Closing the Opportunity Gap with Dual Language Education

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JENNIFER JOHNSON, ADINA BRITO, RALPH WISNER, KAORI STRUNK & PATTY FINNEGAN
Panelists

Jennifer Johnson, Supervisor of Programs for Multilingual Learners, Bellevue School District

Adina Brito, Principal, Evergreen Elementary, Shelton School District

Ralph Wisner, Principal, C.H. Thompson Elementary, Bethel School District

Kaori Strunk, Statistician, Title II, Part A and Special Programs, Educator Growth and Development, OSPI

Patty Finnegan, Program Supervisor, Migrant & Bilingual Education, OSPI
Dual Language Education (DL) What is it?

- General education classrooms; begins in Kindergarten and continues through 12\textsuperscript{th} grade.

- Literacy and content instruction are provided in two languages.

- Goals are bilingualism, biliteracy, high academic achievement and sociocultural competence for all students.
DL Program Design

Program Design – Classroom Demographic Structure

• Two-way DL
  Balanced numbers of English learners and native English speaking students

Program Models – Allocation of Languages of Instruction

• 90:10 model
  K=90:10 / 1^{st}=80:20 / 2^{nd}=70:30 / 3^{rd}=60:40 / 4^{th}=50:50
  *Bethel Dual Language: https://youtu.be/MGJSgi84qcs*

• 50:50 model
  *Dual Language – Selah School District*
  https://www.youtube.com/watch?v=1ERdsC670ck
## Long-Term Outcomes for Washington’s English Learners (ELs)

### 4-year Adjusted Cohort Graduation & Dropout Rates (2015 – 2017)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduation</td>
<td>Dropout</td>
<td>Graduation</td>
</tr>
<tr>
<td>All Students</td>
<td>78.1%</td>
<td>11.9%</td>
<td>79.1%</td>
</tr>
<tr>
<td>English Learners</td>
<td>55.8%</td>
<td>22.7%</td>
<td>57.6%</td>
</tr>
</tbody>
</table>

### EL Graduation Study

Districts with high graduation rates for ELs attributed this outcome, in large part, to their DL programs.

Link to 1-page summary: [http://www.k12.wa.us/MigrantBilingual/default.aspx](http://www.k12.wa.us/MigrantBilingual/default.aspx)
DL Closing the Gap for English Learners

- Seminal study on long-term academic (reading) outcomes for ELs by Thomas & Collier (2002)
- This study continues to be replicated by Thomas & Collier (2012) and other researchers – sustaining the original findings
- DL is Washington’s priority program model for ELs
DL Benefits All Learners

Research-Supported Benefits

Students who receive DL education:

• Achieve high levels of proficiency in the new language
• Perform as well or better than their peers on standardized tests in English
• Demonstrate increased cognitive flexibility, attention control, memory and problem-solving skills


Cost

Additional $137 per student/year for DL education

Superintendent Reykdal’s 6-Year Vision for K-12 Education Includes DL for All

- Two-way dual language beginning in Kindergarten and extending at least through 8th grade for every student.

“If we begin second language acquisition in K-8, we can drastically close learning gaps for our English learners while simultaneously bringing native English speakers up to par with the rest of the world by having them learn a second language.” (OSPI Superintendent Reykdal, Long-Term Vision for K-12 Education, 2017, p. 3)

http://www.k12.wa.us/AboutUs/Priorities/SuptReykdalVision_Narrative.pdf
Student/Educator Data Collection for DL

Kaori Strunk
Statistician, Title II, Part A and Special Programs, Educator Growth and Development, OSPI
Student/Educator Data Collection for DL - Introduction

To evaluate the progress of closing opportunity gaps by linking to dual language education and educator quality data, it is essential to...

