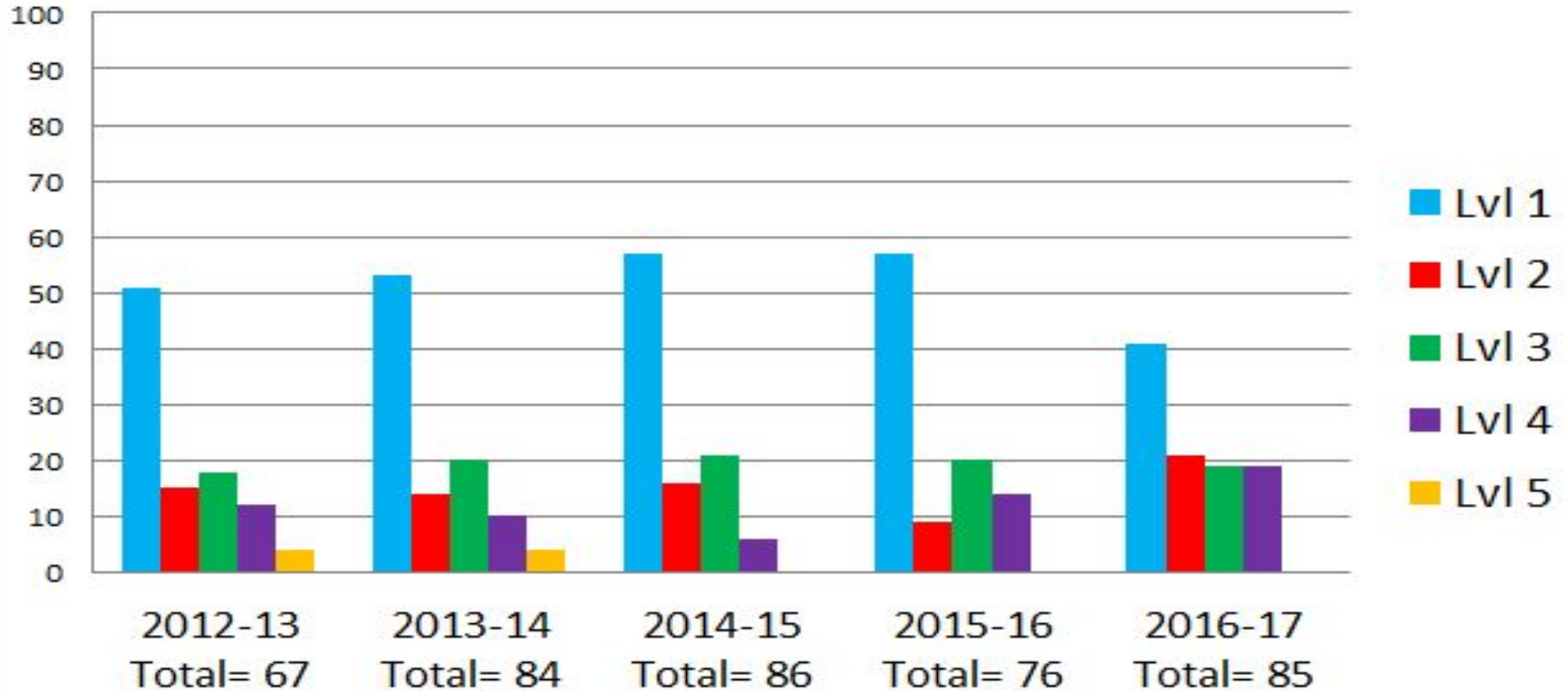
# Kindergarten PreLAS

## preLAS Spanish 2012-2016



# Kindergarten PreLAS

## preLAS English 2012-16



## *AMAO Data*

### *Annual Measurable Achievement Objectives (How we measure English proficiency)*

AMAO-1: Annual increases in the number or percentage of children making progress in learning English.

AMAO-2: Annual increases in the number or percentage of children attaining English proficiency.

