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# Board of Trustees Study Session: Mistral Elementary Dual Immersion





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# Examining Mistral

# Why are we examining Mistral?

- SP2021 Goal 2: Achievement Gap
  - Increase the proficiency of English Language Learners in English Language Arts, math and science
    - Action C
      - Develop a high-quality Dual Language Program
- Board of Trustee Goal #3 **2018-19**
  - Develop a plan of action, with clear recommendations for improvements and programmatic changes at Mistral

# Work to date...

- In addition to site visits, review of all data points....
  - School Quality Review - 2015
  - Meta-Analysis of best practices in Dual Immersion (DI) programming - 2016
  - Longitudinal DI Program Evaluation - 2017
  - Benchmarking other DI schools - 2018
    - Charlotte (3), Hollister (1), Chula Vista (2)



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# What the research says

# Best Practices Meta-Analysis findings

- According to the findings

Experts generally agree that a roughly equal balance of native speakers and English language learners is desirable. California is one of 14 states that provides formal guidance regarding composition of students within dual language immersion programs. The state indicates that the ideal ratio of English learners to English speakers is 50:50, and recommends that the ratio should never go below 33 percent for either group. (page 26)

# Best Practices (con't.)

- Gaps in test scores between English language learners and native English speakers, or between dual language immersion English learners and non-immersion English learners, may persist for three to seven years. By middle school, however, English language learners' achievement scores are similar to those of other students. (page 5)

# Best Practices (con't.)

- Research is inconclusive regarding whether 50/50 or 90/10 dual language immersion programs are more effective. Studies have generally shown that **students achieve similar outcomes in both 90/10 and 50/50 programs**, and often outperform non-immersion peers in achievement on language arts and math standardized tests. (page 26)



# Best Practices (con't.)

- Key features of DI
  - Sustained instruction for 6 years
  - Instruction in partner language should be no less than 50 percent of instruction
  - Language arts and literacy instruction should be taught in both languages
    - Best if early on but no later than upper elementary grades

# Best practices (con't.)

- Curriculum
  - Should align with existing standards
  - Performance standards should be similar to non-DI peers
  - Should challenge native and language learners alike
  - Thematically organized around broad interdisciplinary themes
  - Incorporate technology to meet the needs of students

# Best practices (con't.)

- Assessments

- Use a combination of assessments

- Test students in both languages for fluency and understanding

- Students should be assessed at meeting bilingual and biliteracy goals

- Combine standardized test with teacher developed assessments (projects, rubrics, observations, etc...)

# Best practices (con't.)

- **To support dual language immersion students in middle school and high school, programs should offer advanced language courses and academic content courses in the target language. (page 5)**
  - Programs typically require students to take advanced language study and academic content courses in middle school, and require Advanced Placement and university-level coursework in high school.



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# English Language Learner Student Performance

# Reclassification

2016-2017			2017-2018		
# Reclassed	#ELs	Reclass Rate	# Reclassed	#ELs	Reclass Rate
12	129	9%	9 (7 TBD)	139	6.5%

## At-Risk & LTEL

















Current # ELs	# at-Risk & LTEL	Percent
139	12	9%





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# Student Performance

# California School Dashboard

	All Students	English Learners	Socio-Economically Disadvantaged	Hispanic	White
Suspension Rate					
English Learner Progress					
English Language Arts (grades 3-5)					
Mathematics (grades 3-5)					

