



EDUCATE
AFFIRM
INSPIRE

2022



2023

High-performing A-rated District

Team Palm Beach



Keith Oswald
Chief of Equity and Wellness



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Director of Department of Multicultural Education



Bilingual Education Programs

are the

*Conduits of Increasing Student Access
to Advanced Coursework
and Closing the Achievement Gap*



Objective:

Districts must **take a systematic and holistic approach to increase student access to advanced coursework** when striving **to close the achievement gaps among ELLs, including recent immigrants and bilingual students**, through bilingual programs. Participants will gain understanding of how to structure effective bilingual and dual-language programs in grades K-12 to ensure high-quality student instruction in two languages while closing the achievement gap and validating students' cultural identities. The session will provide practical tools for implementing and monitoring effective additive bilingual programs.



Reflection Questions

What systems do you have in place that allows access to advanced coursework for the following subgroups: ELLs, immigrant students, and multilingual learners in your schools?



WARNING:

Providing students with the 'opportunity' to access advanced coursework is not enough if we strive to educate ALL students.

SDPBC's Mission

The mission of the School District of Palm Beach County is to

- educate,
- affirm, and
- inspire

each student in an **equity-embedded** school system.



Dual Language

The term dual language refers to any program that provides literacy and content instruction to all students through two languages and that promotes

- bilingualism and biliteracy,
- grade-level academic achievement, and
- sociocultural competence—a term encompassing identity development, cross-cultural competence, and multicultural appreciation

for ALL students.



Pillars of Bilingual Education Programs

Bilingualism and Biliteracy



Students in dual language programs are provided with the opportunity of acquiring a second language at no cost of their home language.

Academic Achievement



According to research, students in dual language programs perform academically as well or better than students in English only programs.

Academic achievement must be measured in both languages.

Cross-Cultural Competence



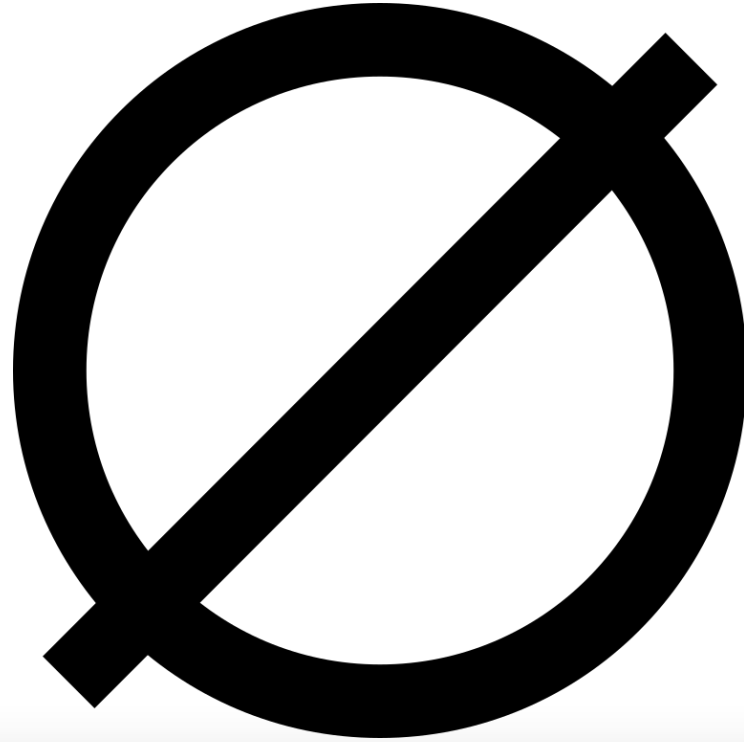
Dual language programs value and support the linguistic and cultural diversity of the students, but also attend to the socio economic diversity of the school.

Benefits of Bilingual Education

- High measures of executive function (ability to switch from task to another while)
- Developing thinking skills
- Cultivate greater cultural awareness, which leads to empathy
- High levels of using logic and problem solving skills
- Increased reading comprehension
- AFFIRMING students' IDENTITY



Disadvantages of Bilingual Education



Step 1: Let's start with the end in mind...

*If you change the way you
look at things, the things you
look at change.*

Wayne Dyer



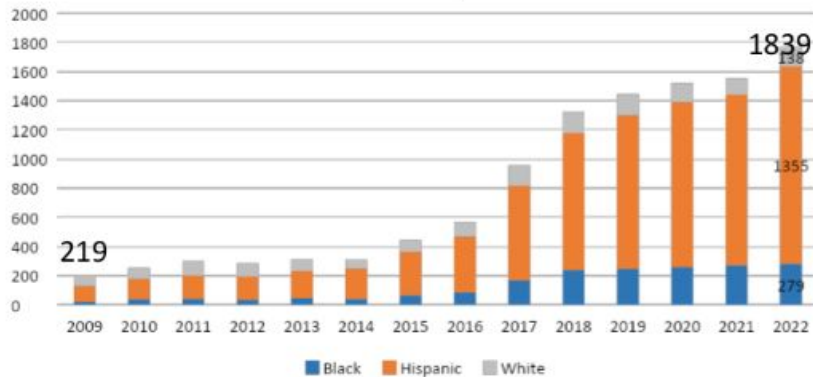
John I Leonard High School's Demographics

FY 22 School Grade	B
Total Enrollment	3558
Black	17%
Hispanic	70%
White	10%
Other	3%
ELL	26%
SDW	13%
FRL	81%

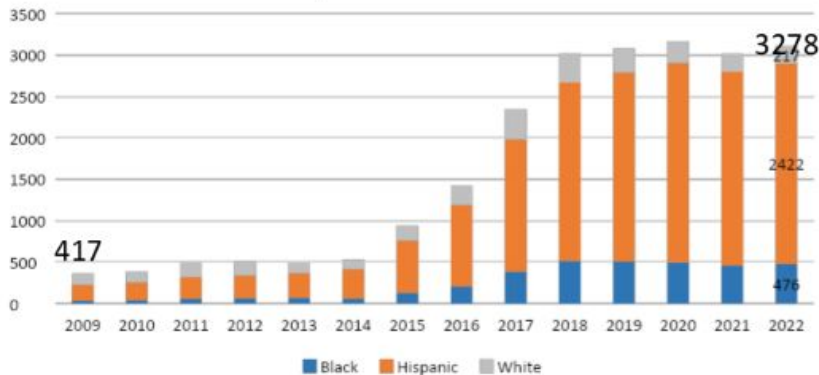


What systems do you have in place that allows access to advanced coursework for the following subgroups: ELLs, immigrant students, and multilingual learners in your schools?

