

**MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
TEACHING & LEARNING COMMITTEE AGENDA
Monday, March 2, 2015**

PLEASE NOTE Special Time and Location

**6:00 p.m.
Paxson Elementary School
101 Evans Ave. & S.W. Higgins Ave.**

Committee Members: Trustees Michael Beers, Marcia Holland, Jim Sadler-Chair, Heidi Kendall, Jennifer Newbold

Other MCPS Trustees: Debbie Dupree, Joe Knapp (Board Chair), Diane Lorenzen, Mike Smith, Julie Tompkins, Ann Wake

AGENDA

1. Public Comment – Committee Chair

Background Information: Public comment will be allowed at the beginning of the meeting to accommodate those members of the public who are unable to wait until the end of the meeting to comment.

Notes: _____

2. Four and ½ day Weekly Schedule Seeley-Swan High School, (Information/Discussion) – Kat Pecora, Principal Seeley-Swan High School, Mary Stone, Teacher Seeley-Swan High School, Shawn Holmes, Teacher Seeley-Swan High School **page 3**

Background Information: Kat Pecora, Mary Stone and Shawn Holmes will share that the Seeley-Swan School Community has been discussing the possibility of a 4+ day school week. School days would be lengthened Mondays-Thursdays and Fridays would become half-day intervention time.

Notes: _____

Summary/Direction: _____

3. Dual Language Immersion (Information Only) – Heather Davis Schmidt, Executive Regional Director And Kelly Chumrau, Paxson Elementary Principal **page 11**

Background Information: The Board of Trustees will have further discussions on the dual language immersion program.

Notes: _____

4. **Approve Out of Country Travel Request (Discussion/Action)(Elem/Sec) – Trevor Laboski, Executive Regional Director** page 119

Background Information: Board Policy 2320 requires Superintendent and Board approval for out-of-country travel.

- MCPS students to Kaishin High School, Kumamoto, Japan

Administrative Recommendation: Administration recommends the committee approve the request for out-of-country travel and forward to the March 10, 2015 regular Board meeting.

Notes: _____

Summary/Direction: _____

5. **Special Olympics (Information Only) – Heather Davis Schmidt, Executive Regional Director and Kelly Chumrau, Paxson Elementary Principal**

Background Information: Kelly Chumrau will be present to share Paxson Elementary's involvement in the May 20th and 22nd Special Olympics opening ceremonies and games. They will support a Young Athletes team and a Unified Team.

Notes: _____

6. **Kindergarten Registration and Round Up (Information Only) – Karen Allen, Executive Regional Director (Information Only)**

Background Information: Karen Allen will be present to give an update to the committee on kindergarten registration and kindergarten round up.

Notes: _____

7. **Approve February 2, 2015 T&L Committee Meeting Minutes – Committee Chair (Discussion/Action) (Elem/Sec)** page 122

Background Information: In accordance with BP1230 – Committees, at each monthly meeting of the Committee, minutes from the previous month's Committee meeting will be reviewed, revised if need be, and approved by the Committee.

Notes: _____

Summary/Direction: _____

8. **Other –Committee Chair (Information Only)**

The next T&L Committee meeting is scheduled for 12:00 pm, Monday, March 2, 2015, in the Business Building Boardroom, 915 South Avenue West.

Special Accommodations: Anyone needing accommodations for a disability in order to attend this meeting should contact Trish Kirschten, at 406-728-2400, ext. 1045, at least two days in advance of the meeting.

Seeley-Swan High School

4 + School Week

SSHS Tentative School Calendar

First Day of School
August 24 (freshmen)

Winter Break
Dec 21 – Jan 1

Spring Break
March 28-April 1

Last Day of School
June 9

MCPS 2015-2016 Calendar

First Day of School
August 26 (freshmen)

Winter Break
Dec 21-Jan 1

Spring Break
March 28-April 1

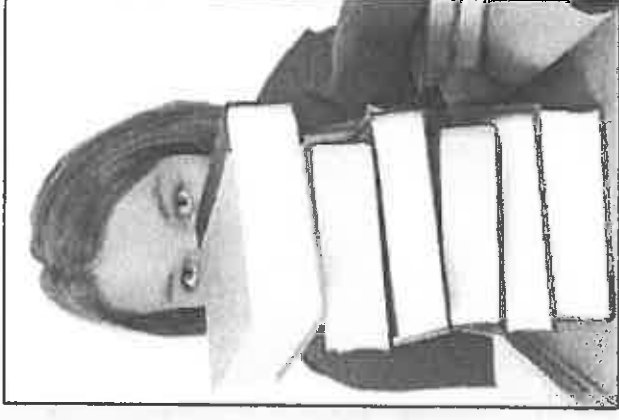
Last Day of School
June 10

Tentative Schedule

	Start Time	End Time	Minutes
Period 1	7:53	8:52	:59
Period 2	8:55	9:54	:59
SLC	9:54	10:04	:10
Period 3	10:07	11:06	:59
Period 4	11:09	12:08	:59
LUNCH	12:08	12:30	:25
Period 5	12:33	1:32	:59
Period 6	1:35	2:34	:59
Period 7	2:37	3:36	:59

Concerns

- Will I be bored in a longer school day?
- Will I have less time after school for practice and/or my family?
- What will I do on Friday?
- What is “Intervention” time?
- How will my classes change?



What do students do on Friday?

According to recent research, they do a combination of things:

- 51% goof around/sleep in
- 68% got things done at home
- 65% used time to do homework
- 72% spent time with family/friends
- 62% had appointments
- 51% worked

• The Four-Day School Week: Information and Recommendations

• Beesley, Andrea D.; Anderson, Carmon
Rural Educator , Vol. 29, No. 1 , Fall 2007

We Have.....

- ✓ Visited an existing 4-Day School Week high school as part of our research.
- ✓ Surveyed staff.
- ✓ Met with and surveyed parents and community members.
- ✓ Scheduled another parent/community meeting on March 9
- ✓ Met with and surveyed students.
- ✓ Made sure scheduling changes will be in compliance with accreditation guidelines and teacher contract requirements.
- ✓ Considered needs expressed by constituents and made adjustments.
- ✓ Recognized the need for change in instructional design (and the corresponding need for teacher training)

Summary of Student Comments:

- ✎ **Total:** 84 students = 64 in Seeley + 20 outside Seeley
- ✎ **Good idea** = 66 (53 in Seeley + 13 outside Seeley)
- ✎ **Don't Care** = 10 (1 - 9th grade; 3 - 10th grade; 3 - 11th grade; 3 - 12th grade) (6 - Seeley; 4 outside)
- ✎ **Bad idea** = 8 (4 - 9th grade; 4 - 11th grade) (5 - Seeley; 3 - outside Seeley)

Points to Consider

- ⌘ We all agree that education is our top priority, and we want our school hours to be as productive as possible.
- ⌘ We are confident in our plan and with some adjustments we can minimize any problematic impact.
- ⌘ After one year, we will evaluate the change and make adjustments.

Whatever It Takes:

How professional learning communities respond when kids don't learn

We contend that a school truly committed to the concept of learning for each student will stop subjecting students to a haphazard, random, *de facto* educational lottery program when they struggle academically. It will stop leaving the critical question, “How will we respond when a student is not learning?” to the discretion of each teacher. It will instead develop consistent, systematic procedures that ensure each student is guaranteed additional time and support when needed. In fact, until the staff of a school begins to respond to students communally rather than as individuals, the school will never become a Professional Learning Community.

Richard & Becky DuFour p.33

MCPS Board of Trustees Minutes Regarding Language Immersion 2012-2015

March 2012 Teaching & Learning Meeting

Language Immersion

Davis Schmidt-several of our elementary schools are interested. Hoping to have one elementary school pilot the program in the fall. We want to make sure that we do it with high quality. Sadler-important to use native speakers. Is there a temporary certification for these people? Davis Schmidt-there are quite a few people in our community who are native Spanish speakers with teaching certificates. We're starting with Spanish because we know we have people with those skills. Thane-virtually all of our curriculum materials have Spanish components, many of which we already have. Davis Schmidt-would start with Kindergarten, then expand to 1st grade the following year and so on. We're already teaching Spanish in 8th grade. Need to expand it K-7. Apostle-the staff and elementary principals in about six schools have expressed interest and excitement. We just need to make sure we have the resources and support in place. We want to do it right. If things get better in terms of the budget, we can expand it to other schools. Wills-fabulous, confused about the budget comment, thought we already had the materials. Apostle-at different schools there may be some budget issues. Davis Schmidt-we can learn a lot by doing this in one school first. Rehbein-just thrilled that we are here at last. Such a gift that we are offering to students and families. Tremendously exciting.

March 2012 Regular Meeting

Language Immersion: Heather remarked that Dr. Knapp mentioned the importance of languages and globalization; it is essential. Heather announced that a 21st century program the district is getting involved in is that we will pilot at one elementary in the fall of 2012 a language immersion program for grades K-1. Several schools are interested. The pilot will be at one school and then move out to other schools.

May 2012 Teaching & Learning Meeting

Language Immersion-Thane-developing a plan to start with an elementary school in Region 1 in the fall of 2013. Identifying teachers to do a site visit in Utah soon. Want to ensure continuity and sustainability. Researching immersion in the Spanish language, partially because many of our current curriculum materials are available in Spanish. This would be a strand in the school. In a school with four kindergartens and first grades, two classrooms in each grade level would have English and one other content area taught in English and two other content areas taught in Spanish Immersion. The following year, we would expand into 2nd and 3rd grade at that school. During the third year, 4th and 5th grade students from that strand would attend regular classes but also attend a Spanish language class. We will look at revising our middle school Spanish program to continue this progression.

June 2012 Teaching & Learning Meeting

Language Immersion

Davis Schmidt-one elementary school in each region is interested in participating. Teachers in region one will participate in training in Salt Lake City in August. Hope to plan to implement a high quality program in fall of 2013. Apostle-we have the excitement and enthusiasm to implement this. We should

be a leader in Montana. Want to make sure we have the resources to support a top notch program and make sure our teachers are trained. We have decided to slow things down a bit to make sure this program is the best. Davis Schmidt-anticipates a lot of community interest. Anticipates a program in each region; will start with one school. Allen-need to develop the energy for this program with our staff. We have to be patient and get more people involved. Holland-is one of the stumbling blocks identifying native speakers? Davis Schmidt-identified Spanish as the initial language. Doesn't think there will be a problem finding staff in Missoula. Other districts with these programs gathered community input to decide which languages to offer

August 2012 Regular Meeting

21st Century Model of Education: Karen commented that she couldn't have introduced this topic better than Mr. Visser did; he summarized what this is all about. His family has had a wonderful experience of MCPS over many years, yet realizes how change is necessary, how all students must graduate and graduate moving into the future. At Lowell, Karen remarked that teachers were going in to occupy the modular early without permission; the teachers were ready. We are getting into the second year of implementation of the 21st century model of education. This year is even more critical than last year. We must continue our positive momentum. It is important work that cannot sit on any shelf; we are actually using it. One question that has been asked: was the 21st century initiative necessary for MCPS? As Mr. Visser summarized, we have done a great job in the past, but times are changing and we must change. Information changes at the speed of a blink of the eye. Graduates must be prepared to create their futures as they live them. The work of reorganizing learning environments is moving forward; we are looking at 5-, 10-, and 15-year facilities plan. Another step is an update of our strategic plan; details will be coming soon. The elements of the 21st Century Model are to increase student engagement, transform learning environments, support early innovators, personalize professional growth, enhance communications, and collaborate to make decisions. You have heard all these things woven into reports tonight and will continue to hear them. It is important to continue to update you. As she mentions a few steps MCPS staff have taken to bring the 21st century model to life, she asked listeners to remember that we are in a state of perpetual change. We collaborate in real time, both in the district and in the community. In the 2 major upgrades we have had this year, the Health Science Academy at Big Sky and the modulares, consider the planning process that went into it. We have never planned in as integrated a way as we planned for these two projects. We are seeing collaboration at work among our staff. We all want things to happen right now. We are getting used to the idea that problem solving is not just for math class. In the 21st century our mission is to educate all students to high levels, with high school graduation just a step to higher levels. One example is robotics that involved kids from all high schools. We have done some robotics in the past, but it got bigger, more collaborative. Robotics for middle school students is new ground; the kids are very excited. Other examples are the Innovator Cadre and discussions about formative assessment. A design thinking workshop involved many staff members and principals working together. The My Voice Survey, for all 7th to 12th grade students, asked all our students what works for them. MCPS and UM held a celebration of 21st century innovation. Mark spoke about STEM work done this summer, which came from a chance meeting of a UM professor, staff member and community member. The TED/MCPS program is another example. You can now go online and see our TED teachers at MCPS. We launched teacher internships as part of the Health Science Academy. They want to have externships for teachers: when the Health Science Academy does a report for you in the future, they will talk about the externships and how important they are to the teachers. Graduation Matters Missoula is integrated in 21st century education, involving the community in new and different ways. The freshman rally last fall is one example, which Mark is working to repeat with a focus on public education and high levels of learning for all: it came out of both GMM and the 21st

century initiative. A lot of updating of our volunteer processes is underway; we are bringing a lot more people into the schools. We are working on a portal to communicate what teachers need and what community members have to offer; it is on the way. Mark has worked with a group of teachers on capstone projects: projects that summarize students' learning at certain levels, 5th, 8th and 12th grades. We are talking about language immersion, looking for staff who are fluent in Spanish and also just the best teachers we can find. Heather talked about IB at Hellgate HS. We also have a study of IB going on at Lewis and Clark and at Big Sky HS. We have a collaborative teaching model. The wiki is up and running, important in Common Core standards. We are embracing the big ideas of professional learning communities and we are implementing our 21st century counseling model throughout the district. There is a lot of learning going on by students, teachers and all staff. Stay tuned and learn more.

Sept 2012 Regular Meeting

Language Immersion: Our intent is to begin in fall 2013. We have pulled together a team of district level and building staff to create a plan. We will travel to and research other sites with successful dual language immersion programs. We will outline details. In February or March we will have parent meetings to begin recruiting students. We intend to have an April 1 deadline, so when kindergarten registration begins April 10 we will be ready with one class at least.

October 2012 Teaching & Learning Meeting

Language Immersion - Davis Schmidt-had a team meeting with Regions 1 and 2. Leaders in Region 2 are very passionate to move forward. Should be a seamless transition there. Hoping to do a visit to the Salt Lake City program in November. Should be able to announce the actual K-5 site for fall 2013 soon. This is a K-20 vision. By the time students who participate in this program complete 8th grade, they will be able to successfully complete the AP language exam before 9th grade. They'll be able to earn college credit in the language study during high school.

Allen-we have a fabulous MCPS alum who is fluent in Arabic but doesn't have education training. We are working with OPI to facilitate accreditation for him to teach Arabic. He will take education training to earn teaching certification. Apostle-look ahead and envision what a graduate of this district will look like in the future. S/he will be high achieving and fluent in at least a second language. We have to set the standards high and have the attitude that we're doing it. Bilingual ability is very important to make sure that our students can compete in the 21st Century

October 2012 Regular Meeting

Language Immersion: Staff will travel to Utah the last week of November to work with the state director and learn about pitfalls to avoid and strategies. We will begin language immersion with Kindergarten in a Region 2 school.

Student Grading and Measurement: The committee met October 1 and will meet again October 15. They are reading articles from the November 2011 Educational Leadership magazine. They are questioning the purpose of grades, and what they communicate to parents, students and families. They will develop belief statements regarding grading practices, and then they will seek student, staff, family, and parent voices. Heather encouraged people to check the wiki at mcpsonline.org Knapp: congratulations on the collaboration between Missoula and Flathead. Are any other districts in the state doing language immersion, and if so, are we in contact? Heather is not aware of any others in a

public school setting. Utah has embarked on statewide language immersion. We will look for others to observe. Dr. Apostle said he would like the Board to recognize that the graduation protocol and student recognition work is very important, particularly that we recognize and support our students equally across all schools. The student grading and measurement is huge: it is a philosophical and practical discussion that districts across the country are taking on. It will take time. He appreciates Heather's work in both areas. It will take significant effort.

November 2012 Regular Meeting

Language Immersion: Team members are traveling to Utah to learn more about implementation and program options, pitfalls to avoid and strategies for high quality. We plan to implement language immersion in one Region 2 school at the kindergarten level next fall.

Dec 2012 Regular Meeting

Language Immersion: A team went to Salt Lake City the last week of November. Heather, Alanna Vaneps, Kelly Chumrau, and two Paxson teachers, Rocio Muhs and Whitney Maddox, visited 6 schools in 3 districts. They saw 30 classrooms and saw programs in Chinese, French and Spanish language immersion. They learned many things about structures that work and those that are not as successful. They learned about important non-negotiables: for example, in the language classroom you are not allowed to speak any other language except that language. It was really an enjoyable experience; they learned a lot and began conversations about how we move forward.

January 2013 Teaching & Learning Minutes

Language Immersion-Davis Schmidt-a team of staff members went to Salt Lake City in November to view the program there. As part of the 21st Century Model of Education, it is really important for our students to have a second language. Students thrive in an immersion program. 50% of the instructional day would be in Spanish. Benefits: second language acquisition, improved performance on standardized tests, increased cognitive skills and cultural sensitivity. The objectives for the MCPS Language Immersion Program include providing students with a rich academic environment and helping develop their ability to work in multicultural settings. We seek to create the same demographics in an immersion program as in the regular program, including students with IEPs and those that qualify for free/reduced lunch, etc. The caution would be for those students who experience significant communication delays in their primary language. Students are only going to be successful in the program if they stay with it. Want parents to understand the long-term commitment. Students who start this program in kindergarten and continue through 8th grade should be able to successfully complete the AP Spanish exam. Then, while they're in high school they can earn a college minor in Spanish. Anticipates that this will be a highly sought after program. Have determined that, due to staffing, Paxson will be the building to start. Anticipate adding a classroom at each successive grade level in the coming years. Two kindergarten classrooms will be regular education and two will be Spanish immersion. Anticipate 40 spaces available in fall of 2013. Parents will complete an application. First opportunities would be given to students living in the Paxson attendance area. Students outside the Paxson attendance area and out-of-district parents would also have the opportunity to apply. If needed, a lottery will be held. Half the students would participate in Spanish in the morning (math, science, Social Studies, reading in Spanish) and would only speak Spanish. In the afternoon English reading/writing plus reinforced in math, science, and Social Studies. Then the other

half of students would reverse the order of courses. Spanish **was** chosen because our currently adopted curriculum materials are already available in Spanish. Also, the recruitment of qualified teachers is the most important goal.

Apostle-it isn't easy to implement this program. There are many dynamics involved: working with staff, students, and parents. We're working through those dynamics. There is no doubt that we will implement this program in the fall of 2013.

Davis Schmidt-will take the language immersion policy to the PN&P committee this month.

January 2013 Personnel, Negotiations and Policy Minutes

Adopt Board Policy 2164 Dual Language Immersion Programs Heather Davis Schmidt, Executive Regional Director

Background Information: Board Policy 2164 Dual Language Immersion has been review by counsel and administration and is proposed for adoption. The document is included in the packet.

Administration Recommendation: Administration recommends Trustees adopt Board Policy 2164 Dual Language Immersion at the March 12, 2013 Board meeting following public comment on the Consent Agenda.

Notes: Heather referenced the new policy on page 4 of the packet. We have embarked on researching dual language immersion programs and have decided to implement one in the district. We want to be sure we have board support for sustainability in the future; it will require community support over a long period in the future. Marcia: The policy uses "shall" instead of "may" – is it because we are moving forward? Heather replied that the language is meant to indicate strong commitment. Dr. Apostle: There is no question as we move our program many differ directions to meet needs of 21st century teaching and learning environment that we need to move with stability on solid ground. It is a district prerogative that we move forward in this direction, and that we use policy to substantiate these various programs. We are very serious about these programs, the investment, the sustainability, and we need policy to support these. Rehbein: will we see procedures in the near future? Heather: absolutely: a Paxson team is looking at others around the country. Lemm said it is a great thing: dual language immersion is the only way to become really proficient with language. A great thing. Mike Smith agreed with Drake. Bixler said it is a great policy, great fit, great way to go. Bixler noted that this item is set for action at the March meeting on the Consent Agenda; he asked if trustees would want to be able to have more discussion at the meeting than the Consent Agenda offers. Rehbein agreed; we would like to publicize it as much as possible. Trustees agreed to send this item to the March 12 Board meeting following public comment, on the regular agenda and not on consent agenda; we hope to have discussion and introduction of it. Heather: those who were at Teaching and Learning will recall that she did a PowerPoint brief there; would that be beneficial? Toni thought it would.

SUMMARY/DIRECTION: The committee approved adoption of BP2164, Dual Language Immersion, and agreed to forward it to the March 12, 2013 Board meeting following public comment, on the regular agenda with introduction and discussion.

January 2013 Regular Meeting

Language Immersion: Paxson has presented itself as the most feasible location for the first dual language immersion program as part of the 21st Century Model of Education. Paxson Principal Kelly Chumrau, staff and Heather are working out details and implementation. At the end of January, Heather will bring to PN&P a policy specific to dual language immersion; our recommendation will be that you approve that policy.

February 2013 Teaching & Learning Meeting

Language Immersion-Davis Schmidt-working on a Dual Language Immersion policy to bring to the March Board meeting. The Paxson team is working on the details to set up their program. Outlining training in Utah during the second week of August. Will begin with two kindergartens in the fall of 2013. 2014, will add first grade and in 2015 will add 2nd grade, etc. Seeing a lot of parent interest.

March 2013 Teaching & Learning Meeting

Language Immersion- Davis Schmidt - Because of the increased enrollment and staffing at Paxson, it was determined that it would be the building to begin the Language Immersion program in the district. Paxson staff have chosen to launch the program in the fall of 2013. Principal Chumrau feels very confident that they are ready to go. UM professor joining our team and providing some additional support. Apostle-language immersion is a component of the P20 Grant. Parents are extremely excited about the implementation of this program. Still need to work out how many students can actually participate in the program. There will never be a time where 100% of the staff will be on board with this. Davis Schmidt-this requires a certain qualification of Spanish language proficiency. Paxson principal has started going out to the Preschools and talking about the program. April 9 is Kindergarten registration. Brochure will be given to parents. Parents will fill out a form indicating their interest in the program. Kindergarten round-up is typically in May. Paxson will hold theirs in the evening and will be combined with an informational meeting on Language Immersion. Any parent interested in this program, will need to submit the form by June 30. Starting with two kindergarten classes. Student students in each class. If we have more than 40 families interested, we will hold a random drawing during July. Paxson will build class lists that make the most sense, including age range ratio and male to female ratio. Sadler-will MCPS students who live outside of the Paxson attendance area be able to participate? Davis Schmidt-Paxson families will have first opportunity, MCPS students who live outside of the Paxson attendance area will then have the opportunity to participate. If we still have room, then out-of-district students would be able to participate. Will maintain an ongoing Wait List. Would also be an opportunity for first graders to begin the program the following year. Their families would have to agree to a week-long boot camp in August. We are beginning the process of vetting materials. All materials will be the Spanish version of our current materials, except that we are investigating new Spanish Literacy materials. Will take a team to a training in Salt Lake City in August. Training is free other than transportation, lodging, etc

March 2013 Regular Meeting

Dennis & Phyllis Washington Foundation Grant: We are now calling it Shape P20. Five basic areas are funded through the grant. We are meeting on a weekly basis with representatives from the university, and on a frequent basis representatives from the Washington Foundation join us. As we navigate through establishing a measurement of program and budget line items, we are focusing in on implementation of IB (International Baccalaureate), implementation of thematic academies to ensure college and career readiness, implementation of pre-K language immersion program, Graduation Matters activities, and transforming professional learning for educators. Just now we are beginning to expend money given board approval last month and will come back and report progress in interim measures as we begin. Dr. Apostle: in addition to reporting to the board regarding progress, he is obligated to update the Washington Foundation board on our progress and expenditure of funds every 3 months, how we spend the money and how impacting it will be; we have accountability.

Region 2 – Heather Davis Schmidt, Executive Regional Director

Language Immersion: The presentation about a district vision does not specify Paxson; it talks about what the program is about for MCPS. We intend to have a language immersion program in each of our regions so that all students will have an opportunity to access them. Why immersion? Students attain high levels of second language proficiency in a language immersion model, not just receiving limited access to language instruction. Young children thrive in this environment. It is very much a part of what our 21st century model of education is about, engaging students, communicating and understanding the broader world. Proven benefits: second language skills, high proficiency; performance on standardized tests is as good or better for English and math when administered in the English language. Cognitive skills: greater cognitive flexibility; immersion students have better memory, superior problem solving skills, better understanding of primary language, cultural sensitivity, positive attitudes, better understanding and appreciation. Long term benefits related to job market. What is language immersion? Program objectives: to maximize students' second language proficiency, provide a rich academic environment, develop students' abilities to work successfully in multiple cultural settings, offer a rich, culturally diverse experience for the students; benefits to the entire school. Long-term language proficiency goals: for students who participate from kindergarten to 8th grade, they will complete the AP exam by the end of 8th grade in the immersion language and have an opportunity to earn a college minor in the immersion language by the end of high school. A long-term goal is dual credit concurrent enrollment. How are we going to do this: First, determine who can participate: the dual immersion program is open to all students of all backgrounds; all are encouraged. It may not be a wise choice for students experiencing significant communication delays in their primary language. Parent and guardian responsibilities: opportunities to engage and participate; we ask that they commit to long-term participation in the program, develop an understanding of immersion education, read with your child in English 20-30 minutes daily, encourage the use of Spanish outside of school, provide community support and when possible volunteer, enjoy the challenges and celebrate the results. We want that involvement in all our buildings with all our students and families. Selection process: there may come a need for a selection process. School and district personnel will determine the number of available spaces each year at each grade level. Out of attendance area and out of district students will be considered on a space available basis. A lottery will be held if applications exceed the space available. What to expect: instruction divided between English and Spanish, a 50/50 immersion model: half the day in a classroom where they speak English, with a teacher who teaches English/language arts skills, another half of the day in a Spanish-only classroom. Math is typically the curriculum taught in the target language of Spanish. In addition students learn social studies and science in both English and Spanish, and there is vocabulary support in both languages to ensure students have the vocabulary they need in both. The fidelity piece that is really important to the success of the program is that when students are in the Spanish classroom, only Spanish is spoken, even by observers. Why Spanish? Access to quality teachers and curriculum materials. In research and travels we have learned that access to teachers is sometimes challenging to other communities, and it is really important to success. Most curriculum materials we use in the district are already available in Spanish, so it will be an easy transition to continue using the instructional materials we use. Career opportunities: cinema, law, business; Spanish language is an asset in many fields. For more information, contact Heather, ERD, at 728-2400 x 1074.

April 2013 Regular Meeting

Language Immersion: Today is the first day of kindergarten registration, and the first opportunity for parents to officially express interest in dual language immersion at Paxson. The Paxson language immersion team has decided to implement the program in both kindergarten and 1st grade next year. It creates a great opportunity for students and families and provides a well-rounded collaborative teaching team to begin the program even more successfully.

Topic: Adopt Board Policy 2164 Dual Language Immersion Programs

Background Information: Board Policy 2164 Dual Language Immersion has been reviewed by counsel and administration and is proposed for adoption. The policy was discussed at the January 30, 2013 Personnel, Negotiations and Policy and is forwarded following public comment to the April 9, 2013 regular Board meeting.

Board Direction: Chair Rehbein read the background information. Motion by Smith, seconded by Knapp, to approve Board Policy 2164 Dual Language Immersion Programs.

Board discussion: Sadler asked if this policy approves the immersion program for high school or if it is an elementary issue. Apostle: this provides direction and parameters to move forward on immersion. It is K-12. Sadler asked whether it envisions that it would go all the way through the system if we are able to finance it as it moves through. Apostle replied that it would support a K-12 approach to dual language immersion. Sadler: how wonderful. Bixler: at PN&P committee where he is chair, one of the things we are talking about and looking at this legislative session is the emergence of charter schools in the state of Montana. In MCPS we have to keep our edge. We have to be as innovative as anyone in the business to keep our students; otherwise, those charter schools do have a reason to exist. As long as we are doing everything possible using every means possible to engage all our students, he is all for it.

Public comment: Diane Lorenzen noted that she submitted written comments on this policy. She reiterated her concern about putting instructional activities into policy. A further concern is that this policy specifies providing dual language acquisition and primary language development to English-speaking students: she hopes it is not the intent to exclude Spanish-speaking students. She said she could envision a Spanish language magnet school and could see why Spanish-speaking parents would be interested. If trustees leave the English-speaking part in there, she hopes they would not exclude Spanish-speaking students from the program.

Trustees unanimously approved Board Policy 2164 Dual Language Immersion Programs.

May 2013 Teaching & Learning Meeting

Language Immersion – had many qualified applicants for the Paxson program. Parent conversation in the garden on Thursday with Kelly Chumrau. Next Tuesday, kindergarten round-up.

June 2013 Regular Meeting

Board Chair Joe Knapp: about a week and a half ago, Julie Tompkins and he were at Paxson for a meeting discussion with parents about the Spanish immersion program being introduced there. It was revealing: he heard multiple comments from the audience voicing various specific issues. The level of anxiety was pretty substantial and dramatic—he thought about it, and it came down to the fact that most of the parents who have kids in this district care. They care desperately that their kids get an opportunity, and they really want it all. That's what he wanted for his kids. Each parent came at it from their own perspective for their own kid. That is their job as a parent, to want it all for their own kid. On the board we have to want it all for 8500 kids. That means we will fail a lot of kids because of the

realities of the environment we live in. A painful thing to think about. We are tasked as a board with providing the best educational opportunities to the kids of this district with limited resources—when there is unlimited demand. It is a conundrum that is unsolvable. It means that we as a board will have to make very difficult choices. And people will not be happy with us. We will see that commonly going forward. He is struck after 4 years on this board by the unbelievable level of dedication that people who do this give, spending 5 to 20 hours of the month as a volunteer on the board, where most of the feedback is not a slap on the back, but a slap somewhere else. He understands; people want the best for their kids. It is an extraordinarily difficult task; it takes a bit of backbone to sit on a school board and do the work we have to do. As we go forward we have to keep that in mind, reminding ourselves and our community of unlimited demand and limited resources. Part of our task is trying to expand the resource pool, some of which has occurred. He thinks we're going to have to be more and more involved with nonpublic funding sources, whether we like it or not. We will have to face the reality of the world we live in, that there will be more and more of that, whether they are of limited term or not; grant funding and research dollars to support learning. A difficult role; these will be difficult decisions with less than perfect answers all the time. He really appreciates that 10 other people are willing to sit here and do this. As we sit here as representatives of the community and suffer the slings and arrows, sometimes we sit in contention. Looking at MMCEO bargaining people, he noted that it is extraordinarily difficult but incredibly rewarding position. He certainly hopes we can move this agenda to a higher level. A role that Sisyphus struggled with, pushing the rock up the hill; it will slide back on us a lot of times, and we have to keep pushing and pushing.

August 2013 Regular Meeting

Language Immersion: Heather noted that last week she traveled to Utah with Paxson staff. The training is held annually and includes brain research and program articulation. She will bring a more thorough presentation to Teaching & Learning in the coming months as we implement dual language immersion at Paxson and hope to expand into Regions 1 and 3.

Student Grading and Measurement: Alanna Vaneps is working on the implementation of the **Common Cores State Standards**. On Monday, August 19 there is a training, a research project in collaboration with UM. Knapp: with the language immersion at Paxson there was a question about enrollment and numbers. Heather replied that the first grade did fill up; everyone who wanted the opportunity was able to do it. Kindergarten a few days ago still had a couple openings in both language immersion and the English program. Knapp: so no one will be placed in a track they did not opt for? Heather confirmed.

September 2013 Teaching & Learning Meeting

DUAL LANGUAGE IMMERSION

Davis Schmidt –Part 1 of a three part series on dual language immersion. What does research tell us about the power of multilingualism and the brain? What program model are we using in MCPS and why? How will the dual language program articulate from kindergarten through grade 12?

Brain research: As early as 9 months, language synapse begins to diminish, but well into elementary school years the brain can easily learn multiple languages. Research shows that ultimately, the multilingual brain reacts quicker, resolve conflict better and can even resist diseases such as Alzheimer's longer.

Globalization: Davis Schmidt stated there is a competitive advantage for multilingual graduates in today's marketplace and for MCPS to be a competitive district we need to be working towards more immersion programs.

