

To: Member of the Board of Education

From: Silvia Romero-Johnson, Executive Director of Office of Multilingual and Global Education (OMGE), and Lisa Kvistad, Assistant Superintendent of Teaching and Learning

Date: November 7, 2016

RE: Update on English Language Learner (ELL) Plan

## I. Background Information:

During the SY15-16, the MMSD BOE approved an ELL Plan which was the culmination of a two-year process of gathering input from school-based staff and central office staff, administrators and teachers, parents of English language learners, and the community in general. The approved ELL Plan comprises the following six areas:

- ELL Communication and Monitoring Systems
- Professional Learning and Building System Capacity
- English Language Learner: English as a Second Language Services
- English Language Learner: Bilingual Education Services
- Diversity within Bilingual Programs
- Community Building

In mid-October 2016, members of our OMGE team were invited to present at the Sixth International Conference on Immersion and Dual Language Education organized by the Center for Advanced Research on Language Acquisition from the University of Minnesota. MMSD had the opportunity to deliver a presentation for leaders and administrators of DLI programs because of our work implementing high quality bilingual education services in MMSD. Over 50 people were in attendance at the sessions and we anticipate some site visits to MMSD from other districts as they seek to learn from our practices.

## II. Executive Summary:

Following are highlights regarding the overall ELL Plan priority work carried out during the 2015-2016 school year:

- ELL Communication and Monitoring Systems
  - Due to the fidelity of documentation through our new Oasys system as an electronic database for Individual Plans for Services (IPS) , we now have a baseline of data from which to set improvement goals for students. IPS forms are required by law and our systems of communication with families and support for ELLS have become much more systematized through the use of OASYS.We had 80% of all Individual Plans of Services (IPS) forms archived. Some parents have reported this was the first time they had ever received an IPS form.

- In collaboration with the FYCE department, we provided training to community leaders, school based staff and parents about the Parent-School Partnership curriculum developed by the

Mexican American Defense and Education Fund (MALDEF). This curriculum will be offered in multiple languages to immigrant parents to learn about how the American education system works, how to access information, and how to become parent leaders. A total of 65 participants participated in the training.

➤ Professional Learning and Building System Capacity

-OMGE organized the first summer Teaching and Learning Institute during June, 2016. Approximately 250 school-based and central office staff participated in this two-day institute. The keynote speaker, Aida Walqui, was very well received. She spoke of the critical nature of language attentive instruction, the need for a proleptic (future-oriented) view of learners, and the need for ELLs to be legitimate participants in the classroom. Participants rated the overall Institute at a 4.5 out of 5 points.

-The OMGE Tuition Reimbursement program has been well-received. We currently have 42 teachers taking courses toward ESL and Bilingual Education licenses and participating in the Tuition Reimbursement program. This helps to build system capacity to provide language and cultural attentive supports to ELLs in an inclusive manner.

-The number of teachers on Emergency and Permit status for the add-on English as Second Language and Bilingual Education licenses has remained unchanged for the last two years at approximately a total of 80 staff members, K-12. The majority of the need has been at the elementary level. While teachers do complete their licenses, there is some attrition as teachers take different positions within and outside the district.

➤ English Language Learner: English as a Second Language Services

-Project Guided Language Acquisition Design (GLAD) has also received high marks as a professional learning opportunity for elementary level teachers. Six schools participated during SY15-16 (Lake View, Shorewood, Lindbergh, Thoreau, Huegel, Elvehjem) and six schools are currently participating (Leopold, Lake View, Midvale, Hawthorne, Stephens, Kennedy).

-The K-5 Report Card now provides a formal opportunity for classroom teachers to report on ELLs' English language development growth. Teachers are using formative English language observation tools to collect a body of evidence to support instructional decision-making and report growth to parents.

➤ English Language Learner: Bilingual Education Services

-In addition to reporting on ELLs' English Language Development the K-5 Report Card now also provides a formal opportunity for DLI and DBE classroom teachers to report on both ELLs' English language development growth and *all* students Spanish language proficiency growth. Teachers are using formative Spanish language observation tools to collect a body of evidence to support instructional decision-making and report growth to parents.

-In order to increase access to Spanish-English bilingual programming, we have successfully implemented two sections of Kindergarten at Schenk Elementary and Allis Elementary. Planning is underway at Falk Elementary, and Jefferson Middle School.

-We have started the planning for our first Hmong-English bilingual program. We have hired our Hmong Language and Culture Planner, established a school-based planning team and a

guiding coalition. We are in the process of doing school visits, developing the curriculum, and working with the Hmong community to gather input. We had our first Guiding Coalition meeting on 10/26/16 and had 40 people in attendance.

