

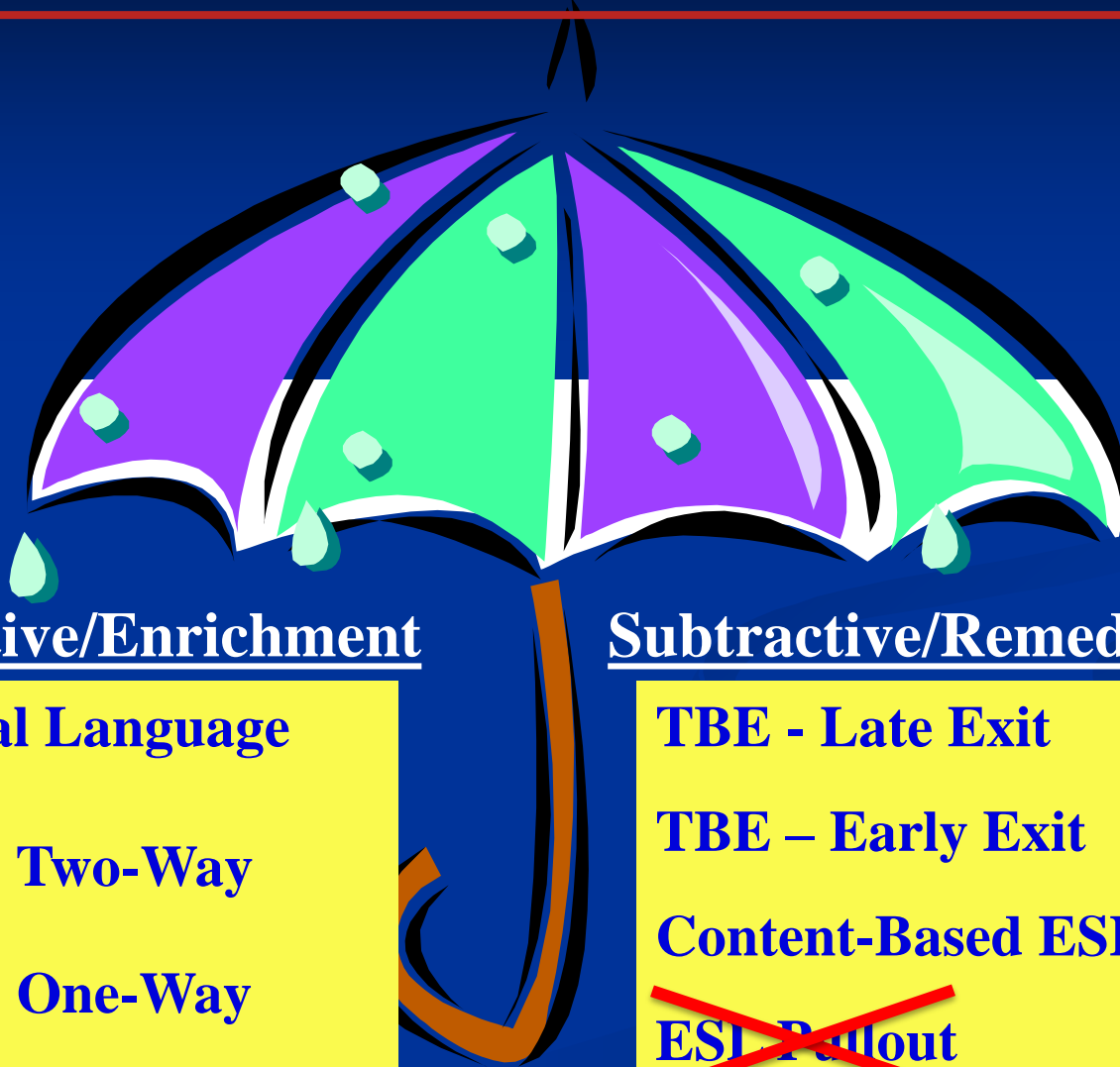
***One-Way Dual Language
Enrichment for ELLs***

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***Texas Commission for Public School Finance
Texas Education Agency***

