

# Spotlight: Multilingual Programs

School Board Meeting  
May 12, 2026

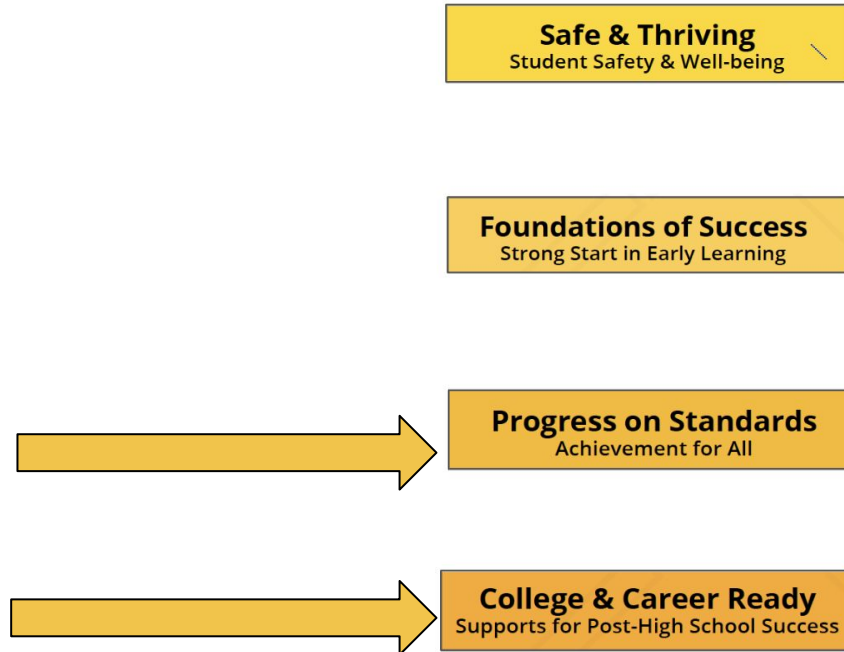
# Presentation Team

- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Andrew Robinson, *Assistant Administrator for Multilingual Programs*

# Purpose

This presentation highlights the impact, key successes, ongoing challenges and equity-driven needs across the district's multilingual programs.

# Connection to District Strategic Plan



# Connection to District Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.

## Equity Lens



When **making decisions and taking action**, utilize the following questions:

**Whose voice** is and isn't represented in this decision?

Whom does this decision **benefit or burden** ?

Is this decision in alignment with the **BSD Equity Policy** ?

Does this decision **close or widen** the access, opportunity, and expectation gaps?

### Additional considerations:

What **systemic barriers** might be at play in this situation?

What **other possibilities** were explored?

Is the decision/outcome **sustainable** ?

# Elementary & Secondary Multilingual Programming

# On Track to English Language Proficiency

- “On Track to English Language Proficiency” (OTELP) in Oregon is a state accountability measure used to determine if English Learner (EL) classified students are making sufficient progress to become proficient in English within a designated time frame.
- Elementary and Secondary On Track to English Language Proficiency is **“Some Progress.”**
- First year in several years that Secondary programs reached **“Some Progress.”**

## Determination and Ratings

Elementary Grades Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points	Secondary Grades Indicators	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points
<i>On Track to ELP</i>	2	<del>X</del>	2	2 × 30	<i>On Track to ELP</i>	2	<del>X</del>	2	2 × 15
<i>Regular Attendance</i>	1	0	1	1 × 15	<i>Regular Attendance</i>	1	0	1	1 × 10
<i>Exclusionary Discipline</i>	5	1	6	6 × 15	<i>Exclusionary Discipline</i>	3	0	3	3 × 10
<i>ELA Achievement</i>	3	0	3	3 × 10	<i>Least Restrictive Environment</i>	3	1	4	4 × 10
<i>ELA Growth</i>	<del>X</del>	<del>X</del>	<del>X</del>	× 10	<i>9<sup>th</sup> Grade On-Track</i>	3	0	3	3 × 15
<i>Math Achievement</i>	4	0	4	4 × 10	<i>5-Year Graduation</i>	3	0	3	3 × 30
<i>Math Growth</i>	<del>X</del>	<del>X</del>	<del>X</del>	× 10	<i>Post-Secondary Enrollment</i>	4	0	4	4 × 10
<b>Total Weighted Points</b>				235	<b>Total Weighted Points</b>				285
<b>Total Weighted Points Available</b>				400	<b>Total Weighted Points Available</b>				500
<b>Percent of Weighted Points</b>				58.8	<b>Percent of Weighted Points</b>				57.0
<b>Elementary Grades Rating</b>					<b>Secondary Grades Rating</b>				
<b>Some Progress</b>					<b>Some Progress</b>				

### Ratings Criteria:

**Notable Progress:** ≥ 75.0% of weighted points available  
**Some Progress:** 50.0 to 74.9% of weighted points available  
**Limited Progress:** < 50.0% of weighted points available

*Note.* Districts may earn a bonus point for each indicator if the performance for Ever English Learners is greater than the performance for Never English Learners. The bonus point does not apply to *On Track to ELP*. ‘-’ refers to not applicable due to small n-size.

