

# English Language Learner Program Handbook

## West Chicago District 33

# **West Chicago District 33 English Language Learners Beliefs Statements**



## **We believe that English Language Learners...**

1. Deserve support, access to high standards, qualified and certified teachers, content based instruction and appropriate individualized resources.
2. Engage in an educational experience based on the whole child; socially, emotionally, academically.
3. Should be provided with equal access to learning opportunities.
4. Should exit our program able to perform with grade level peers.

## **English Language Learners Program Goals**

### **Our English Language Learners program goal is to...**

1. Enable English Language Learners to become proficient in listening, speaking, reading and writing in English (TBE/TPI)
2. Provide English language learners equal educational access and benefits.
3. Provide native language instruction (TBE) in accordance with students individual needs in order to maximize their academic progress and cognitive development.
4. Foster a multicultural experience that develops cross cultural communication, and promotes cultural pride, assurance and confidence.
5. Facilitate improvement through ongoing evaluation in order to meet the changing needs of the district and its individual schools.
6. Promote a positive image in the community of English Language Learners, their families and the ELL program through high expectations, rigorous curriculum and clear and consistent program implementation.

# Measurable Goals for ELLs

## ELL students will achieve benchmarks for AMAOs Annual Measurable Achievement Objectives PER ISBE

- a) 6% of ELLs will obtain a 5.0 overall, 4.2 reading, and 4.2 writing in English proficiency each year as measured by ACCESS.
- b) 91% of ELLs will make a .5 level increase in individual progress (in one of 4 domains) each year toward English proficiency as measured by ACCESS.
- c) The ELL subgroup will make Safe Harbor/AYP as measured by ISAT.

### What Are Annual Measurable Achievement Objectives (AMAOs)?

Title III of the federal Elementary and Secondary Education Act (NCLB) requires states to:

- establish English language proficiency (ELP) standards aligned to state academic content standards, yet suitable for ELL students learning English as a second language;
- annually assess the English language proficiency of each ELL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards;
- define AMAOs to measure and report on progress toward and attainment of English proficiency and academic achievement standards; and
- hold local education agencies accountable for meeting increasing AMAO targets for English language proficiency over time (NCLB 2002, Public Law 107-110, 115 Statute 1425).

Three specific AMAOs have been established under the law:

#### **AMAO Progressing in English language acquisition**

- 1: annual increases in the number or percentage of students making progress in learning English

#### **AMAO Exiting or reaching English language proficiency**

- 2: annual increases in the number or percentage of students attaining English language proficiency by the end of each school year

#### **AMAO ELL-Adequate Yearly Progress (AYP)**

- 3: AYP for the ELL subgroup (under Title I) in meeting grade-level academic achievement standards in English Language Arts (Reading) and Mathematics



## **West Chicago District 33 Mission Statement**

The mission of West Chicago Elementary School District 33 is to impart the knowledge and skill foundation that will empower all students to pursue their maximum potential so they may confidently contribute to, and benefit from, our democratic society.

# **Distrito Escolar 33 de West Chicago**

## **Estatutos del Comité Asesor de Padres Bilingües**

### **BPAC**

#### **Artículo 1.- Nombre**

El nombre de este comité será Comité Asesor de Padres Bilingües del Distrito Escolar 33 de West Chicago.

“Bilingual Parent Advisory Committee (BPAC) por sus siglas en Inglés”

#### **Artículo 2.- Propósito**

El propósito de este comité es de, establecer lazos de comunicación y colaboración entre padres de familia y el distrito escolar para sugerir, recomendar y evaluar el programa de educación bilingüe.

Para lograr este cometido, BPAC participará en:

1. El desarrollo y colaborará en la implementación de programas educativos, sociales, culturales e informativos para los padres de familia y guardianes.
2. La promoción de un ambiente propicio en el distrito y todas sus escuelas para que los estudiantes puedan desarrollar su máximo potencial.
3. La aprobación del plan de educación de los estudiantes y en la supervisión continúa de su implementación y evaluación efectiva.
4. Revisión de los procedimientos de inscripción y otros procedimientos académicos.
5. Recomendación y aprobación del presupuesto para el programa de educación bilingüe.
6. Promover talleres de entrenamiento para desarrollar las habilidades necesarias de cada uno de los del comité para llevar a cabo sus funciones satisfactoriamente.

## **Artículo 3. – Miembros**

### Sección 1. -Composición de BPAC

Se requiere que la Junta Directiva de BPAC este compuesta por miembros que provenga de una base amplia de personas interesadas y que se haga un esfuerzo en involucrar a residentes del distrito escolar, padres de estudiantes del programa de educación bilingüe, miembros de la comunidad, agencias de servicios y maestros o personal docente del distrito escolar.

1. Los miembros de la Junta Directiva de BPAC deberán ser padres de estudiantes inscritos en el programa de educación bilingüe.
2. Todos los miembros de BPAC gozarán de las mismas responsabilidades y privilegios establecidos en los estatutos de BPAC.

### **Sección 2: Selección de miembros**

- Los miembros de la Junta Directiva deberán ser oficialmente elegidos durante el mes de Abril del año escolar anterior al de su servicio, para darles la oportunidad de prepararse y familiarizarse con las operaciones y procedimientos de BPAC.
- Los miembros de la Junta Directiva deberán ser elegidos sin discriminación base a raza, religión, sexo, ideología política o proveniencia étnica.
- Las personas nominadas o postuladas a la membresía de BPAC, tendrán que estar presentes en el momento de la votación.

### **Sección 3: Término del Cargo**

Todos los miembros de la Junta Directiva de BPAC deberán servir durante el año escolar para el cual fueron electos. Con excepción de presidente(a), y secretaria(o) que podrían ser elegidos por él termino de dos años.

### **Sección 4: Derecho a Voto**

Cada uno de los miembros de BPAC tiene derecho a un voto y puede ejercer su voto cada vez que haya alguna votación.

## **Sección 5: Terminación de Membresía de la Junta Directiva**

Un miembro de la Junta Directiva perderá su membresía cuando:

1. Deja de ser residente del área de servicio del distrito escolar,
2. Cuando cesa su relación y participación en BPAC.
3. Falte a 3 juntas consecutivas sin justificación.
4. El comité a través de un voto afirmativo del 50%+1 de los miembros presentes, revoque o suspenda a un miembro por causa justificada.

## **Sección 6: Traspaso de Membresía**

La membresía de la Junta Directiva del Comité Asesor de Padres Bilingües (BPAC) no es transferible.

## **Sección 7: Suplentes**

Un miembro de la Junta Directiva del comité podrá nombrar y enviar a un suplente a la junta. El suplente gozará del derecho a voto. La participación del suplente exime al miembro de las consecuencias descritas en la Sección 5 de este Artículo.

## **Sección 8: Renuncia**

Cualquier miembro de la Junta Directiva puede presentar por escrito su renuncia al presidente del comité o a la Dirección del Programa de Educación Bilingüe como segundo idioma. El Distrito escolar deberá informar entonces a BPAC de la renuncia del miembro y proporcionar copia de la misma.

## **Sección 9: Vacante**

De suscitarse una vacante como consecuencia de una renuncia o falta de participación en las juntas de BPAC, ésta deberá ser llenada a través de una elección especial debidamente programada y el término del cargo deberá ser por el tiempo restante del año.

## **Artículo 4.-Oficiales**

**Sección 1:** Los oficiales de la Junta Directiva de BPAC está compuesto por: Presidente, Vice-Presidente, Tesorero y Secretario. Cualquier miembro podrá ser nominado para estos cargos.

### **Sección 2: Elección y término del cargo**

Los oficiales de la Junta Directiva de BPAC serán elegidos en Abril y tomarán posesión de sus cargos en agosto por el término del cargo o hasta que su sucesor haya sido elegido y debidamente calificado. Los oficiales podrán ser re-elegidos, siempre y cuando sigan siendo miembros de BPAC pero no podrán ocupar el mismo cargo por más de 2 términos consecutivos.

### **Sección 3: Revocación y Suspensión**

Cualquier oficial de la Junta Directiva de BPAC podrá ser revocado por el voto el 50% +1\_voto de los miembros presentes en una junta debidamente llamada a juicio del comité con el objetivo de mantener el bienestar de los miembros.

### **Sección 4: Presidente**

A.- El Presidente presidirá, dirigirá y llamará al orden en todas las juntas y reuniones de BPAC y firmará todas las cartas, reportes y otros documentos del comité. Además llevará a cabo todas las funciones de su cargo y otras funciones prescritas que surgieran. El presidente deberá ser un padre/madre o tutor/guardián de un estudiante del Programa de Educación del Inglés como segundo.

- El cargo de Presidente de BPAC no puede ser ocupado por un empleado del distrito escolar.
- El presidente de BPAC será responsable por preparar las agendas de las juntas en consulta con el enlace familiar o su representante asignado.

### **Sección 5: Vice-Presidente**

B.- Es la responsabilidad del Vice-Presidente sustituir al Presidente durante sus ausencias y llevar a cabo otras obligaciones que surgieren y le fuesen encargadas por el Presidente o por el comité BPAC.



## **Sección 6: Tesorero**

Es la responsabilidad del tesorero hacer los informes de tesorería para las juntas y llevar informes de ingresos y egresos. El tesorero deberá conocer las normas y las reglas del distrito con respecto a donaciones o ingresos del comité y servirá de enlace para facilitar reembolsos de gastos, cartas de exoneración de impuestos y otros menesteres relacionados con el aspecto financiero de la organización.

El Tesorero tendrá capacidad de ser una de las dos firmas requeridas para la emisión de cheques y otros documentos financieros.

El Tesorero deberá entregar reporte mensual de las actividades monetarias de BPAC.

## **Sección 7: Secretario**

El Secretario mantendrá las actas de las juntas regulares y extraordinarias del comité y deberá enviar copia a cada uno de los oficiales de la Junta Directiva, miembros de BPAC, y a las oficinas del distrito escolar a su debido tiempo.

## **Artículo 5. -Sub-comités**

**Sección 1:** En ocasiones la Junta Directiva de BPAC podrá establecer y cancelar subcomités especiales. Todos los miembros de los sub-comités deberán ser miembros de BPAC y deberán regirse por todos los estatutos de la organización. Ningún miembro de un sub-comité podrá actuar como portador único de la autoridad de BPAC. Los miembros de sub-comité podrán ser voluntarios o elegidos por votación.

## **Artículo 6, - Juntas/Reuniones**

Todas las reuniones/juntas estarán abiertas al público y se conducirán en el idioma hablado por la mayoría de los miembros del comité presentes. En caso de que un miembro no hable o comprenda el idioma, un intérprete le facilitará la comunicación.

Deleted: 1

## Sección 1: Juntas Regulares

- BPAC deberá reunirse al menos cuatro veces durante el año escolar (agosto-mayo) Las juntas se llevarán a cabo el día que la mayoría de los miembros puedan asistir.
- Las juntas se convocarán con una semana de anticipación y se llevarán a cabo en oficinas o planteles del distrito escolar.

## Sección 2: Juntas Extraordinarias

Convocatorias a juntas extraordinarias serán efectuadas por el presidente o su designado y podrán llevarse a cabo en instalaciones, públicas, comerciales o privadas, accesible a todos los miembros.

## Sección 3: convocatoria a Juntas/Reuniones

Todas las reuniones/juntas serán anunciadas. La nota convocatoria se hará por teléfono, o por escrito y dará a conocer la, fecha, hora y lugar con un mínimo de 72 horas de anticipación.

## Artículo 7.-Autoridad Parlamentaria

### Sección 1-Decoro y Conducta

Las Reglas de orden de la reunión se regirán por:

- Comenzar y terminar a tiempo
- Hablar una persona a la vez
- Si lo piensas, expresalo
- Sé abierto y respetuoso
- Manténgase enfocado
- Silencio significa aprobación

Deleted: ¶

## Sección 2- **Procedimiento**

El presidente presidirá las juntas y el secretario o su designado leerá el acta de la reunión anterior. Todos los miembros presentes recibirán una agenda con el orden del día.

## Artículo 8-**Enmiendas / Ratificación**

**Sección.** - 1 Estos estatutos pueden ser corregidos cuando los miembros de la junta directiva lo consideren necesario. Los cambios deben efectuarse con la aprobación del voto de dos terceras partes del total de miembros.

# **School District 33 Bilingual Parent Advisory Committee Bylaws**

## **BPAC**

### **Article 1. - Name**

The name of this organization shall be the West Chicago Bilingual Parent Advisory Committee (BPAC).

### **Article 2. – Purpose**

The purpose of this committee is to be a link of communication and support between parents and school district to suggest, recommend and evaluate the English Language Learners Program. To achieve this goal, BPAC shall: Collaborate to develop and implement educational, social, cultural and informational bilingual programs for parents and guardians. Promote an equitable environment in the school district to develop the highest potential in a student. Participate in the approval, implementation, evaluation and continuous supervision of student education plan. Revise enrollment and academic procedures. Recommend and grant approval for the English Language Learners Program. Promote workshops and training for the committee members to develop skills

### **Article 3. – Members**

#### **Section 1. – BPAC Composition**

It is a requirement that the BPAC board members shall be comprise of parents of students enrolled in the ELL program, community members, local agencies, teachers and school district employees.

1. Board members must be parents of students in the Transitional Bilingual Education Program (TBE).
2. All BPAC members should have the same responsibilities and privileges established in the bylaws.

## **Section 2: Members Election**

▶ Board members shall be chosen officially by April of the previous school year for their service on the committee. This affords them the opportunity to learn about the activities and procedures within BPAC. ▶ The board members shall be chosen without discrimination base on their race, sex, religion, political ideology or ethnic origin. ▶ All nominees or candidates should be present at the election time in order to be a BPAC member.

## **Section 3: Term of Membership**

All BPAC board members shall serve for the school year that they were elected for. President and secretary may be elected for a two-year period.

## **Section 4: Right to Vote**

BPAC members have the right to one vote and may cast their vote for any election.

## **Section 5: Termination Membership (Board Members)**

Board member membership shall be terminated when:

1. The member moves out of the school district area.
2. Their participation with BPAC has been dismissed.
3. Any member has three consecutives unexcused absences.
4. The majority (51%) of the committee members revoke or suspend a member with justification.

## **Section 6: Membership Transfer**

The Bilingual Parent Advisory Committee (BPAC) membership is not transferable.

## **Section 7: Substitutions**

A committee board member may designate an alternate to be represented in a meeting and the alternate may vote. The committee member is absolved of any consequences cited in Section 5 of this article with the alternate participation.

## **Section 8: Resignation**

Any board member may present their resignation in writing to the Committee President or to the English Language Learners Program administration. BPAC should be notified with a copy of the member's resignation.

## **Section 9: Vacancies**

A vacancy may be filled for the remainder of the term through a special scheduled election, when a vacancy arises caused by a resignation or dismissal, due to lack of participation in BPAC meetings.

## **Article 4. – Officers**

**Section 1:** The BPAC officers' board members shall be: President, Vice-President, Treasurer and Secretary. Any member can be nominated for these positions. **Section 2: Elections and Position Term** The BPAC officers' board members will be elected in April and they will take possession in August or until the successor has been elected and well trained. An officer shall be re-elected no more than two consecutive terms as long as he/she continues as a BPAC member.

## **Section 3: Suspension and Revocation**

Any officer position may be revoked with the vote of 50%+1 from the attending members at the meeting, with justification.

## **Section 4: President**

**A.** – Must preside at all BPAC meetings; maintain the order in meetings and reunions, sign letters, reports and all others documents related to the committee. Furthermore the president, will carry out all other duties related to his/her position. The president must be a parent or guardian of an ELL student. School district employees cannot occupy the President position.

- BPAC President is responsible to prepare the agenda for the meetings along with the family liaison or designated representative.

## **Section 5: Vice-President**

**B.** - The Vice-President may take the responsibility of the President's position upon his/her absence and carry out all duties that may arise.

**Section 6: Treasurer** The treasurer's responsibility is to maintain income and expenditure records and to provide reports at the meetings. The treasurer must know the school district norms regarding donations and committee income. He or she will act as a liaison to process reimbursements, exemption tax letters and other financial needs. The treasurer's signature shall be one of two signatures for check expedition and financial documents. The treasurer should submit a monthly report activity.

