

Dual Language Programming



District Vision

Recognizing that, in order to successfully compete in a diverse market economy, students must have access to a bilingual and bicultural education, HISD will phase-in a consistent world-class Dual Language bilingual program that graduates students who are fully biliterate in English and Spanish.

Two-Way Dual Language Program

- Additive program
- A combination of native Spanish speakers and native English speakers are taught together in an effort to develop full bilingualism and bi-literacy for both groups of students.

Primary Goals

- The development of fluency and literacy in English and Spanish for all students
- The promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement

Primary Goals

- The integration of English speakers and English language learners for academic instruction, in accordance with the selected program design and model. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of Spanish.

Houston ISD Dual Language History

1994

- Dual Language programming started in HISD; Some programs started and stopped before 2012.

2012

- The expansion of DL programming picked up again.
- Spring 2012= 12 DL participating campuses (9 ES/2MS/1HS)
- August 2012= 5 additional ES started DL

2013-2014

- Planning for more aggressive expansion-visited several districts in Texas and others across the US and established aligned programming, support systems and implementation for 14 existing ES.

August 2014

- 14 additional elementary campuses started DL implementation

August 2015

- The DL programming expanded to 25 additional campuses (22 elementary, 2 ECC, 1 MS) for a total of 56.

Additional expansion is a district priority

- The goal is to gradually phase out Transitional BE at the elementary level and replace it with DL as the only BE program for qualifying ELLs. Expansion to MS and HS will be strategic based on geography.

Program Standards and Non-Negotiables

- A minimum of 50% to a maximum of 80% of daily instruction in the non-English language
- Equitable access to students, screening only for language dominance and for ELL program qualification
- Strategic separation of languages on the part of the instructor—no translation

Program Standards and Non-Negotiables

- Kindergarten-fifth grade (Kindergarten through twelfth grade is encouraged)
- Programmatic, curricular, and instructional decisions based on research in the field
- Rigorous core academic curriculum that is aligned to the Texas Essential Knowledge and Skills (TEKS)

As parents

- Participate in the activities organized by the school
- Participate in reading activities. Read everyday with your child-in both languages
- Talk **WITH** your child to maximize language experiences
- Answer your child's questions about language in order to support their language development at home

As parents

- Volunteer hours: 5 hours per semester/10 hours total per year
 - Classroom parent, PTA/PTO, festivals, field trips, reading club, school garden, boosterclub, ESL/computer/health classes, assist teacher from home, read to or tutor students, family nights
- Dual Language bilingual program yearly meeting attendance requirements
 - Minimum of 1 parent group meeting (Parent Advisory Committee (PAC), PTO/PTA, Advisory)
 - 2 parent conferences
 - 4 Dual Language meetings