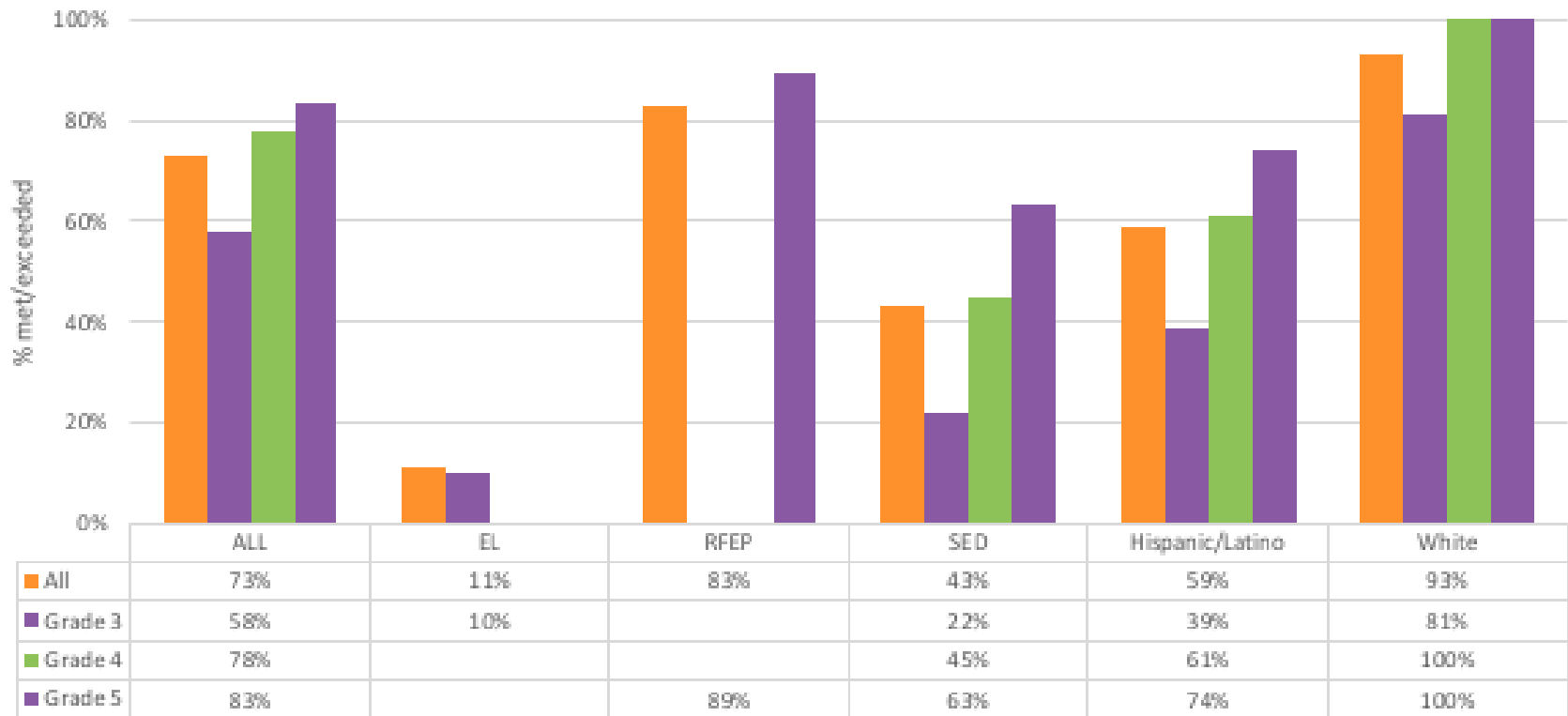
## Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)



