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

Subtractive/Remedial
- TBE - Late Exit
- TBE – Early Exit
- Content-Based ESL
- ESL Pullout

Effective
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**

![Graph showing average English reading performance for ELLs and native English speakers over years.](image)

- Enrichment Models:
  - Two-Way DL
  - One-Way DL

- Remedial Models:
  - Early Exit BE + Content ESL
  - Early-Exit + Trad. ESL
  - Content-Based ESL
  - ESL Pullout
  - No Services

**Note:** Program Implementation through 5th Grade only

(Thomas & Collier, 2002)

**N = 210,054**
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)

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language</td>
<td>67%</td>
<td>36%</td>
</tr>
<tr>
<td>Early-Exit TBE</td>
<td>61%</td>
<td>32%</td>
</tr>
<tr>
<td>ESL (content-based)</td>
<td>46%</td>
<td>20%</td>
</tr>
</tbody>
</table>

## 2018 5th Grade ELL Reading – McAllen ISD

<table>
<thead>
<tr>
<th># Students</th>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language</td>
<td>42</td>
<td>92%</td>
<td>77%</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>27</td>
<td>89%</td>
<td>81%</td>
</tr>
<tr>
<td>Early-Exit TBE</td>
<td>76</td>
<td>80%</td>
<td>45%</td>
</tr>
<tr>
<td>Regular Program</td>
<td>48</td>
<td>75%</td>
<td>60%</td>
</tr>
<tr>
<td>McAllen ISD – 5th All</td>
<td>1681</td>
<td>83%</td>
<td>62%</td>
</tr>
<tr>
<td>Campus</td>
<td>AP Exams</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>LBJ</td>
<td>22</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>RYMS</td>
<td>18</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Alamo</td>
<td>25</td>
<td>14</td>
<td></td>
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<tr>
<td>Kennedy</td>
<td>44</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Escalante</td>
<td>25</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>125</td>
<td>40</td>
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</tbody>
</table>

- 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.
<table>
<thead>
<tr>
<th></th>
<th>Score of 3</th>
<th>Score of 4</th>
<th>Score of 5</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSJA North ECHS</td>
<td>19</td>
<td>3</td>
<td>88</td>
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</tr>
<tr>
<td>PSJA Southwest ECHS</td>
<td>6</td>
<td>-</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>PSJA T. Jefferson ECHS</td>
<td>1</td>
<td>-</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>4</strong></td>
<td><strong>148</strong></td>
<td><strong>179</strong></td>
</tr>
</tbody>
</table>

- 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