Program model: Davis Schmidt stated the program is a 50/50 model based on Utah's model where 20% of all public schools offer a K-12 dual-language program. Students will spend 50% their day in a target language (where only the target language is spoken) and 50% of their day in English. In the target classroom the main content areas will be math & literacy. English language classes focus on English Language Arts, Health and Physical Enhancement, Science and Social Studies. Matriculation – Davis Schmidt explained how students would continue to grow with the program throughout their education: In grade 10-12 there may be a variety of options. MCPS is working with the University of Montana to create a program where an MCPS immersion student could earn up to 12 college credits, starting in the university 200 level; Grade 9 would offer an advanced placement class – ending with proficiency shown through exam; Grades 6-8 will offer two periods a day in immersion language (1 literacy & 1 social studies immersion); Grades k-5 will have the 50/50 model. Wills asked about feedback? Davis Schmidt – feedback has been very positive so far. Enrollment numbers are high: 1st grade full and kindergarten is mostly full (two spaces available). Parent meetings have had good attendance. Apostle stated he had spoken with Kelly Chumrau who said at open house several parents visited the immersion teachers. Davis Schmidt stated there was a lot of parent & student excitement. Sadler asked if the program was modeled after another system. Davis Schmidt stated the program was modeled after Utah's program where nearly 25,000 students across the state are in immersion programs and that Utah has several years' experience behind their program. Sadler – not just experimenting with this? Davis Schmidt – No, there has been quite a lot of research over the years. In 2010 a North Carolina school system did Brain research on the multilingual brain. More recently there was a Time Magazine article out in July that was all about the Utah model and the impact the program has on students. Sadler – what about standardized testing; what's the history on testing? Davis Schmidt: While students will be receiving math instruction in the target language, the students will receive math vocab in English as testing is in English. Apostle stated that the state of Utah is a leader in the country for dual language – MCSP is modeling an excellent program. What needs to happen to give approval? Apostle – all the academies that are happening in Missoula and across the county – these are new to Missoula, but not new to education. We need to be looking down the road to 21st century education. The I3 program brings all of it together and that has never happened before in MSLA. We don't want the program to be a shot in the dark. We want to carry it through so it will impact how we can teach/learn. The cost of this program was approximately \$30,000. There are lots of potential funders, but it is up to trustees to make sure this program isn't in vain. Presentation will be made to potential funders so we may continue this program again.

September 2013 Personnel, Negotiations and Policy Minutes

Dual Language Immersion (Information Only) – Heather Davis Schmidt, Executive Regional Director

Background Information: A copy of the Dual Language Immersion procedures is included in the packet. The procedures are included in the Administrators Procedures Manual 2013 – 2014 which may be accessed on the district's website under Staff Forms or on the Instruction Shared Drive (Y).

Notes: Smith noted that this item is information only. Heather: last spring she promised to bring procedures we have developed for dual language immersion, including application, selection, late entry and exit. We have learned from colleagues elsewhere in the country that these are policies we should have in place before issues arise. [Trustee Ann Wake left the meeting.] We wanted to bring attention to those; she will highlight them at Teaching and Learning next month and at the full Board meeting.

Lorenzen commented that she does not see protections for students with special needs, i.e. IEPs. She thinks there should be a sentence that children with IEPs should not be excluded. Where are the protections for special needs kids? Heather: it is inherent that all students regardless of circumstances would be appropriately placed. Notice in the exit procedures the steps that we go through for all

students regardless of what program they are in. We want to be sure we are meeting the academic needs of all students. Smith thanked Heather.

October 2013 Status Report

Knapp: questions/conversation: to Melanie—are you going to do TEDx again this year?—Yes. Second, there has been a huge effort in this district to seek nontraditional funding: he has seen an Exxon Mobil ad saying school districts are as successful as their teachers are excellent, encouraging focus on professional development in the teacher corps. He thinks we have not made the same effort to seek nontraditional funding sources for teacher or professional staff development as we have for programmatic efforts. This is right up there with student achievement as a goal, so we should start thinking about that. Apostle agreed that is where we should spend our money. A great majority of the money that has gone into the district has gone to teacher training, helping launch IB and the Health Science Academy. Donated funds are helping teachers go to Salt Lake City next week to look at language immersion. Money has gone to train our teachers; that's what we need to do to move the district forward. No money in the general fund is earmarked for teacher training; if we get additional money through donations, a good 80-90% goes to teacher training and teacher stipends; that's where we need to spend the money to move the district forward. Karen: our program IS teachers. To have a new program you have educated teachers. And as Melanie said, it needs to be focused professional learning; in the old days anything was fine. Personal professional growth means what you need within the next right thing for you to learn. Apostle: Joe brought up very important point. The legislature needs to recognize that they have all these mandates; they are talking about what learning should be; but they are not funding professional growth. That's why these contributions coming into the district are what is allowing us to do things like the language immersion, academies, and K-16 academies; they have to be fair to staff and support them. We hope to continue to be fortunate enough to have additional moneys coming into the district to train our teachers and our principals. Knapp asked Melanie and Sheri for thoughts. Melanie: IB and the Health Science Academy are examples of this. In 2008 teachers started exploring IB: they have to be certified in IB; it does go hand in hand. If someone is going to be teaching IB, they need to be trained. Apostle: we gave teachers being trained in IB the stipends; we paid them to be trained. They were using their weekends, working outside the contract, so we paid them. We want to continue to do that.

Karen Allen: . We are looking at other academies at different schools. One would be a STEM Academy—Science, Technology, Engineering, and Math. There is talk of engineering academies, green academies, integrating career and technical education into the high schools. We have to be able to accept that this talk is important to bring out ideas, talk, and share with others. Sometimes teachers hear things and challenge them. She had to learn about ambiguity early on in this process. Language immersion is something we are all excited about. Capstone projects and Common Core are interrelated. We have a very active middle school and high school group of Robotics/Electronics students.

October 2013 Regular Meeting

Dual Language Immersion Presentation: Heather said she is very excited to share a presentation given at Teaching & Learning last month. Part 1 of 3: what does **research** tell us about the power of multilingualism and the brain? —**what program model** are we using in MCPS and why? —how will the dual language program **articulate** from kindergarten through grade 12? Next month she will talk about procedures, how we measure language proficiency, and professional development for our staff. For Part

3 in the last month, she will talk about instructional resources, how powerful language immersion is for our struggling learners, and communication strategies with families to attract them into the program and once they are in the program. She referred all to pages 59-68 in packet to follow along with the slides. Why dual language immersion? Why are we considering this? 1-there is quite a bit of brain research on how the brain benefits from being bilingual. There is an article about brain research in Time magazine in July about the Utah dual language program; it is very understandable. As early as 9 months after birth, some of our language synapses start getting pruned away. It is important that we start developing those as soon as possible. Multilingual mothers are impacting children while in the womb; the different rhythms of different languages are impacting the cognitive skills of their children. Well into the grammar school years, the ability to learn a second, third or fourth language is still quite remarkable. Ultimately a multilingual brain is nimbler, better able to deal with ambiguities, resolve conflicts, and even resist Alzheimer's and other forms of dementia. There is no such thing as multitasking; it is really the ability to move quickly and flexibly from one task to another. Multilingualism along with other things helps our brain do that more quickly and more accurately. Why dual language immersion? 2-globalization of our world and our economy: in 2004 executive recruiters were asked to project the importance of bilingual or multilingual execs in 10 years, which would be 2014: between two-thirds and three-quarters of recruiters from all represented countries agreed that the importance of language skills would increase and that there would be a significant competitive advantage for multilingual business leaders. Program model: we are using the Utah program model because it has proven quite successful. They have been extremely generous in supporting the work we are doing. They invited us to a weeklong training in Utah, and the only cost to us was our travel expenses. They have included us in the training free. This is a 50/50 immersion model program. Research shows this model is impactful. Critical features making it successful in Utah: the most important is that only the target language is spoken in the target classroom. At Paxson if you go into a kindergarten or first grade classroom, they are very serious about only speaking the target language. Classrooms in Utah that did not take that seriously saw the difference in the kids' abilities to communicate effectively with each other or with the teacher. Additional pieces about the curriculum: 50 percent of the student's day is spent in the target language classroom—math and target language literacy are taught in the target language classroom. Spanish literacy is a different way of learning to read, write, speak, and listen than learning English. English is a phonetic language; Spanish is a syllabic language, where you learn to speak and read in syllables instead of individual characters. In the English language classroom, they learn to read, write, speak and listen in English. Science and social studies are integrated in both classrooms. Music and health enhancement are in English. They will be integrating concepts of science and social studies with English language arts and with mathematics. Articulation: grades K-5 are looking at the 50/50 immersion model. Grades 6-8 only experience 2 periods a day in the target language. They will continue to have Spanish literacy in immersion format and social studies in immersion format. They will spend five periods of the day with the rest of their cohort in math and science and exploratories. Grade 9: students will participate in the Advanced Placement program in high school. They might be with students who are seniors; they will participate and by the end of 9th grade take the Spanish language Advanced Placement exam, for which they can receive one year of college credit at the university level. Sophomore, junior and senior year they will be able to access language classes through UM. Our goal is to arrange for dual credit classes to receive instruction on our campus. For a minor in language, you take Spanish 101-102 and 201-202, the first 2 year-long courses. Once you get past that level, you need 18 credits of advanced language and linguistics. Taking courses one per year in this format, they could earn 12 of those 18 credits this way before they graduate from high school. Knapp: is the articulation program modeled after the Utah program? Yes. Sadler: we just talked about IB where you are earning college credit. Here you have set forth a plan doing the same thing for Spanish. So a parent or student would not have to pay for all these courses when they go on to college. How much college will we have these kids have in high school?

Heather: it would be merging the IB diploma program with Spanish immersion; they would combine. They would take a different level of Spanish coursework than we currently have at the high school. They would not necessarily walk away with significantly more credits in Spanish than they would from the diploma program. Knapp: a couple years ago he had an airplane conversation with a young lady who had attended Bozeman HS and completed 2 full years of college credits while at Bozeman HS, saving her family half the cost of college through the AP program. It is remarkable what is potentially available to a student, and the dollar savings are dramatic. Dickson: as a college student she has friends who came in with 82 college credits, over half what you need for a degree. What about the kids who are not in dual language, what effect is there on their classes? Heather: class sizes are smaller in the non dual language program right now. Kindergarten is at 20 in the dual language immersion, and in kindergarten 15-16 in non dual language. Tompkins: has Paxson gone through testing yet this year in kindergarten/first grade? Heather: we do DIBELS, and Spanish literacy testing is being done; it's a one minute test 3 times a year. Are the results back? Heather has not looked at them. Will trustees get those? Thane: they are formative assessments that individual classroom teachers use. We only report the aggregate for each classroom. We could certainly do that. Beers: because it is a new program, what negatives have you seen? No program is perfect immediately. What complaints have there been? What students are not being reached? And what reaction either factually or perception based are you getting from parents whose students are not involved, anything from speech therapy or ASL? Heather replied that she heard early on of a perception or concern that there would be divisiveness in the Paxson community. We were careful to create a multicultural environment so all students are able to have some Spanish opportunity even if they are not in the program. On the other hand we wanted to make sure that people did not have to participate. 100% of families who wanted to opt in had the opportunity to do so this year. After school activities provide opportunities for students and families a chance to learn languages—French, Mandarin. They are doing some school wide cultural learning activities. It is still a school wide community. There is also a perception/concern that language immersion is not an effective way of learning for students with speech/language delays; research shows that is not true. Also there was concern for special education students that they might not be successful in language immersion—research shows that is not true either. She will talk about that in another presentation. Research shows language immersion is the best option for struggling students, because it provides new ways of learning. Data shows they do as well as peers because they are provided with new ways of learning. The last one is a perception that a large number of students who have special education needs that they are not in the language immersion. We have done a lot of work with those students and parents as to what the advantages are of language immersion and also ensuring that the teachers are getting the support they need from the building level and district level to meet the needs of their challenging students. Dickson: how many kids with IEPs are in the language immersion vs. not in? Heather: for a lot of Kindergartners and 1st graders they don't have IEPs yet. We do a lot of different types of interventions before we get to an IEP; behavioral concerns or language concerns might be a better measure. Apostle commented that this is a very nice overview of our IB progress and the dual language immersion program. He highly recommends for anyone, including trustees, if you have not yet been in the classrooms at Paxson, to do so; he has visited both kindergarten and first grade. Our kids are learning. Just watching them perform is amazing. He went about the third week of September. They are doing great.

November 2013 Regular Meeting

Public Comment: Barbie Beaton, parent of a 5th grader at Lewis & Clark and a 7th grader at Washington, is a business owner, volunteer, teacher, and a mom. She started out as a young child very interested in learning French. She is happy that Trustees are embracing global education as part of the goal. She has

concerns with the way things are structured. Paxson has the immersion program, and next year with full implementation of the IB program at Lewis & Clark, it will bring some hopefully really positive feedback to the community. She has questions about how it will flow into the future, into middle school and high school, about how you plan to fill the needs these kids will have for having the language instruction and how you will continue it. She has concerns about the quality of current language programs in the high school and how you plan to support those programs. Those are the answers she would like to hear from anyone.

December 2013 Teaching & Learning Meeting

Dual Language Immersion, part 2 of 3 - Heather Davis Schmidt, Executive Regional Director - Page 3

Background Information: What procedures are we putting into place regarding application, selection, late entry, and exit from the dual language immersion program in MCPS? How will we know our students are gaining the language proficiency levels we expect from participation in the dual language immersion program? What professional development is necessary for administrators, target language teachers, and English partner teachers for dual language immersion?

Notes: Heather said she is excited to be able to share the second part of a 3 part series on dual language immersion. She reviewed part 1 of 3: research, the brain, research behind, the importance of being multilingual, and the program model we are using in MCPS and its articulation K-12. This session is part two of three: 1-what procedures are we putting into place related to application, selection, late entry and exit from the dual language immersion program? 2-how we will know our students are gaining the language proficiency levels we expect from participation in the dual language immersion program? 3-what professional development is necessary for administrators, target language teachers, and English partner teachers for dual language immersion?

Procedures: our procedures are ongoing and changing a little bit. We developed them based on recommendations from colleagues in Utah. Application for families who want to indicate interest in putting children into program: what information we collect, how we recruit students; 2-selection: this year we had 40 spaces for incoming kindergartners and 40 for 1st graders. With a bit of overflow in the 1stgrade classes, we were able to serve every family that was interested. We have 40 students in kindergarten and 42 in 1stgrade. Late entry: this would be for students who come to us maybe in 4th or 6thgrade with some language experience in the target language, but who have just entered the district. We will develop procedures around proficiency testing.

Exit: this revolves around our RTI model. We want to ensure with every student in any program that they are successful and that they are getting the support they need. We would have parent meetings, conversations with parents, principal and teachers, to ensure they are getting support before we remove a student from the program. Perhaps there are learning disabilities that don't have to do with the other language.

Proficiency standards and assessment: First, for teaching staff: we want really good teachers, with proficiency in the target language. Oral proficiency interview: we require advanced mid-level proficiency. As for our students, we also use the ACTFL Assessment: the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). We have not used it yet, but we will use it beginning in 3rdgrade. There will be oral proficiency interviews for students throughout the program. There are three levels of proficiency: novice, intermediate, and advanced. The language acquisition grid in the packet looks like an ice cream cone, wide at the top, narrow at the bottom. At the bottom it is narrow; there is very little vocabulary. As skills grow, there is much more vocabulary. Novice speakers can speak words and phrases like a parrot; they are able to repeat words but can't necessarily do anything else. At the next level, intermediate, they are a survivor: it is like hanging from a cliff by their fingernails. They can speak in sentences and strings of sentences; they can ask for basic things they need, like food, but can't necessarily create. Advanced speakers are storytellers: they are able to create

with the language; they can speak in paragraphs with ideas flowing from sentence to sentence. A chart in the packet shows dual language immersion proficiency targets by grade level. Students are assessed on their skills in listening, speaking, reading, and writing. Grade levels are shown on the left. We expect immersion teachers to be at advanced mid level on their oral proficiency level, and this is the same level we expect our students to graduate with in the language after 12 years. Current students graduate at the intermediate low level after studying the language for 4 years in high school; this is where we anticipate our 3rd and 4th graders in the immersion program to be. Next in the packet are examples of proficiency reports that will be shared with parents at parent-teacher conferences. The report gives specific examples of what students should be able to do. Some students may be at a higher level, and some may be not quite as proficient. This is in addition to other assessments the teacher would share. Examples of 1st grade and 5th grade reports are given. Professional development is needed for administrators, target language teachers, and English partner teachers. A lot of collaboration is required in the 50/50 model. We plan to have an annual large group professional development. This year we went to Utah; we would continue to do that. Kate Brayko is a professor at the university in the Shape P-20 grant, working on what that would look like. For teachers: professional development would include ongoing professional learning communities collaborative team, full grade level teams, and target language and English partner teams.

Next time, Part 3 of 3: we would want to train on instructional resources. Regarding struggling learners: Dr. Tara Fortune has a book giving perspective from many. On communicating with families and the community: we will have parent-teacher conferences on team model. The target language teacher does not speak English in front of the students. The learning environment: we will collaborate on organization and routines in school, sharing students. Training on instructional resources and strategy: We anticipate a 3-day training each year, for a total of 15 hours. Next time Heather will talk about the things on part 3 of 3.

Questions: Apostle asked Heather to give her sense of how this program is being received by teachers, parents and students in general. She thinks it is going very well. There have been no requests to exit, and we were able to meet the requests to enter the program. Different interests. We want to make sure we don't divide up the school community, with a separation of dual language and traditional students, so we have developed after school programs for families and students, not just in Spanish, but also in French and Mandarin. The article in the newspaper in September was a nice description of how the program kicked off. It is a fun classroom to be in—Heather recommends that trustees visit. Also the traditional English classrooms for those grade levels have changed as well; they are collaborating around the language and globalization. They are bringing Spanish opportunities once a week to students who are not in the immersion program, so they can feel a part of it as well.

Wills: have you found a similar mix of levels between the 2 classrooms, similar numbers of IEPs and advanced students? Heather replied that it is hard to say at this point. The students are quite young and we do not necessarily identify students for IEPs at such a young age. From year to year you don't know what you are getting into when you create class lists until you are into it. At first grade we are better able to balance, because we know the students better. Sadler: is that a yes? Heather replied that it is hard to say; we don't know yet.

Knapp asked about going forward. Heather: We will add one grade level per year, so we will add 2nd grade in 2014. We would also like to add another language immersion program in another elementary school in the district. We would be looking at a second program at another school in Fall 2015 at the earliest. Knapp: going back to last year, there were a couple of information sessions with parents and the Paxson community beforehand. Are you planning a revisit with the community to ask how it is going, asking for concerns and thoughts? Heather: Yes; Kelly Chumrau, Paxson principal, has a committee of parents of both immersion and non-immersion students who will resume their work in January so we can move forward and make adjustments to procedures and program plans as needed.

Apostle asked Heather about visits with staff and classrooms in the Salt Lake City area about initiating the program—what can you tell us about the opportunities and challenges we have faced so far?

Heather: one of our great successes is that we were able to accommodate every family who wanted to participate; in Utah, their greatest challenge is the lottery system and not being able to accommodate all those who are interested.

Sadler noted that he has friends with children at Paxson in the immersion program; they tell him their son is very much enthralled with it and talks about it all the time. He thinks it is a good program based on that anecdotal information.

Summary/Direction: This item was information only.

December 2013 Regular Meeting

Region 2 – Heather Davis Schmidt, Executive Regional Director

IB: Hellgate High School hosted a student-parent information night last Thursday. The presentation showing several 30 second clips or vignettes of student information is also located on the Hellgate website; Heather offered to help anyone who would like to find it. Staff from Washington, Seeley, and Hellgate visited 2 Colorado Springs schools with IB continuums, looking at the Middle Years Program and learning more about implementation of those programs. Also linking IB and Dual Language Immersion is language choice. Lewis and Clark, as part of PYP (Primary Years Program) is involved in determining what language and what method of language exposure they will undertake. They have formulated a committee of parents and staff to begin conversations. At a very preliminary early level, French and Spanish have a lot of support; there are also some very interesting ideas of languages we might not think of as languages proposed, but they don't meet the threshold of IB requirements. Heather said she is bringing this to the attention of the Board because we are looking at implementing another dual language immersion program at another elementary in the district, and we will again have the conversation about what language to offer. We could choose to be consistent and offer the same language in all our schools, or we could choose to be diverse with our language opportunities in different parts of our community. Something to start thinking about.

Dual Language Immersion Presentation part 2 of 3: Part 1 was October in Seeley: it covered research, program model and program articulation K-12. Part 2 of 3 today: 1-what procedures are we putting into place regarding application (equity), selection, late entry, and exit from the dual language immersion program in MCPS? 2-How will we know our students are gaining the language proficiency levels we expect from participation in the dual language program? 3-What professional development is necessary for administrators, target language teachers, and English partner teachers for dual language immersion? Procedures for application, selection, late entry and exit: we have these in place, but there will be adjustments. In January a committee will review our experiences last spring and at the beginning of the school year, and revise if necessary. We are looking at how we make sure everyone has the opportunity to participate in the program. Proficiency standards and assessment: what proficiency we require of our teachers: ACTFL provides an oral proficiency interview (OPI). We expect first that our language immersion teachers are fabulous teachers, and second that they are at least an advanced mid level on the oral proficiency interview of ACTFL. Our expectation is that our students will graduate high school with an advanced mid level proficiency. For students we will use a different assessment in terms of language proficiency: it is also by ACTFL, called the AAPPL—the Assessment of Performance toward Proficiency in Languages. In the packet there is a language acquisition grid, cone shaped. Students at novice level: there is not a lot of information they have to know, or a lot of listening they have to do and understand to be at that level. As they move up to intermediate, the cone is much wider, and at

advanced, much broader. For novice students, the speaking level is equivalent to a parrot: they can repeat and understand basic words and phrases. At intermediate level proficiency, we think of a survivor hanging off a cliff by fingernails: they can go to a place where they speak the language and survive, but not create or do anything imaginative. At the advanced level, we think of a storyteller: they can create, and they can speak in different tenses, past, present, and future. Also in the packet is a chart of dual language immersion proficiency targets by grade level, 1-12, in listening, speaking, reading and writing. In 3rd grade they begin to listen at intermediate level. In high school they are at the advanced level of proficiency. With the current language programs in our high schools, 50 minutes on a daily basis, they graduate after 4-5 years at an intermediate low level. We are talking about an ability to really impact our students' language abilities significantly. Proficiency standards communicated to parents: see packet for first grade assessment of listening, speaking, reading and writing. It shows those who need intervention and those who need enrichment. There are check boxes for the teacher to indicate where the student is. These will be communicated through parent-teacher conferences. There is also a 5th grade example included in packet. Professional development for administrators, target language teachers, and English partner teachers: Workshop level—a big part also happens in PLC. Grade level teams include the teacher participating in the language immersion and also the teachers participating in the traditional English language program. Close collaboration between the English teacher and the target language teacher. We anticipate an annual large group professional development in Missoula as early as this August; there is a small contingent now, but growing. We need to communicate targets: that target language teachers do not speak English in front of their students; proficiency. Struggling learners: the research we have looked at demonstrates that dual language can be very impactful for struggling learners. We will talk about communicating with parents and families: the parent-teacher conference level looks a bit different than the traditional setting. In talking about the learning environment, there is more transition between 2 classrooms; we will talk about instructional resources, best practices for using in teaching. We anticipate this would be a 15 hour annual training in addition to annual training. We will have an ongoing professional learning communities collaborative team. Part 3 later: instructional resources, struggling learners, communicating with families and the community.

Board comment: Beers: right now in the enrollment both in Spanish immersion classes vs. the 2 traditional classrooms, what is the student breakdown as far as special ed and high risk students: what does the demographic look like? Heather: it is a little too soon to tell, because we don't have IEPs identified for kindergarteners and 1st graders. As students grow older an IEP might be written. Yet we have identified that some are struggling learners and some have IEPs. The demographics change year to year in any classroom. Also in terms of students added as latecomers, it depends on the transiency rate in a particular classroom, which varies from year to year. Beers wants to make sure we are not losing a year or 2 of students who need interventions. Also if we are getting more special ed students in regular ed as compared to immersion, are the teachers receiving the additional support if they have a larger proportion of students that need additional support? Also not just for special ed students but for students as a whole, are we looking at research that addresses the stress level of Spanish immersion—does it add, subtract, what is the effect? As a student, Beers said, he struggled with anxiety; there were portions of the curriculum that prevented him from coming to school each day; what effect might that have for students who are involved? Heather: that is part of the exit procedure; we have not had to access it to date. It is definitely part of it that we want to provide multiple interventions for the academic learning before we assume that the language is causing the anxiety or stress. Making sure we are balancing and supporting our teachers: one classroom has identified more needs and we have been working closely to provide the additional special ed supports. That happens every year; you can't always identify in advance the needs of kindergarten students because we don't know them very well. Sadler: are immersion students self-selected, they asked to be there? Yes. And if they found partway through

that it was not a fit, we do have a strategy to move that student without a problem? Yes. Heather said we want to make sure parents and students are receiving support, that interventions are in place before we automatically remove them. It may be that a learning disability has been identified that would have been there anyway. Sadler said he thinks Paxson was chosen because it has less turnover of students; they tend to go there and stay. Heather replied that is one reason why Paxson was a good choice; there are many other reasons also. Sadler agreed; some schools would be more difficult with higher turnover. Heather agreed; but really that is at 3rd grade and later; we have the capacity to add students in 1st or 2nd grade. Tompkins asked about the late entry policy. Heather: there is a procedure. Adding students at first grade or 2nd grade is not problematic; students can developmentally adjust. Beyond 2nd grade they really need to have some language experience. For a student with a Spanish speaking background who arrives in the community, we could give a proficiency assessment to ensure they would be successful. Tompkins: if a student comes in during 1st grade or 2nd grade, how does that work, what do they do? Heather: we would provide a summer "boot camp" for students. For first graders this year, they were all starting at same place. But for those who join as first graders if there is room in future, there will be a weeklong opportunity to understand their routines, basic words and vocabulary. Tompkins: is a week to catch up enough? Heather: the Utah model tells us that it is at that level. Beyond 2nd grade it is not enough. We have not practiced it, but Utah has. We are modeling our program after Utah. Tompkins asked how their demographic relates to ours. Heather replied that Utah has 25,000 students enrolled; we have one program. Tompkins asked about student turnover at Paxson: isn't Paxson an overflow school receiving students from other schools because it is not as full at kindergarten as others? Heather: that is not the case this year. There was no room; they were at full capacity this year. Knapp thanked Heather.

January 2014 Teaching & Learning Meeting

Dual Language Immersion, part 3 of 3 - Heather Davis Schmidt, Executive Regional Director

Background Information: What instructional resources will we use in the dual language immersion program? In what ways can dual language immersion be the "most appropriate" placement for struggling learners (e.g. special education, low-income and English language learners)? How will we communicate with families and the community about the dual language immersion program?

Administrative Recommendation: Information only.

Notes: Davis Schmidt – This is the third presentation for dual language. The first presentation was about research behind language programs, I talked about the 50/50 model that we are using following Utah's program model and I also talked about articulation k-12 and what students and parents can expect as they participate in the program starting in kindergarten and lasting through twelfth grade; the second presentation centered around procedures, specifically about things such as the lottery or the application process to get into the program; we talked about exit procedures and I also talked in length about proficiency standards – what can we expect in terms of language proficiency at different grade levels and I also talked about professional development staff and administrators are participating in in relation to the language immersion program. Today I am going to talk to you about the last three components of the immersion program that I think are critical as we move forward not only in the current program that we have but also as we consider implementing different immersion programs in other schools in the district. One of those today that I am going to talk about is instructional resources that we are going to use and are already using in our dual language program; I am going to talk about struggling learners – I know this is a question that has come up multiple times in regards to students in immersion programs, and then I'm also going to talk about how we communicate with families and the community about dual language programs. First of all, instructional resources – this is actually pretty simple for us. In our district we use Math Expressions which is a math curriculum and we were able to purchase those same materials in the Spanish language version for our students in the immersion

program. We also use Reading Street as a reading and literacy program in many elementary schools and were able to purchase the Spanish version for Reading Street called Calle. One thing that I don't know if I expressed to you before, it's important to remember that students in the language immersion program are not only learning literacy skills in English with the English instructors half the day, they are also learning literacy skills in Spanish and they are different. The way we learn to read and write in English is phonetically, we learn one letter at a time. The way students learn to read and write in Spanish is through syllables so they learn chunks of words and that is a really important distinction as to why we purposefully have to teach literacy separately in the immersion program for that target language so that the students are actually learning those skills. We are going to spend more time talking about this through our struggling learners. Often times we consider struggling learners for a variety of reasons in these categories; they might come from low income families or socioeconomic families; we talk about students with special needs, etc. As students enter kindergarten very few have been identified with special needs but that doesn't mean that there aren't some struggling learners that we will identify throughout their educational career. Finally, those students that have linguist and ethnic diversity that are coming to us those that are English language learning might not have English as their first language. I have referenced a piece of research previously by Thomas Collier and Collier from 2010 done in North Carolina. Specifically they found some very important information through their research and it's the recent and widespread study group of research done in language immersion so it's pretty critical research in the dual language immersion community. The two of the most important points that I pulled out of the research are that 1) Special Education students were more impacted by dual language immersion than their typically developing peers. In other words, students who participate in dual language immersion but have been or will be identified in their future as special education students. This research found it had a greater impact on their education than those students who are not or never were identified as special education students. Second, and this is a direct quote from the research study, *"There is no evidence that students with exceptionalities who are deemed ready to take the state level achievement test, will be harmed by participating in dual language classes. In fact, given the higher test scores that accompany such participation, a dual language classroom placement for these students may well be more appropriate than a non-dual language class."* This is pretty important research for and a very important finding because what the research showed is that those students who participate in a dual language class who are identified as special education students performed as well as their peers in non-dual language immersion who did not have IEPs or not identified for special education. That is pretty critical, I think it goes back to the brain research about the flexibility that is created through learning multiple languages and what that does for our learning capabilities. Other studies found very similar results for low income students and English language learners as *"dual language immersion tends to level the playing field"* is what they found. One important book that has come out recently (I have a copy and would be happy to make copies of part of it for any of you interested and I will certainly forward you all the copy write information so you can access it yourself) is by Tara Fortune, she works for the Clara Institute and she provided a lot of information and background for us on the various research studies and what is really great about this book is it shares how language immersion impacts students from a variety of perspectives. For example, Karen Allen might say to me "What does a speech language pathologist think about students participating in a dual language immersion program and how does this impact their ability to learn." Well there is a perspective, a real story from a speech language pathologist in this book. There is a story from teacher. There is a story from an instructional coach. There is a whole bunch of perspectives. But that is mixed with the actual research so you get a real feel for what is going on. At Paxson we have begun addressing some issues with struggling students in our language immersion classes just as we would in our non-language immersion classes. We begin in kindergarten and first grade through our RtI processes to develop these understandings of our students and what their needs are as we learn and get to know

them better. We worked directly with Dr. Fortune on some of the concerns that certain staff members, parents etc., have about their students. I am going to specially refer to some guiding principles that have come out of the research that are located on pages 10 & 11 of this book and I think you will find that most of these guiding principles actually are guiding principles for all learning. First of all, we need to ensure we consider the learner as a unique individual. We need to establish realistic achievement and proficiency standards. We need to elicit and manage expectations of parents. We need to secure specialist staffing and appropriate materials to address language and learning difficulties in the program itself. This is something we are actually working on right now at Paxson. As we get more students in the program who are identified as special education, what kind of staffing resources are we providing; what kind of instructional materials and resources are we providing in the targeted language and not just in the English language. We need to put student's needs first. Hold high expectations for all students. We need to believe in and remain committed to the philosophy of the immersion program. We need to trust in universal human capacity for learning. If any of you have watched the movie *The Finland Phenomenon*; in Finland most of their students don't start school until age seven but the expectation is that families will be teaching their students two to three languages at home before they ever enter school. That is something we do not do in the United States. Finally, families and community - how do we communicate with families and the community. We have a variety of ways that we do this. We actually have information meetings. Kelly Chumrau has a group of teachers and parents who are considered a planning group for the immersion program and they specifically work on what does that program look like in the school, how does it impact the whole school community and they develop a processes of addressing all of these issues. One of the things that has been of great concern is - is the school divided because of this program. That is something we are working on really hard to avoid. We want to make sure all students benefit from the program whether they are in the program or not in the immersion program itself. In the spring, we will hold an information meeting for anyone interested. We also hold an orientation meeting in the fall, we did this before school started this fall because there is some specific information that that parents of immersion students need to know as their students are entering that program. We also have regular ongoing conversations and communications through newsletters and emails and social media and a variety of other ways. This may become an issue but it's not something we are assessing to the level that we will in the future, we will begin really assessing those proficiency standards in third grade much like we begin assessing standards through our Smarter Balanced assessment. We will talk to parents more in depth about how we are determining those and how we are having those assessments. We will continue to talk about the program articulation and transition specifically parents will have more concerns when their students get to fifth grade and will be transitioning to middle school and again when they get to eighth grade and are transitioning into high school. We will have more specific meetings about that. The most important communication that we have in an ongoing and continuous way are parent/teacher/student conferences. These are a little bit different in language immersion program then they are in a non-immersion program. Typically parent teacher conferences involve the classroom teacher at the elementary level and the parents. In a language immersion program, it involves a collaborative team of classroom teachers. It involves not only the English teacher but also the target language teachers. If you recall from previous conversations I've talked to you about how important it is that the student don't know that their teacher can speak English. That means we bring the student in, we have these student led conferences, we bring the parents in, and in front of the students the Spanish teacher is only speaking Spanish and many of the parents don't understand it. Then the student goes to another place and is supervised by someone else and the Spanish teacher can have an English conversation with the parent. What is really great about having the student involved in that conversation is that often it's the first time that parents are able to hear their children interact with the language teacher and that is very meaningful. Students that are learning in an immersion program don't necessarily know that this any different. They aren't going to go

home and start speaking Spanish to their parents because their parents are speaking English. This is a great opportunity for parents to see that interaction. Are there any questions?