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ELL Instructional Models



Additive/Enrichment

Dual Language

- Two-Way
- One-Way

Effective

Subtractive/Remedial

TBE - Late Exit

TBE – Early Exit

Content-Based ESL

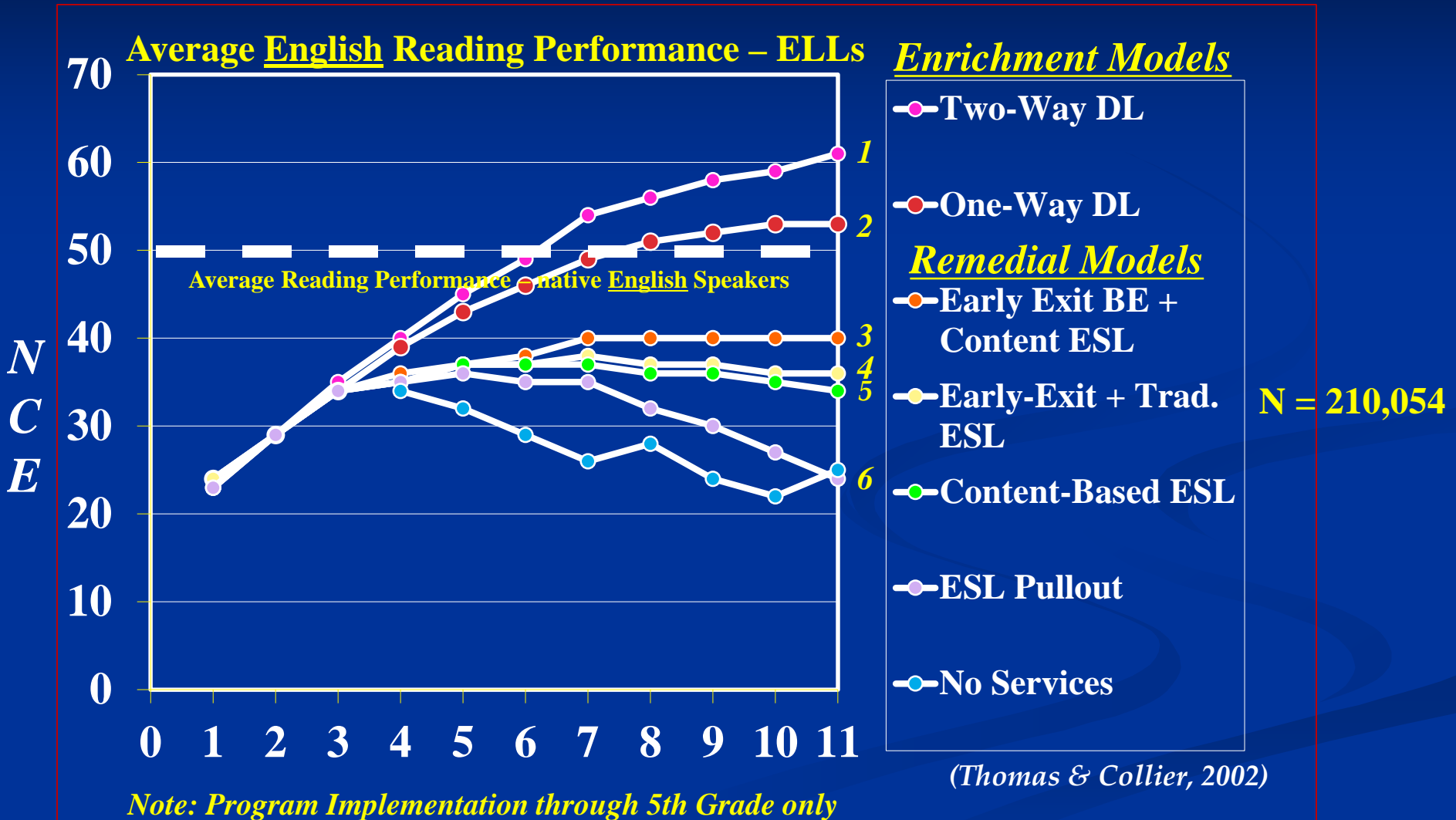
~~ESL Pullout~~

Ineffective

Why is TBE & ESL Bad for ELLs?

- ❑ Limited use or no use of L1 = limited access to grade-level content & skills
- ❑ Remedial Model = remedial instruction
- ❑ Remedial instruction = watered-down curriculum; ability grouping focus on interventions and language acquisition vs. content
- ❑ Remedial instruction results in poor performance on:
 - ❑ Language and Academic tasks
 - ❑ District Benchmarks and Standardized Tests
 - ❑ Graduation Rates
- ❑ Poor ELL achievement at elementary level significantly impacts school accountability and increases long-term ELLs

National Research - Long-Term ELL Achievement



National Research Findings - ELL Achievement...

- ❑ **ELLs with limited proficiency in English must NOT be placed in short-term programs of only 1-3 years. In this study and all other research studies following ELLs long term, the minimum length of time it takes to reach grade-level performance in second language (English) is 4-5 years.**
- ❑ **ELLs with at least 4-5 years of primary language schooling reach grade-level performance in English. As a group, students with limited or no primary language schooling (either in home or host country) are not able to reach grade-level performance in English**
- ❑ **When ELLs initially attend segregated, remedial programs, these students do not close the achievement gap after reclassification and placement in the English mainstream. Instead, they maintain or widen the gap in later years**

(Thomas & Collier, 2002)

National Research Findings...

The number one predictor for *long-term academic achievement in English* is the extent and quality of L1 schooling

(Thomas & Collier, 2002)

One-Way DLE for All ELLs!