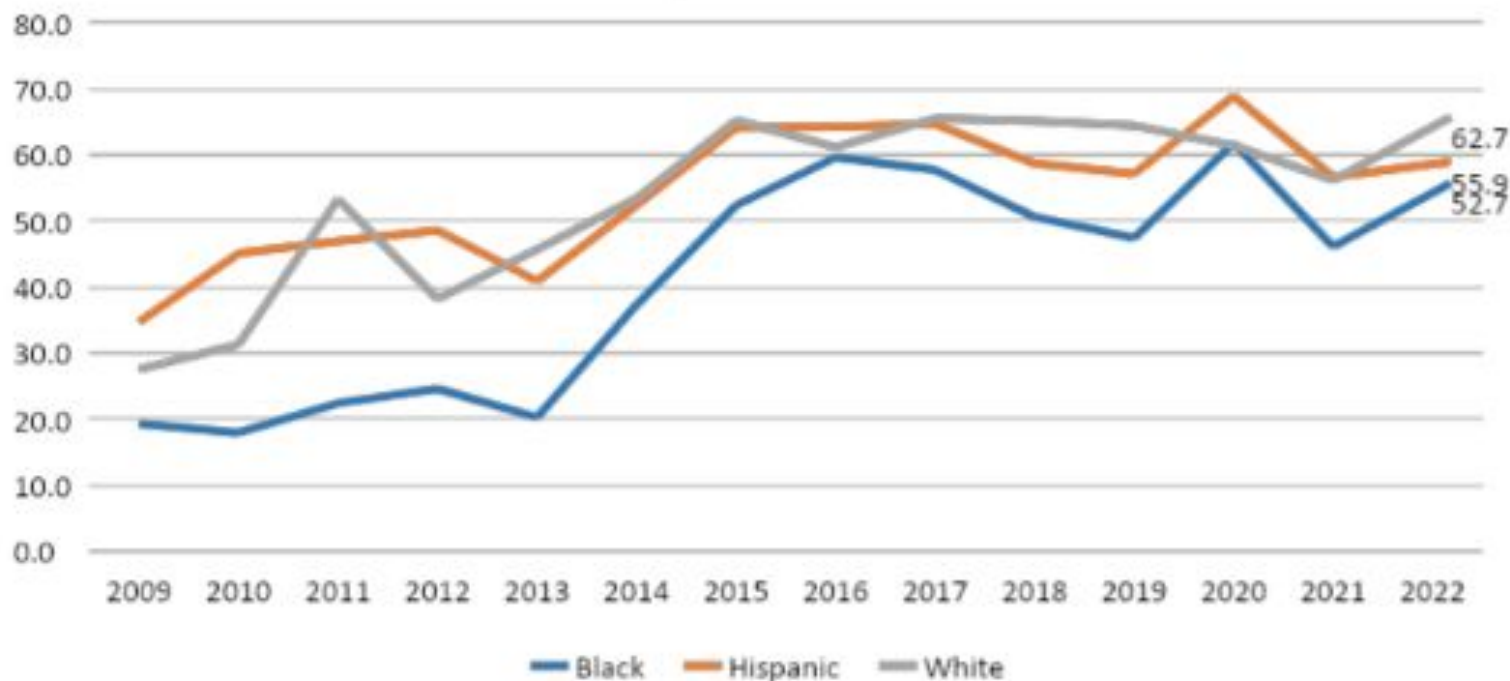
JILHS: Students in AP/AICE Courses



JILHS: AP/AICE Tests Administered



JILHS: AP/AICE Pass Rate



Master Board Analysis and Monitoring-Middle School Snapshot



Master Board Accelerated Course Scheduling - FY23
Department of Research and Evaluation

Note: Summary based on
Course Requests prior to July 25,
2022; enrollment from July 25, 2022.

Date
August 29, 2022

EL Recommendations | **MS SnapShot** | HS SnapShot

MS Backmap EL | MS Trend | HS Trend

Portfolio

- Select all
- Alternative
- Central Regional
- Central Secondary
- Glades Elem
- Glades Regional

School

- Select all
- Addison Mizner Elementary
- Alternative Program Central
- BAK Middle School of the Arts
- Bear Lakes Middle
- Boca Raton Middle
- Carver Middle
- Christa McAuliffe Middle

Course Type

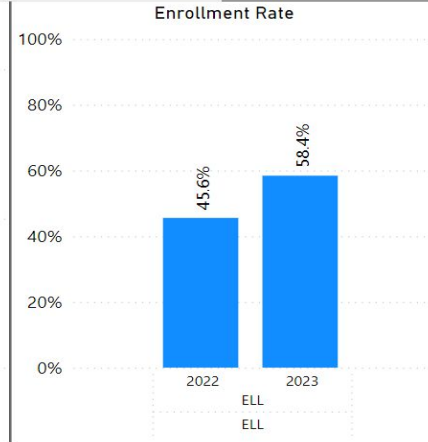
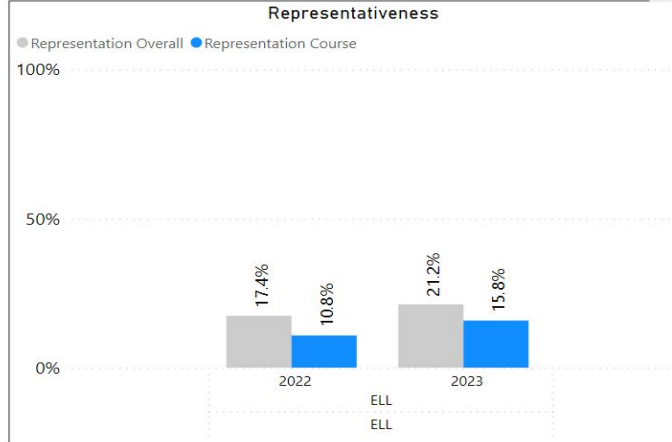
- MS_ADVHS_Core
- MS_ADVHS_ELA
- MS_ADVHS_Math
- MS_ADVHS_Sci
- MS_ADVHS_Soc
- HonAlg
- Alg2
- AVID
- HonGeo
- HS_Sci
- HS_WldLng

Group Type

- ELL
- FRL
- Haitian
- RACE
- SWD

Grade

- Select all
- 06
- 07
- 08




Group Type	Group	Year	Total Enrollment	N Stud Group	Rep Overall	Total Enroll Course	Group Enroll Course	Rep Course	Enroll Rate
ELL	ELL	2022	37678	6558	17.4%	27664	2989	10.8%	45.6%
ELL	ELL	2023	37227	7896	21.2%	29207	4614	15.8%	58.4%
ELL	nonELL	2022	37678	31120	82.6%	27664	24675	89.2%	79.3%
ELL	nonELL	2023	37227	29331	78.8%	29207	24593	84.2%	83.8%

YEAR Group	2022 N Stud Group	2022 Group Enroll Course	2023 N Stud Group	2023 Group Enroll Course
ELL	6558	2989	7896	4614
nonELL	31120	24675	29331	24593
Total	37678	27664	37227	29207

Recommendations | **MS SnapShot** | HS SnapShot | MS Backmap EL | MS Trend | HS Trend



Master Board Analysis and Monitoring-High School Snapshot



**The School District of
PALM BEACH COUNTY**

Master Board Accelerated Course Scheduling - FY23
Department of Research and Evaluation

Note: Summary based on
Course Requests prior to July 25,
2022; enrollment from July 25, 2022.