# CAASPP

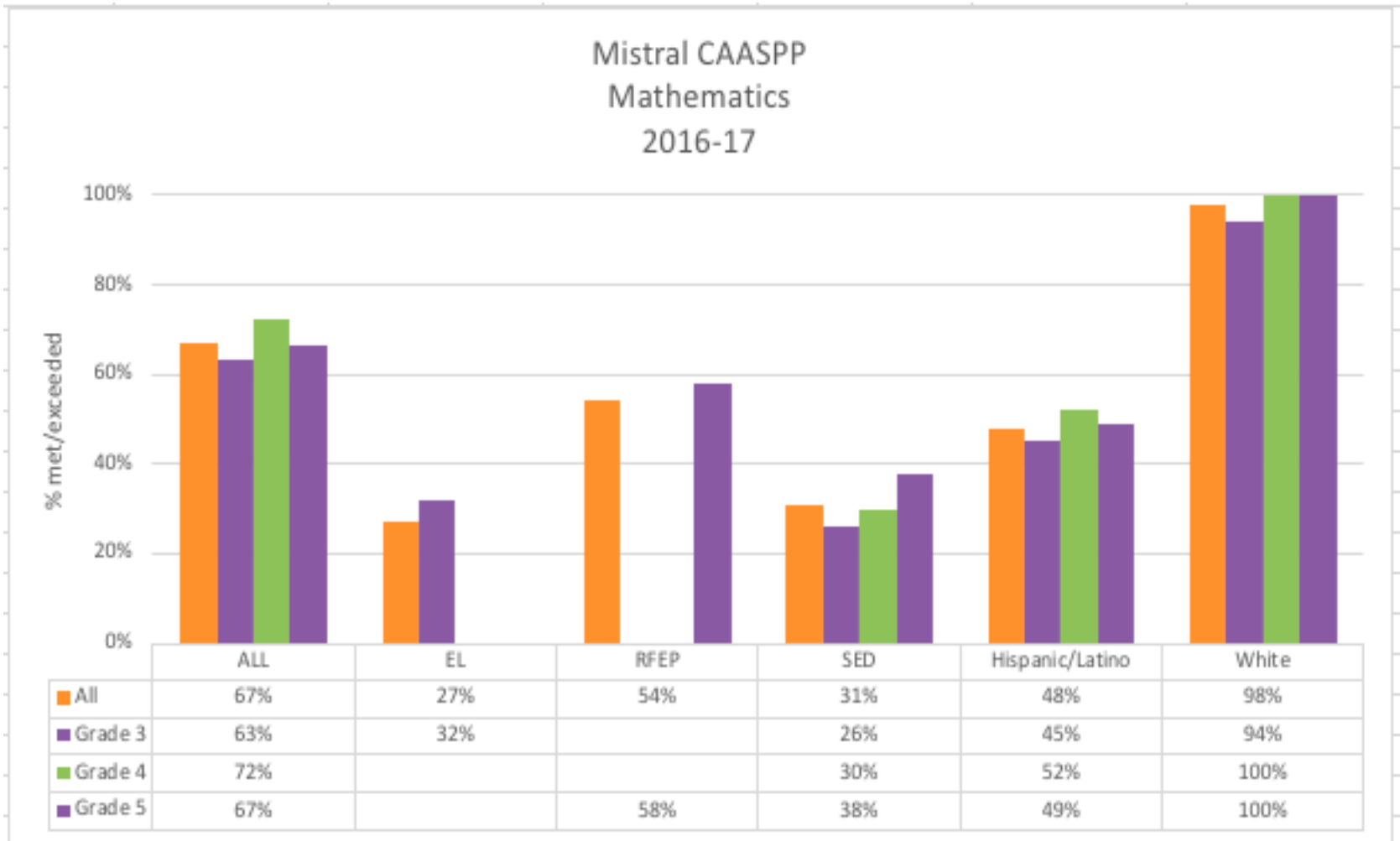
Mistral CAASPP  
English Language Arts  
2016-17



\*There are 10 or fewer ELs in grades 4-5

\*There are 10 or fewer RFEPs in grades 3-4

# CAASPP



\*There are 10 or fewer ELs in grades 4-5

\*There are 10 or fewer RFEPs in grades 3-4

# District Benchmark Data - Language Arts

	All		EL		SED		Hispanic/Latino		White		RFEP	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Grade 1 (test in Spanish)	58.8	69.4	54.1	66.7	54.7	65.2	55.6	67.1	66.5	75.6		
Grade 2 (test in Spanish)	49.3	62	40.8	62	42.8	52.2	43.6	54	60.2	73.2		
Grade 3 (test in Spanish)	35.4	40.8	21.9	29.6	26.7	32.4	30.6	36.5	42.5	46.4		
Grade 4 (test in English)	41.4	61.8	20.7	43.6	24.1	46.4	32.9	53.7	58.1	79.4		
Grade 5 (test in English)	43.5	57.2			29.4	44.8	35.2	49.6	61.6	75.8	34.6	49.1

There are fewer than 10 ELs in grade 5  
 There are fewer than 10 RFEPs in grades 1-4

# District Benchmark Data - Math

	All		EL		SED		Hispanic/Latino		White		RFEP	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Grade 1 (test in Spanish)	51.30%	78.20%	42.20%	68%	42.60%	67%	47.10%	73.30%	58.10%	89.70%		
Grade 2 (test in Spanish)	61.40%	66.70%	49.90%	54.30%	50%	54.20%	52.70%	56.80%	74.70%	79%		
Grade 3 (test in Spanish)	34.80%	50.70%	23%	35.70%	24.70%	36.50%	26.70%	40.90%	49.10%	64.8%		
Grade 4 (test in English)	48.70%	64.10%	30.20%	54.20%	30.70%	51.30%	39.90%	57.60%	65.40%	79.2%		
Grade 5 (test in English)	39.20%	45.60%			24.70%	29.40%	29.20%	34.10%	65%	72.40%	28.8	35.5

