

# Dual Language Education

School Board Study Session

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**DIRECTOR OF CATEGORICAL PROGRAMS**

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# Purpose

Acquaint Board members on the progress that has been made regarding Dual Language programming

# Timeline of Work

## **SY 2018-19**

The journey begins:

- School visits: Highline, Bellevue, Vancouver, Tacoma
- Attend National Conferences/Training
- Career Fair recruiting
- September 2018 - Cabinet presentation
- December 2018 - School Board Study Session presentation
- March/April 2019 - 7 Community conversations (MMS, MCE, CAS, LRE)

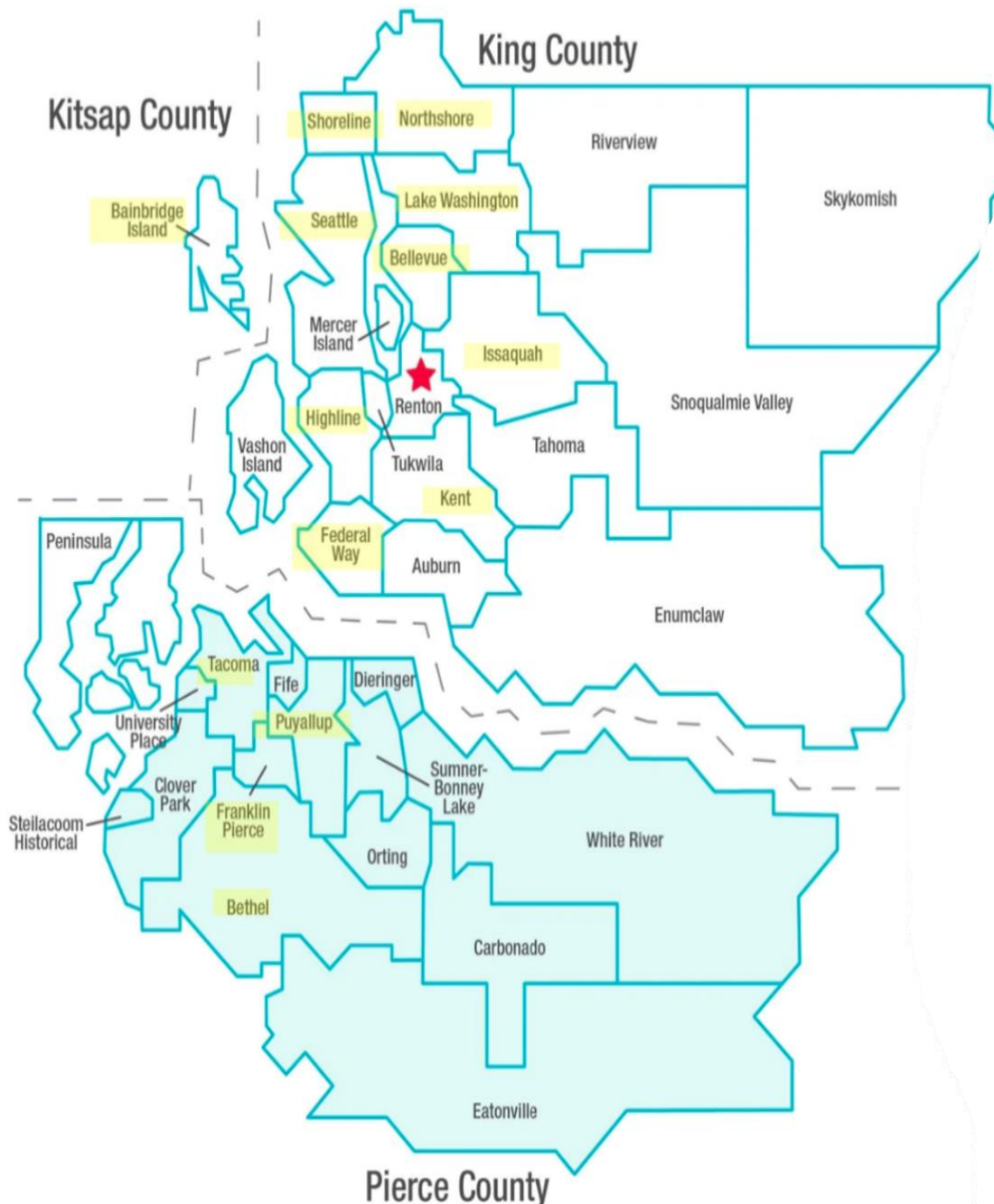
## **SY 2021-22**

- DL PLC monthly meetings/OSPI
- Community support/One America

## **SY 2022-23**

- Continued community support
- Consolidated Program Review action item
- School Visits: Tacoma, Everett

# Dual Language in ESD 121



- 14 Districts in ESD 121 have dual language programs(yellow highlights)
- Auburn and Renton are currently engaged in dual language program exploration
- Tukwila is opening its program in September 2023

# What is Dual Language (DL)?

DL is a form of bilingual education.