**Determination:** None

**Transformation:**  
**Limited Progress** on both ratings

**Target:**  
**Limited Progress** on one rating

**None:**  
**Some Progress** or **Notable Progress** on both ratings

# On Track to English Language Proficiency

- On Track to ELPs, exclusionary discipline, ELA and math achievement, ELA and math growth, least restrictive environment, 9th grade on track, 5-year graduation, and post secondary enrollment are areas of success and areas showing some and notable progress.
- Area of growth for both elementary and secondary is **attendance**.

Elementary Grades Indicators, Values, Levels, and Ratings

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Indicator Rating
<i>On Track to ELP</i>	K-5	67.0		2		2	Some Progress
<i>Regular Attendance</i>	K-5	71.9	79.5	1	0	1	Limited Progress
<i>Exclusionary Discipline</i>	K-5	>95	>95	5	1	6	Notable Progress
<i>ELA Achievement</i>	3-8	30.3	62.5	3	0	3	Some Progress
<i>ELA Growth</i>	4-8						
<i>Math Achievement</i>	3-8	27.1	52.2	4	0	4	Notable Progress
<i>Math Growth</i>	4-8						

Note. On Track to ELP relies on Current English Learners as the focal student group. All other indicators use Ever English Learners as the focal student group. "\*" suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent. "--" refers to not applicable due to small n-size.

Secondary Grades Indicators, Values, Levels, and Ratings

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 to 1)	Points (1-6)	Indicator Rating
<i>On Track to ELP</i>	6-12	34.8		2		2	Some Progress
<i>Regular Attendance</i>	6-12	59.7	69.0	1	0	1	Limited Progress
<i>Exclusionary Discipline</i>	6-12	91.9	94.7	3	0	3	Some Progress
<i>Least Restrictive Environment</i>	6-12	82.7	77.3	3	1	4	Notable Progress
<i>9th Grade On-Track</i>	9	88.0	92.7	3	0	3	Some Progress
<i>5-Year Graduation</i>	12	87.3	92.8	3	0	3	Some Progress
<i>Post-Secondary Enrollment</i>	12	59.2	71.8	4	0	4	Notable Progress

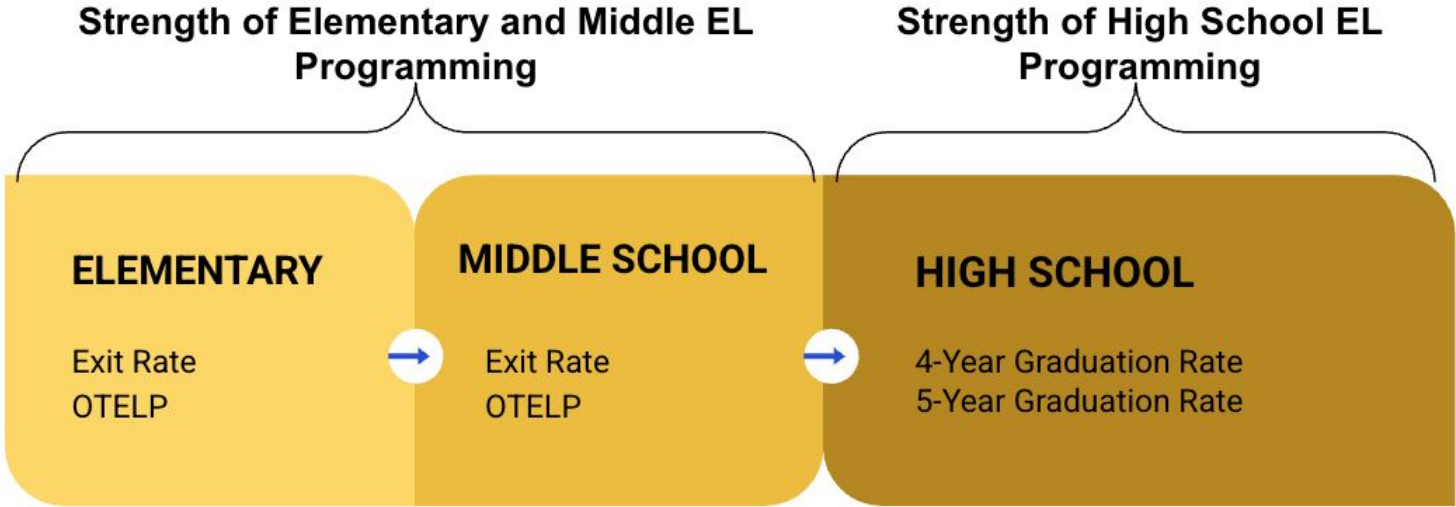
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# 4-Year Graduation Data

- Recent arrivers, current ELs and former ELs in Beaverton graduated at a higher rate than the state average.
- Recent arrivers saw a +16.0% percentile difference between state and BSD (last year was +9.2% difference).
- Former ELs graduation rate marks the highest on-time completion rate for this student group AND it is higher than the district and state all student graduation rates.
- Additionally, former ELs' graduation rate is higher than the all student graduation rate at every high school/options school with the exception of Mountainside.