1. Increase Specification of Data Collections
   1.1 CEDARS reporting on who receives dual language
   1.2 Reporting State Course Codes for English as a Second Language (English language development - ELD) courses
   1.3 Reporting educator information on who provides instruction of English as a Second Language

2. Collect Additional Data Element(s) of Educators
1.1 Reporting Student Information on who Receives DL

Reporting student information via Comprehensive Education Data and Research System (CEDARS)

**English Learner (EL) File:**

**English Language Development (ELD) Instructional Model Code**

- A – Dual Language
  - Two-way Dual Language
  - One-way Dual Language
  - **Effective on 2018-19SY**

- B – Transitional Bilingual – Late Exit (Grades K-5/6)
  (Students typically transition to program model D or E)

- C – Transitional Bilingual – Early Exit (Grades K-3)
  (Students typically transition to program model D or E)

- D – Content ESL (sheltered instruction)

- E – Supportive

- N – Newcomer Program

- P – Waiver (Parent waives student from ELD services)
### 1.2 Reporting State Course Codes for English as Second Language / ELD Courses

#### State Course Codes and Matching Endorsements:

<table>
<thead>
<tr>
<th>State Course Code</th>
<th>State Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>01008, 01008N</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>01992, 01992N</td>
<td>English Proficiency Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement Code</th>
<th>Endorsement Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0306</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>0307</td>
<td>Bilingual Education</td>
</tr>
<tr>
<td>1306</td>
<td>English as a Second Language-Primary</td>
</tr>
<tr>
<td>2306</td>
<td>English as a Second Language-Supporting</td>
</tr>
<tr>
<td>2307</td>
<td>Bilingual Education-Supporting</td>
</tr>
<tr>
<td>3306</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>3307</td>
<td>Bilingual Education</td>
</tr>
<tr>
<td>3336</td>
<td>English language Learner</td>
</tr>
</tbody>
</table>

Matching State Course Codes and Endorsements

http://www.pesb.wa.gov/districts/assignment_rule_app
http://www.k12.wa.us/TitleIIA/TeacherPrincipalQuality.aspx
1.2 Reporting State Course Codes for English as Second Language / ELD Courses

Generic State Course Codes:

<table>
<thead>
<tr>
<th>State Course Code</th>
<th>State Course Name</th>
<th>Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>80000, WA0007</td>
<td>Elementary Curriculum</td>
<td>Kindergarten - 8th grade</td>
</tr>
<tr>
<td>40000, WA0006</td>
<td>Middle/Jr. High Curriculum</td>
<td>4 – 9th grade</td>
</tr>
</tbody>
</table>

Masks specific course activity. (It is uncertain what course is offered.)

Will be eliminated from the Course Catalogue in CEDARS manual. Effective on 2018-19 School Year
1.3 Reporting Educator Information on who Provides Instruction of English as a Second Language / ELD

Reporting educator information via Comprehensive Education Data and Research System (CEDARS)

**Staff Schedule File:**

**K-12 Teacher Indicator**

- P – Primary
- A – Alternate
  - A – Alternate
  - E – English Learners Alternate (Co-Teaching)
  - I – Special Education Alternate (Co-Teaching)
- T – Team-Primary
- U – Team-Alternate
- V – Team-Substitute
- W – Team-Long Term Substitute
- S – Substitute
- L – Long Term Substitute
- J – Job Share-Primary
- B – Job Share-Alternate

*Effective on 2018-19 School Year*
2. Collect Additional Data Element(s) of Educators

• Language(s) that educators speak, read & write
• Proficiency levels
• Anything else?
Closing the Opportunity Gap for ELs: Bellevue School District

Jennifer Johnson
Supervisor of Programs for Multilingual Learners
Bellevue SD: Two-way Dual Language

Lake Hills Elementary
90:10 Program (Spanish)
K-5

Sherwood Forest Elementary
90:10 Program (Spanish)
K-5

Stevenson Elementary
90:10 Program (Spanish)
K-5

Highland Middle School
Currently 6th grade
3 periods a day in Spanish
SLA, SS and Mathematics

Jing Mei Elementary
90:10 Program (Mandarin)
K-5

Tillicum Middle School
Currently 6th grade
2 periods a day in Mandarin
CLA and SS
Research Base for Literacy Instruction

Green:
Two-Way DL Average with Early Target Language Literacy Development

Blue:
One-Way DL Average with Early Target Language Literacy Development

Red:
Programs Where Literacy is Segregated by Student’s Home Language (Gomez & Gomez model)

