

Presentation Focus

- Current Bilingual Kindergarten Classroom Evaluation
- Recommendation for 1st Grade Bilingual Classroom
- Program Improvement Planning
- Next Steps

BILINGUAL KINDERGARTEN STUDENTS

Current Numbers:

- Pre-Kindergarten Program: 40
- Bilingual Kindergarten 18
- Possible New students (estimated for Bilingual 1st grade) 6-8

Estimate for 2016-2017:

- We estimate to have at least 22 students that will benefit with Bilingual 1st Grade in District 105

Bilingual Kindergarten

Reading

- 100% of our current bilingual kindergarten students are reading at the expected level consistent with grade level targets in native language

Mathematics:

- 100% of these students are making expected progress in key grade level foundation mathematical skills

Recommendation

Add a 1st Grade Bilingual classroom for school year 2016-2017

Why?

- Success of current program: Students are performing and progressing at better than expected rates in current bilingual kindergarten program
- Bilingual Research
- Increase on bilingual staff
- Cost neutral – replace a 1st grade class
- Increase number of bilingual staff members
- Allow for a more efficient use of EL staff to meet a growing population and provide more services in higher grades.

Research

The Bilingual Student

- Children who speak a language other than English, enter U.S. schools with abilities and talents similar to those of native English-speaking children.
- These children have the ability to speak another language that, if properly nurtured, will benefit them throughout their lives.
- However, unless parents and teachers actively encourage maintenance of the native language, the child is in danger of losing it and with that loss, the benefits of bilingualism.

Research (Cont.)

Goal of Bilingual Education

The primary goal of bilingual education is to teach children concepts, knowledge, and skills through the language they know best and reinforce this information through the second language.

Anderson and Boyer (1970, pp. 43–44)

Bilingual learning necessitates rethinking the entire curriculum in terms of a child's best instruments for learning, of his readiness for learning various subjects, and his own identity and potential for growth and development.

Research (cont.)

Benefits of Bilingual Education

In early stages reading in the first language can profoundly accelerate the development of reading ability in the second language."

This is true because:

- reading skills transfer from language one to language two
- reading provides knowledge of the world that makes second-language texts more comprehensible
- the pleasure of the reading habit itself transfers to the second language

Krashen, S. (2004) *The Power of Reading: Insights from the Research*. Heinemann. Portsmouth

Bilingual education is more beneficial for ELL students than all-English approaches.

(The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners; Educational Policy 2005 19: 572; Kellie Rolstad, Kate Mahoney and Gene V. Glass)

Bilingual education is superior to English only approaches in increasing measures of students' academic achievement in English and in the native language.

Meta-analysis (Greene, 1998;Willig, 1985)

Research (Cont.)

Maintaining Native Language

Personal: The child's first language is critical to his or her identity. Maintaining this language helps the child value his or her culture and heritage, which contributes to a positive self-concept.

Social: When the native language is not maintained, important links to family (family disconnect) and other community members may be lost.

Cultural: Mother tongue is an indicator of cultural identity. Native language links the child with the culture of the society the child comes from and shapes his identity

Intellectual: When students who are not yet fluent in English switch to using only English, they are functioning at an intellectual level below their age. Interrupting intellectual development in this manner is likely to result in academic failure.

Educational: Students who learn English and continue to develop their native language have higher academic achievement in later years than do students who learn English at the expense of their first language.

Economic: Better employment opportunities in this country and overseas are available for individuals who are fluent in English and another language.

Cummins, Jim. Bilingual Children's Mother Tongue Why Is It Important for Education? Available at <http://www.iteachilearn.com/cummins/mother.htm>. Accessed in June 2009
Intercultural Development Research Association

Current Practices

District 105 offers Full Day **Transitional Bilingual Education** (TBE) in Pre-K and Kindergarten.

Our program model involves instruction in the students native language (Spanish)

- Pre-Kindergarten (80% Spanish / 20% English)
- Kindergarten (70% Spanish /30% English)
- 1st grade (potential opportunity) (50% Spanish / 50% English)

Purpose:

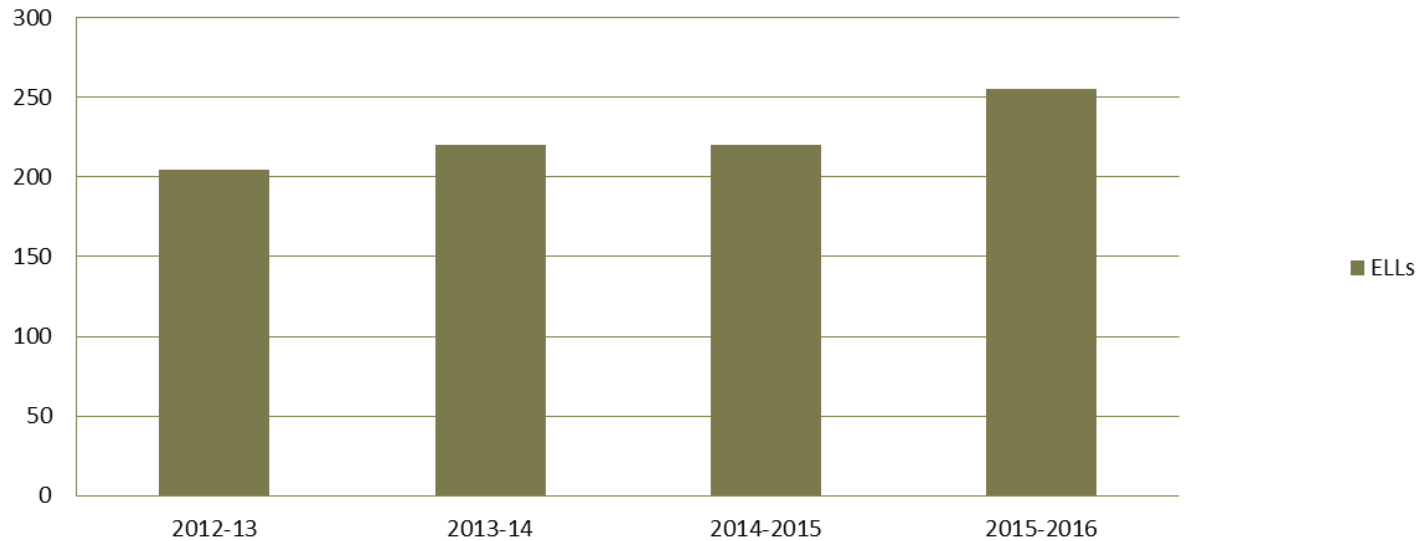
- Students growth in academic learning while acquiring a second language
- Preservation of native language
- Culturally relevant education