Sadler – we always appreciate your presentations because it's important for all the Board to be informed of these programs. Do we have any questions?

Wills - has there been even more interest from students that are or who's parents have given the special needs to be in this program? Davis Schmidt – None that I have heard of. One thing that is interesting is that all families who wanted to participate in the Spanish immersion program have been able to participate. We don't have any that have left the program but I don't that any additional have asked. We certainly have not asked them yet but will be doing that very soon.

Lorenzen – what percentage of your time this semester has been put to language immersion? Davis Schmidt – I'm not sure that I can answer that. I have many many areas that I interact with and this is a part of that.

Apostle – I think that can all appreciate that we are fortunate that we have someone like you that truly understands language immersion that you bring research into the presentations because research is what we are all looking for in terms of implementing appropriate programs and making sure they are relevant to the education la process. I appreciate what you are doing and know that we have a lot of work to do; we are far from where we want to be and there are questions and challenges but within that there are opportunities also. Sadler – we want to thank you. It was informative and don't be a strange, we like to hear about these things. Is there any public comment? No public comment.

February 2014 Teaching & Learning Meeting

Language Immersion Update, Heather Davis Schmidt, Executive Regional Director

Background Information: Heather will update the Committee on Language Immersion.

Davis Schmidt - I just wanted to let you know that Principal Kelly Chumrau continues to meeting with members of the dual language team which includes staff members and parents from the Paxson community. They are working through some concerns, planning their next steps and working to insure inclusion of the entire school community in the global cultural experiences. In January Kelly held a school-wide parent meeting to get feedback from families regarding the program. There are some concerns that continue to exist that the team is continuing to resolve but overall the feedback from that meeting has been very positive. The parents of students involved in the program are very pleased and several of the families of students who chose not to participate it the program last year have requested and indicated their interest in participating next year. I also wanted to mention if you recall that during public comment during the last Board meeting in January, Julie Brooks the Speech Language Pathologist at Paxson suggested that we consider a school-wide immersion program. This possibility continues to intrigue me and Kelly and I are looking into whether or not that is feasible or even something that is desirable among the Paxson community. Are there any questions?

Sadler – I heard some public comment of teachers complaining about the assignment of special education students being unfairly balanced – that the language immersion classes don't have as many special education students as regular classrooms. Have you addressed that and can you explain what is going on.

Davis Schmidt – we have addressed those concerns. At the beginning of year, the classrooms were evenly divided in terms of students who had been previously identified with special needs prior to the beginning of the year. That did become a little unequal as several students in one classroom were identified with special needs during the course for the first several months of the year. This is something that happens at the kindergarten since we just don't always know what those students needs are going to be. Once we get to first grade we are able to balance those more. Additional support has been provided in that classroom.

Holland – Is there one overarching concern that people are talking about or are there several smaller concerns that are dealt with easily? Davis Schmidt – With any new program there small discrete concerns that are dealt with fairly easily and we have been able to deal with those. I would say that one of the overarching concerns is the even distribution and support of special needs students and we are working through. One of our long-term goals to work on this through a change in the Kindergarten Roundup situation that we have throughout the district. This would allow more opportunity to recruit students who come into our district later, families in transition as well as those students with special needs.

Apostle – I think what is very important is to realize this program has been underway for six months. Research has proved we are going in the right direction offering language immersion in our elementary schools and hopefully it will be a k-12 continuum. We have to give it a chance. There will be issues and we will work through those issues. We need understand we are doing the right thing for our children. That is the number one thing to remember.

Charlson – This is an issue we are watching closely at MEA. It is a topic of conversation at my Board of Director meetings. We want to make certain that we are encouraging equity for all students as they move forward. That is a question and concern. I would like to see the answers relating to equity for students 2nd grade and beyond who would or would not be entering the program with or without an IEP. We realize the program has only been in place for 6 months. We would really like to see the research. Can you send me the titles that are possible so that I can share that information? It's great to hear about changes in Kindergarten Roundup. I was also at the meeting at Paxson and I asked Principal Chumrau how many of the people attending the meeting were immersion parents and she said it was mostly parents of immersion students. She had several questions for us to answer and I am wondering what is being done with that data. Will it be shared with all parents and all community?

Apostle – Lately we've been talking about Professional Learning Communities and how people come together to resolve issues and assess data. This is a great opportunity for collaborating, to come together and come up with solutions and the best plan to move forward. I believe we have highly qualified people, teachers, administrators, and union representatives that can sit down and figure out the best solutions so we can continue a very successful program.

Sadler – Are there any comments? No additional comments.

February 2014 Regular Meeting

Shape P20 Dennis & Phyllis Washington Foundation Grant - Administration will provide an overview of the first year of the Shape P20 Dennis & Phyllis Washington Foundation Grant....

Heather stated that she will talk about the programs and where we are at. On pages 49-51 of the packet you can see the overview of the programs. Heather, Karen Allen, and Trevor Laboski have reported in detail many times about the programs. They will continue to update at Teaching and Learning and at Board meetings. Shape P20 is focused on the partnership between UM and MCPS, a unique collaboration for us, and a unique model nationally. We are working hard together to provide a model for other communities. An important factor is the opportunity to deliver training programs locally at UM, a benefit for us in terms of cost savings (vs. sending someone out of state with airfare and hotel bills), but also a real benefit to our community, bringing people in from around the area, around the nation, and internationally. Specifically the programs we are working on are the International Baccalaureate (IB): we have 5 schools which have implemented, are implementing, or are considering implementation of IB programs. We know we will have a K-10 IB continuum in Seeley Lake, and we are working toward a K-12 continuum in Missoula. We have Year 1 budget and expenditures listed in the packet. All of our expenditures related to this grant fit into those categories. Thematic academies: the Health Science Academy has been implemented; we are also exploring academies at Hellgate and at Sentinel. Dual language immersion: we have a program at Paxson for Kindergarten and first grade, implemented this year. We had intended to only do it for Kindergarten, but after collaboration, felt it best to start with 2 grades. It will expand each year. We are also looking at other opportunities for language immersion elsewhere in the district.

April 2014 Teaching & Learning Meeting

Dual Language Immersion presentation by Paxson staff/community, Heather Davis Schmidt, Executive Regional Director

Background Information: A team from Paxson Elementary will share work and progress on the Spanish Immersion Program. The team will present some of the successes and some of the challenges of the program, along with future plans to improve the program.

Notes: Heather said she is excited to bring the next group: Kelly Chumrau and a team from Paxson, including a couple of young ones. Very excited to have them share the work they have been doing this year.

Kelly: thanked all, exciting, appreciative of the time. Kelly introduced Rocio Muhs, who is teaching kindergarten on the Spanish side. Julie Line teaches on the English side. As a kindergarten team, they each teach two different groups of students. Piper and Lexi are the students here today. Video: we have an obligation as a public school system to expose children to the world. Dual language offers an opportunity to expand horizons. Multilingualism provides different engagement, lifelong. Problem solving in the second language from 2nd grade enriches their experience in their native language. Forty of the 80 students are in English only, 40 are in dual language. Students start their day in Spanish or English and switch at midday. Kindergartners and 1st graders have adapted quickly. The ability to use multiple languages early is stimulating to brain development. They had communication about the program and how it would work with parents. Partnership with UM, SHAPE P20 grant. Apostle said he can't wait to see it expanded. Knapp: communication is essential; one additional piece of the opportunity. Kelly: thanks to Hatton for making that video possible. She passed out a handout of results of a survey they did with the Paxson community; they had a 51% return rate for the whole school. They asked questions to understand how the community is receiving the program. They asked kids in the immersion classes how they were doing and how they liked the program. They asked 2nd-5th graders what they know about the program and how they feel about it being in their school. The responses to the survey help us understand our next steps as we build our program. Kelly encouraged trustees to look at the questions and answers when they have time. People are proud of the program and happy we are implementing it, and they offered suggestions for how we should continue. Kelly shared writing samples from the Kindergarten and first grade students with the trustees.

Maestra Muhs with Piper and Lexi demonstrated some of what they have learned: they said buenas tardes and gave their names. The students counted in Spanish the number of trustees and administrators at the table; they talked about colors and the type and colors of animals they have at home.

Kelly asked for questions; there were none. Thank you for having us.

Apostle said that he has observed the two Spanish-speaking classes: they are doing an outstanding job, they move the agenda. Congratulations to you and our students.

Kelly: Ms. Line is here; it is a great opportunity for her as well. She has spoken about how it has changed her teaching. With the amazing collaborative partnership, English is enriched as well. Sadler: we appreciate your work as well.

April 2014 Regular Meeting

TEACHING and LEARNING – Information/Action – Executive Regional Directors

Region 2 – Heather Davis Schmidt, Executive Regional Director

Dual Language Immersion Presentation Part 3 of 3; page 92

Holland noted that this is marked as information/action. We have heard 2 parts of this; this is the 3rd part. Is there any action? Heather: No, it is information only.

Heather said she is excited to give part 3 of the presentation. We began part 1 in September. As a reminder, part 1 of 3 covered research, program model, and program articulation K-12. Part 2 of 3 covered procedures in terms of entrance and exit; proficiency: what it means in terms of language acquisition; and professional development opportunities teachers have undergone and will continue to undergo.

Part 3 of 3: what instructional resources will we use in the dual language immersion program? In what ways can dual language immersion be the most appropriate placement for struggling learners—e.g. special education, low-income, and English language learners? And how will we communicate with families and the community about the dual language immersion program?

Instructional resources: Common Core State Standards in ELA and mathematics. The district adopted English language arts and mathematics curriculum materials. *Calle* is the Spanish language version of *Reading Streets*, and we are using the Spanish language version of *Math Expressions*. So we are using the same materials as we are using in English. In Spanish there is a different way of learning a language. English we learn phonetically, one letter at a time, whereas Spanish is learned syllabically, one syllable at a time. It is important to teach English language arts skills and Spanish language arts skills. Teaching & Learning on Monday had a great presentation by dual language teachers and students, and we saw writing samples in Spanish that kindergartners are doing. Mathematics: the major instructional area we focus on in the dual language: we adopted *Math Expressions* in classrooms across the district, and we have adopted the Spanish language version at Paxson.

Struggling learners: low income, special needs, linguistic and ethnic diversity (ELL). It is our goal that our classrooms and demographics look as much the same as we can get them and that our struggling learners get the best educational opportunity possible. Heather cited a 2010 study by Thomas and Collier, the largest language immersion study to date, which looked at programs in North Carolina. The study found that special education students are more impacted by dual language than their peers. There was no evidence that students with exceptionalities that are ready had more difficulty. In fact a dual language placement may be more appropriate. Research shows that dual language is a way for students to truly learn. The brain functions differently related to the flexibility of neurons as they learn in different ways: it can be the best and most appropriate placement for our struggling students. We are working hard to get more struggling students in those classes. Dr. Tara Fortune was at our training and

has worked with us and shared with us: regardless of what language a student's family speaks at home, their participation in a dual language program where they are becoming trilingual is more effective for them, as they are learning both English and the target language. Other studies show similar results for low income and English language learners: they reference the idea that dual language immersion tends to level the playing field. In dual language, all students are learning in a different language than they are used to learning in.

Families/community, and how we share information related to dual language. Heather noted that we have an information meeting in the spring and an orientation meeting in the fall. In the spring, we let families know what the program is about and what they can expect in the program. Fall: we make sure families feel comfortable with the program, what they can expect, and what students can expect.

Regular ongoing communication: we send newsletters, and emails to all families regarding all programs in the school. Dual language is a team of teachers. When a parent has a concern, the email is shared with the teacher team, who discuss it together and respond jointly; both teachers are involved in understanding students' needs.

Parent information meetings occur throughout the year: we discuss proficiency standards and assessment, program articulation and transition. As the program grows through the grade levels, we will have transition meetings for middle school.

Parent/teacher/student conferences. Typically a parent-teacher conference is 15 minutes. The teacher meets with each set of parents for 15-30 minutes to talk about student progress. In the language immersion conference, students participate also. Often students learning a language through dual language immersion don't think it is special or odd that they are speaking a second language. When they go home, there may not be someone who can speak it with them. At conferences, parents get to see their child interact with a person speaking the language, often for the first time. It is very important that the target language teacher only speak Spanish in front of the child. At the conference, the English teacher speaks English to the parents; students don't know the Spanish teacher can speak English.

Questions: Tompkins: regarding struggling learners—considering the timeline for when you start giving information to parents in the spring and then they are signed up before fall happens, wouldn't that mean the program is filled by the time late entries come? Heather: last year we did the lottery on August 15, but we still had several students who registered between August 15 and the beginning of school. We are looking at establishing the lottery the first day of school. Not too many students register after the first day of school, but Paxson and Lewis & Clark, with university students living in the neighborhoods, have students who come right at the beginning.

Tompkins: do you have a para in the Spanish immersion classroom? Heather: yes, in one of the classrooms we do; we anticipate we will likely have to have a fulltime para. Tompkins: a Spanish speaking one? Heather: it is not an additional cost. It is based on accreditation standards and IEPs. Tompkins: you have to have one who speaks Spanish? Yes. They are shared between the English classrooms.

Tompkins: what is the percentage of struggling learners in the non-immersion vs. immersion classroom? Heather replied that it depends on how you define struggling learner. We have more in kindergarten in non-immersion than in the immersion classroom. In first grade it is more equalized. We are looking to equalize by talking to struggling learners' families, letting them know the benefits of the program for their students, and seeing if they are willing to participate. They can enter in 1st grade and up to the 1st day of 2nd grade. There is a plan for a short summer program, one week of half days to help with some basic routines for those who did not have it in Kindergarten. Tompkins: they will catch up in a week? No, but it is a head start in catching up, and additional accommodations.

Tompkins: The dynamic is fixed after 2nd grade? Heather: Yes, but at 3rd grade, the classroom size changes too. Unless students come into MCPS with a certain level of language proficiency in 3rd grade or beyond, it would be too hard for them to catch up.

Tompkins: so immersion classrooms would get smaller and other classrooms larger? Heather: Correct, we are working on how we can balance that in terms of students participating in the Spanish portion, remembering they also spent half the day in the English classroom.

Tompkins asked about the 2010 study: did it look at longevity of struggling learners into later grades? Could you provide that? Heather: Yes, she does not have it with her, but she will provide it.

Holland thanked Heather for the update. She said she talked to the parent of a kindergartner who came yesterday to Teaching & Learning; the family is learning along with the daughter to give her support for learning Spanish, and it has had a positive impact for the whole family.

Public comment: none.

This item was information only.

December 2014 Teaching & Learning Meeting

Dual Language Immersion update and next steps, Heather Davis Schmidt, Executive Regional Director, Kelly Chumrau, Principal Paxson Elementary (Informational Only)

Background Information: Heather Davis Schmidt, Executive Regional Director, Kelly Chumrau, Principal Paxson Elementary will provide and update and next steps for the Dual Language Immersion program at Paxson.

Heather Davis Schmidt introduces Principal of Paxson, Kelly Chumrau.

Chumrau: says she will share some stories about the Spanish Immersion Program at Paxson and that she loves it when the Board comes to the school to see what is going on first hand. Thinks it might be interesting for the Board to hear from the parents that are involved in the Spanish Immersion Program. A power point with pictures will be playing at the same time.

Sandy Ammons: says her daughter just started the Spanish Immersion Program, she was on the waiting list. In August her daughter participated in a two week boot camp and excelled and it perked her ear and interest in the Spanish language. She got up to speed with the kids in the first grade that already went through the program in kindergarten. Ammons: says her daughter Emery has improved and blossomed throughout the last four months. She comes home to tell mom, "That was the best day ever, I won this game, we played this!" Emery will teach her the entire math equation she learned in Spanish. This program is of particular interest to Ammons because her background education is in French and linguistics. Learning a language impacts her daughter educationally, socially, boosts confidence and is something unique for her to share with the family and gives her a role to be a teacher at home. Her daughter has pride in what she's learning and the community at Paxson.

Jenny Montgomery: has a kindergartener at Paxson and he is absolutely delighted with everything he's learning. She says it's wonderful to see kids challenged in this way and that in Europe it's completely normal for kids to learn two & three languages. Here we seem to really think we need to consider that carefully but kids have the capacity to absorb this. She shares that her son has cerebral palsy and motor disability, and she asked that he be placed at his neighborhood school and mainstreamed with everyone else. Reading and intellect are strengths for him and she thinks that we need to play to kids strengths. The program has expanded his world and he can really push himself in an area where he's really able to excel. She thanks Paxson for all of the physical accommodations they have made and thinks it's been really successful.

Celine Beamer (read by Chumrau): she is a faculty member of the University of Montana Pharmacy School and her oldest daughter is in first grade and has been enrolled in the program for two years. She believes that knowledge of language helps her to become a better global citizen and that she's been thrilled with her progress. She's quickly become proficient at reading and speaking in Spanish. This has translated into an interest in learning about and experiencing other countries & cultures. Her daughter now relishes challenges in and out of the classroom. She believes that studying similar concepts in two

languages has enhanced her analytical and creative thinking skills. From a professional perspective, it is increasingly important for graduates of the school of pharmacy to have additional language skills so they can communicate health care choices with patients. Knowledge of a second language provides a competitive advantage in any job market and is the key to providing accurate quality care. Beamer is thrilled with her daughter's opportunities.

Chumrau: then plays video of students at Paxson in the dual language program. She apologizes for the poor sound quality. Chumrau: hopes that the video gives the Board a little taste of the program. Next Chumrau introduces parents of students that are not in the program.

Linda Gozzola: is a parent that has a kindergartner at Paxson that is not in the Spanish Immersion Program. Their family was very hopeful that their son would be in the program. Her son had lots of friends last year and pretty much everyone he knew was in the program. It got into his mind that he would be in the program and she cautioned him that he might not get in and as fate had it he was not picked to be in the program. They were initially really disappointed, he was really disappointed and his best friend is in the program. When they have playdates his friend will teach him the Spanish that he knows. Her son's other closest friend is in the program and that friend does not speak about the program with her son because they don't want to make her son feel bad. She believes it has created this division with half of the students out and half in. It would be a wonderful thing if there were a way for all of the students to take part in this wonderful program.

David Flores: begins by speaking about his father who is a fifth generation Mexican and grew up in California. Flores: shares that his father went to the public schools in California and at the time they were taught to Americanize. It was a big deal to take pride in being American which also turned into stripping away some of their cultural aspects. His dad grew up with the impression that speaking Spanish was not a good thing. Even though he is bilingual he raised me not speaking Spanish. Dad regrets it. It's important to recognize that we are a nation of multiple ethnicities. When Flores was raised there was ESL as an offset but he thinks second languages should be embraced on a larger scale and children this age should get exposure to it where it's not just a cultural aspect, it's not just let's learn about Mexican culture. Yes, we're in Montana and there are a very small percentage of people who speak Spanish but it should be widely understood that for a good portion of the South this would be probably a predominant language in some areas. It should be significant, it should be as significant as learning math at some point you might run into it and it could be a part of your lifestyle. He thinks a program like this should set a standard like that, where it's not just a side program that you can learn. It should be a part of expanding their knowledge of not just how America works but how the world works, it is a very diverse world.

Danielle Friedland (home with sick child, read by Linda Gazzola): She is Isabella's mother and her daughter is not enrolled in the program at Paxson. She concurs with the notion that all kindergartners be placed in this program by next year. That all kids participate in this program. She took French all the way from kindergarten through college and absolutely loved the benefits that it gave her. Nothing would make her happier than to have all of the children receive this benefit.

Chumrau: introduces Maestro Muhs.

Maestro Ted Muhs: teaches Spanish Immersion first grade at Paxson and wanted to share his thoughts. He thinks there are cognitive challenges and benefits of learning a second language. If we assumed the role of one of our dual language learners for one day we would not only learn some Spanish, we would learn new concepts and skills for the very first time in Spanish. We would make connections with languages and things we already know, we're building schema. We would have "aha" moments in Spanish when suddenly it all makes sense, we would speak and sing Spanish, we would learn how to read, write and do math all in Spanish. The learners in the program demonstrate every day how to take big risks without fear of ridicule. These kids hunger for knowledge and wish to make sense of their world and they just happen to be doing so for half the day in a second language. Because their schema is not

fully developed, the fact that they are building understanding and making connections in a second language is a process that is entirely normal and or natural to them. We are hard wired for communication regardless of the language. Research shows us that those truly bilingual individuals excel at cognitive tasks that require language skills and flexible thinking. Muhs: says he is privileged to teach our young scholars effective communication and be part of such a progressive forward minded community. Missoula County Public Schools understands that effective communication is built on mutual respect and tolerance for differences and one's ability to consider multiple perspectives which seems impossible without bridging languages. Whether written, read or through spoken word our kids will need to be able to communicate in a second language to be informed, skilled, compassionate and engaged citizens. He thanks Kelly and parents that show great enthusiasm for our program. In closing he states, the sum of all knowledge is not contained in any one language.

Chumrau: shows pictures from Ms. Sonsalla's classroom, another teacher in the program who was unable to be there due to jury duty.

Chumrau: asks for any questions.

Kendall: asks how do we make it available to everyone who wants it? Chumrau: replies that she doesn't have the answer for that and it's something that we're grappling with on a daily basis, it's in her heart to do that.

Sadler: says we had to start a pilot program to learn how to do it and that's what we've been doing, learning how to do it and now we need to figure out how to do the rest of it.

Newbold: asks Chumrau to share some of the specific challenges she foresees. Chumrau: explains that they are not worried about having enough people that are interested in the program. Last year they had 70-80 parents that wanted to be in the immersion program. We think about if we have enough people that can teach and speak Spanish in our community? She reminds the Board that Paxson is the only public school in the state that does this. She says there are lots of students at the university that want to come and volunteer. She wants to make sure she has the right people in place.

Lorenzen: asks if this were to become a larger program would any teachers currently at Paxson have to leave because they couldn't teach Spanish immersion? She also asks Chumrau directly, that since she does not speak Spanish, would it be better to get a principal that does speak Spanish in the school that is Spanish Immersion? She also questions how committed the parents are and if she thinks they would follow the program to another building?

Chumrau: replies to the first question by saying not next year. She doesn't foresee that as a huge concern and believes that at some point that might come up a couple of years down the road. There are so many retirements, people will have a job and might not have it at Paxson school, it's very likely that they would though. But yes, it would require some movement but not next year and perhaps not the next year but eventually. She responds to the second question, and tells Lorenzen she's right. There probably is a better person out there that speaks better Spanish than she does. She is studying it and competing with Heather Davis Schmidt on Duolingo. She thinks that it's really important that she embraces the language and that if there is a better candidate that speaks Spanish perhaps they should switch places.

Lorenzen: repeats the third question. If we took the program out of Paxson and moved it to another building do you think the parents would be willing to go to the new building or would they rather stay in the neighborhood?

Chumrau: says she thinks they would prefer to stay at their neighborhood school.

Kendall: asks about people that were not interested in the program being put in the lottery and chosen for the program and people who were counting on it, absolutely committed to it and didn't get in. Can that change for next year? So that only the people who really express interest can be included? How does that kind of decision get made and when? If it can't be expanded to cover everyone who's

interested in it, can we be more deliberate in our selections? Are there things happening right now that will result in changes for next year, to expand it or make it more targeted?

Chumrau: responds by saying this program is for all children and they have a strong conviction that it is good for all children. We don't want to have to exclude some kids from that. They may come to Paxson not having the opportunity to have learned about it before hand and it doesn't seem fair to exclude them from that drawing.

Kendall: disagrees with Chumrau's response and asks if before next year they would be able to talk about this at the Board level?

Chumrau: asks to give an example. On the first day kindergarten parents come and they tell them about the program and she remembers telling a group of parents about the lottery they will be put into unless they decide to opt out and immediately this one couple gave each other high fives. They were thrilled about it but didn't know anything about it before hand but it was such an incredible opportunity for them. Chumrau: also confirms that most people on the waiting list want to be on it and can't recall anyone who isn't intent on being in the program.

Kendall: repeats her earlier question and asks if anything is happening now to make it more targeted for next year? Chumrau: says that right now they are having lots of conversations with staff, parents and in their Paxson committees. They are definitely talking about it.

Apostle: comments on the outstanding questions from Trustee Kendall. He also says we need to take into account what Trustee Sadler said which is that we started this program not knowing how it would go. It's turned out to be very successful for those students and parents that are involved. The vision must be total language immersion for Paxson or any other school. If this were easy this would be going on in many districts across the state of Montana. We are the only district, with the only elementary school that's challenged the status quo on this issue. We will strive to do a better job to include more students, the more students the better. There are models out there that we can follow. I've been associated with some of those models to get the program totally immersed in second language. But each community is different and we have to take into account that this is Missoula. We must move methodically and fairly to involve as many students as possible in this program. This program is new to Missoula but if you go across the United States, this is happening in hundreds of districts. We're going to work together, the administration, teaching staff and parents to see which direction we can go in terms of next year. We're working on these things as we speak and the ultimate objective is to allow students that want to be in the program to be in the program.

Sadler: asks how long has the program been going on? Chumrau: says they're in the second year. Sadler: comments that we're beginners. With an immersion program that also puts an obligation on the school to emphasize our American culture. For the longest time the general consensus was integration into the American culture. Now people are coming to the conclusion that with different cultures we need to appreciate all of them but while we're doing that lets not also forget our American culture. Thanks Kelly for creating a new program because it's not easy and a lot of mistakes can be made. As we go through this, what we will learn with the hope that the elementary district will have the sufficient funds to do this, all children in our district should benefit from this education. Not just the schools in the high socio economic status but also in the schools where there are lower income areas because all children in our district need to benefit from the same education.

Davis Schmidt: comments on Sadler's point about offering the program in our lower socio economic schools. She agrees that she wants to see this program expand next, to one of our low income schools. She also mentions that Paxson is a school with nearly 50% free and reduced meals, which is pretty significant compared to other schools in the district. Currently, with the schools that are not considered Title I, Paxson is always right in there for close consideration for Title I funding because of their high poverty level.

Sadler: asks for public comment.

Melanie Charlson: President of the Missoula Education Association says she is hearing some wonderful things and has friends that have kids that are a part of the program and not a part of the program. She believes that all of the kids are receiving an amazing education because there are excellent teachers over there. Her concern is about equity across the district and needs to be looked at if we move forward with other immersion programs. She expresses that her main concern is the contract. Item 7 in the contract states; aware that the concept of class loads and class size, for the purpose of assigning students to a classroom, the Principal needs to consider actual square footage, number of students that qualify for Title 1, have a 504 plan, Special Education or are limited English proficient. Every effort will be made to create and maintain class rosters in which the above qualifications are equitable among grade levels and/or identical courses. She knows that Principal Chumrau is very cognitive of this and will be as we move forward. Another concern is that Charlson would like to be very aware of changes in staffing. There is also solid contractual language regarding shifting of individuals from their current position, especially those with seniority and who are tenured.

Sadler: asks for any more public comment.

Apostle: thanks the Paxson staff and Principal Chumrau's great effort as they move forward with this program. He also states that they are aware of the contracts and will be respectful of the contract but at the same time they will forge ahead into the 21st century to make sure our students are receiving the very best education possible. America has always been a country of diversity and we need to acknowledge that in our schools more now than ever before and this is a move in that direction.

December 2014 Regular Meeting

Shape P-20, Heather Davis Schmidt, Executive Regional Director

Heather gave a brief progress report on SHAPE P20. She will do a more in-depth report in February at the end of Year Two. Dr. Trent Atkins of UM is the program liaison. We work with him and the Washington Foundation to write the report to present to the Foundation. UM and MCPS, with the support of the Washington Foundation, are working to transform the relationship Pre-K-20, to increase high school retention and graduation rates and deliver skills essential to the 21st century. Elements include International Baccalaureate (IB), thematic academies, dual language immersion, Graduation Matters Missoula, and professional learning for teachers and staff.

Paxson: the implementation of the first dual language immersion program in Montana is in its 2nd year, serving Kindergarten through 2nd grade, with the plan to add one grade level each academic year.

January 2015 Regular Meeting

Public Comment

Annie Belcourt spoke: she has 3 daughters, two in high school and one in kindergarten. She thanked the superintendent and Dr. Schmidt for responding to concerns regarding her daughter in kindergarten. Her concerns were related to proposed changes at Paxson, where there was a proposal for complete language immersion for kindergarten and 1st grade. She understands that has been changed in recent days to just kindergarten. She wanted to acknowledge that she is not questioning the importance of bilingual education nor the significance of early immersion. She worked as a tutor for the bilingual program. She is a research psychologist with a doctorate in clinical psychology. She and her children are Native American. The importance of culture and language are important to her belief system and family. Language is important. Her 3 children have learned 2nd and 3rd languages, and she is very grateful. She has significant concerns about complete immersion for kindergarten and 1st grade at Paxson, with no

other option for children. Her daughter is developmentally young; she barely made the cutoff. She struggled her first year, learning basics in kindergarten due to her teacher's expertise. Ms. Larance found volunteers to come in and help with math and the basics of literacy skills, and they worked at home. It was difficult emotionally; she is sensitive. She is caught up. She was able to have access to a teacher with 29 years of expertise in teaching kindergarten, whose alumni have been accepted to Ivy League schools. Her second concern: Paxson has extremely talented teachers and staff, and she is concerned about displacement due to the immersion change. She opted out of Spanish immersion. She believes language can be learned at any time, at a later date, successfully. She reviewed the literature sent by the principal and others in the district supporting the immersion approach. As a psychologist she did not find it causal; it is not enough to base dramatic curriculum changes on. Third: why are no other languages being offered? We have 12 tribal nations within our state. Why not teach Blackfeet? We have linguists here who can teach it. Many more people globally speak Spanish, but we are the largest minority group in the state, and it holds with Indian Education For All. Fourth: Ms. Larance will be unable to teach her class next year in the manner she has done. She has had significant national awards, for which she was nominated by her students who had graduated, illustrating the impact of her education. Dr. Belcourt commented that she feels we need more time. She heard this just before Christmas: it is not adequate time to think about the really dramatic change and how each student would be served. She wants parents to see the credentials of the teachers replacing those who are there, and compare them. 1-we should have more time to consider the change. 2-we should have the option to opt out for those who are young or have special needs or lack resources. 3-we need more detailed and empirically based evidence for immersion for special needs, impoverished, and students with limited parental guardian resources, including Native American students. 4-we need more explanation of the rationale for teaching k-1 students. 5-the district should consult parents before terminating or reassigning teachers. She would like to see more documentation of evidence for change, and the qualifications and expertise of the teachers. Knapp thanked Dr. Belcourt.

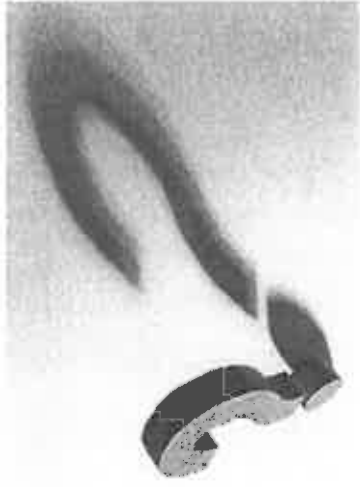
Dual Language Immersion Part 1 of 3

Missoula County Public Schools
Dr. Heather Davis Schmidt



MISSOULA COUNTY
PUBLIC SCHOOLS

Forward Thinking, High Achieving.



Part 1 of 3

- oWhat does research tell us about the power of multilingualism and the brain?
- oWhat program model are we using in MCPS and why?
- oHow will the dual language program articulate from kindergarten through grade 12?