Figure 7.3

Long-Term Effects of Dual Language Education Program Implementation Differences on Student Achievement Outcomes
From Thomas and Collier Data Sets — 1985-Present

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Three Pillars of a Strong DL Program

- Bilingualism & biliteracy
- High academic achievement
- Sociocultural competence
Guiding Principles of Dual Language

http://www.cal.org/twi/guidingprinciples.htm
## Collecting Data in the Three Pillars

<table>
<thead>
<tr>
<th>Biliteracy &amp; Bilingualism:</th>
<th>Literacy data in two program languages, language data</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Academic Achievement:</td>
<td>Achievement data in content areas collected in the language of instruction</td>
</tr>
<tr>
<td>Sociocultural Competence:</td>
<td>PBIS data, parent involvement, attendance, graduation rates, student perception data</td>
</tr>
</tbody>
</table>
Measurement Tools for Bilingualism & Biliteracy

**Literacy:**

- Fountas and Pinnel Sistema de Evaluación de la Lectura
- EDL2

**Language Performance & Proficiency:**

- AAPPL
- STAMP 4se
- ELLOPA
2nd Grade Literacy Achievement Comparison of DL & Non-DL for Latino Students (2015-16)
2nd Grade Spanish Literacy Achievement
Spring 2017

Dual Language Students

- Native Spanish Speakers
- L1 Other Than Spanish
- All Students

Above Standard | Below Standard
Language Proficiency

ELLOPA: K & 2nd Grade
• Early Language Listening and Oral Proficiency Assessment
• Center for Applied Linguistics (CAL)

AAPPL
ACTFL Assessment of Performance towards Proficiency in Languages

STAMP 4se
Standards Based Measurement of Proficiency

AVANT Assessment

WABE Annual Conference 23MAR2018
## Language Proficiency Testing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Intermediate Low</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
</tr>
<tr>
<td>Utah targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AAPPL 3rd grade Bellevue</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25% - Novice High</td>
<td>50% - Intermediate Low</td>
<td>62% - Novice High</td>
<td>28% - Novice Mid</td>
<td></td>
</tr>
<tr>
<td>44% - Intermediate Mid</td>
<td>31% - Intermediate Mid</td>
<td>21% - Intermediate Low</td>
<td>28% - Novice High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19% - Intermediate Low and Mid</td>
<td></td>
</tr>
</tbody>
</table>

ELLOPA: Majority of 2nd grade at Junior Intermediate Mid and above (85%)
Measurement Tools: Sociocultural Competence

What does it mean to be bilingual?

It means opening more doors for my future. And it means to be special. It also means getting not just to talk one language to talk any language I want and to be the person I want. And it also means to be the person my parents couldn't be but I could. And it means following my dreams. And it means accomplishing my dreams.
Initial Conclusions

• Students are finding a sense of belonging and building sociocultural competence

• Reading skills are transferring to English

• 2nd Grade students are closing reading gap

• Language proficiency on par with established national norms

• Increased focus on productive language skills (writing)

• Coaching and training on differentiation
Moving to a 21\textsuperscript{st} Century DL Education: Shelton School District

Adina Brito
Principal, Evergreen Elementary
50:50 Schoolwide Dual Language Program (Spanish)
Using the International Baccalaureate (IB) Primary Years Program Framework as an Instructional Model
INQUIRING KNOWLEDGEABLE THINKERS
PRINCIPLED COMMUNICATORS CARING
BALANCED OPEN-MINDED RISK-TAKERS

INTERNATIONAL MINDEDNESS including MULTILINGUALISM
ACTIVE, STUDENT CENTERED LEARNING
AUTHENTIC, CRITERION-RELATED ASSESSMENT

programmes that promote.

inspiring lifelong learners who become.