Dual Language Two-Way process for program participation

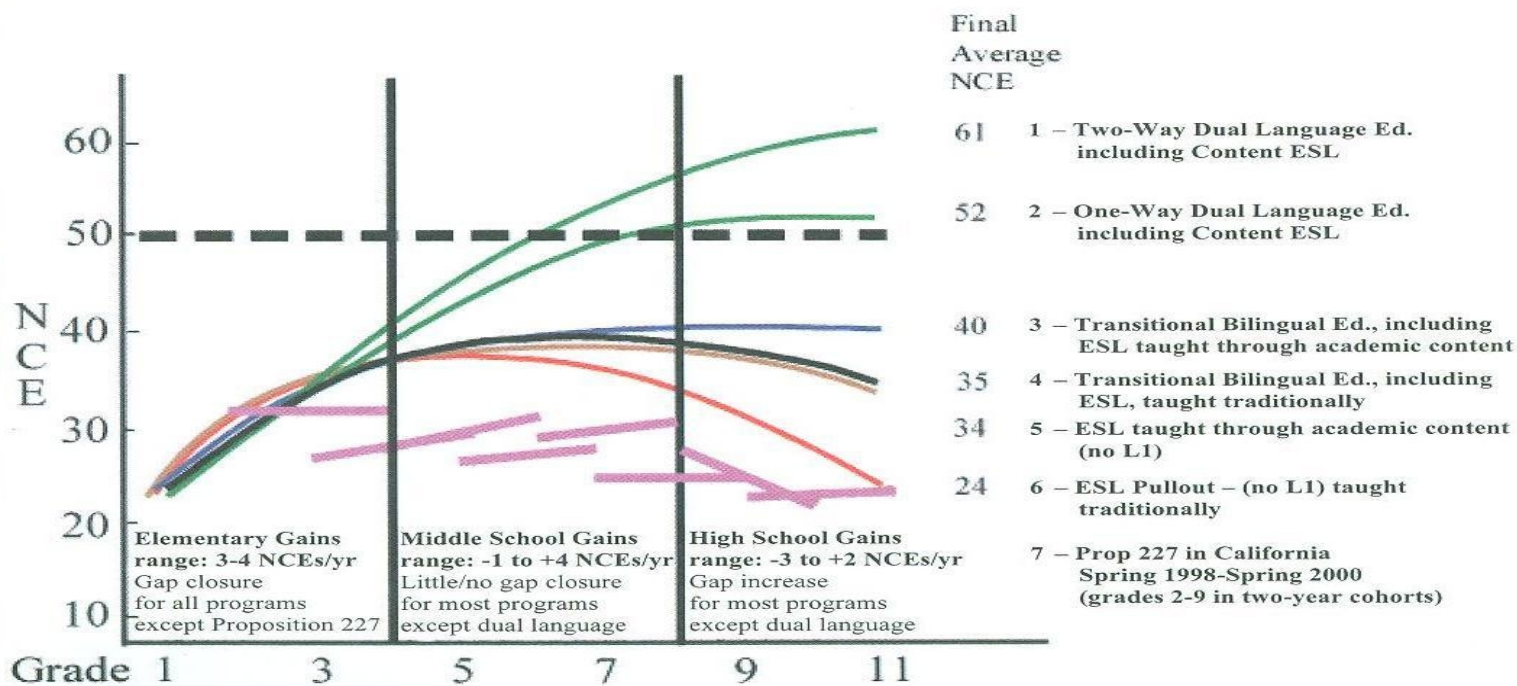
- Completed *Parent Commitment Form*
- Administration of IPT to determine language dominance and qualification for ELL programming
- Class composition: 50% English dominant speakers & 50% Spanish dominant speakers

