TWO-WAY IMMERSION/DUAL LANGUAGE PROGRAMS

Expanding and Improving an Effective Approach for English Learners (and Native English Students)

Presentation to the State Board of Education
August 20, 2014
PRESENTATION OUTLINE

- What is Two-Way Immersion (TWI)/Dual Language
- Goals and Popularity of TWI
- Research on TWI Outcomes
- Oregon’s Dual Language/Two-Way Bilingual Grant
  - Design
  - Preliminary Findings from Year 1
- Challenges to Successful Implementation and Future Expansion
What is Two-Way Immersion (AKA: Dual Language)?

- Program that enrolls students from two language groups (most commonly, native English and native Spanish speakers)
- Provides academic instruction through both languages
- Emphasizes an immersion approach in the use of both languages
- Typically begins in Kindergarten (or 1st grade) and lasts through the elementary grades at least and sometimes through high school
GOALS AND POPULARITY OF TWO-WAY IMMERSION

**GOALS**

- Bilingualism: Oral proficiency in two languages
- Biliteracy: Grade-level reading and writing in two languages
- Academic Achievement At or Above Grade Level
- Multicultural Competence

**POPULARITY**

- Over 330 programs nationally (CAL* directory. Actual number is probably much higher)
- Over 70 programs in Oregon (CAL directory lists 12)
- Over 200 in California (CAL directory lists approx. 100)

*Center for Applied Linguistics*
TWI Research Findings: Academic Assessments

- By late elementary or middle school:
  - Students from both language groups in TWI achieve at levels comparable to or higher than their peers in English only programs
  - Achievement gaps between ELs in TWI and their native English peers (in TWI or not) are closed

- These results have been replicated with programs that:
  - teach Spanish, Chinese, Korean and French as the partner language with English
  - Enroll students of varying SES and different ethnicities, and with special needs (i.e., Special Education and TAG)
TWI Research Findings: High School Outcomes

- TWI students achieve at or above grade level in math.
- TWI students tended to enroll in higher level math courses than their non-TWI peers.
- More TWI students than non-TWI students in the district passed the high school exit exam.
- Most TWI students indicate they:
  - Want to attend a four-year college after high school.
  - Believe that getting good grades is important.
  - Will not drop out of school.
TWI Research Findings: Multicultural Competence

- Studies typically examine student attitudes and beliefs

- TWI students typically:
  - Have very positive attitudes toward:
    - Other languages
    - Other ethnic groups
  - Rate themselves as bilingual and bicultural
  - Feel comfortable interacting with students of other ethnic/language groups
DO ALL TWI PROGRAMS SHOW SIMILAR RESULTS?

- Higher quality TWI programs produce higher outcomes.
- Average quality TWI programs can produce outcomes that are at least comparable to average non-TWI programs.
- Weak TWI programs, like other weak instructional programs, can yield weak or negative student outcomes.
- Key to high quality programs are the qualifications/expertise of teachers and the alignment of the curriculum and instruction with rigorous academic and literacy standards.
TWI Research Resources


OREGON’S DUAL LANGUAGE/TWO-WAY BILINGUAL GRANT
PURPOSE OF THE GRANT

To support school districts, consortia of school districts or charter schools to design, implement and improve Dual-Language/Two-Way bilingual programs in Oregon. These programs assist students in becoming academically proficient in two languages.
GRANT RECIPIENTS

$120,000 Awarded to:
- Bend La-Pine School District
- Hood River County School District
- Jackson County (Central Point) School District 6
- Newberg School District
- Portland Public Schools
- Springfield School District

$160,000 Awarded to:
- Nyssa School District in partnership with Four Rivers Community School (Charter School in Ontario)

http://batchgeo.com/map/af2ef17d1d64009f2d41d6458b62261a
# Grant Consultants: Expert Coaching and Research Support

<table>
<thead>
<tr>
<th><strong>Rosa Molina</strong></th>
<th><strong>Dr. Kathryn Lindholm-Leary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director, Association for Two-Way and Dual Language Education (ATDLE)</td>
<td>ATDLE consultant &amp; Professor Emerita of Child and Adolescent Development at San Jose State University</td>
</tr>
</tbody>
</table>

- 35 years experience as K-12 bilingual educator
- Led one of the first Two-Way Immersion (TWI) programs in California
- Awarded a National Academic Excellence grant to disseminate the TWI model across the U.S.

- Over 30 years experience working with TWI, Dual Language and other bilingual programs
- Evaluated over 40 bilingual programs and helped establish or improve these programs in over 60 school districts in 15 states
GRANT CONSULTANT RESPONSIBILITIES

Rosa Molina

- Program Development and Alignment
- Professional Development
- Family and Community Engagement
- Capacity Building

Dr. Lindholm-Leary

- Program Evaluation
- Data Collection
- Reporting on Site Specific and Overall Grant Progress and Outcomes
GRANT DURATION AND FUNDED ACTIVITIES

- Grant awards cover planning and implementation activities at all sites through June 2016.

- Consultants funded to support sites and evaluate grant project through June 2015.

- Grant recipients expected to maintain the same level of Dual Language/Two-Way Immersion program services at least through June 2018.

