

TWO-WAY IMMERSION/DUAL LANGUAGE PROGRAMS

1

**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

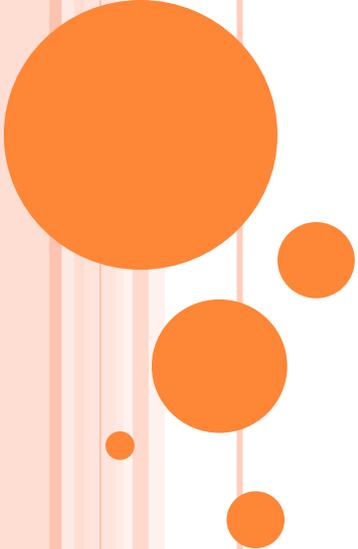
- Studies typically examine student attitudes and beliefs
- TWI students typically:
 - Have very positive attitudes toward:
 - Other languages
 - Other ethnic groups
 - Rate themselves as bilingual and bicultural
 - Feel comfortable interacting with students of other ethnic/language groups

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

- Genessee, F., Lindholm-Leary, K., Saunders, B., & Christian, D. (2006). *Educating English Language Learners: A Synthesis of Research Evidence*. New York: Cambridge University Press.
- Howard, E. R., Sugarman, J., & Christian, D. (2003). *Trends in two-way immersion education: A review of the research. (Rep. No. 63)*. Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk (CRESPAR).
- Thomas, W., & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.
- Dr. Kathryn Lindholm-Leary's website:
<http://www.lindholm-leary.com/>



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

8/20/2014

Rosa Molina

Executive Director, Association for Two-Way and Dual Language Education (ATDLE)

- 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.

Dr. Kathryn Lindholm-Leary
ATDLE consultant & Professor Emerita of Child and Adolescent Development at San Jose State University

- 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

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OREGON DUAL LANGUAGE
COLLABORATIVE
Programs of Excellence in Two Languages



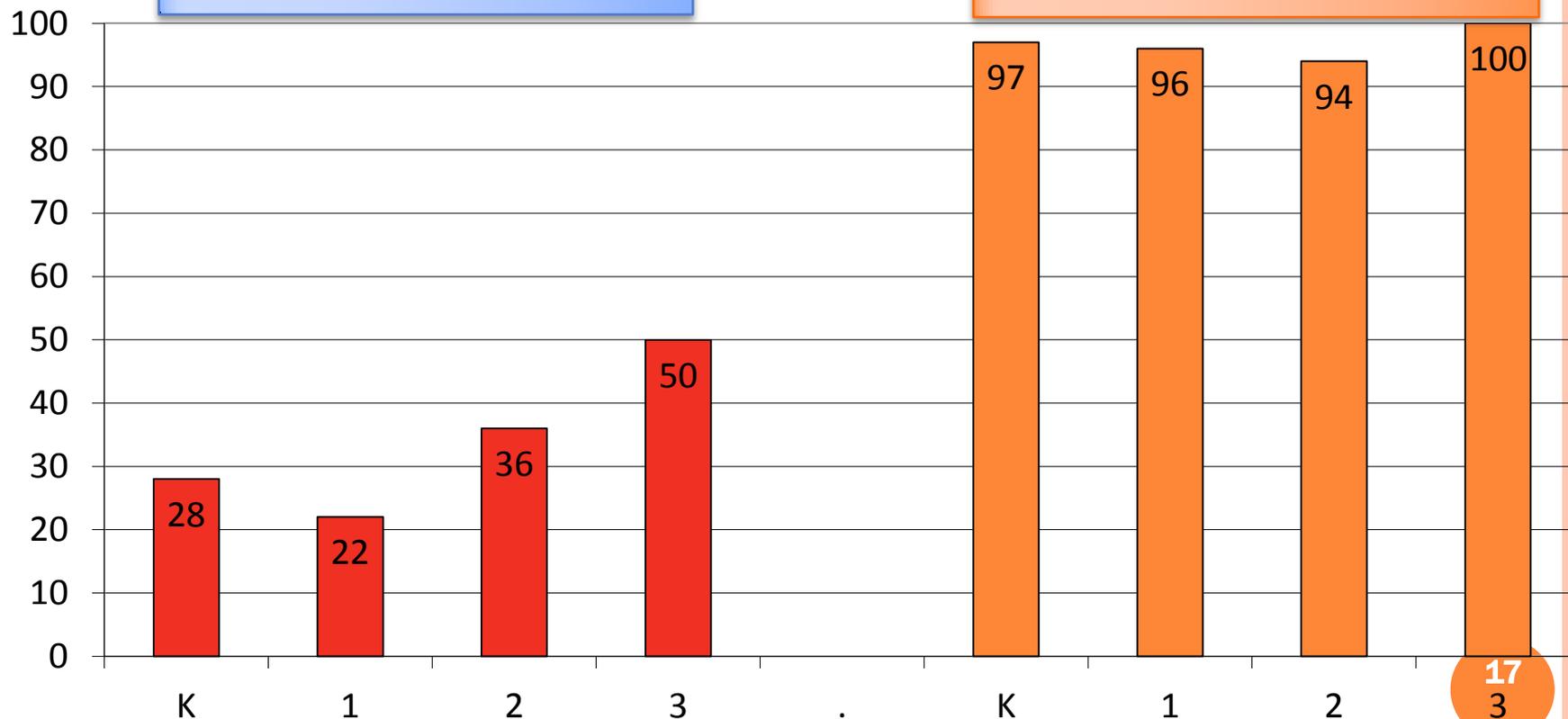
Dr. Kathryn Lindholm-Leary
Technical Consultant, ATDLE

