

Review of Current Bilingual Programming and White Paper Findings

Bilingual Education Recommendation Committee (BERC)

October 12, 2016



Objectives

- Through a review of the White Paper continue to learn more about WWPS bilingual education.
- Continue to develop a common understanding of past programming to inform our work toward a programming recommendation to the Board of Education in February 2017.

Agenda

- Review of Norms of Collaboration
- Summary of bilingual committee work last year through a review of the White Paper
- Additional data on dual programming students

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

WP Belief Statement

- The primary purpose of the Bilingual Education Program is to provide English Language Learners the resources, programs, and learning support necessary to become proficient in English.
- Students in the Bilingual Education Program need to develop strong English language skills and knowledge to succeed in a global society.
- The Bilingual Education Program should maintain high academic expectations for its students and use strategies, activities, and best teaching practices that honor their culture.
- Native Spanish speaking students should receive services in two languages.
- The Bilingual Education Program will enhance and promote bilingualism, biliteracy, and cultural competency.

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

Goal of 2015-16 Bilingual Review Summarized in the White Paper (WP)

Goal: Educational alignment for English Language Learners with attention to:

- Alignment of education for ELLs within and across elementary schools
- Challenges of English only strand at Edison and Sharpstein

Major Findings from the WP

- Inconsistency in models
- Inconsistency in language allocation
- Differences in designations of content language-of-delivery

Research Review of ELLs from WP

Goal for emergent bilinguals should be to attain high levels of proficiency in both languages rather than only English. (pg7)

- Sequential bilinguals start a new second language after age 5, have a clear native language and only know concepts in their native language (pg6)
- Simultaneous bilinguals may not have a clearly dominant language...and are often labeled with low proficiency in two languages. (pg6)
- Heritage Learners can have little or no proficiency in their heritage language. (pg7)
- ELL students need to learn with enormous efficiency if they are to catch up to their peers. (pg 7)
- In ESL programs ELL students lag behind because of focus on English not content (pg7)

Research Review of Program Models from WP

- ELLs taught deep proficiency in their first language will transfer to second language. (pg8)
- Key characteristic of dual is at least six years of at least 50% of instruction in non-English (pg8)Two-way Dual: has all the benefits of one-way dual programs for ELLs, including benefits for English native speakers Two-way also have success in overcoming the cultural and academic segregation (pg9)
- Best to have 50/50 mix of ELL and ENSs, but can have 33% ENS. Balance should always favor ELL (pg10)
- The longer ELLs stay in a dual language program the more instruction they receive in their native language, the better their academic outcome (pg 10)
- 90/10 has greater impact on learning second language than 50/50 (pg11)
- Some researchers advocate for 50/50 when there isn't a dominant language (pg 13)

WP Recommendations for 2016-17 School Year

- Align K-5 dual education, one-way or two-way, across participating schools
- Provide solid Spanish literacy foundation in K-2
- Provide 50/50 dual instruction in 3-5
- Support and integrate English-only classrooms at Sharpstein and Edison

WP Recommendations for Next Phases

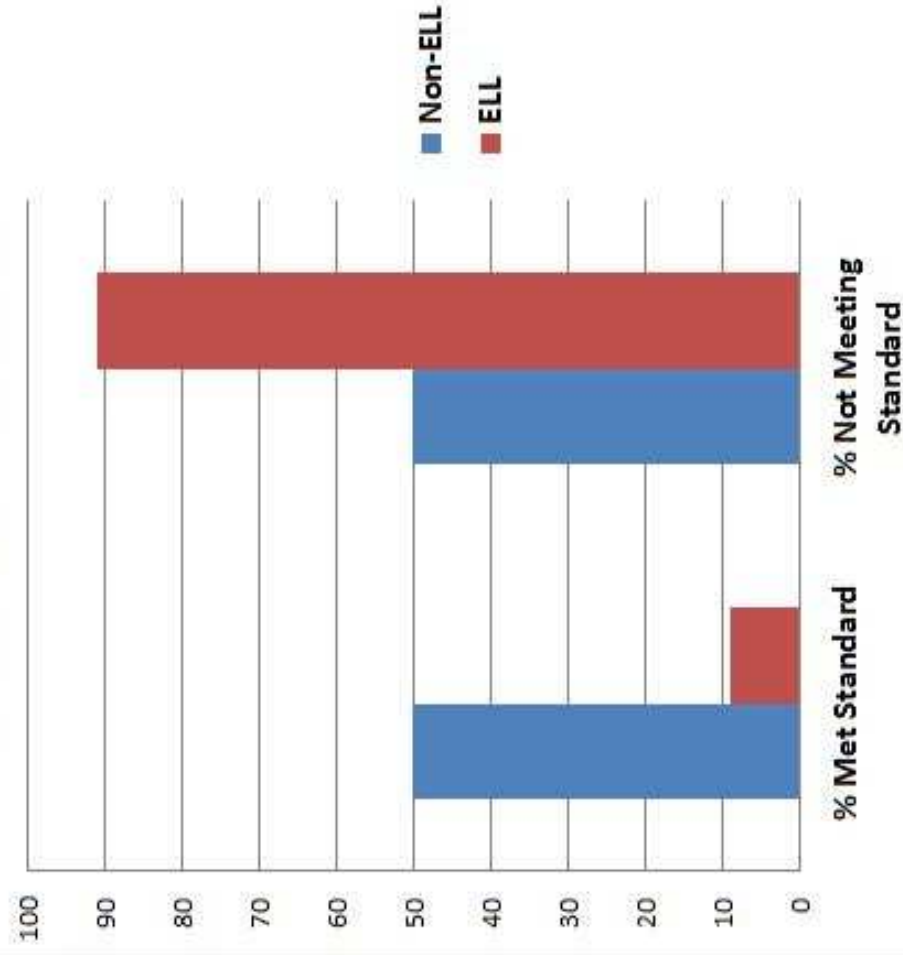
The Bilingual Study Committee and Bilingual Steering Committee have identified a number of next steps:

1. Explore configuration, curriculum, instruction, and evaluation
2. Identify staffing resources and needs
3. Expand secondary and preschool focus
4. Determine and implement professional learning
5. Implement initial changes
6. Invite parent and community stakeholders to engage

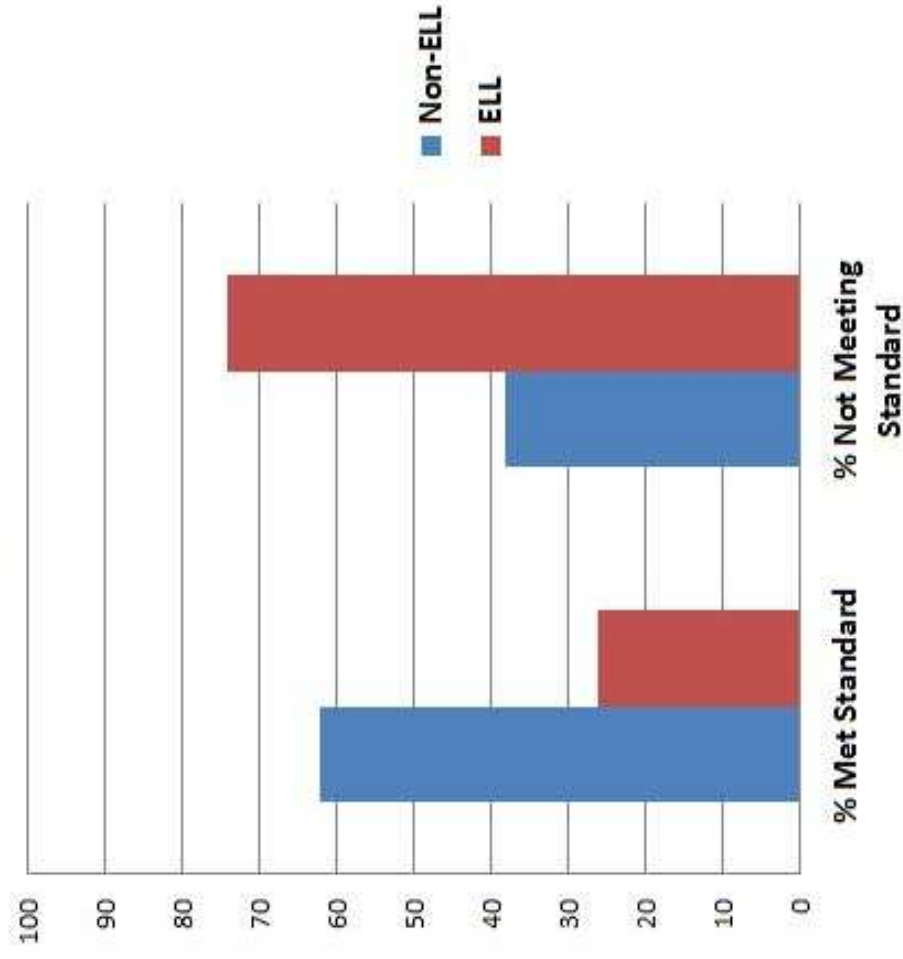
Data to Deepen Our Understanding of Programming in Walla Walla

