

Dual Language Program

"A Language is an Asset, a Culture is an Asset."

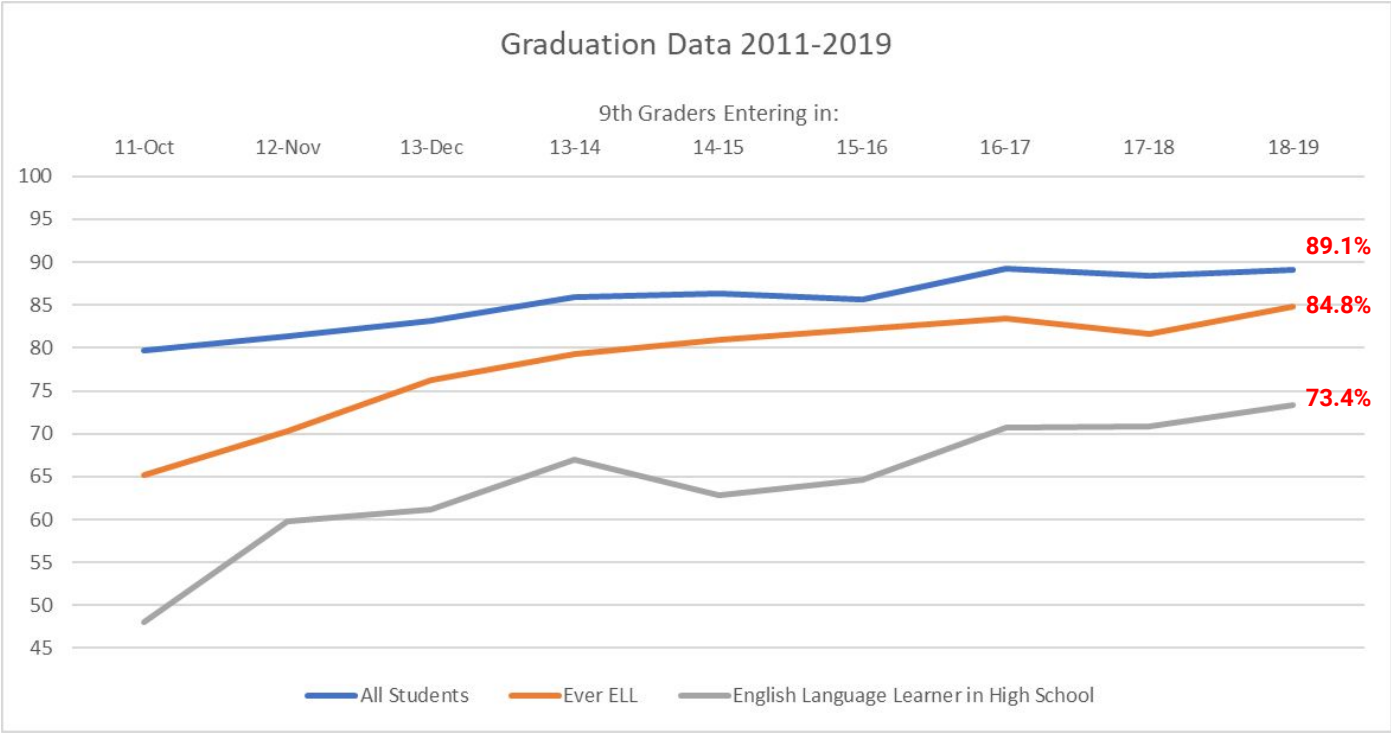
School Board Study Session
August 29, 2023



Beaverton School District's Linguistic Diversity

- The Beaverton School District student population is 57% students of color.
- There are 110 different languages (as of 8/17/23) spoken in the district with Spanish, Chinese, Arabic, Korean, and Japanese as the top languages after English.
- We currently have 5,187 active multilingual learners adding English as an additional language.
- About 31% of BSD parents/guardians speak a language other than English to their child/children.
- About 33% of students speak (use) a language other than English outside of school.

Graduation Data - Seniors 2023



Vision for Dual Language

- The vision is that all students in the Beaverton School District will have an opportunity to be bilingual/multilingual by attending a dual language program in the next 2-10 years if they choose this pathway.
- The vision is that the expansion of dual language programs as included in the district's newly developed [Strategic Plan](#) will be implemented and supported by all key stakeholders.
- The vision is that the Beaverton School District will be a model in Oregon and in the United States for multilingual education and having it be a flourishing system where every student leaves with an opportunity to receive a seal of biliteracy/multiliteracy.

District Strategic Plan

Strategic Plan

Goals for Student Success

To achieve these **outcomes**

Safe & Thriving Student Safety & Well-being

Every student feels **safe**.
Every student thrives **socially and emotionally**.
All identities are **valued**, and every student is **included**.

Foundations of Success Strong Start in Early Learning

Every student demonstrates consistent **habits of mind**.
Every student demonstrates proficiency in **literacy and language targets** by the end of third grade.
Every student demonstrates proficiency in **math numeracy learning targets** by the end of third grade.

We will perform these **actions**

Safe & Thriving Student Safety & Well-being

Create school and district systems, structures and practices that build **safe and inclusive learning environments**.
Implement strong **multi-tiered systems of support** for students' social-emotional, behavioral and academic needs.
Provide robust, relevant, meaningful and differentiated **professional development** for all staff.

Foundations of Success Strong Start in Early Learning

Teach and nurture **habits of mind** — cognitive and behavioral skills for learning and life.
Apply evidence-based strategies to **strengthen core instruction**, including research-based systematic literacy instruction with phonics and phonemic awareness.
Implement **evidence-based interventions** for literacy and math.
Ensure **rich learning environments** with diverse and inclusive classroom materials and activities.

Strategic Plan

Goals for Student Success

To achieve these **outcomes**

Progress on Standards Achievement for All

Every student demonstrates **progress** toward and **achievement** of the standards.
Every student demonstrates **agency** in their learning.
Opportunity and outcome **gaps are reduced or eliminated**.