PERCENTAGE OF STUDENTS PROFICIENT IN **ENGLISH** BY GRADE LEVEL & STUDENT LANGUAGE BACKGROUND

Grades K-3

Native Spanish Speaking

Native English Speaking



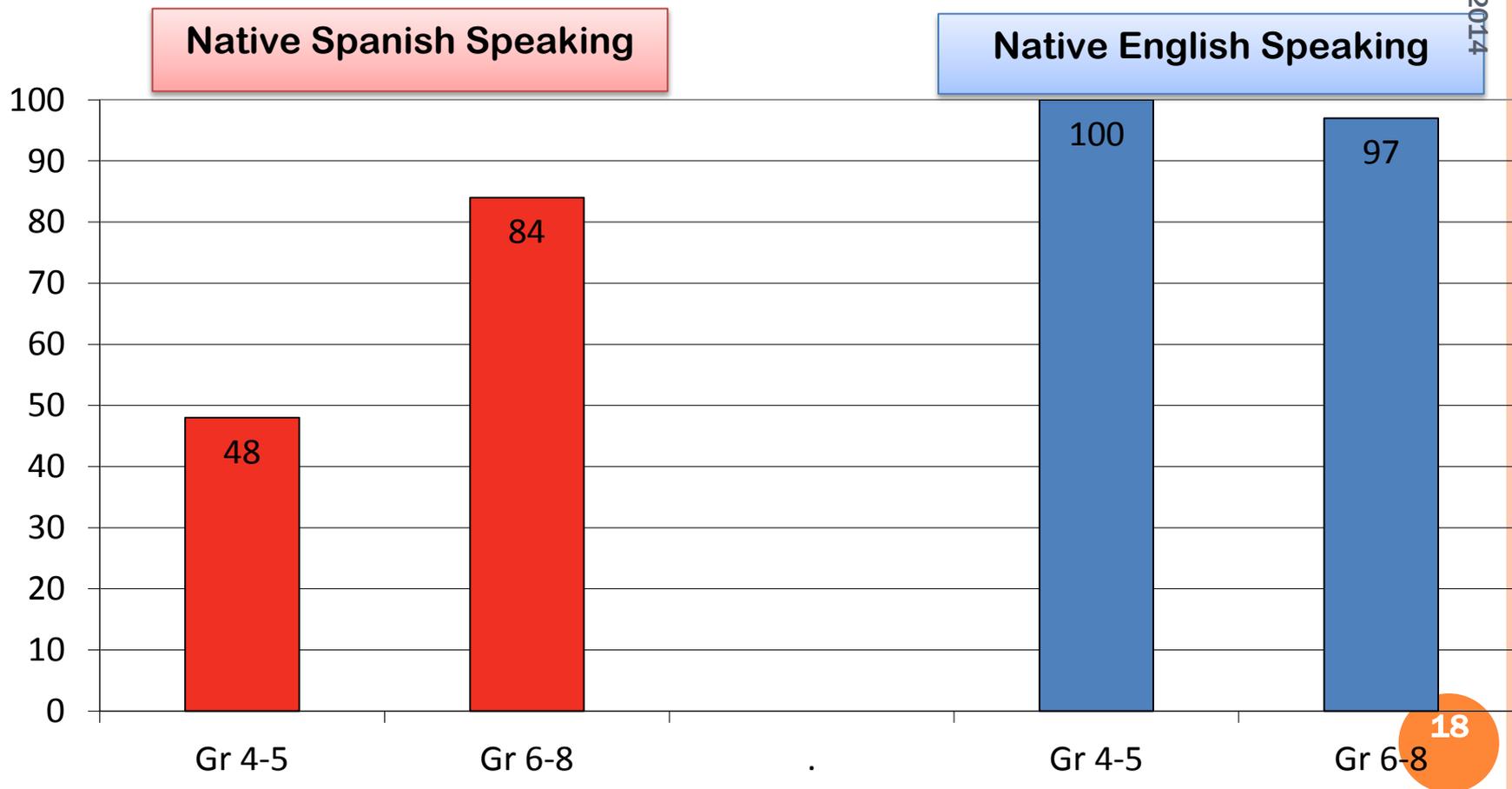
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PERCENTAGE OF STUDENTS PROFICIENT IN **ENGLISH** BY GRADE LEVEL & STUDENT LANGUAGE BACKGROUND

