



School Committee Meeting Materials

School Committee of the Whole (COW) Meeting

May 6, 2019

5:30pm

*Ms. Mary A. Manning
Mr. James M. Fleming
Ms. Kristine Wilson*



*Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell*

Mayor Kimberley Driscoll, Chair

May 2, 2019

Committee of the Whole School Committee Meeting

Notice is hereby given that the Salem School Committee as a Whole (COW) will hold a meeting on Monday, May 6, 2019 at 5:30 p.m. The meeting will be held at the Collins Middle School, in the IMC Classroom.

Agenda

5:30 p.m. – Review and Discuss the Look Bill and Dual Language Programming

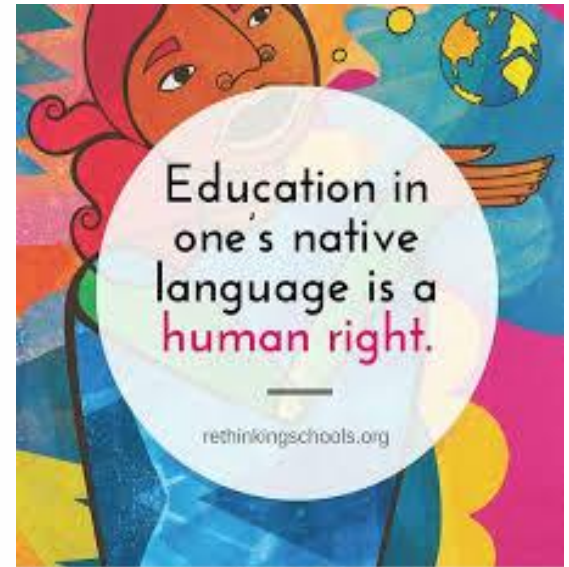
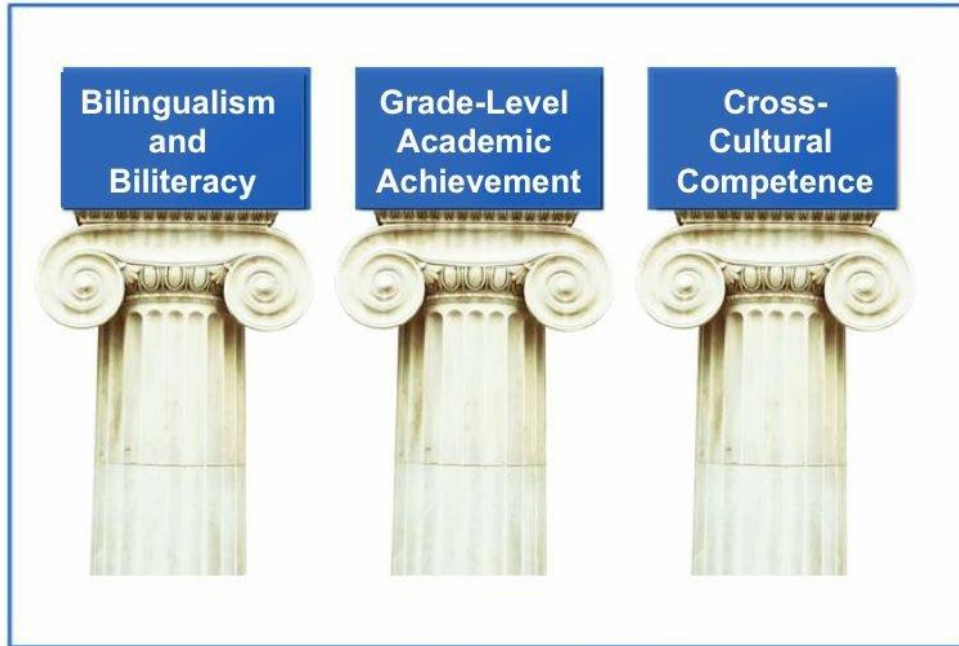
Presenters: Phyllis Hardy, Executive Director of Multi-State Association of Bilingual Education (MABE)
Rebecca Westlake, Director of English Learning and Bilingual Education, (SPS)
Nancy Meacham, ELL Coordinator, Salem Public Schools

Respectfully submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and City Ordinance
Sections 2-2028 through 2-2033.”

