



Mountain View
Whisman
School District

Dual Immersion Advisory Committee Update

March 2019





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Why a Dual Immersion Advisory Committee

Goals

SP2021 Goal 2: Achievement Gap

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

Background

- Mistral's inception (original purpose)
 - close achievement gap - ELs and EOs
- Primary goals
 - instill love of both languages
 - high achievement in both languages
 - both languages valued equally
 - both languages learned in tandem
 - cultural competence

Background

- School Quality Review - 2015
- Meta-Analysis of best practices in Dual Immersion (DI) programing - 2016
- Longitudinal DI Program Evaluation - 2017
- Benchmarking other DI schools - 2018
 - Charlotte (3), Hollister (1), Chula Vista (2)
- Student Performance



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School Quality Review (SQR)

School Quality Review

- The SQR was completed in 2015 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
- Staff is very collaborative and uses the Professional Learning Community (PLC) model
- 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 however goals and how each person will contribute to achieving the vision have yet to be clearly established and communicated to all stakeholders.
- 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.
- The quality of instruction is inconsistent in the following areas:
 - Learning objectives and success criteria are not always clearly identified
 - Students are not sufficiently challenged to stretch their thinking and become critical thinkers and problem solvers.



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Best Practices Meta-Analysis

Best Practices Meta-Analysis findings

- Experts generally agree that a roughly equal balance of native speakers and English language learners is desirable. California 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)
- 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 Meta-Analysis findings

- 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 Meta-Analysis findings

- 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
 - 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

- 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



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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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Benchmarking

What we learned from other schools

- **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 from other schools

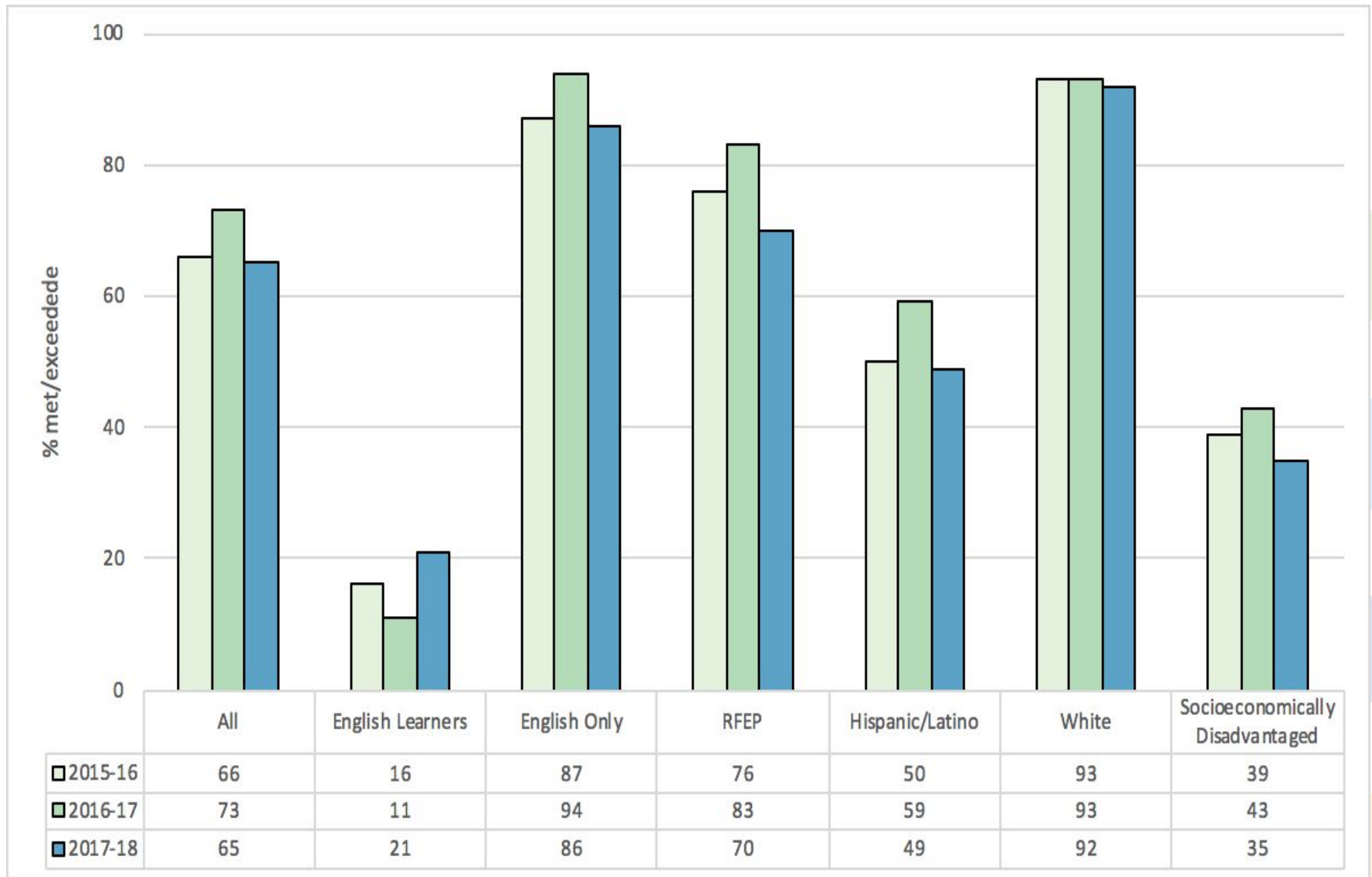
- **Data Driven Decisions** - District assessments are used and data is analyzed regularly in grade level meetings. Spanish fluency assessments are administered regularly.
- **Lesson Delivery** - Small group instruction. Consistent Guided Reading K-2. Usage of academic vocabulary and sentence frames 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.