Grades 4-8

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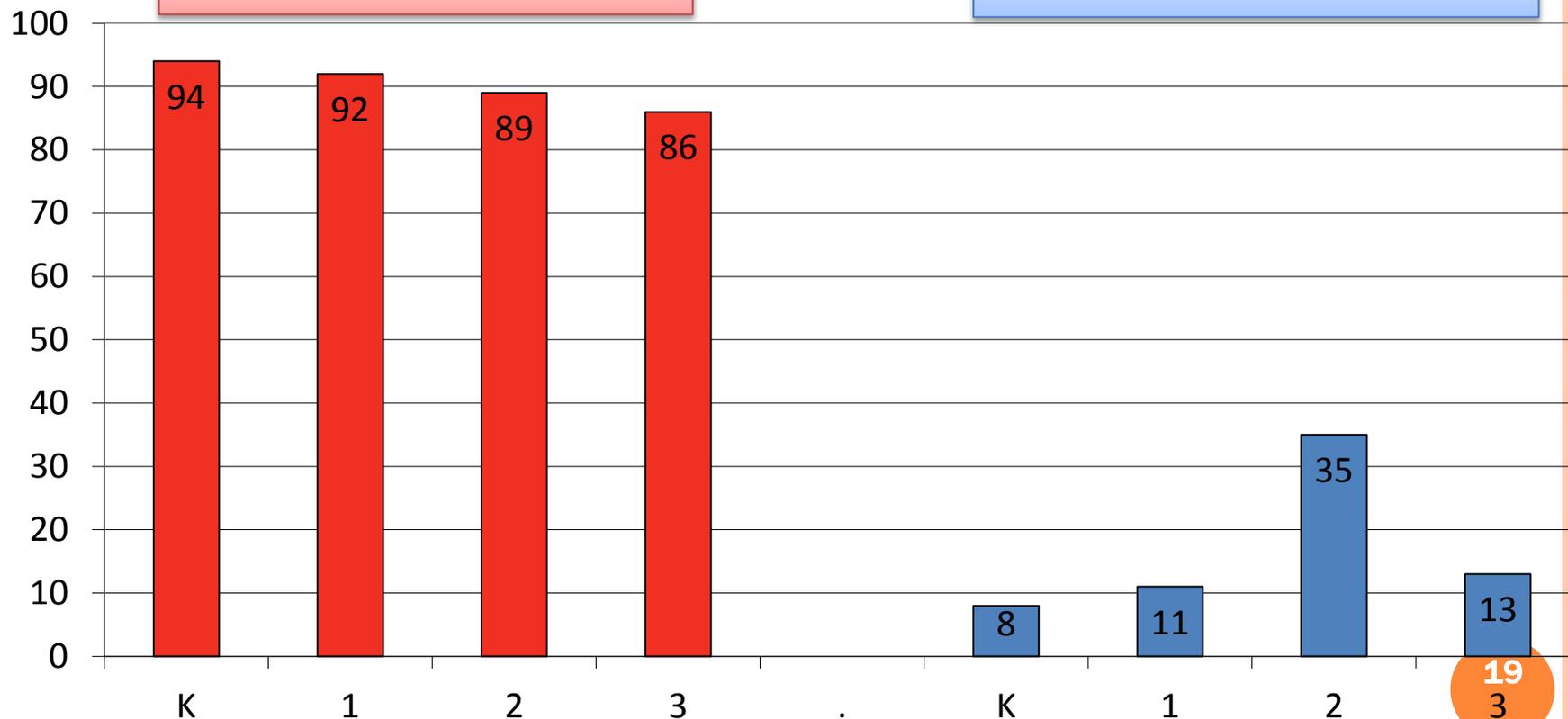
PERCENTAGE OF STUDENTS PROFICIENT IN SPANISH BY GRADE LEVEL & STUDENT LANGUAGE BACKGROUND