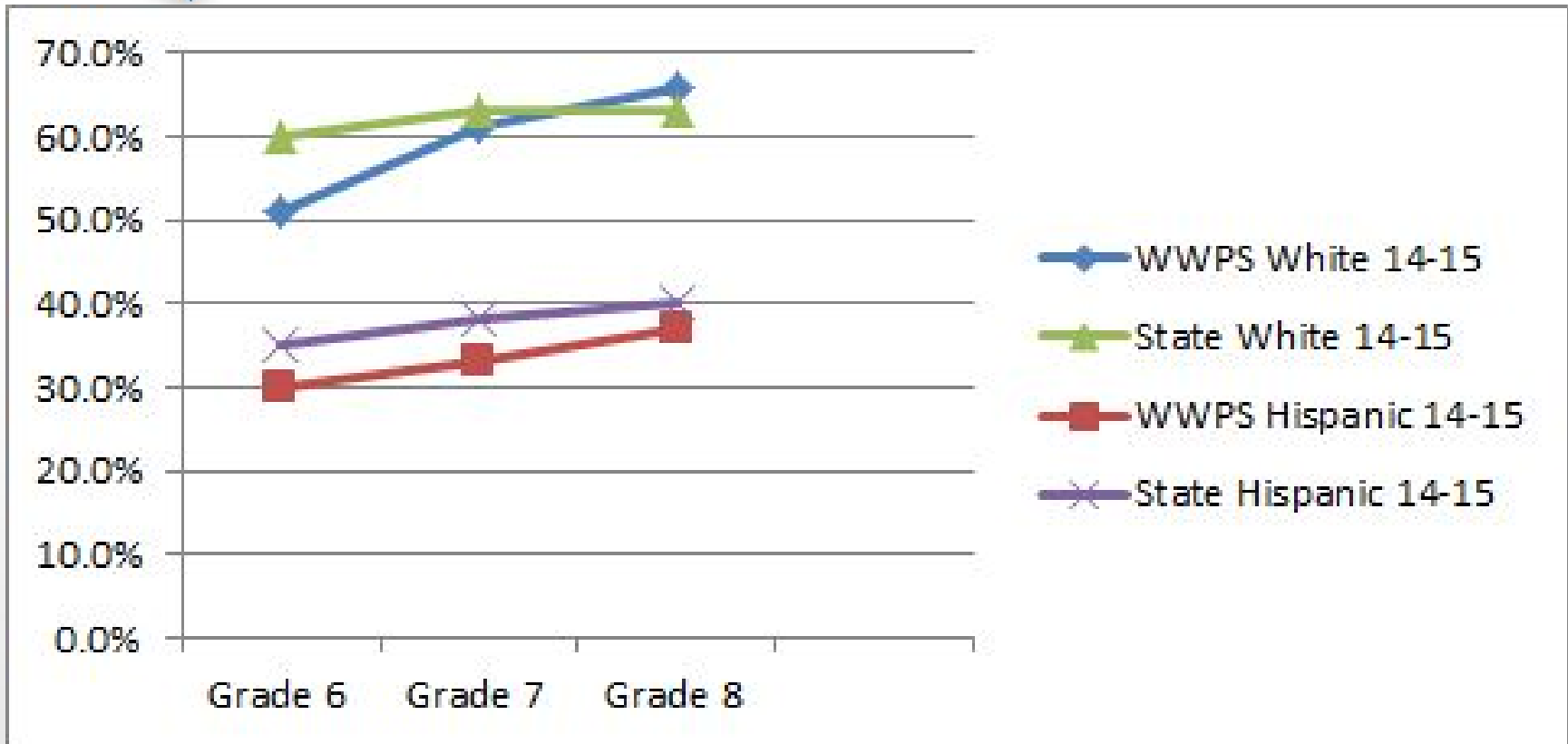
AMAO-3: The number or percentage of students meeting AYP targets in the reading and math ELL cells.