Part 2 of 3

o What procedures are we putting into place regarding application, selection, late entry, and exit from the dual language immersion program in MCPS?

o How will we know our students are gaining the language proficiency levels we expect from participation in the dual language immersion program?

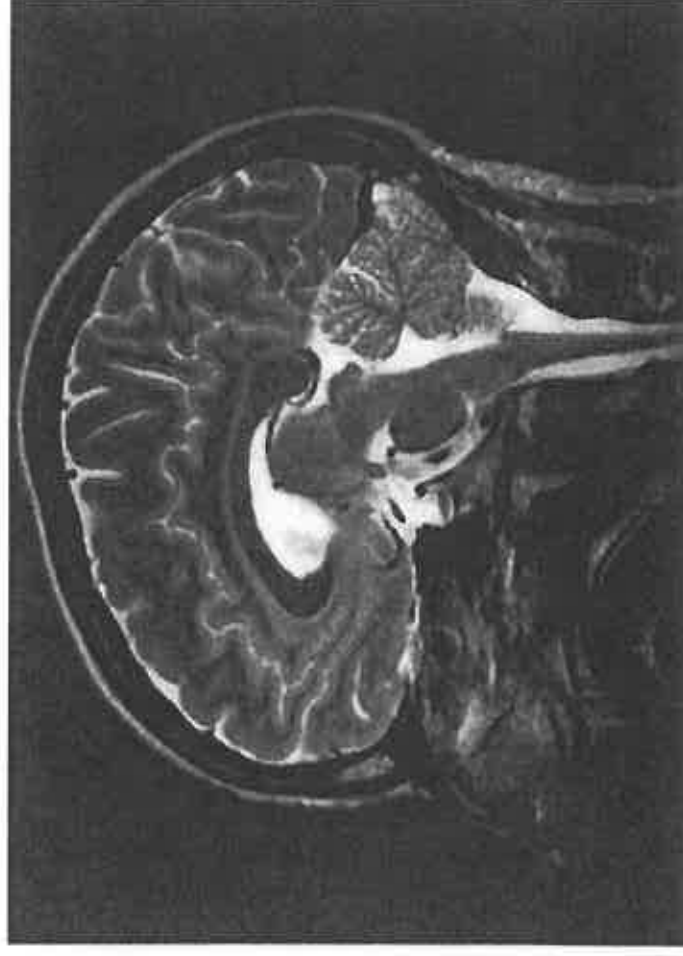
o What professional development is necessary for administrators, target language teachers, and English partner teachers for dual language immersion?

Part 3 of 3



- o What instructional resources will we use in the dual language immersion program?
- o In what ways can dual language immersion be the "most appropriate" placement for struggling learners (e.g. special education, low-income, and English language learners)?
- o How will we communicate with families and the community about the dual language immersion program?

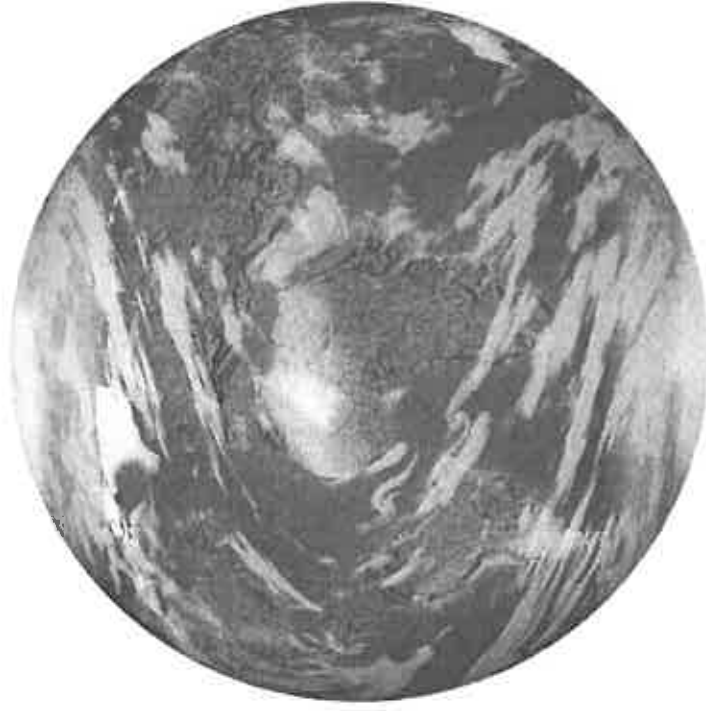
Why dual language immersion?



1. Brain research

o English Learners in North Carolina (Thomas, Collier, and Collier, 2010)

o How the Brain Benefits from Being Bilingual (Kluger, TIME, July 18, 2013)



Why dual language immersion?

2. Globalization

“...when asked to project the importance of bi- or multilingual executives in ten years (2014), between two-thirds and three-fourths of recruiters from all represented continents agreed that the importance of language skills would increase and most indicated that there was a ‘significant competitive advantage’ for multilingual business leaders” (Korn Ferry International, 2004)

Program Model

o 50/50 (grades K-5)

o 50% in target language

o 50% in English

o ONLY target language is used in the

target language classroom

o Target language classroom:

o Mathematics

o Target language literacy

o English language classroom:

o English language arts

o Science and social studies integrated

o Music and health enhancement

50/50

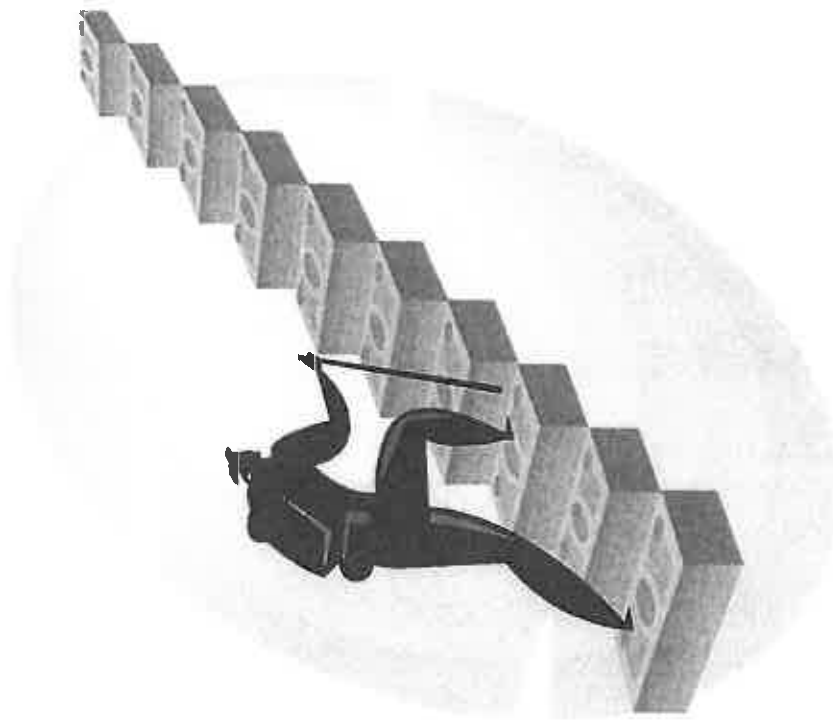
Articulation

o Grades 10-12

o Grade 9

o Grades 6-8

o Grades K-5





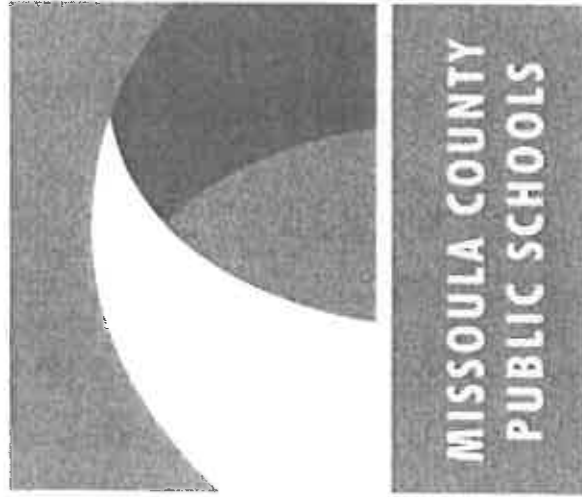
Part 2 of 3

- oProcedures
- oProficiency
- oProfessional development

Part 3 of 3

- oInstructional resources
- oStruggling learners
- oCommunicating with families and the community

**For more information,
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Dual Language Immersion Part 2 of 3

Missoula County Public Schools
Dr. Heather Davis Schmidt



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Part 1 of 3

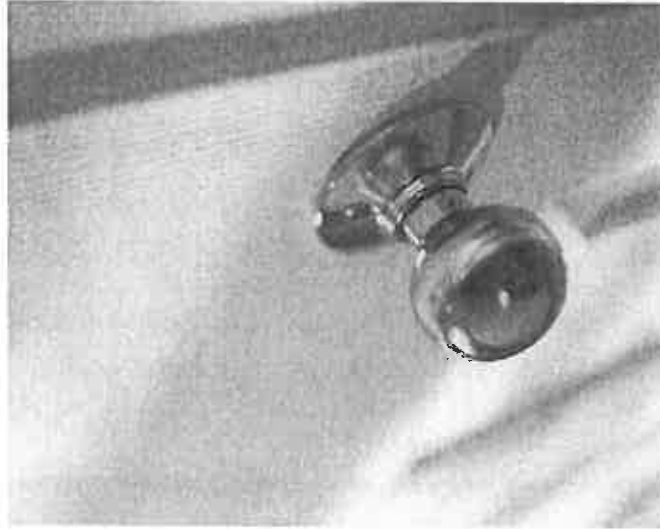
- oResearch
- oProgram model
- oProgram articulation

Part 2 of 3

- o What procedures are we putting into place regarding application, selection, late entry, and exit from the dual language immersion program in MCPS?
- o How will we know our students are gaining the language proficiency levels we expect from participation in the dual language immersion program?
- o What professional development is necessary for administrators, target language teachers, and English partner teachers for dual language immersion?

Procedures

- o Application
- o Selection
- o Late Entry
- o Exit

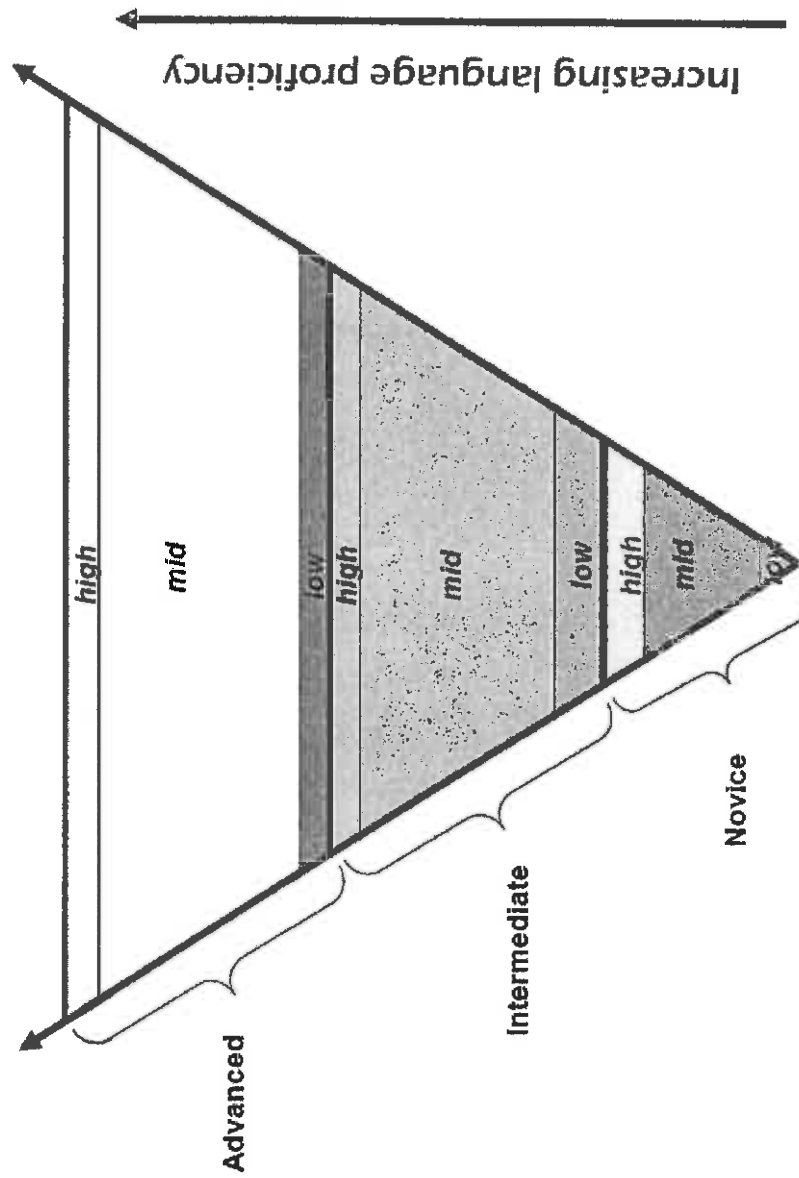




Proficiency Standards and Assessment

- o Reading, writing, speaking, and listening standards and proficiency levels at each grade level
 - o ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
 - o Collaborate with UM for partial Oral Proficiency Interview (OPI)

Language Acquisition Grid

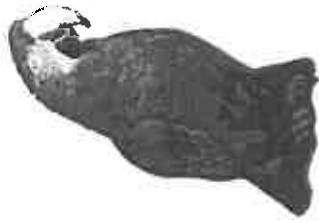


- | | |
|----------------------|---|
| Novice: | I can speak in words, phrases and memorized formulas. |
| Intermediate: | I can speak in sentences, and strings of sentences. |
| Advanced: | I can speak in paragraphs with ideas flowing from sentence to sentence. |

Speaking

oNovice

Parrot



oIntermediate

Survivor



oAdvanced

Story teller



Dual Language Immersion Proficiency Targets by Grade-Level

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Low	Novice Low
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

1st Grade Student Proficiency Report: SPANISH

Utah Dual Language Immersion Program

Student Name	Language	Teacher
School	District	Date

Listening Ability- Your child's listening ability in the immersion language is best described as . . .

☐
☐
☐
☐
☐

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
<ul style="list-style-type: none"> -Recognizes single, isolated words, greetings and polite expressions. 	<ul style="list-style-type: none"> -Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support) -Requires slower than normal rate of speech and/or with repetitions. 	<ul style="list-style-type: none"> -Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support. -May require repetition, slower speech, or rephrasing. 	<ul style="list-style-type: none"> -Understands familiar questions, commands and statements in a limited number of content areas -Understands questions and statements in new content areas with strong contextual support. -Follows information that is being given at a fairly normal rate. 	<ul style="list-style-type: none"> -Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands.

Speaking Ability- Your child's speaking ability in the immersion language is best described as . . .

☐
☐
☐
☐
☐

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
<ul style="list-style-type: none"> -Uses isolated words (i.e., single words) to respond to questions. -Responses pertain to very specific topic areas in predictable contexts. - May use greetings and polite expressions such as Good Morning and Thank you. 	<ul style="list-style-type: none"> -Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics -Frequent searching for words is common -May use native language or gestures when attempting to create with language beyond what is known -Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material. 	<p>Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <p>Uses vocabulary from everyday topics and subject area content to provide basic information.</p> <p>Uses memorized expressions with ease and accuracy.</p> <p>Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</p> <p>Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</p> <p>May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.</p>	<p>Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <p>Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</p> <p>Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</p> <p>Handles a limited number of everyday social and subject content interactions.</p> <p>Uses a variety of common verbs in present tense (formations may be inaccurate)</p> <p>Other verb tenses/forms may appear but are not frequent.</p> <p>The listener may be confused by this speech due to the many grammatical inaccuracies.</p>

1st Grade Student Proficiency Report: SPANISH **Utah Dual Language Immersion Program**

Reading Ability- Your child's reading ability in the immersion language is best described as ...

<p><input type="checkbox"/> NOVICE LOW</p> <p>-Able to recognize a limited number of letters. -They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</p> <p>TARGET</p>	<p><input type="checkbox"/> NOVICE MID</p> <p>-Able to recognize the letters or symbols -Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. -Rereading is often required.</p>	<p><input type="checkbox"/> NOVICE HIGH</p> <p>-Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. -Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment. -Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>	<p><input type="checkbox"/> INTERMEDIATE LOW</p> <p>-Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs. -There may be frequent misunderstandings. -Readers will be challenged to understand connected texts of any length.</p>
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Writing Ability- Your child's writing ability in the immersion language is best described as ...

<p><input type="checkbox"/> NOVICE LOW</p> <p>-Copies or transcribes familiar words or phrases -Forms letters of the alphabet -Produces a very limited number of isolated words or familiar phrases from memory</p> <p>TARGET</p>	<p><input type="checkbox"/> NOVICE MID</p> <p>-Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language -On less familiar topics, shows a marked decrease in accuracy -Writing may be difficult to understand even by sympathetic readers</p>	<p><input type="checkbox"/> NOVICE HIGH</p> <p>-Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of daily school life -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time -Writing is often comprehensible by natives used to the writing of non-natives</p>	<p><input type="checkbox"/> INTERMEDIATE LOW</p> <p>-Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational style with basic word order -Sentences are almost exclusively in present time and generally have repetitive structure. -Topics are highly predictable content areas and personal information -Vocabulary is adequate to express basic needs -There are basic errors in grammar, word choice, punctuation, spelling. -Writing is generally understood by native speaker used to writing of non-natives</p>
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5th Grade Student Proficiency Report: SPANISH

Utah Dual Language Immersion Language Program

Student Name	Language	Teacher
School	District	Date

Listening Ability- Your child's listening ability in the immersion language is best described as...

☐ **INTERMEDIATE LOW**
☐ **INTERMEDIATE MID**
☐ **INTERMEDIATE HIGH**
☐ **ADVANCED LOW**
☐ **ADVANCED MID**

INTERMEDIATE LOW -Understands familiar questions, commands and statements in a limited number of content areas -Understands questions and statements in new content areas with strong contextual support. -Follows information that is being given at a fairly normal rate.	INTERMEDIATE MID -Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics -Carries out commands. <p style="text-align: center;">TARGET</p>	INTERMEDIATE HIGH -Understands longer stretches of connected speech on a number of topics at a normal rate of speech. Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)	ADVANCED LOW -Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects	ADVANCED MID -Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech
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Speaking Ability- Your child's speaking ability in the immersion language is best described as...

☐ **NOVICE HIGH**
☐ **INTERMEDIATE LOW**
☐ **INTERMEDIATE MID**
☐ **INTERMEDIATE HIGH**

NOVICE HIGH Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language -Uses vocabulary from everyday topics and subject area content to provide basic information. -Uses memorized expressions with ease and accuracy. -Can respond in intelligible sentences most of the time but does not sustain sentence-level speech -Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. -May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics	INTERMEDIATE LOW Sustained but marginal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them -Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and subject content interactions. -Uses a variety of common verbs in present tense formations may be inaccurate -Other verb tenses/forms may appear but are not frequent. -The listener may be confused by the speech due to the many grammatical inaccuracies <p style="text-align: center;">TARGET</p>	INTERMEDIATE MID Confident ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language -Has basic vocabulary to permit discussions of a personal nature and subject area topics. -May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however) -Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Meaning is generally clear in spite of some grammatical inaccuracies	INTERMEDIATE HIGH Partial ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community) describe and narrate across the major time frames of present, past and future speak in paragraph-length utterances have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners -Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail. -Sometimes achieves successful circumlocution when precise word is lacking. -Initiates and sustains conversations by using language creatively. -Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations -Control of present tense is solid but patterns of breakdown appear in past and future tenses -Grammatical inaccuracies are still present.
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5th Grade Student Proficiency Report: SPANISH

Utah Dual Language Immersion Language Program

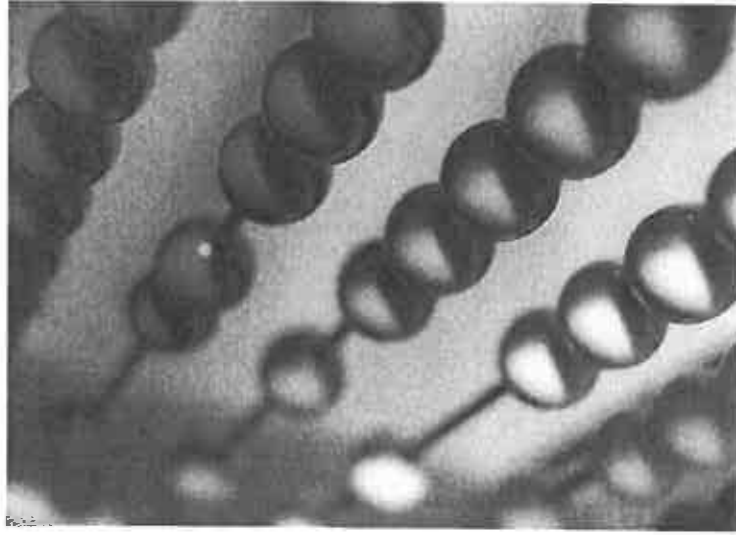
Reading Ability- Your child's reading ability in the immersion language is best described as . . .

<p><input type="checkbox"/> NOVICE HIGH</p> <ul style="list-style-type: none"> -Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. -Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment. -Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. 	<p><input type="checkbox"/> INTERMEDIATE LOW</p> <ul style="list-style-type: none"> -Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs. -There may be frequent misunderstandings. -Readers will be challenged to understand connected texts of any length. <p>TARGET</p>	<p><input type="checkbox"/> INTERMEDIATE MID</p> <ul style="list-style-type: none"> -Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. -Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics. 	<p><input type="checkbox"/> INTERMEDIATE HIGH</p> <ul style="list-style-type: none"> -Can understand fully and with ease non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. -Can understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of vocabulary, structures and writing conventions of the language.
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Writing Ability- Your child's writing ability in the immersion language is best described as . . .

<p><input type="checkbox"/> NOVICE MID</p> <ul style="list-style-type: none"> -Writes a modest number of words or phrases in context -Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and nationality when asked for -Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language -On less familiar topics, shows a marked decrease in accuracy -Writing may be difficult to understand even by sympathetic readers 	<p><input type="checkbox"/> NOVICE HIGH</p> <ul style="list-style-type: none"> -Meets limited basic practical writing needs using lists, short messages, and simple notes -Writing is focused on common elements of daily school life -Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time -Writing is often comprehensible by natives used to the writing of non-natives 	<p><input type="checkbox"/> INTERMEDIATE LOW</p> <ul style="list-style-type: none"> -Creates statements, mostly as recombinations of learned vocabulary and structures, and formulates questions based on familiar material -Sentences are short, simple and of a conversational style with basic word order -Sentences are almost exclusively in present tense and generally have repetitive structure. -Topics are highly predictable content areas and personal information -Vocabulary is adequate to express basic needs -There are basic errors in grammar, word choice, punctuation, spelling. -Writing is generally understood by native speaker used to writing of non-natives <p>TARGET</p>	<p><input type="checkbox"/> INTERMEDIATE MID</p> <ul style="list-style-type: none"> -Writes short, simple communications, compositions and requests for information in loosely connected texts about content of school subjects, personal preferences, daily routines, common events, and other personal topics -Writing is framed in present time but may contain references to other time frames -Writing style closely resembles how the student speaks -Evidence of control of basic sentence structure and verb forms -Writing is understood readily by natives used to the writing of non-natives -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Meaning is generally clear in spite of some grammatical inaccuracies.
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Professional Development



- o Administrators, Target Language Teachers, English Partner Teachers
- o Annual large group professional development
- o Ongoing professional learning communities collaborative team
 - o Full grade-level teams
 - o Target language/English partner teams



Part 3 of 3

- oInstructional resources
- oStruggling learners
- oCommunicating with families and the community

**For more information,
please contact:**



**MISSOULA COUNTY
PUBLIC SCHOOLS**

**Dr. Heather Davis Schmidt
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Forward Thinking, High Achieving.

Dual Language Immersion Part 3 of 3

Missoula County Public Schools
Dr. Heather Davis Schmidt



MISSOULA COUNTY
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Forward Thinking, High Achieving.



Part 1 of 3

- oResearch
- oProgram model
- oProgram articulation

Part 2 of 3

- oProcedures
- oProficiency
- oProfessional development

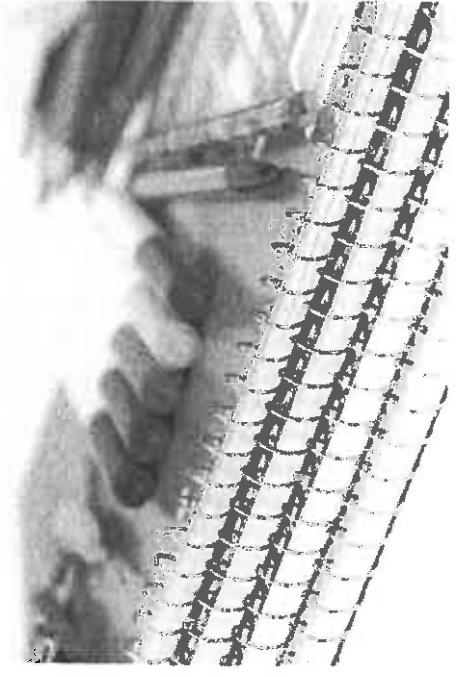
Part 3 of 3



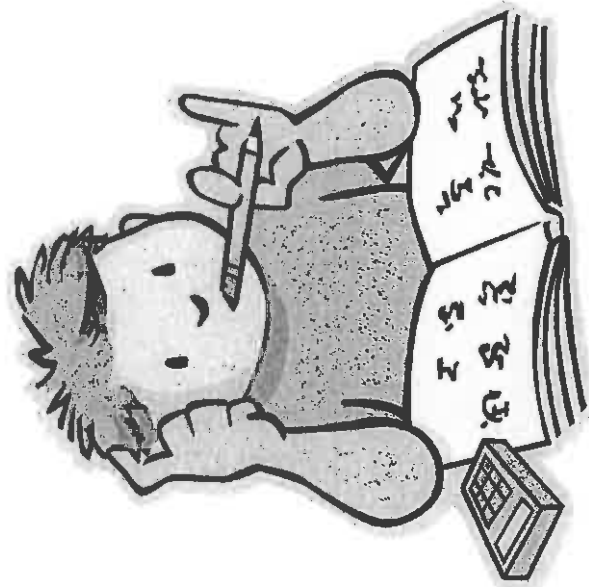
- o What instructional resources will we use in the dual language immersion program?
- o In what ways can dual language immersion be the "most appropriate" placement for struggling learners (e.g. special education, low-income, and English language learners)?
- o How will we communicate with families and the community about the dual language immersion program?

Instructional Resources

- o Common Core State Standards in ELA and mathematics
- o District adopted English language arts and mathematics curriculum materials
 - o *Calle*, Spanish language version of *Reading Streets*
 - o Spanish language version of *Math Expressions*



Struggling Learners



- o Low income
- o Special needs
- o Linguistic and ethnic diversity (ELL)

Families/Community

- o Information meeting (spring)
- o Orientation meeting (fall)
- o Regular, ongoing communication:
 - o Newsletters
 - o Emails
- o Parent information meetings:
 - o Proficiency standards and assessment
 - o Program articulation and transition
- o Parent/teacher/student conferences



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Forward Thinking, High Achieving.

English Learners in North Carolina, 2010

Wayne P. Thomas, Ph.D. and Virginia P. Collier, Ph.D.

George Mason University
and Karyn Collier, Research Associate

Introduction

This document provides a briefing to North Carolina Department of Public Instruction staff on major findings from Year 2 of the study investigating the effects of two-way dual language programs on student groups of instructional interest, including English learners, language minority students who are not English learners, native-English speakers, special education students, and low-socioeconomic status students in North Carolina. The data analyzed is from the 2008-09 school year. A previous report, English Learners in North Carolina, 2009, delineates, in detail, the purpose and stages of the study, the schools and school programs included, and results from school year 2008. The reader may find the 2009 report useful as a reference in understanding this 2010 report.

Two-way dual language (DL) programs are those in which English language learners and native-English speakers are educated in the classroom together in both English and another language. The curriculum (North Carolina Standard Course of Study) is presented in English part of the time and a second language (Spanish, Chinese, French, German, or Japanese) at least half the time. All state-level tests are administered in English. School districts participating in this study with at least one two-way dual language school include:

- (1) Chapel Hill-Carrboro
- (2) Charlotte-Mecklenberg
- (3) Chatham County
- (4) Durham County
- (5) Forsyth County (Winston-Salem)
- (6) Greene County

In this report, test scores were included from students who:

- (1) attended school at least 90 days;
- (2) took an End-of-Grade (EOG) Reading or Math test (no alternative tests);
- (3) were in one of the following:
 - a. DL classrooms in a DL school, or
 - b. non-DL classrooms in a DL school, or
 - c. not in a DL school but attending another school in one of the participating districts with DL programs.

As with our first year report, findings are presented with a decision-making orientation. This report is intended to provide decision-makers with the information and analyses they most need to improve and refine the available program alternatives for English learners, as well as native-English speakers, in North Carolina schools.

Both statistical and practical significance are mentioned in this report. In large studies like this, group sizes can vary from thousands to tens in subset analyses. To help in avoiding problems related to both large and small Ns, such as finding significance falsely (Type I error) or falsely finding no difference between groups (Type 2 error), “practical significance” is reported in addition to statistical significance.

In the 2009 report, the analyses were descriptive, most of the dual language programs were still under development, and it was deemed appropriate to evaluate preliminary assessments of differences in group performance using a criterion of .30 of the standard deviation in the grade where the differences were found. This is a rough and statistically conservative guideline for practical significance in the “real world,” designed to detect differences that almost certainly are actionable and significant for decision-making, while possibly missing some more marginal differences that are nonetheless significant. This conservative statistical approach was made more conservative by using standard deviations of entire grades of students (e.g., grade 3, grade 4) rather than the standard deviation of the combined-groups whose between-group differences are being examined. Thus, our findings in the Year 1 report on 2008 data may understate the importance of some differences in the hopes of providing decision-makers with assessments and findings robust enough to support initial educational decisions about matters that affect children, teachers and parents, such as cost-benefit decisions to continue the school districts’ experiments with dual language instruction.

In this report, we are replicating the Year 1 study to see if the same results are found in the 2009 school year data as were found in the 2008 data. We especially note results that are the same or similar in the two school years as being generalizable across different years and different groups of students in each grade. Such generalizable findings are more robust for purposes of decision-making than findings that only appear in one district or even in one year of data. And so, we invite the reader to compare findings from the Year 1 and Year 2 reports and to note the close correspondence in findings about dual language programs between these two annual data sets.

In this Year 2 report, we are also extending the initial Year 1 analyses with intent to more sensitively detect group achievement differences that are worthy of note by decision-makers. Thus, in this report, we adopt a more nuanced definition of practical significance by using effect sizes. We define a practically significant and actionable difference for decision-making in the schools as a difference between group scores that is (a) larger than .25 (one fourth) of the standard deviation of the combined (pooled) groups and (b) has

group sizes or Ns of at least 25. Effect sizes also avoid many of the problems associated with statistical significance, especially when both very large Ns and smaller Ns are found in the same comparison.

In this report, we also use confidence intervals as a means of determining whether groups are statistically significantly different or not. This practice helps us to avoid problems of falsely finding statistically significant differences when formally testing many statistical hypotheses (e.g., t-tests, ANOVAs) because of the inflated alpha error problem that occurs when many hypotheses are tested, each with an alpha level (probability of making a Type I error), resulting in a cumulatively high probability of falsely finding significance.

While most of the analyses in this report are descriptive and focus on the various student subgroups' achievement on the 2009 data, we also engage in some limited inferential statistical tests using multiple linear regression techniques. These are appropriate only after thoroughly "getting to know" the data, after thorough investigation of subgroup performances, and after developing "models" of variables that both theory and prior research indicate to be appropriate and worthy of inclusion in the analyses. These inferential analyses are also appropriate only after the programs being investigated have matured and have been fully developed. After at least two years of program development for all dual language classes, we begin to emphasize inferential analyses in this report and will continue to do so in future reports.

Finally, both the Year 1 (2008 data) and Year 2 (2009 data) reports are based on cross-sectional analyses (one sample of students at one point in time) of student achievement. With the addition of data from school year 2010, three years of data are available and longitudinal analyses become appropriate and useful. The Year 3 report will emphasize these longitudinal "looks" at student performance by following cohorts of the same students over multiple school years. This, in combination with the results of the Year 1 and Year 2 reports, will provide North Carolina decision-makers and policy-makers with a comprehensive analytical approach to evaluating the success of dual language instruction in the state.