There are fewer than 10 ELs in grade 5  
 There are fewer than 10 RFEPs in grades 1-4



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# Longitudinal Study

# Longitudinal Study Data

## Native English Speakers

Comparison of post-program academic outcomes between program participants and similar peers who did not participate in the program

### Native English Speakers

- Among native English speakers, DI participants generally have better academic performance than similar peers who do not participate in the DI program
- DI participants have a higher yearly GPA than the control group. However only the difference in grade 6 is statistically significant
- In high school, DI participants have statistically significantly higher yearly GPAs than the control group
- No significant difference between DI participants' and non-participants' CAASPP outcomes

# Longitudinal Study Data

## English Language Learners

### English Language Learners

- No statistically significant differences between the academic performance of DI participants and non-DI peers
- ELLs who participate in DI do not perform as well as similar non-DI ELLs.
- DI participants have a significantly lower scale score than the control group on the CAASPP ELA and Science tests
- On STAR tests, DI participants score lower than non-participants in Grades 5 and 7



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# School Quality Review (SQR)



# Work to date...

- The SQR was completed over two days by a team of two Cambridge Education Reviewers at each school.
  - Evidence was collected via classroom observations; interviews with the administration; and focus groups with students, teachers, parents and other stakeholders

# Findings from SQR

- The whole school community is committed to the Dual Immersion philosophy
- Parents are very supportive of the school and contribute to the learning as volunteers
- The staff is very collaborative and has recently started a formal Professional Learning Community (PLC) process that serves as a platform to ensure their conversations and actions are student-centered.

# Findings...

- The school culture is safe and welcoming.
- All teachers provide students with multiple opportunities to turn and talk with their peers. By doing so, students have the opportunity to learn from each other and further develop their own understanding of the topic.

# Opportunities for growth...

- The new school has developed a vision to support the dual immersion philosophy. This is a good first step; however, goals and how each person will contribute to achieving the vision have yet to be clearly established and communicated to all stakeholders. As a result, staff are working hard, but not working as a cohesive unit focused on specific targets or strategies to achieve their vision.

# Opportunities (con't) ...

The quality of instruction is inconsistent in the following areas:

- Learning objectives and success criteria are not always clearly identified so that students know what they are expected to learn and how they will know they have been successful in their learning.
- Students are not sufficiently challenged to stretch their thinking and become critical thinkers and problem solvers.

# Opportunities (con't) ...

- Lessons are not sufficiently differentiated to meet the needs of all students, especially in math.
- There are no systems in place to provide a structure of informal peer or administration observations and feedback cycle. As a result, expectations and instructional practices vary significantly throughout the school. Building block strategies that should transfer from grade to grade are not established and teachers are not clear of how to improve their practice.



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# Benchmarking

# What we learned. . .

- **Program Models** - The dual language model should be reflective and meet the needs of the student body. Sites visited adjusted models at some point in time after reviewing student data and/or enrollment shifts. Both 50/50 and 90/10 dual language models were observed.
- **Curriculum** - Selection not as important as fidelity with implementation, accountability, lesson delivery, and collaboration within and across grade level teams. Benchmark Adelante (CA), Eureka (CA), Learning A-Z/Raz Kids (NC), GoMath(CA) used. GoMath now being supplemented with more rigorous materials from Eureka.
- **Staffing** Full-time facilitators at sites. Bilingual teachers. District coaches at sites.



# What we learned . . .

- **Data Driven Decisions** - District assessments are used and data is analyzed regularly in grade level meetings. Spanish fluency assessments are administered regularly.
- **Lesson Delivery** - Small group instruction. Consistent Guided Reading K-2. Usage of academic vocabulary and sentence frames are the norm. Language and Content objectives are posted in all classrooms with aligned instruction. Target language instruction did not include code switching, honoring of staying with one language throughout instruction.
- **Overall Impressions** - Print rich environments. Teacher collaboration is important. All sites observed mentioned this as a non-negotiable component to success. No silos.



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# Next steps

# Next steps

- Develop a task force
  - Parents, teachers, staff and administrators
    - Application process for joining the task force
      - DAC and PTA presidents will use a blind selection process
      - Conduct a self evaluation - Using the Center for Applied Linguistics assessment
  - Develop process for reporting out findings to Mistral community and Board of Trustees
  - Assign specific District Office staff to support use of data and English Language Learner performance