# AMAO Summary

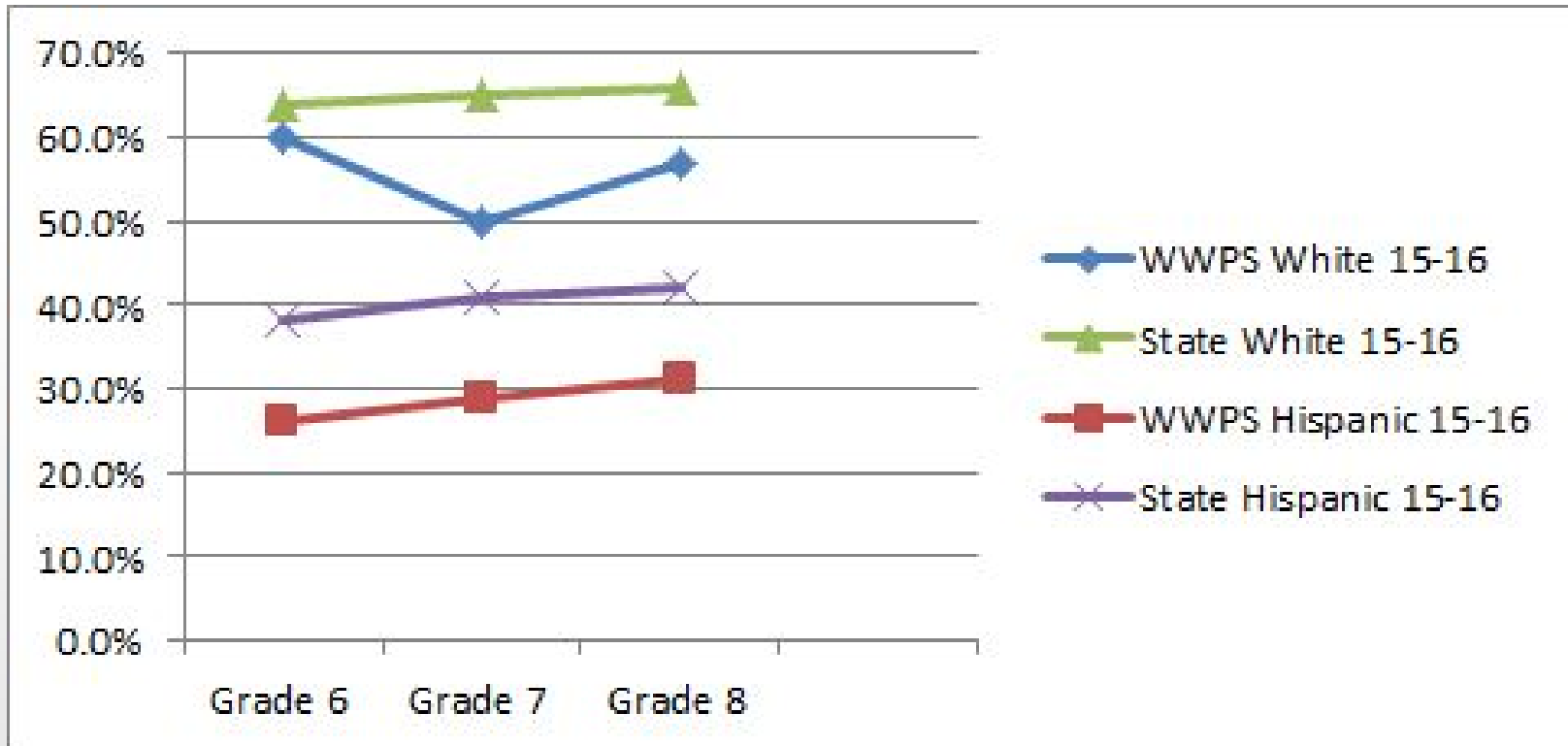
AMAO Level	2011-12	2012-13	2013-14	2014-15
AMAO 1 Making Progress	+	+	+	+
AMAO 2 Proficiency	+	+	+	+
AMAO 3 Reading and Math Targets	+	-	-	-



