



Blueprint for Maryland's Future:
English Learner (EL) Workgroup
Meeting #4: Bilingual and Dual Language Education
September 30, 2021

Agenda



1. Welcome and Guiding Question – Mohammed Choudhury, State Superintendent of Schools
2. National Best Practices and Research – Jennifer Steele, American University
3. Maryland's Existing Policy and Practices
 - A. Spotlight on Prince George's County Public Schools – Carmen Henninger
 - B. Spotlight on Montgomery County Public Schools – Tamara Hewlett
4. Data Dive – Amir François, MSDE
5. Recommendations – Workgroup Members

Guiding Question

What are the benefits of dual language programs for all students?



Guiding Question: Prince George's County Public Schools



What are the benefits of dual language programs for all students?

- Students in developmental immersion programs build literacy in their home language and partner language.
- Higher literacy scores compared their peers on local tests.
- ELLs exit ESOL at faster rates compared to their peers in traditional programs.

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



	Entrance	Model	Staffing	History
Cesar Chavez Dual Spanish Immersion School	District lottery for applicants in encatchment area for this specialty program.	50/50 Two-Way Spanish Immersion	<ul style="list-style-type: none"> • 1 Academic Dean • 1 Literacy Intervention Specialist • 2 Spanish Speaking Teachers and 2 English speaking Teachers at each grade level K-2 • 1 English, 1 Spanish, 1 bi-lingual teacher at grades 3-5 	Began in school year 2015 at Kindergarten and added a grade level every school year since. Now K-7 with a transition at grade 6 to a centralized middle school Immersion program.
Cool Spring Elementary School	Internal lottery for boundary students interested in participating.	Development Bilingual	<ul style="list-style-type: none"> • 1 Academic Dean • 1 Literacy Intervention Specialist • 1 Spanish Speaking Teacher and 1 English speaking Teachers at each grade level. 	Began in school year 2018 at Kindergarten and added a grade level every school year since. Now K-4.

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



Cesar Chavez Dual Spanish Immersion School

School Enrollment	405
EL Population	157
Instructional Model	<ul style="list-style-type: none">● We practice language isolation. The Spanish teacher never speaks English and the English teacher never speaks Spanish.● Approximately 50% of the content is in English and 50% of the content is in Spanish.● Students switch teachers halfway through the day. All subjects and both languages are taught every day.● Spanish Language Arts, Health, and Social Studies are taught in Spanish.● English Language Arts and Science are taught in English● We use the lottery to ensure that 50% of our population is Spanish-speaking at home and 50% is English speaking at home.

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



Cool Spring Elementary School

School Enrollment	878	Program Enrollment	206
EL Population	153 (in program)		
Instructional Model	<ul style="list-style-type: none">• We practice language isolation. The Spanish teacher never speaks English and the English teacher never speaks Spanish.• Approximately 50% of the content is in English and 50% of the content is in Spanish.• Students switch teachers halfway through the day. All subjects and both languages are taught every day.• Spanish Language Arts, Health, and Social Studies are taught in Spanish.• English Language Arts and Science are taught in English• Students are chosen to participate by applying to a lottery in the school. Only in-boundary are eligible for this internal lottery.• 100% of the students chosen speak Spanish at home.		

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



Successes

- [Cool Spring Maintenance Bilingual Program](#)
- Three former Cesar Chavez students who continued on to Spanish Immersion at the middle school level scored high enough to meet the Spanish language qualifications for Seal of Biliteracy in Spanish in 6th grade. Two of them were native English speakers and one was a native Spanish speaker.
- In 2018, Cesar Chavez had the highest literacy scores out of all our elementary immersion programs on PGCPS literacy tests for grades K-2.

