

PROPOSAL FOR CLASS SIZE REDUCTION AT LEAL

TRANSFORMING BILINGUAL PROGRAMS IN USD 116

Joe Wiemelt

Director of Bilingual & Multicultural Programs

Overview and Purpose of Presentation

- Current enrollment numbers at Leal School
- Recommendations/options to BOE for Leal School student population
- Recommendations for Transforming our Bilingual Programs for a Transformed World
- We are requesting approval tonight to plan on transitioning to Dual Language.

Current Enrollment at Leal

- All classrooms are occupied for 2011-12
- Class size adjustments will be required in 2012-13 in multiple classes
- Currently, Bilingual K has 31 students (will be 1st grade in 2012-13)
 - Additional aides in classroom due to no space to split the class and add a teacher for 2011-12
- Incoming Bilingual K (2012-13) has 28 students coming from WEC, 30+ anticipated

Necessary Adjustments at Leal for 2012-2013

- Additional Kindergarten teacher/classroom **and** 1st grade teacher/classroom
- These additional classes will be **mandatory as stated in the contract**
- There is currently **no space** for these new classes at Leal School

Options for Redistricting Committee

- Move the new Kindergarten and 1st grade classrooms to a sister school that has space to start a second bilingual program

Or

- Redistrict attendance boundaries at Leal in order to open up space for new bilingual classrooms
 - Anticipated class enrollments in bilingual program 2012-13:

K: 15+ students	K: 15+ students
1 st : 15+ students	1 st : 15+ students

Transforming our Bilingual Programs

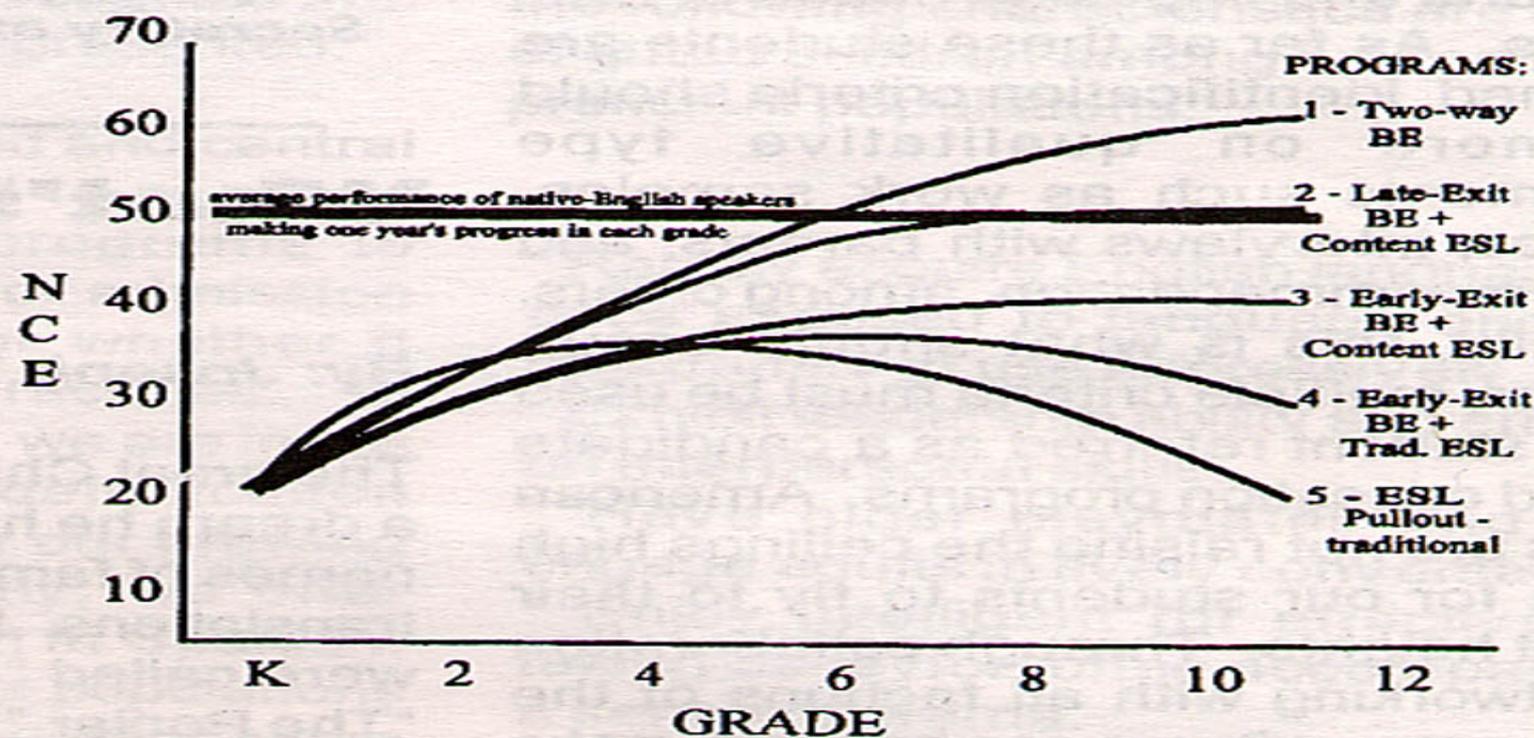
- Since adding two classes will lower class sizes at K/1, it is recommended that we convert both K and 1st classrooms into two-way dual language classrooms (**regardless of redistricting**)
- Dual Language is a bilingual education program that integrates second language learners, that is (in USD 116) Spanish speaking students and English speaking students, for instruction in and through two languages