Date
August 29, 2022

EL Recommendations MS Snapshot **HS Snapshot**

MS Backmap EL MS Trend HS Trend

Portfolio

Select all
 Alternative
 Central Secondary
 Glades Regional
 North Secondary
 South High

School

Select all
 Alternative Program Central
 Atlantic High
 AW Dreyfoos School of Arts
 Boca Raton High
 Boynton Beach High
 Crossroads Acad
 Forest Hill High

Course Type

AP_AICE_IB_DE
 AICE
 AICEDip
 RegAlg
 HonAlg
 Alg2
 AP
 AP_Pot
 AVID
 Dual
 RegGeo
 HonGeo

Group Type


ELL
 FRL
 Haitian
 RACE
 SWD

Grade

Select all
 09
 10
 11
 12

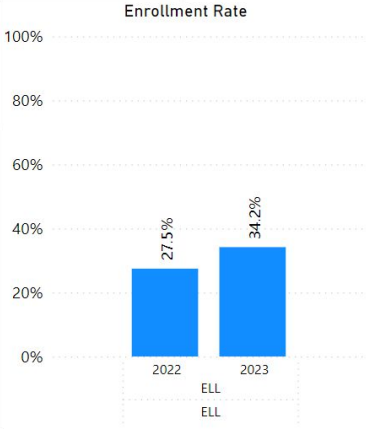
Representativeness

● Representation Overall ● Representation Course



Group Type	Group	Year	Total Enrollment	N Stud Group	Rep Overall	Total Enroll Course	Group Enroll Course	Rep Course	Enroll Rate
ELL	nonELL	2023	54189	47159	87.0%	32271	29869	92.6%	63.3%
ELL	nonELL	2022	53048	47400	89.4%	29138	27586	94.7%	58.1%
ELL	ELL	2023	54189	7030	13.0%	32271	2402	7.4%	34.2%
ELL	ELL	2022	53048	5648	10.6%	29138	1552	5.3%	27.5%

Enrollment Rate



YEAR Group	2022 N Stud Group	2022 Group Enroll Course	2023 N Stud Group	2023 Group Enroll Course
ELL	5648	1552	7030	2402
nonELL	47400	27586	47159	29869
Total	53048	29138	54189	32271

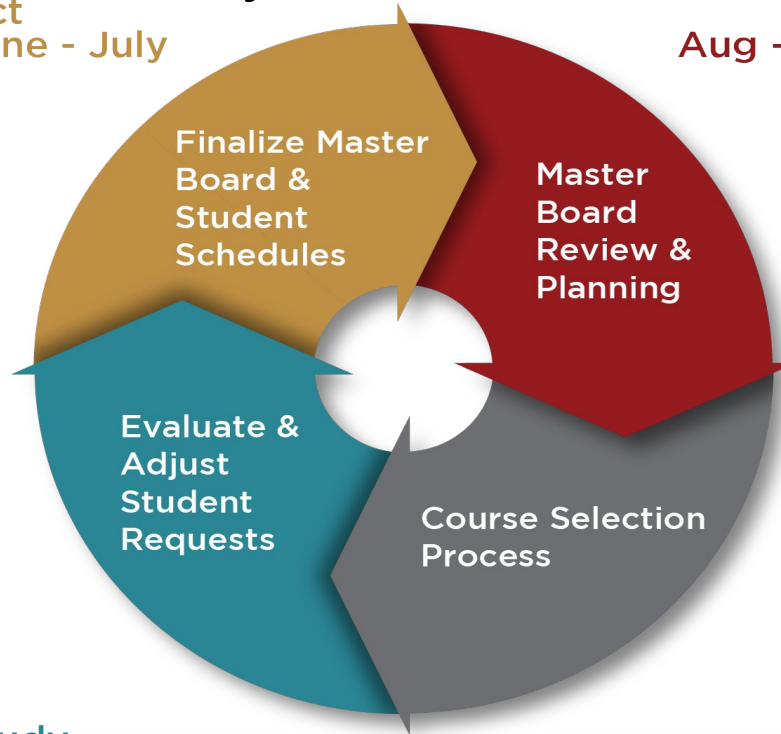
endations MS Snapshot **HS Snapshot** MS Backmap EL MS Trend HS Trend

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Step 2: Master Board Cycle

Act
June - July

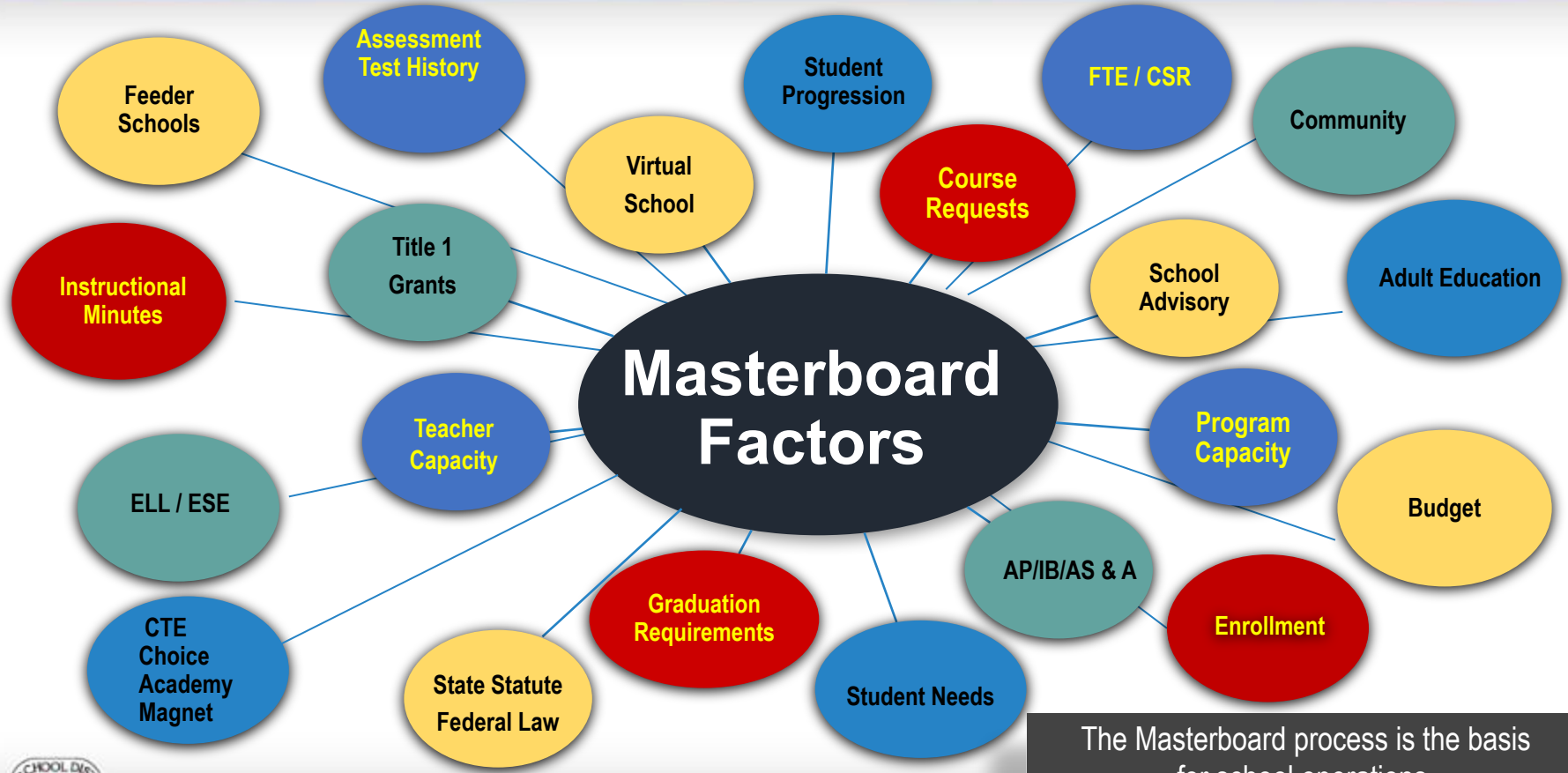
Plan
Aug - Dec



Study
Apr - June

Do
Jan - Mar





The Masterboard process is the basis for school operations.