College & Career Ready Supports for Post-High School Success

All students are **passing** language arts and math classes in sixth grade.
Every ninth grader is **on track** for graduation.
All students leave each level with a **plan and a purpose**.
All students **graduate** and successfully complete dual language, dual credit, Advanced Placement, International Baccalaureate and/or Career Technical Education courses.

We will perform these **actions**

Progress on Standards Achievement for All

Equitably implement **high-quality, culturally relevant curriculum** that directs all instruction.
Consistently use **high-leverage teaching strategies** in all content and courses across all grade levels.
Provide consistent, systematic **teacher collaboration time** to assess student data and improve practice.
Differentiate instruction with **core academic intervention and extension** for students identified through assessment data.

College & Career Ready Supports for Post-High School Success

Provide students with a **supported transition and strong start** to each school level.
Engage students at all school levels to develop and implement **personalized learning plans**.
Expand program options and provide multiple pathways to engage and prepare all students for post-graduate success.
Increase access and support success in **post-secondary preparation courses** including dual language, dual credit, Advanced Placement, International Baccalaureate and Career Technical Education.

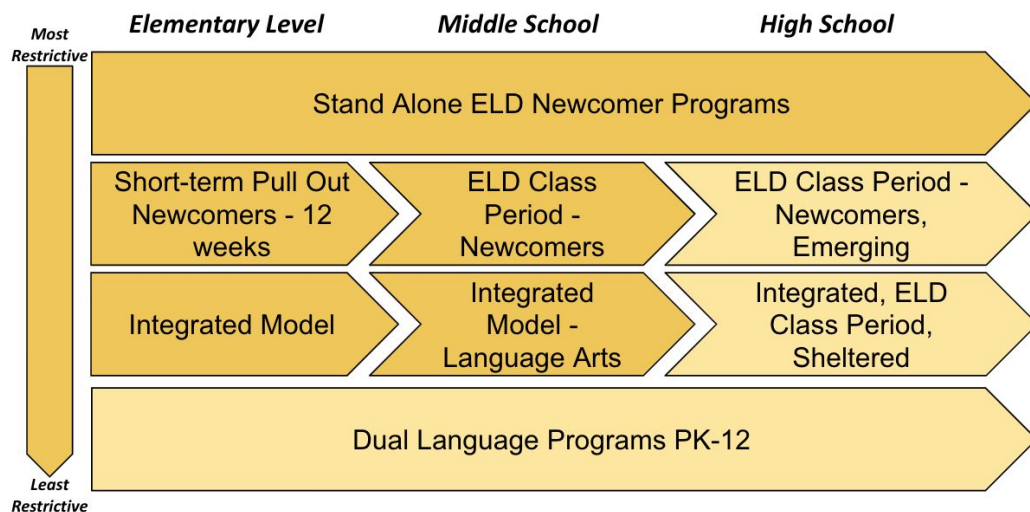
What is Dual Language?

- Dual language is a form of bilingual education in which students are taught literacy skills and content in two languages that are woven strategically.
- All programs in the district are currently taught in Spanish and English.
- All programs are located in neighborhood schools.



What is Dual Language?

- Dual Language is one of the key instructional models used to support the acquisition of a second language for multilingual learners adding English as an additional language.



What are the Goals of Dual Language Education?



Bilingualism
and Biliteracy

Grade Level
Academic
Achievement
in Both
Program
Languages

Sociocultural
Competence
and Critical
Consciousness

Why Dual Language?

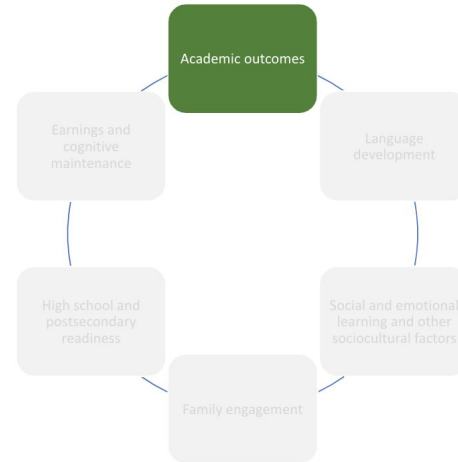
Bilingual education improves the academic achievement of multilingual students

Meta-analysis and reviews of research: On average, bilingual education improves math and English language arts (ELA) scores

- The longer a student is in bilingual education, the better the impact

Confirmed by:

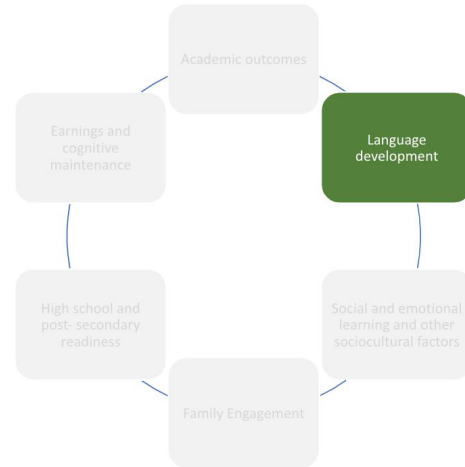
- ✓ Experimental study (Steele et al., 2017)
- ✓ Longitudinal study (Valentino & Reardon, 2014)



Why Dual Language?

Bilingual education supports biliteracy and English language development

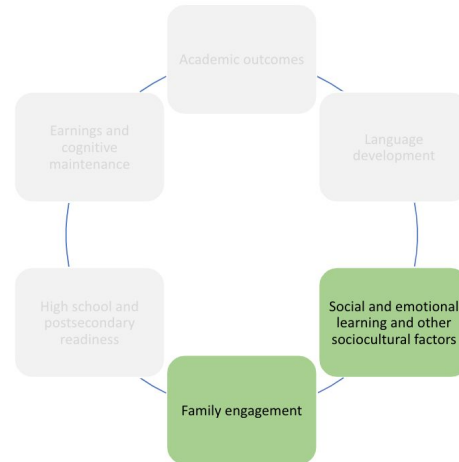
- ✓ Increases likelihood of reclassification from English learner services (Steele et al., 2017; Umansky & Reardon, 2014)
- ✓ Supports development of partner language (Burkhauster et al., 2016; Murphy, 2014)



Why Dual Language?