Students from two language groups are taught literacy and content in two languages.

# Why Dual Language? Equity

Students from different backgrounds are recognized as equals

- DL education creates an environment that fosters positive attitudes towards other cultures as well as develops a students' self-identity.

The curriculum and program model reflect the goals of bilingualism and biliteracy

- Students have access to the curriculum.
- Improved linguistic and academic outcomes.

Linguistic Equity

- Students maintain their first language (L1) to support and develop another language.

# Why Dual Language? Excellence/Service

## Effective instructional program model for developing language proficiency in two languages

- Bilingualism is associated with greater cognitive development.
- Bilingualism provides additional options for students – creativity, critical-thinking, problem-solving, communication and collaboration.

## Family and Community Engagement

- Opportunities will exist to develop relationships and community building efforts (two-way communication).

# Goals of a Dual Language Program

Cross-Cultural  
Competence



Bilingualism  
& Biliteracy



Academic  
Achievement



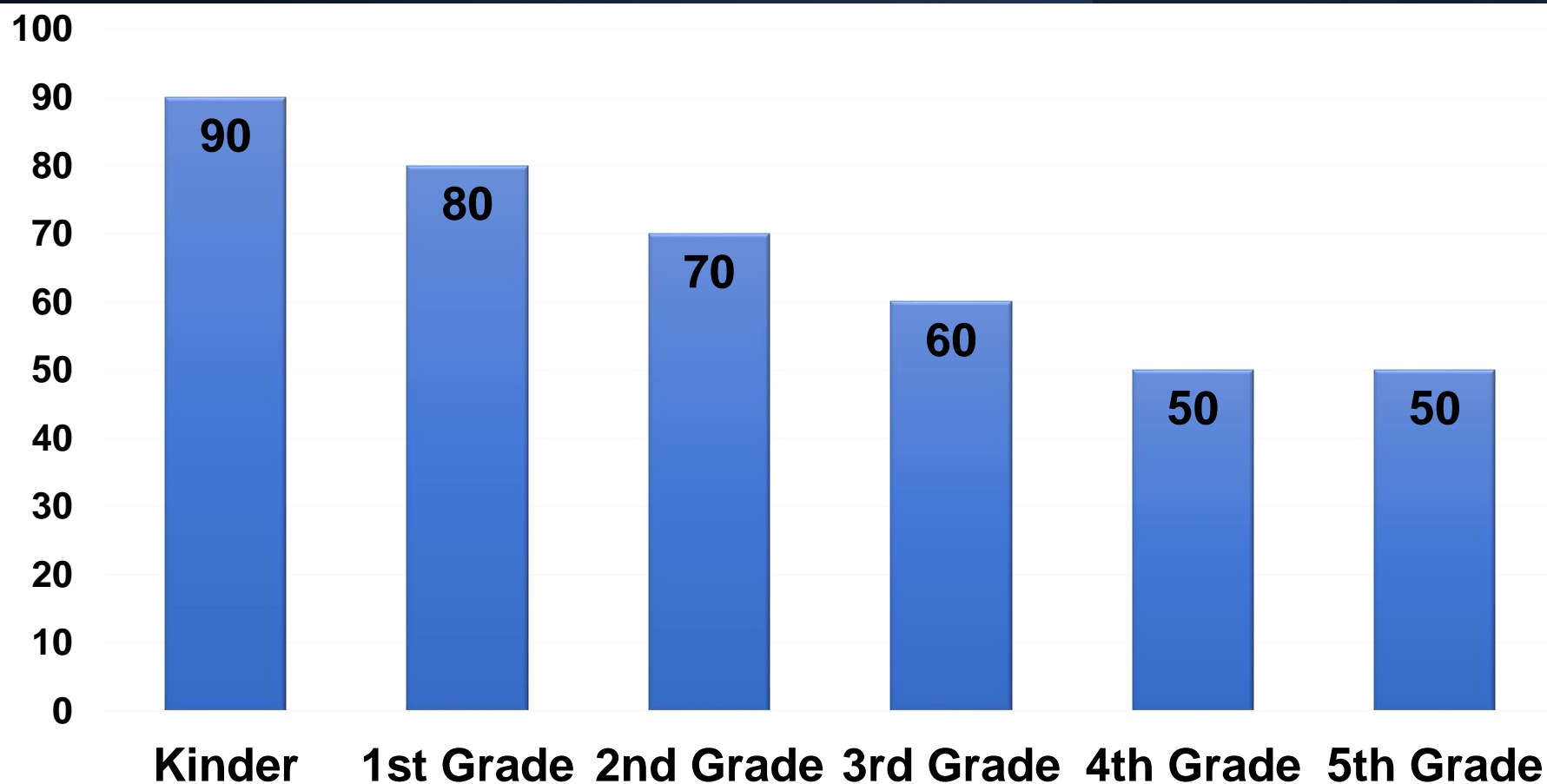


# 90:10 Model: Research Findings

- In 90:10 programs, both English and Spanish dominant students have high Spanish proficiency outcomes at the end of the program.