I. The Participating Districts

In Tables 1 and 2, we examine the average 2009 End-of-Grade Reading and Math achievement for grades 3-8 in the participating North Carolina school districts combined (these results are also provided in Figures 1 and 2). These may be compared to the North Carolina state statistics that are also included in Tables 1 and 2. This comparison is useful for assessing the likely generalizability of results from our study sample to all students in the state.

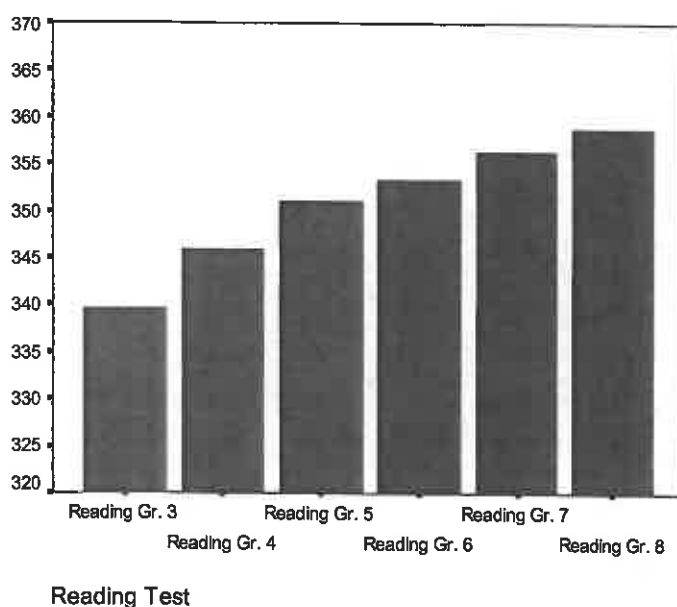
Findings:

- The data sample for this study is quite similar in central tendency (average scores by grade) to the statewide EOG test data. In terms of variability, the study's data is slightly more variable (i.e., slightly larger standard deviations) in each grade than the statewide data. In each grade, the study's data consists of about 13-14% of the statewide students in the same grades.
- **Increases in Reading scores from one grade to another are larger in elementary school than in middle school.** For Reading, there is a difference of 6.3 scale score points from grade 3 to 4, and a difference of 5.3 points from grade 4 to 5. However, in grades 6, 7, and 8, the one-year differences are 2.3 points, 3.0 points, and 2.5 points respectively. Similar grade-to-grade differences are found in the statewide data, as shown in Table 1. **These differences apparently represent a typical one-year increase in student Reading academic achievement for each of these one-year transitions from one grade to another**, since the End-of-Grade (EOG) tests are administered late in each school year. For example, the grade 3-to-grade 4 differences represent achievement changes between the end of grade 3 and the end of grade 4, with most of the change occurring in grade 4.
- In addition, these between-grade differences are equivalent to more than one-half of a pooled standard deviation for grades 3-4 and 4-5 transitions but are equivalent to only about one-fourth of a pooled standard deviation in grades 5-6, 6-7, and 7-8. **Thus, as measured in EOG scale score points, average annual achievement gains in the middle school years are less than half as large as average annual gains in the elementary grades.** The corresponding standard deviations in these grades are also reduced, but to a lesser degree.

Table 1: 2009 Reading EOG Scores

Grade	Study Mean	NC State Mean	Study N	NC State N	Std. Deviation	NC State SD	Std. Error of Mean	Diff. Bet. Grade Means	Pooled SD	Size of Bet-Grade Diff. in Pooled SDs
Grade 3	339.46	339.4	16360	113,744	12.336	11.8	.096	-----	-----	-----
Grade 4	345.79	345.6	15386	109,488	10.734	10.2	.087	6.33	11.560	0.548
Grade 5	351.04	350.7	14424	107,039	9.745	9.3	.081	5.25	10.255	0.512
Grade 6	353.35	353.5	14097	105,153	10.157	9.5	.086	2.31	9.949	0.232
Grade 7	356.33	356.5	13591	103,876	9.561	9.0	.082	2.98	9.864	0.302
Grade 8	358.81	359.0	13837	104,858	9.053	8.6	.077	2.48	9.305	0.267

Figure 1: Average 2009 Reading EOG Achievement in the Six Participating School Districts in Grades 3-8



Findings:

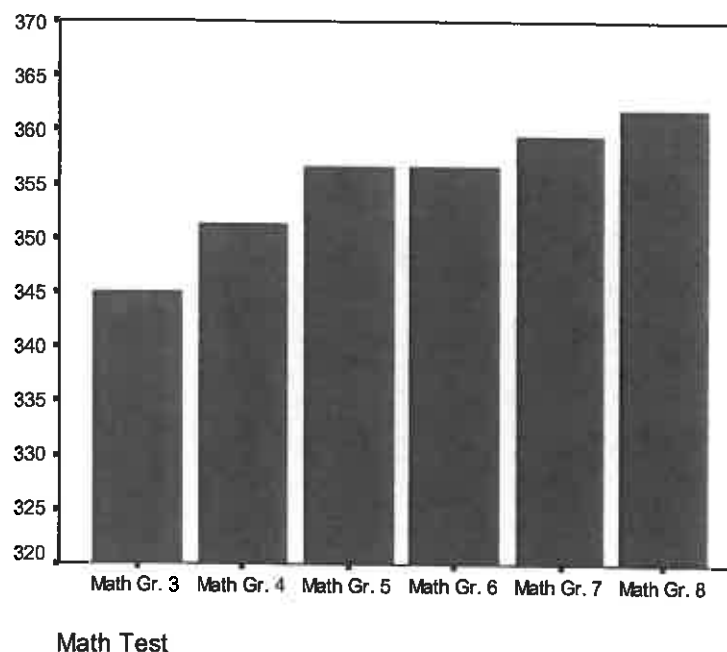
- **For Math, the pattern is nearly identical to Reading** with the exception of a -0.3 SD difference in average scale score points from grade 5 to 6, showing no increase in Math scores that year in the study sample, and only a very small difference statewide. **In other words, North Carolina student average Math scores change very little between the end of grade 5 and the end of grade 6.** While grade 6 is

the first year of middle school and requires many adjustments for students, the reasons for this small change in average math achievement are unclear, and this may merit further investigation by NCDPI testing staff.

Table 2: 2009 Math EOG Scores

Grade	Study Mean	NC State Mean	NC State N	NC State N	Std. Deviation	NC State SD	Std. Error of Mean	Diff. Bet. Grade Means	Pooled SD	Size of Bet.-Grade Diff. in Pooled SDs
Grade 3	345.05	345.1	16435	114,251	10.163	9.7	.080	-----	-----	-----
Grade 4	351.26	351.2	15493	110,102	9.910	9.4	.078	6.21	10.040	0.619
Grade 5	356.63	356.1	14503	107,554	9.431	9.1	.083	5.37	9.678	0.555
Grade 6	356.60	356.8	14137	105,422	9.924	9.3	.085	-0.03	9.674	-0.003
Grade 7	359.43	359.8	13633	104,098	9.976	9.4	.079	2.83	9.950	0.284
Grade 8	361.87	361.9	13858	105,028	9.248	8.8	.038	2.44	9.609	0.254

Figure 2: Average 2009 Math EOG Achievement in the Six Participating School Districts in Grades 3-8



Overall Findings:

- **Some scale score compression exists from grades 3-8 and especially in grades 6-8.** In fact, the difference between average grade 3 scores and average grade 8 scores (presumably 5 years of difference in achievement) is only 19.4 scale score points for Reading, an average of 3.9 scale score points per year, and 16.8 for Math, an average of 3.4 scale score points per year. For each grade, the typical standard deviations are about 9-10 scale score points. Although these factors have probably been planned and built into the EOG test development specifications, one typically finds more “spread” among the grade-to-grade average scores, as well as a greater range of possible individual scores, in the tests used in other states (Tables 1 and 2).
- **As measured in scale score points, differences in average achievement in consecutive grades become smaller with increasing grade.** Thus, both statewide and in this study’s sample, a year’s change in average Reading achievement may vary from about 6 scale score points between grades 3 and 4 to less than 3 points between grades 5-6, 6-7, and 7-8. So, year-to-year average changes in Reading achievement represent the equivalent of about one-half of a grade’s standard deviation in grades 4 and 5, but only about one-fourth of a grade’s standard deviation in grades 6-8. In Math, the same phenomenon is evident except for the lack of change in end-of-grade scores between grades 5 and 6.
- Although this data set is cross-sectional and not longitudinal, the observed differences in the size of grade-to-grade changes in average achievement may provide a grade-by-grade “context” for interpreting differences in test score averages for groups of interest as expressed as effect sizes (fractions of pooled group standard deviations). Measures of practical significance (e.g., a difference of one-fourth of the pooled-group standard deviations in a given grade) may represent a larger percentage of a typical year’s gain (i.e., a larger program effect) in the upper grades than in the lower grades.
- The averages and standard deviations of Reading and Math scores in the participating school districts are approximately the same as the statewide figures for the same grades. **This suggests that the six-district sample is generally similar to the state of North Carolina in typical student achievement and in variability of achievement, and that the analyses, findings, and conclusions of this report may well generalize to the entire state (Tables 1 and 2).**

II. Overall Reading and Math Achievement by Thomas-Collier Disaggregation Groups

The Thomas-Collier (T-C) disaggregation groups are groups of students whose school achievement should be analyzed separately for reasons of improved educational decision-making and policy-making (please refer to English Learners in North Carolina, 2009 for an in-depth understanding of this disaggregation). All students are first divided into three mutually exclusive groups:

- (1) Language minority students who are English learners (Limited English Proficient students or LEPs),
- (2) Language minority students who are not classified as English learners, and
- (3) Non-language minority native-English speakers.

These groups are further sub-divided into groups of interest for data analysis purposes, as follows:

- (1) English learners
 - a. Current LEPs (N=9,834)
 - b. Former LEPs (N=2,033)
- (2) Language minority students who are not LEP (N=6,635)
- (3) Non-language minority native-English speakers (Non-LMNES)
 - a. Whites (N=33,095)
 - b. African-Americans (N=32,155)
 - c. Other (N=3,943)

Note the smaller Ns in the “Former LEP” and “Non-LMNES Other” categories. While these Ns are large enough for descriptive purposes, once analyses are conducted by grade, program type, and other variables of interest that define subgroups, the subgroup Ns often become too small for reliable conclusions to be drawn for these groups. In addition, many of the planned research questions in this report also focus on the larger groups, including the current LEPs, the language minority students who are not classified as LEP, and the native-English speakers who are White or African-American. However, former LEPs (whose prior LEP programs are mostly non-recorded) and the native-English-speaking Other groups are included in selected analyses.

Ethnic/Racial Characteristics of the T-C Groups

- 84.2% of **current LEPs** are Hispanic, 8.7% are Asian, 3.5% are White and 2.8% are African-American.

- 72.8% of **former LEPs** are Hispanic, 16.9% are Asian, 6.9% are White and 2.5% are African-American.
- 61.6% of **language minority students who are not LEP** are Hispanic, 27.4% are Asian, 8.2% are White and 2.2% are African-American.
- Almost all **African-Americans** (98.6%) and **Whites** (97.0%) in the study are non-language minority native-English speakers. Therefore, results on these groups represent nearly all Whites and African-Americans in the study.
- **“Other” non-LM native English speakers** are mostly bi- or multi-racial (91.9%); the remaining 8.1% are Native American.

Findings:

- In NC school districts with two-way dual language programs, the lowest scoring group for Reading is current LEPs. However, Native-English speaking African-Americans score slightly lower or close to current LEPs for Math and only slightly higher than current LEPs for Reading (Figures 3 and 4). Both current LEPs and African-Americans tend to score statistically and practically significantly lower than all other groups for Reading and Math.
- White students tend to score more than a standard deviation higher than both LEPs and African-American students in Reading and close to a standard deviation higher in Math. This gap is roughly equivalent to 1.5 to 3 years of achievement difference between White and African-American average scores, depending on grade.
- In general, both LEPs and African-American students show very large achievement gaps compared to White students (Figures 3 and 4). As is usually the case nationally, North Carolina students score higher in Math achievement than Reading regardless of group.

Figure 3: 2009 Reading Achievement in Six North Carolina School Districts by Grade and by Thomas-Collier Group

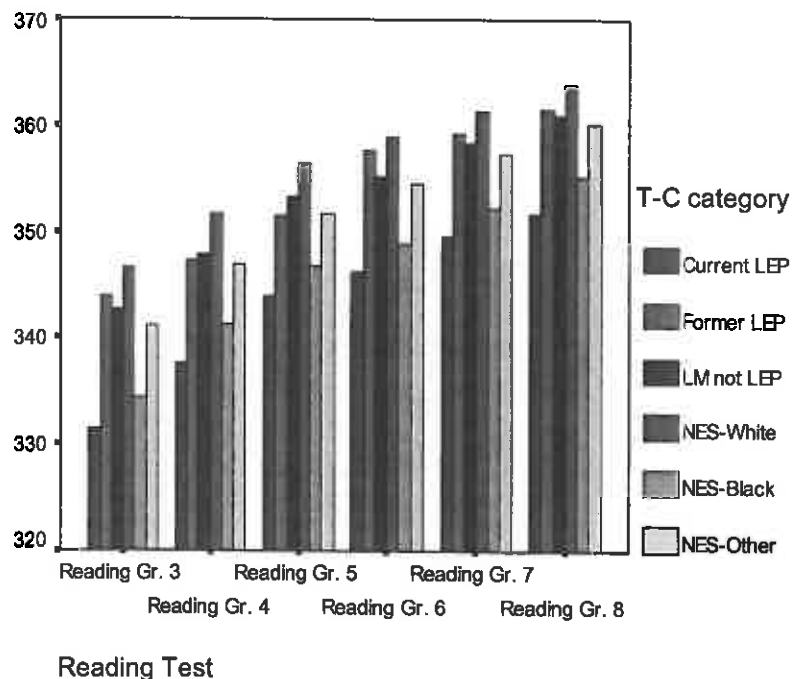
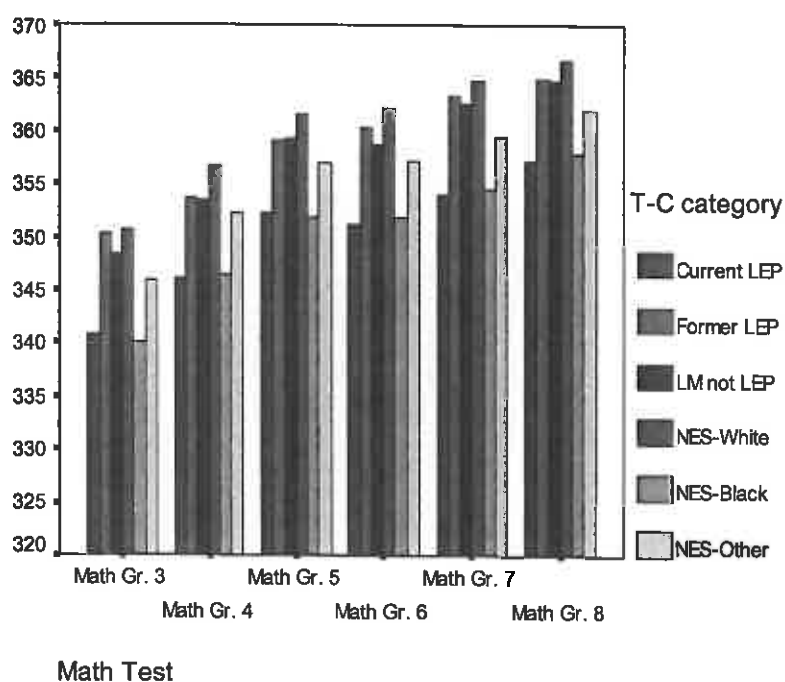


Figure 4: 2009 Math Achievement in Six North Carolina School Districts by Grade and by Thomas-Collier Group



III. Overall Achievement by Program Type

The English learners (limited-English-proficient students or LEPs) in this study receive either two-way dual language instruction or English-as-a-Second-Language instruction, depending on the offerings in their school district. The remaining large groups of students, those who are LM-but-not-LEP (language minority students but not classified as limited English proficient) and those who are non-language-minority native-English speakers, receive either two-way dual language instruction or regular mainstream instruction.

Thus, a descriptive comparison of student achievement by program type offers some useful insights into program effectiveness issues. Later analyses will supplement and refine these insights by controlling for extraneous variables after each program type has had enough time to mature and be well-developed and well-implemented. In this way, we reduce the potential confounding of level-of-program-implementation with program effect by only comparing well-implemented versions of both program types using more sophisticated inferential analysis techniques.

Table 3: 2009 Reading EOG Scores by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Reading Gr. 3	No, not in DL	339.4	16037	12.4	0.12
	Yes-In DL class	340.9	323	11.1	
	Total	339.5	16360	12.3	
	NC Statewide	333.4	113,744	11.8	
Reading Gr. 4	No, not in DL	345.7	15130	10.7	0.34
	Yes-In DL class	349.3	256	10.0	
	Total	345.8	15386	10.7	
	NC Statewide	345.6	109,488	10.2	
Reading Gr. 5	No, not in DL	351.0	14186	9.8	0.26
	Yes-In DL class	353.5	238	8.7	
	Total	351.0	14424	9.8	
	NC Statewide	350.7	107,039	9.3	
Reading Gr. 6	No, not in DL	353.3	13976	10.2	0.32
	Yes-In DL class	356.6	121	8.8	
	Total	353.3	14097	10.2	
	NC Statewide	353.5	105,153	9.5	
Reading Gr. 7	No, not in DL	356.3	13473	9.6	0.38
	Yes-In DL class	359.9	118	8.0	
	Total	356.3	13591	9.6	
	NC Statewide	356.5	103,876	9.0	
Reading Gr. 8	No, not in DL	358.8	13739	9.1	0.26
	Yes-In DL class	361.2	98	7.7	
	Total	358.8	13837	9.1	
	NC Statewide	359.0	104,858	8.6	

Findings:

- In NC school districts with two-way dual language (DL) programs, DL students score statistically significantly higher in Reading than non-DL students beginning in grade 4 and continuing through grade 8, with DL vs. non-DL effect sizes all above .25, representing practically significant differences as well (Table 3). These group average scores are shown by grade in Figure 5.
- By grade 5, average DL students score about the same as non-DL students a year older and this advantage remains through 8th grade (Table 3).

Figure 5: 2009 Reading Achievement of Students In Dual Language Programs Compared To Students Not In Dual Language Programs

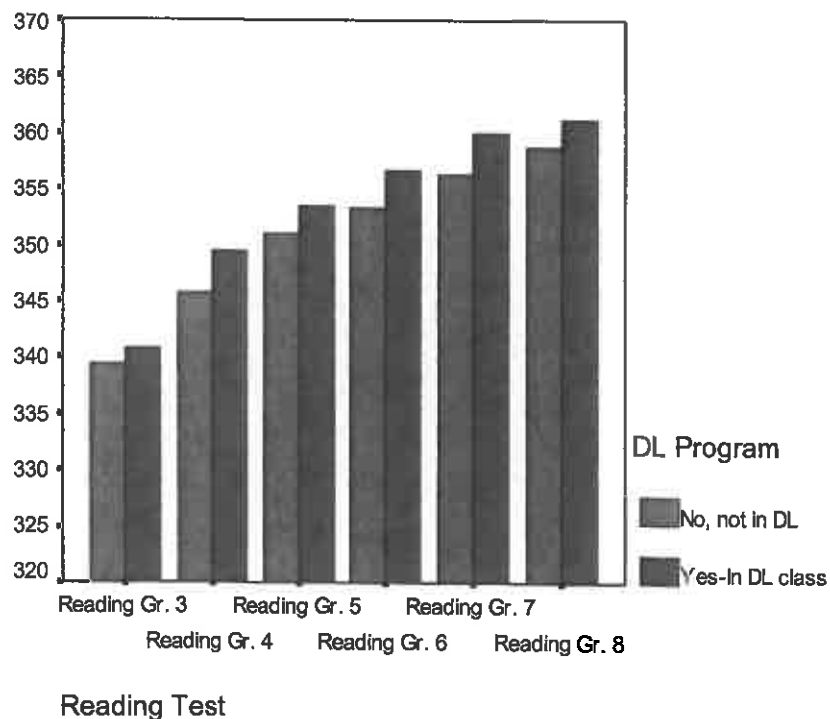


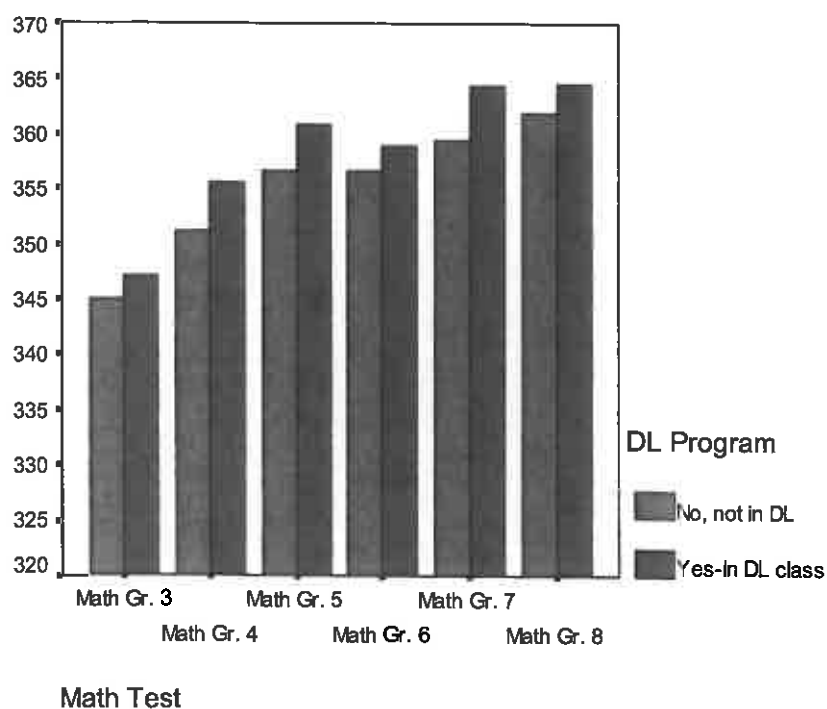
Table 4: 2009 Math EOG Scores by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Math Gr. 3	No, not in DL	345.0	16109	10.2	0.21
	Yes-In DL class	347.1	326	9.5	
	Total	345.1	16435	10.2	
	NC Statewide	354.1	114,251	9.7	
Math Gr. 4	No, not in DL	351.2	15235	9.9	0.45
	Yes-In DL class	355.6	258	9.4	
	Total	351.3	15493	9.9	
	NC Statewide	351.2	110,102	9.4	
Math Gr. 5	No, not in DL	356.6	14264	9.4	0.45
	Yes-In DL class	360.8	239	8.5	
	Total	356.6	14503	9.4	
	NC Statewide	356.1	107,554	9.1	
Math Gr. 6	No, not in DL	356.6	14016	9.9	0.23
	Yes-In DL class	358.9	121	9.7	
	Total	356.6	14137	9.9	
	NC Statewide	356.8	105,422	9.3	
Math Gr. 7	No, not in DL	359.4	13515	10.0	0.50
	Yes-In DL class	364.4	118	8.6	
	Total	359.4	13633	10.0	
	NC Statewide	359.8	104,098	9.4	
Math Gr. 8	No, not in DL	361.9	13760	9.3	0.30
	Yes-In DL class	364.6	98	6.7	
	Total	361.9	13858	9.3	
	NC Statewide	361.9	105,028	8.8	

Findings:

- **In NC school districts with two-way dual language (DL) programs, DL students score statistically significantly higher in Math (grades 3-8) than non-DL students, with grades 4, 5, 7 and 8 reaching the more stringent practical significance criterion (effect size above .25) (Table 4).** These group average scores are shown by grade in Figure 6. We note that the lack of practical significance for 6th graders may be related to the lack of increase in Math scores statewide for this grade when compared with 5th grade scores.
- **By grade 5, DL students are scoring as high as non-DL students a year older.** Specifically, average DL students in 5th grade score higher than average 6th grade non-DL students; DL students in 6th grade score almost as high as 7th grade non-DL students; and DL students in 7th grade score higher than average 8th grade non-DL students (Table 4).

Figure 6: 2009 Math Achievement of Students In Dual Language Programs Compared To Students Not In Dual Language Programs



IV. Sub-group Analyses: Thomas-Collier Disaggregation Groups, Low-Socioeconomic Status (SES) Students and Special Education Students

This section of the report highlights important findings among Thomas-Collier disaggregation groups, students of low-socioeconomic status and special education students. We examine how each of these subgroups is achieving in DL and in non-DL classrooms to see if students in each of these subgroups who are receiving dual language instruction are scoring higher, lower, or the same as those of the same subgroup who are not receiving dual language instruction.

Prior research has indicated that low-socioeconomic status (SES) students, both English learners and native-English speakers, respond especially well to well-implemented dual language instruction (Thomas & Collier, 2002). Therefore, these analyses also examine the achievement of low-SES White and African-American native-English speakers, as well as low-SES English learners, in dual language and in non-dual language instruction.

A. Thomas-Collier Disaggregation Groups

Significant findings on current LEPs and White and African-American non-language minority (LM) native-English speakers are presented here. Former LEPs and other non-language minority students who are not LEP have dual language (DL) class sample sizes too small to allow for reliable analysis when examined by subgroup.

Subgroup: Current LEP Students in North Carolina

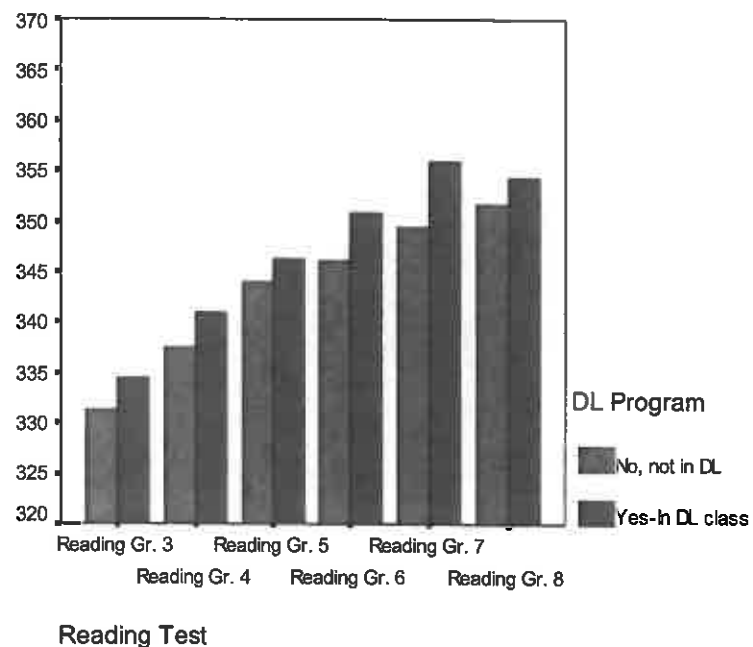
Findings:

- **In NC school districts that have two-way dual language (DL) programs, current LEP DL students score statistically and practically significantly higher in Reading in each grade (3-8) than current LEP non-DL students (Table 5).** See Figure 7 for a visual display of these results. DL-class sample sizes less than 25 for grades 6-8 render the findings for grades 6-8 tentative.
- **By grade 5, current LEP DL students are scoring as high in Reading as current LEP non-DL students a year older, and this trend increases through the eighth grade.** Current LEPs in DL programs in 6th and 7th grades exceed the scores of current LEP non-DL 7th and 8th graders respectively (Table 5).

**Table 5: 2009 Reading EOG Scores for Current LEP Students
Only by Grade and Program Type**

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Reading Gr. 3	No, not in DL	331.3	2348	10.3	0.30
	Yes-In DL class	334.4	96	10.8	
	Total	331.4	2444	10.4	
Reading Gr. 4	No, not in DL	337.5	1625	8.5	0.40
	Yes-In DL class	340.9	43	8.6	
	Total	337.6	1668	8.6	
Reading Gr. 5	No, not in DL	343.9	1448	8.3	0.28
	Yes-In DL class	346.3	32	7.4	
	Total	344.0	1480	8.3	
Reading Gr. 6	No, not in DL	346.1	1458	8.1	0.58
	Yes-In DL class	350.8	23	8.1	
	Total	346.2	1481	8.1	
Reading Gr. 7	No, not in DL	349.5	1362	8.0	0.80
	Yes-In DL class	355.9	21	5.1	
	Total	349.6	1383	8.0	
Reading Gr. 8	No, not in DL	351.6	1362	7.7	0.35
	Yes-In DL class	354.3	16	7.4	
	Total	351.7	1378	7.7	

Figure 7: 2009 EOG Reading Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade



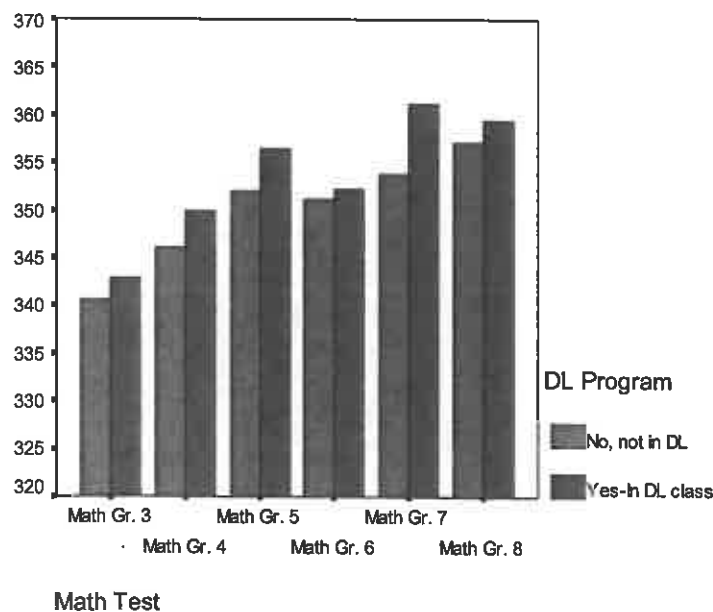
Findings:

- In NC school districts that have two-way dual language (DL) programs, current LEP DL students score statistically and practically significantly higher in Math in all grades except 6th than current LEP non-DL students (Table 6). Figure 8 provides a visual display of these results. It is possible that the lack of significance in 6th grade is related to the lack of increase in Math scores statewide for this grade. However, DL class sizes of less than 25 in grades 6-8 render these grades' findings tentative.
- By grade 5, current LEP DL students are scoring as high as current LEP non-DL students a year older (Table 6). Specifically, fifth grade current LEP DL student Math scores are much higher than those of current LEP non-DL students in 6th grade. Likewise, current LEP DL 7th grade scores are higher than current LEP non-DL 8th grade scores. Sixth grade DL students score close to, just slightly lower, than non-DL 7th grade students.

**Table 6: 2009 Math EOG Scores for Current LEP Students
Only by Grade and Program Type**

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Math Gr. 3	No, not in DL	340.7	2370	8.7	0.26
	Yes-In DL class	342.9	97	8.8	
	Total	340.7	2467	8.8	
Math Gr. 4	No, not in DL	346.0	1655	8.1	0.49
	Yes-In DL class	350.0	43	7.9	
	Total	346.1	1698	8.1	
Math Gr. 5	No, not in DL	352.1	1468	8.5	0.53
	Yes-In DL class	356.5	32	6.8	
	Total	352.2	1500	8.5	
Math Gr. 6	No, not in DL	351.1	1468	8.0	0.13
	Yes-In DL class	352.1	23	7.6	
	Total	351.1	1491	8.0	
Math Gr. 7	No, not in DL	353.8	1380	8.4	0.88
	Yes-In DL class	361.2	21	7.7	
	Total	353.9	1401	8.4	
Math Gr. 8	No, not in DL	357.1	1369	8.0	0.30
	Yes-In DL class	359.5	16	6.4	
	Total	357.1	1385	7.9	

Figure 8: 2009 EOG Math Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade



Subgroup: African-American Non-Language Minority Native-English Speaking Students in North Carolina

We conducted analyses to inform decision-making regarding two-way dual language (DL) programs for African-American students who are not language minority students, based on prior knowledge of their large achievement gaps compared to White students. To simplify discussion of results, non-language minority native-English speaking African-Americans are referred to as African-Americans below.