Students in bilingual settings feel more welcomed and parents are better able to engage with schools

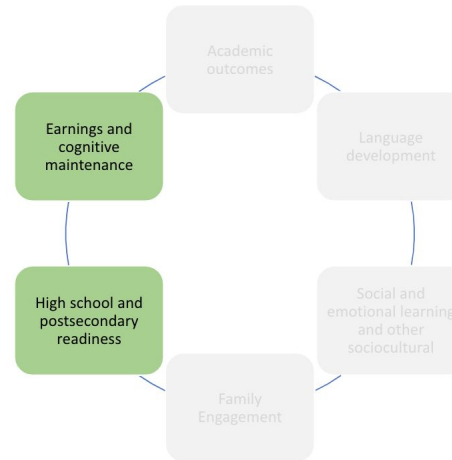
- ✓ Students in bilingual programs have a higher sense of belonging and develop greater confidence (Block & Viadurre, 2019; de Jong et al., 2020)
- ✓ Bilingual settings buffer against negative perceptions of English learner students' abilities (Umansky & Dumont, 2021)
- ✓ Bilingual settings reduce barriers to family engagement



Why Dual Language?

Bilingual education supports postsecondary access and eventual earnings

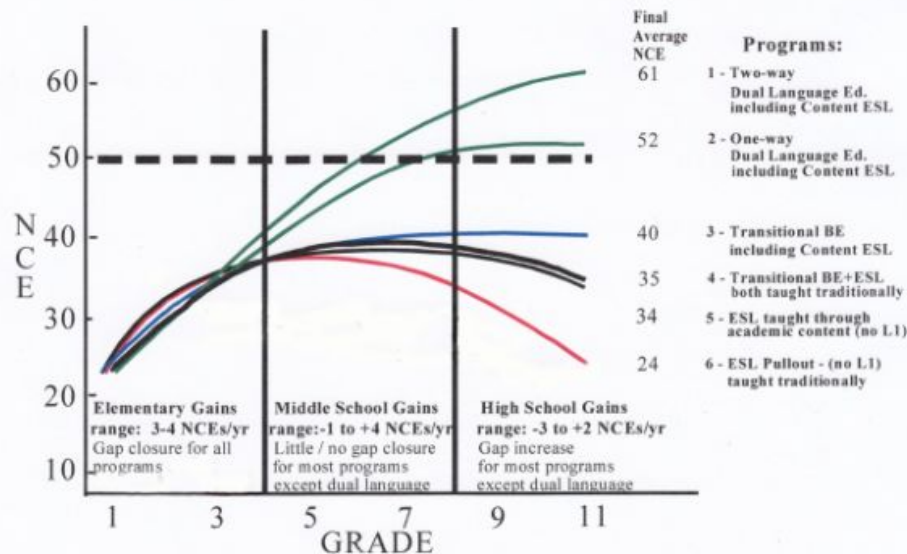
- ✓ Lower likelihood of dropping out and higher likelihood of postsecondary enrollment (Rumbaut, 2014; Santibañez & Zárate, 2014)
- ✓ Individuals who maintained bilingualism earned \$2,000–\$3,000 more per year than those with limited bilingualism (Agirdag, 2014)



National and Local Studies on Dual Language

Thomas & Collier, 2001-2012, 2015 - Key Findings

- Students in two-way dual language programs outperform peers in all other program models.
- English Learners in two-way dual language programs significantly outperform peers in ESL Pullout models.



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National and Local Studies on Dual Language

Portland Public Schools Study (Steele et. al, 2017) - Key Findings

- Portland Public Schools (PPS) students randomly assigned to dual language immersion programs outperformed their peers on state reading tests by 13% of a standard deviation in grade 5 and by 22 percent of a standard deviation in grade 8.
- English Learners assigned to dual language immersion were more likely than their peers to be classified as English proficient by grade 6. This effect was mostly attributed to English Learner students whose native language matched the classroom partner language.

National and Local Studies on Dual Language

Ferrón, M. (2011) - Key Findings

- Compared native English speakers and native Spanish speakers in dual language programs, mainstream programs, and students in transitional bilingual and traditional ESL programs.
- English and Spanish speaking students in dual language programs had 100% graduation rates, were more likely to take the AP test, and had higher class ranking than students in mainstream and transitional bilingual and traditional ESL programs.

Table 138: Percentage of students who met graduation requirements on time

Cohort 2006-2010	DLI-NES	Mainstream	DLI-NSS	TBE/ESL
Percentage of students who met graduation requirements	100%	94.8%	100%	94.4%

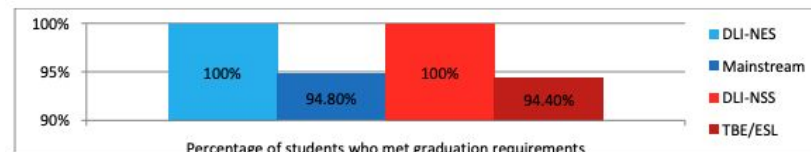


Figure 65: percentage of students who met graduation requirements on time

Table 178: Percentage of students who passed an AP test with a score of 3 or higher

Cohort 2006-2010	DLI-NES	Mainstream	DLI-NSS	TBE/ESL
percentage of students who passed an AP test	84.6%	10.1%	80.8%	21.6%

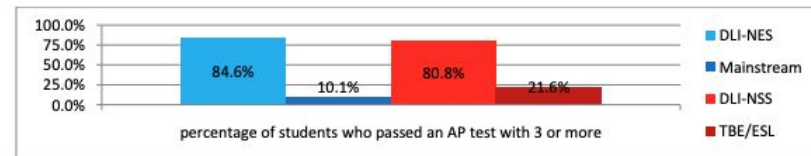


Figure 75: percentage of students that passed an AP test with a score of 3 or higher

BEAVERTON SCHOOL DISTRICT

English Language Development Minutes, Models, and Outcomes

March 2019

Jason Greenberg Motamedi, Manuel Vazquez, Elizabeth Gandhi, and Morgan Holmgren

Beaverton School District is home to 10 percent of all K–12 public school English Language Learner (ELL) students in Oregon. These students bring substantial assets such as bilingualism and biculturalism to communities and classrooms, yet their educational achievement is often lower than that of their non-ELL peers. To address this, Beaverton School District partnered with Education Northwest to identify the English language development (ELD) program models that are most effective at improving ELL student educational outcomes and the amount of instructional time each program model requires to be effective.

