

Superintendent's Two Way Immersion Task Force
Meeting Minutes from October 18, 2011

Report from Berkeley Evaluation and Assessment (BEA)

Debbi D'Angelo presented achievement data for EL students enrolled in TWI, Bilingual, and English only programs requested by the Task Force at the October 4, 2011 meeting.

TWI/ Bilingual Program participation (English Learners and English Only (EO) Students), 04-05 to 10-11 from TWI to Longfellow

Voting members requested performance data of high school ELs who went through Bilingual or TWI to compare as well as data of Bilingual students only (TWI and Bilingual was included together in current report). D. D'Angelo said Bilingual EL student numbers are not considered significant enough to analyze, therefore analysis would not be completely accurate. She will have to look at Bilingual students to analyze data.

Committee members said it would be good to see the data over time, the evolution of the program, not just a one year snap shot, as presented in current report.

Questions/additional information needed from BEA:

- With current cohort of 9 TWI/Bilingual students in 8th grade, what is their progress over time?
- What happens when children become/are redesignated Fluent English Proficient? For example, if a child was redesignated Fluent English Proficient (FEP) in 3rd grade, they would not show up as EL in years beyond.
- How many TWI/Bilingual students have been redesignated?
- Is there a way to see how many years students who have been redesignated stay at proficient and advanced, for how long?
- What is distribution of Spanish speaking EL and RFEP students by school and program?
- High school EL Numbers (achievement data for TWI students now at BHS compared to non EO students
- EL BUSD total, not just Spanish

D.'Angelo will look at groups to see if she is able to track achievement data over the years within current k-8 students who started in the program in K and are still in it.

- How many students remain in TWI in Middle school?

P. Furlan, asked if it was accurate to summarize the data presented by D. D'Angelo in the following way: of 40 ELs who began TWI, only 9 students are in the 8th grade TWI program, meaning only 9 "finished" the program, and of those 9 only 44% are scoring at proficient or above by the time they are in 8th grade. That seemed to be an accurate summary based on the data presented.

Public comment:

B. Rosen, C. Kersnick, (Teachers from Thousand Oaks): Concerned, have had very little information about proposed TWI structure and no formal and informal system to communicate with parents and staff of schools and students impacted. No representation from EO parents and students, asks that TWI Task Force take consideration of impact to community.

J. Walker: Number of students in TWI suggests group is a minority of BUSD students.

C. Young: Has children at T.O., has been talking to people that are involved, does not feel process is considering all the TO families, feels that the decision has been made around the one school model. Knows of parents who are planning lives around TO and the program, concerned about the negative impact on those families.

T.O. Community Member: Shocked at learning that T.O. is being considered as a site for consolidation of TWI program, T.O. does not have a TWI program. Not mentioned in Rivera Study, only 5 families considered in study, none of the families were from TO or a non TWI group. Wants to maintain what is at T.O. Asked, besides the 65 bilingual students currently in the Bilingual program, how will those and the rest of the students be impacted?

T. Becket: Concerned about the isolation of Spanish speaking students onto a single school site, does not make sense to displace the maximum absolute number of students, busing from LeConte or other schools to T.O. would create disruption.

N. Horowitz: Has two students at T.O., concerned about teachers having to move, students having to move, asked that BUSD increase communication and transparency, and look at criteria for housing program and consider multiple sites that are located where the schools where the largest population live.

L. Wiggins: Based on her review of numbers and data for BUSD, she suggested looking at Malcolm X doing to look at the performance of EL's, as Latino EL students seem to be outperforming African American and Caucasian students.

M. Caprelli: Concerned that the revamp of TWI will help the community and will be worth the distress that happens. Requested that the representation of the committee be re-considered to include parents whose children are not English Learners or in the TWI/Bilingual program.

Parent from Cragmont: Requests that the BUSD and the TWI Task Force create a process to communicate and make the process transparent in order to keep families at the schools impacted informed.

Process for Communication to the Community - Maya Hernandez

In order ensure that BUSD clearly communicates with all stakeholders and maintains up to date information and transparency about the work of the TWI Task Force, the

following structure for communicating and informing families and community will be in used:

- M. Hernandez will take minutes at the TWI Task Force meetings and distribute to Task Force members within 48 hours. The minutes will also be posted on the TWI Task Force webpage within that time frame.
- A standard statement and summary of the developments of each meeting will be created and posted on the TWI Task Force webpage by a member of the communication team.
- School Principals will include the statement in their school communications/newsletter and will include a link to the webpage (and membership of committee for those schools who are participating on task force)
- BUSD will distribute updates and any additional developments via the BUSD Enews.

Subcommittee Report from phone conversation with Principal Gorman at Central Language Academy k-8. Ontario-Montclair School District

San Bernardino just visited the school site as they are about to consider consolidation.

Opened 1st TWI school then 2nd

Program evaluation recommended the school close TWI program

Parameters on what would be allowed, 30 people on team, parents, teachers, students, met 1.5 hours 1 x 3 meetings bi weekly reports on outcome of meetings At end of year they looked at options.

Rollout plan - One option, combine into 1 school

1st year- changed the name of the school to Central Language Academy, created new vision for school, every child bilingual or trilingual and bicultural.

