



Thoughts and Wonderings: Data and Program Models

Bilingual Education Recommendation Committee (BERC)

November 2, 2016



Objectives

- Review wonderings and conclusions from the last meeting related to the board charge
- Review elementary site visits from last Friday
- Use graphic model to support understanding of elementary programming
- Summary of last year's work to learn about bilingual programming in other districts
- Begin to develop suggestions for elementary programming models for Walla Walla (secondary to come in subsequent meetings)



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



Themes from Last Meeting Tied to the Board Charge

- Legally we are held accountable for making sure that our ELLS acquire English and have access to academic content. And the research says that teaching them in their native language is the best vehicle for acquiring English and access academic content.
- 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.
- Address single strand of English classrooms



Themes from Last Meeting Tied to the Board Charge

- Considerations needed for staffing and sustaining a program with expert staff.
- Wonderings about there being enough time for students to become proficient if entering at a Level 1.
- How much programming do we have in relation to our native Spanish speakers?



School Visits



Themes from School Visits Tied to the School Board Charge

- Consistent use of best practices (bilingual buddies, language of instruction) needed and need to be supported across buildings
- Programming that does not negatively impact those not in bilingual programming
- Consistency across buildings needed, programs need to look more similar for consolidated professional development

Themes from School Visits Tied to the School Board Charge

- Ensuring English students can handle a program K-5 that starts with a heavy emphasis on Spanish language development and continues with a high level of academic Spanish in 4th and 5th.

Current Elementary Programming

Grade	Blue Ridge (one-way)	Grade	Sharpstein (two-way)	Grade	Green Park (two-way)	Grade	Edison (two-way)
	K Dual (20)		K Dual (22)		K Dual (22)		K Dual (22)
	K Eng only (17)		K Dual (24)		K Eng only (21)		K Dual (24)
	K Eng only (16)		K Eng only (16)		K Eng only (21)		K Eng only (23)
			K Eng only (15)				
	1 Dual (24)		1 Dual (22)		1 Eng only (19)		1 Dual (20)
	1 Eng only (15)		1 Dual (16)		1 Eng only (19)		1 Dual (20)
	1 Eng only (13)		1 Dual (20)		1 Eng only (19)		1 Eng only (20)
			1 Eng only (23)		1 Dual (16)		
	2 Dual (24)		2 Dual (24)		2 Eng only (26)		2 Dual (27)
	2 Eng only (14)		2 Dual (24)		2 Eng only (26)		2 Dual (27)
	2 Eng only (14)		2 Eng only (24)		2 Dual (18)		2 Eng only (26)
	3 Dual (18)		3 Dual (25)		3 Eng only (24)		3 Dual (22)
	3 Dual (16)		3 Dual (27)		3 Eng only (25)		3 Dual (22)
	3 Eng only (26)		3 Eng only (26)		3 Dual (22)		3 Eng only (24)
	4 Dual (27)		4 Dual (22)		4 Eng only (20)		4 Dual (26)
	4 Eng only (24)		4 Dual (22)		4 Eng only (22)		4 Dual (19)
			4 Eng only (26)		4 Eng only (21)		4 Eng only (28)
	5 English only (25)		5 Dual (20)		5 Eng only (24)		5 Eng only (23)
	5 Eng only (26)		5 Dual (19)		5 Eng only (23)		5 Dual (22)
			5 Eng only (25)		5 Eng only (24)		5 Eng only (23)
					4th Dual (18)		
					5th Dual (14)		
Garrison Middle School				Pioneer Middle School			



Other Districts with Bilingual Programs

Vancouver, Washington School District: (21 elementary)

- Visited 2 schools: Harney Elementary, 90/10
- Sarah J. Anderson Elementary, 50/50 Simultaneous

Pasco School District (15 elementary)

- Most elementary schools have a Late-Exit Bilingual Program
- Maya Angelou Elementary has 90/10
- McClintock is a STEM and 90/10 Dual School.

Kennewick School District: (15 elementary, 5 middle schools)

- Edison Elementary
- Hawthorne Elementary
- Highlands M.S.



Other Districts with Bilingual Programs

Wenatchee School District: (7 elementary)

- Lewis and Clark Elementary, 50/50, Mentor District for Mabton and Selah

Selah School District: (one K-2, one 3-5)

- New Dual Program through OSPI Dual Programs Grant



Take Aways from Other Programs

- Some districts have one or two buildings in the district housing the bilingual program.
- No one district program stands out at this time as a model to emulate



Suggestions for Programming Modifications



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Preparation for the Next Meeting

- Listening Sessions: Wednesday, November 30 (Calendar invite will come)
- Book Study
- BERC: December 14, 4:30-6:00pm
 - We will have input from listening sessions, students and your continued input
- January 11: Final steps to program recommendations to put out to wider group for input