## **Section 7: Secretary**

The secretary will take notes and will maintain record of the committee's meetings. Also the secretary shall send a copy to the board members as well to the district office to keep it in file.

## **Article 5. – Sub-committees**

**Section 1:** The board members shall establish and cancel special subcommittees. All sub-committees members must be BPAC members and shall be enforce by BPAC bylaws. No sub-committee member shall act as the

sole representative authority. The sub-committee members can be volunteers or elected by vote. **Article 6. - Meetings** All meetings shall be open to the public and shall be conducted in the language spoken by the majority of the attending members. A translator will be provided upon request. **Section 1: Regular Meetings**

BPAC shall meet at least four times during the school year (August-May). The meetings shall be held depending on the majority member's availability.

Meetings shall be called one-week in advance and held at the district office or a school building.

**Section 2: Supplemental Meetings** Supplemental meetings shall be announced by the President or his/her representative, and can be held at public or private venues accessible to the members. **Section 3: Meetings Announcements** All meetings shall be announced with a minimum of 72 hours in advance. Either in writing or by phone giving the date, time and place.

**Article 7. - Parliamentary Authority** Section 1 – Group Norms Meetings shall be (conducted) governed by these norms:

- Start and end on time
- One person speaks at a time
- If you think it, say it



- Be respectful
- Stay on task
- Silence means consensus

**Section 2. - Procedures** The President shall preside over the meetings and the secretary or designated member shall read the minutes from previous meetings. All members shall receive an agenda.

## **Article 8. – Amendments/ Ratification**

**Section 1. -** These bylaws may be amended when the board members deem it necessary. The changes shall be made by a vote of two-thirds total of the board members.



Parental Involvement  
BPAC  
Bilingual Parent Advisory Council



# **ELL PARENT PARTICIPATION**

## **Parent Involvement and Support**

Article 14C of the Illinois School Code requires that each school district implementing a state-mandated Transitional Bilingual Education Program establish a Bilingual Parent Advisory Committee (BPAC) consisting of parents of ELLs enrolled in the program.

Under NCLB law, parents are now able to play a greater role in the education of their children. All schools receiving Title III funding must implement an effective means of outreach to parents of limited English proficient children. Outreach to parents must include information on how parents can become involved in the education of their children and how they can actively participate in helping their children learn English, achieve high levels in other academic subjects and meet state standards. Outreach must also include regular meetings for parents and notices of such meetings so that parents have the opportunity to provide suggestions and recommendations.

## **Important considerations:**

- The BPAC's function is to provide feedback/input regarding ELLs needs and the quality of services provided to them.
- The BPAC brings to the attention of the Director of Second Language Learners academic and administrative concerns of the TBE program.
- The ultimate role of the BPAC is to help parents of ELLs develop skills for effective participation in the school, improve their child's academic achievement and advocate on behalf of all ELLs.

## **Declaration of Rights for Parents of English Language Learners Under No Child Left Behind**

*President George W. Bush had a vision that all children could achieve academic success by receiving a high-quality education. He knew that something had to be done to close the large achievement gap that exists between minority children and their peers. Under No Child Left Behind, you, the parents of English language learners, can expect:*

1. To have your child receive a quality education and be taught by a highly qualified teacher.
2. To have your child learn English and other subjects such as reading and other language arts and mathematics at the same academic level as all other students.
3. To know if your child has been identified and recommended for placement in an English language acquisition program, and to accept or refuse such placement.
4. To choose a different English language acquisition program for your child, if one is available.
5. To transfer your child to another school if his or her school is identified as “in need of improvement.”
6. To apply for supplemental services, such as tutoring, for your child if his or her school is identified as “in need of improvement” for two years.
7. To have your child tested annually to assess his or her progress in English language acquisition.
8. To receive information regarding your child’s performance on academic tests.
9. To have your child taught with programs that are scientifically proven to work.
10. To have the opportunity for your child to reach his or her greatest academic potential.

***No Child Left Behind--a new era in Public Education.***  
***www.ed.gov--1-800-USA-LEARN***  
***Office of English Language Acquisition—January 2004***  
***[www.ed.gov/about/offices/list/oela](http://www.ed.gov/about/offices/list/oela)***

# **Distrito Escolar 202**

## **Estatutos del Comité Asesor de Padres Bilingües**

# **BPAC**

### **Artículo 1.- Nombre**

El nombre de este comité será Comité Asesor de Padres Bilingües del Distrito Escolar 202 de Plainfield.

“Bilingual Parent Advisory Committee (BPAC) por sus siglas en Inglés”

### **Artículo 2.- Propósito**

El propósito de este comité es de, establecer lazos de comunicación y colaboración entre padres de familia y el distrito escolar para sugerir, recomendar y evaluar el programa de educación bilingüe. Para lograr este cometido, BPAC participará en: El desarrollo y colaborará en la implementación de programas educativos, sociales, culturales e informativos para los padres de familia y guardianes. La promoción de un ambiente propicio en el distrito y todas sus escuelas para que los estudiantes puedan desarrollar su máximo potencial. La aprobación del plan de educación de los estudiantes y en la supervisión continua de su implementación y evaluación efectiva. Revisión de los procedimientos de inscripción y otros procedimientos académicos. Recomendación y aprobación del presupuesto para el programa de educación bilingüe. Promover talleres de entrenamiento para desarrollar las habilidades necesarias de cada uno de los del comité para llevar a cabo sus funciones satisfactoriamente.

## **Artículo 3. – Miembros**

Sección 1. -Composición de BPAC Se requiere que la Junta Directiva de BPAC este compuesta por miembros que provenga de una base amplia de personas interesadas y que se haga un esfuerzo en involucrar a residentes del distrito escolar, padres de estudiantes del programa de educación bilingüe, miembros de la comunidad, agencias de servicios y maestros o personal docente del distrito escolar.

1. Los miembros de la Junta Directiva de BPAC deberán ser
2. Todos los estudiantes de BPAC gozará de las mismas responsabilidades y privilegios establecidos en los estatutos de BPAC.

## **Sección 2: Selección de miembros**

- Los miembros de la Junta Directiva deberán ser oficialmente elegidos durante el mes de Abril del año escolar anterior al de su servicio, para darles la oportunidad de prepararse y familiarizarse con las operaciones y procedimientos de BPAC.
- Los miembros de la Junta Directiva deberán ser elegidos sin discriminación basada en raza, religión, sexo, idioma, política BPAC, o procedencia étnica, y deberán estar presentes en el momento de la votación.

## **Sección 3: Término del Cargo**

Todos los miembros de la Junta Directiva de BPAC deberán servir durante el año escolar para el cual fueron electos. Con excepción de presidente(a), y secretaria(o) que podrían ser elegidos por él termino de dos años.

## **Sección 4: Derecho a Voto**

Cada uno de los miembros de BPAC tiene derecho a un voto y puede ejercer su voto cada vez que haya alguna votación.



## **Sección 5: Terminación de Membresía de la Junta Directiva**

Un miembro de la Junta Directiva perderá su membresía cuando:

1. Deja de ser residente del área de servicio del Distrito escolar a su relación y participación en BPAC. 3 juntas consecutivas sin justificación. a través de un voto afirmativo del 50%+1 de los miembros presentes, revoque o suspenda a un miembro por causa justificada.

## **Sección 6: Traspaso de Membresía**

La membresía de la Junta Directiva del Comité Asesor de Padres Bilingües (BPAC) no es transferible.

## **Sección 7: Suplentes**

Un miembro de la Junta Directiva del comité podrá nombrar y enviar a un suplente a la junta. El suplente gozará del derecho a voto. La participación del suplente exime al miembro de las consecuencias descritas en la Sección 5 de este Artículo. **Sección 8: Renuncia**

Cualquier miembro de la Junta Directiva puede presentar por escrito su renuncia al presidente del comité o a la Dirección del Programa de Educación Bilingüe como segundo idioma. El Distrito escolar deberá informar entonces a BPAC de la renuncia del miembro y proporcionar copia de la misma.

## **Sección 9: Vacante**

De suscitarse una vacante como consecuencia de una renuncia o falta de participación en las juntas de BPAC, ésta deberá ser llenada a través de una elección especial debidamente programada y el término del cargo deberá ser por el tiempo restante del año.

**Artículo 4.-Oficiales Sección 1:** Los oficiales de la Junta Directiva de BPAC está compuesto por: Presidente, Vice-Presidente, Tesorero y Secretario. Cualquier miembro podrá ser nominado para estos cargos.

### **Sección 2: Elección y término del cargo**

Los oficiales de la Junta Directiva de BPAC serán elegidos en \_Abril y tomarán posesión de sus cargos en agosto por el término del cargo o hasta que su sucesor haya sido elegido y debidamente calificado. Los oficiales podrán ser re-elegidos, siempre y cuando sigan siendo miembros de BPAC pero no podrán ocupar el mismo cargo por más de 2 términos consecutivos.

### **Sección 3: Revocación y Suspensión**

Cualquier oficial de la Junta Directiva de BPAC podrá ser revocado por el voto el 50% +1 voto de los miembros presentes en una junta debidamente llamada a juicio del comité con el objetivo de mantener el bienestar de los miembros.

### **Sección 4: Presidente**

**A.-** El Presidente presidirá, dirigirá y llamará al orden en todas las juntas y reuniones de BPAC y firmará todas las cartas, reportes y otros documentos del comité. Además llevará a cabo todas las funciones de su cargo y otras funciones prescritas que surgieran. El presidente deberá ser un padre/madre o tutor/guardián de un estudiante del Programa de Educación del Inglés como segundo. □ El cargo de Presidente de BPAC no puede ser ocupado por un empleado del distrito escolar. □ El presidente de BPAC será responsable por preparar las agendas de las juntas en consulta con el enlace familiar o su representante asignado.

### **Sección 5: Vice-Presidente**

**B.-** Es la responsabilidad del Vice-Presidente sustituir al Presidente durante sus ausencias y llevar a cabo otras obligaciones que surgieren y le fuesen encargadas por el Presidente o por el comité BPAC.

**Sección 6: Tesorero** Es la responsabilidad del tesorero hacer los informes de tesorería para las juntas y llevar informes de ingresos y egresos. El tesorero deberá conocer las normas y las reglas del distrito con respecto a donaciones o ingresos del comité y servirá de enlace para facilitar reembolsos de gastos, cartas de exoneración de impuestos y otros menesteres relacionados con el aspecto financiero de la organización. El Tesorero tendrá capacidad de ser una de las dos firmas requeridas para la emisión de cheques y otros documentos financieros. El Tesorero deberá entregar reporte mensual de las actividades monetarias de BPAC.

### **Sección 7: Secretario**

El Secretario mantendrá las actas de las juntas regulares y extraordinarias del comité y deberá enviar copia a cada uno de los oficiales de la Junta Directiva, miembros de BPAC, y a las oficinas del distrito escolar a su debido tiempo.

### **Artículo 5. -Sub-comités**

Sección 1: En ocasiones la Junta Directiva de BPAC podrá establecer y cancelar subcomités especiales. Todos los miembros de los sub-comités deberán ser miembros de BPAC y deberán regirse por todos los estatutos de la organización. Ningún miembro de un sub-comité podrá actuar como portador único de la autoridad de BPAC. Los miembros de sub-comité podrán ser voluntarios o elegidos por votación.

### **Artículo 6, - Juntas/Reuniones**

Todas las reuniones/juntas estarán abiertas al público y se conducirán en el idioma hablado por la mayoría de los miembros del comité presentes. En caso de que un miembro no hable o comprenda el idioma, un intérprete le facilitará la comunicación.

## Sección 1: Juntas Regulares

- BPAC deberá reunirse al menos cuatro veces durante el año escolar (agosto-mayo) Las juntas se llevarán a cabo el día que la mayoría de los miembros puedan asistir.
- Las juntas se convocarán con una semana de anticipación y se llevarán a cabo en oficinas o planteles del distrito escolar.

## Sección 2: Juntas Extraordinarias

Convocatorias a juntas extraordinarias serán efectuadas por el presidente o su designado y podrán llevarse a cabo en instalaciones, públicas, comerciales o privadas, accesible a todos los miembros.

## Sección 3: convocatoria a Juntas/Reuniones

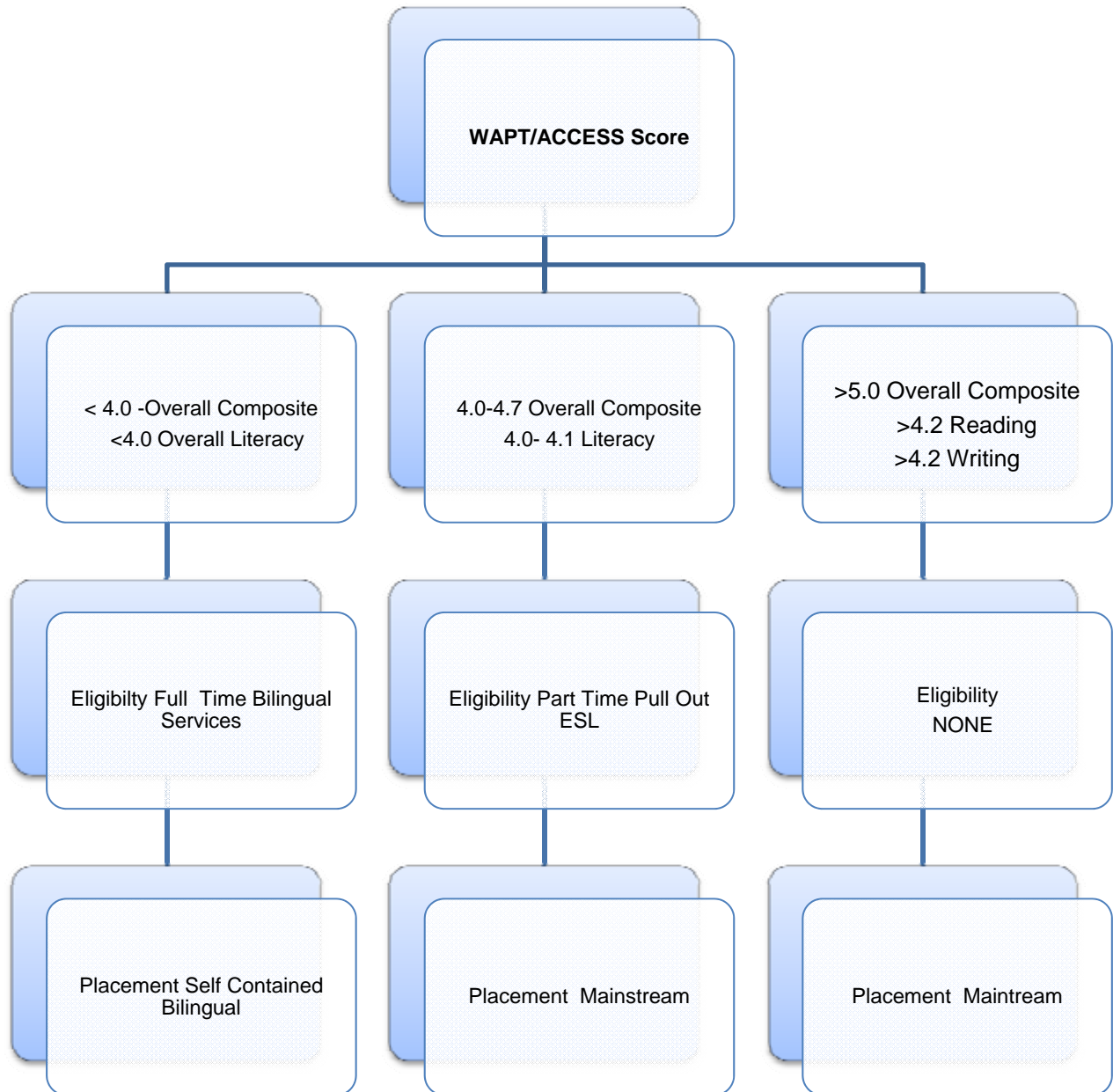
Todas las reuniones/juntas serán anunciadas. La nota convocatoria se hará por teléfono, o por escrito y dará a conocer la, fecha, hora y lugar con un mínimo de 72 horas de anticipación. **Artículo 7.-Autoridad Parlamentaria** Sección 1-**Decoro y Conducta** Las Reglas de orden de la reunión se regirán por:

- Comenzar y terminar a tiempo
- Evitar una persona a la vez
- Si lo piensas, expón
- Sé audible
- Apóyate
- Respeto
- Siendo significa aprobación

**Sección 2- Procedimiento** El presidente presidirá las juntas y el secretario o su designado leerá el acta de la reunión anterior. Todos los miembros presentes recibirán una agenda con el orden del día.