- Learning to decode text is easier in Spanish because of transparent or shallow orthography (a consistent correspondence between pronunciation and spelling).
- Academic achievement in bilinguals is influenced by the level of bilingual proficiency.
- Reading achievement in Spanish is high for all students

# 90:10 Model

## Instructional Time in Target Language



# Dual Language Sample Schedule

Kindergarten	
8:35-8:40 (5)	Morning Meeting
8:40-8:55 (15)	Phonics
8:55-9:40 (45)	Reader's Workshop
9:40-9:55 (15)	Recess
9:55-10:10 (15)	Reader's Workshop
10:10-11:05 (55)	Writer's Workshop
11:05-11:25 (20)	Social Emotional Learning/Health
11:25-12:00 (35)	Lunch/Recess
12:00-12:20 (20)	Number Corner
12:20-1:20 (60)	Math
1:20-2:05 (45)	Specialist
2:05-3:05 (60)	Science/Social Studies
3:05-3:10 (5)	Wrap-up

KEY	
	Spanish Instructional Time
	English Instructional/Social Time

# Dual Language Program Entry

**Target 50% Spanish Speaking Students and 50% English Speaking (and other languages) Students**

## **Spanish Speaking Students**

### **3 priority groups**

1. Spanish speakers with qualifying WIDA Screener scores, *in* School Boundary
2. Spanish speakers with qualifying WIDA Screener scores, *outside* the School Boundary
3. Proficient Spanish speaking students across RSD

