

# **Bilingual Education Recommendation Committee (BERC) Parent and Stakeholder Information Sessions**

**February 13 and 16, 2017**



# Objectives

- Provide a summary of why changes to elementary bilingual programming are needed
- Provide a summary of areas where committee needs more stakeholder input
- Summary of next steps

# Why is this work critical?

- We must increase the performance outcomes for our non-English speaking students. The district's Hispanic/Latino students continue to struggle in English proficiency attainment as they mature through school, lagging behind both their non-Hispanic WWPS counterparts as well as Hispanic state averages in state testing, college entrance exams, and post-secondary remediation rates.
- The “traditional” (e.g. non-dual classrooms at Edison and Sharpstein) continue to be highly problematic as reported by staff and parents due to factors such as larger class sizes, high number of special population students, inability to separate and/or move students, and long-term student "tracking" drawbacks.
- There are an increasing number of "Heritage" Hispanic/Latino students who are struggling in the current program. Often 2<sup>nd</sup> and/or 3<sup>rd</sup> generation students, these are pupils entering kindergarten who may struggle in both English and Spanish, or who demonstrate stronger English than Spanish skills despite their Hispanic/Latino heritage.
- Modest numbers of native English speaking students on the "English side" of dual are struggling to meet and/or maintain grade-level academic standards in English as they progress in age.
- Student performance/success varies between bilingual programs at schools due to differences in program delivery, student entrance criteria, and student demographics, creating discrepancies in program outcome when students exit elementary school.
- With current programming spread across four of the six elementary schools to varying degrees, lack of program continuity/alignment, curriculum, collaboration, and professional development continues to be problematic.

# *Review of Current Charge*

Walla Walla Public School's Board of Education requests the BEREC to complete the work necessary to provide PreK-8 program recommendation to the Board on or before March 7, 2017.

## **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

# This is tough work...

But critically important...

It is our moral, ethical, and social obligation that we **MUST...**

- Improve English language proficiency for our non-native speaking population
- Develop the best possible bilingual program (in delivery, efficiency, coordination, and support) to ensure we meet this critical mandate

*Our kids deserve the best possible programming for their success.  
It is our responsibility to provide it for them.*

# Data about Heritage and Native Spanish Speakers

For purposes of this conversation, and not statistically valid:

–“Heritage” means a student who entered WWPS with Spanish marked as the first language they spoke. Their entrance scores at kindergarten were either stronger in English (and could be placed on the English side of dual), or low in both languages and usually placed on the Spanish side of dual.

–A “Native Spanish” speaker means a student entered WWPS with Spanish marked as the first language they spoke. Their entrance scores show that Spanish is their dominant language, and they are strong enough to serve as a Spanish model in a dual classroom.

In our current dual program, excluding Blue Ridge, about 195 students are "Heritage Learners" and about 140 students are "Native Spanish" learners based on our unscientific calculations.

There are about 320 Native English speakers in current programming.

# Definitions: One-Way Dual

*In this model, a classroom at each grade level (also referred to as a strand) consists of a homogeneous “one-language” classroom grouping of native Spanish speaking students.*

*Currently, one strand of “one-way” dual programming is offered at Blue Ridge Elementary.*

*Children are predominantly instructed in their primary language (Spanish) in Kindergarten through 2<sup>nd</sup> grade in order to build native-language fluency, and begin transitioning to English mid-way through their elementary years.*

*This research-based model is commonly implemented when there are a large number of non-native English speaking students in one school and/or setting.*

# Definitions: Two-Way Dual

*The “two-way” dual model is a language-oriented program designed to build fluency in both Spanish and English. Native Spanish and English speaking students have an opportunity to develop their listening, speaking, reading and writing skills in both languages.*

*Currently, a limited number of (strands) of “two-way” dual programming are offered at each grade level: Sharpstein(2), Edison(2), and Green Park Elementary Schools(1).*

*Heterogeneous groupings of Spanish and English students in a classroom provide students with opportunities to assist and learn from one another, allowing second language acquisition to occur naturally.*



# Models for Consideration

## K-2, 3-5 Split School

This was an concept for consideration that we are not moving forward with due to significant stakeholder concern received through listening sessions and survey input.

- Splitting families
- Too many transitions
- Cost of transportation
- No slow roll out option

# Proposed Models for Consideration

**Model 1 (1-school “two-way” model):** Maintain current “one-way” dual program at Blue Ridge Elementary School and establish a comprehensive “two-way” dual school at either Sharpstein or Edison Elementary School.