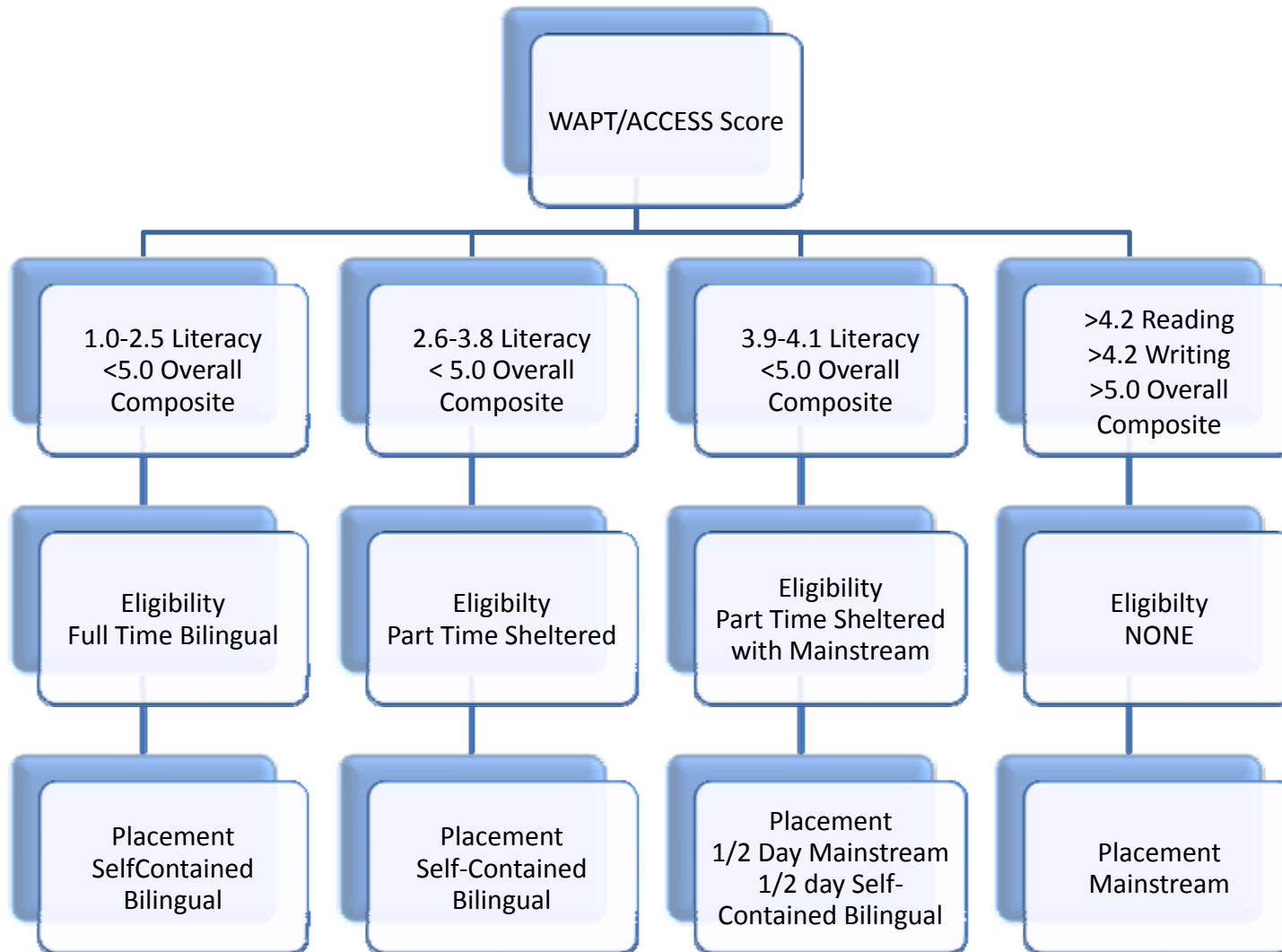
**Artículo 8-Enmiendas / Ratificación** Sección. - 1 Estos estatutos pueden ser corregidos cuando los miembros de la junta directiva lo consideren necesario. Los cambios deben efectuarse con la aprobación del voto de dos terceras partes del total de miembros.

# 1<sup>st</sup> & 2<sup>nd</sup> Grade Eligibility and Placement Transitional Bilingual Education TBE



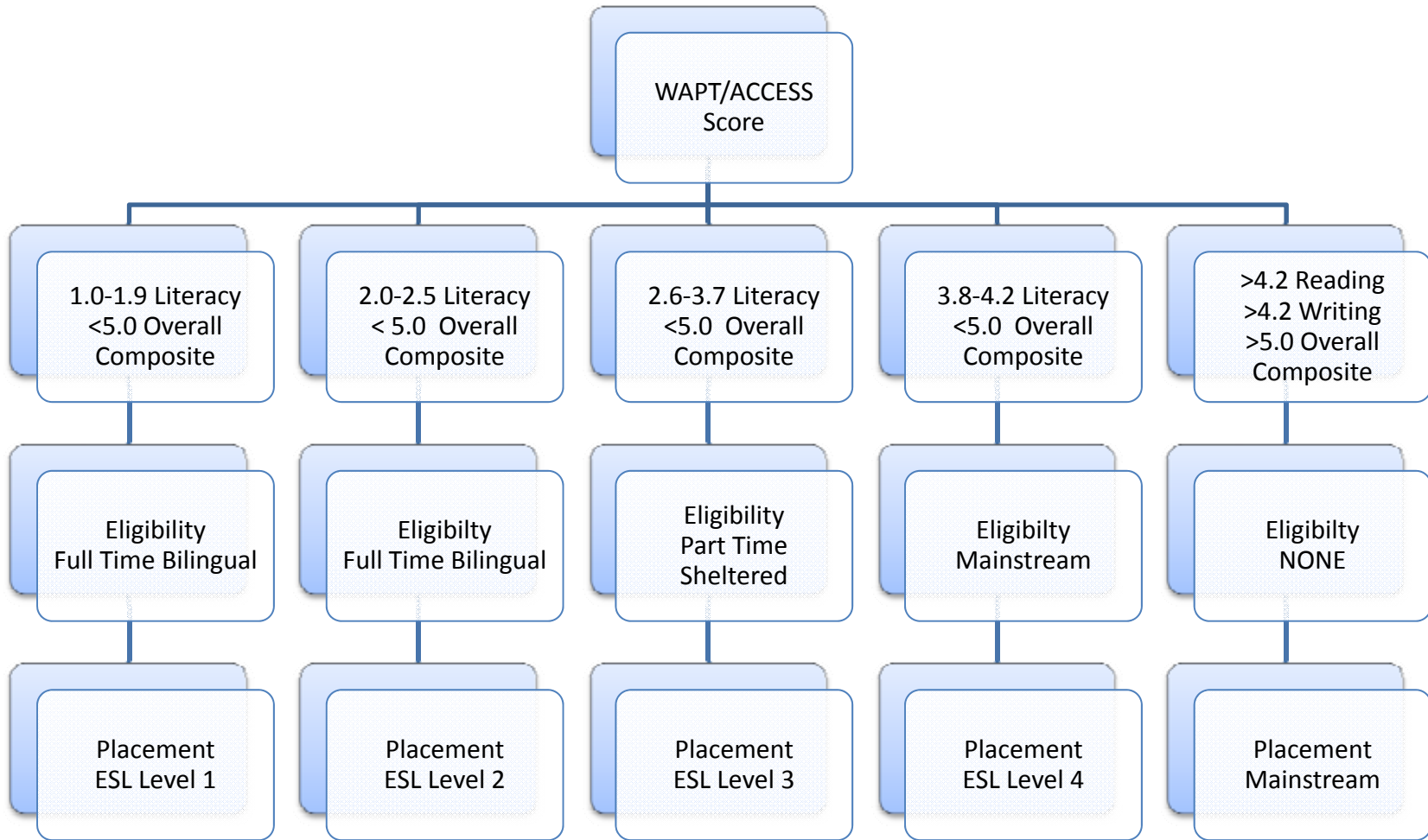
# **3<sup>rd</sup>-5<sup>th</sup> Grade Eligibility and Placement Transitional Bilingual Education**

# 3<sup>rd</sup>-5<sup>th</sup> Grade Eligibility and Placement Transitional Bilingual Education





# 6<sup>th</sup>- 8<sup>th</sup> Grade Eligibility and Placement Transitional Bilingual Education TBE



# Criteria for Determining Eligibility & Placement

# Eligibility versus Placement of ELL Students

## Eligibility

Once the student has been identified as “eligible” to receive TBE (Bilingual) or TPI (ESL) services, the type of services a student is “eligible” for needs to be decided. The type of services that a student is identified as eligible for is based on the W-APT screening results (for new students) and the ACCESS for ELLs (continuing services students). Bilingual services are distinguished as either Part Time or Full Time services. Eligibility of services has to do with whether or not a student is entitled to Bilingual (full time), ESL (part time), or Sheltered (part time) instruction. Please see **Criteria for Determining Eligibility of Services** and **Guidelines for Serving Full Time and Part time Bilingual Students**

## Placement

Once the student’s eligibility for services has been determined, they must be **placed** into a classroom where those services can be delivered. The method of instruction, materials, and certification of the teacher must be appropriate for the student’s eligibility of services in that placement. For example, if a 4<sup>th</sup> grade TBE student’s ACCESS scores deem him/her **eligible** for bilingual instruction, and there aren’t enough bilingual students to create a bilingual classroom, he/she could be **placed** into a sheltered classroom with a bilingual (endorsed) teacher. However, the instructional strategies, certification of the teacher and materials must allow that student equal access to the curriculum. Native language instruction must also be provided to the student, when necessary. Or, if a 1<sup>st</sup> grade TBE student is identified as eligible for part time ESL services (i.e. based on an ACCESS score of 4.1/4.6) that student might be placed in a mainstream classroom and pulled out for ESL services with an ESL certified teacher.

## Transitional Bilingual Education- TBE

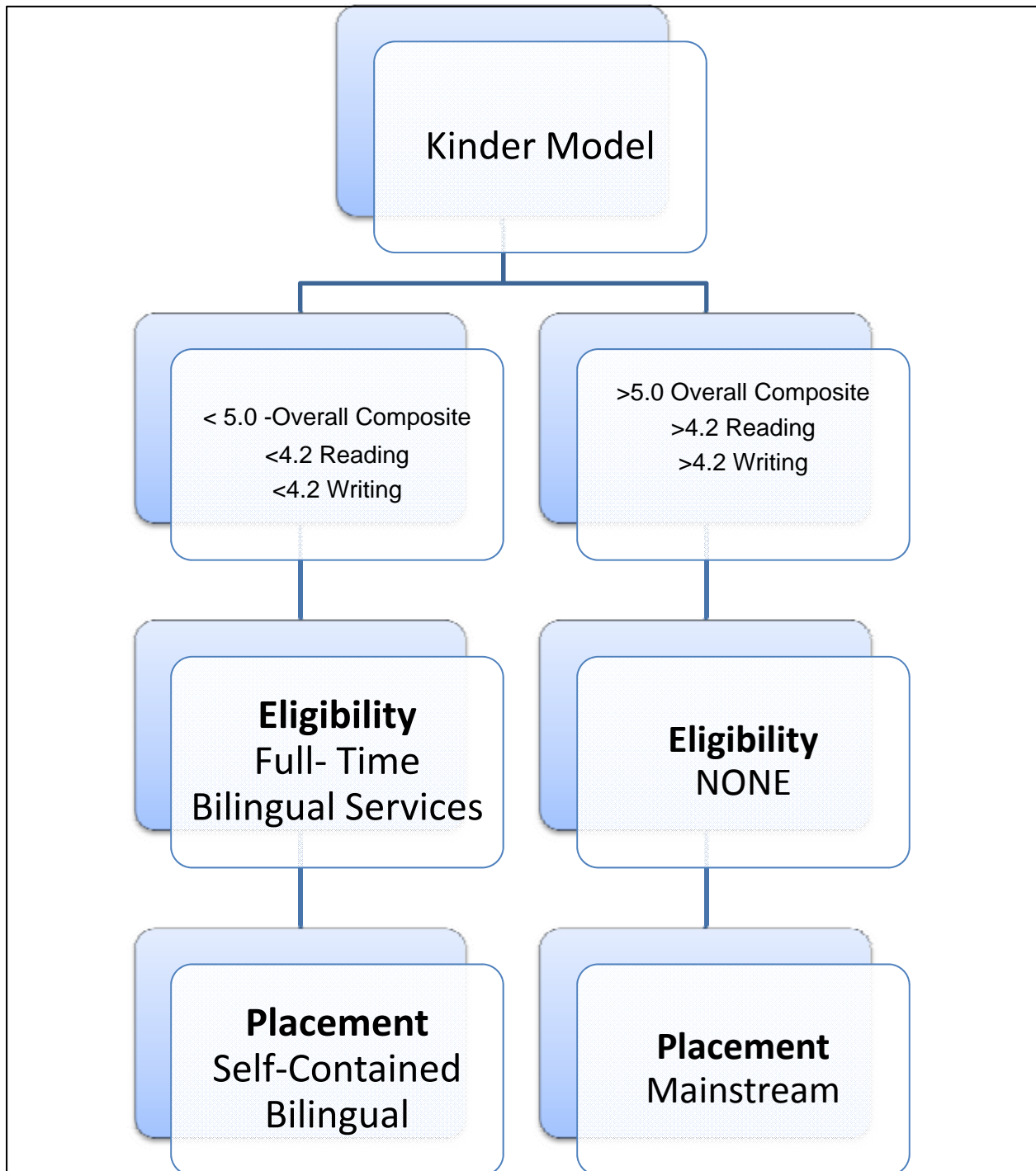
When an attendance center has an enrollment of 20 or more students of a single language classification (such as Spanish, as is the case in D33) the school district shall provide a Transitional Bilingual Education program. These students are eligible for a continuum of services depending on and not limited to; language proficiency, age, and academic achievement, and placed in classrooms according to their needs.