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



MAP-R Data for Reading Proficiency Winter 2019 Cesar Chavez Dual Spanish Immersion School Grades 3-5

	Number of Students Meeting or Exceeding Expectation	Percentage of Students Meeting or Exceeding Expectation
Grade 3	26	52%
Grade 4	32	67%
Grade 5	25	58%

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STAMP4Se Data for Spanish Proficiency Cesar Chavez Dual Spanish Immersion School Grade 5

National Expected Proficiency Level for 50/50 Spanish	Number of Students Meeting or Exceeding Expected Proficiency Level in Spanish	Percentage of Students Meeting or Exceeding Expected Proficiency Level in Spanish
4 Intermediate-Low	34	74%

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



STAMP4Se Data for Spanish Proficiency Kettering MS 6th Grade (PGCPS Spanish Immersion Inaugural Cohort)

Seal of Biliteracy Qualifying Score in 8th-12th Graders is a 6

Percentage of Students Scoring a 4 or Higher	Percentage of Students Scoring a 5 or Higher
65%	38%

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



ESOL Exit Rate and Growth to Target Met Data Cesar Chavez Dual Spanish Immersion School and PGCPS

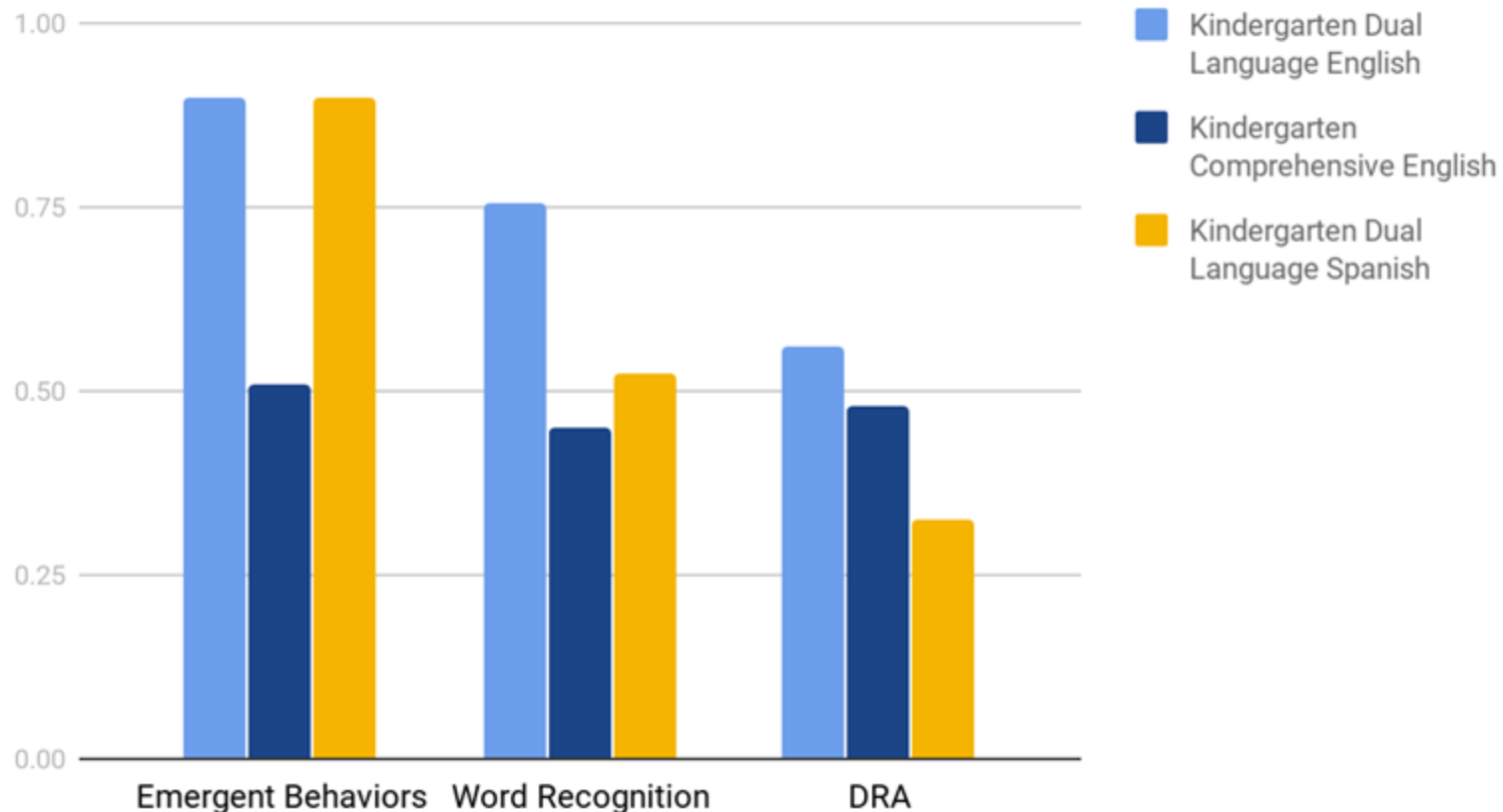
	ESOL Exit Rate		Growth to Target % Met	
	Cesar Chavez	PGCPS	Cesar Chavez	PGCPS
2017	6%	6%	BASELINE YEAR	
2018	13%	9%	81%	64%
2019	7%	12%	66%	48%
2020	13%	12%	84%	67%

Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



Kindergarten Literacy Data from Cool Spring Elementary School

Cool Spring Kindergarten Literacy Data Comparison



Existing Maryland Policies and Practices: Spotlight on Prince George's County Public Schools



Challenges

- Recruiting staff. Not being able to sponsor visas limits our pool of applicants that are both near-native or native-speakers of the language and certified for the content/grade level they teach.
- Cool Spring students tend to be more transient than Cesar Chavez so we lose students in our program every year.
- Although identified as Spanish-speakers, we learned that not all of the families were literate in Spanish and some spoke various dialects from Spanish-speaking countries and could not support their child's Spanish literacy development at home.

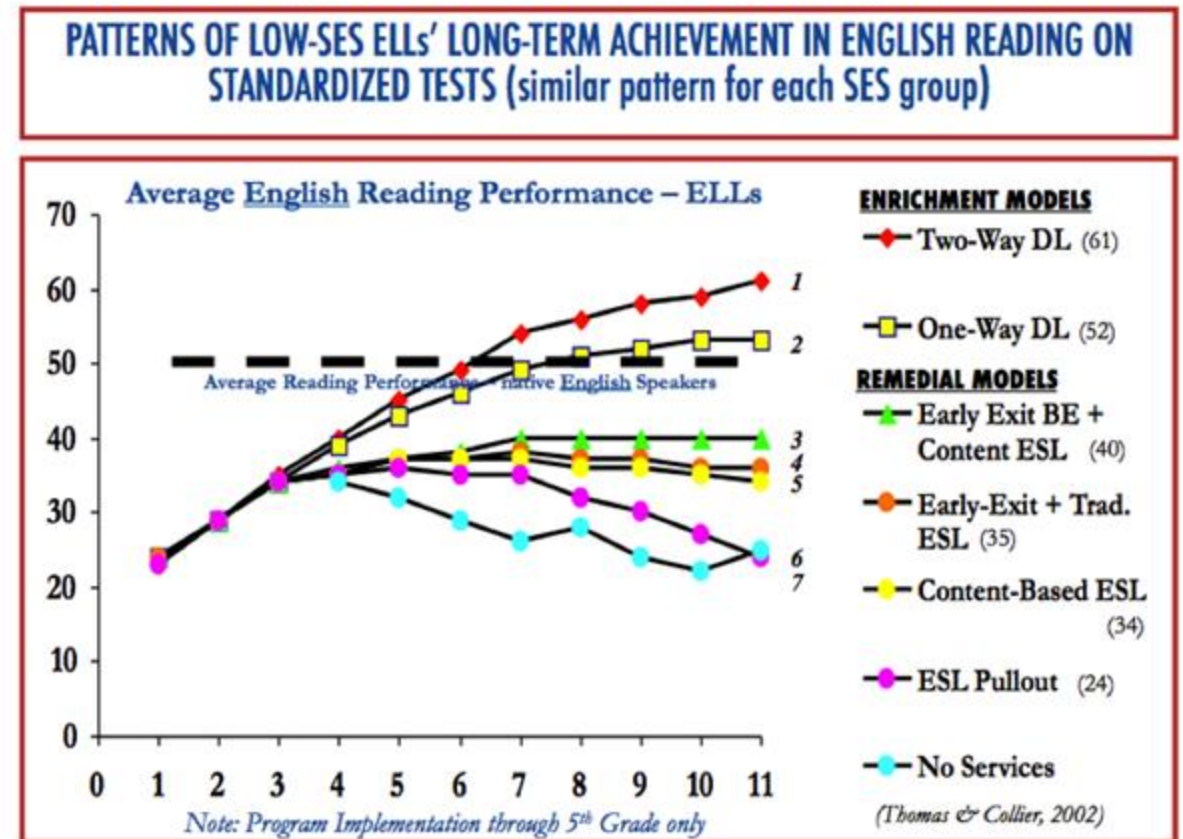
Guiding Question: Montgomery County Public Schools