-We provided professional development sessions for K-8 teachers in Developmental Bilingual Education (DBE) and Dual Language Immersion (DLI) classrooms. This was the first time DBE/DLI teachers had the opportunity to come together across sites to learn immersion-specific pedagogy.

-To support the shift to a 50:50 biliteracy model starting with this year's Kindergarten cohort, the biliteracy scopes have been updated. OMGE has provided both formal professional development opportunities and in response to several school support requests, is collaborating with sites to provide targeted ongoing support for planning and instruction. As with any significant shift in instructional delivery, schools are taking on these new instructional frameworks in stages, based on their readiness. An essential component of obtaining improved outcomes will be continuing to support schools as they develop stronger programmatic integrity over time.

➤ Diversity within Bilingual Programs

-The Research, Assessment and Data Department provided data as part of the annual update. An analysis of the report can be found in the next section of this memo. While increasing the diversity within Bilingual Programs continues to be a challenge here in MMSD as well as nationally, we see some incremental changes in some schools, specifically Leopold and Glendale. This is related to increased efforts in outreach to families and a stronger messaging around the benefits of bilingualism and biliteracy for all demographic subgroups of students.

➤ Community Building

-OMGE provided half-day sessions to principals of schools with DBE/DLI programs to explore solutions around student placement, instructional services, community building across strands, and allocation and staffing solutions. We provided principals with resources to reach out to all families with special attention to underrepresented groups in DLI sections.

- While we acknowledge that Community Building between DLI and non-DLI strands can be challenging to schools, we will continue to support schools through the staffing, allocation and instructional design process to find creative solutions that will build a school community where everyone experiences a strong sense of belonging to each program and to the school as a whole.

-The OMGE central office team did over 20 informational sessions at HeadStart and community-based preschool locations. OMGE provided schools with revised materials for informational sessions for the upcoming school year (brochures, video, newspaper ads).

SY2015-2016 Data:

Attached to this report are two documents for data review: the [English Language Learner Monitoring Review for 2015-16](#) and the [DLI vs. Non-DLI Race and Ethnicity, Disability and ELL Status report -All Grades and Kindergarten](#) from the Research, Assessment and Data Use Department.

Some themes from the English Language Learner Annual Monitoring Review are:

- The percentage of ELLs enrolled in the district increased in the past two years by 1% from 26% to 27%.
- Spanish and Hmong continue to be the two top languages in the district.
- There was an increase in the number of students reclassified to ELP level 6. When the ACCESS test moved from paper-and-pencil to an online format, new cut scores were implemented. Therefore, we have a new baseline of data.
- The demographic breakdowns for the ELL Student Demographic stayed uniform for the last two years. There is an increase of 1% in the students who qualify for special education services.
- Participation in World Languages courses increased by 3% from 43% to 46%.
- Out of school suspensions increased from 137 incidents to 180.
- Chronic absenteeism decreased slightly from 17% to 16%.

Some themes from the DLI vs. Non-DLI Race and Ethnicity, Disability and ELL Status report -All Grades and Kindergarten cohort we notice that:

- Districtwide the Hispanic/Latino subgroup is the largest participant in DLI sections. The White subgroup is the largest participant in the non-DLI sections. This same pattern is repeated for the Kindergarten cohort.
- In general, there is a trend toward decreases in the enrollment in DLI of the White student subgroup. There are higher percentages of White students enrolled in the non-DLI sections.
- The Multiracial category of students stayed uniform for All Grades, but had a slight decrease of 1% in the Kindergarten cohort.
- While the average of Black or African-American student subgroup had a slight increase of 1%, some individual schools experiences greater growth, such as Glendale (4% to 7%) and Leopold (6% to 9%) for the Kindergarten cohort.

### **III. Implications/Next Steps:**

- In addition to the tuition reimbursement for ESL licenses, we will support additional bilingual candidates in the Grow Your Own program to continue to pursue a Bilingual Education license
- Focus on services to ELLs at the secondary level, with special attention to long-term ELLs
- Collaboration with the Personalized Pathways team to ensure access to services and programming within Pathways
- Internal analysis of alignment of services for ELLs by the 4 supplemental bilingual counselors to prioritize the needs of ELLs
- Expand professional learning to secondary staff to include school-wide PD
- Continue involvement in long-range facilities study to inform the development of future programming options
- Explore department reorganization to include potential Lead ESL/BRT positions at each school
- Define program evaluation parameters for three-year evaluation of plan and programs
- Continue support for school related to outreach to families of underrepresented demographic subgroups