Summary of findings

We found that ELL students in Beaverton received an average of 47 minutes of direct ELD instruction per day in the 2016–17 school year. However, receiving more ELD instruction was negatively correlated to student performance on English language proficiency tests, so providing more ELD instruction time without other changes to instruction is not likely to improve assessment outcomes among ELL students.

We also found that elementary ELL students in dual language and co-teaching programs started kindergarten with lower levels of English language proficiency than their peers in pull-out programs and those whose parents waived ELD services. However, ELL students in dual language and co-teaching programs made greater grade-to-grade English language proficiency growth compared to students in pull-out programs and students whose parents waived ELD services. This faster growth allowed ELL students in the dual language and co-teaching programs to catch up with their peers by the end of elementary school.

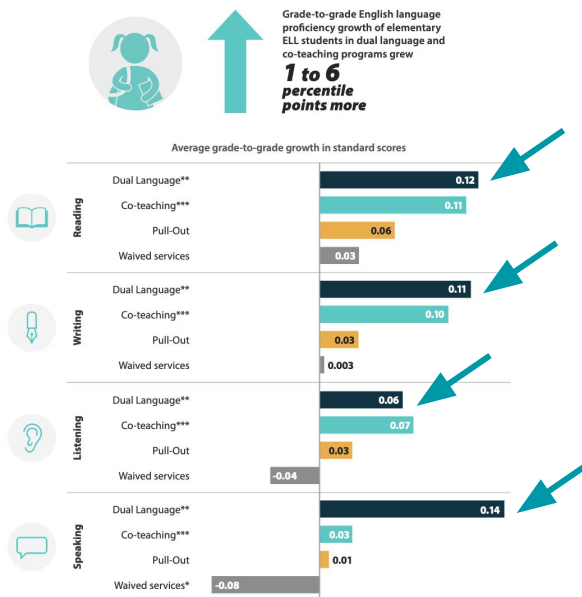
This analysis accounts for many of the factors that may influence English language acquisition, such as initial English language proficiency, demographic characteristics, and socioeconomic status. However, there are other important factors that we could not account for, such as quality of instruction. We encourage readers to use their experience, expertise, and careful thinking when interpreting these findings.

Education Northwest | Beaverton ELD Services

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Our findings suggest that dual language and co-teaching programs are more likely to promote long-term English language acquisition than pull-out programs, and that there are no advantages to providing more than 50 minutes of ELD instruction time.

Figure 6. Elementary ELL students in dual language and co-teaching programs demonstrated higher grade-to-grade English language proficiency growth than students in ELD pull-out programs or those whose parents waived services

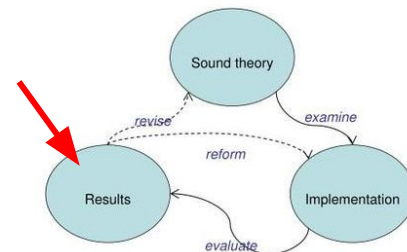


*Significant at $p < 0.05$, ** significant at $p < 0.01$, *** significant at $p < 0.001$.

Note: This figure shows the expected standardized ELPA21 scores for each language domain, accounting for student race/ethnicity, gender, attendance, interrupted formal education, as well as eligibility for free or reduced-price lunch, special education, and talented and gifted programs. Table A8 in the appendix provides full regression results.

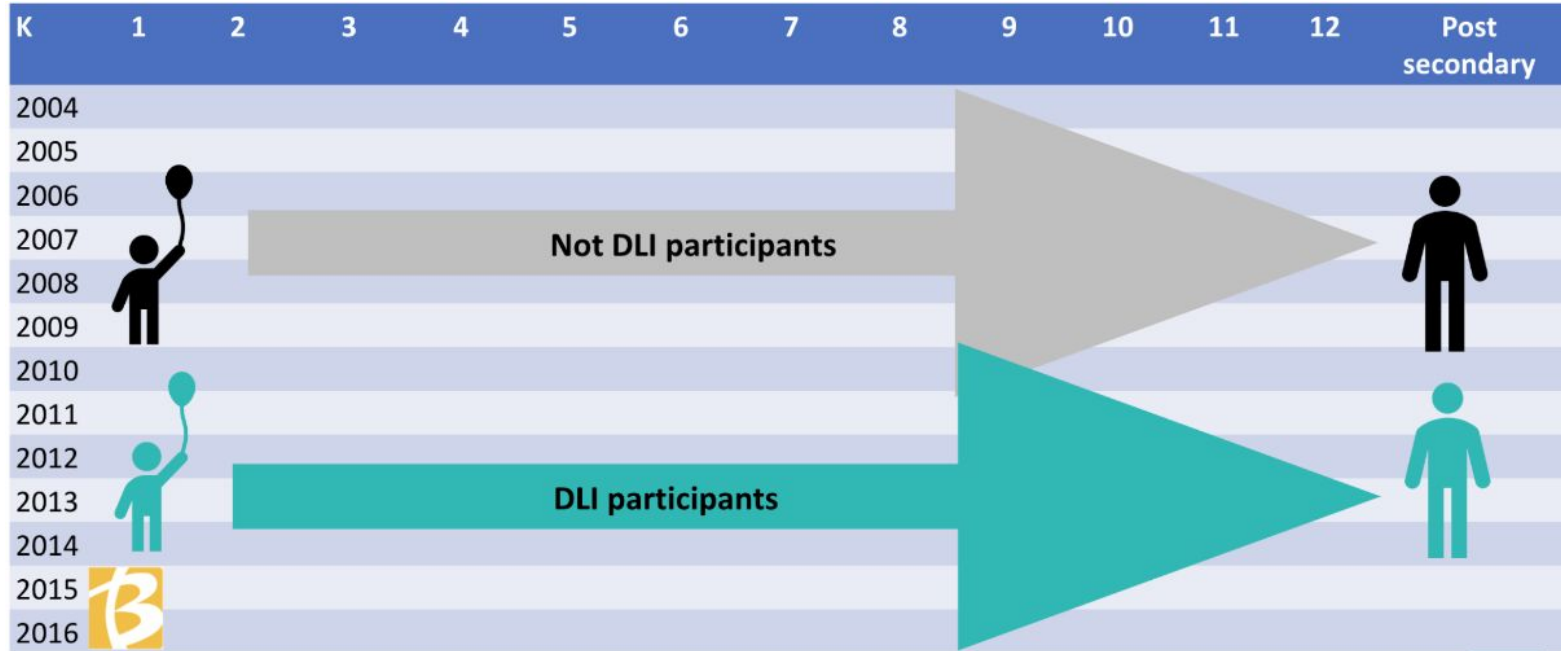
Source: Education Northwest's analysis of 2015–16 to 2017–18 ELL student data from Beaverton School District.