Grades K-3

8/20/2014

Native Spanish Speaking

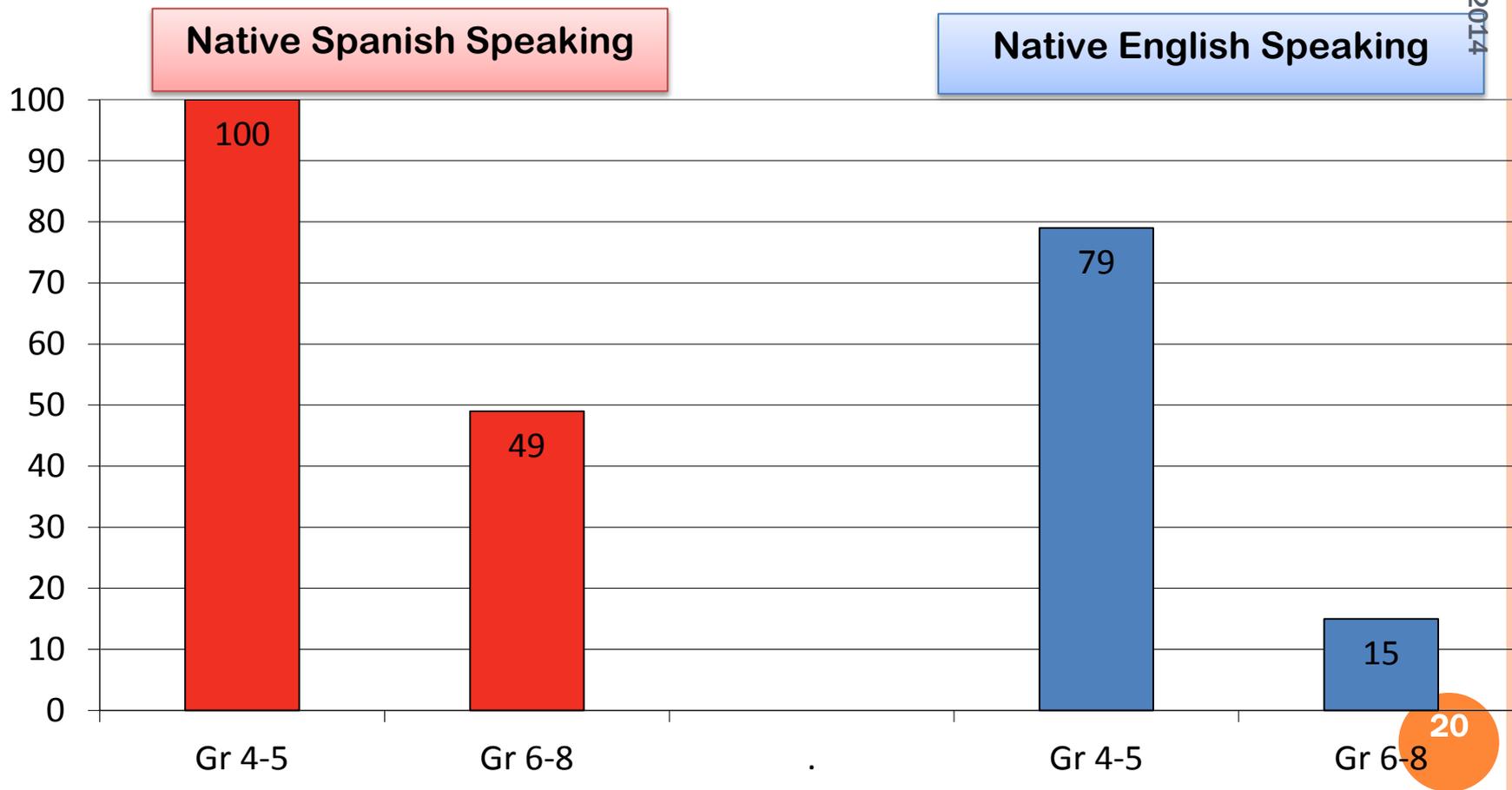
Native English Speaking