## Transitional Program of Instruction - TPI

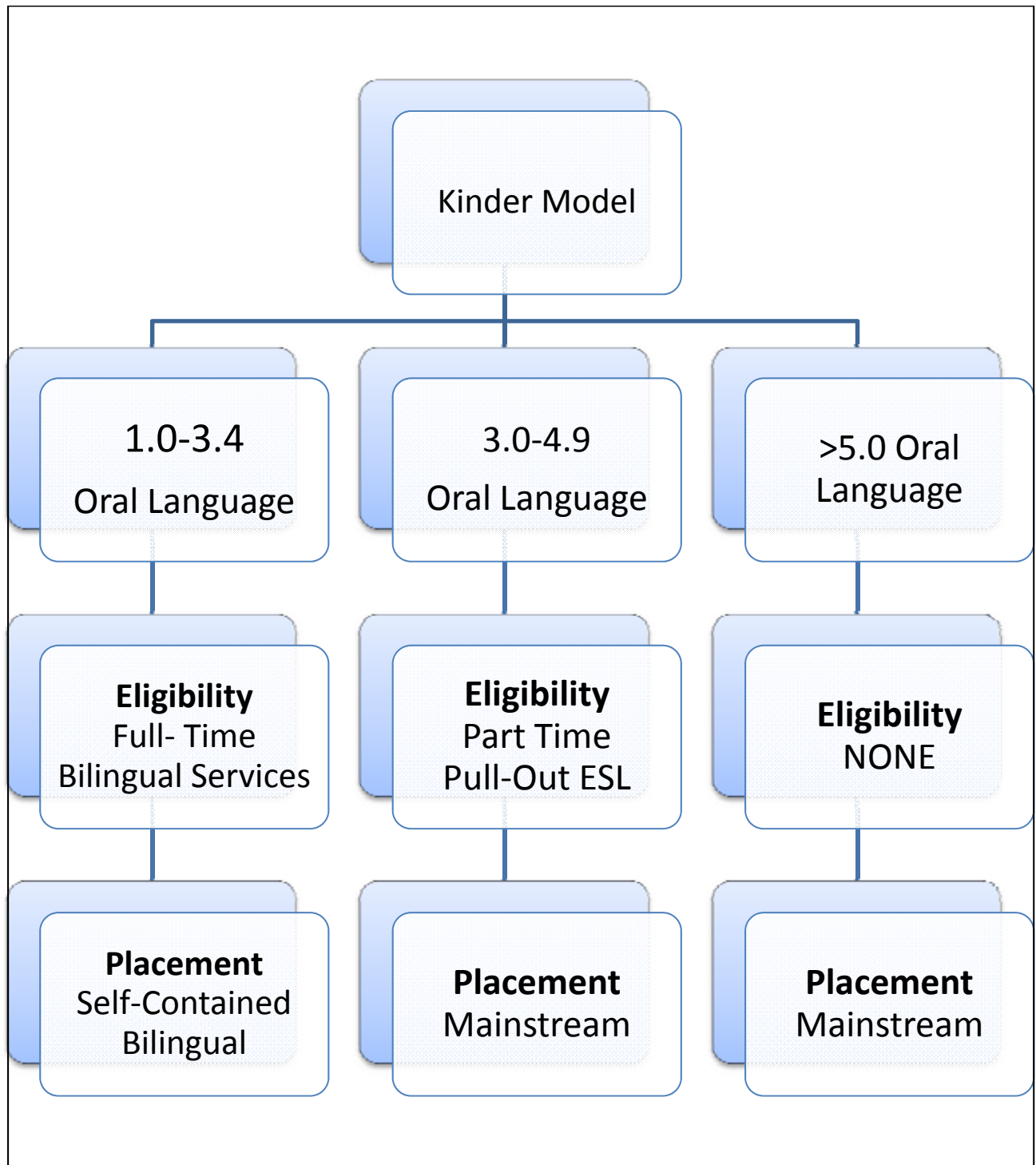
When an attendance center has an enrollment of 19 or fewer students of limited English proficiency of any single language classification other than English, the school district shall provide a locally determined transitional program of instruction (TPI) for those students. These students are eligible for ESL services and placed in the mainstream for pull-out ESL services.

The following charts are a guideline for determining eligibility and placement of TBE and TPI students.

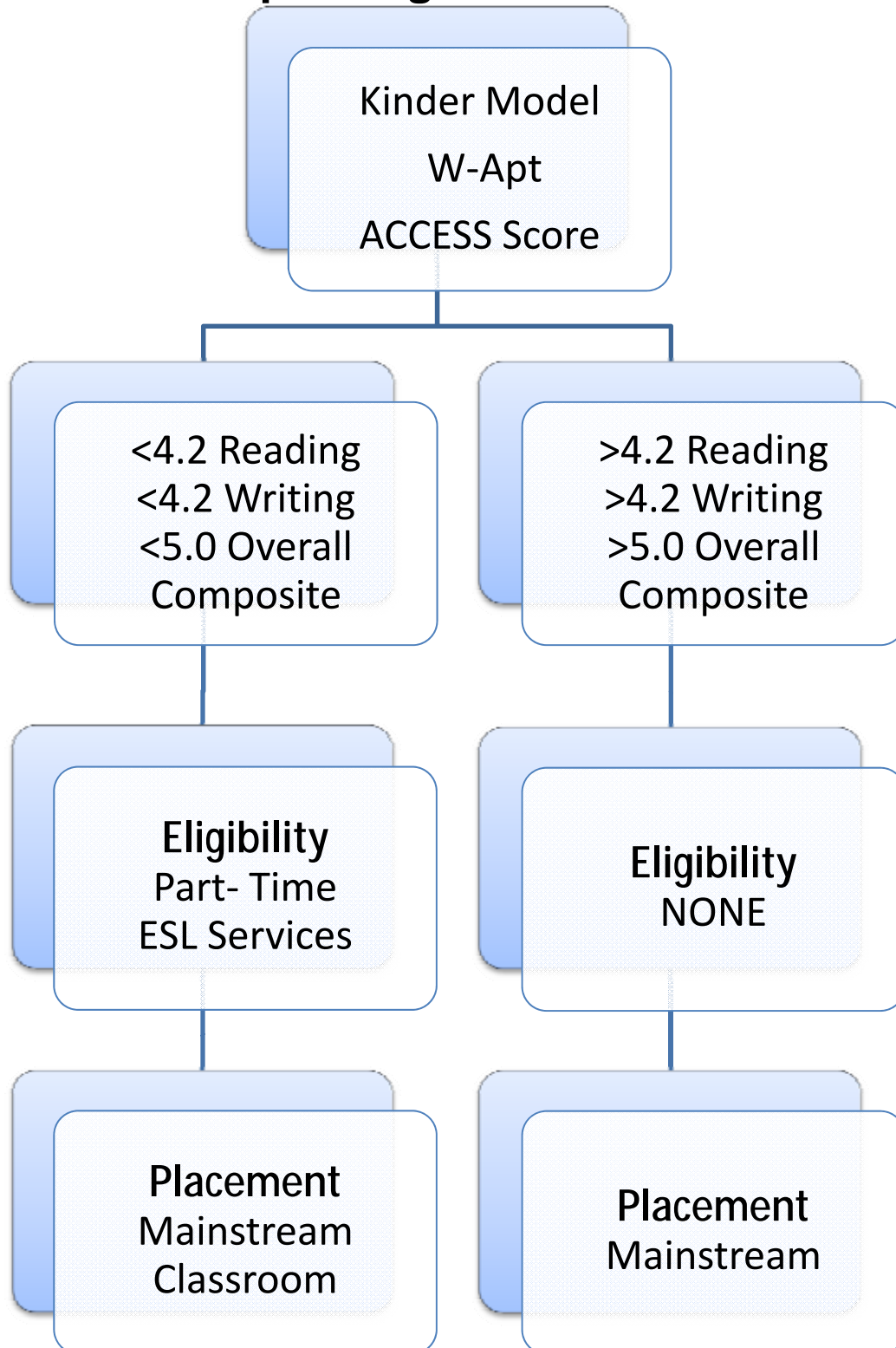
# Kindergarten (2nd Semester) Eligibility/Placement- Transitional Bilingual Education TBE



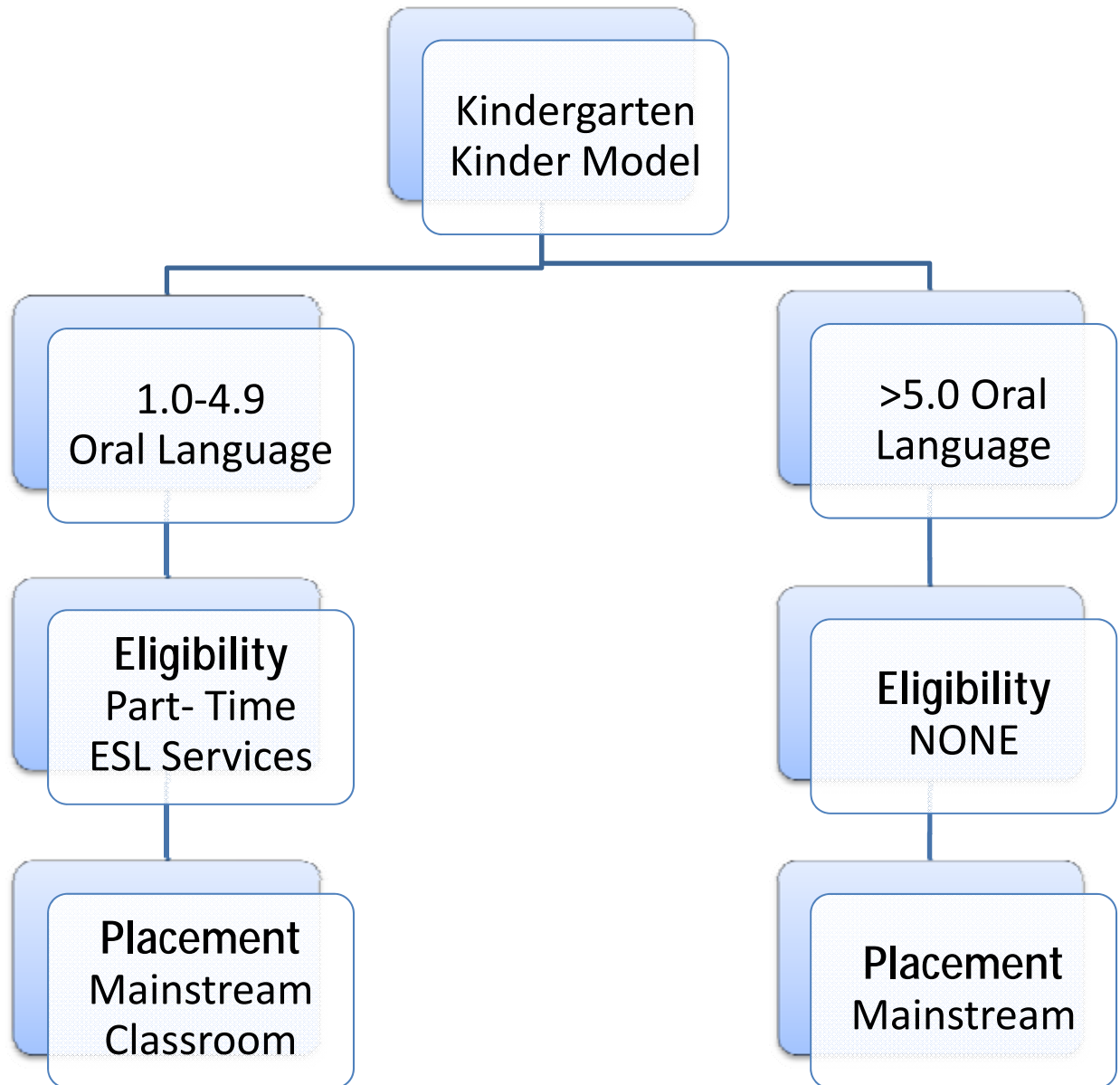
# Kindergarten(1<sup>st</sup> Semester) Eligibility/Placement- Transitional Bilingual Education TBE



# Kinder (2<sup>nd</sup> Semester)-8<sup>th</sup> Grade Eligibility/Placement of TPI (Non-Spanish) Speaking Students



# Kindergarten (1<sup>st</sup> Semester) Eligibility and Placement of Transitional Program of Instruction TPI



# Full Time and Part Time Bilingual Services

## Contents

### Full Time vs. Part Time Distinction

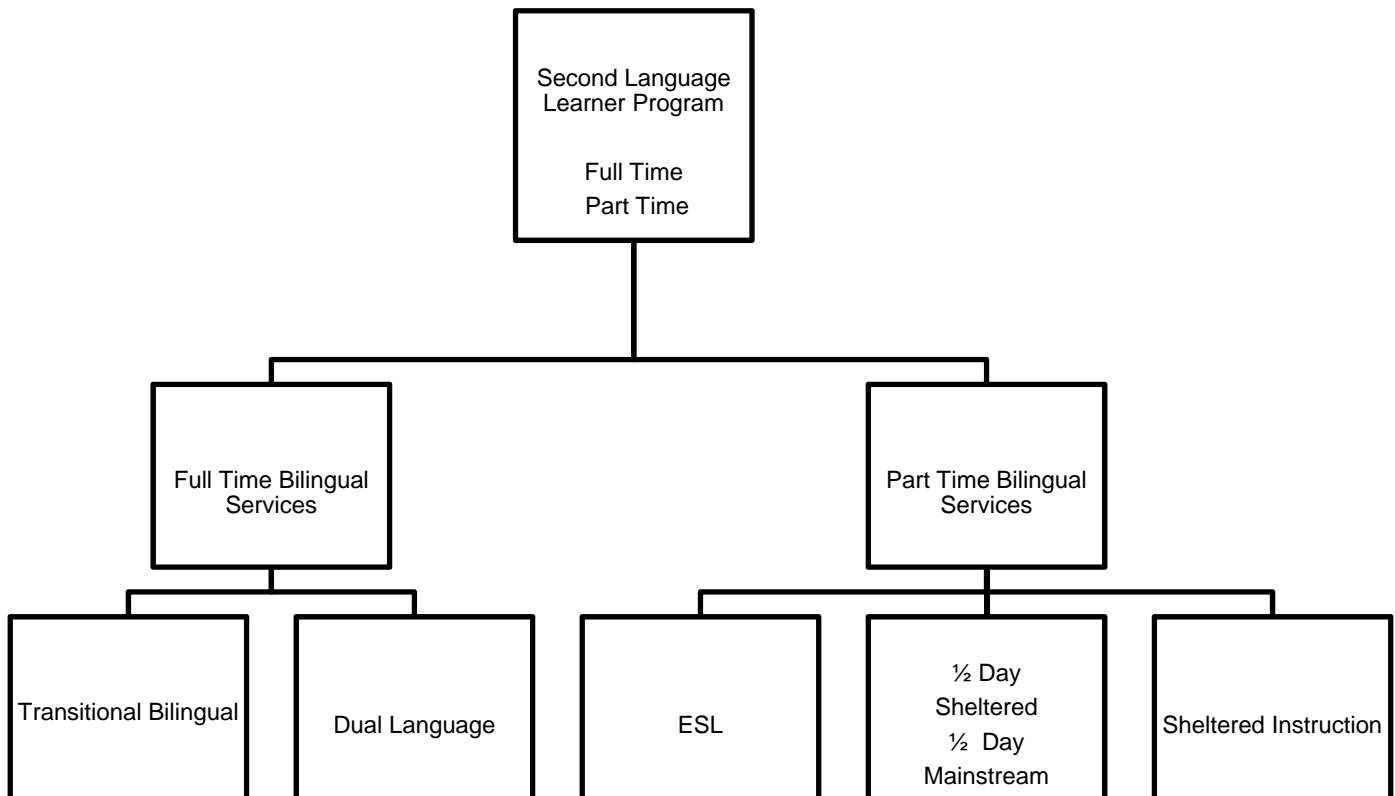
### Program Requirements and Explanation:

Transitional Bilingual Education

Dual Language

Sheltered Instruction (for TBE students)

ESL Services





## Legal Requirements

Under Section 14C-2 of the School Code, bilingual services must be defined as either full-time or part-time. This distinction does not define the minutes of service but rather the educational needs of ELL students. This pertains to transitional bilingual education programs and not transitional programs of instruction. In D33, students receiving part-time or full-time services are Spanish speakers.

**FULL-TIME** - A full-time TBE program as defined in Section 14C-2 of the School Code and Section 228.30 of 23 Ill. Administrative Rules includes:

- A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language;
- B) Instruction in the language arts in the student's home language and in English as a second language; and
- C) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.

Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist students of limited English proficiency in meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D).

**\*PART-TIME** – A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's native language as determined by the student's needs. Part-time students are those whose assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. However, district staff shall consider the student's score and his or her proficiency in the home language, prior performance, if any, in coursework taught exclusively in English, current academic performance, and other relevant factors such as age, disability, and cultural background in order to determine whether a full-time or a part-time program is appropriate.

**In D33, part-time services have consisted of sheltered instruction and ESL.**

**West Chicago Elementary District 33 Guidelines Pertaining to  
Transitional Bilingual Education Program (TBE)  
Full-Time Bilingual Services**

Districts serving English Language Learners must designate program services as either full time or part time (per ISBE). These designations refer to a student's level of English proficiency need and not minutes of service.