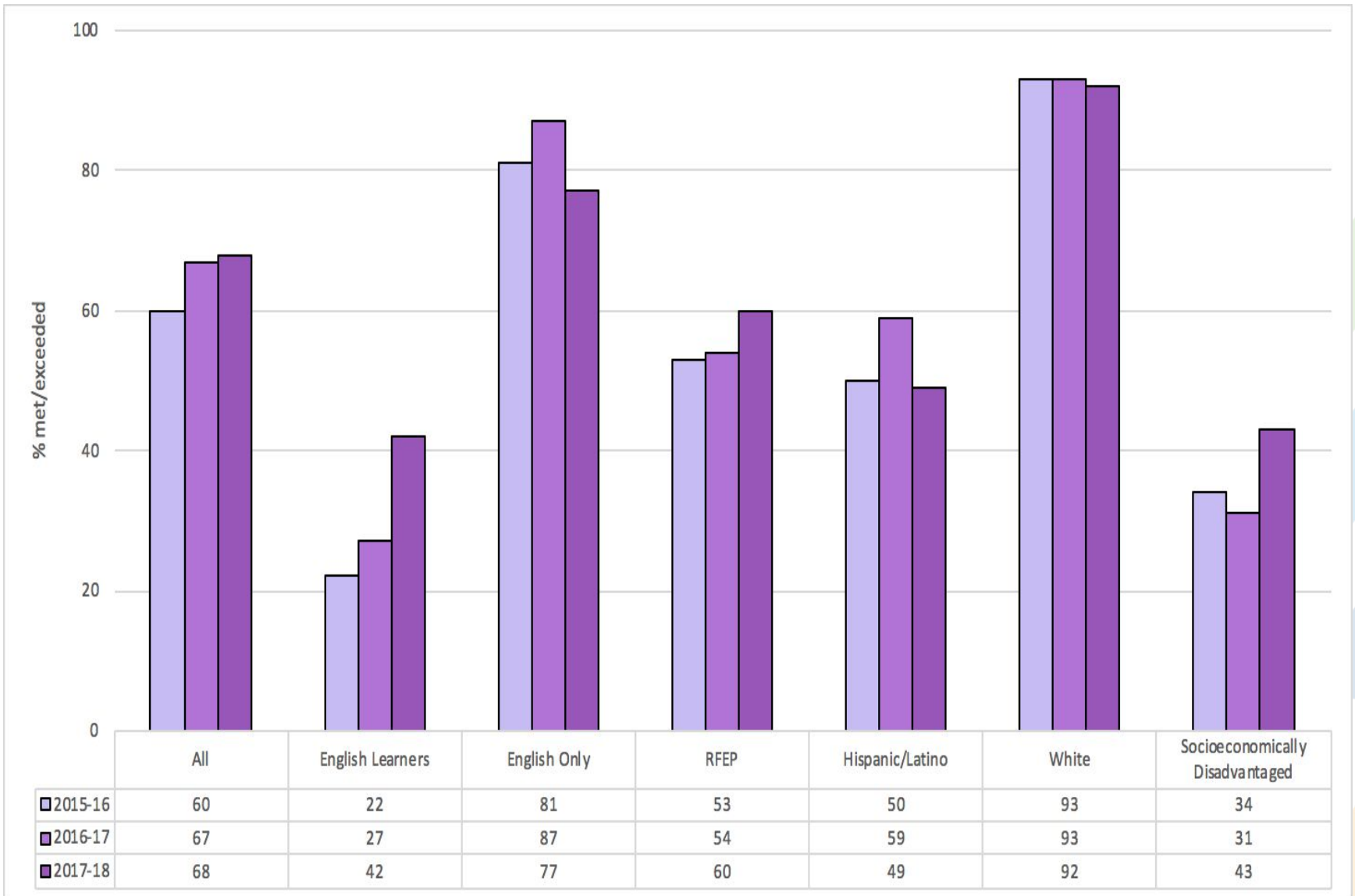
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Student Performance