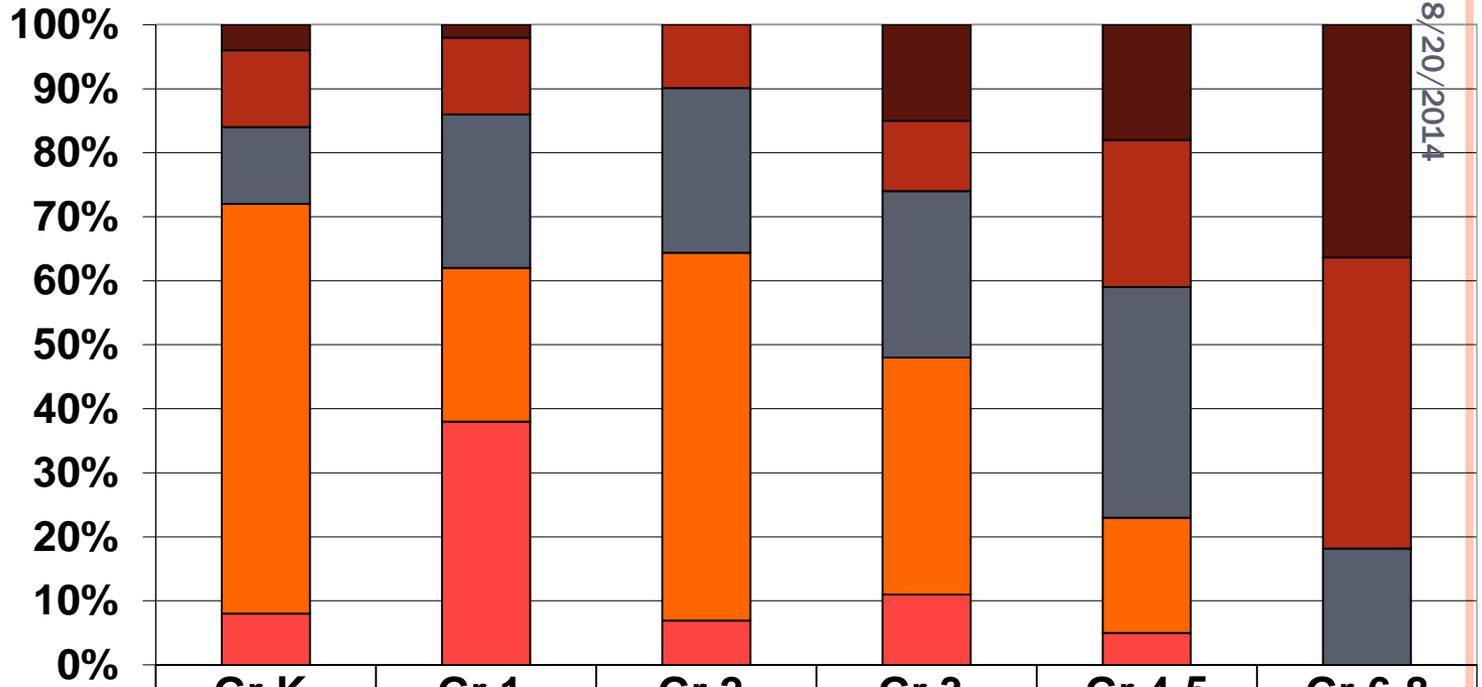
PERCENTAGE OF STUDENTS PROFICIENT IN SPANISH BY GRADE LEVEL & STUDENT LANGUAGE BACKGROUND