**West Chicago District 33 offers three FULL-TIME bilingual services:**

1. Self- Contained Transitional Bilingual Education (TBE)
2. Dual Language Education (for TBE and monolingual English students)

**In West Chicago District 33 students are considered TBE students if they:**

1. Are Spanish speaking and,
2. Have an ACCESS/W-APT score below 5.0 overall and 4.2 Reading and 4.2 Writing

**The Transitional Bilingual Program (TBE) is intended to promote the academic achievement of language minority students to enable them to develop academic skills while acquiring English language proficiency.**

The level of a student's proficiency in English, as determined by ACCESS and W-APT in conjunction with other information available to the district regarding the student's level of literacy in English and home language, will determine a student's eligibility in the following full time instructional programs. Please refer to Guidelines for Exiting Students, Guidelines for Mainstreaming Students and Guidelines for Sheltered Instruction if you need additional information on the criteria used in the eligibility process.

TBE involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only.

As defined by state regulations (Section 14C-3 of the Illinois School Code) the Transitional Bilingual Program offers instruction in a student's first language when 20 or more LEP students in one site represent the same language classification.

The student's first language is used as the medium of instruction to bridge academic success in West Chicago's core TBE curriculum. Research findings have shown that children with a strong foundation in their first language have less difficulty learning a second language.

The program is designed to allow the students to successfully perform at their ability level while they learn English and transition into English-only classes to function at the same level as their peers.

The district has adopted Spanish textbooks for reading, science and social studies at the elementary level and most content-area courses at the middle school level that reflect the skills and concepts targeted in the district core curriculum for each subject area. Math is taught in English with native language support when needed.

Students should integrate with English speaking peers for Art, Music, P.E. and special activities (Based on IL School Code Article 14C) while teachers work together cooperatively to allow transitioning to regular classes as appropriate for each individual student.

### **Self-Contained Transitional Bilingual Education (TBE) - Grades K-3rd**

West Chicago District 33 TBE (Spanish) self-contained classrooms must consist of the following components: (Based on IL School Code 14C)

- a) Spanish instruction in Language Arts, Math (as needed-district adopted materials are in English), science and social studies (based on student's progress toward English proficiency).
- b) Balanced literacy instruction in Spanish and English.
- c) Implement Language Allocation. (See **Language Allocation Guidelines**) This approach emphasizes English language/literacy development through the content areas of science and social studies. Language and literacy objectives are taught using content area resources and language arts materials.
- d) Instruction in the history and culture of the country, territory, or geographic area, which is the native land of the students or of their parents and in the history, and culture of the United States.

The amount of time used for instruction in English and Spanish varies according to the student's program year and/or English Language proficiency level.  
(See **Language and Content Allocation Chart**)

**ELL students must receive instruction based on the following standards (Based on IL School Code 14C):**

**a) District Core Curricula Guidelines and Standards:**

- ALL students
- A framework which outlines the essential skills of each content area.
- The integration of standards and how they should be applied to classroom instruction.

**b) Common Core State Standards**

<http://www.corestandards.org/>

- ALL students
- The knowledge and skills of each content area  
(What students should know and be able to do)
- The basis for measuring students' academic achievement

**c) Spanish Language Arts (SLAS):**

<http://www.wida.us/standards/slaenglish.doc>

- Transitional Bilingual Education and Dual Language students
- To guide the development of curriculum that promotes both communicative and academic native language proficiencies
- To promote and sustain Spanish language support for academic purposes
- To anchor assessment and instruction in settings where Spanish is the medium of instruction
- To serve as benchmarks for stakeholders, including parents, teachers, administrators, and Boards of Education and programs supporting native language instruction in Spanish

**\*See D33 Common Core Aligned Curriculum for Math and Language Arts**

\*The standards mentioned above are assessed by the following objectives: ACCESS and ISAT

**Annual Measurable Achievement Objectives that ELL Programs Must Meet**

<u>ACCESS</u> English Language Proficiency (ELP)	<u>ISAT</u> Academic Achievement
ELP Standards: <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress in English language (85% of students must make .5 progress)</li> <li><input type="checkbox"/> Attainment of English language proficiency (10% of students must transition-exit each year)</li> </ul>	Illinois Learning Standards: <ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate Yearly Progress (82% of LEP students must meet or exceed standards in 2011)</li> </ul> ELL= English Language Learner LEP = Limited English Proficient

**\*Annual Measurable Achievement Objectives (AMAOs)**

**TBE programs must also facilitate the following to support its ELLs and families (Based on IL School Code 14C):**

**a) Parent and community participation**

The district shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual staff, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members, shall be parents or legal guardians of students enrolled in the program. Membership on this committee shall be representative of the languages served in program to the extent possible. This committee shall participate in the planning, operation and evaluation of the program and shall meet **four times per year**. (See Section 14C-10 of the School Code [105 ILCS 5/14C-10])

**b) Staff and Instructional Requirements:**

- Students must receive instruction from a certified teacher with a Bilingual/ESL approval (Type 03, 09, or 10 with Bilingual/ESL Approval or Type 29 and actively enrolled in coursework toward Certification and Approvals).

- Implement Language Allocation. (See **Language Allocation Guidelines**)

## **2. Dual Language Education 50/50 Model – Gary School**

District 33's Dual Language program ensures that students who are identified as Limited English Proficient and monolingual English speakers learn English and Spanish simultaneously. In a dual model, **native Spanish and native English speaking students are integrated and instructed in English and Spanish.**

Dual Language can be defined as a long-term additive bilingual and bicultural program model that consistently uses two languages for instruction, learning, and communication. A balanced number of students from the two language groups (English and Spanish) are selected and integrated for instruction in the pursuit of bilingual, bi-literate, academic, and cross-cultural competencies. The program moved to a 50/50 model in the 2013-2014 school year beginning with all day Kinder. See Dual Language Allocation plan.

District 33 usually has a waiting list to get into this program.

### **Students in Dual Language Classrooms must receive:**

- a) Balanced literacy instruction in the target language.
- b) Curriculum based on the Illinois State Standards.
- c) Spanish Language Arts Instruction
- d) English Language Development through ELD Standards
- e) District Core Curriculum
- f) Instruction in the History and Culture of the US and Spanish Speaking Countries

Guidelines for Serving  
Full Time and Part Time  
Bilingual Students

**West Chicago Elementary District 33 Guidelines Pertaining to  
Transitional Bilingual Education Program (TBE)  
and Transitional Program of Instruction (TPI)  
Part-Time Bilingual Services**

Districts serving English Language Learners must designate program services as either full time or part time (per ISBE). These designations refer to a student's level of English proficiency need and not minutes of service.

**West Chicago District 33 offers two PART-TIME bilingual services:**

1. Sheltered English Instruction (self-contained)
2. Pull-Out ESL

The level of a student's proficiency in English, as determined by ACCESS/W-APT in conjunction with other information available to the district regarding the student's level of literacy in English and home language, will determine a student's eligibility in the following full time instructional programs. Please refer to Guidelines for Exiting Students, Guidelines for Mainstreaming Students and Guidelines for Sheltered Instruction if you need additional information on the criteria used in the eligibility process.

**1. Sheltered English Instruction – (4<sup>th</sup> through 6<sup>th</sup> grades)**

Sheltered instruction is for students that are beginning the transition process to a general education classroom (4-6<sup>th</sup> grade). This approach groups ELL students from English language proficiency levels 2.8 - 3.8 on the Reading or Writing section of the ACCESS for ELLs in self-contained Sheltered English classrooms where Bilingual or ESL endorsed teachers use English as the medium for providing content area instruction. Language is adapted to the proficiency level of the students. TBE teachers may also use native language to explain content when the students need it. The acquisition of English is the main goal of sheltered English, but instruction focuses on academic content rather than language. Once students achieve a 3.8 overall or above on the ACCESS for ELLs they may begin to mainstream to a general education classroom for up to half of their instructional day.

Students in Sheltered Classrooms must receive:

- a) Sheltered Instruction in subjects, which are either required by law, or by the district, such as English, Math, science and social studies to make content comprehensible to English language learners with intermediate fluency. The emphasis is on the development of grade-level competencies.



- b) Instruction in content-based ESL, an approach used to develop English language proficiencies through the use of concepts and themes from various subject areas. This approach emphasizes English language development through the content areas of science and social studies.
- c) Balanced literacy instruction in English and student's home language when necessary.

## **2. ESL – Pull-Out Support – Transitional Program of Instruction (TPI)**

In D33, ESL pull-out support is intended for ELL students that are non-Spanish speakers (TPI). TBE (full-time) students may receive ESL (part-time) support for the following reasons ONLY:

- a. Parents refusal bilingual services. In this case, parents must write a letter indicating that they do not want bilingual services and accept ESL services. A copy must be placed in the student's bilingual folder and another copy sent to the ESC.
- b. The student transferred from another district where bilingual services were not offered. **Their ACCESS and W-APT results must indicate that they will not benefit from a Full-Time program (see Criteria for Determining Eligibility and Placement). Additional data and testing may be required. See ESL or Lead Teacher if you have questions about testing.**
- c. **See Criteria for Eligibility and Placement for Kinder**

Students receiving ESL Pull-Out Support services spend their school day in a mainstream classroom, and are pulled out for a portion of each day to receive instruction in specific areas.

Part-Time ESL services must include:

- a) ESL content-based instruction
- b) Balanced Literacy through the content-areas.

**Part-Time Transitional Bilingual Education (TBE) Placement  
Under Section 228.30(c)(3)**

Beginning September 1, 2013, districts may assign English learner students to part-time TBE placements in accordance with the requirements contained in 23 IL Adm. Code Section 228.30 (c)(3). These criteria are to be used to make decisions about students who enroll in the district for the first time or who are being transitioned out of a full-time TBE placement because they would benefit from a part-time placement. Students previously assigned to full or part-time TBE placements in the district should not be re-assigned for the sole purpose of meeting the criteria below.

**1. Minimum English Language Proficiency Score**

A student may be in a part-time TBE placement if an assessment of the student's English language skills has been performed and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program as specified below:

<b>TBE Part-time Placement Criteria for Kindergarten and Grades 1-12</b>	
The student's English language proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the following range:	
<b>Grade Level</b>	<b>Part-time English Language Proficiency Range</b>
Kindergarten - First semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1 <sup>st</sup> Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs® but not English proficient**
First Grade – Second semester through 12 <sup>th</sup> Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs® but not English proficient**
Effective January 1, 2014:	
*A student in the first semester of kindergarten who scores below a 5 oral language composite proficiency level is an English learner (EL).	
**A student in the second semester of kindergarten through grade 12 who obtains an overall composite proficiency level below 5 <u>and/or</u> a reading proficiency level below 4.2 <u>and/or</u> writing proficiency level below 4.2 is an EL.	

## 2. Other Student Characteristics

If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met.

- **Native Language Proficiency**

A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

- **Academic Performance in Subjects Taught in English**

Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.

- **Academic Performance**

Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.

- **Students with Disabilities**

Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

- **Limited Native Language Instruction**

The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.

# Guidelines for Reclassification and Exit of ELL Students

# WEST CHICAGO DISTRICT 33

## Parent Notification Letter

Exit TBE/TPI Program

School Name:

Date:

Student's Name:

Student ID # :

Dear Parents or Legal Guardians:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child has met reclassification and exit criteria from our district's English Language Learners Program.

Reclassification is the result of language testing conducted by the state and the school district. This means that your child's English listening, speaking, reading and writing skills are determined adequate for general education grade-level placement with no language services.

Based on the state assessment ACCESS for ELLs<sup>®</sup> your child's English language proficiency test results are:

Areas Tested	Proficiency Levels
Overall Literacy Composite	
Overall Composite	

Your child will be placed in a general education classroom for the **2013-2014** school year. Your child's progress will be monitored for two school years to ensure his/her academic progress and success.

If you have any questions or concerns about his process, please contact your child's school for further assistance.

***Kristina Davis***

Director for Learning

# DISTRITO 33 DE WEST CHICAGO

## Carta de Notificación a los Padres

Egreso del Programa TBE/TPI

Escuela:

Fecha:

Estudiante:

Número de Identificación:

Estimado padre o tutor:

Con base tanto en los resultados de los exámenes de competencia en el inglés como en el nivel de aprovechamiento académico de su hijo(a), nos es grato informarles que él(ella) ha llenado los requisitos para ser reclasificado(a) y dado(a) de baja del Programa de Enseñanza del Inglés como Segunda Lengua.

Esta reclasificación se basa en los resultados de los exámenes de inglés aplicados por el estado y el distrito escolar. Los resultados obtenidos por su hijo(a) en las áreas de escuchar, hablar, leer y escribir muestran que ha logrado la competencia necesaria para ser colocado(a) en un salón de educación general sin necesidad de servicios de apoyo en el idioma inglés como segunda lengua.

Los resultados de competencia del inglés obtenidos por su hijo(a) en la evaluación estatal ACCESS para ELLs® (Estudiantes del Idioma Inglés) son los siguientes:

Áreas del Examen	Niveles de Fluidez
Conocimiento General Compuesto	
Conocimiento General	

Su hijo(a) será colocado(a) en un salón de educación general para el ciclo escolar 2013-2014. Su aprovechamiento académico será monitoreado durante dos ciclos escolares para asegurarnos de que su avance sea adecuado.

Si tiene usted alguna pregunta o duda en relación a este proceso, le agradeceremos se comunique a la escuela de su hijo.

***Kristina Davis***

Directora de Enseñanza



**Department of Second Language Learning**  
West Chicago Elementary District #33  
312 East Forest Avenue  
West Chicago, Illinois 60185



Kristina Davis  
Assistant Superintendent for Learning

630-293-6000 ext. 209  
davisk@wego33.org

**Notificación de Salida del Programa Bilingüe**

Estimados padres de:

Por medio de la presente le informamos que su hijo/a ha cumplido con los requisitos para ser dado de baja del programa bilingüe. Su hijo/a continuará en el Programa Dual, pero a partir del año escolar 2013 - 2014, será considerado/a como competente en el uso del inglés.

Nuestro propósito continúa siendo el de proporcionar a su hijo/a la mejor educación posible. Si usted desea comunicarse con la Directora de Enseñanza, por favor llame al 293-6000 ext. 209 y pida comunicarse con Kristina Davis.

Atentamente:

Kristina Davis  
Assistant Superintendent for Learning

Fecha:

## WEST CHICAGO DISTRICT 33

**Parent Notification Letter – Prior to 3 years**

**Exit English Language Learner Services**

School Name:

Grade:

Date:

Student's Name:

Student ID#:

ELL Program Enrollment Date:

**Dear Parents or Legal Guardians:**

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child has met reclassification and exit criteria from our district's English Language Learner's Program.

Reclassification is the result of language testing conducted by the state and the school district. This means that your child's English listening, speaking, reading and writing skills are determined adequate for general education grad-level placement with no language services.

Based on the state assessment ACCESS for ELLs your child's English language proficiency test results are:

Areas Tested	Proficiency Levels
<b>Overall Literacy Composite</b>	
<b>Overall Composite</b>	

\*Your child will be placed in a general education classroom for the **2012-2013** school year. Your child's progress will be monitored for two school years to ensure his/her academic progress and success. If you have any questions or concerns about his process, please contact your child's school for further assistance or my office at 630-293-6000.

**Kristina Davis**  
**Assistant Superintendent for Learning**

- I agree with the decision to discontinue English Language Learner services (ELL) and understand that my child will be instructed in a general education classroom.
- I DO NOT agree with the decision to discontinue English Language Learner (ELL) services and do not want my child to exit the ELL program.

Parent Signature \_\_\_\_\_ Tel# \_\_\_\_\_

\*A district must obtain the written permission of parents to exit English proficient students prior to the end of three years in the program. If you do not approve of the exit decision, the district must identify the student as English proficient, but can continue to serve in the TBE/TPI program for three years. However, at the end of the three year period the student will exit the program.



## DISTRITO 33 DE WEST CHICAGO

**Carta de Notificación a los Padres – Previo a los 3 años**

**Egreso de Servicios de Enseñanza del Idioma Inglés**

**Escuela:**

**Grado:**

**Fecha:**

**Estudiante:**

**Número de Identificación:**

**Fecha de Participación en el programa de ELL:**

**Estimado padre o tutor:**

Basados en las calificaciones de fluidez en el inglés de su hijo y el nivel de superación académica, nos es un placer informarles que su hijo ha cumplido con los requisitos de reclasificación y egreso del Programa de Estudiantes del Idioma Inglés de nuestro distrito.