LOOK Bill and Dual Language



Committee of the Whole
May 6th, 2019

LOOK Act Components

- State Seal of Biliteracy
- English Language Parent Advisory Councils (EL PACs)
- Bilingual Education Endorsement
- English Language Benchmarks
- **English Learner Programs Beyond SEI**

“Programs shall be based on best practices in the field and the linguistic and educational needs and the demographic characteristics of English learners in the school district.” – LOOK ACT

Massachusetts

Unz Initiative sets SEI
(English only) as mode of
instruction for ELLs

RETELL: DOJ and
Commonwealth:
all teachers to be
SEI endorsed

LOOK Act passes:
School Committees
and Superintendents
must choose best EL
programs for district

2002

2011

2013

2017

2018-19

Dual Language
program in Salem
begins to
disintegrate,
begins to offer less
content in Spanish

Level 1 and 2 ELLs K-8 in
Salem assigned to
substantially separate
newcomer SEI
classrooms at Bowditch
(~285 students)

Dual Language
Task Force
Forms
Salem and Lynn
receive \$300K
Bilingual Grant
from DESE

Salem

Different Conditions in Nation



- Tremendous commitment to and growth of dual language education through state policy
 - Utah, North Carolina, Oregon, Delaware, Minnesota
- Continued research on program effectiveness
- Over 2,000 DLE programs nationwide
- Guiding Principles of Dual Language Education, 2018
- National Dual Language Teacher Preparation Standards
- Recognition of the value of biliteracy through the Seal of Biliteracy on high school diplomas
 - Approved in 30 + states and the District of Columbia



Different Conditions in State

- Approximately 26 DLE - TWI programs in 11 districts
- Districts increasing # of DLE programs:
 - Framingham, Boston, Brockton, Worcester
- DESE Resources
 - Guidance for Defining and Implementing DLE Programs (2016, 2018)
 - Bilingual Education “Seed” Grants to plan for implementation of new DLE programs
 - Bilingual Education 101 Webinar and Two-Day Leadership Training
 - Bilingual Education Endorsement - 3 approved or in stages of approval of teacher preparation programs, grandfathering teachers with old TBE and currently working in DLE programs 3+ years
- MABE Resources
 - School visits, annual conference, DL leadership and DL special education networks, summer institute, personalized technical assistance and professional development

What is Dual Language Education?

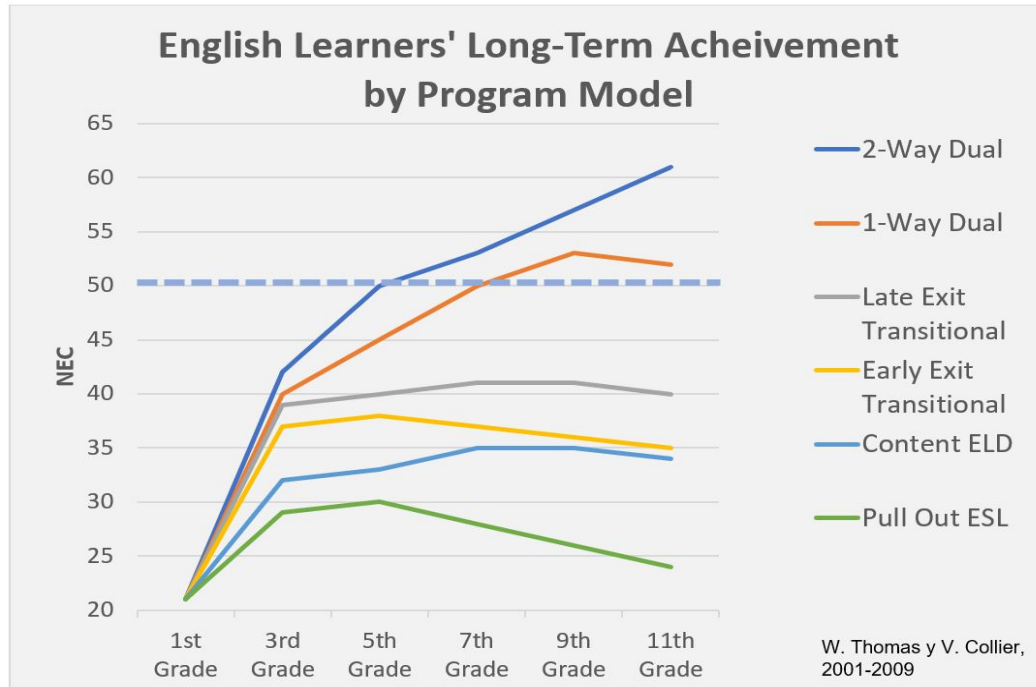
A program for all students that provides literacy and content standards-based instruction through two languages

