

Update on MMSD Bilingual Education Plan Development



Office of
Multilingual & Global Education

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21st Century Global Citizens

Bilingual, Biliterate, Multicultural



Meeting Objectives

- Provide overview and implications of current bilingual program guidance and implications for MMSD
- Provide update on OMGE Cross-Functional team work and key findings
- Provide initial data around access to bilingual programming across the district
- Share and obtain feedback on recommended shifts and rationale for future bilingual programming in MMSD
- Discuss next steps and general timeline



Meeting the Needs of All Students

All English Language and Bilingual Learners

- All schools are thriving schools
- All MMSD students graduate college, career and community ready
- All students progressing academically and linguistically
- All students need to have access to enriching opportunities



Meeting the Needs of All Students

All English Language and Bilingual Learners

To support and promote the academic achievement of all ELLs and bilingual learners we must provide:

- Access to core curriculum for ELLs and bilingual learners leading to same goals and outcomes
- Support for ELLs in attaining full English proficiency by Grade 6
- Provide bilingual instruction via DBE/DLI programs (WI)



Our Approach

We know:

- We need to bring our bilingual and monolingual programs and classrooms together to increase a sense of community
- We need to diversify our student participation in bilingual program models
- Implementation of high-quality bilingual programming is a process



OMGE Cross Functional Team

Includes principals, district staff, district administrators from several departments, OMGE staff

Data reviewed:

- Federal Law (NCLB,OCR) and State Law→ ELLs
- Every school's ELL enrollment, home language and achievement results (WKCE)
- Capacity by % and by number of available “seats” current and projections
- Geocoded maps of current addresses of 4K-Gr.2 Spanish speaking and Hmong ELLs and distances to schools
- Transportation needs



ELL Comprehensive Plan Bilingual Education Guidance

In Wisconsin, districts must develop a plan to implement bilingual instruction through DLI/DBE when the following thresholds are met in an individual school (in any language)

K-3 = 10 students

4-8 = 20 students

9-12 = 20 students

For low-incidence languages that meet the thresholds above, districts are allowed to implement transitional bilingual programs (first language support).



Key Findings

Memorial Attendance Area

- 16% of eligible Spanish-speaking ELLs are enrolled in bilingual programs/instruction; 84% receive services through ESL programs with first language support

West Attendance Area

- 69% of eligible Spanish-speaking ELLs are enrolled in bilingual programs/instruction; 31% receive services through ESL programs with first language support
- 0% of eligible Hmong speaking ELLs are enrolled in bilingual programs/instruction; all receive services through ESL programs with first language support

East Attendance Area

- 35% of eligible Spanish-speaking ELLs are enrolled in bilingual programs/instruction; 65% receive services through ESL programs with first language support
- 21% of eligible Hmong ELLs are enrolled in bilingual programs/instruction; 79% receive services through ESL programs with first language support

La Follette Attendance Area:

- 39% of eligible Spanish-speaking ELLs are enrolled in bilingual programs/instruction; 61% receive services through ESL programs with first language support



Key Findings

- Inconsistent opportunities to acquire academic English, biliteracy and content achievement
- Title III: NCLB Annual Measurable Achievement Objective #3 Failure
 - ELL Achievement in Reading and Math
 - ELL Graduation rates
- Inconsistent ELL parent engagement → understanding options, decision-making



Recommended Shifts in Practice

Current	Recommended Shifts	Rationale
<p>DLI Programs often described or framed as enrichment or choice programs</p>	<p>DLI Programs are described or framed as part of MMSD's ELL Service Delivery Plan (Title III, Bilingual-Bicultural State Statute)</p>	<p>Allows us to more accurately describe for parents, staff and community the full range of goals and expectations we meet as we implement DLI and DBE programs in our schools</p>
<p>Bilingual Programs only in Spanish/English</p>	<p>Bilingual Programs (DLI/DBE) will be offered in Spanish/English and in Hmong/English in selected attendance areas</p>	<p>Provides a more effective ELL program for Hmong ELLs and provides parents of ELLs with a choice of services for their students West and East attendance areas meet thresholds for bilingual programs in more than one language</p>
<p>90/10 Dual Language Immersion and Developmental Bilingual Program Model</p>	<p>Bilingual programs (DLI/DBE) will change from a 90/10 model to a 50/50 program model</p>	<p>Provides research-based, high quality bilingual programs while addressing the growing need for high numbers of dual certified (ESL/General Education and Bilingual/General Education) staff</p>