Castañeda v. Pickard (1981)

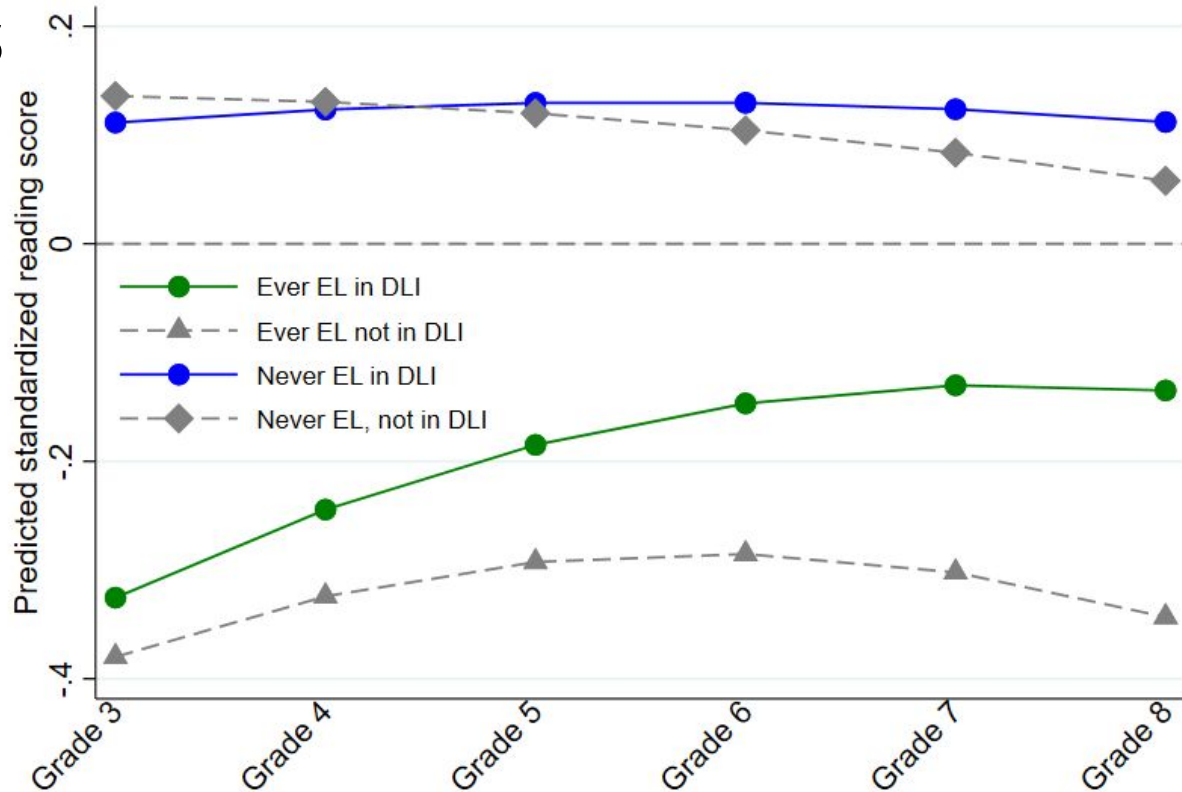


Elementary students in DL and Co-teaching programs demonstrated higher grade-to-grade English language proficiency growth than students in ELD pull-out programs or those whose parents waived services.