Student Group	Graduation August 2025
All students in <i>Oregon</i>	83.0%
All students in <i>Beaverton</i>	<b>88.9%</b>
All Recent Arriver students in <i>Oregon</i>	66.1%
All Recent Arriver students in <i>Beaverton</i>	<b>82.1%</b>
All Current English Learners (anytime in HS) in <i>Oregon</i>	69.8%
All Current English Learners (anytime in HS) in <i>Beaverton</i>	<b>71.8%</b>
All Former English Learners (exited prior to HS) in <i>Oregon</i>	89.5%
All Former English Learners (exited prior to HS) in <i>Beaverton</i>	<b>92.9%</b>

# District Programming for EL-Classified Students



**4-Year Graduation Rate for Former ELs: Exited Prior to HS** → **ELs Participate fully in HS Programming; Monitored**

# Dual Language Programs

# Dual Language Programming

- Dual language is a form of bilingual education in which students are taught literacy skills and content in two languages that are woven strategically with the goals of bilingualism/biliteracy, grade level academic achievement in both program languages, and sociocultural competence and critical consciousness.
- Participation in Beaverton's DL programs has a positive academic impact on students, with the greatest benefits for students who were classified as ELs. Compared to other similar students, dual language students classified as ELs scored higher on state ELA and math assessments, had higher rates of reclassification after grade 8, and were more likely to be on track to graduate from high school ([EDNW, 2024](#)).
- Expansion of programs: AHP, Barnes, Vose, Whitford, Meadow Park, Aloha, Beaverton, SRHS; Hazeldale, McKinley, William Walker, Jacob Wismer; provided access by creating regional hub programs with transportation.

# Newcomer Program

# Newcomer Program

- Specialized program that supports students at the emerging-proficiency level, new to the U.S., and have had limited or interrupted education, or experienced trauma.
- Focus on English literacy skills and acclimating students to the new culture.
- Grades 2-12
- One elementary school, one middle school, and four high schools. Students from all schools may be referred to the Newcomer Centers. Transportation is provided.
- Students participate for up to one year only (it is designed to be a temporary support).
- Expected upcoming graduation data for current or former Newcomer Program students:
  - 26 will graduate in June 2026
  - 8 will graduate after summer school 2026
  - 11 will graduate in January 2027
- Family engagement workshops: various subjects such as how to support literacy at home, school safety

# World Language Program

# 8th Grade Language Testing

- Learned these languages at home and/or in dual language programs.
- Awards high school world language credit.
- Honors students' multilingual skills and home languages.
- If world language credit is earned, provides opportunities to take other courses in high school.

<b>8th Grade STAMP/ALTA Language Testing Summary-January 2026</b>	
Total students tested	275
Number of different languages tested	27
Total credits earned in years	897 years of World Language
Total credits earned in semesters	1,794 semesters of World Language
Number of students that earned at least 1 credit	261
Average credits earned per student (in years)	3.3

# Migrant Education Program

# Migrant Education Program

- Supplemental federal program to reduce the challenges that children of migratory workers experience.
- 261 students pre-K through grade 12, five staff members
- Evening Pre-K Academy, after-school tutoring, student check-ins and on-track monitoring, student leadership institutes, summer school, family engagement

Student Group, 4-Year Graduation	Graduation August 2023	Graduation August 2024	Graduation August 2025
All students in <i>Oregon</i>	81.3%	81.8%	83.0%
All students in <i>Beaverton</i>	89.2%	87.9%	88.9%
All students in Migrant Education Program in <i>Oregon</i>	81.6%	82.7%	82.9%
All students in Migrant Education Program in <i>Beaverton</i>	76.9%	79.0%	84.4%

# Translation & Interpretation Services

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- Translator/interpreter staff: 33 based in schools, 13 based at the district office
- 10 languages on-staff: Arabic, Chinese, Dari, Japanese, Korean, Pashto, Russian, Somali, Spanish, Vietnamese. Contract-out other languages.
- Written translations
  - Technology: ParentSquare, website, translation software
  - Curriculum materials for dual language programs (as needed), parent surveys, nutritional services and transportation updates, school communication, etc.
  - Year-to-date: approximately 3,200 pages translated by staff
- Verbal interpretation
  - School events (ex: Back to School Night), parent meetings, special education IEP meetings
- Staff support multilingual families — they are frequently parents' points-of-contact.
- Staff also help schedule parent-teacher conferences, administer ELPA screener and ELPA summative test, and support the enrollment process for new students.

**Questions?**