La reclasificación es el resultado de evaluación del idioma efectuada por el estado y el distrito escolar. Esto significa que las habilidades para escuchar, hablar, leer y escribir de su hijo se determinan como adecuadas para ser puesto en el nivel de educación general sin servicios del idioma.

Basados en la evaluación estatal ACCESS para estudiantes del idioma inglés los resultados de fluidez de su hijo son:

Áreas Evaluadas	Niveles de Fluidez
Compuesto General de Alfabetismo	
Compuesto General	

\*Su hijo será puesto en un salón de educación general para el ciclo escolar **2013-2014**. El progreso de su hijo será monitoreado durante dos ciclos escolares para asegurar su superación académica.

Si tiene usted alguna pregunta o duda acerca de este proceso, por favor llame a la escuela de su hijo para mayor información o si lo desea puede llamar a mi oficina marcando 630-293-6000.

**Kristina Davis**

**Asistente Superintendente de Aprendizaje**

- Estoy de acuerdo en discontinuar los servicios de Estudiantes del Idioma Inglés (ELL) y entiendo que mi hijo recibirá clases en un salón de educación general.**
- NO ESTOY de acuerdo con la decisión de discontinuar los servicios de Estudiantes del Idioma Inglés (ELL) y no deseo que mi hijo salga del programa.**

Firma del padre o tutor \_\_\_\_\_ Teléfono \_\_\_\_\_

\*El distrito escolar debe obtener el permiso por escrito de los padres para poder egresar a los estudiantes con fluidez en el inglés antes de cumplir los tres años en el programa. Si usted no está de acuerdo con la decisión de egreso, el distrito debe identificar al estudiante como uno con fluidez en el inglés, pero podrá continuar sirviendo en el programa de TBE/TPI por tres años. Sin embargo, al final del período de tres años, el estudiante saldrá del programa.

# **Guidelines for Exiting Students**

# GUIDELINES FOR EXITING STUDENTS

## Contents

### Program Duration

- Transition and Exit Guidelines
- Finalized Exit/Mainstream Process
- Parent Notification Letter of Exiting (Form D)
-

## PROGRAM DURATION

Article 14C of the Illinois School Code, requires that English Language Learners (ELLs) be enrolled and participate in the bilingual program ***until the student achieves a level of English language proficiency which enables the student to perform successfully in classes in which instruction is conducted only in English.***

ELL (including Special Education) students **may not be transferred** from the TBE (Transitional Bilingual Education) or TPI (Transitional Program of Instruction) program to the general instruction program **unless:**

- a) The student has demonstrated a level of English language skills appropriate to his or her grade level on an Illinois State prescribed examination (ACCESS TIER B or C – Reading 4.2, Writing 4.2 and Overall Composite 5.0),

OR

- b) The parent/legal guardian requests (in writing) the transfer to the general education program. (Per ISBE: Parent Refusal students are still considered LEP and must take the ACCESS for ELLs© annually).

ELLs shall continue in the program until they meet the exit criteria. Students will receive appropriate services based on their English language proficiency level.

## **TRANSITION AND EXIT CRITERIA**

### **A. Elementary/Middle School Transition**

The reclassification for exit process begins when the teacher observes that the student's English is at a proficiency level that will enable him/her to successfully participate in a general education class at her/his ability level. In TBE self-contained classrooms, subjects in English are added as the student's English proficiency increases. Any ELL student who is being reclassified for exit from the TBE program should:

**\*Minimally obtain a level of English language skills appropriate to his or her grade level on an Illinois State prescribed examination (ACCESS TIER B or C – Reading 4.2, Writing 4.2 and Overall Composite 5.0).**

**Parent Permission is required for students are exiting and have been in the program for less than three years.**

## B. Elementary Exit Criteria

A student is ready to exit the program when he/she	Yes
Has achieved <b>5.0 overall composite and 4.2 Reading and 4.2 writing</b> scores on the ACCESS for ELLs with a Tier B or Tier C test. This is a state minimum requirement.	✓

## C. Middle School Transition and Exit Criteria

A student is ready to exit the program when he/she:	Yes
Has achieved <b>5.0 overall composite and 4.2 Reading and 4.2 writing</b> scores on the ACCESS for ELLs with a Tier B or Tier C test. This is a state minimum requirement.	✓

- *Dual Language LEP students will be reclassified as general education students when they meet the criterion for exit. If they are reclassified as general education students, they will remain in the dual program but as general education students.*
- *Per ISBE, reclassified as general education (former ELL) students must be monitored during Year 1 and 2 by the ESL teacher.*
- *Any former ELL student who is not successful in the general education program during Year 1 and 2 may be reclassified back to LEP to have access to additional language support services.*

EXIT

# **Guidelines for Mainstreaming Students**



# GUIDELINES FOR MAINSTREAMING STUDENTS

## **Contents**

- Transition and Mainstream Guidelines
- Student Academic Profile Mainstream Recommendation
- Parent Notification Letter of Mainstreaming
- TBE Preliminary Mainstream Recommendation

## MAINSTREAMING GUIDELINES: Transitional Bilingual Students

### A. Elementary/Middle School Transition

The process begins when the teacher observes that the student's English is at a proficiency level that would enable him/her to successfully participate in a mainstream class.

- Have a 3.8 Literacy Composite on ACCESS for ELLs Tier B or Tier C.**
- Be receiving sheltered instruction in their bilingual/sheltered classroom**
- Have been brought to a grade level team meeting for discussion.**
- Have had both the general education and ELL teacher discuss their progress and transition plan to the mainstream classroom.**
- Have paperwork filed (see attached) at the ESC as well as their bilingual folder.**

### B. Mainstream Process

When students have done the above, students may be recommended for mainstream for up to 1-3 subjects. Once mainstreamed, bilingual and mainstream teachers should collaborate concerning the child's progress in order to ensure that the student is receiving appropriate services. Half-day mainstreamed students will still be considered TBE in our state information system.

Mainstreaming should occur at the end of each quarter/semester. This assures students are not moving mid semester/quarter and that teachers are able to schedule a grade level team meeting. **Students will no longer be mainstreamed for a full day prior to being exited. Students will have a full day mainstreaming experience during their reclassification (exit) years (Year 1 and 2 of Monitoring).**

### C. Discussion points at the Grade Level Team Meeting

Students, who have a 3.8 Literacy Composite are ready for a mainstream experience, and must be discussed at a grade level team meeting. **The ELL and mainstream teacher must be present at this meeting.** The following points should be discussed so that the mainstream teacher has a clear picture of what the student CAN DO:

- What is the student ABLE to do based on ACCESS? SEE **WIDA CAN DO DESCRIPTORS** [http://www.wida.us/standards/CAN\\_DOs/index.aspx](http://www.wida.us/standards/CAN_DOs/index.aspx)  
**Attach copy of CAN DO Descriptors and circle what student is able to do.**
- Does the student use English spontaneously with peers and/or adults?  
(Basic Interpersonal Communication Skills)
- Does the student use English to interact in the classroom to apply academic knowledge? (Cognitive Academic Language Proficiency Skills)
- Does the student initiate conversations in English?
- Is the student entering 3<sup>rd</sup> thru 6<sup>th</sup> grade? (MS students are scheduled off-team)

- Can the student retell a story or incident sequentially in English?
- Does the student read in L1 and/or L2 with fluency (Aimsweb data)?
- Has the student participated successfully on local and state standardized tests?
- Have timelines been established for smooth transition to the mainstream?

Teachers should use professional judgment to determine what subjects and how many subjects (1-3) a student should be mainstreamed for. It is recommended that students be mainstreamed in the following order:

1. Math
2. Science
3. Social Studies
4. Language Arts

Students do not necessarily need to be mainstreamed in all of the above areas/order before being considered for exit. It is recommended that students participate successfully in a mainstream Balanced Literacy Block/Language Arts (MS) Class prior to exit.

After a child has been reclassified as general education (exit) they must be monitored for 2 years (per state guidelines). During the 2 year monitoring period, the ESL teacher will monitor the student's progress and complete quarterly reports in collaboration with the classroom teacher. *This 2 year period replaces the full-day mainstream experience.* If a student is unsuccessful in the mainstream classroom, he/she will be recommended for interventions and/or support from the ELL program. However, once a student achieves the reclassification criteria 4.2 Reading and 4.2 Writing and 5.0 overall composite they may not be reclassified as LEP/ELL (per ISBE).

For consistency in programming, the above guidelines are recommended and should be closely adhered to. At times, there may be circumstances that warrant further discussion. Please contact your principal and/or program director if you have questions.

**TBE MAINSTREAM RECOMMENDATION**  
**Grade Level Team Meeting**

Student Name: \_\_\_\_\_ ID # \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Mainstream Date: \_\_\_\_\_

*The following represents the linguistic and academic levels of the above student that is being considered for mainstream.*

**Students may be recommended for ½ day mainstream at each quarter.**

Assessments	
ACCESS Literacy Composite (3.8 on Tier B or C)	
ISAT Reading	
ISAT Writing	
ISAT Math	
Reading level as per AIMS web (L1 and/or L2)	

Please consider the **English performance** of the student being recommended for mainstream when answering the following questions.

Question	Yes	No
Does the student use English spontaneously with peers and/or adults? (Basic Interpersonal Communication Skills)		
Does the student use English to interact in the classroom to apply academic knowledge? (Cognitive Academic Language Proficiency Skills)		
Does the student initiate conversations in English?		
Is the student in 3 <sup>rd</sup> thru 6 <sup>th</sup> grade?		
Can the student retell a story or incident sequentially in English?		
Does the student read in L1 and/or L2 with fluency (Aimsweb data)?		
Has the student participated successfully on local and state standardized tests?		
CAN DO Descriptors attached? Did you discuss and circle what student can do? <a href="http://www.wida.us/standards/CAN_DOs/index.aspx">http://www.wida.us/standards/CAN_DOs/index.aspx</a>		

Please send a copy to Gicela Ramirez at the ESC and file original in bilingual folder.

Subject Area(s) to Mainstream: **Math Science Social Studies Balanced Literacy**

Team Members Present: \_\_\_\_\_

**Attach a copy of CAN DO DESCRIPTORS TO THIS FORM. Circle student's strengths in the areas of listening, speaking, reading and writing.**

WEST CHICAGO DISTRICT 33



**Parent Notification Letter  
Form D**

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Name \_\_\_\_\_  
*Last First Middle*

**Dear Parents or Legal Guardians:**

Based on your child's classroom performance and ACCESS for ELLs© English proficiency test scores, we are pleased to inform you that your child will be placed in a half-day mainstream classroom. At this time, your child will begin mainstreaming into the general education classroom for the subjects listed below.

Your child will remain in their current bilingual/sheltered classroom, but will also receive instruction in the general education classroom for up to half a day (1-3 subjects). Your child will be placed in the mainstream classroom for the following subjects:

- Science
- Social Studies
- Math
- Balanced Literacy or Language Arts (reading and writing)

Your child's progress will be monitored by both the bilingual and mainstream teacher.

If you have any questions or concerns about this placement, please contact me.

Sincerely,

\_\_\_\_\_  
TBE Teacher Signature

This form should be completed and sent home prior to ½ day mainstreaming a student.

\* File a copy in student's bilingual folder.

## DISTRITO 33 DE WEST CHICAGO



### Carta de Notificación a los Padres Forma D

Escuela: \_\_\_\_\_ Fecha: \_\_\_\_\_

Estudiante \_\_\_\_\_  
*Apellido* *Nombre*

#### Estimado padre o tutor:

Basados en el desempeño del salón de su hijo y puntuación de los exámenes de fluidez ACCESS para Estudiantes del Idioma Inglés (ELLs®), es un placer informarle que su hijo será incluido en un salón general por medio día. Por el momento, su hijo empezará a hacer el cambio a un salón de educación general para las materias indicadas abajo.

Su hijo permanecerá en el salón bilingüe actual, pero también recibirá enseñanza en el salón de educación general por hasta medio día (1 a 3 materias). Su hijo será colocado en el salón de educación general para las siguientes materias:

- Ciencia
- Ciencias Sociales
- Matemáticas
- Alfabetización Balanceada (lectura y ortografía)

El progreso de su hijo será monitoreado por igual por ambas maestras, la de cambio a educación general y la bilingüe.

Si tiene preguntas o dudas acerca de este cambio, tenga la confianza de comunicarse conmigo.

Atentamente,

\_\_\_\_\_  
Firma de la Maestra de TBE

Esta forma debe llenarse y enviarse a casa antes de hacer el cambio a ½ día para el estudiante.

\* File a copy in student's bilingual folder.

# PROCESS FOR IDENTIFICATION OF ELLs

## Contents

- Identification, Annual Evaluation, Exiting & Monitoring  
Process Chart
- Identification of Eligible Students Explanation
- Eligibility for Program Services
- Determining English Language Proficiency and  
Eligibility per ISBE
- W-APT and ACCESS For ELLs
- Summary of ELL Program Forms Chart
- Program Forms

# Process for Identification of English Language Learners



## Determining English Language Proficiency and Eligibility – Per ISBE

### SCREENING PRESCHOOL CHILDREN

#### Prescribed Screening Instrument/s: PRE-IPT ORAL

The [Pre-IPT® Oral English Language Proficiency Test](#) is the recommended screener for children **entering Preschool, ages 3 to kindergarten enrollment age** as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] to determine students' English language proficiency and to identify students eligible to receive ELL services.

#### Using Scores to Determine Placement

**Three** year old children scoring below Level D (on a scale from Level A-E) are considered limited English proficient and are eligible for English Language Learning (ELL) services. **Four and five** year old children scoring below Level E (on a scale from Level A-E) are considered limited English proficient and are eligible for ELL services.

#### CHART FOR DETERMINING ELL ENGLISH PROFICIENCY FOR PRESCHOOL STUDENTS

SCREENER		DOMAINS ASSESSED				Cut-score for English Language Proficiency
		Listening	Speaking	Reading	Writing	
Pre-IPT Oral®	Preschool-Age 3	X	X			Score at Level D or E on a scale of level A-E)
Pre-IPT Oral®	Preschool - Age 4 and Age 5	X	X			Score at Level E (on a scale of level A-E)

#### Training to Administer the Pre-IPT Oral®

Online training for administering the Pre-IPT Oral® is available at [www.ballard-tighe.com](http://www.ballard-tighe.com). All pre-k ELL teachers must complete this online training and submit their certification of completion to the Department for Second Language Learners.

## Screening Kindergarten Children

### Measure of Developing English Language (MODEL™)

The WIDA MODEL™ must be used as a screener **for students entering Kindergarten and the first semester of first grade** to determine students' English language proficiency and to identify students eligible to receive ELL services.

### Using Scores to Determine Placement

As of January 1, 2010, any child entering the first semester of kindergarten who is administered the MODEL™ and who scores below a 4.8 composite oral (speaking/listening) proficiency level is considered LEP and is eligible for ELL services. A student entering the first semester of kindergarten who achieves a 4.8 composite oral (speaking/listening) proficiency level is considered English proficient. See the chart below to determine eligibility for children in their second semester of kindergarten and the first semester of first grade

### CHART FOR DETERMINING ELL ENGLISH PROFICIENCY FOR KINDERGARTEN STUDENTS

SCREENER		DOMAINS ASSESSED				Cut-score for English Language Proficiency
		Listening	Speaking	Reading	Writing	
MODEL™	Kindergarten (1st Semester)	X	X			Oral language proficiency level is 4.8
MODEL™	Kindergarten (2nd Semester)	X	X	X	X	Overall composite proficiency level is 4.8 and the composite literacy (reading/writing) level is 4.2
MODEL™	First Grade (1st Semester)	X	X	X	X	Overall composite proficiency level is 4.8 and the composite literacy (reading/writing) level is 4.2

### Training for MODEL™ Test Administration

The MODEL™ is to be administered by certificated instructional personnel (teachers including bilingual teachers and ESL teachers) and certificated non-instructional personnel (coordinators, program directors, school psychologists, speech and language therapists, assistant principals, principals, assistant superintendents and superintendents) who have completed the new Kindergarten Component of the [ACCESS for ELLs® training](#), passed the [on-line quizzes](#) and meet certification requirements to administer ACCESS for ELLs®.