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IB Education Develops Effective Approaches to Teaching & Learning

 Prepares a community of learners to engage with global challenges through inquiry, action and reflection.
Essential Implementation Components for IB and Dual Language

**IB**
- Transdisciplinary: Literacy, Science, Math, & Social Studies
- Standards-based backwards design starting with dynamic summative assessment
- Collaborative planning teams for MTSS/RTI and core
- Time for in-depth learning and performance-based assessments
- Inclusive intervention connected to core
- Asset-based, values bilingualism

**Dual Language**
- ELD supported through Dual Language program model
- 50% minimum Spanish K-5
- Assessment in both languages, K-5
- Equity of materials, services, and philosophy - K-5

**Inquiry-based learning across the curriculum.**

**International perspective**
Using the *Teaching for Biliteracy* Framework & Karen Beeman as a Guide to Design our IB Units

Biliteracy Map

- Content and Standards Allocation
- Assessment
- Bridge
- Language Proficiency Standards
Designing for Success: Bethel School District

Ralph Wisner
Principal, C.H. Thompson Elementary
90:10 Dual Language Program (Spanish)
Virtual Tour: https://youtu.be/MGJSgi84qcs
Long-Term and Short-Term Planning

Long-Term:
- Why Dual Language in our community?
- Who is our Dual Language Program for?
- We know we are successful when ...?

Short-Term:
- District and School Administrators
- Host School Staff, Students and Parents
- Policies and Procedures
# Planning Guide: Using the Guiding Principles

<table>
<thead>
<tr>
<th>Stage</th>
<th>Objectives</th>
<th>Tasks</th>
<th>Success Criteria</th>
<th>Timeframe</th>
<th>Who is Responsible?</th>
<th>Report Info to whom?</th>
<th>Additional Info Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Vision</td>
<td>Identify vision or mission for program. (Within existing vision/mission of Bethel)</td>
<td>Why does our community/school district want/need Dual Language? Why are we doing this? Who is the ‘driving force’?</td>
<td>Clear and real Program Mission Statement</td>
<td>August</td>
<td>Tom, Ann, David, Lori, Todd, Krista</td>
<td>Tom</td>
<td>2013 STAFF SURVEY INFO</td>
</tr>
<tr>
<td>2) Community</td>
<td>Identify ethnic and linguistic subgroups of community to be served. Identify achievement gaps and barriers to success (L1 and L2 student groups)</td>
<td>- Ethnic and linguistic data for schools and community  - Generational make-up of L2 families  - Data dive for achievement gaps between L1 and L2 and/or L1 in Bethel and like Districts (P-12 Data)</td>
<td>Clearly identifiable and measureable Program Goals</td>
<td>August</td>
<td>Brian</td>
<td>David</td>
<td></td>
</tr>
<tr>
<td>3) Model</td>
<td>Identify appropriate model for needs of community and realization of vision.</td>
<td>Research the major program types: 50-50, Gomez-Gomez 90:10, 80:20  Analyze programs for instructional needs and community factors to contribute to success.</td>
<td>Select Program Model to reach goals</td>
<td>By October 30th</td>
<td>Ann, David, Lori, Ralph</td>
<td>Tom</td>
<td>OTHER LOCAL MODELS (KITSAP, BELLEVUE, SHELTON, TACOMA)</td>
</tr>
</tbody>
</table>
Designing for Success: Example of Sociocultural Competence

Family Survey:
- What are your family’s traditional celebrations?
- When do they occur?

Used this information to formulate a ‘year-long plan’ and accessed families to share cultures, artifacts, songs/stories and traditions with all students.
- Highlight commonalities- see Process Grid
THIS IS NO POEM. IT'S A SONG. A BILINGUAL SONG

Don't need a Dictionary Definition
To define this special word (si, si)
Though Dictionarys are Non-Fiction
There's no need to be absurd! (si, si)

Bilingual is being special.
Different as a turquoise sea. (Idiom)
Like that little girl named Cecil,
Languages? She speaks 3! (Idiom)
She's gonna get a good job,
and that is sooo for sure.
As long as she's no snob,
She'll become more and more!
And why do I say this? Because she's Bilingual, of course!
For More Information ...

OSPI Dual Language Education

http://www.k12.wa.us/MigrantBilingual/DualLanguages.aspx

Patty Finnegan / Patty.Finnegan@k12.wa.us
Kaori Strunk / Kaori.Strunk@k12.wa.us
Jennifer Johnson / johnsonjen@bsd405.org
Ralph Wisner / rwisner@bethelsd.org
Adina Brito/ abrito@sheltonschools.org