- Pending additional funding in 2015-17 biennium, a more complete evaluation of grant activities would occur in 2016 or 2017.
EVALUATION FINDINGS
YEAR 1

Dr. Kathryn Lindholm-Leary
Technical Consultant, ATDLE
Percentage of Students Proficient in English by Grade Level & Student Language Background

**Grades K-3**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Native Spanish Speaking</th>
<th>Native English Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>28</td>
<td>97</td>
</tr>
<tr>
<td>1</td>
<td>22</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

8/20/2014
Percentage of Students Proficient in English by Grade Level & Student Language Background

Grades 4-8

Native Spanish Speaking

Gr 4-5: 48
Gr 6-8: 84

Native English Speaking

Gr 4-5: 100
Gr 6-8: 97
Percentage of Students Proficient in Spanish by Grade Level & Student Language Background

Grades K-3

Native Spanish Speaking

Native English Speaking

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>K</td>
<td>94</td>
<td>13</td>
</tr>
<tr>
<td>1</td>
<td>92</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

8/20/2014
Percentage of Students Proficient in Spanish by Grade Level & Student Language Background

Grades 4-8

Native Spanish Speaking

Native English Speaking

Gr 4-5: 100
Gr 6-8: 49
Gr 4-5: 79
Gr 6-8: 15

8/20/2014
## Percentage of Students at Each Level of ELPA by Grade Level – Overall Proficiency

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr K</td>
<td>4%</td>
<td>12%</td>
<td>12%</td>
<td>64%</td>
<td>8%</td>
</tr>
<tr>
<td>Gr 1</td>
<td>2%</td>
<td>12%</td>
<td>24%</td>
<td>24%</td>
<td>38%</td>
</tr>
<tr>
<td>Gr 2</td>
<td>0%</td>
<td>10%</td>
<td>26%</td>
<td>58%</td>
<td>7%</td>
</tr>
<tr>
<td>Gr 3</td>
<td>15%</td>
<td>11%</td>
<td>26%</td>
<td>37%</td>
<td>11%</td>
</tr>
<tr>
<td>Gr 4-5</td>
<td>18%</td>
<td>23%</td>
<td>36%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Gr 6-8</td>
<td>36%</td>
<td>45%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

8/20/2014
Level of Parent Formal Education

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Respondent</th>
<th>Other Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Graduate School</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>4 year College/University</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Community/Vocational</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>High School/Equiv</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Junior High/Middle</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Elementary</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>
About 70% of Spanish language respondents had middle school or less education, while 69% of English language parents had at least a four year degree.
**Parent Engagement**

**Percentage who agree or strongly agree**

- **ALL**
  - Actively involved in school: 61%
  - Know what child is supposed to learn at his/her grade level: 87%

- **Spanish**
  - Actively involved in school: 65%
  - Know what child is supposed to learn at his/her grade level: 93%

- **English**
  - Actively involved in school: 58%
  - Know what child is supposed to learn at his/her grade level: 84%
Parent Engagement with Children Frequency of Participation at Least 1-2 Times/Week

- We attend cultural events that celebrate the partner language and culture
- We help our child with his/her homework
- We check out library books or buy books in the partner language
- We read with our child in the partner language or English

<table>
<thead>
<tr>
<th>Activity</th>
<th>English</th>
<th>Spanish</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>We attend cultural events</td>
<td>37</td>
<td>60</td>
<td>95</td>
</tr>
<tr>
<td>We help our child with homework</td>
<td>41</td>
<td>57</td>
<td>98</td>
</tr>
<tr>
<td>We check out library books or buy books</td>
<td>27</td>
<td>34</td>
<td>93</td>
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<tr>
<td>We read with our child</td>
<td>34</td>
<td>60</td>
<td>98</td>
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8/20/2014
IMPLEMENTATION AND EXPANSION CHALLENGES
**Challenge #1: Qualified and Certified Teachers**

- Considerable difficulty finding teachers with high levels of oral proficiency and literacy in the partner language (Spanish, Vietnamese, Russian)
- Once found, these individuals are typically new to teaching or new to teaching in Oregon and lack the proper Oregon certification to teach AND
- These candidates/new hires typically have considerable difficulty getting properly certified in Oregon, primarily because of TSPC testing requirements
- More information on extent of problem and potential solutions presented to State Board in October or December
CHALLENGE #2: MONITORING AND EVALUATING PROFICIENCY AND LITERACY IN THE PARTNER LANGUAGE

- Summative and Formative Assessments in Partner Language Rarely Used Currently
- Assessment Options are Limited
- Unclear Which Standards (Academic or Proficiency) Are Most Appropriate
- Existing Assessments are not Aligned to Most Current Academic or Proficiency Standards

Proposed Solutions:
- Short Term: Use high quality commercial Spanish test
- Longer Term: Identify promising new Spanish test in development or Develop own test (with other states?)
CHALLENGE #3: STAYING THE COURSE

- TWI programs, especially high quality programs, take many years to develop, properly staff, and sustain.
- Full impact of programs aren’t measurable for 5-6 years.
- Only 1 grant site is fully operational. Most are new.
Challenge #4: Understanding the Limits of TWI

- Requires specific student demographics not present in all Oregon communities. Demographic analyses should precede TWI implementation.
- Biliterate teachers are essential and hard to find. Demand will only grow.
- Launching, Developing and Sustaining high quality programs is highly dependent on:
  - School/District Leadership
  - Broad parent/community support
- Additional high quality programs for ELs and non-ELs are essential and, unlike TWI, feasible in all communities regardless of student demographics
QUESTIONS?

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