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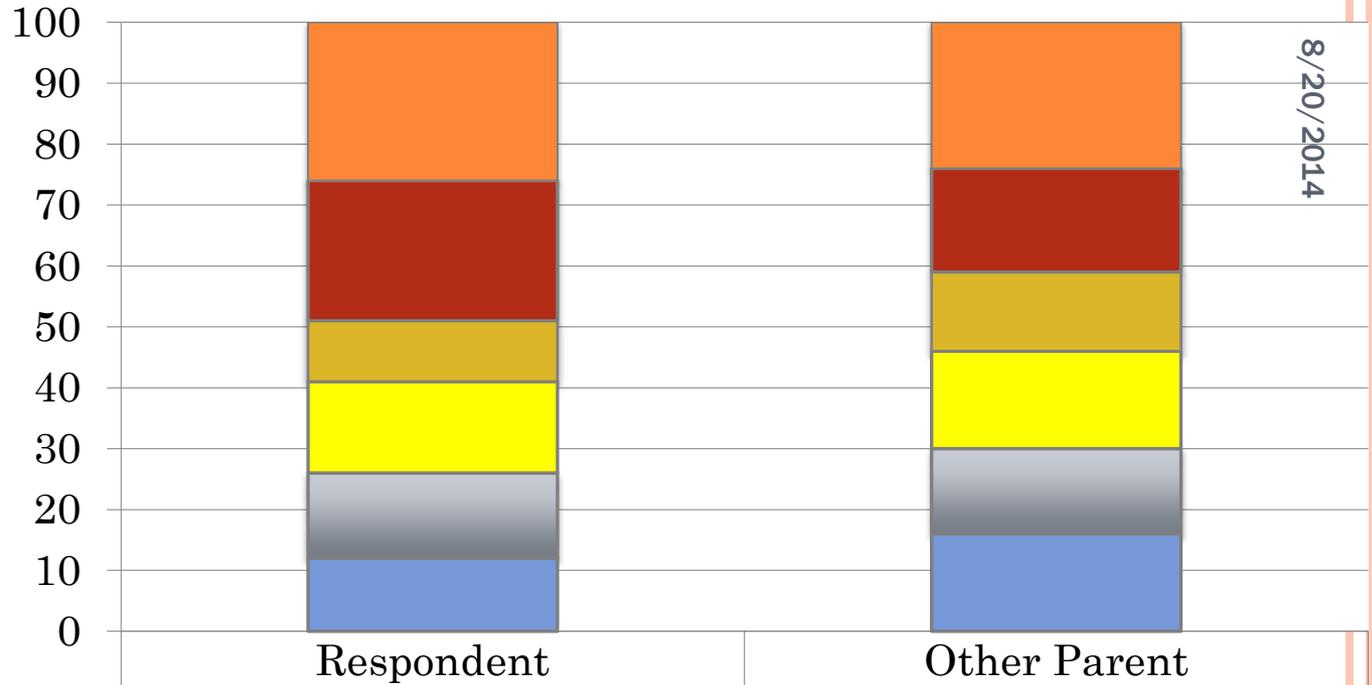
PERCENTAGE OF STUDENTS AT EACH LEVEL OF ELPA BY GRADE LEVEL – OVERALL PROFICIENCY



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	Gr K	Gr 1	Gr 2	Gr 3	Gr 4-5	Gr 6-8
■ Advanced	4%	2%	0%	15%	18%	36%
■ Early Advanced	12%	12%	10%	11%	23%	45%
■ Intermediate	12%	24%	26%	26%	36%	18%
■ Early Intermediate	64%	24%	58%	37%	18%	0%
■ Beginning	8%	38%	7%	11%	5%	0%

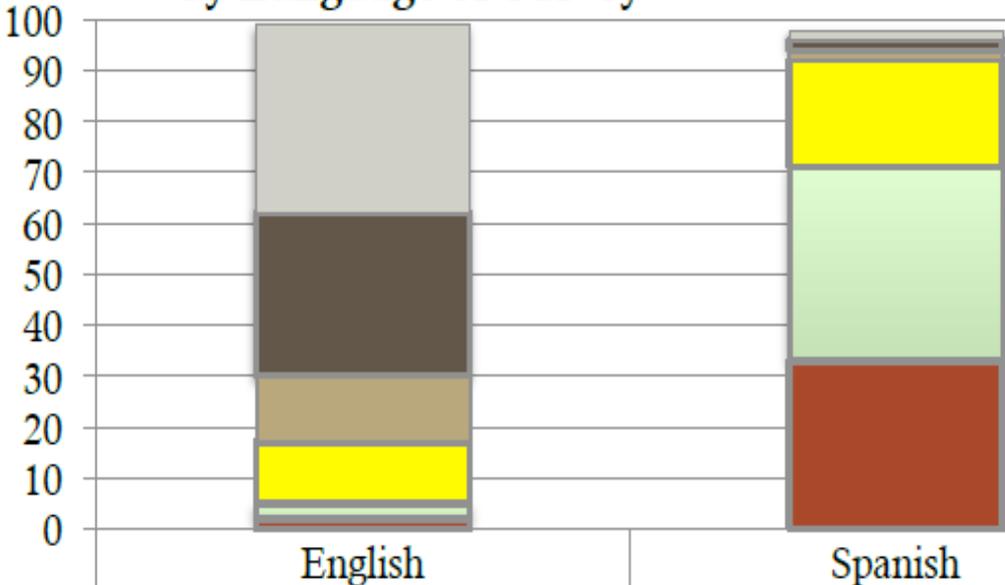
LEVEL OF PARENT FORMAL EDUCATION



Professional/Graduate School	26	24
4 year College/University	23	17
Community/Vocational	10	13
High School/Equiv	15	16
Junior High/Middle	14	14
Elementary	12	16

