Dual Language Committee

Monday, December 12, 2022
5:15 pm - 6:00 pm
Topics to discuss:

1. Welcome! (2 minutes)
2. Common Language (10 minutes)
3. Current Programming (5 minutes)
4. ELP Data (5 minutes)
5. Takeaways and Feedback (20 minutes)
Supporting Organizations

The Hudson Valley Regional Bilingual Education Resource Network (HV RBERN) at Southern Westchester BOCES

The Center for Applied Linguistics (CAL)

Office of Bilingual Education and World Languages (OBEWL)

New York State
EDUCATION DEPARTMENT
Knowledge ➔ Skill ➔ Opportunity
**Common Language**

**ELL:** English Language Learner

**MLL:** Multilingual Learner

**Additive Bilingualism:** Sts acquire an additional language, while maintaining and developing their home language and culture

**Subtractive Bilingualism:** As stts acquire an add’l language, the study of the native language is reduced and eventually removed

**One-Way:** Programs are made up students predominantly from one language group, either the partner language or English

**Two-Way:** Programs are made up of ELLs fluent in the partner language and English-speaking peers

**Language Allocation:** The percentage of time spent in each language, i.e. 50:50, 90:10, 80:20

*Language used by research-based organizations that support bilingual education such as the Hudson Valley RBERN, The Center for Applied Linguistics and the Office of Bilingual Education and World Languages (OBEWL)*
# Common Language

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Students Involved</th>
<th>Typical Grade Levels</th>
<th>Program Goals</th>
<th>Overview of Instruction</th>
<th>Subtractive or Additive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language (DL)</td>
<td>All students</td>
<td>Exists K-12, Typical K-5</td>
<td>Bilingualism and biliteracy&lt;br&gt;Grade level academic achievement in both languages&lt;br&gt;Sociocultural competence and critical consciousness</td>
<td>All students are provided instruction in two languages&lt;br&gt;Required ENL &amp; bilingual support provided&lt;br&gt;Monolingual students to acquire second language with native fluency&lt;br&gt;ELLs to preserve and strengthen home language&lt;br&gt;*Instruction delivered based on grade level standards in both languages through one-way or two-way model during the school day</td>
<td>+</td>
</tr>
</tbody>
</table>
# Common Language

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<tbody>
<tr>
<td><strong>English a second or other language/English as a new language (ESOL/ENL)</strong></td>
<td>ELLs only</td>
<td>K-12</td>
<td>English language acquisition</td>
<td>Students are enrolled in a monolingual class</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Receive integrated <em>co-taught instruction</em> and <em>stand alone</em> support in English based on their NYSITELL/NYSESLAT score</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>*Instruction during school day during certain blocks</td>
<td></td>
</tr>
<tr>
<td><strong>Transitional Bilingual Education (TBE)</strong></td>
<td>ELLs only</td>
<td>Exists K-12, Typical 6-12 in lower Hudson Valley Region</td>
<td>English language acquisition</td>
<td>Students are provided instruction in their home language and English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Over time home language instruction and ENL services decrease</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Program is based on NYSESLAT score, with each score requiring a different program in a full day model up to two grade levels at a time, except for ELLs in special education.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*All services must be provided during the school day</td>
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</table>
| **Foreign Language Early Start/Elementary School (FLES)** | Monolingual English-speaking students | K-5                  | Early exposure to World Language learning                                       | Concentrate primarily on the development of listening and speaking skills and on cultural awareness  
Grammar is not ignored but is learned indirectly rather than through direct instruction  
*Instruction delivered during the school day 20-30 minutes at a time 2-3 times a week | +                      |
| **Before/After School Language Acquisition Models** |                                        |                      | Early exposure to World Language learning  
Vocabulary acquisition  
Cultural background | Introduction of vocabulary and phrases  
*Instruction delivered 1-3 times a week before or after school for 30-60 mins | +                      |
Current Programming: What We Offer

JFK
- Dual Language Program: 50:50, One-Way
- ENL

Edison
- Dual Language Program: 50:50, Two-Way
- ENL

King Street
- Dual Language Program: 50:50, Two-Way
- ENL

Park Avenue
- Dual Language Program: 50:50, Two-Way
- ENL

In each school, parents have the choice between two programs: ENL & Bilingual Education (Dual Language)
## English Language Proficiency (ELP) Accountability Report Data

English Language Proficiency is determined by NYSESLAT results. Each proficiency level is divided into four quartiles. Students are expected to make a certain amount of progress, according to the transition matrix.