Blue Ridge 5th Graders SBA 2014-16

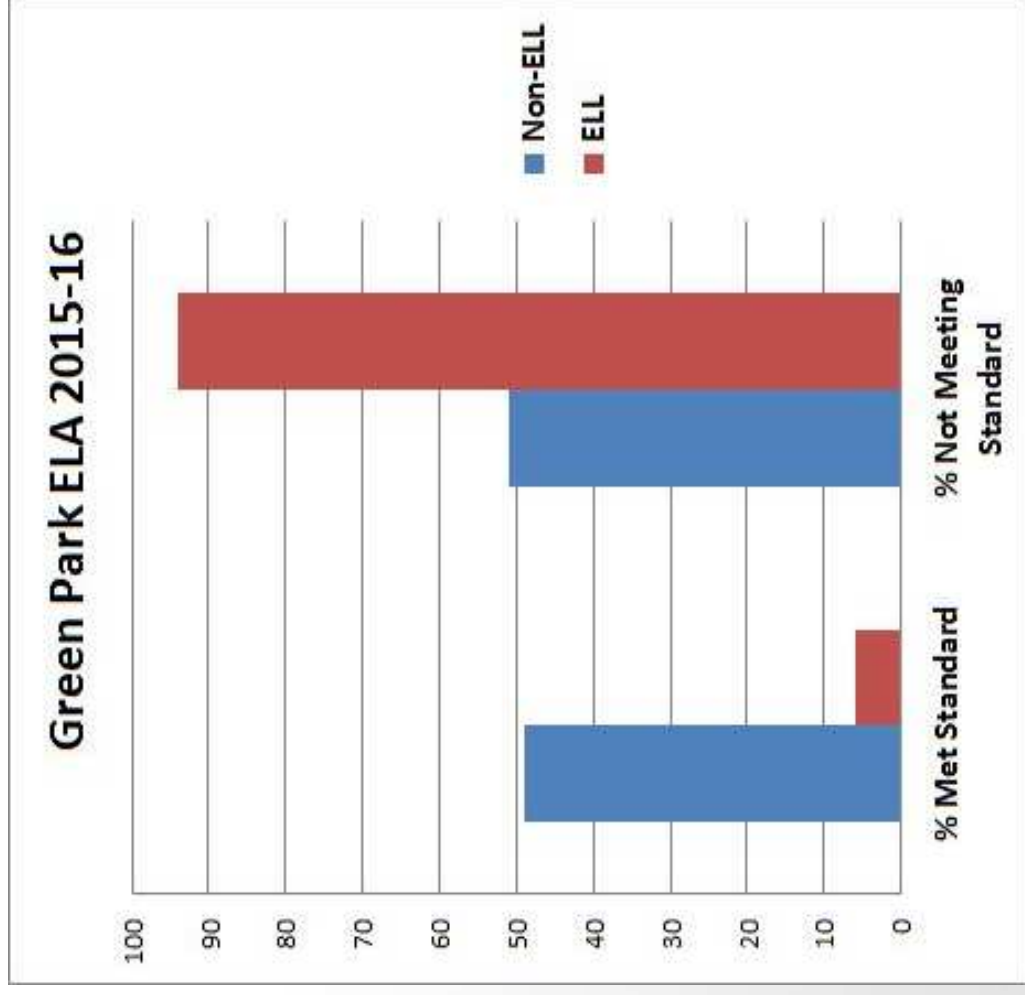
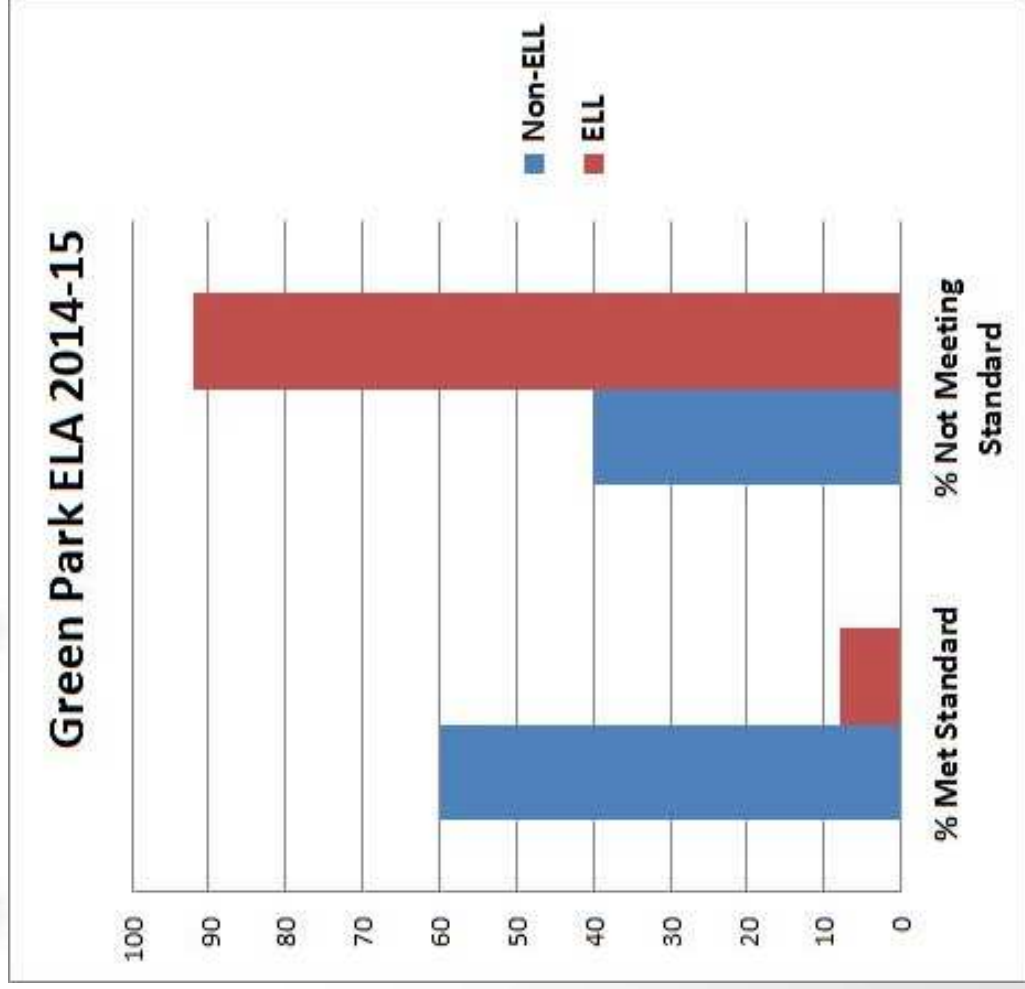
Blue Ridge ELA 2014-15