Secondary Sample Schedule

All Dual Language students participate in at least three core courses in the target language.

Courses	9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
ENGLISH	AICE General Papers or English 1	AICE English Lang AS or English 2	AICE English Lang A or English 3	Dual Enrollment ENC 1101 or ENC 1102 or AP Literature or English 4
MATH	Algebra I or Geometry or Pre-AICE Math	Geometry or Algebra II or AICE Math	Algebra II or Pre-Calculus, Calculus Honors, AP Calculus, AP Statistics	Pre-Calculus or Calculus Honors, AP Calculus, AP Statistics, Dual Enrollment Math
SCIENCE	Earth Space Science or Biology H	Biology or Chemistry	Chemistry, AICE Marine, AICE Environmental Management, AP Biology, Anatomy & Physiology, Dual Enrollment A&P, Physics H, AP Physics	AICE Marine, AICE Environmental Management, AP Biology, Anatomy & Physiology, Dual Enrollment A&P, Physics H, AP Physics
SOCIAL STUDIES	*AP Human Geography ISA	*AICE European History ISA	*AICE U.S. History A	*AP American Government/ *Economics H



Step 3: *Guiding Principles for Dual Language Education (Third Edition)*

Each Strand includes progress indicators.
Please see sample below:

- Strand 1: Program Structure
- Strand 2: Curriculum
- Strand 3: Instruction
- Strand 4: Assessment and Accountability
- Strand 5: Staff Quality and Professional Development
- Strand 6: Family and Community
- Strand 7: Support and Resources

Minimal Alignment	Partial Alignment	Full Alignment	Exemplary Practice
It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) or will enable students to attain the goals of the program.	The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain some but not all goals of the program.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals.	The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members in addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.



How can Bilingual Programing affect your accountability scores when the State exam is in English?

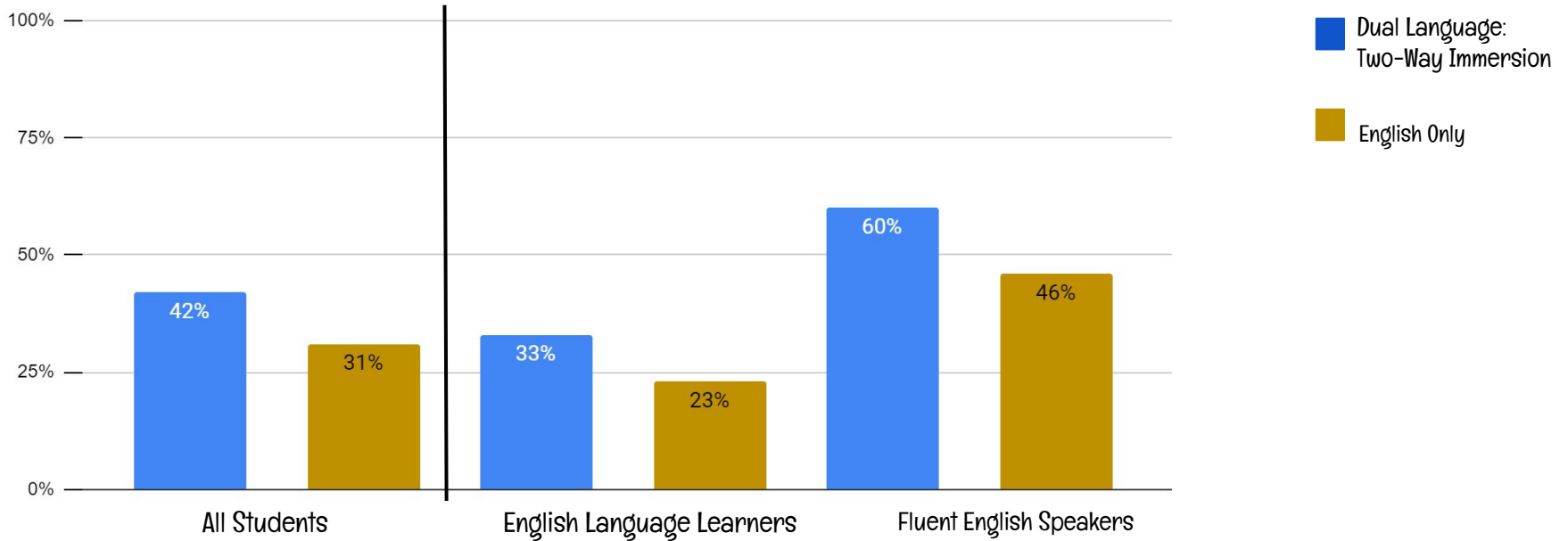




Dual Language
data
2021-2022

District FSA Reading 2022

Percentage of Third Grade Students Scoring Level 3 or Above

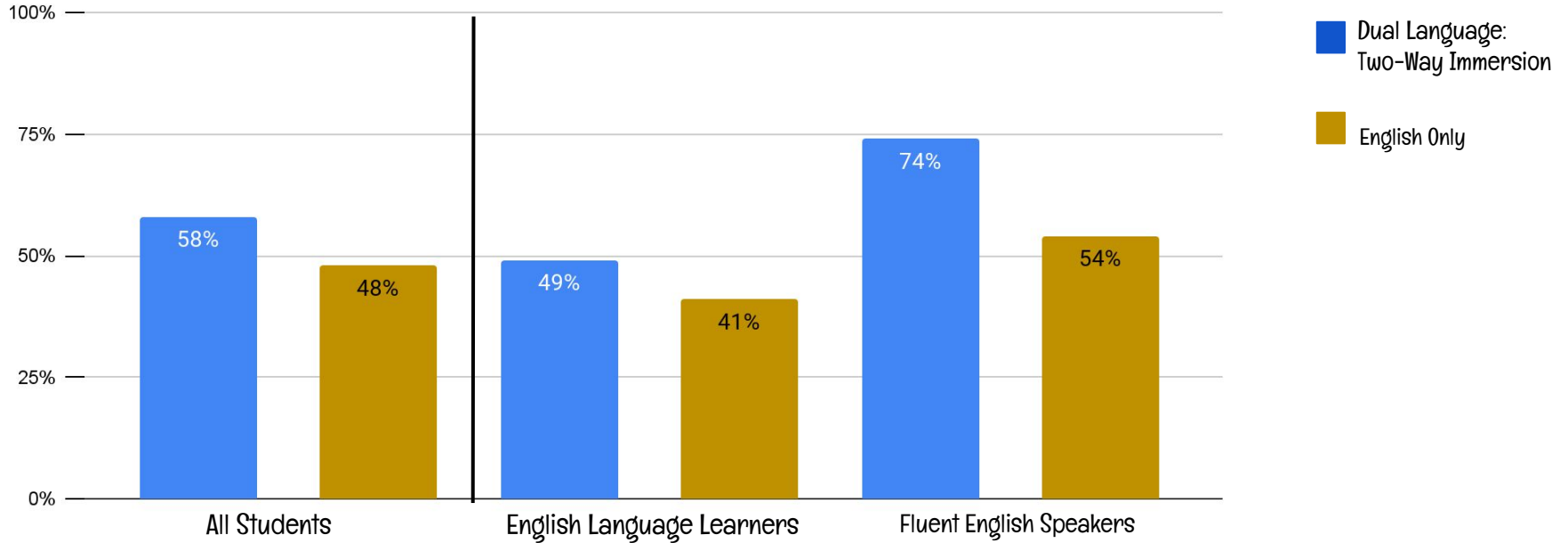


Schools: Berkshire, Cholee Lake, C.O. Taylor Kirklane, Forest Hill, Freedom Shores, Gove, Greenacres, Hagen Road, Highland, Hope Centennial, Jupiter, Liberty Park, Melaleuca, New Horizons, North Grade, Palm Springs ES, Plumosa, South Grade, West Gate