Recommended Shifts in Practice

Current	Recommended Shifts	Rationale
Strand DLI/DBE model programs in current schools, Nuestro Mundo	Exploration of both whole school and strand DLI programs in one or more high school attendance areas	Provides us with key information from parents, our community stakeholders and staff as we collectively work to improve access, increase diversity of participation and establish whole school identities that focus on language and global citizenship
Inconsistent bilingual support via ESL/BRT staff	Bilingual Instruction provided via DBE and DLI programs to meet state requirements	Ensures that we provide ELL programs that are research-based while simultaneously meeting state mandates . Current MMSD BRT and ESL staff will shift over time to Bilingual programs
Services depend upon where ELL students live and home attendance area	ELL services will be equally accessible , regardless of the attendance area in which ELL families reside. Access to Bilingual Education includes transportation based on ELL parent service decisions	Ensures that all ELL students who are eligible for bilingual instruction may receive this instruction at either their home school - if offered, or a bilingual program school site within close proximity. This also supports more effective parent communication and options for families



Recommended Shifts in Practice

Current	Recommended Shifts	Rationale
Professional development for DLI/DBE teachers, not fully developed	Professional development for all teachers, school principals, district staff and administrators targeting foundational ELL/DLI/DBE instructional practices as aligned to the MMSD definition of Great Teaching	Provides a system-wide plan to prepare all staff and administrators, not just DLI/DBE teachers and BRT/ESL staff , to more effectively serve English Language and Bilingual learners. In addition, this PD Plan will also partially meet requirements related to AMAO #3
Limited centralized support for ESL and/or Bilingual teacher certification	Broaden scope of centralized support for ESL and/or Bilingual teacher certification	Allows MMSD to more systematically hire, develop and prepare the skilled workforce needed to teach the growing number of ELL and Bilingual students in our schools while also honoring MMSD teachers who commit to completing coursework for additional ESL or Bilingual certification
Limited monitoring of ELL services and/or DLI/DBE program integrity	Use of ELL STAT Dashboard , ACCESS Growth Database and OASYS System to monitor ELL progress and DLI/DBE program integrity	Provides MMSD a more systematic and data-based process for supporting, monitoring and collaborating with schools



Attendance Area 3-Year Phasing

MMSD Attendance Areas			
Memorial	West	East	La Follette
Spanish DLI Bilingual Programming Continue Chavez DLI Program 15-16	Spanish and Hmong Bilingual programming	Spanish and Hmong Bilingual programming	Spanish Bilingual Programming and Continuation of Nuestro Mundo whole school model
3-Year phased approach beginning in 16-17 to combination of DBE/DLI strand and whole school bilingual programs in each attendance area			
Jefferson Middle School DLI 2017-18	Cherokee Middle School DLI 2015-16	Sherman Middle School DLI 2016-17	Sennett Middle School DLI continuation
Memorial High School DLI 2020-21	West High School DLI 2018-19	East High School DLI 2019-20	Lafollette High School continuation

General Timeline

Year(s)	ELL Plan Planning and Implementation Overview
<p>Planning Year - 2015-2016</p>	<ul style="list-style-type: none"> ● 2015-16 Planning for implementation of ELL Plan and Bilingual implementation timeline ● Develop ESL/Bilingual certification partnerships ● Support and encourage MMSD staff to access to Bilingual and ESL Certification Programs ● Build and nurture partnerships and communication strategies, with an increased focus on underrepresented populations ● Provide support to schools related to scheduling and community building within DBE/DLI Strand programs in schools ● Provide systematic and focused professional development for schools implementing DBE/DLI Programs in 16-17
<p>Ongoing</p>	<ul style="list-style-type: none"> ● Phased approach to both whole school and strand program models ● Systematic PD to support high-quality instruction ● Implementation of certification processes to increase numbers of staff with Bilingual and ESL Certification

Next Steps

Emphasis on Communication!

- Communicate and **gather feedback** to the Comprehensive ELL Plan from all families, external stakeholders and community groups in a comprehensive and systematic manner
- Provide information to families about **benefits and opportunities** within bilingual education programs
- Develop an **intentional recruitment strategy** with the goal to **diversify the population of students** who enroll in bilingual programs
- Create schedules and explicit **shared language learning opportunities** between DBE/DLI strand classrooms and ELI classrooms
- Engage Board of Education in ongoing discussion leading to Comprehensive ELL Plan **approval in September 2015**



Questions?