## Screening Children Grades 1-12

### WIDA ACCESS™ Placement Test (W-APT™)

The [WIDA W-APT™](#) must be used as a screener for students entering the second semester of 1st grade through 12th grade to determine students' English language proficiency and to identify students eligible to receive ELL services.

### Using Scores to Determine Placement

**As of January 1, 2014**, any student who is administered the W-WAPT™ and scores below an overall composite proficiency level of 5.0, and 4.2 reading and 4.2 writing is considered LEP and is eligible for ELL services.

A student who achieves a 5.0 composite proficiency level **and** a 4.2 reading and 4.2 writing proficiency level is considered English proficient.

### Training for W-APT Test Administration

The W-APT™ is to be administered by certificated instructional personnel (teachers including bilingual teachers and ESL teachers) and certificated non-instructional personnel (coordinators, program directors, school psychologists, speech and language therapists, assistant principals, principals, assistant superintendents and superintendents) who have completed the [ACCESS for ELLs® training](#) (link to: [http://www.isbe.net/bilingual/htmls/access\\_certify.htm](http://www.isbe.net/bilingual/htmls/access_certify.htm)), passed the [on-line quizzes](#) and meet certification requirements to administer ACCESS for ELLs®.

**West Chicago Elementary District 33**  
**ELL STUDENT RECORDS CHECKLIST-Must be in Files**

Student Name \_\_\_\_\_ Entry Date \_\_\_\_\_ Exit Date \_\_\_\_\_

DOCUMENT/FORMS IN Bilingual/CUM FOLDERS	YES	NO
<b>1. Home Language Survey (*Form A)</b> Copy in cumulative, bilingual folder and ESC		
<b>2. *Language Screener</b> Copy in bilingual folder and ESC		
<b>3. WIDA ACCESS Placement test *W-APT Results</b> Date of initial assessment, levels and program placement rec. Copy in cumulative, bilingual folder and ESC		
<b>4. ELL Program: Entry _____ Exit _____ information</b> This should be written on cover of Bilingual folder. Enrollment = date of registration in district Entry = date student tested and qualified for services		
<b>5. Copy of the Parental Notification of student placement in the TBE or TPI program (*Form B)</b> New Enrollment- within 30 days Mid-year enrollment -within 2 weeks		
<b>6. Parental Notification with parent/legal guardian's signature for continuation of service (after 3 years of service) in TBE or TPI program (*Form C)</b> These are sent out to parents end of year. A copy is sent to ESC from each school.		
<b>7. *Parental refusal letter (if applicable copy goes in bilingual folder and ESC)</b> Teacher must date and initial that she spoke with parent about services on refusal letter.		
<b>8. Parental Notification of student exit from the TBE or TPI program. (*Form D)</b> These are collected for each school at the end of year exit meetings.		
<b>9. Scores of annual assessments: Copy in cumulative and bilingual folder ACCESS for ELLs (teacher report) – ISAT results.</b>		
<b>10. Documentation of conferences and written communication to parents.</b> Progress reports and report cards must be provided to ELL parents in the same frequency as regular education parents and in a language parents can understand.		
<b>11. Documentation of interventions provided to student (by end of year)</b> Interventions should be in addition to core instruction and provided in appropriate language.		
<b>12. TBE/TPI Exit recommendation:</b> Student Academic Profile Sheet Monitoring Year 1 & Year 2 Form		

**Note:** At the end of the school year, TBE/TPI staff must complete the Bilingual student folder cover pages with all of the specific information: Dates, assessment scores, etc.

\*ELL Record Checklist must be stapled inside cover of the Bilingual folder and HLS, Language Screener, W-APT score sheet, Forms A,B,C,D, and Refuals must be filed in Bilingual folder and sent to Gicela Ramirez at ESC.



# WEST CHICAGO DISTRICT 33

## Parent Notification Letter

Exit TBE/TPI Program

School Name:

Date:

Student's Name:

Student ID # :

Dear Parents or Legal Guardians:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child has met reclassification and exit criteria from our district's English Language Learners Program.

Reclassification is the result of language testing conducted by the state and the school district. This means that your child's English listening, speaking, reading and writing skills are determined adequate for general education grade-level placement with no language services.

Based on the state assessment ACCESS for ELLs<sup>®</sup> your child's English language proficiency test results are:

Areas Tested	Proficiency Levels
Overall Literacy Composite	
Overall Composite	

Your child will be placed in a general education classroom for the **2013-2014** school year. Your child's progress will be monitored for two school years to ensure his/her academic progress and success.

If you have any questions or concerns about his process, please contact your child's school for further assistance.

***Kristina Davis***

Director for Learning

# DISTRITO 33 DE WEST CHICAGO

## Carta de Notificación a los Padres

Egreso del Programa TBE/TPI

Escuela:

Fecha:

Estudiante:

Número de Identificación:

Estimado padre o tutor:

Con base tanto en los resultados de los exámenes de competencia en el inglés como en el nivel de aprovechamiento académico de su hijo(a), nos es grato informarles que él(ella) ha llenado los requisitos para ser reclasificado(a) y dado(a) de baja del Programa de Enseñanza del Inglés como Segunda Lengua.

Esta reclasificación se basa en los resultados de los exámenes de inglés aplicados por el estado y el distrito escolar. Los resultados obtenidos por su hijo(a) en las áreas de escuchar, hablar, leer y escribir muestran que ha logrado la competencia necesaria para ser colocado(a) en un salón de educación general sin necesidad de servicios de apoyo en el idioma inglés como segunda lengua.

Los resultados de competencia del inglés obtenidos por su hijo(a) en la evaluación estatal ACCESS para ELLs® (Estudiantes del Idioma Inglés) son los siguientes:

Áreas del Examen	Niveles de Fluidez
Conocimiento General Compuesto	
Conocimiento General	

Su hijo(a) será colocado(a) en un salón de educación general para el ciclo escolar 2013-2014. Su aprovechamiento académico será monitoreado durante dos ciclos escolares para asegurarnos de que su avance sea adecuado.

Si tiene usted alguna pregunta o duda en relación a este proceso, le agradeceremos se comunique a la escuela de su hijo.

***Kristina Davis***

Directora de Enseñanza



**Department of Second Language Learning**  
West Chicago Elementary District #33  
312 East Forest Avenue  
West Chicago, Illinois 60185



Kristina Davis  
Assistant Superintendent for Learning

630-293-6000 ext. 209  
davisk@wego33.org

**Notificación de Salida del Programa Bilingüe**

Estimados padres de:

Por medio de la presente le informamos que su hijo/a ha cumplido con los requisitos para ser dado de baja del programa bilingüe. Su hijo/a continuará en el Programa Dual, pero a partir del año escolar 2013 - 2014, será considerado/a como competente en el uso del inglés.

Nuestro propósito continúa siendo el de proporcionar a su hijo/a la mejor educación posible. Si usted desea comunicarse con la Directora de Enseñanza, por favor llame al 293-6000 ext. 209 y pida comunicarse con Kristina Davis.

Atentamente:

Kristina Davis  
Assistant Superintendent for Learning

Fecha:



## WEST CHICAGO DISTRICT 33

**Parent Notification Letter – Prior to 3 years**

**Exit English Language Learner Services**

School Name:

Grade:

Date:

Student's Name:

Student ID#:

ELL Program Enrollment Date:

**Dear Parents or Legal Guardians:**

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child has met reclassification and exit criteria from our district's English Language Learner's Program.

Reclassification is the result of language testing conducted by the state and the school district. This means that your child's English listening, speaking, reading and writing skills are determined adequate for general education grad-level placement with no language services.

Based on the state assessment ACCESS for ELLs your child's English language proficiency test results are:

Areas Tested	Proficiency Levels
<b>Overall Literacy Composite</b>	
<b>Overall Composite</b>	

\*Your child will be placed in a general education classroom for the **2012-2013** school year. Your child's progress will be monitored for two school years to ensure his/her academic progress and success. If you have any questions or concerns about his process, please contact your child's school for further assistance or my office at 630-293-6000.

**Kristina Davis**  
**Assistant Superintendent for Learning**

- I agree with the decision to discontinue English Language Learner services (ELL) and understand that my child will be instructed in a general education classroom.
- I DO NOT agree with the decision to discontinue English Language Learner (ELL) services and do not want my child to exit the ELL program.

Parent Signature \_\_\_\_\_ Tel# \_\_\_\_\_

\*A district must obtain the written permission of parents to exit English proficient students prior to the end of three years in the program. If you do not approve of the exit decision, the district must identify the student as English proficient, but can continue to serve in the TBE/TPI program for three years. However, at the end of the three year period the student will exit the program.

## DISTRITO 33 DE WEST CHICAGO

**Carta de Notificación a los Padres – Previo a los 3 años**

**Egreso de Servicios de Enseñanza del Idioma Inglés**

**Escuela:**

**Grado:**

**Fecha:**

**Estudiante:**

**Número de Identificación:**

**Fecha de Participación en el programa de ELL:**

**Estimado padre o tutor:**

Basados en las calificaciones de fluidez en el inglés de su hijo y el nivel de superación académica, nos es un placer informarles que su hijo ha cumplido con los requisitos de reclasificación y egreso del Programa de Estudiantes del Idioma Inglés de nuestro distrito.

La reclasificación es el resultado de evaluación del idioma efectuada por el estado y el distrito escolar. Esto significa que las habilidades para escuchar, hablar, leer y escribir de su hijo se determinan como adecuadas para ser puesto en el nivel de educación general sin servicios del idioma.

Basados en la evaluación estatal ACCESS para estudiantes del idioma inglés los resultados de fluidez de su hijo son:

Áreas Evaluadas	Niveles de Fluidez
Compuesto General de Alfabetismo	
Compuesto General	

\*Su hijo será puesto en un salón de educación general para el ciclo escolar **2013-2014**. El progreso de su hijo será monitoreado durante dos ciclos escolares para asegurar su superación académica.

Si tiene usted alguna pregunta o duda acerca de este proceso, por favor llame a la escuela de su hijo para mayor información o si lo desea puede llamar a mi oficina marcando 630-293-6000.

**Kristina Davis**

**Asistente Superintendente de Aprendizaje**

- Estoy de acuerdo en discontinuar los servicios de Estudiantes del Idioma Inglés (ELL) y entiendo que mi hijo recibirá clases en un salón de educación general.**
- NO ESTOY de acuerdo con la decisión de discontinuar los servicios de Estudiantes del Idioma Inglés (ELL) y no deseo que mi hijo salga del programa.**

Firma del padre o tutor \_\_\_\_\_ Teléfono \_\_\_\_\_

\*El distrito escolar debe obtener el permiso por escrito de los padres para poder egresar a los estudiantes con fluidez en el inglés antes de cumplir los tres años en el programa. Si usted no está de acuerdo con la decisión de egreso, el distrito debe identificar al estudiante como uno con fluidez en el inglés, pero podrá continuar sirviendo en el programa de TBE/TPI por tres años. Sin embargo, al final del período de tres años, el estudiante saldrá del programa.



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

**FORM B - Enrollment/Program Placement 1-3 years (105 ILCS 5/Art. 14C)**

Date \_\_\_\_\_

Dear Parent/Guardian:

Your child, \_\_\_\_\_, is enrolled in grade \_\_\_\_\_ in the program checked below based on his/her [English language proficiency \(ACCESS/W-APT Screener\)](#) test scores:

- \_\_\_\_\_ Transitional Bilingual Education (or Sheltered Instruction based on students' transition to English)
- \_\_\_\_\_ Transitional Program of Instruction (ESL)
- \_\_\_\_\_ Two Way Immersion (Dual language)
- \_\_\_\_\_ One Way Immersion (Dual language)

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child's English language proficiency test scores are indicated below:

TEST: \_\_\_\_\_ **W-APT** \_\_\_\_\_ **ACCESS for ELLs™**

Area Tested	Proficiency Level 1-6
Listening	
Speaking	
Reading	
Writing	
Composite	

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

You may accept or reject this placement. To accept this placement you do not need to take any action. As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child's school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

-----  
 Teacher Name



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

**FORM B - Enrollment/Program Placement 1-3 years (105 ILCS 5/Art. 14C)**

Fecha \_\_\_\_\_

Estimado padre o tutor:

Su hijo(a), \_\_\_\_\_, está en el \_\_\_\_\_ grado en el programa indicado a continuación basados en su puntuación del **examen de fluidez en el inglés (ACCESS/W-APT)**:

\_\_\_\_\_ Educación Bilingüe de Transición (o enseñanza predilecta basada en la transición al inglés)

\_\_\_\_\_ Programa de Enseñanza de Transición (ESL)

\_\_\_\_\_ Lenguaje Dual

\_\_\_\_\_ Educación Bilingüe de Herencia

Este programa le ayudará a su hijo a aprender inglés y las materias requeridas para continuar avanzando en cada grado. Creemos que este programa es la mejor opción para cubrir las necesidades educativas de su hijo(a) y para promover el éxito académico en la escuela. Información acerca de este programa, así como otros programas disponibles para estudiantes del idioma inglés viene adjunta.

La puntuación de los exámenes de fluidez en el inglés para su hijo(a) se indica a continuación:

EXAMEN: \_\_\_\_\_ **W-APT** \_\_\_\_\_ **ACCESS for ELLs™**

Area de Prueba	Nivel de fluidez de 1 a 6
Escuchar	
Hablar	
Leer	
Escribir	
Composición	

Nivel de fluidez	Descripción de los niveles de fluidez en el inglés
1 – De ingreso	Conoce y usa lenguaje social mínimo y lenguaje académico mínimo con apoyo visual.
2 – De principiante	Conoce y usa algo de lenguaje social y académico general con apoyo visual.
3 – En desarrollo	Conoce y usa lenguaje social en inglés y lenguaje académico específico con apoyo visual.
4 – En expansión	Conoce y usa lenguaje social en inglés y algo de lenguaje técnico académico.
5 – En extensión	Conoce y usa lenguaje social y académico trabajando con material de su nivel.
6 – De logro	Conoce y usa el lenguaje social y académico al nivel más alto que se calcula en este examen.

Usted puede aceptar o rechazar este programa. Para aceptar no necesita hacer nada.

Como padre de familia usted tiene derecho a:

- Visitar las clases en las que participa su hijo y conocer al personal escolar para conocer más sobre el programa.
- Declinar la participación en el programa, retirar a su hijo de inmediato del programa, o elegir otro programa si está disponible. Usted puede hacer esto enviando una carta a la escuela de su hijo(a). Declinar el programa recomendado significará que su hijo podrá ser parte de un programa en el que el idioma inglés predomina para la enseñanza.

\_\_\_\_\_  
 Maestro(a)



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

**FORM C - Enrollment/Program Placement Beyond 3 years (105 ILCS 5/Art. 14C)**

Date :

Dear Parent/Guardian:

Your child, \_\_\_\_\_ is enrolled in grade \_\_\_\_\_ in the program checked below based on his/her [English language proficiency \(ACCESS/W-APT\)](#) test scores:

\_\_\_\_\_ Transitional Bilingual Education (or Sheltered Instruction based on students' transition to English)

\_\_\_\_\_ Transitional Program of Instruction (ESL)

\_\_\_\_\_ Two Way Immersion (Dual language)

\_\_\_\_\_ One Way Immersion (Dual language)

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child's English language proficiency test scores are indicated below:

**ACCESS for ELLs™**

Area Tested	Proficiency Level 1-6
Listening	
Speaking	
Reading	
Writing	
Composite	

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

**We need your written approval to enroll your child in this program beyond three years.** To indicate your approval, please sign the attached form and return it to the school. If you do not sign this form, we cannot enroll your child in the program.

As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child's school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

\_\_\_\_\_  
 Teacher Name



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

**FORM C - Enrollment/Program Placement Beyond 3 years (105 ILCS 5/Art. 14C)**

Fecha:

Estimado padre o tutor:

Su hijo(a), \_\_\_\_\_ está en el \_\_\_\_ grado en el programa indicado a continuación basados en su puntuación del [examen de fluidez en el inglés \(ACCESS/W-APT\)](#):

\_\_\_\_\_ Educación Bilingüe de Transición (o enseñanza predilecta basada en la transición al inglés)

\_\_\_\_\_ Programa de Enseñanza de Transición (ESL)

\_\_\_\_\_ Lenguaje Dual

Este programa le ayudará a su hijo a aprender inglés y las materias requeridas para continuar avanzando en cada grado. Creemos que este programa es la mejor opción para cubrir las necesidades educativas de su hijo(a) y para promover el éxito académico en la escuela. Información acerca de este programa, así como otros programas disponibles para estudiantes del idioma inglés viene adjunta.