Why Dual Language? Why now?

- Latino Student Population Growth (477%)
1999: 2.2% 2011: 10.5%
- We need to be visionary in the educational programming for all of our students, they deserve nothing less.
- It is the perfect time to move to Dual Language, the best educational model for all students to reach their personal greatness, as stated in our district's mission.
- Research overwhelmingly supports Dual Language as the BEST program for not only Language Minority Students but also Language Majority Students of all races.
- USD 116 would be at the forefront for innovation and best practice, which is our district's mission.

General Pattern of K-12 Language-Minority Student Achievement on Standardized Tests in English Compared Across Five Program Models

- Program 1: Two-way developmental bilingual education (BE)
Program 2: Late-exit bilingual education + ESL taught through academic content
Program 3: Early-exit bilingual education + ESL taught through academic content
Program 4: Early-exit bilingual education + ESL taught traditionally
Program 5: ESL pullout - taught traditionally



(Data aggregated from a series of 3-6 year longitudinal studies from well-implemented, mature programs in five school districts and from the Ramirez 1991 dataset)

©1995, Wayne P. Thomas & Virginia P. Collier

Figure 5.2

English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models

(Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California (1998-2000))

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
- Program 2: One-way DLE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use
- Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)

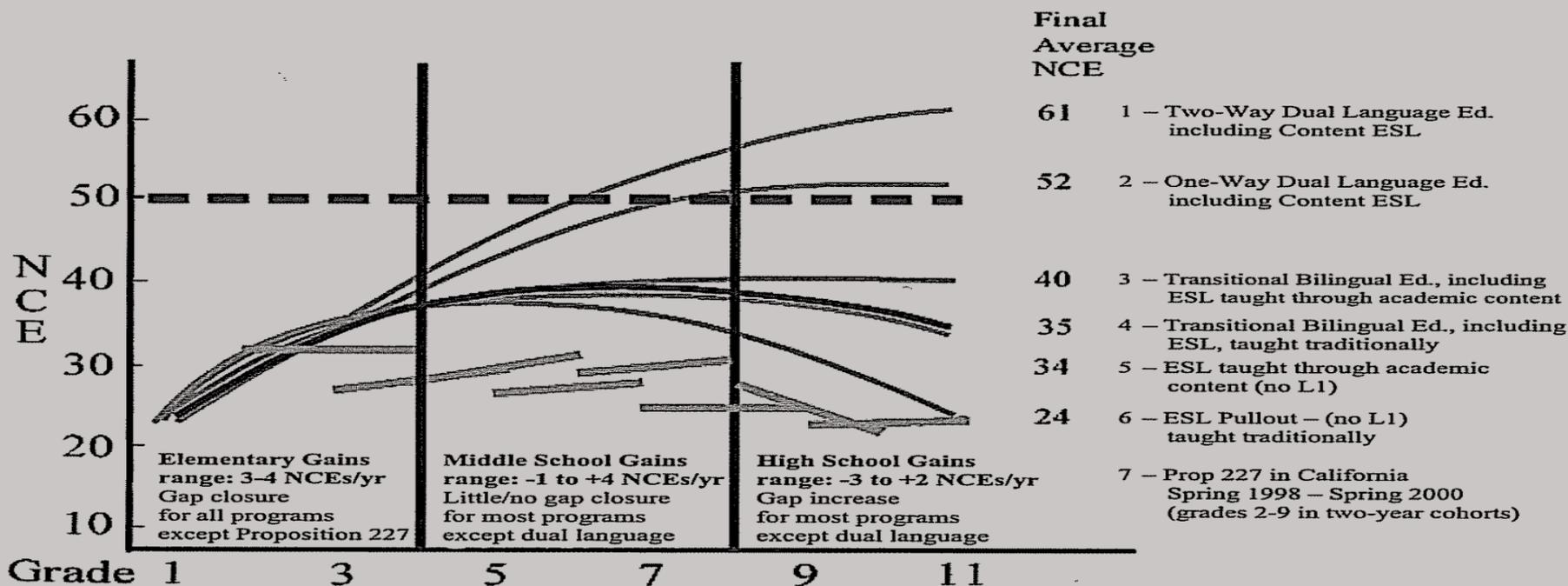


Figure 5.3

Summary of Characteristics and Effectiveness of Common U.S. Programs for English Learners

REMEDIAL						ENRICHMENT	
As well implemented						As well implemented	
While in these programs students receive: →	Proposition 227 in CA (as in law; not a program)	ESL Pullout	ESL Taught Through Content	TBE* with Traditional Teaching	TBE* with Current Teaching	One-way DL/DBE** - one group taught in two languages	Two-way DL/DBE** - two groups taught in their two languages