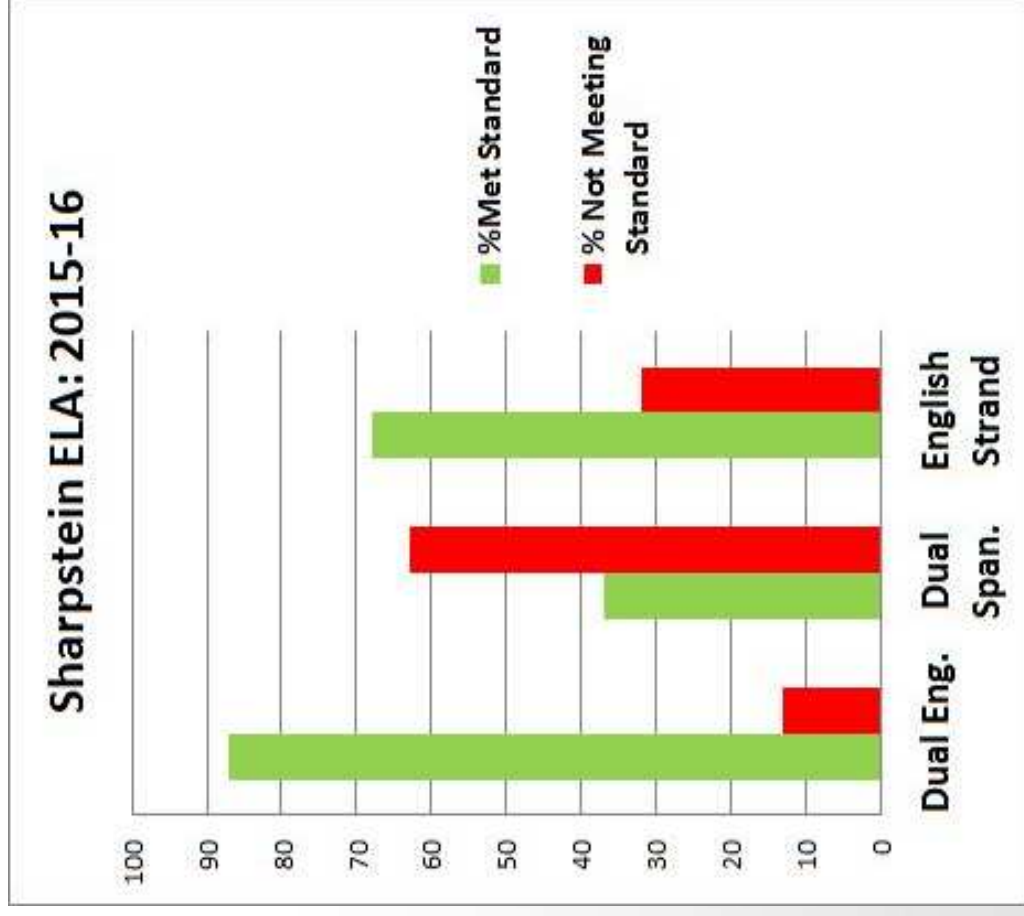
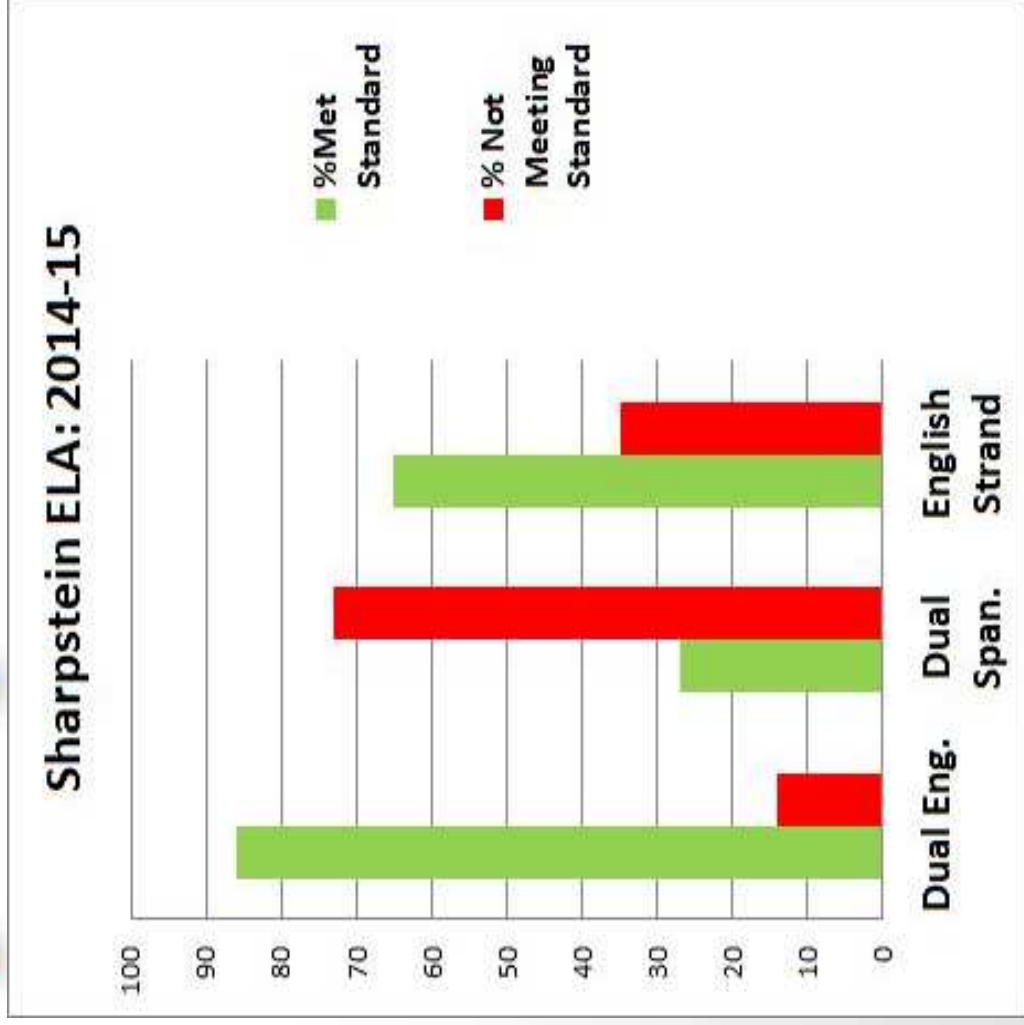
Blue Ridge ELA 2015-16