What are the benefits of dual language programs for all students?

Reasons to Enroll in Dual Language School

- To become proficient bilinguals in both first language and second language
- To develop a second language at an early age through discovery learning
- To enhance cognitive development
- To increase mastery of the curriculum and raise achievement test scores
- To significantly raise scores for historically low-scoring student groups
- To provide aspects of “gifted education” to students who are already on grade-level
- To help students “learn how to learn” so they can cope with faster rates of new available knowledge
- To improve motivation and attendance by increasing student engagement with classroom instruction
- To improve students’ chances of receiving scholarships for post-high school study
- To prepare students for highly diverse workplaces and for 21st century global interconnections in all fields of study and work

Thomas & Collier, 2017

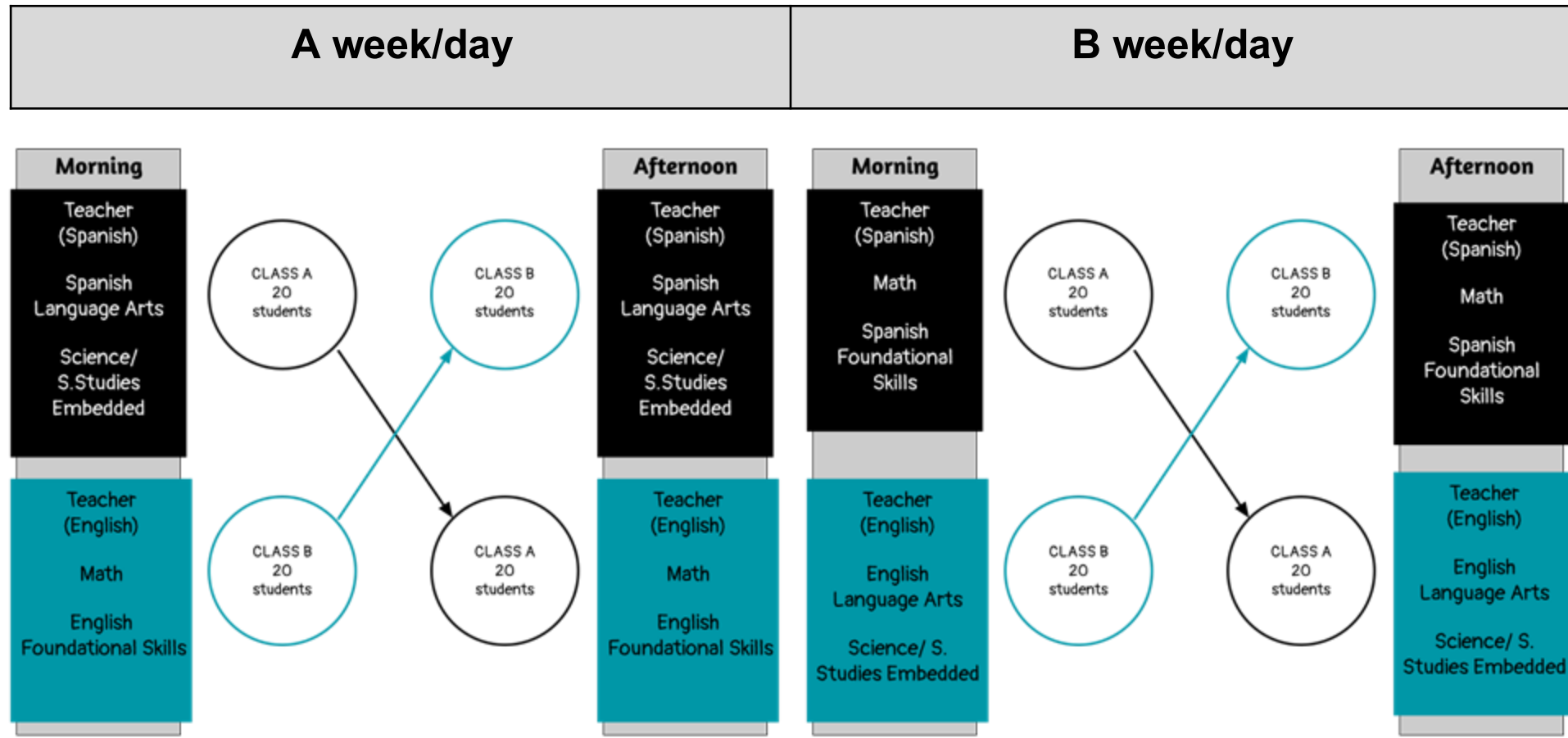


Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.