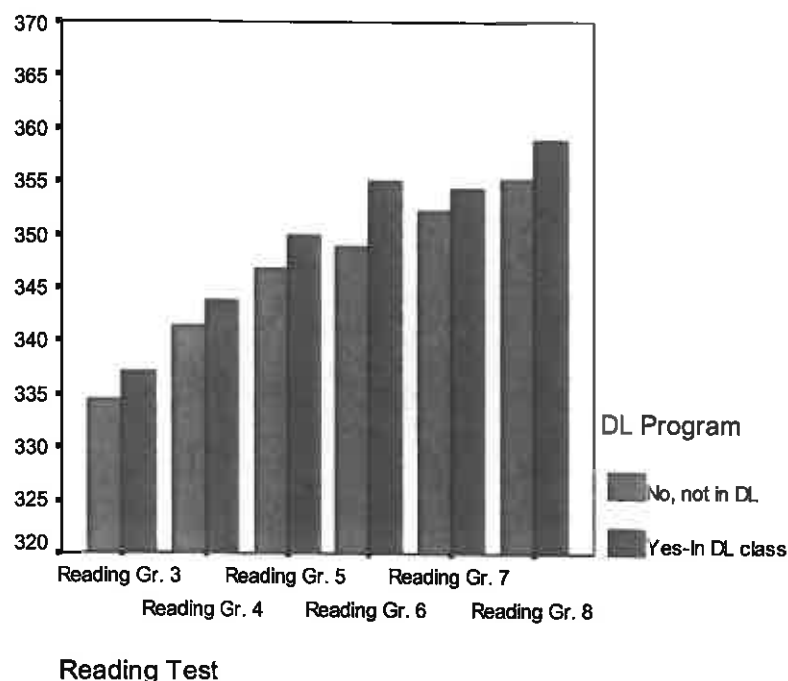
Findings:

- **African-American students in North Carolina two-way DL programs score practically and statistically significantly higher in Reading in all grades compared to African-American students not in DL programs (Table 9). See Figure 11 for a visual display of these results.**
- **Beginning in 4th grade in Reading, through 8th grade, African-American students in DL programs score higher than African-American non-DL students in the next grade who are typically a year older (Table 9). In other words, African-American DL students are more than a year ahead of African-American non-DL students by these grades.**

Table 9: 2009 Reading EOG Scores for African-American Students Only by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Reading Gr. 3	No, not in DL	334.4	5668	10.9	0.25
	Yes-In DL class	337.1	80	8.4	
	Total	334.4	5748	10.9	
Reading Gr. 4	No, not in DL	341.3	5414	9.5	0.26
	Yes-In DL class	343.8	52	9.4	
	Total	341.3	5466	9.5	
Reading Gr. 5	No, not in DL	346.8	5129	8.5	0.37
	Yes-In DL class	349.9	52	9.1	
	Total	346.8	5181	8.5	
Reading Gr. 6	No, not in DL	348.9	5217	8.9	0.68
	Yes-In DL class	355.0	28	9.4	
	Total	348.9	5245	8.9	
Reading Gr. 7	No, not in DL	352.2	5054	8.4	0.25
	Yes-In DL class	354.3	30	6.9	
	Total	352.2	5084	8.4	
Reading Gr. 8	No, not in DL	355.2	5406	7.9	0.47
	Yes-In DL class	358.9	25	6.0	
	Total	355.2	5431	7.9	

Figure 11: 2009 EOG Reading Achievement of African-American Students In DL Programs Compared to African American Students In Non-DL Programs By Grade



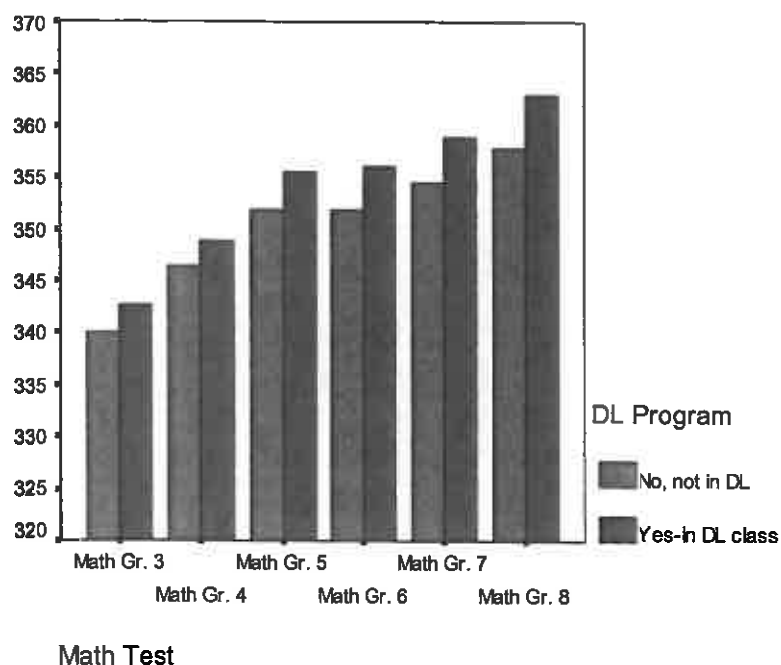
Findings:

- **African-American students in North Carolina two-way DL programs score practically and statistically significantly higher in Math in all grades compared to African-American students not in DL programs (Table 10).** These results are shown visually in Figure 12. It is notable that African-American DL students' 6th grade Math scores improved despite the lack of change in 6th grades scores for the student population as a whole.
- **Beginning in 5th grade in Math, through 8th grade, African-American students in DL programs score higher than African-American non-DL students in the next grade who are typically a year older (Table 10).** So, as with Reading, African-American DL students are more than a year ahead of African American non-DL students by middle school.

Table 10: 2009 Math EOG Scores for African-American Students Only by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Math Gr. 3	No, not in DL	340.0	5688	9.0	0.30
	Yes-In DL class	342.7	81	6.7	
	Total	340.04	5769	9.0	
Math Gr. 4	No, not in DL	346.4	5461	8.7	0.28
	Yes-In DL class	348.8	52	9.4	
	Total	346.4	5513	8.7	
Math Gr. 5	No, not in DL	351.9	5167	8.3	0.44
	Yes-In DL class	355.5	52	8.6	
	Total	351.9	5219	8.3	
Math Gr. 6	No, not in DL	351.8	5238	8.3	0.51
	Yes-In DL class	356.1	28	9.8	
	Total	351.8	5266	8.3	
Math Gr. 7	No, not in DL	354.5	5070	8.3	0.52
	Yes-In DL class	358.8	30	8.4	
	Total	354.5	5100	8.3	
Math Gr. 8	No, not in DL	357.8	5415	8.0	0.64
	Yes-In DL class	362.9	25	4.8	
	Total	357.8	5440	8.0	

Figure 12: 2009 EOG Math Achievement of African-American Students In DL Programs Compared to African American Students Not In DL Programs By Grade



Subgroup: White Non-Language Minority Native-English Speaking Students in North Carolina

Given the observed achievement gains among Whites, we assessed whether White students in dual language programs outscore their counterparts in regular mainstream classes. Non-language minority native-English speaking Whites are referred to as Whites below.

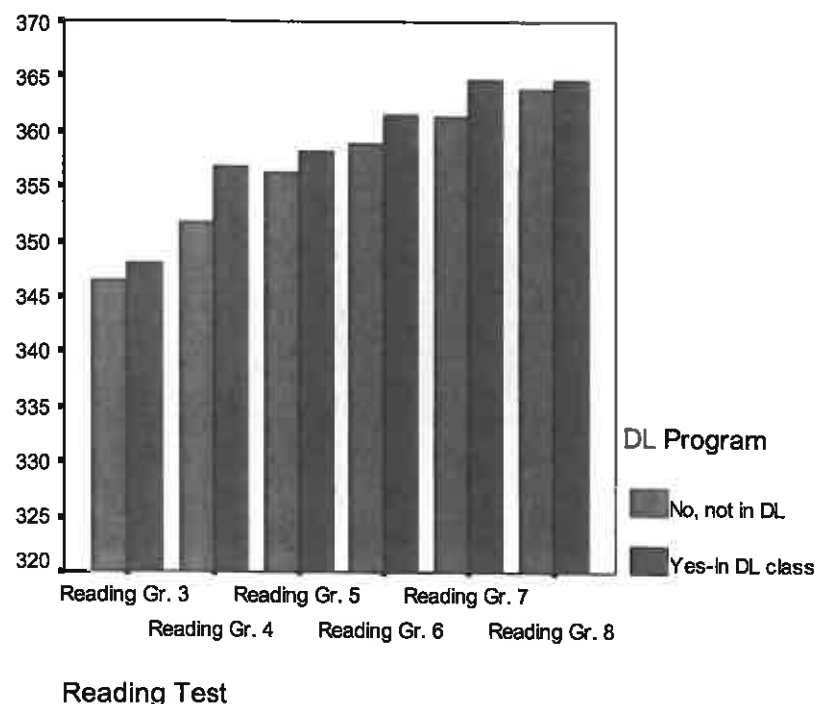
Findings:

- **White students in North Carolina two-way DL programs score practically and statistically significantly higher in Reading (grades 4, 6 and 7) compared to non-DL White students (Table 13).** These results are shown visually in Figure 15.
- **In 4th through 8th grades, White students in DL programs score about the same in Reading as non-DL White students in the next grade (Tables 13 and 14).** In other words, White DL students are about a grade ahead of White non-DL students by these grades.

Table 13: 2009 Reading EOG Scores for White Students Only by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Reading Gr. 3	No, not in DL	346.5	6011	10.6	0.14
	Yes-In DL class	348.0	87	8.5	
	Total	346.5	6098	10.6	
Reading Gr. 4	No, not in DL	351.6	5698	9.4	0.56
	Yes-In DL class	356.8	75	6.4	
	Total	351.7	5773	9.4	
Reading Gr. 5	No, not in DL	356.4	5378	8.4	0.23
	Yes-In DL class	358.3	65	8.0	
	Total	356.4	5443	8.4	
Reading Gr. 6	No, not in DL	359.0	5319	8.9	0.29
	Yes-In DL class	361.6	36	6.9	
	Total	359.0	5355	8.9	
Reading Gr. 7	No, not in DL	361.4	5197	8.4	0.41
	Yes-In DL class	364.8	46	6.6	
	Total	361.4	5243	8.4	
Reading Gr. 8	No, not in DL	363.8	5146	7.8	0.12
	Yes-In DL class	364.7	37	7.4	
	Total	363.8	5183	7.8	

Figure 15: 2009 EOG Reading Achievement of White Students In DL Programs Compared to White Students Not In DL Programs By Grade



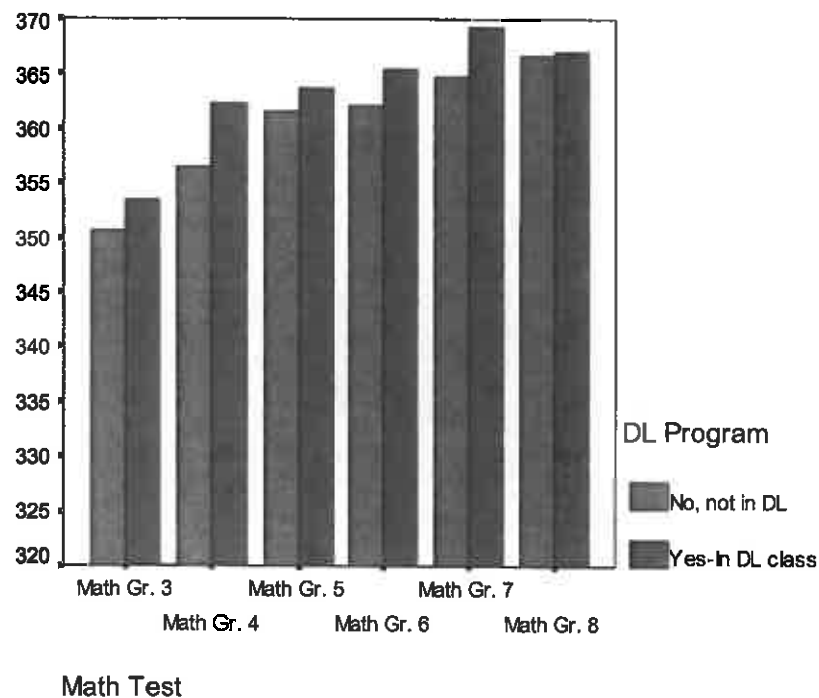
Findings:

- **White students in North Carolina two-way DL programs score practically and statistically significantly higher in Math (grades 3-7) compared to non-DL White students (Table 14).** See Figure 16 for a visual display of these results. It is notable that White DL students' 6th grade Math scores improved despite the lack of change in 6th grade Math scores for the student population as a whole.
- **In 4th through 8th grades, White students in DL programs score higher in Math than non-DL White students in the next grade (Table 14).** In other words, White DL students are more than a grade ahead of White non-DL students by these grades.

**Table 14: 2009 Math EOG Scores for White Students
Only by Grade and Program Type**

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Math Gr. 3	No, not in DL	350.6	6034	8.7	0.33
	Yes-In DL class	353.4	88	7.8	
	Total	350.6	6122	8.7	
Math Gr. 4	No, not in DL	356.6	5716	8.7	0.66
	Yes-In DL class	362.2	77	6.9	
	Total	356.7	5793	8.7	
Math Gr. 5	No, not in DL	361.5	5391	8.1	0.28
	Yes-In DL class	363.7	66	8.4	
	Total	361.5	5457	8.1	
Math Gr. 6	No, not in DL	362.1	5324	8.9	0.37
	Yes-In DL class	365.4	36	7.6	
	Total	362.2	5360	8.9	
Math Gr. 7	No, not in DL	364.6	5206	8.9	0.52
	Yes-In DL class	369.4	46	6.2	
	Total	364.8	5252	8.9	
Math Gr. 8	No, not in DL	366.7	5150	8.4	0.04
	Yes-In DL class	367.0	37	7.4	
	Total	366.7	5187	8.4	

Figure 16: 2009 EOG Math Achievement of White Students In DL Programs Compared to White Students Not In DL Programs By Grade



B. Low-Socioeconomic Students

Low-socioeconomic status (SES) students are defined as those who qualified for reduced or free lunch at school (45.1%; N=39,585). Both White and African-American students of low-SES are heavily represented in Title 1 programs. Low-SES Hispanic students are frequently found in programs for English learners. In this study, about one-half (53.3%) of all low-SES students in the study are African-American, slightly under one-third (27.9%) are Hispanic and 11.9% are White.

Since low-SES students score much lower than non-low-SES students (see Figures 17 and 18), and since these students are numerous in many school districts, educators have been looking for several decades for educational programs that can help these students close their large achievement gaps in Reading and Math.

The policy question here is, “Are dual language classrooms appropriate for low-SES students who are in Title 1 programs, LEP programs, or in mainstream instruction?” Prior research in large school districts (Thomas and Collier, 2002) has found that well-implemented dual language programs have been associated with significantly increased

test scores for both low-SES students in general, and also for historically low-scoring groups such as Title 1 and African-American students. And so, in this study, we examine the data for indications that low-SES students who participate in North Carolina's two-way dual language programs may be scoring higher on the EOG tests than low-SES students who are not in dual language programs, as found in other large research studies.

Findings:

- In general, low-SES students in North Carolina score much lower (equivalent to almost one standard deviation for each grade) in Reading and Math at all grade levels than do students who are not low-SES (Figures 17 and 18).

Figure 17: 2009 EOG Reading Achievement of Low-SES Students Compared to Non-low-SES Students

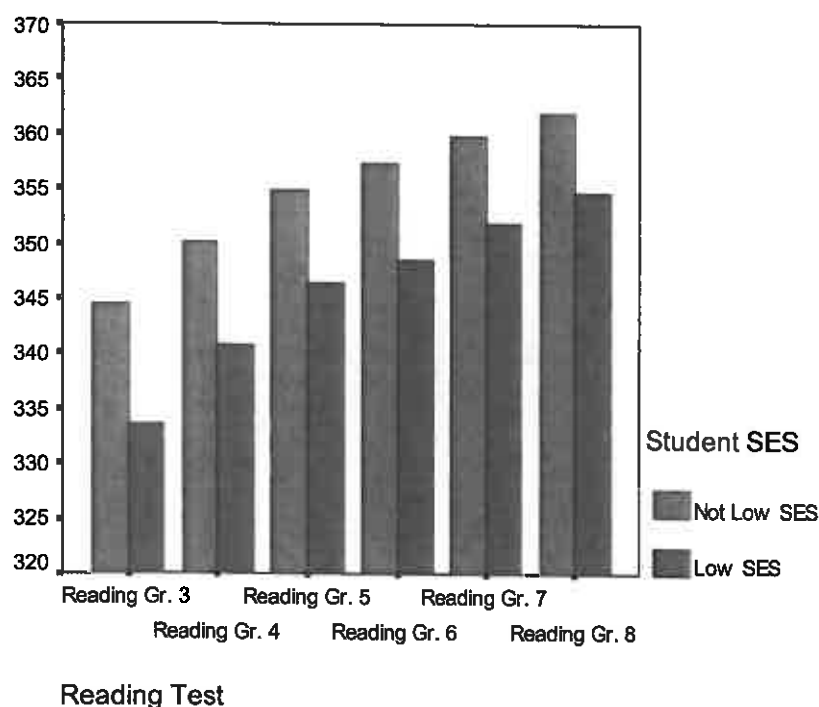
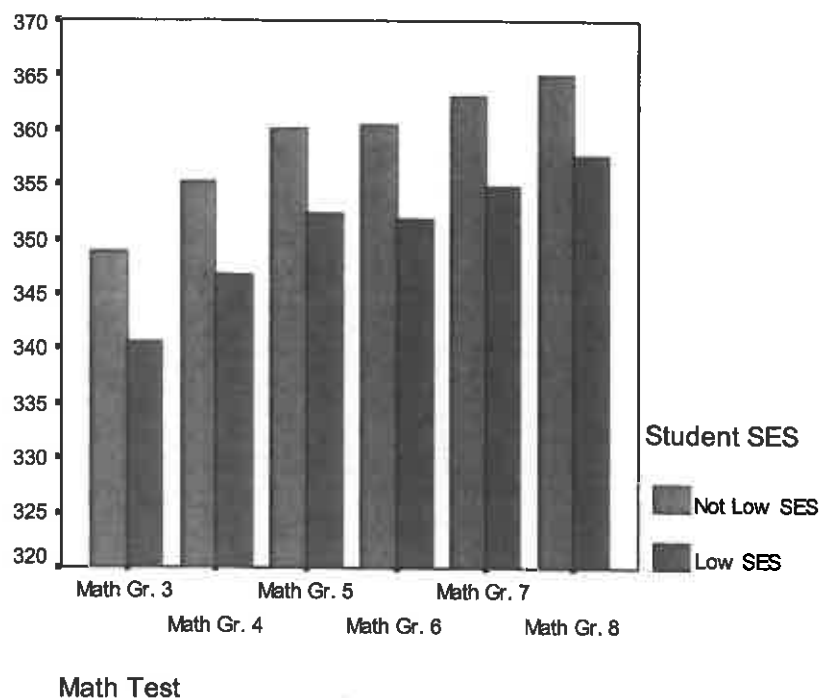


Figure 18: 2009 EOG Math Achievement of Low-SES Students Compared to Non-low-SES Students



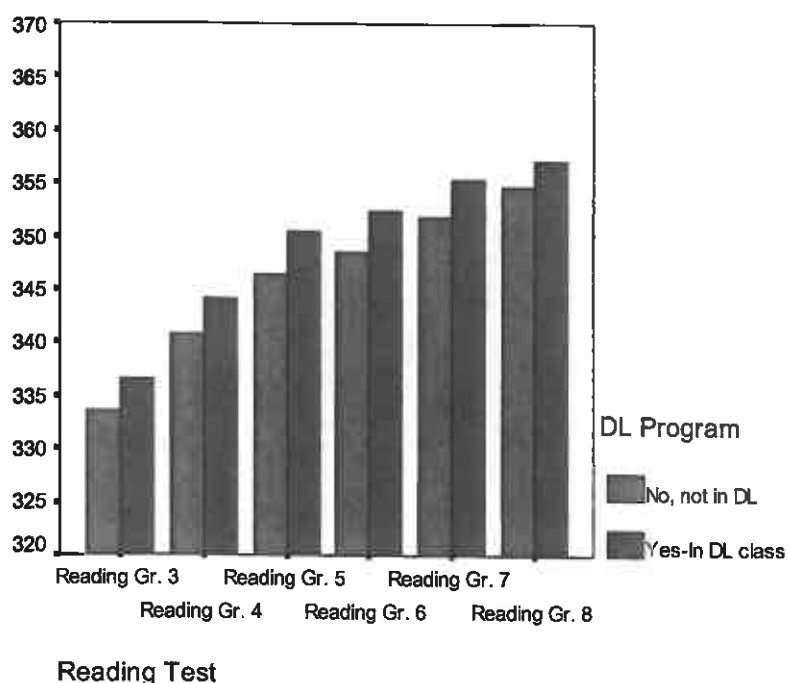
Findings:

- **Low-SES students in DL programs score statistically and practically significantly higher in Reading in grades 3 through 8 compared to low-SES non-DL students (Table 15).** See Figure 19 for a visual display of these results.
- **In grades 5 through 7, low-SES students in DL programs score higher in Reading than non-DL low-SES students in the following grade (Table 15).** In other words, low-SES DL students in these grades are scoring at or above levels which are equivalent to that of low-SES non-DL students a grade ahead.
- There is a consistent pattern of significantly higher EOG Reading scores among low-SES students in DL programs when compared to low-SES students not participating in DL programs. These differences are typically 3-4 scale score points, with effect sizes ranging from .28 to .48.

**Table 15: 2009 Reading EOG Scores for Low-SES Students
Only by Grade and Program Type**

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Reading Gr. 3	No, not in DL	333.6	7430	11.0	
	Yes-In DL class	336.6	153	10.1	0.28
	Total	333.6	7583	10.9	
Reading Gr. 4	No, not in DL	340.7	7044	9.5	
	Yes-In DL class	344.2	119	9.7	0.36
	Total	340.8	7163	9.5	
Reading Gr. 5	No, not in DL	346.4	6406	8.6	
	Yes-In DL class	350.5	102	7.7	0.48
	Total	346.4	6508	8.6	
Reading Gr. 6	No, not in DL	348.6	6304	8.9	
	Yes-In DL class	352.4	50	8.5	0.44
	Total	348.6	6354	8.9	
Reading Gr. 7	No, not in DL	351.9	5939	8.5	
	Yes-In DL class	355.4	46	7.4	0.42
	Total	351.9	5985	8.5	
Reading Gr. 8	No, not in DL	354.7	5958	8.0	
	Yes-In DL class	357.1	34	7.8	0.30
	Total	354.7	5992	8.0	

**Figure 19: 2009 EOG Reading Achievement of Low-SES
Students In DL Programs Compared to Low-SES
Students Not In DL Programs By Grade**



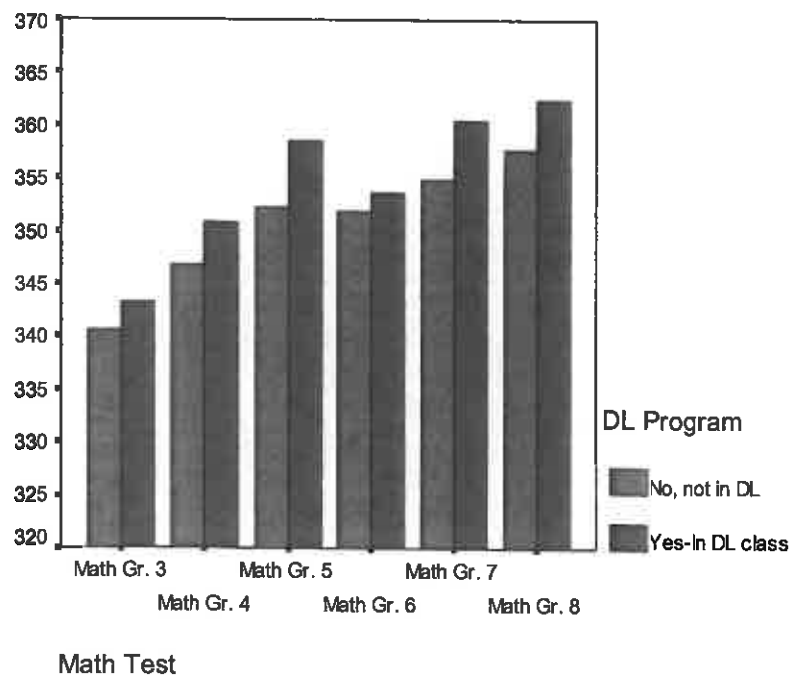
Findings:

- In Math, low-SES students in DL programs score statistically and practically significantly higher than non-DL low-SES students in all grades but 6th (Table 16). These results are displayed in Figure 20. The break in significance in 6th grade may be related to the lack of increase in Math scores for the student population as a whole.
- In grades 5 and 7, low-SES students in DL programs score higher in Math than non-DL low-SES students in the next grade who are typically a year older (Table 16). In other words, low-SES DL students in these grades are scoring at or above the levels of low-SES non-DL students who are a year ahead.

Table 16: 2009 Math EOG Scores for Low-SES Students Only by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Math Gr. 3	No, not in DL	340.6	7476	9.1	0.30
	Yes-In DL class	343.3	155	8.6	
	Total	340.6	7631	9.1	
Math Gr. 4	No, not in DL	346.8	7124	8.8	0.46
	Yes-In DL class	350.8	119	8.5	
	Total	346.8	7243	8.8	
Math Gr. 5	No, not in DL	352.3	6461	8.5	0.74
	Yes-In DL class	358.6	102	7.3	
	Total	352.4	6563	8.5	
Math Gr. 6	No, not in DL	351.9	6333	8.4	0.20
	Yes-In DL class	353.6	50	7.9	
	Total	350.0	6383	8.6	
Math Gr. 7	No, not in DL	354.8	5977	8.6	0.65
	Yes-In DL class	360.4	46	8.9	
	Total	354.9	6023	8.6	
Math Gr. 8	No, not in DL	357.7	5971	8.0	0.59
	Yes-In DL class	362.4	34	6.6	
	Total	357.8	6005	8.0	

Figure 20: 2009 EOG Math Achievement of Low-SES Students In DL Programs Compared to Low-SES Students Not In DL Programs By Grade



Overall Findings:

- There is no evidence that low-SES students are hurt in any way by participating in dual language programs. **In fact, it appears that these students, who typically need additional cognitive development, more comprehensible and interesting instruction, and additional motivation to engage constructively with schooling, receive substantial educational benefits from DL programs.** Thus, educators should not exclude these students based on concerns that they “can’t do the work” but instead should actively seek to enroll these students in dual language programs.
- **Based on prior research findings, as well as findings in this study, we recommend that school districts with substantial numbers of low-SES students in their schools seek to expand offerings of dual language classes for these students. The presence of large numbers of low-SES students, whether English learners or native-English speakers, may be reason enough to consider the dual language option in North Carolina schools.**

C. Special Education Students (Students With Exceptionalities)

Since students with exceptionalities are a unique group of children with special needs, we analyzed these students separately to investigate the impact of two-way dual language programs on their achievement. This addresses the policy question “Are dual language classrooms appropriate placements for students with exceptionalities?” It should be noted that the special education students in these analyses are those who were administered the North Carolina End-of-Grade (EOG) tests rather than an alternative test. Thus, this group may well not represent all students with exceptionalities in North Carolina.

Special education students include those in the categories listed in Table 17 (N=10,146). Eighty-six of these students participated in North Carolina dual language programs in 2009 and had EOG test scores. Table 17 displays the percentages of special education students in DL programs and not in DL programs by each exceptionality category. The majority of special education students in dual language programs (89.5%) are classified as having a specific learning disability or speech-language impairment. However, there are 4 students with other health impairments, 3 students with autism, 1 student with a developmental delay and 1 with an orthopedic impairment also participating in dual language programs (10.5%).

Table 17: Percentage of Students in DL programs by Special Education Category

Exceptionality Category	Not in DL	N (Not in DL)	In DL	N (In DL)
Autism	2.3%	231	3.5%	3
Developmental Delay	0.6%	59	1.2%	1
Emotional Disability	4.9%	494	0.0%	0
Hearing Impaired	1.2%	124	0.0%	0
Intellectual Disability-Mild	1.3%	144	0.0%	0
Intellectual Disability-Moderate	0.01%	1	0.0%	0
Specific Learning Disability	45.1%	4534	46.5%	40
Multiple Disabilities	0.02%	2	0.0%	0
Other Health Impairment	14.1%	1415	4.6%	4
Orthopedic Impairment	0.6%	58	1.2%	1
Speech-Language Impairment	29.2%	2932	43.0%	37
Traumatic Brain Injury	0.07%	5	0.0%	0
Visual Impairment	0.4%	39	0.0%	0
Other	0.2%	22	0.0%	0
Total	100.0%	10,060	100.0%	86

Findings:

- Overall, Reading and Math achievement among special education students in the study is both statistically and practically significantly lower than that of non-special education students across grades (Figures 21 and 22).

Figure 21: Average 2009 Reading EOG Achievement Among Special Education Students By Grade

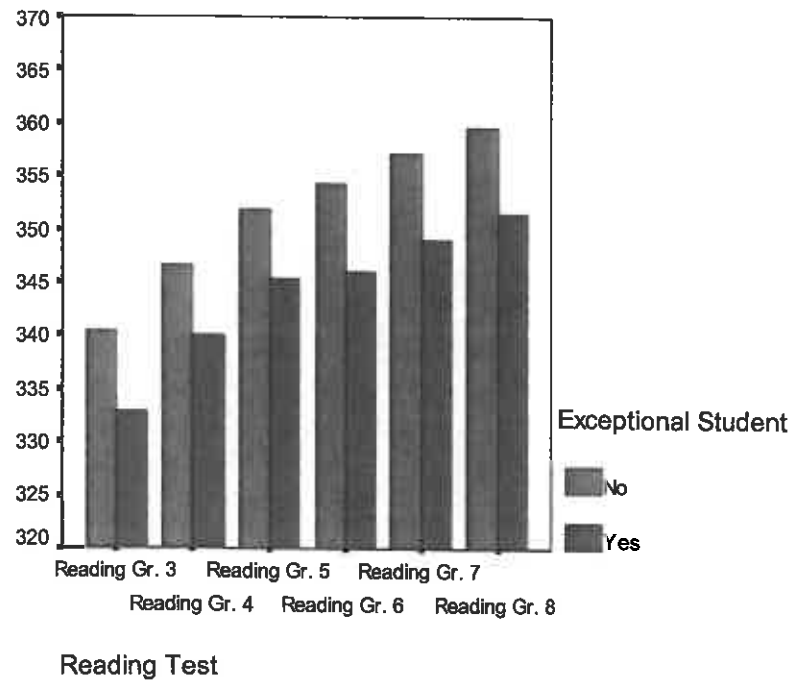
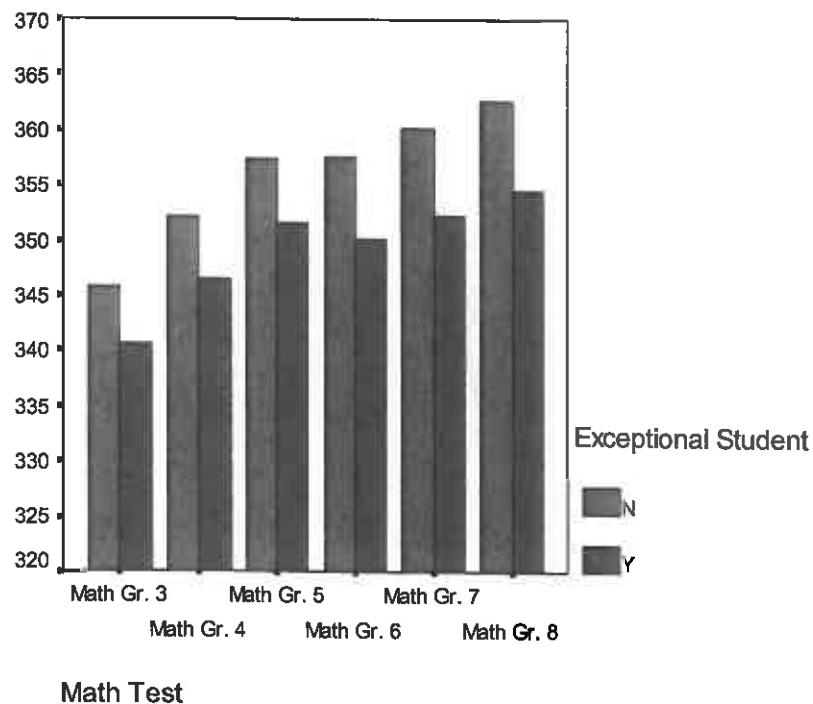


Figure 22: Average 2009 Math EOG Achievement Among Special Education Students By Grade



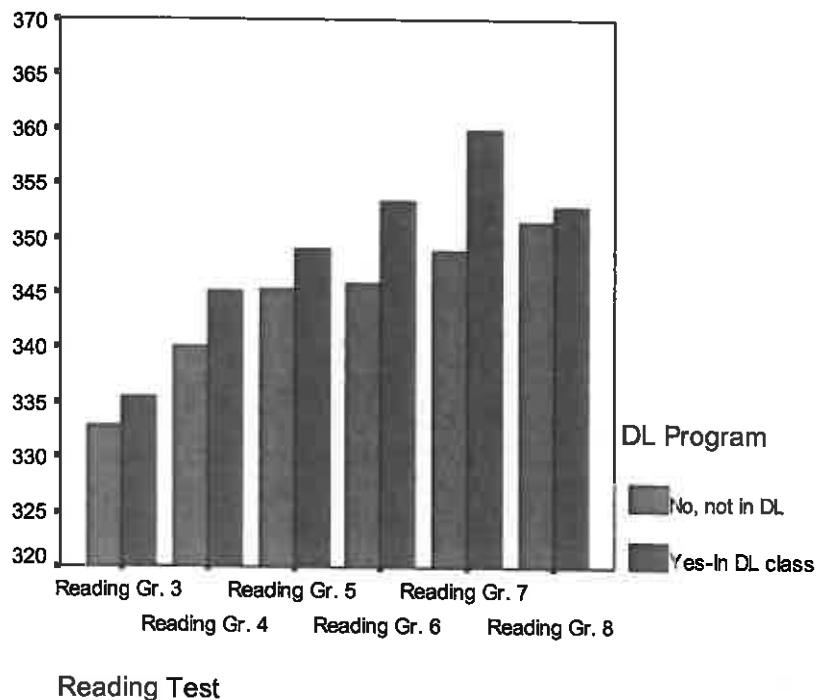
Findings:

- North Carolina's special education students who took the EOG tests and are in two-way DL programs tend to score higher in Reading than special education students not in DL programs (Table 18 and Figure 23). These findings are statistically and practically significant for all grades except 3rd and 8th grade Reading scores. However, the numbers of Special Education students in DL classes is quite small (less than 25 per grade), resulting in uncertainty about the practical significance of results. This tentative finding is encouraging but needs further confirmation by analyzing additional years of student data.