Data: Mistral CAASPP ELA



Data: Mistral CAASPP Math





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Work of the Advisory Committee

Timeline

When	Who	What
Sept 12	Parents	Articulated DI vision; collected feedback from families
Oct 25	DI Advisory Committee	Review of data, intro of guiding principles, self evaluation.
Nov. 9	DI Advisory Committee	Recapped meeting 1, purpose, research.
Dec. 20	DI Advisory Committee	More research and data.
Jan. 9	Staff	Gathered staff feedback
Jan. 23	Staff meeting	Updated staff and gathered feedback. Answered questions.
Jan	Superintendent	Feedback and planning
Jan. 30	MI staff	Vision for Mistral
Jan 31	School Site Council	Vision for Mistral
February 8 <small>Mountain View Whisman School District</small>	Cafecito/Coffee	DI update and Vision
February 21	DI Advisory Committee	Planning

Data: DI program self-assessment

Key Points	Score	Notes
The program design is aligned with program mission and goals.	2	The current program runs K-5 Not all students are achieving in the current program
The development of sociocultural competence is part of the program design.	2	Need a coordinated school-wide plan
The program is articulated across grades.	2	Articulation across grades is inconsistent
There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.	2	Grades 4-5 teach 50% in English and 50% in Spanish Grades K-2 teach primarily in Spanish Need to determine skills in English that need to be taught at each grade
The program promotes linguistic equity. Mountain View Whisman School District	2.5	Messaging and conversations outside of the classroom are in both languages, more in Spanish now than before. Tests in K-2 are in Spanish.State tests in 3-5 are in English If using the 90/10 models, need to make the 10% the best it can be
The program promotes cultural equity.	2	The intent to be equitable with all students is

Data: Summary

Concerns	Sources
1. Native Spanish speakers are not learning English at a fast enough rate.	-CAASPP (state assessment)
2. Native Spanish speakers are not proficient in their language.	-Reclassification data
3. Math: EL and EO families report a lack of rigor/consistency with other schools.	-Parent feedback
4. Transition to English can be difficult.	-Teacher feedback
5. Direct instruction in English reading and writing begins in Grade 3; students are deficient in English phonics,	-Benchmark assessments
comprehension, expression, spelling, etc.	-Program self-evaluation
6. DI Committee identified misalignments in best practices.	- <i>Guiding Principles for Dual Language Education (Center for Applied Linguistics)</i> Self-assessment
7. Content consistency (vertical articulation) and differentiation are needed.	-School Quality Review
8. ELLA/ELD and SLA/SLD are not taught on	-Best practices report (Hanover)
	-Mistral program meta-analysis and longitudinal study (Hanover)
	-Mistral's board presentation (site plan and data analysis)
	-Math feedback by teachers



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Findings and Recommendations

Findings

- Conversational language is great
- Math and literacy (both languages) have skill and language gaps
- Need to increase math rigor
- Teachers recognize need to align with district math program
- Solid math and literacy skills are necessary for high school and beyond

Mistral's Purpose

We offer every student the best education and work with every family to support our students, while promoting bilingualism, biliteracy, and cultural competency and guaranteeing that every opportunity for academic and social-emotional success is available at Mistral.

Recommendations

Phase I (2019-20)- Strengthen our program to fulfill purpose

- Strengthen and balance Spanish and English literature instruction.
- Continue intensive planning sessions with staff.
- Implement system to assess students' skills in both languages.
- Implement Eureka Math.
- Strengthen Designated ELD and balance with SLD.
- Refine RTI program to meet unique needs at Mistral.

In 2019-20, Mistral will move from a 90/10 Spanish/English model to a 50/50 model in order to better serve all of Mistral's students.

Recommendations

Phase II - Explore middle school expansion

1. Explore facility availability.
2. Research appropriate programming for vertical expansion.



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Next Steps

Next Steps

- Work to implement phase 1 recommendations in 2019-20
- Develop timeline for phase 2
- Communicate with stakeholders