Figure 6.1

English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models

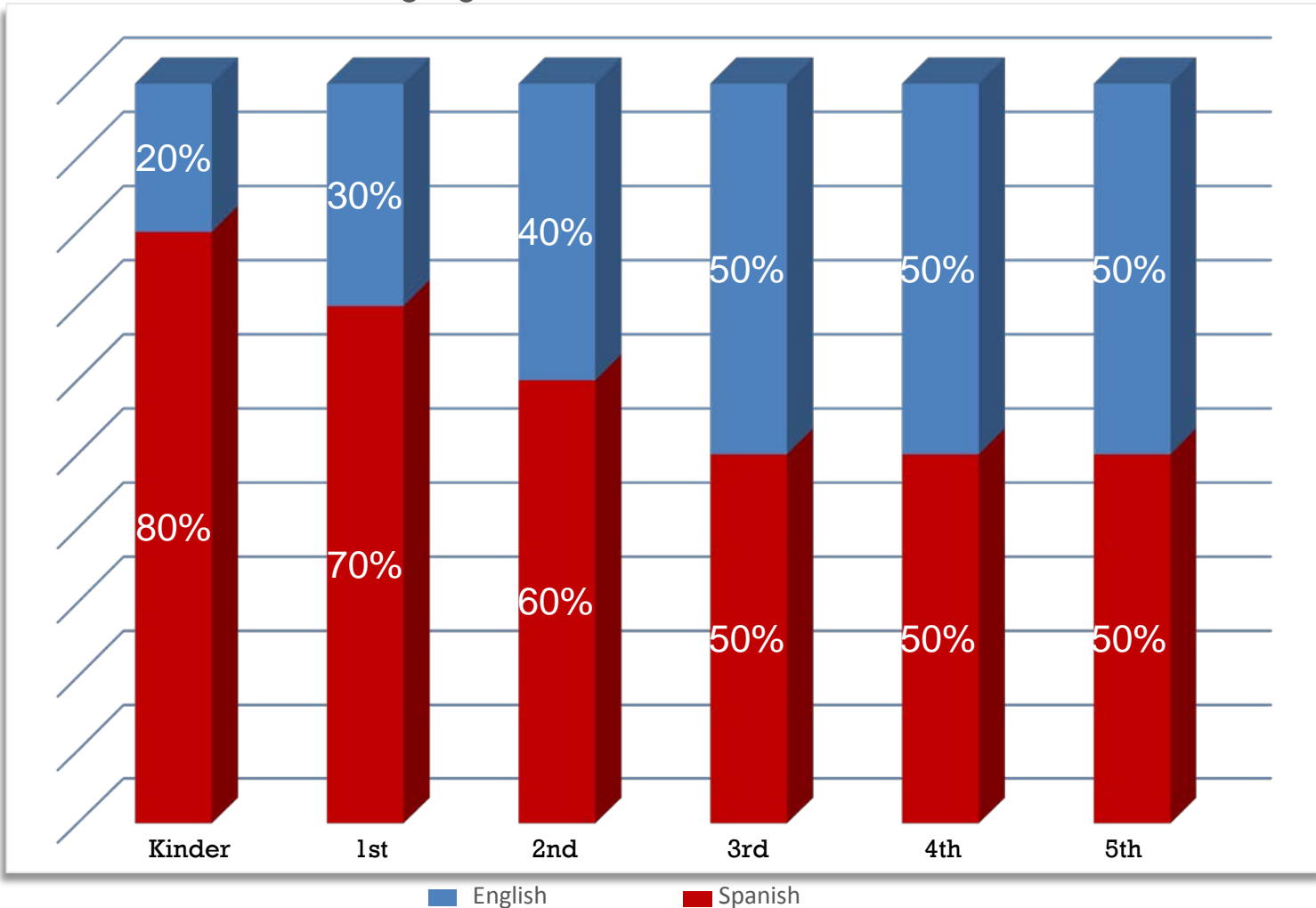
(Results aggregated from longitudinal studies of well-implemented,
mature programs in five school districts and in California)

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
 Program 2: One-way DLE, including ESL taught through academic content
 Program 3: Transitional BE, including ESL taught through academic content
 Program 4: Transitional BE, including ESL, both taught traditionally
 Program 5: ESL taught through academic content using current approaches with no L1 use
 Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use
 Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)