District FSA Reading 2022

Percentage of Fourth Grade Students Scoring Level 3 or Above

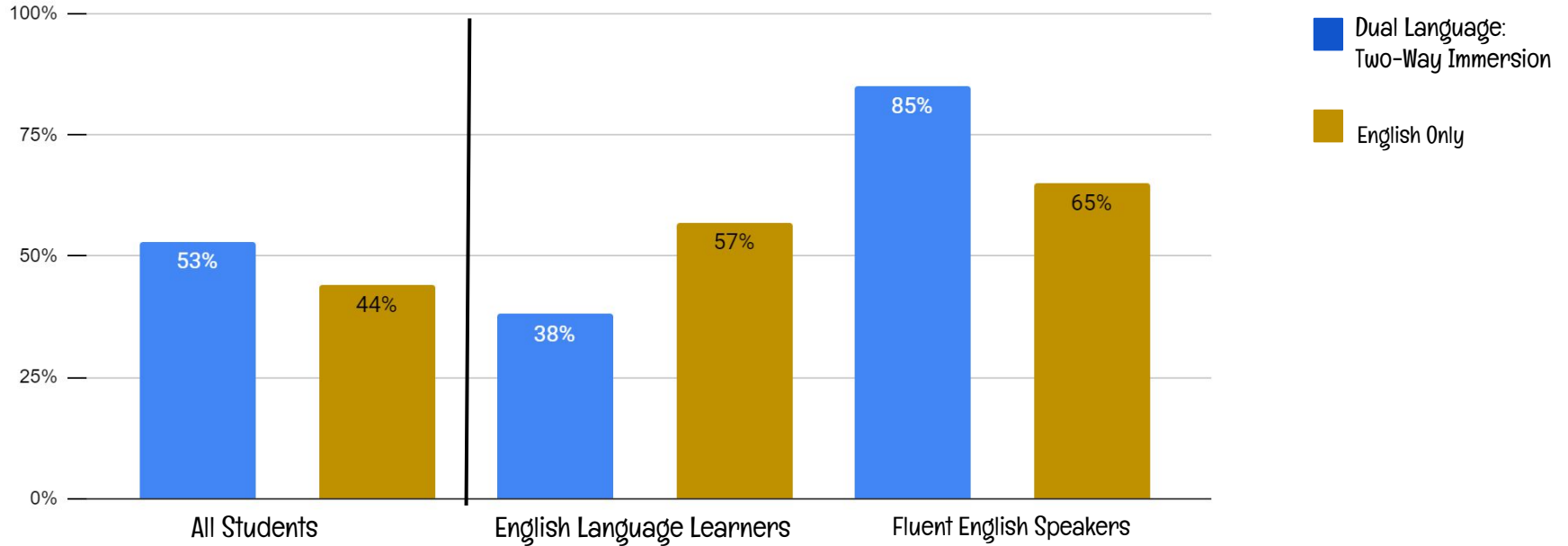


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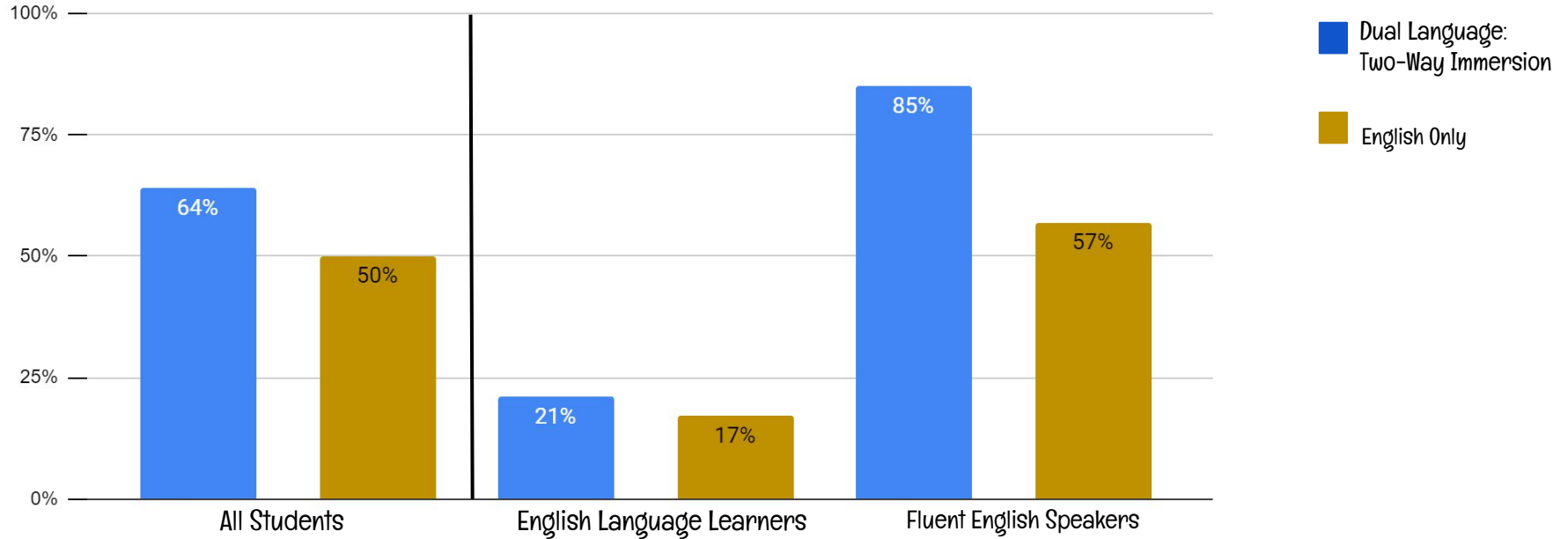


Schools: Berkshire, Cholee Lake, C.O. Taylor Kirklane, Forest Hill, Freedom Shores, Gove, Greenacres, Hagen Road, Highland, Hope Centennial, Jupiter, Liberty Park, Melaleuca, New Horizons, North Grade, Palm Springs ES, Plumosa, South Grade, West Gate