2nd year- used current staff and brought in k-1, developed communication systems, transitions, visions of school as it moved forward, communications were high and transparent, intervention classes for kids.

3rd year – moved all TWI students to program- half of school was Dual Immersion, the other was second language program, sign or other language, became attractive program, school then became K-8, Current teachers (teaching non-Spanish) only in Spanish on different subjects, 90/10,

Very cohesive staff- in 5 years, not one staff left. Lots of PR and support in getting program off the ground. Initially, starting at Central, without a B-CLAD, you could not have new hires that did not have a B-CLAD.

All (teachers, parents, students) experienced difficult process, much like tonight. Central was in primarily Caucasian area, and bused Latino students into the school,

Central has a language coordinator for school, to ensure fidelity of the program and Gorman's leadership of the program. Everyone bought into languages.

Central lower grades API: 735; in upper grades API: 900. TWI impact and gains in achievement are seen in 7th and 8th grade. All students and families who join TWI have a conversation, talk about pull out impact of pulling out from program. The school has assemblies, makes announcements, and sends out notices about TWI. Central had about \$150K (over five years) discretionary fund to make the program a success. Saw the closing of the schools as a way to rethink the way the district did TWI

Requirements for success - Pretty school, right size, staff (happy, Flexible) leadership, polo shirts, needed to make sure students and families that were coming to Central did not feel like outsiders, but that they were coming to their school.

Process was not easy but now they are in better place. There is a lot of interest in Berkeley for language, Task Force can look at opportunity to develop language academy as well as TWI, emphasis on language school, but after reaching certain proficiency, students can take sign or other language. Have to build community with parents, keep informed of what is happening, will need flexibility of staff. Decisions we make, let's get in writing. What was impact on other schools that were closed? What about the Special Ed program?

Beatriz asked about the achievement of EL learners not in TWI, Gorman said not as well as that of TWI students. There is a newcomer program at the school, RTI, other supports.

Demographics of district 80% Latino, TWI is 50/50. Students bused from primarily Latino neighborhood.

One closed, two merged. Economic data showed net gain as it pulled in attendance from private schools.

Cathy Campbell,

Task, Choose a particular site, did we get advice? Recommends site with no program (such as adult school).

Communication at site level – Paco Furlan

P. Furlan shared a letter shared he will distribute to the Rosa Parks school community in response to concerns from parents regarding the work of TWI Task Force. The school Leadership team met twice to talk about how will share info with parents and staff.

Matilde and Michelle (Teacher reps on the TWI Task Force) facilitated a discussion with staff and will continue discussion in the December staff meeting.

P. Furlan will be meeting with PTA next week to provide an update on the developments of the TWI Task Force and will facilitate discussion and hear concerns.

Report back - Cynthia Medina

She researched other schools in Southern California. Mary Walden, language academy, went through process similar to Montclair, consolidated 2 schools into one, initiated as a grass root effort as parents, combined French/Spanish strands. Students select Spanish or French, it became a k-8 school, making it easier to stream line transition from elementary to middle school. Spearheaded by parents, but embraced by district. Students were provided with buses, it was a boost to program to facilitate transportation. Any teacher who wanted to teach or work there needed to apply. Glendale Unified also went through similar process, we can consult with them.

A parent asked the Task Force to consider statistics and research in order to identify most beneficial avenues for success. Is there a district of the same size as BUSD we can look at?

Next Steps/Planning for Next Meeting

Julianna Sikes - Validated the need to make time at school sites to process and gather input as it would be valuable for discussions with committee.

Cheryl Wilson - Hearing community tonight, what influence does their opinion have on the discussions of the Task Force? If Task Force is moving on this charge to make a recommendation, how do we consider their input?

Heather Tugwell - TWI is an EL Program, this committee will recommend feasibility of consolidating the TWI programs. The decision will be made by the Board.

Cathy Campbell - In addition to minutes, info needs to be shared with parents and other community stakeholders to bring them up to date on the developments up to now. And be shared with all sites and parents.

Julianna Sikes – The TWI Task Force is still on information gathering stage, only 3rd meeting, and T.O., will sit down as a parent community and discuss and hear input.

Need to give principals time to dialogue with school communities.

Pati and Michelle (Teaches at T.O.) - concerned about TO community, they did not have a chance to vote on whether they are pro or against the consolidation.

In order to discuss still need more information, including consulting with other schools that closed and consolidated. Will discuss at December 6th meeting, will include site committee reports.

Maybe need to look at a broader scope than just the current schools being considered: Adult school, Rosa Parks, LeConte, Cragmont.

Elaine Eger - need info from admissions and transportation, need to consider economic and feasibility. Focus on specific charge from superintendent. If we need more

information, might need to look to another direction, propose we collect input and gather more information.

Next agenda November 1st:

Report from Admissions

- Updates version from Francisco's chart
- Impact on sibling preference, zoning,

Report from Transportation

- Recommendation on which site what is most doable in terms of busing from various zones

Report from Facilities

- One page handout from Lew Jones on school site info, including Berkeley Adult, are there plans to build new projects in district that we know about?