Cognitive Emphasis	None	Little	Some	Some	Moderate	Strong	Strong
Academic Emphasis (in all school subjects)	None	None	Yes	Yes	Yes	Yes	Yes
Linguistic Emphasis L1=primary lang, L2=English	Only Social English (only in L2)	Only Social English (only in L2)	Academic English (only in L2)	Develops Partial L1 + L2 Academic Proficiency	Develops Partial L1 + L2 Academic Proficiency	Develops Full L1 + L2 Academic Proficiency	Develops Full L1 + L2 Academic Proficiency
Sociocultural Emphasis C1=1st culture C2=2nd culture	None	Little	Some	Some	Moderate	Strong C1+C2	Strong C1+C2
Program Length	Transitory 1 year	Short-term 1-2 years	Short-term 2-3 years	Short-term 2-3 years	Intermediate 3-4 years	Sustained 6-12 years	Sustained 6-12 years
Native Language Academic Support	None	None	None	Some	Moderate	Strong	Strong
Exposure to English Speakers	No self-contained class	Yes in mainstream class	Yes half day after first year	No self-contained class	Yes Half-day	Yes Half-day	Yes All day
Extra Instructional Cost	High (extra teachers needed)	High (extra teachers needed)	High (extra teachers needed)	Small-to-moderate (special curriculum)	Small-to-moderate (special curriculum)	Least expensive: Standard mainstream curriculum	Least expensive: Standard mainstream curriculum
Percent of Achievement Gap With Native-English Speakers Closed by End of Schooling (based on data-analytic research)	Unresearched longitudinally but no cross-sectional evidence of gap closure by ELLs since beginning in 1998	None final average scores at 11 th national percentile-max is 18th	Less than 50% final average scores at 22nd national percentile - max is 32nd	Less than 50% final average scores at 24th national percentile	More than 50% final average scores at 32nd national percentile (but 90-10 TBE at 45 th percentile)	100% of gap fully closed by end of school -- average scores at or above 50th national percentile	100% of gap fully closed by end of school -- average scores above 50th national percentile