District FSA Reading 2022

Percentage of Eighth Grade Students Scoring Level 3 or Above

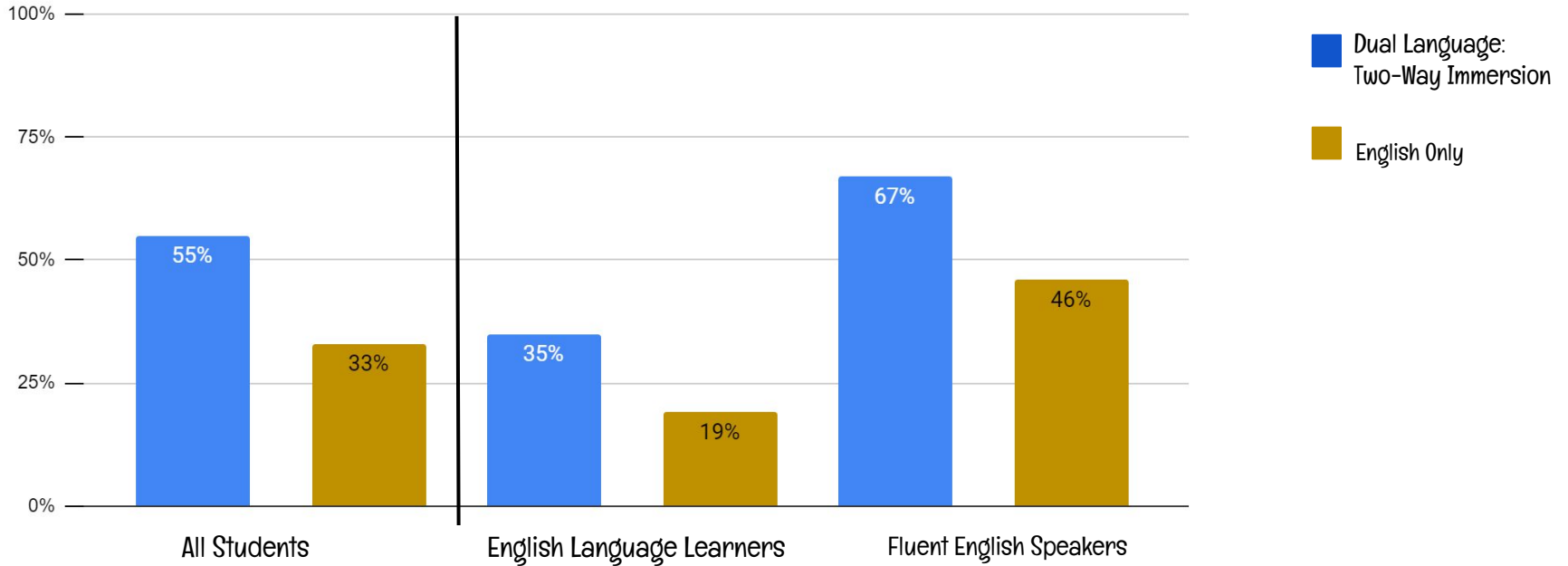


Schools: L. C. Swain MS, Lake Worth MS, Okeehelée MS, Palm Springs MS, North Grade



District FSA Reading 2022

Percentage of Middle School Students Scoring Level 3 or Above

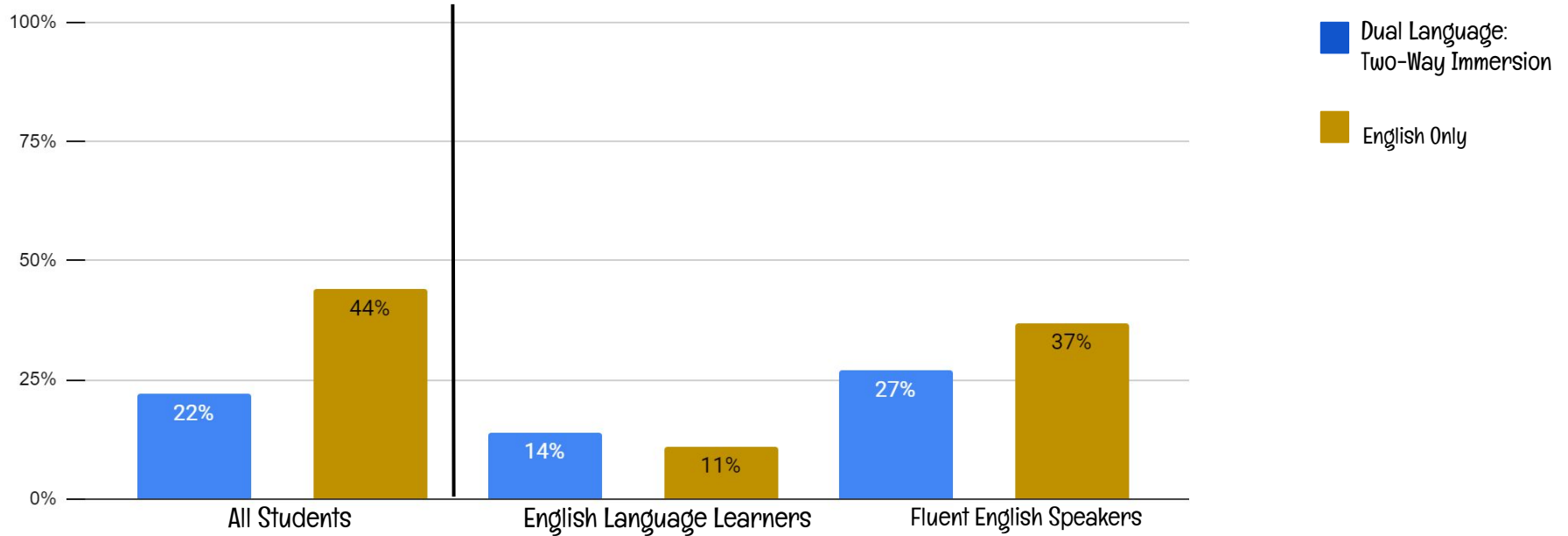


Schools: L. C. Swain MS, Lake Worth MS, Okeecheelee MS, Palm Springs MS, North Grade (6th-7th)