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**Chart 29: Level for Formal Education for ODE Parents
by Language of Survey**

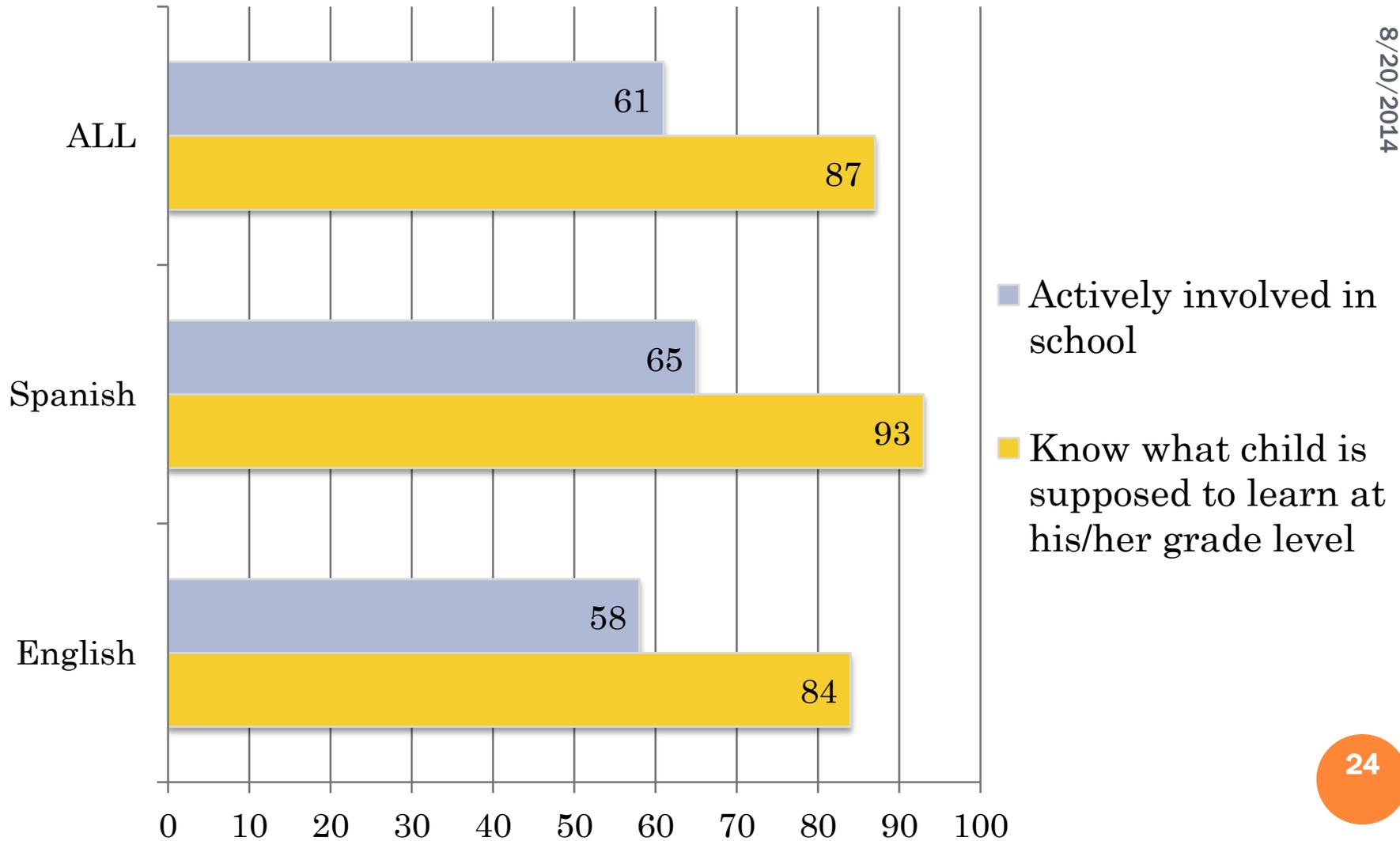


	English	Spanish
Professional/Graduate School	37	2
4 year College/University	32	2
Community/Vocational	13	2
High School/Equiv	12	21
Junior High/Middle	3	38
Elementary	2	33