## **English Speaking Students**

### **Priority Groups**

1. English speakers *in* School Boundary
2. English speakers *outside* School Boundary (lottery process)

# Dual Language Growth By Year

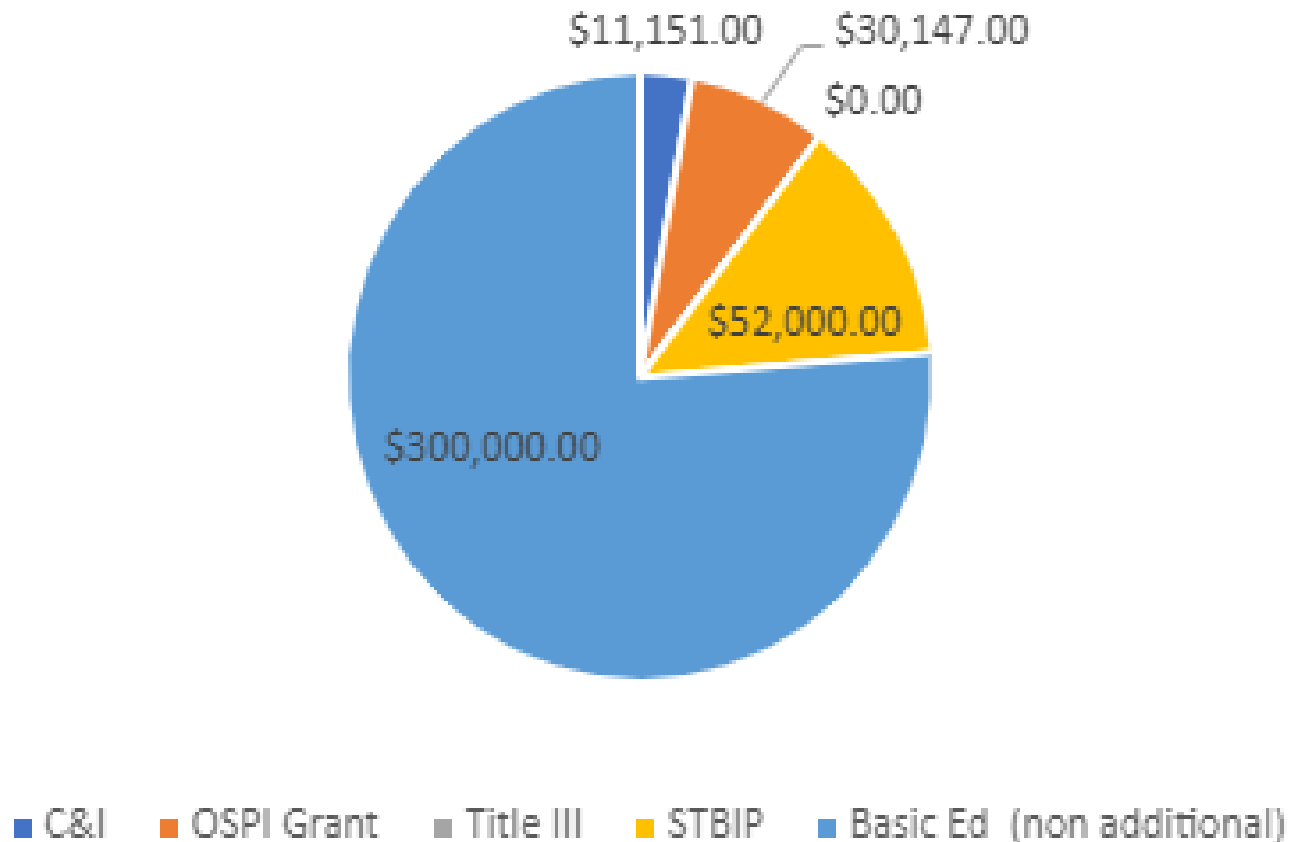
2024-2025 Year 1		2025-2026 Year 2		2026-2027 Year 3		2027-2028 Year 4		2028-2029 Year 5		2029-2030 Year 6	
<b>Class A</b> Kinder 20 Students	<b>Class B</b> Kinder 20 Students	<b>Class C</b> Kinder 20 Students	<b>Class D</b> Kinder 20 Students	<b>Class E</b> Kinder 20 Students	<b>Class F</b> Kinder 20 Students	<b>Class G</b> Kinder 20 Students	<b>Class H</b> Kinder 20 Students	<b>Class I</b> Kinder 20 Students	<b>Class J</b> Kinder 20 Students	<b>Class K</b> Kinder 20 Students	<b>Class L</b> Kinder 20 Students
		<b>Class A</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class B</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class C</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class D</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class E</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class F</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class G</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class H</b> 1 <sup>st</sup> Grade  2/24 Students	<b>Class I</b> 1 <sup>st</sup> Grade  21/24 Students	<b>Class J</b> 1 <sup>st</sup> Grade  21/24 Students
				<b>Class A</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class B</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class C</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class D</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class E</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class F</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class G</b> 2 <sup>nd</sup> Grade  22/24 Students	<b>Class H</b> 2 <sup>nd</sup> Grade  22/24 Students
						<b>Class A</b> 3 <sup>rd</sup> Grade  24 Students	<b>Class B</b> 3 <sup>rd</sup> Grade  24 Students	<b>Class C</b> 3 <sup>rd</sup> Grade  24 Students	<b>Class D</b> 3 <sup>rd</sup> Grade  24 Students	<b>Class E</b> 1 <sup>st</sup> Grade  24 Students	<b>Class F</b> 1 <sup>st</sup> Grade  24 Students
								<b>Class A</b> 4 <sup>th</sup> Grade  27/28 Students	<b>Class B</b> 4 <sup>th</sup> Grade  27/28 Students	<b>Class C</b> 4 <sup>th</sup> Grade  27/28 Students	<b>Class D</b> 4 <sup>th</sup> Grade  27/28 Students
										<b>Class A</b> 5 <sup>th</sup> Grade  27/28 Students	<b>Class B</b> 5 <sup>th</sup> Grade  27/28 Students