District FSA Reading 2022

Percentage of High School Students Scoring Level 3 or Above

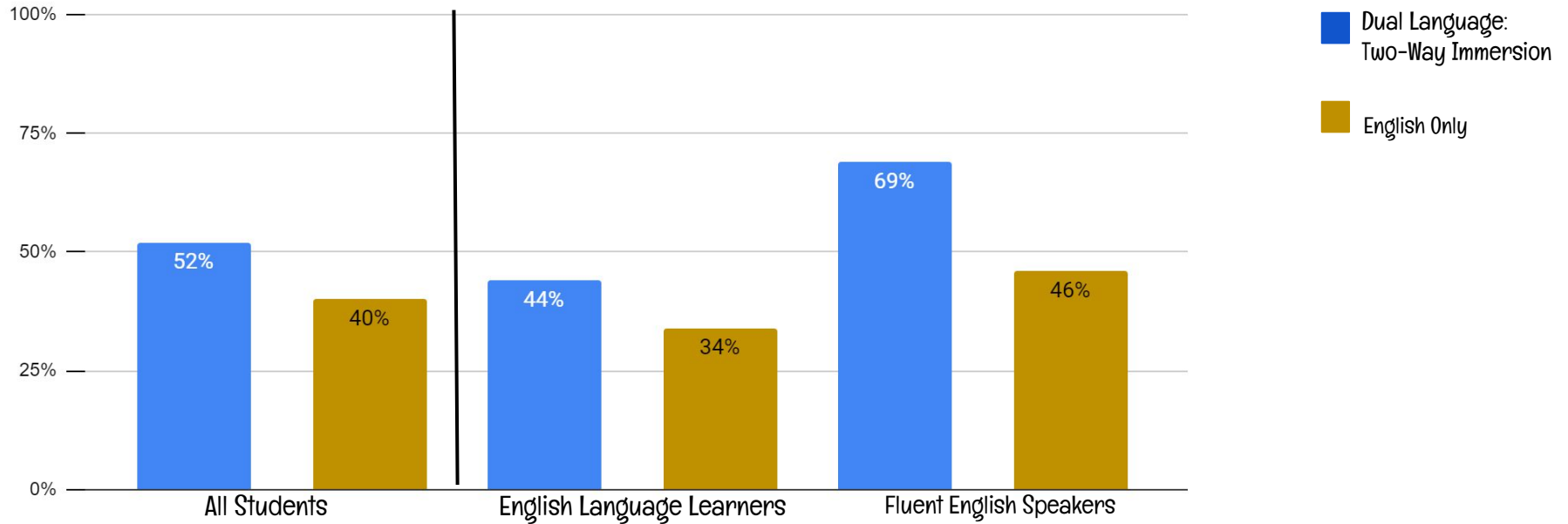


Schools: John I Leonard, Forest Hill High School



District FSA Math 2022

Percentage of Third Grade Students Scoring Level 3 or Above

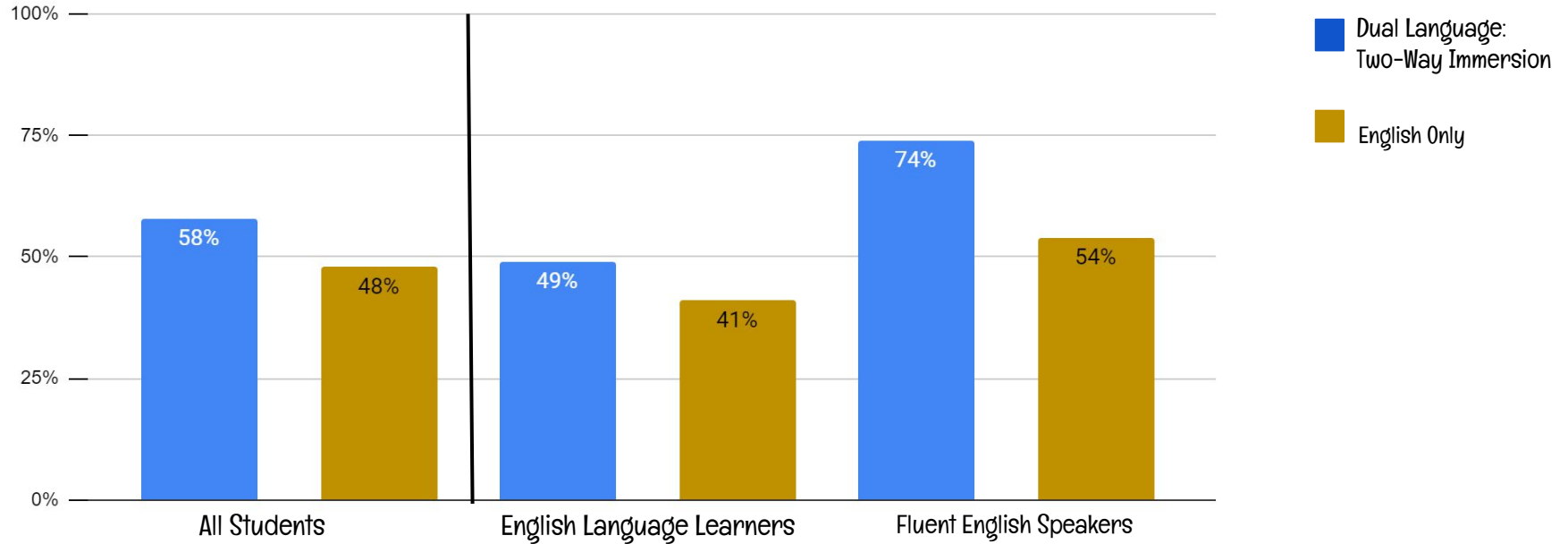


Schools: Berkshire, Cholee Lake, C.O. Taylor Kirklane, Forest Hill, Freedom Shores, Gove, Greenacres, Hagen Road, Highland, Hope Centennial, Jupiter, Liberty Park, Melaleuca, New Horizons, North Grade, Palm Springs ES, Plumosa, South Grade, West Gate