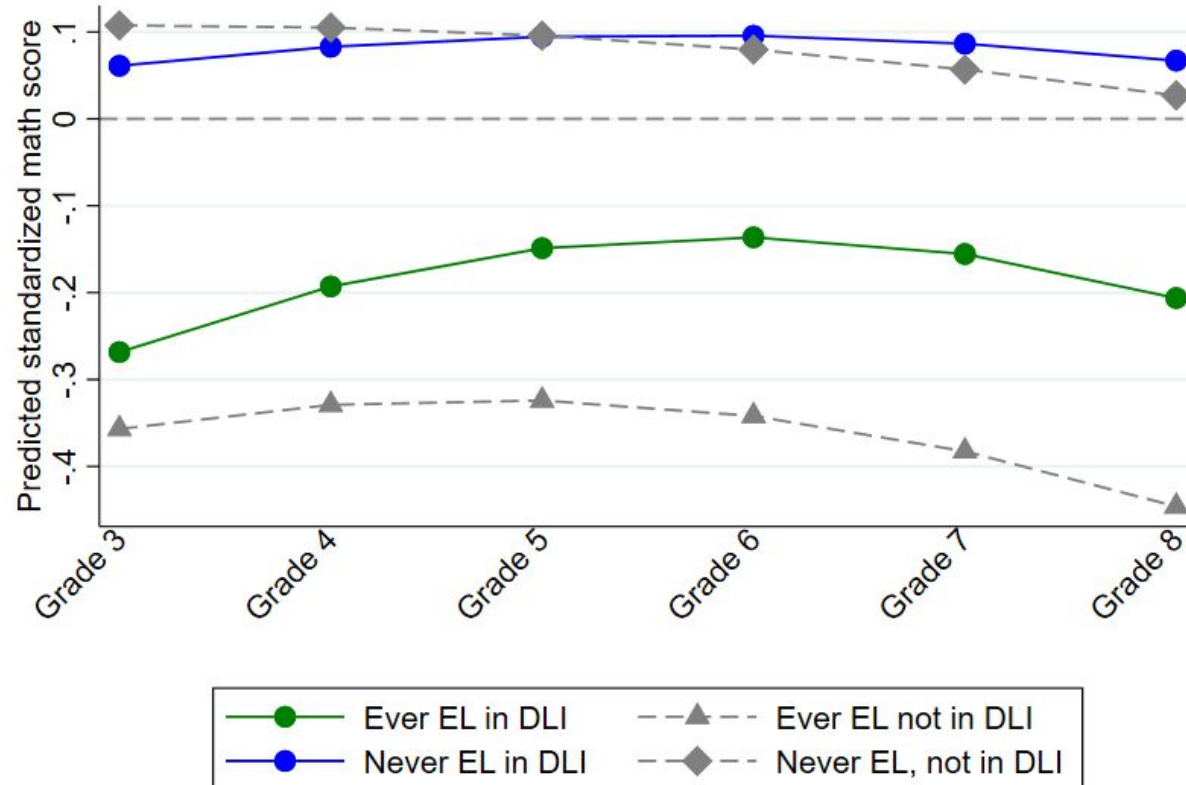
We followed DLI and non-DLI students from kindergarten through post secondary enrollment 2005-2016



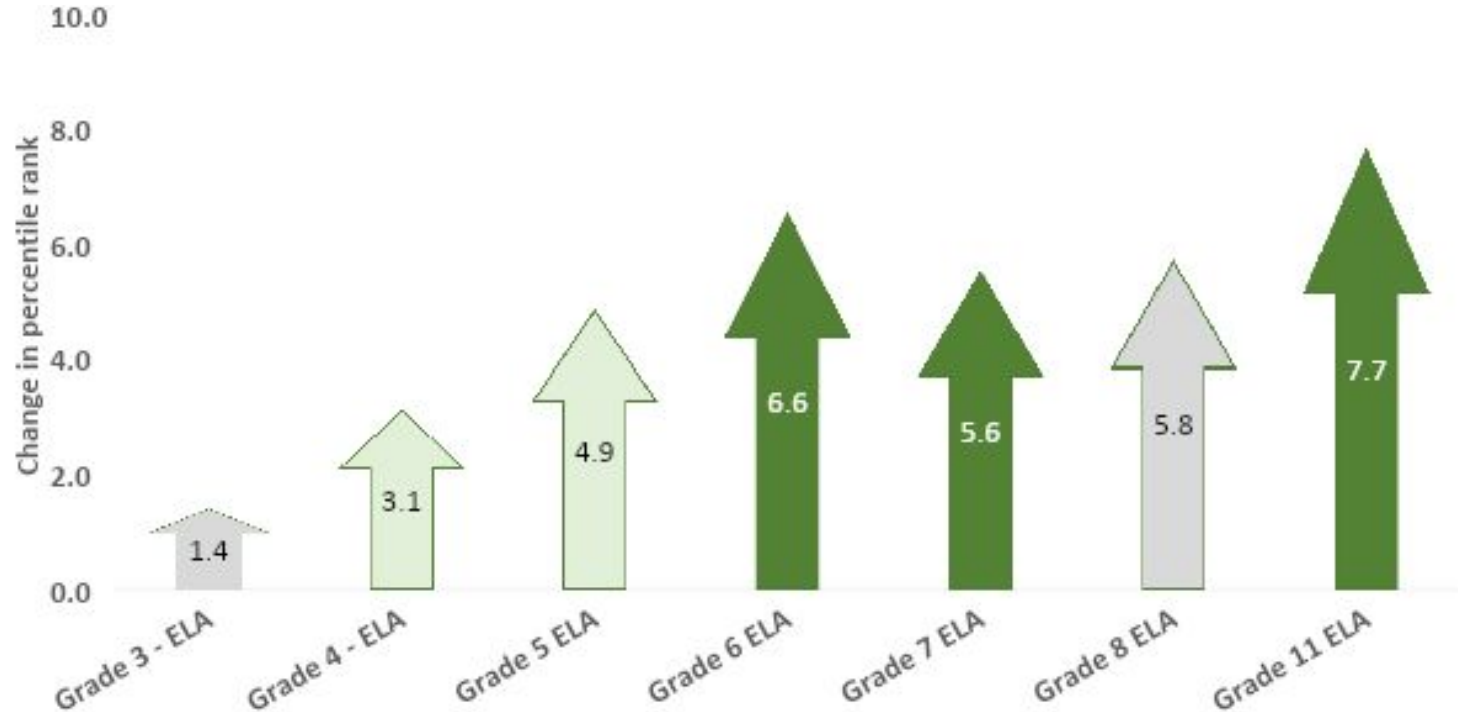
English language arts growth: DLI students classified as ELs showed faster growth than peers