Table 18: 2009 Reading EOG Scores for Special Education Students Only by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Reading Gr. 3	No, not in DL	332.9	2151	12.9	
	Yes-In DL class	335.5	23	12.0	0.20
	Total	332.9	2174	12.9	
Reading Gr. 4	No, not in DL	340.1	1929	11.7	
	Yes-In DL class	345.1	15	9.6	0.43
	Total	340.1	1944	11.7	
Reading Gr. 5	No, not in DL	345.3	1784	10.4	
	Yes-In DL class	349.0	20	11.5	0.36
	Total	345.3	1804	10.4	
Reading Gr. 6	No, not in DL	345.9	1582	10.1	
	Yes-In DL class	353.4	14	10.2	0.74
	Total	346.0	1596	10.2	
Reading Gr. 7	No, not in DL	348.9	1279	9.43	
	Yes-In DL class	360.0	9	10.5	1.18
	Total	349.0	1288	9.5	
Reading Gr. 8	No, not in DL	351.5	1335	8.7	
	Yes-In DL class	353.0	5	5.9	0.18
	Total	351.5	1340	8.7	

Figure 23: 2009 Reading Achievement For Special Education Students By Grade and Program Type



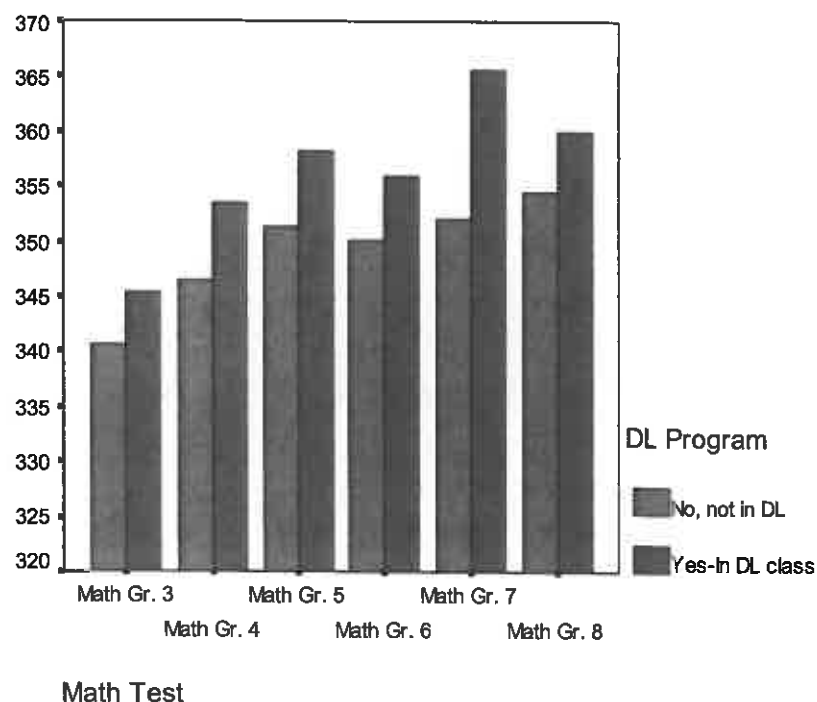
Findings:

- **North Carolina's special education students who took the EOG tests and are in two-way DL programs score higher in Math than special education students not in DL programs (Table 19 and Figure 24).** These findings are statistically and practically significant for all grades (3-8). However, as with Reading, the numbers of Special Education students in DL classes is quite small (25 or less), resulting in uncertainty about the practical significance of results. Therefore, this tentative finding is encouraging but needs further confirmation.

Table 19: 2009 Math EOG Scores for Special Education Students Only by Grade and Program Type

Grade	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Math Gr. 3	No, not in DL	340.6	2218	10.8	0.43
	Yes-In DL class	345.3	25	9.5	
	Total	340.6	2243	10.8	
Math Gr. 4	No, not in DL	346.4	2027	10.6	0.67
	Yes-In DL class	353.5	17	9.3	
	Total	346.5	2044	10.6	
Math Gr. 5	No, not in DL	351.4	1862	10.0	0.68
	Yes-In DL class	358.2	21	9.2	
	Total	351.5	1883	10.0	
Math Gr. 6	No, not in DL	350.0	1622	9.4	0.63
	Yes-In DL class	356.0	14	11.1	
	Total	350.1	1636	9.4	
Math Gr. 7	No, not in DL	352.1	1325	9.0	1.51
	Yes-In DL class	365.7	9	10.5	
	Total	352.2	1334	9.0	
Math Gr. 8	No, not in DL	354.5	1355	8.2	0.67
	Yes-In DL class	360.0	5	6.2	
	Total	354.5	1360	8.2	

Figure 24: 2009 Math Achievement For Special Education Students By Grade and Program Type



Findings:

- The effect sizes associated with participation in dual language classes by grade, in both Reading and Math, are typically larger for students with exceptionalities than for other students (Tables 20 and 21). While the numbers (by grade) of exceptional children presently participating in dual language classes is small, this suggests the hypothesis that the educational benefits of dual language classes may be larger, in relative terms, for special education students than for students without exceptionalities. This intriguing possibility deserves further investigation in future analyses with larger samples of students with exceptionalities who participate in dual language programs.

Table 20: 2009 Reading EOG Scores by Grade, Exceptionality Code and Program Type

Grade	Exceptional Student	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Reading Gr. 3	No	No, not in DL	340.4	13886	12.0	0.07
		Yes-In DL class	341.3	300	11.0	
		Total	340.5	14186	11.9	
	Yes	No, not in DL	332.9	2151	12.9	0.20
		Yes-In DL class	335.5	23	12.0	
		Total	332.9	2174	12.9	
	Total	No, not in DL	339.4	16037	12.4	
		Yes-In DL class	340.9	323	11.1	
		Total	339.5	16360	12.3	
Reading Gr. 4	No	No, not in DL	346.6	13201	10.3	0.29
		Yes-In DL class	349.6	241	10.0	
		Total	346.6	13442	10.3	
	Yes	No, not in DL	340.1	1929	11.7	0.43
		Yes-In DL class	345.1	15	9.6	
		Total	340.1	1944	11.7	
	Total	No, not in DL	345.7	15130	10.7	
		Yes-In DL class	349.3	256	10.0	
		Total	345.8	15386	10.7	
Reading Gr. 5	No	No, not in DL	351.8	12402	9.4	0.22
		Yes-In DL class	353.9	218	8.3	
		Total	351.9	12620	9.4	
	Yes	No, not in DL	345.3	1784	10.4	0.36
		Yes-In DL class	349.0	20	11.5	
		Total	345.3	1804	10.4	
	Total	No, not in DL	351.0	14186	9.8	
		Yes-In DL class	353.5	238	8.7	
		Total	351.0	14424	9.8	

**Table 20: 2009 Reading EOG Scores by Grade,
Exceptionality Code and Program Type (Continued)**

Grade	Exceptional Student	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect Size
Reading Gr. 6	No	No, not in DL	354.3	12394	9.8	
		Yes-In DL class	357.0	107	8.5	0.28
		Total	354.3	12501	9.8	
	Yes	No, not in DL	345.9	1582	10.1	
		Yes-In DL class	353.4	14	10.2	0.74
		Total	346.0	1596	10.1	
	Total	No, not in DL	353.3	13976	10.2	
		Yes-In DL class	356.6	121	8.8	
		Total	353.4	14097	10.2	
Reading Gr. 7	No	No, not in DL	357.1	12194	9.2	
		Yes-In DL class	359.9	109	7.8	0.30
		Total	357.1	12303	9.2	
	Yes	No, not in DL	348.9	1279	9.4	
		Yes-In DL class	360.0	9	10.5	1.18
		Total	349.0	1288	9.5	
	Total	No, not in DL	356.3	13473	9.6	
		Yes-In DL class	359.9	118	8.0	
		Total	356.3	13591	9.6	
Reading Gr. 8	No	No, not in DL	359.6	12404	8.7	
		Yes-In DL class	361.6	93	7.6	0.23
		Total	359.6	12497	8.7	
	Yes	No, not in DL	351.5	1335	8.7	
		Yes-In DL class	353.0	5	5.9	0.18
		Total	351.5	1340	8.7	
	Total	No, not in DL	358.8	13739	9.1	
		Yes-In DL class	361.2	98	7.7	
		Total	358.8	13837	9.1	

**Table 21: 2009 Math EOG Scores by Grade,
Exceptionality Code and Program Type**

Grade	Exceptional Student	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Math Gr. 3	N	No, not in DL	345.7	13891	9.9	
		Yes-In DL class	347.3	301	9.5	0.16
		Total	345.8	14192	9.9	
	Y	No, not in DL	340.6	2218	10.8	
		Yes-In DL class	345.3	25	9.5	0.43
		Total	340.6	2243	10.8	
	Total	No, not in DL	345.0	16109	10.2	
		Yes-In DL class	347.1	326	9.5	
		Total	345.1	16435	10.2	

**Table 21: 2009 Math EOG Scores by Grade,
Exceptionality Code and Program Type Continued**

Grade	Exceptional Student	DL Program	Mean	N	Std. Deviation	DL vs. Non-DL Effect size
Math Gr. 4	N	No, not in DL	351.9	13208	9.6	
		Yes-In DL class	355.8	241	9.4	0.40
		Total	350.0	13449	9.6	
	Y	No, not in DL	346.4	2027	10.6	
		Yes-In DL class	353.5	17	9.3	0.67
		Total	346.5	2044	10.6	
	Total	No, not in DL	351.2	15235	9.9	
		Yes-In DL class	355.6	258	9.4	
		Total	351.3	15493	9.9	
Math Gr. 5	N	No, not in DL	357.3	12402	9.1	
		Yes-In DL class	361.1	218	8.4	0.41
		Total	357.4	12620	9.1	
	Y	No, not in DL	351.4	1862	10.0	
		Yes-In DL class	358.2	21	9.2	0.68
		Total	351.5	1883	10.0	
	Total	No, not in DL	356.6	14264	9.4	
		Yes-In DL class	360.8	239	8.5	
		Total	356.6	14503	9.4	
Math Gr. 6	N	No, not in DL	357.4	12394	9.7	
		Yes-In DL class	359.3	107	9.5	0.19
		Total	357.5	12501	9.7	
	Y	No, not in DL	350.0	1622	9.4	
		Yes-In DL class	356.0	14	11.1	0.63
		Total	350.1	1636	9.4	
	Total	No, not in DL	356.6	14016	9.9	
		Yes-In DL class	358.9	121	9.7	
		Total	356.6	14137	9.9	
Math Gr. 7	N	No, not in DL	360.2	12190	9.8	
		Yes-In DL class	364.3	109	8.5	0.42
		Total	360.2	12299	9.8	
	Y	No, not in DL	352.1	1325	9.0	
		Yes-In DL class	365.7	9	10.5	1.51
		Total	352.2	1334	9.0	
	Total	No, not in DL	359.4	13515	10.0	
		Yes-In DL class	364.4	118	8.6	
		Total	359.4	13633	10.0	
Math Gr. 8	N	No, not in DL	362.7	12405	9.0	
		Yes-In DL class	364.9	93	6.7	0.24
		Total	362.7	12498	9.0	
	Y	No, not in DL	354.5	1355	8.2	
		Yes-In DL class	360.0	5	6.2	0.67
		Total	354.5	1360	8.2	
	Total	No, not in DL	361.9	13760	9.3	
		Yes-In DL class	364.6	98	6.7	
		Total	361.9	13858	9.2	

Overall Findings:

- Based on EOG test score analyses, there is no evidence that students with exceptionalities who are deemed ready to take the EOG tests will be harmed by participating in dual language classes. **In fact, given the higher test scores that accompany such participation, a dual language classroom placement for these students may well be more appropriate than a non-dual language class. As always, each student's case and characteristics must be considered separately, but this research finds no reason to exclude these students from dual language programs as a matter of policy.**
- Regular instruction in special education contexts may be primarily remedial in nature, and may tend to simplify the curriculum and break it down into “digestible” pieces, based on a well-intended desire for these students to maximize their success in school. However, well-implemented dual language instruction can provide extra cognitive stimulation for these students by allowing them to master the curriculum in more than one language, and cognitive development is a major factor in school success, especially beyond the early elementary years. Also, DL classes are known to increase students' interest in school by providing them the opportunity to learn a second language in addition to English. This research indicates that these and other advantages of dual language instruction can be effective means of raising the test scores, and the curricular mastery, of students with exceptionalities who presently score much lower on the EOG tests than other students (see Figures 21 and 22).
- Prior research has already shown that English learners, students from low-socioeconomic backgrounds, and African-American native-English speakers receive especially large benefits from participating in dual language programs. **If the above findings are confirmed by further analyses of additional years of student data, then students with exceptionalities would join the above groups of students who especially benefit from dual language education.** Preliminary analyses are already underway for exceptional students who were administered the North Carolina alternative tests, with initial results similar to those shown here for the EOG tests.

V. Inferential Analyses Using Multiple Linear Regression

As a continuation of the extensive exploratory and descriptive analyses already presented, and as an introduction to a greater emphasis on inferential analyses beginning with Year 3 (to include data from school years 2008, 2009, and 2010), we present multiple linear regressions (MLR) to supplement the previous analyses. In these MLRs, the Reading scale scores are the dependent (outcome) variable, and a series of potential explanatory variables, as presented in the preceding exploratory sections, are here used as independent variables. Theory, prior research, and our exploratory analyses guide the selection of variables that potentially explain variance in Reading achievement among all the students in this study. These MLR analyses include all student records from non-DL and DL classes and schools in the six school districts, combined.

These potential explanatory variables include those we already have reason to suspect are potential “explainers” of variation in Reading test scores. Others include variables whose effects on achievement we wish to directly investigate (e.g., use of dual language programs vs. non-dual language programs). In this introductory analysis, the independent variables examined include:

- (1) Student grade in school (grades 3-8);
- (2) Student gender (Male/Female);
- (3) Number of days student attended school (90-180 days);
- (4) Student socioeconomic status (free/reduced lunch or not);
- (5) Student Thomas-Collier group category (LEPs, Language-minority-but-not-LEPs, non-language minority whites, non-language-minority African-Americans, non-language-minority Others);
- (6) Student class type (dual language in a DL school, non-DL in a DL school, non-DL in a non-DL school).

In this section, we use a simultaneous (direct-entry) regression technique that adjusts each independent variable for the effects of the remaining independent variables. This approach works well when multicollinearity (intercorrelation among independent variables) is low, as in the physical sciences, and “independent” variables really are independent of each other. However, this condition is typically not fully met in educational and psychological research such as the present study, so we use this form of multiple regression analysis here in an introductory and exploratory mode to assess the apparent unique effects of each potential explanatory variable. This means that an independent variable’s variance shared with other independent variables is removed from the analysis before hypothesis testing proceeds to evaluate the unique effects of each independent variable on the dependent variable.

In later analyses beginning with Year 3 data, we will explore the parts of Reading and Math test score variance associated with each independent variable that are also shared with other variables using hierarchical stepwise regression, in order to more fully explore the effects of multicollinearity present among some of the variables in our study. We will then combine these approaches in Analysis of Partial Variance (Cohen & Cohen, 1983) to statistically control for extraneous variables (including pre-test scores in our longitudinal data sets) that might offer alternative explanations for the findings. These analyses will be conducted as part of the more advanced and refined hypothesis testing over three years of data (school years 2008-2010) that occurs in Stages 3, 4, and 5 of our research model. (See *English Learners in North Carolina, 2009* for a full explanation.)

Findings:

The independent variables examined together (Table 22) explain about 52% of the total variation in EOG Reading test scores. This means that our selection of explanatory factors has power but may be incomplete, since almost half of the variation observed is apparently due to other factors or combinations of factors for which we may not have data.

All of the findings below are statistically and practically significant unless otherwise indicated. As previously stated, the findings below reflect the “unique” effect of each independent variable on Reading, when the effects of the other independent variables are controlled for.

- Students of low socioeconomic status (SES) score 4.6 points lower in Reading than students who are not low-SES;
- Students’ Reading scores increase across grades 3-8 by 3.7 scale score points per year;
- Male students score 1.1 points lower in Reading than female students;
- When comparing (1) students in dual language classes in DL schools to (2) students in the same schools who are not receiving dual language classes, the dual language students score 2.7 scale score points higher in Reading (a statistically and practically significant difference in favor of dual language classes);
- When comparing (1) students in dual language classes in DL schools to (2) students who are in different non-DL schools, the dual language students score 2.1 scale score points higher in Reading (a statistically and practically significant difference in favor of dual language classes);

- When comparing limited-English-proficient students (LEPs or English learners) to non-language-minority native-English-speaking Whites, the LEPs score 10.2 scale score points lower in Reading;
- When comparing language-minority but not LEP students to non-language-minority native-English-speaking Whites, the LM-not-LEPs score 1.8 points lower in Reading;
- When comparing non-language-minority African-American students (native-English speakers) to non-language-minority White students (native-English speakers), the African-American students score 7.6 points lower in Reading. This difference is two-thirds of the difference between LEPs and non-LM Whites.

Table 22: 2009 Reading Multiple Regression Results

Independent Variable (and levels for nominal variables)	B Coefficient (Change in test score)	Std. Error	T	Sig.
Student SES (Low compared to Not-low)	-4.55	.069	-66.3	<.0001
Student Grade (From grades 3-8)	+3.70	.017	217.8	<.0001
Student Gender (Male scores compared to Female)	-1.07	.058	-18.3	<.0001
No. Days Student Attended School (90-180)	+0.10	.003	29.3	<.0001
Student Has Exceptionality? (No compared to Yes)	+6.40	.091	70.0	<.0001
Class Type (Non-DL in DL School compared to DL in DL school)	-2.67	.338	-7.9	<.0001
Class Type (Non-DL in NDL School compared to DL in DL school)	-2.13	.254	-8.4	<.0001
T-C Group (LEP compared to non-LM Whites)	-10.22	.109	-94.0	<.0001
T-C Group (LM not LEP compared to non-LM Whites)	-1.77	.108	-16.4	<.0001
T-C Group (Non-LM African-Americans compared to non-LM Whites)	-7.56	.076	-99.8	<.0001
T-C Group (Non-LM Others compared to non-LM Whites)	-3.07	.146	-21.1	<.0001
Multiple R for this model = .72				
Multiple R squared for this model = .52				

Overall Findings:

- The typical amount of Reading scale score change is 3.7 points per grade over grades 3-8. This may offer an achievement “context” for interpreting other findings below.

- Primary “explainers” of low EOG scores for North Carolina students are being an English learner or LEP (10.2 points lower than non-LEPs), having low socioeconomic status (4.6 points lower than non-low-SES students), being an African-American native-English speaker (7.6 points lower than Whites), or being a student with exceptionality (6.4 points lower than students with no exceptionalities).
- An unexpected finding was that Male students score 1.1 points lower than Females across the grades. We feel that this finding deserves more attention from educators, as it may result from an apparent systemic “mismatch” between boys’ sensibilities and the school experience in grades 3-8 that is widely ignored in practice.
- An interesting finding was that each day of missed school attendance is associated with a drop of one-tenth of an EOG Reading scale score point. Extrapolating this finding, a student who misses 10 days of school might be expected to score a full point lower on the EOG tests, where a typical year’s gain is 3.7 points.
- Preliminary analyses of attendance in dual language classes, as compared to non-dual language classes, indicates that students in DL classes attend school about three days more per year than do students in the same school who are not in DL classes or students who are in other non-DL schools. This indicates the possibility that dual language classes may cause students to be more interested and motivated to attend school, an additional potential benefit of dual language instruction that deserves further investigation and confirmation in upcoming analyses.
- Based on the above findings, a student who is absent for 20 days might well be expected to score significantly below those who were present in each day of school. When such students are numerous, they can have a substantial negative impact on a school’s or school district’s test scores.

As one of the co-authors’ (Thomas) former superintendent used to intone to his teachers, “If they’re not here, you can’t teach ‘em. So make ‘em want to come to school!” These attendance findings would indicate that this received wisdom was indeed sound. In addition, one of the “behind-the-scenes” effects of dual language instruction may be to increase student achievement (at least to some degree) by increasing student attendance at school. We will investigate this matter, along with potential alternative explanations, in upcoming analyses in Year 3.

In summary, results from all of these analyses indicate that all examined student groups benefit from attending dual language classes, even when the analyses focus on the unique power of each explanatory variable, and not on shared variance among variables. This finding is statistically and practically significant, in favor of dual language classes for all.

VI. Overall Conclusions Supported By Findings

This report examines North Carolina End-of-Grade test scores for school year 2008-09 in school districts that offer two-way dual language classes for English learners (LEPs) as well as native-English speakers. In these districts, the findings and conclusions of this report on the effectiveness of two-way dual language programs replicate, confirm, and extend the findings of analyses of North Carolina's data from school year 2008. As conservatively stated, these findings may be used to make confident policy decisions.

Overall, Reading and Math scores of students in two-way dual language education are higher for all students regardless of race/ethnicity, socioeconomic, LEP or special education status. In most cases, by middle school, two-way dual language students, regardless of subgroup, are at least a grade ahead in Reading and Math achievement compared to non-dual language students. These findings suggest that there are qualities to North Carolina's two-way dual language programs that confer greater educational gains in Reading and Math compared to non-dual language education. Two-way dual language education may be an effective way to improve the Reading and Math scores of all North Carolina students.

Both current LEPs and African-American native-English speakers show very large achievement gaps when compared to White native-English speakers, regardless of subgroup. Achievement gaps for these groups increase among students of low-socioeconomic and special education status. However, when these groups participate in dual language programs, their achievement gaps are smaller than the gaps of the same groups who are not in dual language classes.

Given the large number of African-Americans in North Carolina's student population, the finding that non-LM native-English Speaking African-American dual language students significantly outscore their non-dual language counterparts is very relevant to policy-makers. Out of the total population of students, there are higher percentages of Hispanics and Whites participating in North Carolina's two-way dual language programs compared to African-Americans (Table 23). Given the lower Reading and Math scores of African-American students overall and the advantage two-way dual language education provides African-American students, it may be of benefit to increase African-American enrollment in dual language programs.

**Table 23: Race/Ethnicity of Students in
DL Programs (and Not)**

Race/Ethnicity	In DL	Not in DL
Hispanic	33.8%	16.5%
White	31.8%	36.8%
African-American	24.0%	38.5%
Bi- or Multi-racial	7.0%	4.7%
Asian	3.4%	3.3%
Native American	0.0%	0.2%
Total	100.0%	100.0%

Overall, low-socioeconomic status (SES) students score much lower in Reading and Math than students who are not low-SES. In addition, it is worth noting that most African-American students (64.5%) and current LEP students (80.7%) are low-SES. This may be the driving factor in differences in Reading and Math achievement for these student groups. Two-way dual language may prove to be a model that can help address the achievement gap for these students.

There is no evidence that special education students who took the End-of-Grade tests experienced lower-than-expected achievement by participating in two-way dual language classes. In fact, there is some tentative evidence that special education students in two-way dual language classes tend to outscore special education students not in dual language classes. Exceptional students deemed ready to take the EOG tests may benefit from placement in dual language classrooms, possibly because of the extra cognitive stimulation afforded by mastering the curriculum in more than one language and by learning a second language in addition to English. This intriguing possibility deserves further investigation in future analyses with larger samples of students with exceptionalities in dual language programs.

Dual language classes appear to increase the Reading and Math achievement of all students regardless of subgroup, and appear to be a substantially effective means of addressing North Carolina's large achievement gaps for current limited-English-proficient students, non-language minority native-English speaking African-American students, students of low-socioeconomic status and possibly special education students. Longitudinal study of student cohorts over multiple school years, beginning with the addition of 2010 data, will expand on these findings in the 2011 report.

References

- Cohen, J., & Cohen, P.C. (1983). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
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Date Submitted to Principal: 2/2/15

Forward Thinking, High Achieving.

TRAVEL REQUEST FORM

Teacher: Drew Burfeind

School: Sentinel

Course: Social Studies

Departure/return dates: Wed, Oct 7 - Sat, Oct 17 (2015)

Destination: Kaishin H.S. (Kumamoto, Japan)

Number of school days impacted: 6: Oct 7-9, 12-14

Rationale for taking trip during school:

Kaishin H.S. (in Japan) invited us to visit during the time school is in session (to enhance the cultural experience). Travel dates were attempted to be scheduled during our Spring Break and in August, but they are not in session during that time.

Purpose of trip (attach additional pages if necessary):

The purpose of this trip is to continue the biennial student exchange program between Sentinel High School and its sister school, Kaishin High School. This is a program with nearly 25 years of tradition. Kaishin High School is a four-year, private school located in Japan's southernmost main island of Kyushu. Students will immerse themselves in Japan's history, customs, and culture. Much time will be spent attending classes at Kaishin High School to compare and contrast with the educational procedures and values of Sentinel High School. Every student will live with a Kaishin High School student in his/her house to experience Japanese food, dialogue, entertainment, and social norms. By visiting Kumamoto Castle, students will appreciate the rich ancient history of the Japanese clans that thrived in the region over 500 years ago. Time will be dedicated to attend the Nagasaki Atomic Bomb Museum to expose students to the indiscriminate death that occurred during the nuclear age and make students aware of the efforts made in the past 70 years to bring about nuclear peace. Students will also experience Japan's natural landscapes through various hikes and visiting Mount Aso, the largest active volcano in Japan. Finally, students will conclude their trip by quickly visiting Tokyo and experiencing life in the most populated metropolitan area in the world.

STUDENT SELECTION PROCESS:

This opportunity is available for all students who are interested in Japanese culture and can fundraise enough money. Please see the fundraising section below, as this will allow for students of any economic background to pursue the event. If ten or more students show interest in the Japanese culture and can fundraise enough money, steps will be taken to bring another teacher on the trip to maintain a 1-to-5 teacher-to-student ratio.

Itinerary (stops/schedule):

Missoula, Montana
Tokyo, Japan
Kumamoto, Japan
Tokyo, Japan
Missoula, Montana

Vendor/program provider: Organized by Drew Burfeind (teacher) and Lisa Cox (parent). Vendor is Travel Cafe.

Has this vendor/program been used by this group in the past? Yes

Mode of transportation: Airplane **Cost of transportation:** \$2,000 per student

Number of students traveling: 8 **Adult/student ratio:** 1:8

Total cost of trip: \$20,800 **Cost to each student:** \$2,600

Is fundraising available? Yes **List fundraising opportunities:**

Fundraising will be organized by Lisa Cox (a district nurse and parent). Opportunities may include working at the concession stand and coordinating a raffle.

How are teacher travel expenses funded? By the students who are attending the trip

Due date for permission slips, prearranged absence, and code of conduct forms: Fri, Sept 4 (2015)

Names of adults accompanying the group:

Drew Burfeind

Relationship to group (teacher, parent, etc.):

Teacher

Safety precautions to be implemented and emergency protocol:

Student Contact List
Student Emergency Contact Information
Student Medical Emergency Card
Student Insurance Information
Passport

Name of the individual going on the trip who holds a valid American Red Cross Standard First Aid card or equivalent certification (REQUIRED FOR ALL TRIPS)

Drew Burfeind

This field trip is an extension of: Sentinel High School The existing Japanese exchange program
(subject) (unit or project)

Learning objectives (include MCPS content standards addressed - attach additional pages if necessary):

1. Students will compare and contrast Japan's educational system with that of Sentinel High School.
2. Students will cook and prepare authentic Japanese cuisine with the help of locals.
3. Students will speak basic Japanese phrases while being guided by their host families and Japanese teachers.
4. Students will write basic Japanese phrases while being guided by their host families and Japanese teachers.
5. Students will appreciate Japanese social norms by practicing many of them with their host families.
6. Students will attend Japanese entertainment events to understand what truly engages the Japanese people.
7. Students will define globalization and assess the degree in which Japan is similar to the United States.
8. Students will attend Kumamoto Castle to appreciate the various clans of Japan's rich history.
9. Students will assess the international relations between Japan and the United States throughout the 1900's.
10. Students will hike amongst Japan's natural landscapes in order to appreciate the joy of practicing positive lifestyle habits.
11. Students will explain the formation of a volcano and define the various components of a volcano.
12. Students will visit Tokyo to compare and contrast metropolitan lifestyle with that of Missoula Lifestyle.
13. Students will document and record events in a clear, concise manner.
14. Students will organize an extensive trip that requires them to practice financial responsibility, map comprehension, and breaking large tasks into small manageable parts.

Follow-up activities back in the classroom:

1. Every student will create a unique avenue in which he/she can present the Japanese experience to his/her peers.
2. An enduring relationship will be established between students and their host families through scheduled writing of letters.
3. Teachers may provide potential follow-up opportunities.

***Field trips of a distance exceeding 400 miles (one way) require principal and superintendent/designee approval at least 60 days in advance. Students earning the right to travel for competitions with less than 60 days notice will receive special consideration.**

***Travel outside of the country requires principal, superintendent/designee, and Board of Trustees approval at least 6 months in advance.**

***All other field trips require principal approval.**


(Principal Approval)


(Regional Director Approval)

(School Board Trustee Approval)

2/3/15
Date:

2/10/15
Date:

Date:

**MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
TEACHING & LEARNING COMMITTEE MINUTES
Monday, February 2, 2015, 12:00 p.m. (noon)
Business Building Boardroom
915 South Avenue West**

Committee Members: Trustees Jennifer Newbold, Heidi Kendall, Jim Sadler Chair & Marcia Holland.

Other MCPS Trustees: None present.

MINUTES

The meeting was called to order at 12:02 p.m. Quorum was established with Trustees Jennifer Newbold, Heidi Kendall, Jim Sadler & Marcia Holland.

Others present: Hatton Littman, Trevor Laboski, Heather Davis Schmidt, Karen Allen, Mark Thane, Alex Apostle, Jennifer Courtney, Melanie Charlson & Natalie Jaeger.

1. Public Comment – Committee Chair

Background Information: Public comment will be allowed at the beginning of the meeting to accommodate those members of the public who are unable to wait until the end of the meeting to comment.

Notes: No public comment.

2. Approve January 5, 2015 T&L Committee Meeting Minutes – Committee Chair (Discussion/Action) (Elem/Sec)

page 3

Background Information: In accordance with BP1230 – Committees, at each monthly meeting of the Committee, minutes from the previous month's Committee meeting will be reviewed, revised if need be, and approved by the Committee.

Notes:

Summary/Direction: The January 5, 2015 minutes are approved and submitted. The minutes are accepted as published.