What are the essential components?

- Literacy and content instruction through two languages
 - different spaces for the two languages of instruction
“separation” of languages - no translation
- Extended period of implementation
 - Minimum (pre)K-5; Optimal (pre)K-12
- 50-90% of daily instruction in “partner” language (language other than English)

Four Goals of Dual Language Education

1. High Academic Achievement
2. Bilingualism and Biliteracy
3. Sociocultural Competence
4. Eliminating Educational Disparity for ELs



“All dual language groups outscore their comparison-group peers not in dual language—including English learners, native English speakers, Latinos, Caucasian Americans, Asian Americans, African Americans, students of low-income background... (Thomas & Collier 2012).”

What Does Research Say?

“... Studies that compare *dual language classrooms* to *ESL or mainstream English classrooms*, find that:

- ELs in DLE classrooms **score significantly higher** on state tests as well as norm-referenced tests than in English-only programs.
- ELs in DLE **master much more of the curriculum**, academically and linguistically, than ELs in English-only programs. They **experience full gap-closure** rather than partial gap closure.”

(Thomas, Wayne, and Collier, Virginia, 2012)

What Does Research Say?

As compared to their peers in mainstream classes, **ELs in DLE have equivalent or better:**

- English acquisition and EL reclassification rates
- Content area achievement
- High School completion rates
- Positive attitudes toward school

(Stelle et al, 2017; Lindholm -Leary & Genesee, 2014)

Frequently Asked Questions (FAQ)



Salem's Plan for A New Two-Way Dual Language Program:
Frequently Asked Questions (FAQ)

Salem Task Force Activities

Fall-Spring

- Excellent School Visits
 - 28 SPS visitors
 - 6 Dual Language Schools
- Dual Language Conferences
 - NABE: 7 participants
 - MABE: 15 participants
- Book Club with Lynn P.S.
 - 10 SPS participants
- Task Force
 - 24 participants
 - 6 meetings

Planned Activities through 06/19

- Technical Support Retreat
- Community Forum: 05/22
 - Guest speaker
- Vendor Day
 - Vet curriculum resources
- Boston College Partnership
 - Bilingual Endorsement courses

Planned Activities 07-08/19

- MABE PD: Curriculum Writing
- DESE Proposal Working Group

Challenges and Future Decision Points

- Staffing: Bilingual, Bicultural and Licensed (Elementary, Bilingual Endorsement)
- Perception and Confusion: Dual Language as Foreign Language Elementary Spanish (FLES), NBS history
- Placement of Program
- Budget



District Readiness Continuum

	Committed	Committing	Contemplating
Core Belief Equity & Social Justice	The Superintendent and District leadership, supported by the School Committee share a core belief in principles of educational equity and social justice for English Learners, and are committed to eliminating biases inherent in our schools that affect linguistically and culturally diverse students.	To support positive outcomes for ELLs, the district leadership shares a core belief in providing programs of equity and social justice as they relate to a student's socioeconomic status, parenting, language of origin and culture background.	The district leaders question the assumption that some students are not prepared to achieve in school due to issues, such as socioeconomic status, parenting, language of origin and cultural background.



Salem's Plan for A New Two-Way Dual Language Program: *Frequently Asked Questions (FAQ)*

Q: What is a Two-Way Dual Language Program?