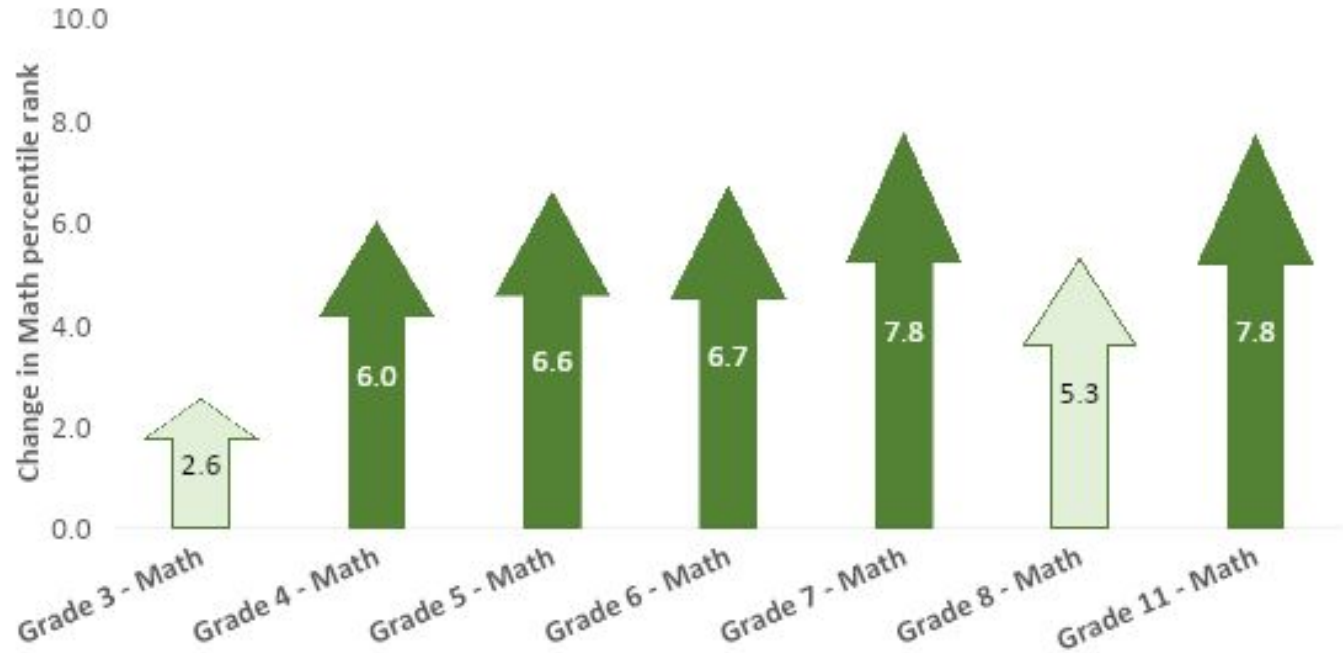
Math growth: DLI students classified as ELs showed faster growth than peers



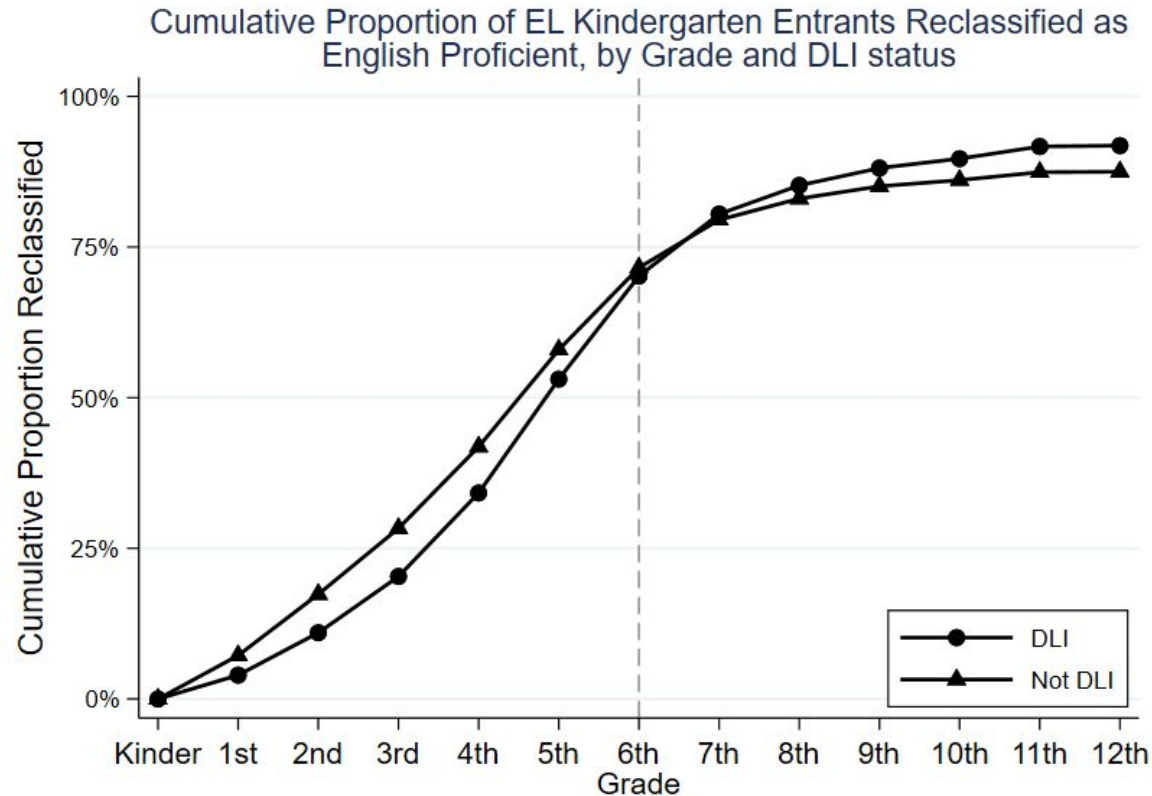
English language arts scores: DLI students classified as ELs scored higher on state ELA assessments in middle and high school than



Math scores: DLI students classified as ELs scored higher on state math assessments in elementary, middle, and high school than peers



DLI students reclassified at higher rates compared to peers by secondary grades



Summary of Findings

Students who were in DLI

- had **higher ELA and math assessment scores** by late elementary and middle school
- **reclassified at higher rates** compared students not in DLI after grade four
- had **higher likelihood of being on track to graduate**



We also found promising evidence that DLI students had higher likelihood of ever graduating from high school and attending any college

Oregon Seal of Biliteracy/Multiliteracy



- Students in dual language programs have the benefit of being awarded the Oregon Seal of Biliteracy or Multiliteracy if they demonstrate proficiency in two or more languages by high school graduation.
- Students have to meet all Oregon HS graduation requirements, pass Essential Skills in Reading and Writing in English, Demonstrate proficiency in a language other than English through one of the approved tests by ODE.
- Students are awarded with the Seal of Biliteracy or Multiliteracy at graduation if they meet the requirements.

