

ELEMENTARY PROGRAMS

School Committee Presentation

May 23, 2012

ELEMENTARY PROGRAMS

Agenda

- ⦿ Current Elementary Assignment Process
- ⦿ World Language Committee
- ⦿ Enrollment History & Trends
- ⦿ Impact of Enrollment Trends
- ⦿ Superintendent's Recommendation

WORLD LANGUAGE COMMITTEE

SPRING 2010

Work of the Committee

- ◉ Collaborated as group of administrators, teachers, and parents
- ◉ Solicited input from teachers and parents/guardians through online surveys
- ◉ Analyzed elementary programs
- ◉ Developed four possible assignment plans
- ◉ Identified strengths and weaknesses of each assignment plan
- ◉ Created “Alternate Assignment Plan”

CURRENT GRADE 1 ASSIGNMENT PROCESS

“Alternate Assignment” as of 2010

- ⦿ Parent/Guardian select program for Grade One - English or French
- ⦿ Fixed number of classes per school for English/French
- ⦿ Lottery held by school to fill classes if oversubscribed
- ⦿ Auxiliary class(es) created to accommodate program choice for all students

HISTORIC ENROLLMENT - SECTIONS BY PROGRAM/SCHOOL

	Sections of Grade 1	Collicot		Cunn		Glover		Tucker		Total	
		E	F	E	F	E	F	E	F	E	F
Lottery held 2 Aux	2012-13	2	2	1	2	2*	3	2	1	7	8
No Lottery 1 Aux	2011-12	3*	2	2	2	2	2	2*	1	9	7
Lottery Held 2 Aux	2010-11	2	2	2	2	2*	2	2*	2	8	8
WLC Report	2009-10	2	2	1	2	2	2	2*	1	7	7
	2008-09	2	2	1	1	2*	2	2*	1	7	6
	2007-08	2	1	2	2	2*	2	2*	1	8	6

* Includes 1 section of co-taught

HISTORIC ENROLLMENT - CLASS SIZE BY PROGRAM

Average Gr. 1 Class Size		
	E	F
2012-13	14.9	25.1
2011-12	16.4	24.6
2010-11	17.3	25.1
2009-10	18.7	26.6
2008-09	16.9	25.5
2007-08	20.3	21.0

Based on October 1 enrollments; 2012-13 projected

HISTORIC ENROLLMENT - PERCENTAGE BY PROGRAM

Grade 1 Enrollment by Program Percentage*		
	English	French
2012-13	34%	66%
2011-12	46%	54%
2010-11	41%	59%
2009-10	41%	59%
2008-09	44%	56%
2007-08	56%	44%

Enrollment in English has decreased

- Limited enrollment in English creates a higher ratio of students in special education in the English program
- Decreased enrollment in Glover and Tucker English programs results in limited number of role model students for co-taught program

*Based on October 1 enrollments; 2012-13 projected;
Does not include students in substantially separate special education programs or co-taught special education students

IMPACT OF ENROLLMENT TRENDS

◉ Decreased Enrollment in English

- Single strands in English
- Limited flexibility in classroom assignment
- Restrictions on inclusionary programs
- Limited pool of role model students for co-taught programs
- High French Immersion class size

◉ Issues for Administration of the Programs

- Limited pool of qualified French speaking, Elementary certified teachers
- Budget implications (staffing) classes with low class size
- Organizational consistency from year to year

WORLD LANGUAGE COMMITTEE SPRING 2010

Lottery/Capping of French Immersion

- ◉ One of the two viable options proposed by the World Language Committee
- ◉ Committee concluded that capping the program would be necessary if enrollment trends continued

LOTTERY/CAPPING OF FRENCH IMMERSION

Lottery/Capping of French Immersion

- In this option the Superintendent would fix the number of classes of French Immersion per school and the number of seats per class. Families would select to enter the French Immersion Lottery. If more students select the French than seats are available, a lottery would be held to determine who was enrolled into French Immersion. Students not selected would remain in their home school for English.

Taken from page 7 of the WLC Report

<http://www.miltonps.org/documents/WorldLanguageProgramReport.pdf>

LOTTERY/CAPPING OF FRENCH IMMERSION

Results of Capping

- Enrollment in the English program would increase
 - Single strands in the English program would be eliminated
 - Increased number of English classrooms optimizes the school's ability to heterogeneously assign students
 - Increased number of English classrooms would provide more options for inclusion
 - The pool of role model students would increase allowing for more flexibility in assigning students in co-taught classrooms
- Organizational stability/predictability would be realized for both programs
 - Recruitment, hiring, and retention of certified teachers will remain consistent due to fixed teacher assignments/openings from year to year
 - All sections of Grade 1 will have an appropriate class size to allow for efficient budgeting of staff
 - Consistency in staffing, curriculum, and school climate

LOTTERY/CAPPING OF FRENCH IMMERSION

Recommendation of the Superintendent

- ◉ Cap the French Immersion program enrollment in the 2013-14 school year

NEXT STEPS

- ◉ Communicate Capping of French Immersion to:
 - All incoming Kindergarten families
 - All other Milton Public Schools families
 - All Milton Public Schools staff
- ◉ Adapt Current Lottery Process to Capping Model
- ◉ Assignment Process Presented at Grade 1 Information Night - January 2013