A: It's a program where speakers of two different languages (in our case, English and Spanish) attend school together and learn both languages, so that all the students leave the program being able to speak, read, and write in *two* languages. There are dual language programs all over the United States, with a variety of languages, depending on the local population.

Q: How is that different from a "regular" foreign or world language program?

A: Besides communication and basic language, students study their academic content (math, science, reading, writing, social studies, etc.) in two languages, which is why their level of language proficiency is much higher. Also, in dual language programs children start learning a language earlier (in kindergarten) and continue up through the middle or high school grades. Students become bilingual and literate in both languages.

Q: What about learning the other subjects? Wouldn't doing it in two languages make it harder?

A: Dual Language programs are standards-based programs, teaching the same content as other district schools--- but they do it in two languages. These programs have been tried around the country, in many different settings and with many different languages. Research has shown consistently that actually dual language students perform *better* academically in the content areas than students who are not in dual language programs---- including English Learners, native English speakers, and low-income students. Because of this research, Massachusetts is encouraging cities and towns to try this model of education.

Q: What are the benefits of being in a dual language program?

A: Knowing a second language *and* being familiar with other cultures are two skills that today's employers are looking for---- so it's a big plus in the job market. Since dual language programs include both native English and native Spanish speakers working together to learn content through each other's languages, students become even more connected to peers of different racial and cultural backgrounds. In today's global society, this is very important! In addition, neuroscientists studying the brain have discovered that learning a second language is actually good for the brain itself----- it makes your thinking more flexible. And of course, knowing another language means you will be able to communicate socially with others who speak that language, here in the US or when you travel.

Q: Didn't Salem already have a program like this? When was that?

A: Yes, the old Federal Street School (which later moved to the Bowditch School) did have a successful Two-Way Dual Language Program for English and Spanish speakers in Salem. It began in 1989 at Kindergarten, then added grades up to the 8th grade, after the move to the much larger Bowditch School. The program was popular with all types of families, and many Salem residents--- English and Spanish speaking---remember it fondly. During that time, Salem's Dual Language teachers met with teachers from other school districts with successful dual language programs (Boston, Cambridge, Framingham) to mutually share their expertise. The students in the program did well academically; for example, in 2004 every child in the program made adequate yearly progress (AYP) as measured by the state of Massachusetts on its annual school "report card."

Q: What happened to that program? Why did it end?

A: In order for a dual language program to work, students need to spend at least half their time in the target language (in this case, Spanish), or they will not develop proficiency. In 2002, a MA state law was passed eliminating bilingual education generally. Although dual language programs (because of their track records of success) were exempted from the new law, district administrators in Salem began soon after to limit the amount of Spanish that could be taught. Over time, this substantially weakened the program; in fact, it was no longer a true "dual language" program, even though for a while it continued to carry that name.

Q: Why is Salem planning to re-introduce a Dual Language program now?

A: There are several reasons this makes sense. First, in 2017 the Massachusetts state legislature passed a bill called the LOOK (Language Opportunities for Our Kids) Act, finally overturning the law from 2002. The new law encourages districts to provide more opportunities for all students to learn and maintain additional languages. For example, students who have met all other high school graduation requirements in MA can now receive a Seal of Biliteracy on their diplomas, if they speak, listen, read and write proficiently in another language in addition to English. The LOOK ACT also charges districts with providing programmatic options for English Learners that best meet the needs of students. Research consistently supports dual language as the most effective approach for English Learners. Finally, parents in Salem (both English and Spanish speaking) have expressed their desire for the school district to provide this type of opportunity for their children. They want their children to have the advantages associated with being bilingual.

Q: When and how would the program be created?

A: Salem has been fortunate to receive a MA Department of Elementary and Secondary Education financial grant (in partnership with the Lynn Public Schools) to work on developing a new Dual Language program. A committee of administrators and teachers in Salem is exploring the latest research about the best way to build a new Dual Language program in our city. This group is also visiting successful Dual Language programs in Massachusetts to see them in action--- how they recruit teachers, what methods they use to teach, what curriculum they use, and how parents are encouraged to be involved. The grant money we received pays for this work. The Salem Public Schools is hoping to have a first class of kindergarten Dual Language students in September 2020, and add a new grade each year after that.