# 2014-15 SBA ELA



# 2015-16 SBA ELA

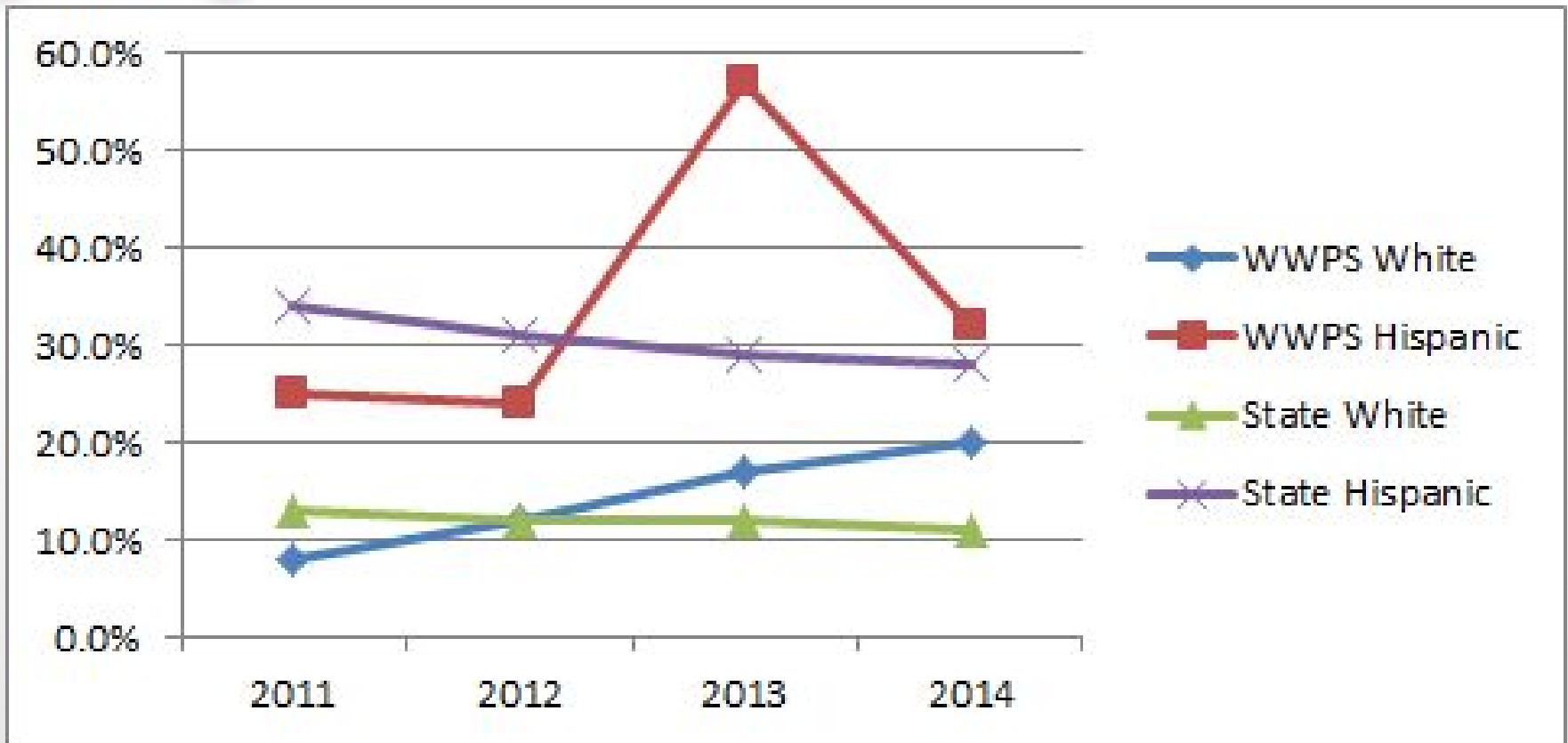


# ACT Data

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

	2012			2013			2014			2015			2016		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	91	100	23.0	434	100	18.5	354	100	19.9	394	100	19.6	374	100	19.9
Black/African American	1	1	15.0	3	1	11.0	3	1	20.3	5	1	19.2	2	1	23.0
American Indian/Alaska Native	0	0	.	2	0	15.5	3	1	17.3	2	1	21.5	2	1	27.5
White	51	56	24.9	224	52	20.6	186	53	21.8	162	41	21.2	176	47	22.1
Hispanic/Latino	32	35	20.1	129	30	15.6	112	32	17.6	72	18	17.3	100	27	17.4
Asian	1	1	29.0	1	0	17.0	4	1	21.3	3	1	22.7	7	2	19.7
Native Hawaiian/Other Pacific Islander	0	0	.	3	1	17.3	1	0	16.0	2	1	19.0	3	1	20.3
Two or more races	3	3	22.7	17	4	21.8	13	4	21.5	13	3	18.6	13	3	18.5
Prefer not to respond/No response	3	3	21.7	55	13	16.7	32	9	17.0	135	34	18.8	71	19	17.8

# Postsecondary English Remediation Rates



## *Conclusions from the Data*

- Students are making progress toward attaining English proficiency at the elementary level.
- Hispanic students in WW are not keeping pace with their peers as measured by SBA, ACT and post graduation remediation rates.

## *Conclusions/Wonderings from the Data*

**As committee members,  
what are your conclusions  
and wonderings from the  
data?**

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## *Preparation for the Next Meeting*

- October 28 school visits 8:00-3:00
  - Meet at district office at 8:00
  - Back at district office by 2:30 for debrief
- November 2 regular committee meeting
  - Thoughts/Wonderings about Programming
- November 30: Listening Sessions