What are the Current Dual Language Pathways?



Elementary School

Barnes ES

Middle School

Meadow Park
MS

High School

Beaverton HS

Escuela primaria

Vose ES

Escuela secundaria

Whitford MS

Escuela preparatoria

Southridge HS

Elementary School

Aloha Huber K-8

Middle School

High School

Aloha HS

Escuela primaria

William Walker ES

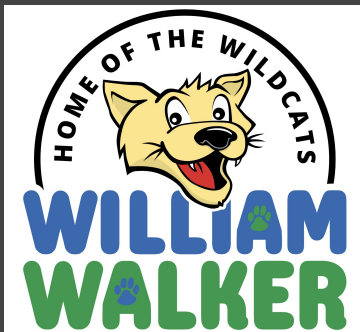
Escuela secundaria

TBD

Escuela preparatoria

TBD

William Walker Elementary School

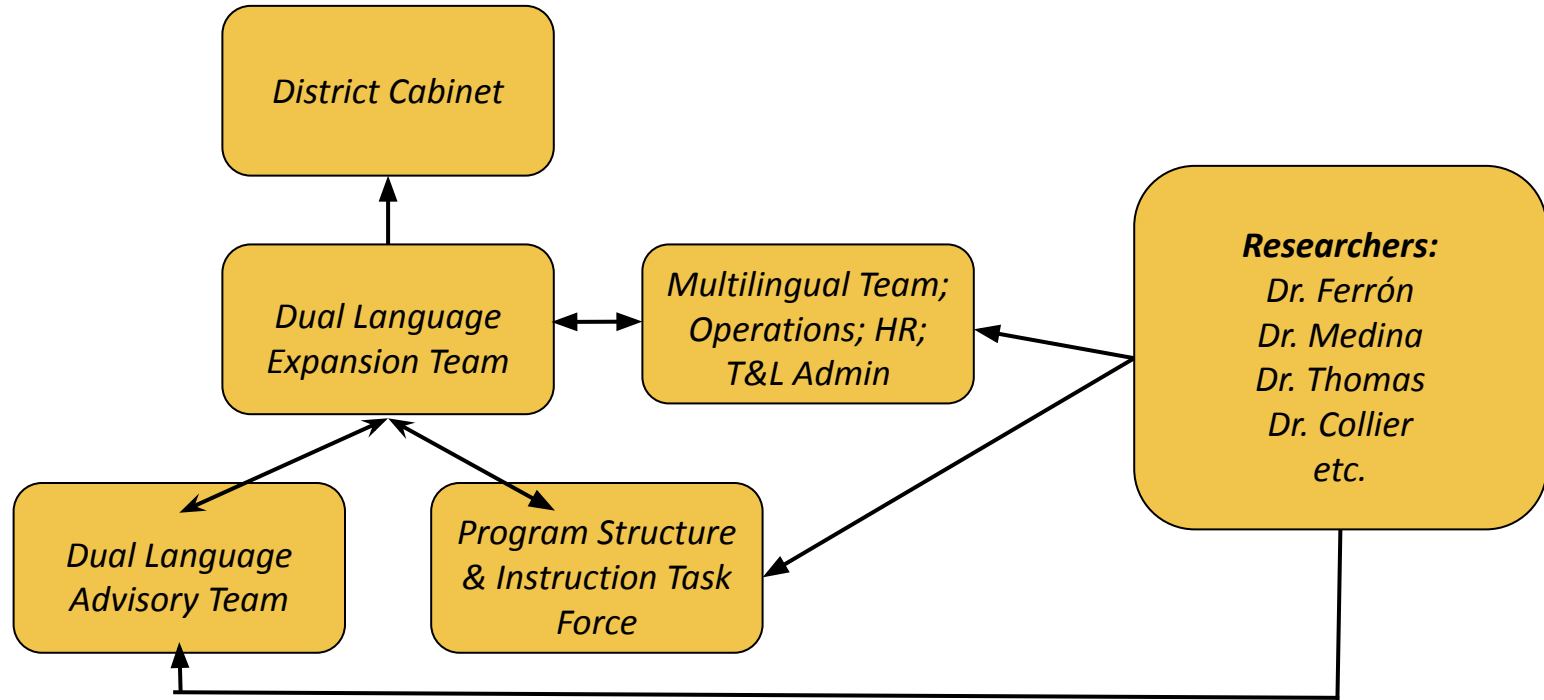


- Begin transition to a dual language school for the 2023-2024 school year
- Will open with two dual language classrooms and two English-only classrooms
- Depending on enrollment, there may be room to add an additional dual language classroom
- As part of the expansion planning, William Walker's feeder middle and high schools will be identified

Future Expansion Planning

- The next phase of expansion of dual language programs will happen in the 2024-2025 school year.
- We will begin with kindergarten and offer both dual language and English-only classrooms.
- We will also be opening up a program in a language other than Spanish. Based on survey results and feedback from the Dual Language Advisory and Expansion teams, Chinese Mandarin is the language that majority of the community are recommending we add.
- We will also be preparing for middle and high school expansion with the intention of keeping students with their feeder secondary schools.

Dual Language Expansion Decision-Making Flow-Chart



Questions?

“A language is an asset, a culture is an asset. We have to make sure that we utilize those assets within our public school system. I think being bilingual is a superpower that’s underutilized in the United States. We have to take advantage of our increasingly diverse population and make sure that we honor and respect what they bring in, and having dual language programs is one way of doing that.”
- Dr. Gustavo Balderas