Program Improvement Planning

Hispanic Population Growth

20% Growth from FY13 to FY16

ELLs



Language Acquisition Data

AMAO I: Making progress in learning English on ACCESS for ELLs
(Grow 0.5 level of language acquisition per year)

Year	District 105 English Learners										Total ELs	Percentage Making Progress	AMAO Expectation
FY13	137/205										205	67%	60.5 %
FY14	143/220										220	65%	63.5%
FY15	169/220										220	77%	66.5%
FY16	Progress Target for current year:										250	80%	70.0%

Language Acquisition (cont.)

AMAO II: attaining English proficiency on ACCESS for ELLs (Currently: 5.0 Composite / 4.2 in reading /4.2 writing)

Year	Spring		Seventh		Ideal		Hodgkins		Gurrie		Total ELs	Percentage Excited	AMAO Expectation
	Exit	%	Exit	%	Exit	%	Exit	%	Exit	%			
FY13	0/4	0	3/17	18%	12/78	15%	16/91	18%	1/15	7%	32/205	16%	10% (4.8 C/4.2 LIT)
FY14	1/4	2%	2/15	13%	5/86	6%	17/99	17%	1/16	6%	26/220	12%	12% (5.0 C 4.2 R/4.2W)
FY15	2/4	50%	5/12	42%	14/92	15%	14/94	15%	4/18	22%	39/220	18%	12%
FY16	1		14		107		108		20		250	—	TBD (ISBE)

EL MAP Progress (ELA)

Grade	FY12	FY13	FY14	FY15
1	12/26 (46%)	22/28 (79%)	22/43 (51%)	27/41 (66%)
2	16/29 (55%)	23/32 (72%)	15/30 (50%)	21/44 (48%)
3	11/20 (55%)	15/23 (65%)	18/24 (75%)	10/21 (48%)
4	6/11 (55%)	2/10 (20%)	7/14 (50%)	9/11 (82%)
5	5/11 (45%)	4/7 (57%)	5/7 (71%)	7/13 (54%)
6	5/7 (71%)	4/8 (50%)	3/6 (50%)	7/7 (100%)
7	3/6 (50%)	2/5 (40%)	5/8 (63%)	2/4 (50%)
8	5/7 (71%)	5/7 (71%)	2/5 (40%)	2/7 (29%)
Total	63/117 (54%)	77/120 (64%)	77/137 (56%)	85/148 (57%)

EL MAP Progress (Math)

Grade	FY12	FY13	FY14	FY15
1	18/26 (69%)	20/29 (69%)	24/32 (57%)	35/42 (83%)
2	19/29 (66%)	24/32 (75%)	21/30 (70%)	26/44 (59%)
3	13/20 (65%)	14/23 (61%)	11/26 (42%)	15/27 (56%)
4	4/11 (36%)	5/10 (50%)	9/14 (64%)	9/13 (69%)
5	7/11 (64%)	4/7 (57%)	3/8 (38%)	7/13 (54%)
6	2/3 (67%)	7/8 (88%)	5/7 (71%)	4/7 (57%)
7	4/6 (67%)	1/5 (20%)	3/8 (38%)	3/4 (75%)
8	7/7 (100%)	5/7 (71%)	3/5 (60%)	5/7 (71%)
Total:	74/113 (65%)	80/121 (66%)	79/140 (56%)	104/157 (66%)

Our Greatest Challenge

...Language acquisition
progress is not transferring to
academic skills...

Strategies to Improve

- Commitment to bilingual education
- Increasing EL services to intermediate grades

NEXT STEPS IN IMPLEMENTING BILINGUAL 1ST GRADE

- Space planning
- Hiring Bilingual Teacher
- Continued vertical alignment of ELA curriculum and Spanish Language Arts (SLA) – Pre-K to 1st
- Continue scope and sequence to clearly define language progression from Pre-K to 1st grade (movement from Spanish to English)
- Appropriate professional development for bilingual teachers and specialists
- Appropriate resources to support bilingual teaching

Next Steps (cont.)

- Consideration of where bilingual programs should be held
- Examining how special services will serve bilingual classrooms (ie. resource, title I, social work)
- Continue to educate parents and staff on the importance of building a strong native language and cultural differences when teaching Hispanic students.
- Increase Hispanic cultural representation (customs, language and traditions) as part of the school's environment

Questions

Thank you for your continuous support