# Dual Language Growth by Year (Alternate)

2024-2025 Year 1		2025-2026 Year 2		2026-2027 Year 3		2027-2028 Year 4		2028-2029 Year 5		2029-2030 Year 6	
Class A Kinder 20 Students	Class B Kinder 20 Students	Class C Kinder 20 Students	Class D Kinder 20 Students	Class E Kinder 20 Students	Class F Kinder 20 Students	Class G Kinder 20 Students	Class H Kinder 20 Students	Class I Kinder 20 Students	Class J Kinder 20 Students	Class K Kinder 20 Students	Class L Kinder 20 Students
		Class A 1 <sup>st</sup> Grade  21/24 Students	Class B 1 <sup>st</sup> Grade  21/24 Students	Class C 1 <sup>st</sup> Grade  21/24 Students	Class D 1 <sup>st</sup> Grade  21/24 Students	Class E 1 <sup>st</sup> Grade  21/24 Students	Class F 1 <sup>st</sup> Grade  21/24 Students	Class G 1 <sup>st</sup> Grade  21/24 Students	Class H 1 <sup>st</sup> Grade  21/24 Students	Class I 1 <sup>st</sup> Grade  21/24 Students	Class J 1 <sup>st</sup> Grade  21/24 Students
				Class A 2 <sup>nd</sup> Grade  22/24 Students	Class B 2 <sup>nd</sup> Grade  22/24 Students	Class C 2 <sup>nd</sup> Grade  22/24 Students	Class D 2 <sup>nd</sup> Grade  22/24 Students	Class E 2 <sup>nd</sup> Grade  22/24 Students	Class F 2 <sup>nd</sup> Grade  22/24 Students	Class G 2 <sup>nd</sup> Grade  22/24 Students	Class H 2 <sup>nd</sup> Grade  22/24 Students
						Class A 3 <sup>rd</sup> Grade 24 Students	Class B 3 <sup>rd</sup> Grade 24 Students	Class C 3 <sup>rd</sup> Grade 24 Students	Class D 3 <sup>rd</sup> Grade 24 Students	Class E 1 <sup>st</sup> Grade 24 Students	Class F 1 <sup>st</sup> Grade 24 Students
								Class A/B 4 <sup>th</sup> Grade  27/28 Students		Class C/D 4 <sup>th</sup> Grade  27/28 Students	
										Class A/B 5 <sup>th</sup> Grade  27/28 Students	

# Dual Language Funding Sources

## Kindergarten



# Budget Detail

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C&amp;I</b>	\$11,151.00	\$13,057.00	\$22,051.00	\$23,246.00	\$23,662.00	\$48,746.00
<b>OSPI Grant</b>	\$30,147.00	\$26,339.00	\$40,024.00	X	X	X
<b>Title III</b>	X	X	X	\$22,668.00	\$25,068.00	\$22,668.00
<b>STBIP</b>	\$52,000.00	\$52,000.00	\$52,000.00	\$52,000.00	\$52,000.00	\$52,000.00
<b>TOTALS</b>	<b>\$93,298.00</b>	<b>\$91,396.00</b>	<b>\$114,075.00</b>	<b>\$97,914.00</b>	<b>\$100,730.00</b>	<b>\$123,414.00</b>
<b>Basic Ed (non- additional)</b>	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00



# Next steps will include...

- Identify Site
  - Hire staff (2 Spanish-speaking K teachers)
  - Build knowledge and advocacy
  - Form an advisory group
- Develop Enrollment and Family Outreach Plans
  - Refine enrollment procedure
  - Create plans for outreach to inform families about the program (PR)
- Align Curriculum and Resources
  - Review district curriculum and determine the alignment of curricular resources in both languages
  - Purchase additional materials
- Establish a Staff Development Plan
  - Design a long-term plan for building and district that ensures a deep understanding of dual language program implementation and best practices
- Develop a Plan for Assessment and Program Evaluation
  - Determine how students will be assessed to monitor student progress in both languages in content, language, and literacy to inform continuous improvement and individual supports
  - Develop a clear process for annual evaluation of the DL program to develop continuous improvement plans at the school and district level

¡Gracias!  
Thank You

Preguntas y Comentarios  
Questions and Comments

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