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

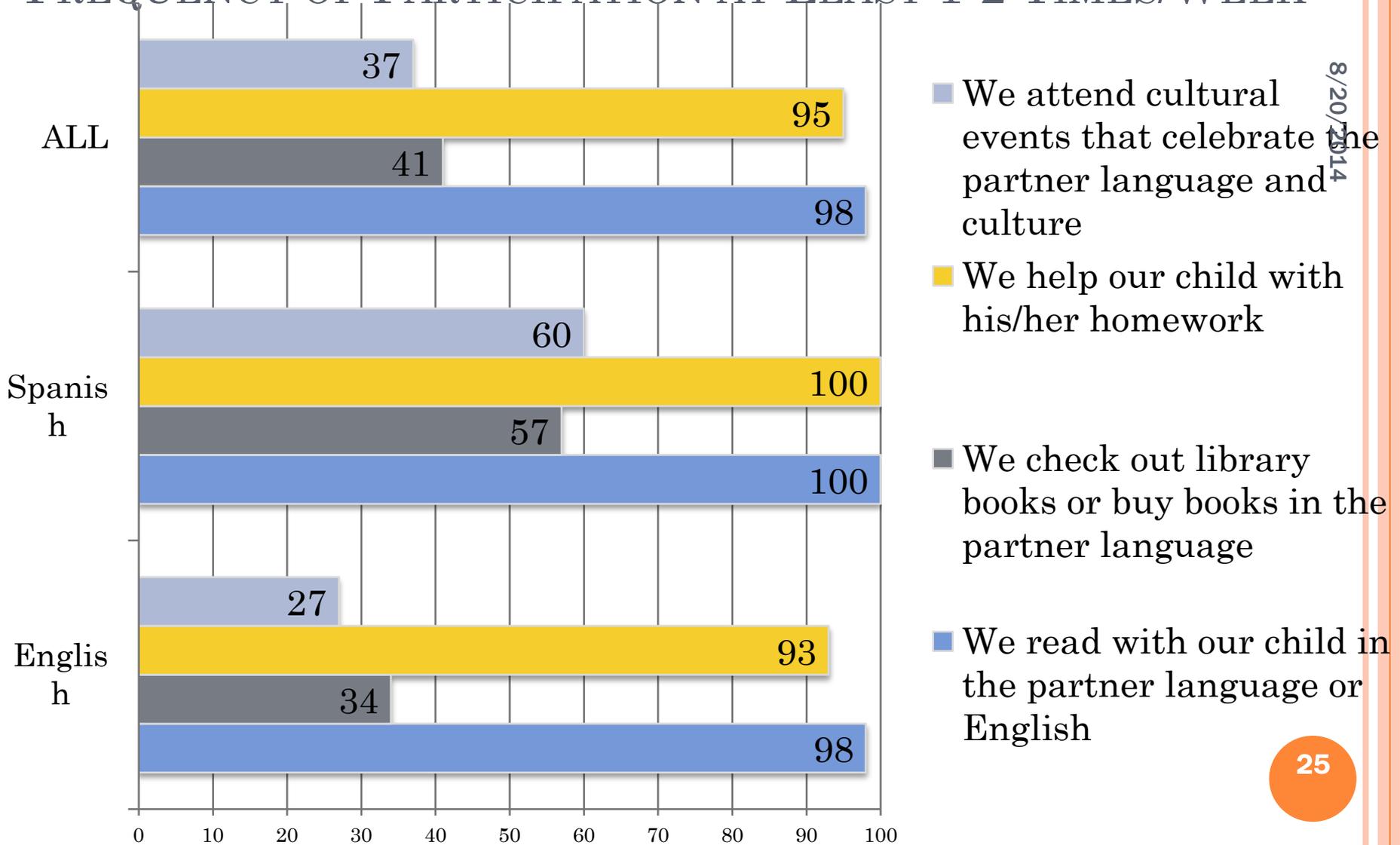
PERCENTAGE WHO AGREE OR STRONGLY AGREE



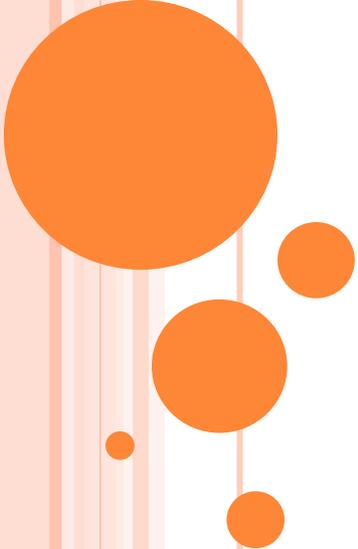
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PARENT ENGAGEMENT WITH CHILDREN

FREQUENCY OF PARTICIPATION AT LEAST 1-2 TIMES/WEEK



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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



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- 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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