* TBE stands for *transitional bilingual education*** DL/DBE stands for *dual language/ developmental bilingual education*

Dual Language

- The programs include fairly equal numbers of two groups of students: native English speakers and English language learners (50% or each language group, or 33% minimum of one group)
- The programs are integrated
- The programs provide both groups of students with core academic instruction in both languages (90/10, 80/20, or 50/50)

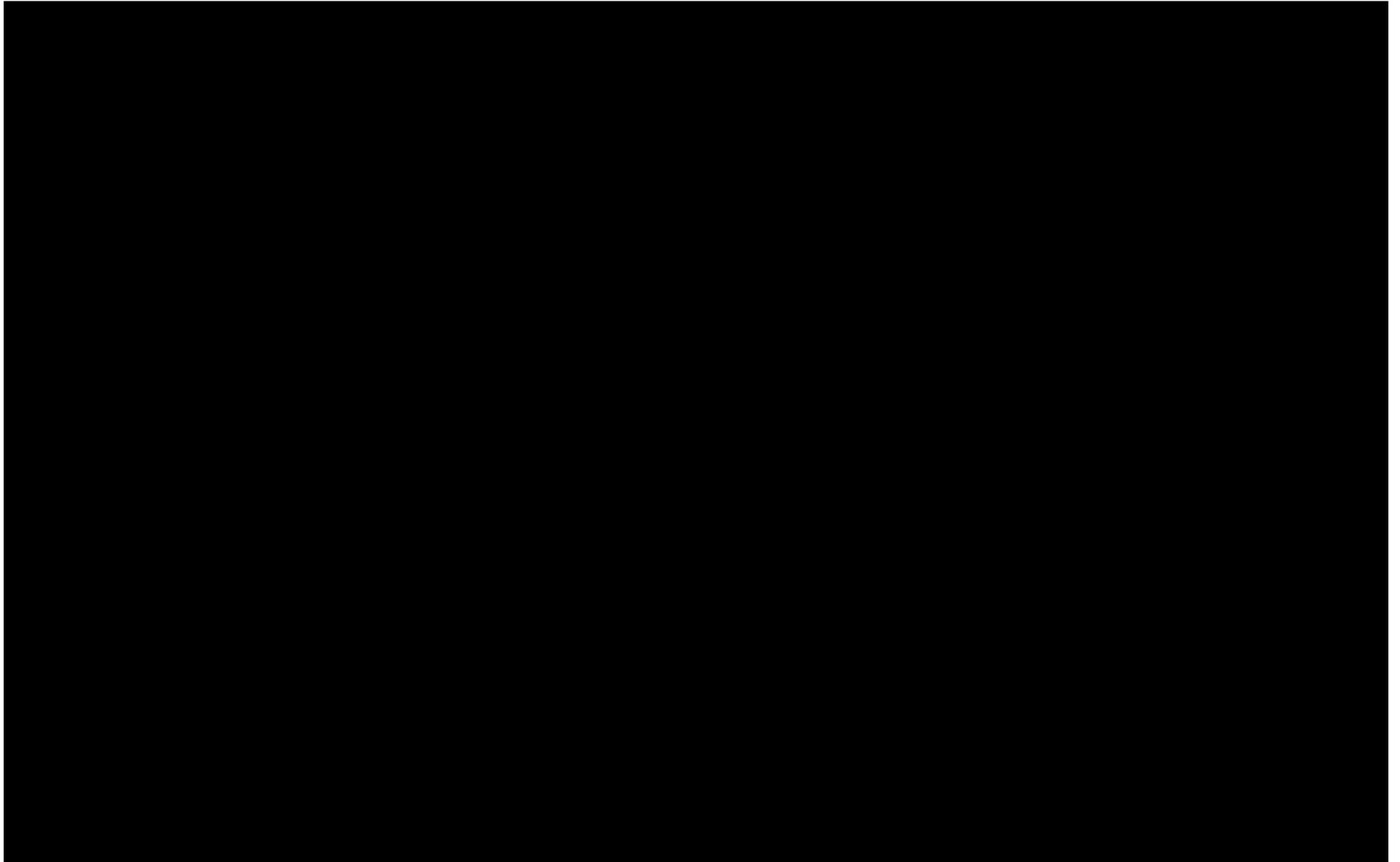
Benefits of Dual Language

- Educational: enrichment
- Cognitive and Linguistic: balanced bilingualism allows for creativity and problem solving
- Sociocultural: greater cross-cultural understanding
- Economic: college and career ready for a bilingual and multilingual society, marketability

Dual Language Video (English)



Lenguaje Dual (Video en Español)



Benefits for Native English Speakers

- English speakers develop proficiency in two languages.
- English speakers score as well as or better than their English speaking non dual language peers in English-only instruction on standardized tests of math & language arts in English.