Green Park 5th Graders SBA 2014-16

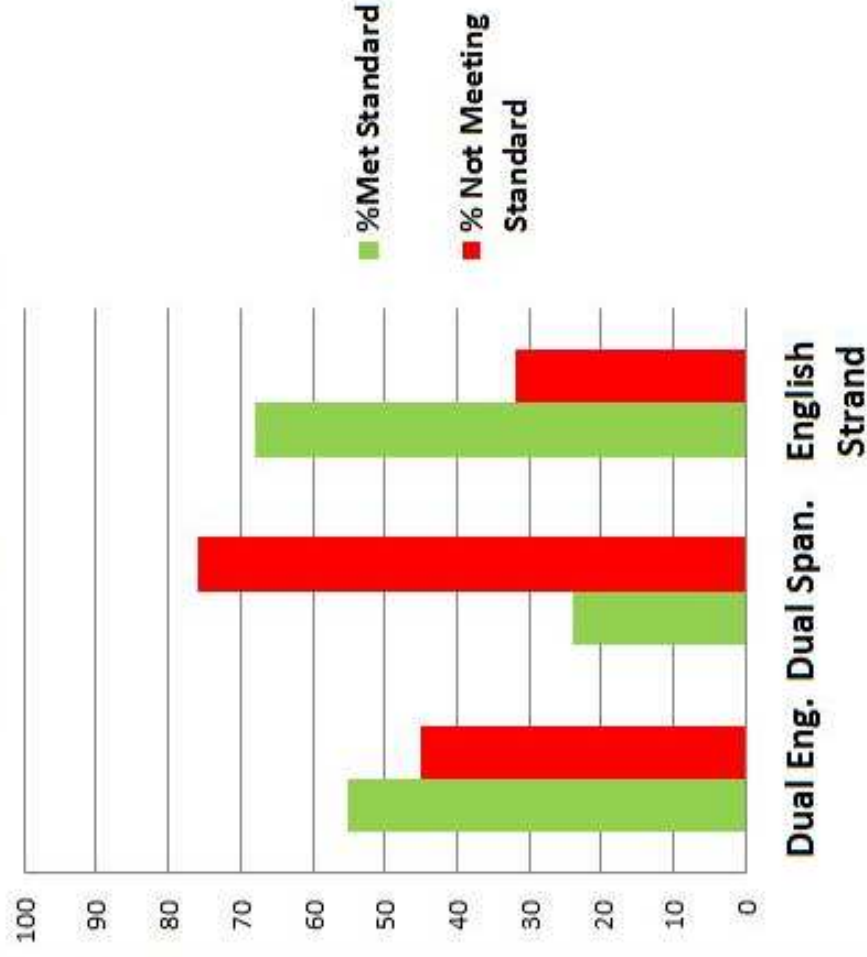


Sharpstein 5th Graders SBA 2014-16

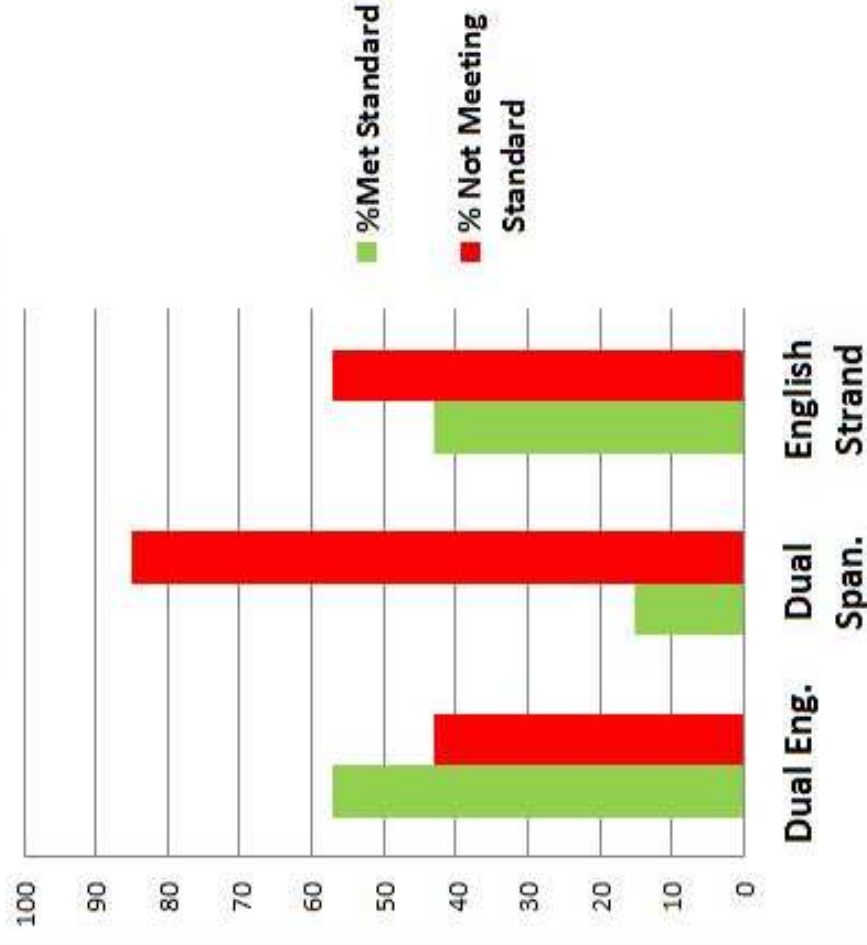


Edison 5th Graders SBA 2014-16

Edison ELA: 2014-15



Edison ELA: 2015-16

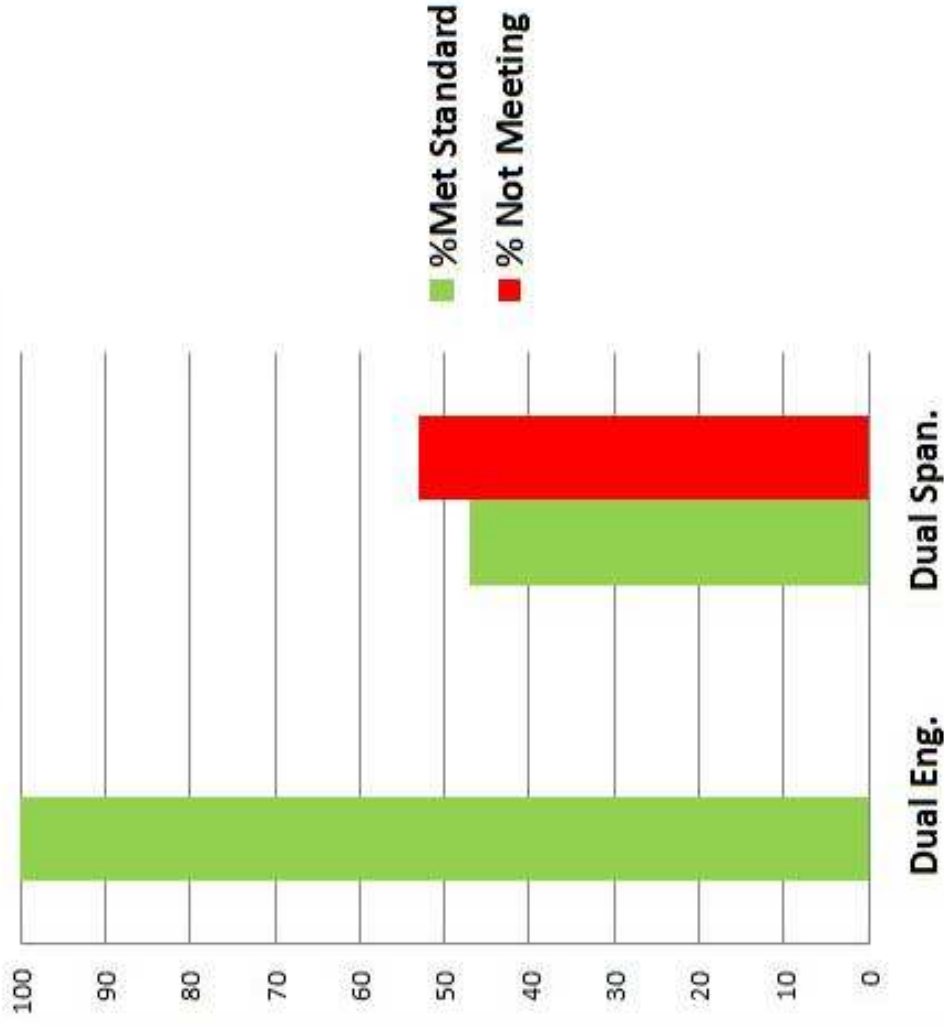