Existing Maryland Policies and Practices: Spotlight on Montgomery County Public Schools



Two-Way Immersion in MCPS
Whole- School Model
AM – PM Switch
50% English and 50% Spanish Literacy Instruction in both languages daily
Additional Staffing Allocations: Dual Language Coach Allocation
4 Title I Schools 1 Focus School



*Models vary slightly by school site

Existing Maryland Policies and Practices: Spotlight on Montgomery County Public Schools



Montgomery County Two Way Immersion Programs Grade Rollout

School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2034
Oakland Terrace		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Rolling Terrace		Kindergarten Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Washington Grove	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Brown Station	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Kemp Mill	Kindergarten Grade 1	Grade 2	Grade 3	Grade 4	Grade 5		

Existing Maryland Policies and Practices: Spotlight on Local School Systems

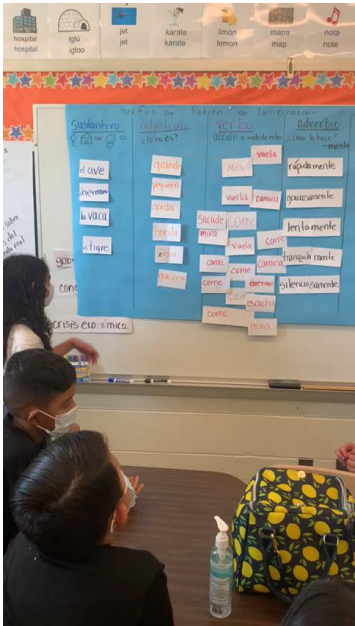
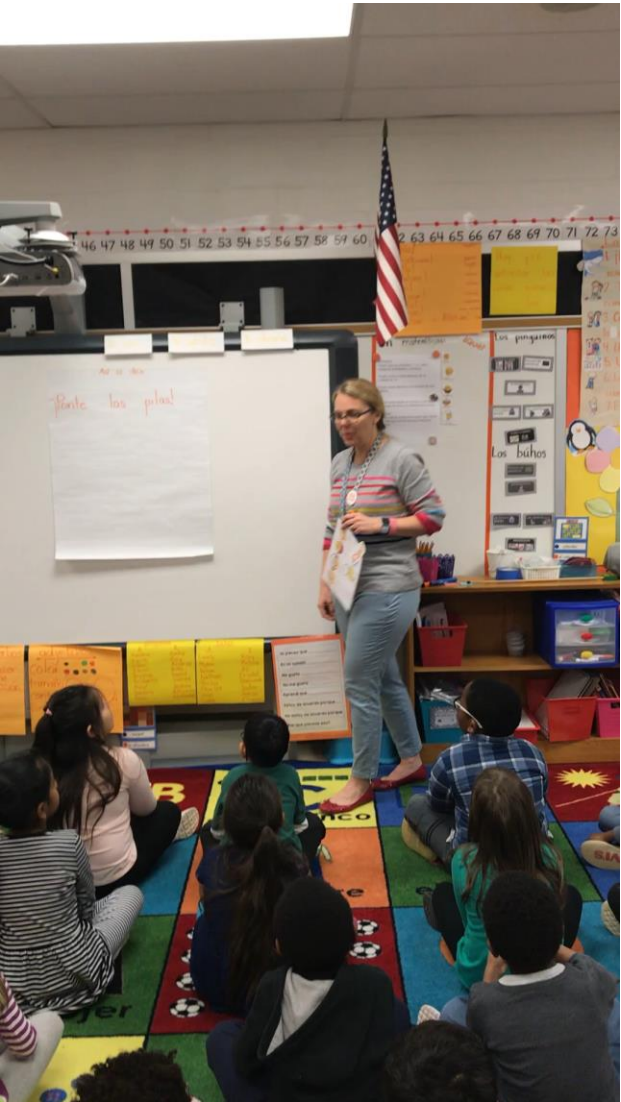