District FSA Math 2022

Percentage of Fourth Grade Students Scoring Level 3 or Above

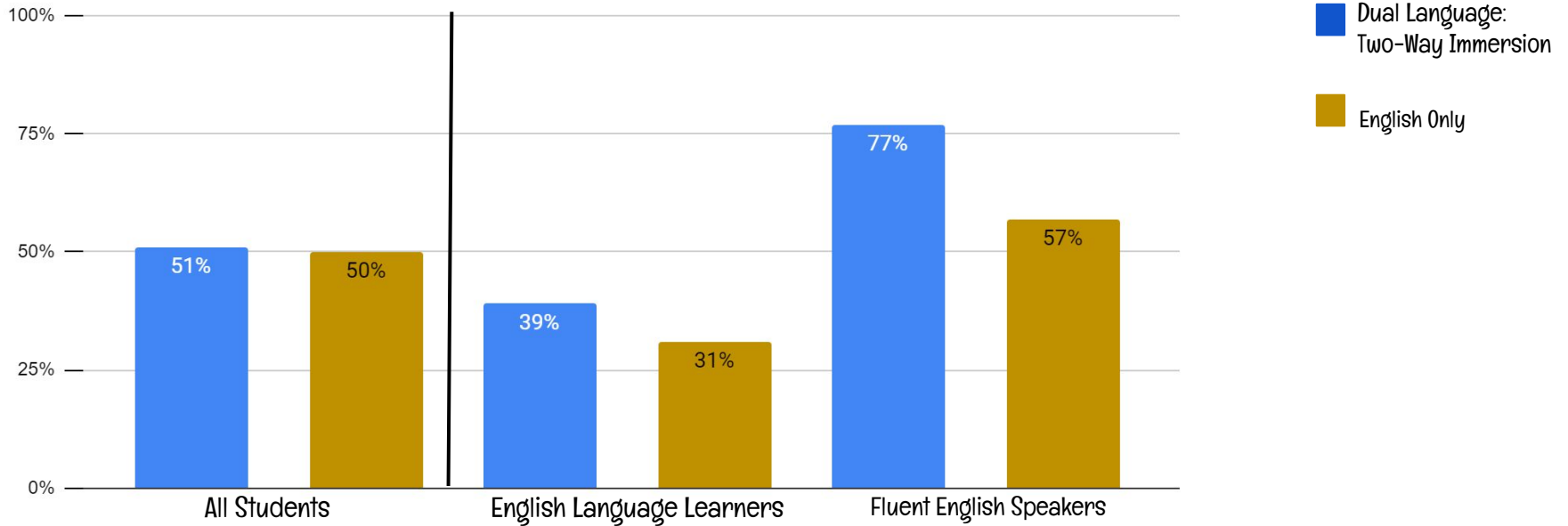


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District FSA Math 2022

Percentage of Fifth Grade Students Scoring Level 3 or Above

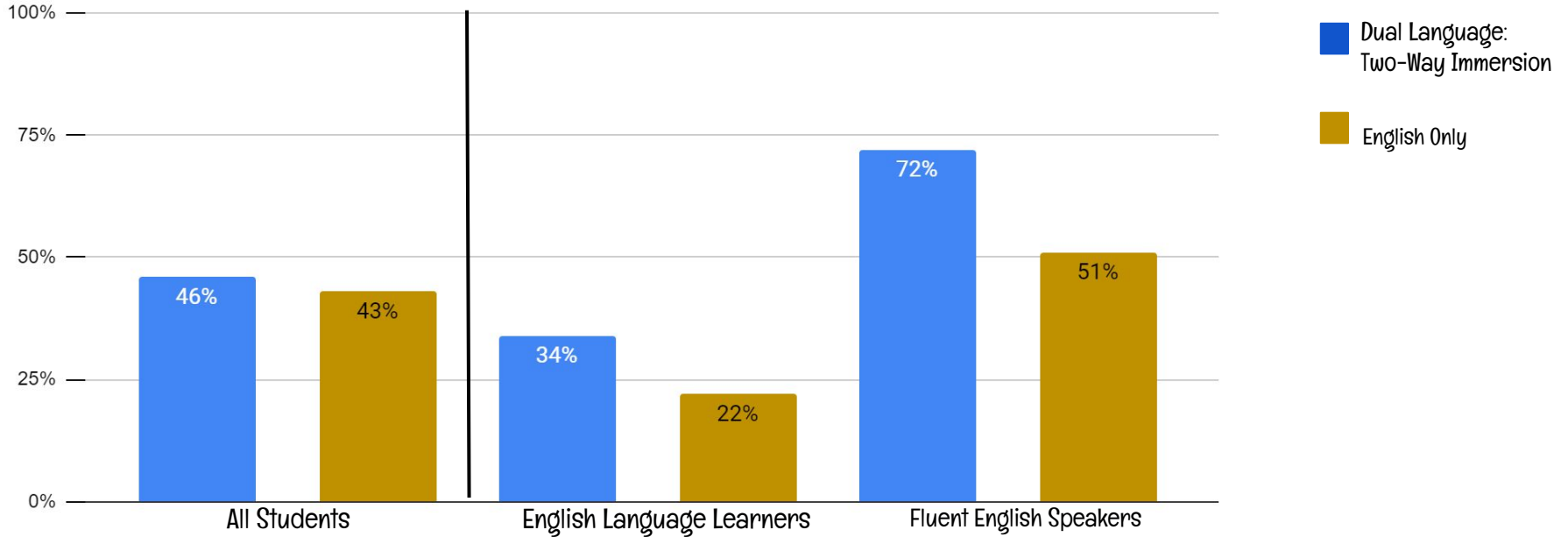


Schools: Berkshire, Cholee Lake, C.O. Taylor Kirklane, Forest Hill, Freedom Shores, Gove, Greenacres, Hagen Road, Highland, Hope Centennial, Jupiter, Liberty Park, Melaleuca, New Horizons, North Grade, Palm Springs ES, Plumosa, South Grade, West Gate



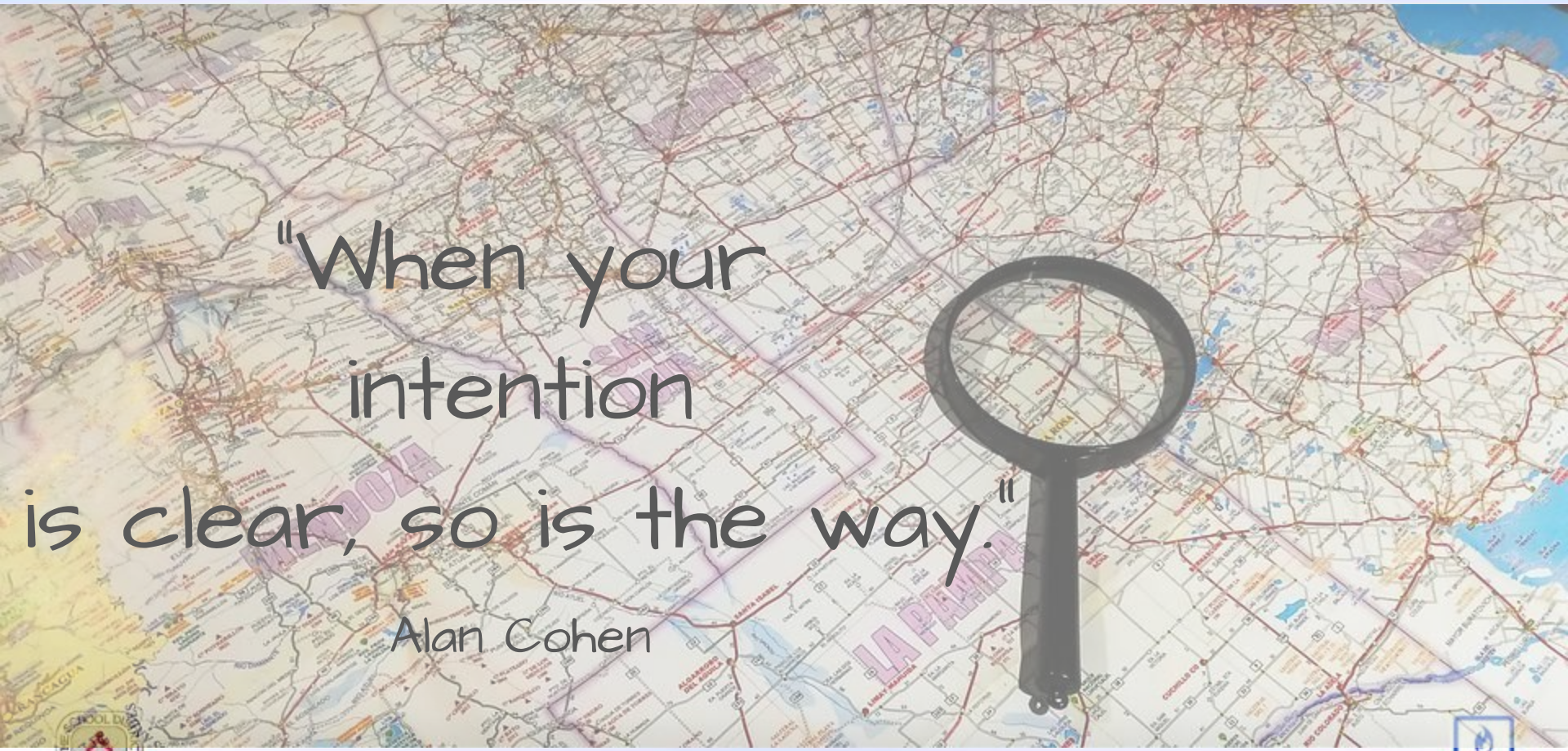
District FSA Science 2022

Percentage of Fifth Grade Students Scoring Level 3 or Above



Schools: Berkshire, Cholee Lake, C.O. Taylor Kirklane, Forest Hill, Freedom Shores, Gove, Greenacres, Hagen Road, Highland, Hope Centennial, Jupiter, Liberty Park, Melaleuca, New Horizons, North Grade, Palm Springs ES, Plumosa, South Grade, West Gate





"When your
intention
is clear, so is the way."

Alan Cohen