3. Health Science Academy Update – Natalie Jaeger, Big Sky High School Principal, Jennifer Courtney, Big Sky High School Assistant Principal (Information Only)

Background Information: Natalie Jaeger, Jennifer Courtney and Health Science Academy student ambassadors will be present to give the Trustees an update on the Health Science Academy program including their job shadow experiences with Missoula health care professionals.

Notes:

Allen: This is the third year of the Health Science Academy at Big Sky High School. Principal Natalie Jaeger, Assistant Principal Jennifer Courtney and a variety of students are here to give you an update as to what the third year is having to show for itself.

Jaeger: Students will come and talk to you about our job shadow day which was about two weeks ago. We have two job shadows for our juniors. The amazing thing is, the students that went on job shadows didn't just come back full of stories about the things that they were able to do and that our health care community really opened up their doors to the students but also how they prepared for that day which was pretty rigorous in terms of our partnership with Job Service. The community providers really are going to welcome them back in

April. We got an evaluation back which Maureen Thomas will tell you more about but they were so pleased with the performance of our students. We feel like we've taken the Health Science Academy, Career Academy and job shadows to a new step in Missoula, one that all of the high schools and different business sectors can learn from. I want to introduce Jennifer Courtney and Maureen Thomas who are two administrators and teacher leader who work with the academy as well as our students.

Courtney: Maureen Thomas's role as the Health Science Academy Coordinator has been the most tremendous addition we have had to the academy. Without her in that role it would have been a difficult fit to get all of these kids out there into the community. Thanks her for all the work that she's done for the Health Science Academy.

Thomas: Talks about the job shadow and how she went about organizing all of it. Went door to door with Martha Robertson from Ahac at the University and she has an in with some of our community partners. They went to 19 different areas and asked if they'd be willing to job shadow our students on one particular day. They said how long? We said up to four hours and they were very willing to take our students, absolutely yes. Before I finished visiting with the last people in the community I got back to my email and they had already set up some specific job shadows for our kids. We had optometrists, physical therapists, dentists, nurses, animal lab, and primary veterinary so we were all over the map. I had to try and coordinate that with all of our 70 students to go out into 20 different areas all on one day. I met with Bob from Beach Transportation and told him this is where we need to go, can you organize this? He said this would take some planning. We all met the 14 of January in the cafeteria and they were all in their academy shirts and we gave them a pep rally and sent them on their way. Bounced them all around town and turned around and picked them all back up. That was the organization process.

Thomas: Opens it up to Kennedy and the rest of the academy students to talk about their job shadows.

Kennedy: The Health Science Academy is a career academy that is structured around the health and science fields. All of us take rigorous classes because we are serious about our education and where our career paths are going to be taking us. We are in the third year and kind of the guinea pigs and the first class to go through. In order to get us all to be more excited about the academy, more unified and to see what our education has taken us to and be rewarded for all of the hard work we've all done in the academy great teachers like Peanut organized the job shadows. In my job shadow I went to Dr. Baumgartner's clinic, he's an OB/GYN. Peanut did her best to make sure we got to go somewhere we were interested in. Kennedy explains that she did an ultra sound, was in the room for a pelvic exam etc. and had her mind opened up to being a nurse practitioner thanks to seeing what the nurse she shadowed, Kathy Powell & Dr. Baumgartner do. She knows this is the profession that she'd like to go into and is very interested in. She explains that the Health Science Academy prepared them rigorously. They learned about anatomy, human structure, Hipaa and were able to ask the medical professionals they shadowed advanced appropriate questions. Without the academy she believes a lot of them wouldn't have those soft skills. She explains that all of the students present are Health Science Academy Ambassadors.

Kendall Moony: She is a junior and shares about her job shadow experience at New Direction Physical Therapy Area at the University of Montana. She worked with people that have physical or mental disabilities as well as older individuals that don't like the gym setting.

Tyler Butler: Is a junior and talks about the different opportunities the Health Science Academy provides, for example going to the Human Body Exhibit at the Leonardo Da Vinci museum as well as the Utah University of Medicine Lab. His job shadow was in the Emergency Room at St. Pats.

Tessa: She's a junior and went to Blue Mountain Clinic for her job shadow. She sat in on exams, learned about abortions, got to talk to people in after care and knows that she really wants to help people.

Cherokee Sands: She is a junior and went to Missoula Bone and Joint for her job shadow. She followed a physician extender and got to observe lots of patients before they went into surgery. The staff was astonished by how much anatomy she and other students already knew.

Corbin Whit: His job shadow was at Advanced Imaging and he got to be with four professionals. He was able to see two different MRI's and a CAT scan performed. He also described his experience when he started the academy freshman year and that the students are involved in lots of activities outside of the academy.

Kennedy: Shares that in eighth grade she went to a feeder school and after listening to Mr. Laboski's academy presentation and talking with him afterward decided she wanted to go to the Health Science Academy. She says that being a part of the Health Science Academy has helped her and other students to try things they never would have before.

Kendall: Do you know anyone that had a job shadow experience that helped them know that it was not what they wanted?

Way: There were a few people that went to some places that didn't quite understand what a job shadow was. A lot of people went to the university and found that they sat and waited while the person did their job. I wasn't that interested in doing MRI's but going to Advanced Imaging definitely made me look at it more closely and made me more interested in that section of health careers.

Apostle: What an amazing presentation, amazing students, amazing staff and amazing administration to make this thing move forward. I'm very happy that you enjoyed your experience and I'm very proud of each one of you. Your presentation today was unbelievable, each one of you. The way you presented yourselves, the way you explained your experience, you truly are ambassadors of not only the Health Science Academy but of the Missoula County Public Schools. Tremendous work, tremendous job, thank you very much.

Sadler: Successful people have something in common; generally it's that they prepared themselves and that they planned for their careers. It appears to me that you are doing that. I can't tell you how proud we are to see how well-spoken you are and how succinctly you shared your experience. If I were an employer and you came and were interviewing with me I would be extremely impressed. Many times that is the issue employers are always talking about, that young people don't know how to talk or express themselves in their interview. Your training is sure showing. Thank you very much; our system should be extremely proud of this.

4. Four and ½ day Weekly Schedule – Seeley-Swan High School, Kat Pecora, Principal Seeley-Swan High School, Mary Stone, Teacher Seeley-Swan High School, Shawn Holmes, Teacher Seeley-Swan High School (Information Only) **page 14**

Background Information: Kat Pecora, Mary Stone and Shawn Holmes will share that the Seeley-Swan School Community has been discussing the possibility of a 4+ day school week. School days would be lengthened Mondays-Thursdays and Fridays would become half-day intervention time.

Administrative Recommendation: Information Only.

Notes:

Davis Schmidt: I have Principal Kat Pecora and others from the Seeley Swan community. They've been discussing some alternative ways of looking at school and they wanted to share with you their discussions that they've had as a community thus far.

Pecora: With me, I have Shawn Holmes, Athletic Director, Social Studies, Vocational Teacher, and Mary Stone our math and science teacher and Chris Stout the Superintendent and Principal of Seeley Lake Elementary School. Over the years that I've been in Seeley we've had a number of very successful attempts at moving forward and looking at 21st century schools and how we operate. But we've had a couple of things that we questioned time after time and how we're going to deal with those things and one of those concerns is certainly attendance. Our attendance rate usually runs somewhere between 88%-92% which is not good enough. When our athletes play other school our attendance drops to 58%. Our students are leaving often times at 10:00 a.m.-10:30 a.m. in the morning because the schools that we play are a long distance away. They're missing school and then the question becomes, as teachers do we continue to move forward or do we do something else? Learning is greatly disrupted by this kind of attendance problem. Another issue that we've been looking at that is a part of MBI PLCs, is that we know that student intervention is incredibly important and we know that we needed some extended intervention time for our students. But the question was how do we fit this into our school day? We also know that kids that don't need the intervention don't need to spend time doing that. How do we do this without all of our kids involved in something like this? We're very involved with Graduation Matters and we want our graduation rate to stay up and to continue to improve. This fall when we started school, at a staff meeting Shawn said what about a four day school week? A lot of the schools we play in sports are on a four day week. I said, I don't know anything about it, I have no opinion one way or the other you're going to have to convince me. I asked Shawn if he would step forward and take

charge in this investigation into the four day school week. So far this fall we have done research and taken a trip to Victor and they have been on a four day week for about seven years now. We talked to some of our students who transferred to Seeley who have been on four day weeks before. My English class, I teach Writing 101 in the fall, had a debate on the four day school week and that was my way of informing the rest of the student body what the four day school week was all about. We held a parent and community informational meeting two weeks ago. The purpose of that was to get this information to our parents and our community and to ask for feedback and suggestions. At that point we wanted to make a decision to whether this was something that our community, students and parents wanted to move forward with. We took a survey at the end of that meeting and not everyone responded but the answer we did get were 22 voted in favor of moving forward and two were not in favor. One of our students conducted a survey of the rest of the students and that support was overwhelmingly yes by the underclass but the seniors were not happy about it because they wouldn't have a chance to do it themselves so they were kind of negative about it. Because of the positive support we've had we believed that the next step was to bring this to you and talk with the T & L Committee. Shawn and Mary are going to share a power point with you regarding our information research and talk a little bit about the four day week. We have an interesting twist to the four day week and we're calling it the four plus week.

Holmes & Stone: Present a power point they have prepared about the four day school week to the Committee. Please see the presentation attached to the end of the minutes.

Stone: There are over 60 schools in the state of Montana that currently do offer a four day week. Most of them are rural districts; it makes sense for small districts.

Holmes & Stone: Continue presentation.

Stone: Our motivation is almost entirely based on attendance, intervention and improving moral for students. We're not trying to save the District money, that's not what is driving us.

Holmes & Stone: continue presentation.

Stone: We are proposing that on Friday mornings we have an intervention time. We know that kids fail for two different reasons. Either there is some sort of a behavioral issue, they're not getting their work done for whatever reason they don't do their homework or they didn't get their paper written they didn't get their report done. So they need a behavioral intervention; if you can't find the time to get that done we're going to help you find the time to get that done. Then there are kids that need an academic intervention, they don't have the skills to write that paper. Friday mornings will be an intervention time. It is not part of the aggregate hours that the kids need; it's over above and beyond the aggregate hours that students need. It will be staffed by three staff members every Friday morning. At Seeley we wear a lot of hats so we have a lot of people that have a lot of endorsements. We will be able to staff that even using just three people there will be someone there all the time that can help kids with some interventions when they need that time. It will require collaboration and conversation. We are going to have to communicate with parents, students and with other staff members so that we're very clear on who needs to be there. The other plus of doing this is we have breakfast and lunch on Fridays as well. We'll provide transportation for the kids so that's why we aren't going to save anything on that bus piece. There will be transportation, breakfast and lunch; it's kind of a win win. The hard part will be how do we make them come to school on Friday when they don't have to? It's a battle we already fight.

Pecora: Before we do questions I'd like to invite Chris Stout up.

Chris Stout: I'm the Superintendent in the Seeley Lake Elementary school district but I also represent Swan Valley school district and work closely with a lot of the other small rural schools. Some of which are already on the four day week; Ovando, Sunset, Potomac they've been doing this for several years. Swan Valley and Seeley Lake Elementary are both on the standard five day week. I don't want to speak for the school boards of either district but I think that if the high school made this decision to go that route it would be something that we would consider and go through the same process that the high school has been going through to get the community support and ask the community the questions about making that transition. I have had the conversation with both school boards at several school board meetings and no one is out right opposed to it. It takes the leg work to make sure we're doing the right thing for the right reasons. We run a pretty rigorous outdoor education program in Seeley and part of what we would look at as a benefit to having a set up like

this is we would do something twice a month that would facilitate not taking kids out of class for some of those activities. We could see some benefits there as well.

Holland: I assume that parents are feeling the same frustration you're feeling about those lost Fridays where almost half the school is gone. I was going to ask how do you deal with it but it sounds like it's individually how the teachers grapple with it. What an odd day, you have all the kids there the first period and half your kids for the second period.

Stone: I do independent work packets for my second period of geometry and for my wild life biology class we're just doing something different on those days. I'm holding one group of kids accountable for more material than the other yet they're all getting the same credit.

Holland: If you do go to a four plus week would there be a way, since the buses are ready and there's breakfast and lunch being served to the kids in the intervention programs, could some of the school clubs and other activities happen so that it's not as stigmatizing to be on the bus coming to school on Fridays?

Pecora: Mary and I have different opinions on this. It's my hope that at some point we could offer drama because we don't have that now. We could have a chess club or debate team; it's hard to do that after school when our kids are on buses and they're gone right away. Mary and I have talked about this already and we don't really know because the two of us don't agree. We don't always agree but we usually can work it out. I'm looking at the potential of that, maybe not the first year but if we do this next year and continue with it after the first year I see that as a distinct possibility.

Stone: My hesitation with it is that the fear is that you get going with a drama group and then I say to you, I need those four kids for some math intervention today. I do think that time could answer that fourth PLC question, what do we do with them when they know it? That could be an enrichment time for those kids that don't really need interventions at all but do need that enrichment.

Newbold: One of the concerns I have is just the number of hours in the day. If we do extend the school day which presumably this would do then we lose that after school time for homework, athletics practice, dinner and all of those things. How do you address that?

Pecora: It certainly would be an hour less time for those kinds of activities. That's been a concern that's been raised. Majority of students at other schools found that their lives were much less hectic because they had that Friday off and a lot of those things they did on Friday. For a lot of families in Seeley, the primary industry is the mill and they often times work four tens. For those families even as a community it would be an advantage as far as family time. As a staff we're going to have to make some changes. I would not ever go into this without looking at how teachers teach. Homework is certainly an issue; some of it would have to be left for Friday. There are things that need to change in how we do things and that will have to change if this is going to be successful. I think that the advantages outweigh some of the disadvantages. As far as family time from what we've heard from other schools, it's still there and they're very happy with the time they have.

Kendall: Do you have any sense for how teachers would be supported during this transition? How have other districts that have made this transition to the four day work week done it? Is it extra time during the summer that teachers would have to change up their lessons plans?

Pecora: The staff is very supportive of this and we would certainly need training once the decision was made. I assume at the end of this school year and before the school years starts and probably over the summer too. I don't want to make presumptions about what my staff is willing to do but normally they will come in for a day in the summer time if we ask them to and explain why we need them too. They are so positive about this that I don't anticipate that there's going to be an issue. I came here from a block day and a lot of the schools in Michigan had block days and if they were not successful it's because teachers were teaching the same way they always did and didn't change anything. We've talked about that already as a staff and they know the expectation is that they will have to change the way they do things because we're going from 48 minutes to 60 minute classes and they have to be different. Yes, there will be training and the staff is going into this knowing that's going to happen.

Newbold: Do you know whether this will involve an earlier start time and have there been any comments about that?

Pecora: We've been looking at this point in general at an 8:00 a.m. to 4:00 p.m. day. Is there any reason why we couldn't start at 7:40 a.m. and have 20 minutes less at the end of the day? Those are things we have to take a better look and make some decisions about as we move forward.

Sadler: The high schools who adopted the block schedule all eventually adjusted. It did take a little bit of time for teachers to change. I think Trevor would tell us that they adjusted well and the curriculums are being delivered like they should be and the teachers are doing an excellent job doing that. Having extra time, I'm sure they can do that. I think it's remarkable how pro-education and pro-student your faculty and school are. I looked at your website and I was extremely impressed that you were the only high school in this District that had right on there, how to apply for scholarships. You're coming up with an innovative plan that is child and student oriented. This is not about what works for adults this is what is working for students. You have my full support and I do hope you find that this is workable. This is a trek that you're making and you may not end up doing it but why not? If you find you can do it, you'll have my support.

Apostle: First of all, I too would like to commend you for thinking differently about the school day. We've been talking, as public education is concerned for decades about changing the school day. We've seen very little movement in terms of that particular issue. I personally believe there's a better way to do business and I think the fact that you're exploring the four day week is a step in the right direction where you create time for students that may need additional help. It's just thinking differently about a very important issue. The second thing I'd like to mention is that we always want students to be involved in student activities and almost 50% of your school is involved in extra-curricular activities. That's a wonderful statistic and trying to deal and balance that with the academic program and the support we give students is really important and I think you're heading in the right direction. If the Board were to approve this and let's say you tried it for a year, two years or three years and the results weren't what we expected we can always come back to the way we used to do things. Hopefully we'll have learned a few things so that maybe we won't come back exactly to the way we did business but we may differ in terms of our approach. I'd like to thank you for your efforts.

Pecora: Thank you for having us here today, we're really anxious to move forward with this and appreciate your support. If you have further questions please call and let us know that. I know I can't give you information but I did leave some packets of some of our research that I thought were the most pertinent on the back table. If there's anything else that you'd like to know please call us and hopefully we can answer your questions.

Apostle: I want the committee to know that we were hearing about the conversations up at Seeley regarding this particular issue and we wanted to make sure that we brought it forward at this point in time and hopefully we'll be able to share this with the entire Board so that we keep the Board apprised of what's going on in terms of your progress.

5. Later Start Times for High School, Bob Mitchell, Beach Transportation General Manager (Information Only) page 24

Background Information: Bob Mitchell, Beach Transportation General Manager will discuss how a later start time for high school students would affect transportation costs for the district.

Administrative Recommendation: Information Only.

Notes:

Apostle: This is Bob Mitchell from Beach Transportation, the General Manager. Bob and I and my Student Advisory Committee have been talking about the issue of late start times for our high schools. These are very preliminary discussions and conversations but I felt that we should bring it forward. Bob will give us some basic information in terms of late arrival. There are many facets to establishing late arrival for our high schools and Bob is the expert so I wanted him to come forward and share some general information with you.

Mitchell: We're just in discussions and before I even get onto the topic I just wanted to talk a second about the Health Science Academy. My daughter is an eighth grade student at Bonner School and she's interested in health sciences. We were invited to come out the evening that the community could come and visit Big Sky High School. Haley walked into the Health Science area and it was just run by the students, there wasn't an adult there and the student that represented the group today met my daughter. Haley is a very introverted and shy girl and she just said Haley you're in the right spot this is exactly where you need to be. Another

student said Haley come on we'll take a tour of the building. Thirty minutes later she did not even want to apply to Hellgate and I have a senior graduating from Loyola this year and she said, "Dad I don't want to go through that application process I know where I want to be." Good job Trevor.

Mitchell: As Dr. Apostle said we're in discussions with the Student Advisory Committee about the possibility of a later bell time for high school students. It's hard to be a bus company and walk in and say everything is dictated by buses. In a lot of cases in the mornings, trying to get high school students then middle school students then grade school students to school a lot of times the busing aspect of it does dictate bell times. In this case it would. Before we go right into the scenarios it's very important to know how intricate and structured our current system is. I sent a little bit of information along last week and hope that everyone had a minute to look at it. It's taken all of 74 years for Beach Transportation to put the current structure of busing, our tiered structure, into place and to try to get it to run as efficiently as it does. When we talk about efficiency it's not just cost efficiency, it's the fact that we can move 4800 kids a day like we do. With that, there are 58 full size school bus routes, 34 special needs routes and 2 shuttles. They'd all be affected by switching to a high school later bell time. Currently we have 25 full size school buses that service the high schools and with that we have two shuttle buses that service the high schools as well. The shuttle buses are moving kids between each of the three schools and trying to get them to different programs for first period classes. We have Special Needs students, Agricultural Education students (Ag Ed) using these shuttles, we have students that are involved coming off of neighborhood buses in the Hellgate area that have to get to Big Sky by 7:50 a.m. All of this would be affected by a 9:15 a.m. start. Another thing when we talk about Special Needs busing, it's not just kids with physical, emotional handicaps. When we use the small buses we have so many students that are Family In Transition (FIT) students and students being leveled from one school to the other that have to use the smaller buses. Currently we transport on our 34 buses 340 kids just using those, what we call Special Needs buses. When we talk about that we might take a high school Special Needs bus that basically has to go to one particular program within the high schools. Wyann at Big Sky High School has the kids that are mentally handicapped and physically challenged. Some of those kids have to go to Big Sky High School to that particular program but they live in Clinton, Turah and the South Hills. Hellgate has kids that are hearing and visually impaired and they have students that live out at the Wye. Those kids are on for nearly an hour going around town just to be brought to a particular program. Currently when we talk about a tiered system, all the high school students are into the high schools before 7:30 a.m. in the morning. All 58 buses go from high school to middle school routes and all the middle school kids then are dropped at the middle schools by 8:00 a.m. Then almost all of those buses are getting all the grade school K-5 students into school by 8:20 a.m.-8:25 a.m. With that there are breakfast programs and so some of the principals are saying we need grade school kids in by 8:10 a.m. You can see how intricate the system is in place. Let's talk a little bit about afternoon shifts. In the afternoon it's a little bit different because all the high schools 9-12 and K-3 students are dismissed at 3:00 p.m. We are not able to utilize that tiered system like we do in the mornings so in the afternoons we add 15 additional school buses to make all of that work at 3:00 p.m. Those buses then fall into place and grab the fourth through eighth grade students by 3:30 p.m. to 3:35 p.m.

Let's talk about the possibility of moving bell times for high schools to 9:15 a.m. For scenario one that we have in the information I handed out we would have buses into the high schools by 9:00 a.m. With that, out of the 25 bus routes that currently serve the high schools, 14 of those buses wouldn't work. We would have to take all 15 of the buses that we have just on for afternoon routes and implement them in the morning to make that work plus an additional four buses. The reason we have to do that, just looking at the District high school map on the wall there are seven or eight bus routes that are outside the parameters of that map. We have four buses that go into Lolo up Highway 12, we have a bus that goes all the way out to Nine Mile/Prairie Road which is just about the Clearwater Junction. When we talk about a four day week at Seeley currently we're trading students from Seeley to go to Hellgate High School so we'd have to figure out how those kids would get to meet that bus. There would be 14 buses that we would have to bring on that wouldn't do anything in the morning but go out and get these high school kids and get them back in by 9:00 a.m. in the morning. For instance there are four buses that service all the way out to Beavertail Hill, Rock Creek, Clinton, North Clinton, South Clinton, the Blackfoot, Harpers Bridge, the Wye, up above the creek. None of those buses are going to be able to drop grade school kids off by 8:20 a.m.-8:25 a.m. and get out there and run a

route. You might look and say you can probably get out there in twenty minutes and get back in twenty minutes but we also have to run a route that has twenty stops on it. There's going to be a lot of buses added to a 9:00 a.m. start time. With that I want to throw a cost out there, \$225 a day is our current rate for a day charge for a school bus. Between adding high school busing and Special Needs busing, seven or eight buses a day. There would be a financial commitment to change the bell time, there's just no other way of looking at it. Dr. Apostle, that's really the summary of our discussion. We discussed with the committee the possibility of trying one school and there'd be some great challenges there because of the different academies. For one we have the Health Science Academy that would be starting at a certain time, we have the business academy starting at Hellgate next year and all the kids would come off of their neighborhood busing and then we'd shuttle those kids back and forth within the District. There'd be a lot of challenges for the teachers, kids and parents. If I didn't confuse you, you can see that there'd be some real challenges. The current system of busing that's in place is by far the most efficient way of transporting kids in Missoula and it's taken all 74 years to put it together.

Newbold: Could somebody elaborate who is involved with the Committee about what prompted this discussion? From my perspective if there is a compelling enough reason to change our start time then we should look more closely despite these costs.

Apostle: First of all at the beginning of the year I had a group of high school parents that were interested in discussing this issue and I kind of gave them some direction as far as where we could go with this issue. I didn't hear much after this initial meeting but I developed a Superintendent Student Advisory Committee that I meet with and this was very important to them, at least to begin the conversation. I've done a little research on this subject and it's costly. The research in terms of improvement of student achievement is still out. There is research that dictates that students in high schools starting later in the day do better. It's really of interest to the students that are on this committee so that's why we're pursuing it. Bob has done an excellent job in a short period of time and meets with us at 7:00 a.m. in the morning to discuss the issue. It is expensive, there's a district in Virginia and it took them three years to make the decision to go to an alternative schedule and it's a much larger district than ours but the costs were unbelievable. It increased costs by a tremendous amount. It's not an easy decision, we need more time to discuss it and it's a budgetary issue.

Mitchell: There would have to be a definite fiscal commitment to do it.

Sadler: I believe transportation is a permissive levy which would mean it's almost a direct increase on taxes. It would not come out of our other budget.

Kendall: Could we get some numbers on what the contract is with Beach Transportation for all buses? \$225 dollars a day does sound like a huge amount of money. What that amount would be total, so we can figure out what is the percentage of the total because we don't really have a context for that number at the moment. I'd be interested to know that before any kind of recommendation would be made. I'm interested in knowing some of those figures, just a little bit more creativity in finding solutions for this. I'm a huge advocate of this and I think we should keep trying to find a way to do it.

Sadler: This is something where we ask our Superintendent to dig out the information and furnish this.

Apostle: I just want to be clear Trustee Kendall, you want information on the current contract that we have with Beach in terms of transportation and an estimate of what this might cost. I will say that these are very preliminary discussions, we haven't really gotten too deep into it but I felt that we're a progressive school district and we're talking about a different school week along with maybe a different start time for our high schools and I think it's important for you to have that information and we'll provide that for you and the rest of the Board. Bob you've done a great job in a short period of time.

Mitchell: I look forward to continuing to work with the group. The kids that are on the Student Advisory Committee are really impressive kids.

Holland: Did the parents reach out to Alex or were the students on the Student Advisory Committee made aware of the additional costs and permissive levies? Anecdotal information in books that I've read has suggested that this is directly tied to more success in high schools, on the other hand at what cost in terms of overall costs. It sounds like all of that information is being shared with the appropriate groups.

6. Graduation Matters Missoula Update- Trevor Laboski, Executive Regional Director, Executive Regional Director (Information Only)

Background Information: Trevor Laboski, Executive Regional Director will give an update on dropout and graduation rate data.

Administrative Recommendation: Information Only.

Notes:

Laboski: Gives an update through a power point presentation on the District's dropout and graduation rates and some sub-group information for the District. Graduation Matters Missoula has four focus areas; one is to improve attendance, engage families and community, enhance student wellness and to increase kindergarten readiness.

Kendall: On the Dropout Rate slide it shows a trend for the last five years, it's pretty even but there's a huge difference between 2008-2009 to 2009-2010. What was going on before that? Is 2008-2009 an outlier or is it part of a trend and suddenly we had a gigantic drop?

Laboski: Well number one, I was not here but if you want to speak to it Dr. Apostle, I can speak to it a little but from a school wide perspective but go ahead.

Apostle: When I came here in 2008 there were over 300 kids that dropped out of our high schools. I'm not so sure how well the State or the school districts or school districts in Montana kept track of their dropouts. But I did have a list of over 300 students that dropped out of our school district. This is what started Graduation Matters Missoula (GMM). When I first spoke to this issue at Rotary in the fall of 2008 the room was packed and they looked at me like, I don't know if this guy is telling us the truth or not. Do we have that many kids dropping out of our school district? We in fact did so that's what initiated GMM and bringing the community together and saying look, we've got a problem here. In a district our size to be losing hundreds of kids, that's not the direction we need to be going so we got together and developed GMM and that's how things got started. We weren't talking about GMM prior to 2008.

Sadler: Since I came on the Board the things I advocated for were the dropout rate, the completion rates and the graduation rates. The first thing we were able to accomplish was to get everyone convinced that we needed an alternative high school. It has solved the issue somewhat. When it came time to look for a new superintendent one of the things the Board at the time decided they wanted was someone with a skillset that would help us solve this. This was one of the tasks that Dr. Apostle was given when he came; help us with the dropout rate and to some sort of academic excellence. It's been a long trip to get here and I know other schools really haven't been as aggressive as we have. The state of Montana adopted the GMM initiative and spread it across the state. It also has a lot to do with the commitment of our teachers and administrators. Everybody came together and said this is an issue that really has to be solved and as everyone came together it culminated into this. It's not that Dr. Apostle came in as the only one with the idea and it happened but he did lead the charge and one of the reasons he was brought to the District was specifically for that. We should be very proud of our District because it takes extra dedication from teachers to go that extra step to help children stay in school. As we try to reach a 100% graduation rate, when dealing with people with great need, it takes a lot of time to deal with these people and you have to have a staff that has time to do that.

Kendall: What is the source of this data?

Laboski: Office of Public Instruction (OPI). I think it's important to look beyond the numbers and ask, how do you drop out of high school? What I would attribute the major drop to is that it's in your face; it's our job to say it's not going to be easy to leave here. Part of the reason people leave is because they don't understand the choices. When you rally an administration, counseling team, community and teachers around providing options for students and explaining options; there was a sign at Big Sky when I got there that said "It's against the rules to drop out." That's not an actual rule but you wouldn't believe how many kids actually believed that. It's about drawing attention to something. 2014 is the first year our students went to 24 credits to graduate. The expectation in terms of credit has gone up but we've maintained. Although that looks flat the number of credits has been raised and 20 is the minimum for the state. I will also say that students that drop out aren't always in hard times. It's been our task to offer more college opportunities for our students in high school at the same time so it's a wide range of students and families.

Holland: Is there any commonality between those 100 kids or is each one a unique story? There's no quick fix but a very recognizable thing that we can do to keep those kids in class?

Laboski: The answer is yes, 92 was last year. I know that because we look at it every week. We have spreadsheets that our principals keep on each student on interventions that we've gone through, all of the opportunities, all of the communications broken down by sub-groups where necessary. Our biggest chunk that we're really asking our community to step up with next year is, we have students that move here from other places and often times they're 18 years old and have four credits. We have to enroll them, they have a right to a public education and we have to get credits recovered. Sometimes that's where the fifth year comes in. Other times it's simply people who need resources in the community like Mr. Sadler spoke about. There's a tremendous need and our principals, counselors, teachers and if you didn't see Wake Up Montana this morning we had Ted Fuller and two teachers at Sentinel were on TV talking about how they got this graduation rate. The two teachers that were there are ferocious, they do not let kids fail they track them down. We have a lot of resources in our schools but our most at risk students are the ones that you can't get to school. I had a social worker at Big Sky that would show up every morning with a car full of kids. Just going around and picking up kids wherever they were sleeping that night. I think it represents a population that's a microcosm of our community that requires special needs. That's really what we're trying to do. I think our low numbers speak to the fact that our District staff does amazing things. Getting that next bit is going to be a community effort.

Apostle: I think the underlying principal here is that our community and our staff has a big heart. I characterized Susan Hay Patrick as having a big heart when she was recognized for a very significant award. I believe our staff has a big heart reaching out to kids that you've just defined every single day to make a difference. That's what it takes; it takes all of us together and that's what has made the difference to this point. I'm providing the Trustees with information on a weekly basis now in terms of the dropout rate and the last count was that we have lost 40 students but that's 30% less than we were last year at this time. To give you an example; Sentinel High School lost three students up to mid-year. We want zero but that's pretty remarkable. Sentinel had the highest graduation rate for AA schools in the state of Montana with 91% and the other high schools followed very closely. That's due to the fact that counselors, administrators, teachers and the community are working together and focusing on the fact of getting students through high school through a rigorous, relevant, educational program like we witnessed today with the Health Science Academy. It's one thing to say we want to keep kids in school, everyone wants kids to stay in school but the way you keep kids in school is you develop a relevant curriculum so they want to come to school. We have a lot of work to do but we have a lot to be proud of. We've led the state of Montana for five years in a row in terms of graduation completion rates, we were just behind Bozeman by three tenths of a percentage point for the first time in terms of the four year graduation rate and that's the first time in four years. We have the lowest dropout rate of all AA school districts in the state of Montana at 2.6%. It's a team effort, it's people working together to make sure that we're do everything we can for our kids and letting them know, we do care about you.

Littman: We are planning an event in March to specifically talk about GMM and having it at Sentinel High School given the numbers that Dr. Apostle just reflected on, having students be a part of that. That's a kickoff event for all of the different engagement activities that happen throughout March anyways in schools.

Laboski: That's not just high schools; each of our buildings K-12 has GMM plans. It also includes Montana Behavioral Initiative, school climate, student wellness; it's all under the umbrella of GMM.

Sadler: Before Dr. Apostle came I wanted to create a culture where people in Missoula believe that high school is very important. I wanted to see a high school plan as an employer and then it becomes important to the student.

Apostle: We're going to ask Mayor Engen if we can make March Graduation Matters Missoula month. I haven't asked him yet but Mayor Engen has always been with us in terms of this initiative and extremely supportive. I look forward to talking with him about the details for the month of March.

7. Other –Committee Chair (Information Only)

The next T&L Committee meeting is scheduled for 6:00 pm, Monday, March 2, 2015, in the Business Building Boardroom, 915 South Avenue West.

Meeting adjourned at 1:47 p.m. by Trustee Sadler.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

Brittany Gross Minutes Recorder

Jim Sadler, Committee Chair
Resources

Trevor Laboski, Executive Director Human

DRAFT