Name of School Principal	Grade Range as of 2020-2021 school year	Total Student Enrollment	EL Student Population	Spanish Speakers who are ELs
Brown Station Elementary School <u>Title I School</u> Mrs. Mary Jo Powell	K-4	425	190	114
Kemp Mill Elementary School <u>Title I School</u> Dr. Bernard X James	K-5	387	204	181
Oakland Terrace Elementary School <u>Focus School</u> Mrs. Elissa Royall	K-3	307	45	26
Rolling Terrace Elementary School <u>Title I School</u> Dr. Jessica Palladino	K-4	521	319	228
Washington Grove Elementary School <u>Title I School</u> Dr. Amy Alonso	Prek- 4	347	137	98

Successes

- Local school approach
- Program rolling up in the grade levels
- Building community in each school community
- Getting better at “bridging” between the languages
- Collaboration with district partners

Existing Maryland Policies and Practices: Spotlight on Montgomery County Public Schools



Existing Maryland Policies and Practices: Spotlight on Montgomery County Public Schools



Existing Maryland Policies and Practices: Spotlight on Montgomery County Public Schools



Interventions

- Dreambox learning (Math- available in 4 school sites)
- iStation (Literacy English and Spanish in all 5 schools, Math in one school site)
- Benchmark Soluciones/RIGOR
- Valley Speech
 - Lectura y Lenguaje
 - Esperanza
 - WELLS2

Professional Development Plans

- Continue working with BeGLAD
- Attend Professional Learning offered by Teaching for Biliteracy for schools and District Leaders
- Administrator PLC
- TWI Coach PLCs

Existing Maryland Policies and Practices: Spotlight on Montgomery County Public Schools



Challenges

- **Staffing**
 - finding qualified certified bilingual teachers
 - Spanish Language development staff (coaches, specialists, etc.)
- **Funding**
 - other funds (besides local funds) needed to enhance & strengthen programs
- **Measure of reading levels**
 - accurate reporting of reading levels in both languages
 - research-based reading programs for dual language
- **Lack of consistency in programs and across districts**
 - makes collaboration across programs challenging
 - makes comparisons & reciprocity harder to achieve
- **Local certification programs**
 - university partnerships to help build a pipeline for bilingual certified teachers

Reflecting upon today's presentation, please use the shared document (link in the chat) to contribute your ideas on:

- Where are there opportunities for Maryland to grow?
- What policy and practice recommendations do you have?

Please contribute ideas to our [shared document](#).