- ❑ **One-Way DLE does not require both language groups**
- ❑ **One-Way DLE is Strongest Bilingual Education Program**
- ❑ **All ELLs can be served District-Wide!**
- ❑ **Reduce Long-Term ELLs!**
- ❑ **Increase ELL Achievement (elementary & secondary)!**
- ❑ **Increase Graduation Rates!**

ELL Reading – Dual Language vs. Early-Exit or ESL

2017 All Grades ELL Reading – State (AEIS)	Approaches	Meets	Masters
Dual Language	67%	36%	19%
Early-Exit TBE	61%	32%	16%
ESL (content-based)	46%	20%	7%

2018 5th Grade ELL Reading – McAllen ISD	# Students	Approaches	Meets	Masters
Dual Language	42	92%	77%	44%
Gifted & Talented	27	89%	81%	63%
Early-Exit TBE	76	80%	45%	11%
Regular Program	48	75%	60%	21%
McAllen ISD – 5th All	1681	83%	62%	31%

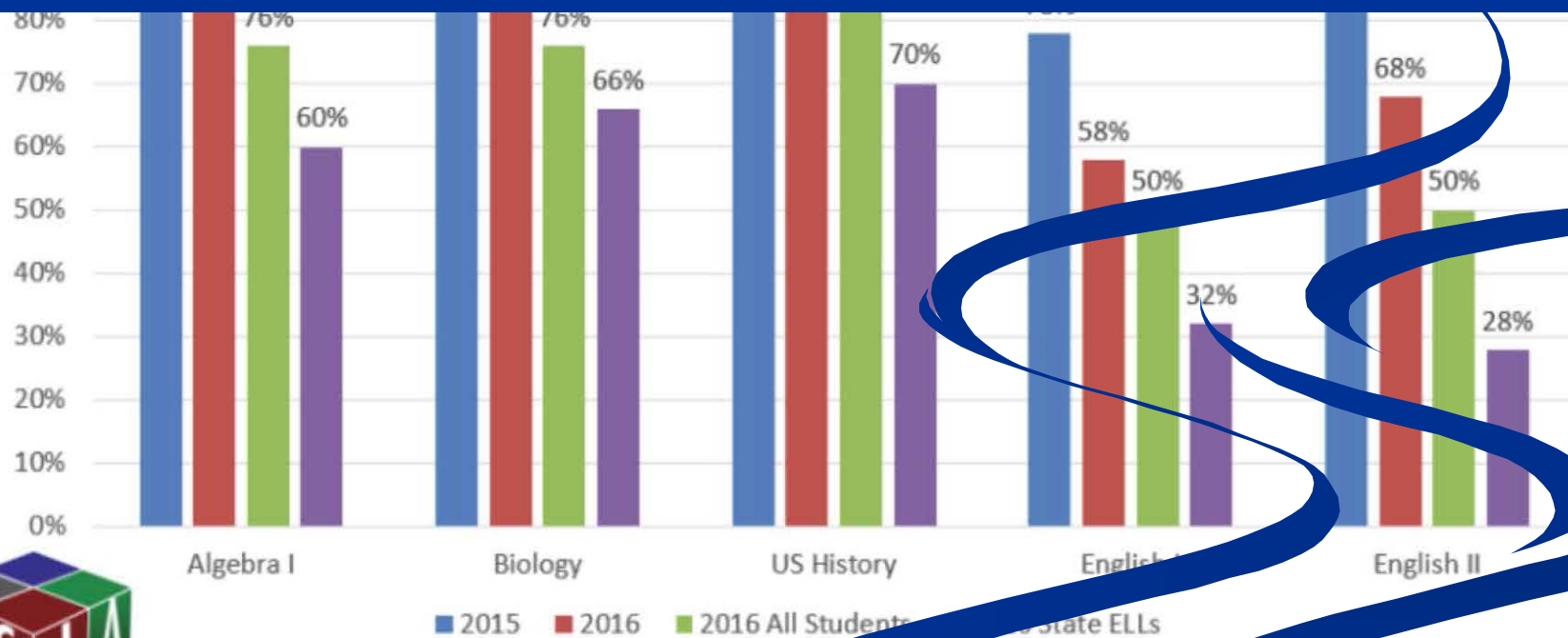
LBJ	22	9	1	32
RYMS	18	8	3	29
Alamo	25	14		39
Kennedy	44	26	11	81
Escalante	25	14	5	44
Total	212	125	40	377

- A score of 3 is weighed as earning 6 college credit hours
- A score of 4 is weighed as earning 9 college credit hours
- A score of 5 is weighed as earning 12 college credit hours



PSJA North ECHS	66	19	3	88
PSJA Southwest ECHS	32	6	-	38
PSJA T. Jefferson ECHS	25	1	-	26
Total	148	27	4	179

- A score of 3 is weighed as earning 6 college credit hours
- A score of 4 is weighed as earning 9 college credit hours
- A score of 5 is weighed as earning 12 college credit hours



COLLEGE³
 READY.CONNECTED.COMPLETE.