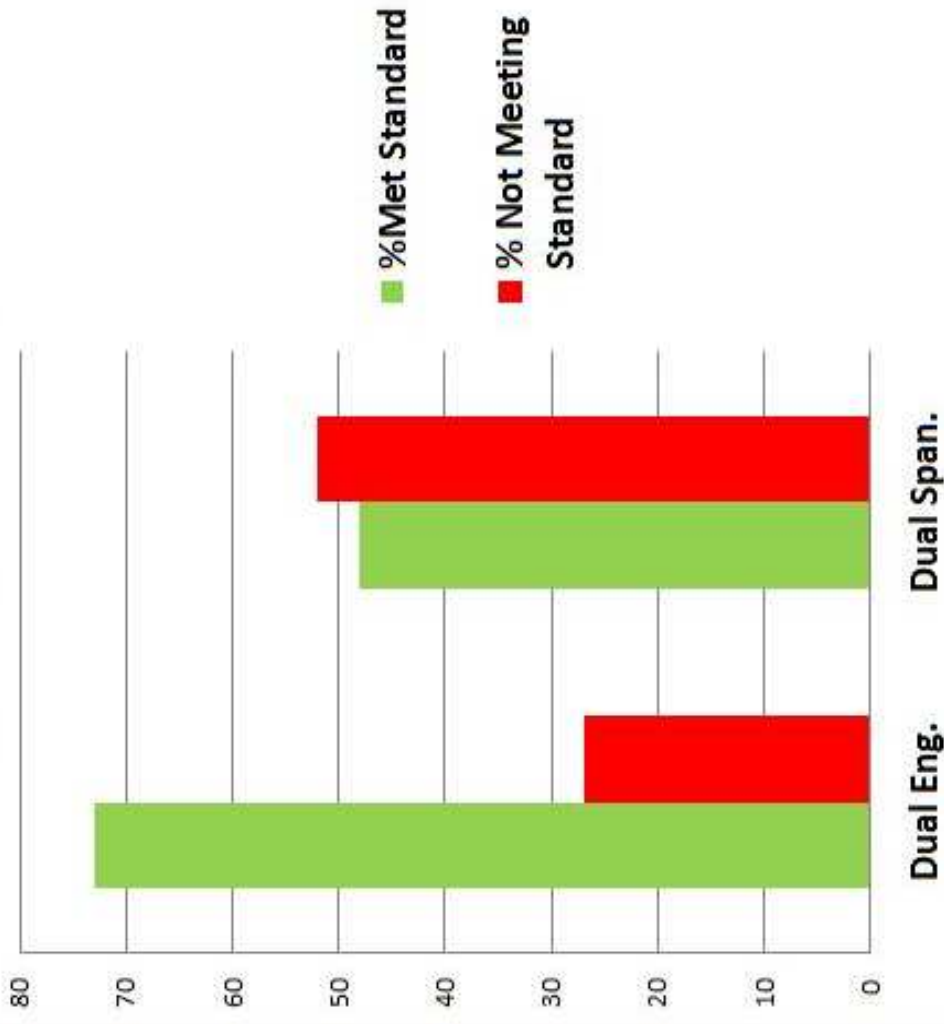
Garrison 8th Graders

SBA ELA 2014-16

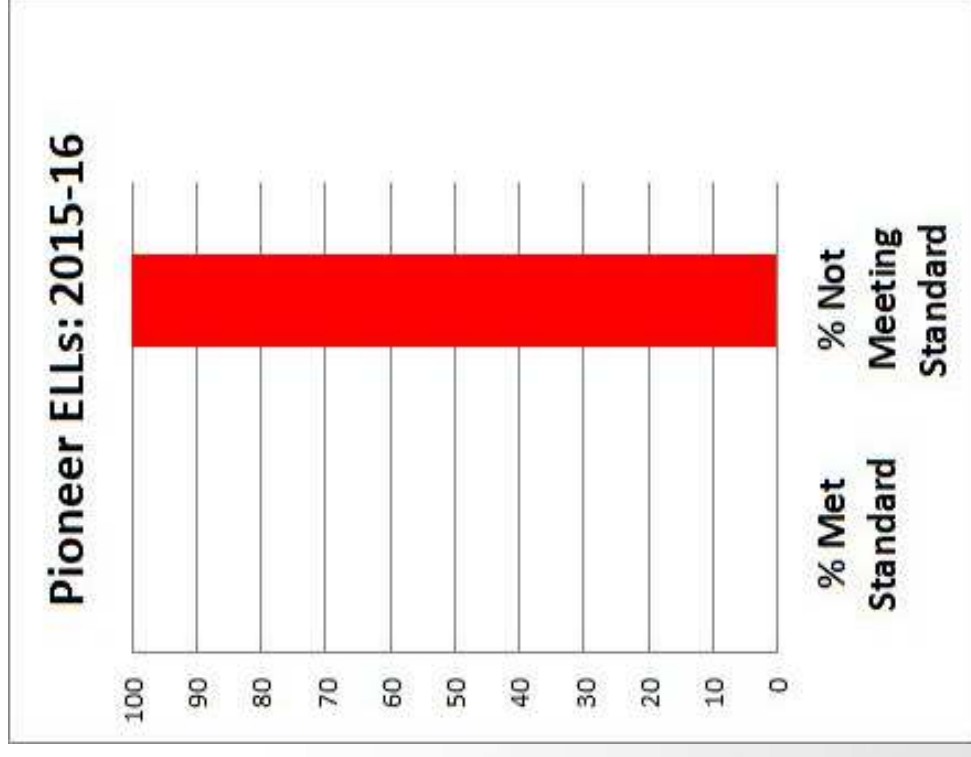
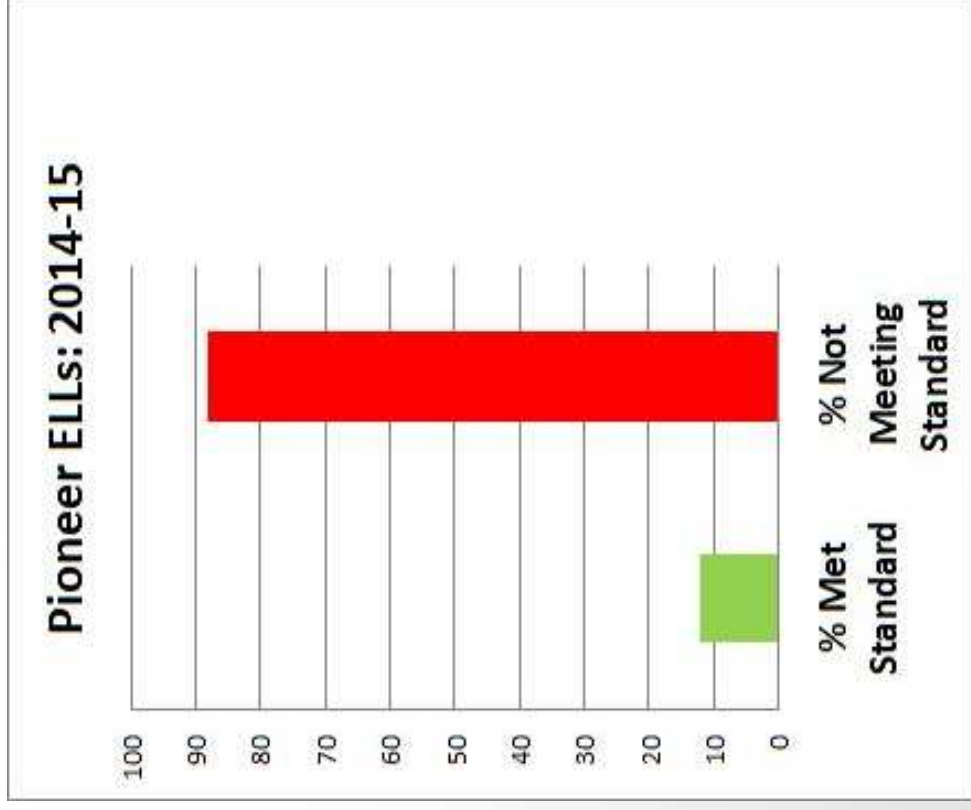
Garrison ELA: 2014-15



Garrison ELA: 2015-16



Pioneer 8th Graders SBA 2014-16



Kindergarten Demographics

Number of Native Spanish kindergarten students in Dual					
	Blue Ridge	Edison	Green Park	Sharpstein	Total
2016-17	20	25	13	28	86
2015-16	23	25	11	27	86
2014-15	32	19	17	26	94
2013-14	35	23	17	30	105
2012-13	27	20	18	21	86

AP Spanish Data

	Total Who Tested	Total Who Passed	English Dual	Spanish Dual	No Dual Programming
2016	21	21			
2015	19	18			
2014	27	27			
2013	21	18			
2012	17	16			

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Preparation for the Next Meeting

- October 26
- Tentative: Friday, October 28 for walk through of each program
- Tentative: Wednesday November 2 for listening sessions