## Summary:

Develop a comprehensive, wall-to-wall, “two-way” dual program by consolidating dual strands over time currently offered at Sharpstein, Edison, and Green Park Elementary Schools to either Sharpstein or Edison Elementary School. In this model, Blue Ridge maintains their current “one-way” programming.

# Proposed Models for Consideration

**Model 2 (2-school “two-way” model):** Convert Blue Ridge and another elementary school (Sharpstein or Edison) into comprehensive “two-way” dual schools.

## Summary:

Develop two comprehensive, wall-to-wall, “two-way” dual program schools by consolidating programming currently offered at Blue Ridge, Sharpstein, Edison, and Green Park Elementary Schools to two campuses (Blue Ridge and either Sharpstein or Edison Elementary School).

# Selecting a Site

This discussion is about:

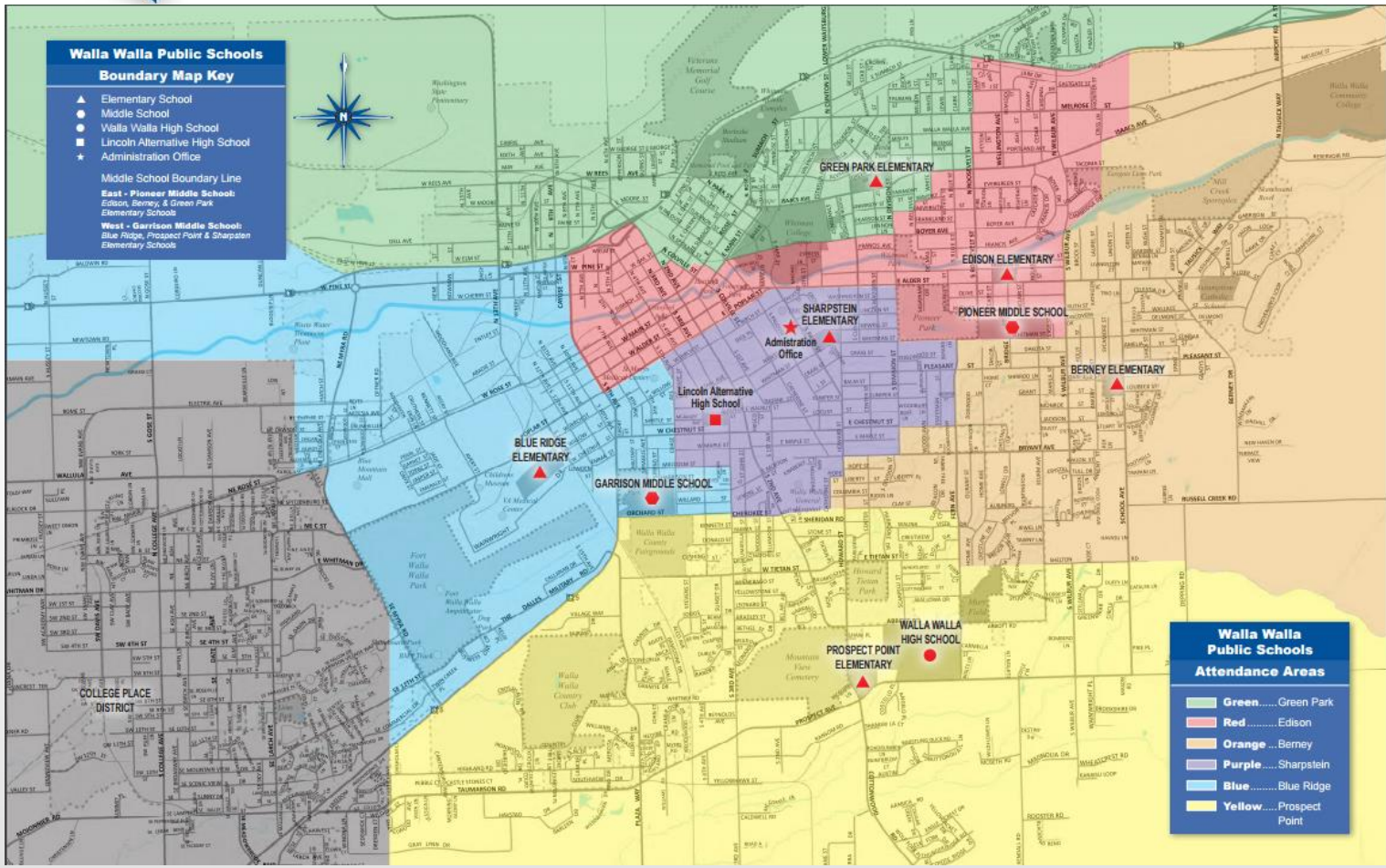
- Facility
- Location

This discussion is not about:

- Current staff, principals or teachers
- Current model in a building

**Walla Walla Public Schools  
Boundary Map Key**

- ▲ Elementary School
  - Middle School
  - Walla Walla High School
  - Lincoln Alternative High School
  - ★ Administration Office
- Middle School Boundary Line  
 East - Pioneer Middle School, Edison, Berney, & Green Park Elementary Schools  
 West - Garrison Middle Schools: Blue Ridge, Prospect Point & Sharpstein Elementary Schools



**Walla Walla Public Schools  
Attendance Areas**

- Green ..... Green Park
- Red ..... Edison
- Orange ..... Berney
- Purple ..... Sharpstein
- Blue ..... Blue Ridge
- Yellow ..... Prospect Point

# Proposed “Transition Plan” for Consideration

## **Option 1 (“Slow” Approach)**

### Summary:

Under this option, regardless of the program considered, the district would slowly phase into the comprehensive “two-way” dual school(s). Students currently enrolled in either dual or traditional(non-dual) classrooms at Blue Ridge, Sharpstein, Edison, and Green Park would be “grandfathered” and permitted to remain at their current school campus to complete their elementary career.

Only kindergarten students beginning in the 2017-18 school year who request or are referred to dual programming would be assigned to a dual campus (Blue Ridge and either Sharpstein or Edison)

# Proposed “Transition Plan” for Consideration

## Option 2 (“Moderate” Approach)

### Summary:

Under this option, an expedited transition would be considered that represents a moderate implementation transition. Under a moderate implementation, students currently in dual programming at grades K-1 would be consolidated over the summer and assigned to either Blue Ridge and either Sharpstein or Edison (depending on the model selected).

This approach would also require the transition of students currently in K-1 non-dual traditional classrooms at Blue Ridge and Edison or Sharpstein (depending on the model selected), to also be relocated to a non-dual school. *The district is still investigating transportation implications and costs that will need to be considered if this approach is further developed.*



# Proposed “Transition Plan” for Consideration

## Option 3 (“Fast/Full Implementation” Approach)

### Summary:

Under this option, a full implementation transition would be considered that represents an expedited process. Under this implementation, students currently in dual programming at grades K-4 would be consolidated over the summer and assigned to either Blue Ridge and either Sharpstein or Edison (depending on the model selected).

This approach would also require the transition of K-4 students in non-dual traditional classrooms at Blue Ridge and Edison or Sharpstein (depending on the model selected), to also be relocated to a non-dual school. *The district is still investigating transportation implications and costs that will need to be considered if this approach is further developed.*

# Proposed “Enrollment Plan” for Consideration

Proposed “Lottery” Enrollment Process into district dual programming (regardless of the model selected):

- Final model chosen will be advertised following the anticipated March 7 Board Meeting adoption.
  
- Applications and academic screening (to assess student Spanish and/or English skills) from families interested in dual programming for their incoming kindergartener will occur from March 13<sup>th</sup> – 31<sup>st</sup>.
  
- As a district program, the district will assign students to dual kindergarten classes and schools (Model 2) in order to create a balanced program to support the success for all dual students.
  
- If more students are interested in dual programming than seats available (overall or in a building) a weighted lottery will be implemented, with the following weighting preference for families (A lottery is more likely if Model 1 is selected than Model 2 due to seat availability):
  - Sibling already in program
  - By law, child of district staff member
  - Building preference due to geographic location (Model 2)

# Proposed Middle School Options

## Spanish Literacy

- Continuation of dual program one period a day

## Spanish as a World Language

- Spanish 1 offered for anyone
- Work toward high school credit by end of middle school

# **This Week's Survey**

# Next Steps

- Feb 13-20 Stakeholder meetings and input on recommended models
- Feb 22: Committee meeting to review survey input
- Feb 28: Board presented with refined draft models
- March 6: Committee makes final revisions to model(s)
- March 7: Board reviews committee recommendation and asked to make final decision on programming starting in the 2017-18 school year