- English speakers develop positive sense of self & multicultural competencies.
- Enrichment program

Benefits for ELLs

- ELLs who received instruction through native language were able to catch up to or surpass the achievement levels of ELL peers and English-only peers who were educated in English-only mainstream classrooms.
- ELLs who participated in programs that provided extended instruction through students' native language (i.e., through 6th grade) like dual language programs outperformed students who received short-term instruction through their L1 (i.e., 1-2 years of primary language support).
- Enrichment program

Figure 6.10

Does Socioeconomic Status (SES) Matter in Programs for English Learners?

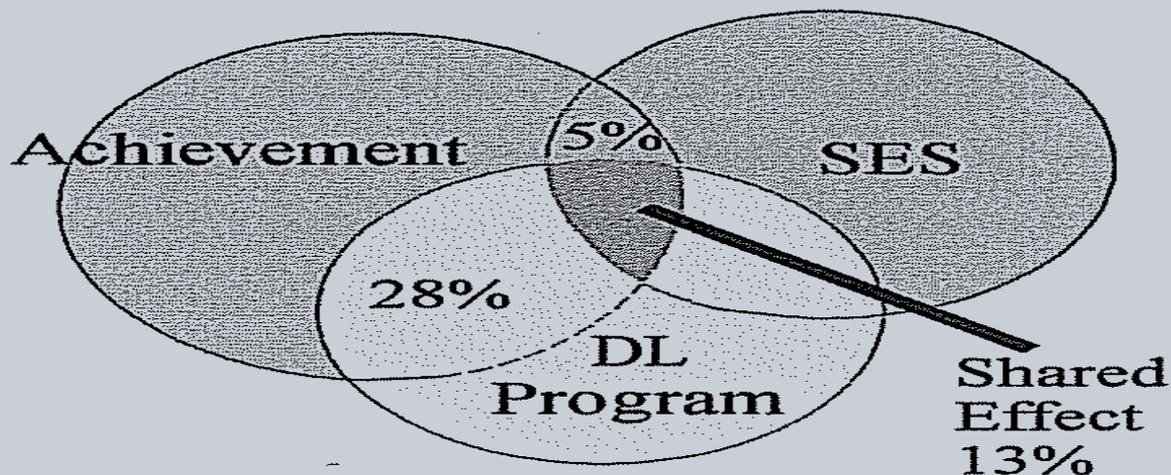
Answer: Yes, but not as you may think it does.

When ineffective, weak programs are chosen in a school district, SES explains about 18% of ELL achievement and low SES exerts a potentially substantial negative effect.

But when well-implemented dual language programs are used instead, the negative effect of SES on ELL achievement is greatly reduced to less than 5%.