The success ratio is determined by the number of continuously enrolled ELL students that made Sufficient Progress divided by the number of continuously enrolled ELL students. Sufficient Progress toward ELP is made by exiting ELL status, meeting the annual ELL progress target, or meeting the safe harbor goal. A Progress Rate is calculated uniquely for each school and district, and the subgroups for which the school or district is accountable.

<table>
<thead>
<tr>
<th>Success Ratio</th>
<th>ELP Level</th>
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</thead>
<tbody>
<tr>
<td>0.00 – 0.49</td>
<td>1</td>
</tr>
<tr>
<td>0.50 – 0.99</td>
<td>2</td>
</tr>
<tr>
<td>1.00 – 1.24</td>
<td>3</td>
</tr>
<tr>
<td>1.25+</td>
<td>4</td>
</tr>
</tbody>
</table>

*Schools who meet their benchmarks receive a success ratio of 1.00 or better.*
<table>
<thead>
<tr>
<th>School</th>
<th>2018-2019</th>
<th></th>
<th></th>
<th>2021-2022 (BENCHMARK DATA)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total ELL Students</td>
<td>Success Ratio</td>
<td>ELP Level</td>
<td>Total Students</td>
<td>Success Ratio</td>
<td>ELP Level</td>
</tr>
<tr>
<td>JFK</td>
<td>352</td>
<td>0.82</td>
<td>2</td>
<td>369</td>
<td>0.63</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ELLs with Disabilities- 50</td>
<td>.47</td>
<td>1</td>
<td>ELLs with Disabilities- 57</td>
<td>0.55</td>
<td>2</td>
</tr>
<tr>
<td>Park Avenue</td>
<td>101</td>
<td>.98</td>
<td>2</td>
<td>141</td>
<td>1.03</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELLs with Disabilities-11</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>ELLs with Disabilities- 20</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
</tr>
<tr>
<td>Edison</td>
<td>91</td>
<td>0.89</td>
<td>2</td>
<td>143</td>
<td>0.77</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ELLs with Disabilities- 10</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>ELLs with Disabilities- 26</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
</tr>
<tr>
<td>King Street</td>
<td>96</td>
<td>0.80</td>
<td>2</td>
<td>81</td>
<td>0.68</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ELLs with Disabilities- 9</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>ELLs with Disabilities- 9</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
</tr>
</tbody>
</table>

**Two Years Data Used:** Data in this report are single year data only. If there are fewer than 30 students in a subgroup, when calculating final accountability outcomes, two years of data for that subgroup will be combined.
Current Programming: Mobilization

Original cohort 2017-18 of Kindergarten DL Students: started at 157 across the four buildings
*This data was gathered manually from class lists and is reflective of the original cohort. It does not describe the total number of students in the current program. All numbers are approximate.

- 11 students transferred to monolingual class at some point
- 6 were classified as SPED and moved to self-contained classes
- 1 student was retained and no longer part of original cohort
- 7 transferred between elementary schools and are not currently in a DL class
- 1 student left the country and returned to a non-DL class
- 32 students moved out of the district

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58 students less than original cohort = 99 sts

+ 47 new entrants joined the program sometime between K and grade 5

= 146 5th graders in the DL program
Middle School

- Continuing work to develop middle school program options
- Incorporating feedback from partner organizations such as RBERN
- Next steps:
  - Determine capacity of current staff
  - Determine number of incoming students and their needs
  - How to meet mandates
  - How to best serve all students
Community Feedback

What is working? What are areas where we can improve?

- Program
- Instruction
- Assessment
- Curriculum
- Parent Engagement
- Other