80/20 DL Model

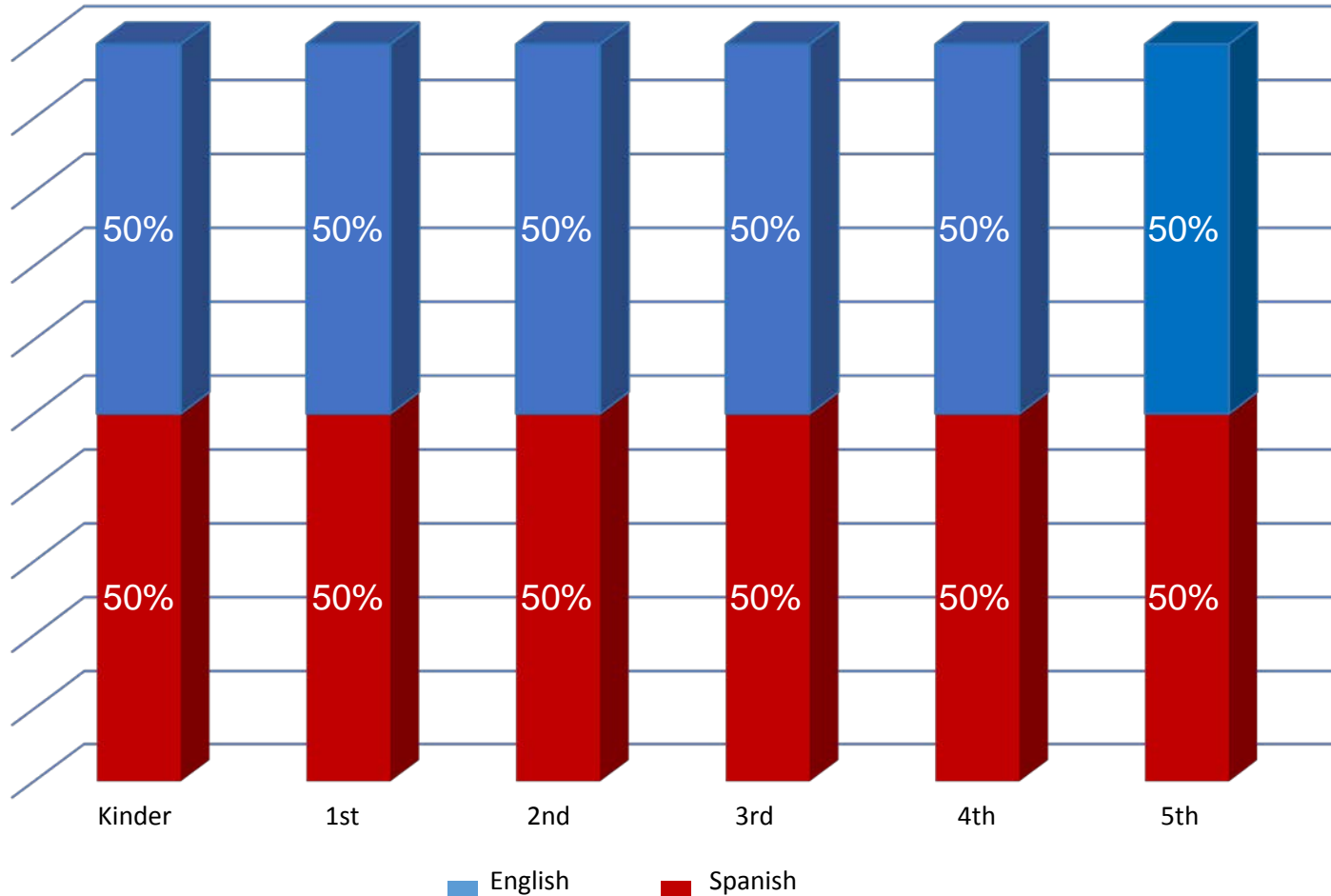
Language of Instruction Across the Grades



NOTE: 50/50 model is 50% Eng./50% Span starting from Grades K-5

50/50 DL Model

Language of Instruction Across the Grades



Achievement Patterns

- Joint study by HISD and Rice University's Kinder Institute for Urban Research
 - One of the first independent studies of HISD's Two-Way Dual Language program
 - The first study of the program that tracks students' results over time
 - Cohort of ELLs who started kindergarten in 2007
- Performance on Spanish-language reading tests and English tests

Achievement Patterns: Findings

- Through 3rd grade, ELLs in two-way programs demonstrated higher Spanish reading scores and slightly faster growth than their peers in other bilingual programs.
- Regardless of the type of bilingual program, ELLs who participated in their original program for approximately four years (through grade 3) had the highest English reading achievement.

Achievement Patterns: Findings

- Of the BE programs offered, ELLs in the two-way dual language program had the best Spanish as well as English skills.
- ELLs in two-way programs had consistently higher English performance.
- With additional program exposure (greater than one year), two-way students met and surpassed the performance of students whose parents opted out of bilingual or dual-language programs.

Achievement Patterns: Findings

“From the district’s perspective, I’d want to keep expanding these programs, despite the expense, because you’re getting results.”

--Ruth N. López Turley, Director of Houston Education Research Consortium (HERC) and Associate Director of the Kinder Institute for Urban Research

Benefits of Bilingualism



Dual Language Expansion
Dual Language Program 2015

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