Conclusion: Strong, effective dual language programs can overcome or reverse much of the negative effect of low SES on achievement. Thus, educators should strongly consider dual language programs in low-SES instructional contexts for ELLs, and for other students as well.

The Effect of Multicollinearity



Goals of TWI/Dual Language

- All students will develop high levels of proficiency in their first language
- All students will develop high levels of proficiency in a second language.
- Academic performance for both groups of students will be at or above grade level.
- All students will demonstrate positive cross-cultural attitudes and behaviors.

Recommendation for Attendance

- **Sister School Option** for 2012-13:
 - K and 1st grade Spanish-speaking students who DO NOT have siblings at Leal in grades 2-5 will go to the sister school for Dual Language
 - K and 1st grade Spanish speaking-students who DO have siblings at Leal in grades 2-5 will stay at Leal for Dual Language in order to not separate families
 - Over time, we can revisit redistricting to discuss neighborhood options for Dual Language

Recommendation for Attendance

- **Redistrict Attendance Boundaries at Leal Option for 2012-13**
 - A certain number of neighborhood English-speaking students would be redistricted to another school
 - Convert two current K and 1st classrooms into Dual Language classrooms (one is already bilingual at K and 1st)
 - Maintain **two** Dual Language strands through K-5
- **Reminder: Dual Language classrooms contain both native English-speaking and Spanish-speaking students**

Recommendation for Attendance

- English speaking students can attend based on:
 - Neighborhood school application and lottery system
 - or
 - District-wide application and lottery system

Recommended Redistricting for Bilingual Programs

- As the classes progress through the school, add dual language each year
- Regardless of the option, maintain Bilingual Program at Leal (grades 2-5) until classes are converted to Dual Language each year

Year	Leal	Sister School
2012-2013	K-1	K-1
2013-2014	K-2	K-2
2014-2015	K-3	K-3
2015-2016	K-4	K-4
2016-2017	K-5	K-5

Or

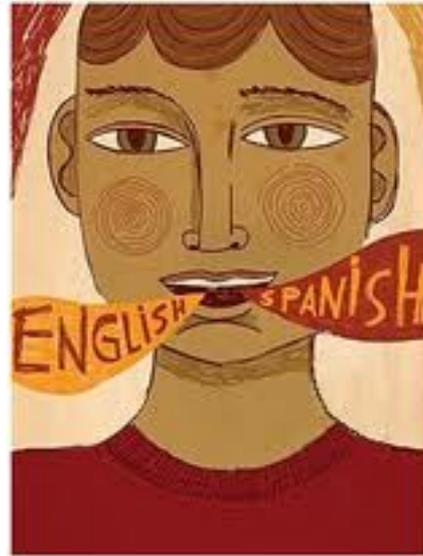
Year	Leal: 2 Strands
2012-2013	K-1
2013-2014	K-2
2014-2015	K-3
2015-2016	K-4
2016-2017	K-5

Why Dual Language? Why now?

- Latino Student Population Growth (477%)
 - 1999: 2.2%
 - 2011: 10.5%
- We need to be visionary in the educational programming for all of our students in a transforming world.
- It is the perfect time to move to Dual Language, the best educational model for all students to reach their personal greatness, as stated in our district's mission.
- Research overwhelmingly supports Dual Language as the **BEST** program for **each student, every family, and the entire community**
- USD 116 would be at the forefront for innovation and best practice, which is our district's mission.
- We would have the ability to expand our Dual Language programs in the future to multiple schools and multiple languages

Next Steps

- The administration will ask for board approval of dual language in January. With the recommendations from the redistricting committee, administration will ask for approval of one of the two options presented.
- Before January 16, administration will seek parental input on dual language and the two options for redistricting. Parental input will be shared with the BOE in January.
- Option 1: Sister School
- Option 2: Two Strands at Leal



Cleveland Elementary School, Ward 1
Photo by Bel Perez-Gabilondo