La puntuación de los exámenes de fluidez en el inglés para su hijo(a) se indica a continuación:

**ACCESS para ELLs™ (Estudiantes del Idioma Inglés)**

Area de Prueba	Nivel de fluidez de 1 a 6
Escuchar	
Hablar	
Leer	
Escribir	
Composición	

Nivel de fluidez	Descripción de los niveles de fluidez en el inglés
1 – De ingreso	Conoce y usa lenguaje social mínimo y lenguaje académico mínimo con apoyo visual.
2 – De principiante	Conoce y usa algo de lenguaje social y académico general con apoyo visual.
3 – En desarrollo	Conoce y usa lenguaje social en inglés y lenguaje académico específico con apoyo visual.
4 – En expansión	Conoce y usa lenguaje social en inglés y algo de lenguaje técnico académico.
5 – En extensión	Conoce y usa lenguaje social y académico trabajando con material de su nivel.
6 – De logro	Conoce y usa el lenguaje social y académico al nivel más alto que se calcula en este examen.

**Necesitamos su aprobación por escrito para incluir a su hijo(a) en este programa después de tres años.** Para dar su aprobación por favor firme la forma adjunta y devuélvala a la escuela. Si usted no firma la forma no podremos incluir a su hijo(a) en el programa.

Como padre de familia usted tiene derecho a:

- Visitar las clases en las que participa su hijo y conocer al personal escolar para conocer más sobre el programa.
- Declinar la participación en el programa, retirar a su hijo de inmediato del programa, o elegir otro programa si está disponible. Usted puede hacer esto enviando una carta a la escuela de su hijo(a). declinar el programa recomendado significará que su hijo podrá ser parte de un programa en el que el idioma inglés predomina para la enseñanza.

\_\_\_\_\_  
 Maestro(a)



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

English

Parent Approval Beyond Three Years (Page 2)

Parent Guardian Consent for Continued Placement  
For School Year

**2013 - 2014**

- Transitional Bilingual Education (or Sheltered Instruction based on students' transition to English)
- Transitional Program of Instruction (ESL)
- Two Way Immersion (Dual language)
- One Way Immersion (Dual language)

**Check one:**

- Yes, I give the school permission to place my child, \_\_\_\_\_, in the program checked above beyond the three year period.
- I request a meeting to discuss the recommendation before I make a decision.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

Español

Aprobación de los Padres para Después de Tres años (Página 2)

Consentimiento del Padre o Tutor para Continuar la Participación  
Para el Ciclo Escolar

**2013-2014**

- Educación Bilingüe de Transición (o enseñanza predilecta basada en la transición del estudiante al inglés)
- Programa de Enseñanza de Transición (ESL)
- Lenguaje Dual
- Educación de Herencia

**Marque Uno:**

- Si, doy mi permiso para que mi hijo(a) \_\_\_\_\_ esté en el programa indicado anteriormente después del período de tres años.
- Solicito una reunión para hablar sobre la recomendación antes de tomar una decisión.

\_\_\_\_\_  
Firma del padre o tutor

\_\_\_\_\_  
Fecha



## Home Language Screener

Child's name: \_\_\_\_\_

Date of Birth: \_\_\_/\_\_\_/\_\_\_

School: \_\_\_\_\_ Grade level: \_\_\_\_\_

Today's date: \_\_\_/\_\_\_/\_\_\_

### Section I. Language Background

	Yes	No	If yes, what language	
<b>Does mother:</b>				
• <i>speak</i> a language other than English?				
• <i>speak</i> to the child in a language other than English?				
• <i>read</i> a language other than English?				
• <i>speak</i> to the child in English?				
• <i>speak</i> to father in English?				
• <i>read</i> English?				
<b>Does father:</b>				
• <i>speak</i> a language other than English?				
• <i>speak</i> to the child in a language other than English?				
• <i>read</i> a language other than English?				
• <i>speak</i> to the child in English?				
• <i>speak</i> to mother in English?				
• <i>read</i> English?				
<b>If child has siblings</b>				
• do they <i>speak</i> a language other than English?				
• do they <i>read</i> a language other than English?				
<b>If the child has a caretaker other than mother or father,</b>				
• does caretaker <i>speak</i> a language other than English with the child?				
• how many hours per week does the child spend with the caretaker? _____ hours				
<b>Does the child:</b>				
• <i>speak</i> English?				
• <i>read</i> in English?				
• <i>read</i> a language other than English?				
<b>Which language does the child use when <i>speaking</i> to:</b>	<b>English</b>	<b>Other</b>	<b>Both</b>	
mother?				
father?				
brothers and sisters?				
friends?				

### Section II. Education Background

Years of education in another country \_\_\_\_\_ Language of instruction: \_\_\_\_\_  
 Length of time in the US: \_\_\_\_\_

Number of years the child has received education in the US: \_\_\_\_\_ Grades completed: \_\_\_\_\_

Did the child participate in a bilingual program? Yes ( ) No ( ) Where? \_\_\_\_\_ Grades: \_\_\_\_\_

Has child been retained? Yes ( ) No ( ) Has child received special program(s)? Yes ( ) No ( )

## Prueba del Idioma

Secretaries: Please have parents complete this form if the Home Language Survey indicates "yes" to another language spoken at home.

Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_/\_\_\_\_/\_\_\_\_

Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_ Fecha de Hoy: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Sección I. Antecedentes del Idioma

	Si	No	Si, cuál idioma?
<b>La mamá:</b>			
• <i>habla</i> otro idioma que no sea inglés?			
• <i>habla</i> al estudiante en otro idioma que no es inglés?			
• <i>lee</i> otro idioma que no sea inglés?			
• <i>habla</i> al estudiante en inglés?			
• <i>habla</i> al papá en inglés?			
• <i>lee</i> en inglés?			
<b>El papá:</b>			
• <i>habla</i> otro idioma que no sea inglés?			
• <i>habla</i> al estudiante en otro idioma que no es inglés?			
• <i>lee</i> otro idioma que no sea inglés?			
• <i>habla</i> al estudiante en inglés?			
• <i>habla</i> a la mamá en inglés?			
• <i>lee</i> en inglés?			
<b>Si el estudiante tiene hermanos</b>			
• <i>hablan</i> algún otro idioma que no sea inglés?			
• <i>leen</i> otro idioma que no sea inglés?			
<b>Si al estudiante lo cuida alguien que no es mamá o papá,</b>			
• la persona que lo cuida <i>habla</i> otro idioma que no sea inglés con el estudiante?			
• Cuántas horas por semana pasa el estudiante con la persona que lo cuida? _____ horas			
<b>El estudiante:</b>			
• <i>habla</i> inglés?			
• <i>lee</i> en inglés?			
• <i>lee</i> algún otro idioma que no es inglés?			
<b>Qué idioma usa el estudiante al <i>hablar</i> con:</b>	<b>Inglés</b>	<b>Otro</b>	<b>Ambos</b>
Mamá?			
Papá?			
Hermanos y hermanas?			
Amigos?			

### Sección II. Antecedentes Educativos

Número de años que el estudiante ha recibido educación en los E.E.U.U.: \_\_\_\_\_ Grados cursados: \_\_\_\_\_

El estudiante participó en un programa bilingüe? Si ( ) No ( ) Dónde? \_\_\_\_\_ Grados: \_\_\_\_\_

Repetió algún grado el estudiante? Si ( ) No ( ) Recibió programas especiales el estudiante? Si ( ) No ( )

Illinois School Code and the Elementary Act. Title VI of the Education Amendments of 1984 (P.L.98-511) state that each school district shall administer a home language to every student entering the district's schools for the first time.

### HOME LANGUAGE SURVEY 2013-2014

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Home Phone # \_\_\_\_\_

Birth Date: \_\_\_\_\_ Student's Country of Birth: \_\_\_\_\_

Grade Entering: \_\_\_\_\_ School: \_\_\_\_\_

1. **Is a language other than English spoken in your home?** Yes \_\_\_ No \_\_\_  
If yes, please indicate which language \_\_\_\_\_

2. **Does your child speak a language other than English?** Yes \_\_\_ No \_\_\_  
If yes, please indicate the language spoken by your child in your home \_\_\_\_\_

3. What language do you feel your child understands better? \_\_\_\_\_

4. Has the student ever attended any other U.S. school? Yes \_\_\_ No \_\_\_  
If yes, where did they attend school? \_\_\_\_\_ How many years? \_\_\_\_\_

5. Has your child ever attended a school outside the U.S.? Yes \_\_\_ No \_\_\_  
If yes, where did they attend school? \_\_\_\_\_ How many years? \_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Date)

In an effort to improve communication with our families, the school district is administering the following survey to all of our students. This information will be used to ensure that parents receive phone messages in a language that they prefer and understand via the district's auto-dialer system.

### HOME/SCHOOL COMMUNICATION SURVEY 2013-2014

Student Name: \_\_\_\_\_

Last Name

First Name

This survey should be answered by the parent or guardian with whom the student resides.

1. I prefer to receive phone messages and written communication in (check one):

English \_\_\_ Spanish \_\_\_ Other\* \_\_\_\_\_

If you indicated "Other", what language do you prefer? \_\_\_\_\_.

\* We will do our best to provide communication to our families in a language they understand. In some cases, it is difficult to find interpreters for low incidence languages and we are unable to honor those requests.

El Código Escolar de Illinois y el Decreto de Educación Elemental. Título VI de las Enmiendas de Educación de 1984 (P.L.98-511) establecen que todo distrito escolar deberá administrar una encuesta del idioma en el hogar a cada estudiante que ingrese a las escuelas del distrito por primera vez.

### ENCUESTA DEL IDIOMA EN EL HOGAR 2013-2014

Estudiante: \_\_\_\_\_ Sexo: \_\_\_\_\_ Teléfono # \_\_\_\_\_  
Fecha de Nacimiento: \_\_\_\_\_ País de Nacimiento del Estudiante: \_\_\_\_\_  
Grado al que ingresa: \_\_\_\_\_ Escuela: \_\_\_\_\_

1. **En su hogar se habla algún otro idioma que no sea el inglés?** Sí \_\_\_\_\_ No \_\_\_\_\_  
Si es así, por favor indique cuál idioma es \_\_\_\_\_
2. **Su hijo habla algún otro idioma que no sea el inglés?** Sí \_\_\_\_\_ No \_\_\_\_\_  
Si es así, por favor indique cuál idioma es \_\_\_\_\_
3. Cuál idioma cree usted que su hijo entiende mejor? \_\_\_\_\_
4. Anteriormente su hijo asistió a alguna otra escuela en los E.E.U.U.? Sí \_\_\_\_\_ No \_\_\_\_\_  
Si es así, en dónde fue a la escuela? \_\_\_\_\_ Cuántos años? \_\_\_\_\_
5. Anteriormente su hijo asistió a alguna escuela fuera de los E.E.U.? Sí \_\_\_\_\_ No \_\_\_\_\_  
Si es así, en dónde fue a la escuela? \_\_\_\_\_ Cuántos años? \_\_\_\_\_

\_\_\_\_\_  
(Firma del padre o tutor)

\_\_\_\_\_  
(Fecha)

Como esfuerzo para mejorar la comunicación con nuestras familias, el distrito escolar administra la siguiente encuesta a todos los estudiantes. Esta información será utilizada para asegurarnos de que los padres de familia reciban llamadas telefónicas por medio del sistema automático de llamadas en el idioma que les sea de preferencia y que lo puedan entender.

### ENCUESTA DE COMUNICACIÓN ENTRE EL HOGAR Y LA ESCUELA 2013-2014

Nombre del Estudiante: \_\_\_\_\_  
Apellido Nombre

Esta parte debe ser llenada por el padre o tutor con quien el estudiante vive.

2. Preferimos recibir llamadas telefónicas y comunicación escrita (marque uno) en:

Inglés \_\_\_\_\_ Español \_\_\_\_\_ Otro\* \_\_\_\_\_

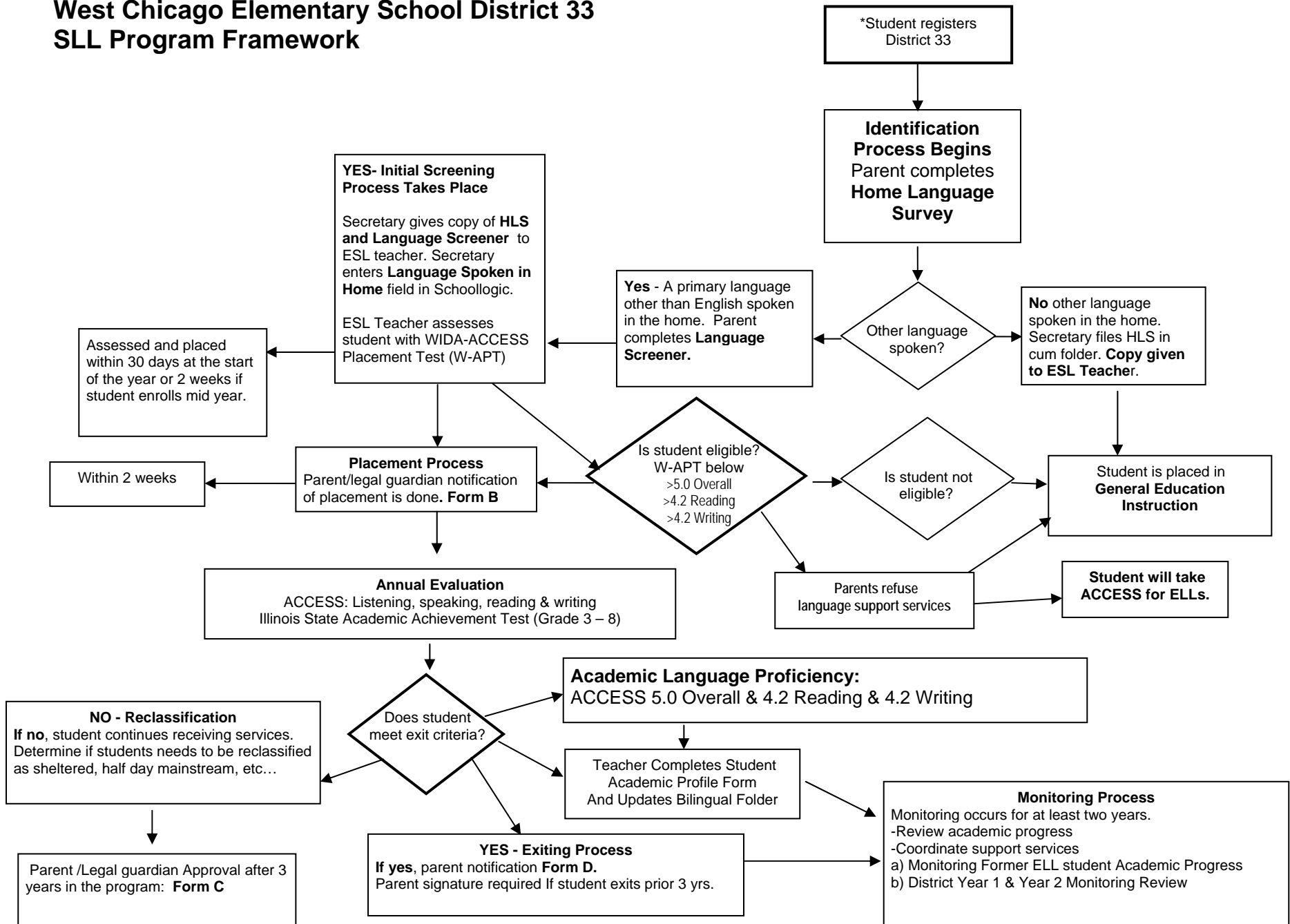
Si usted indicó "Otro", cuál idioma prefiere? \_\_\_\_\_.

\* Haremos nuestro esfuerzo para comunicarnos con las familias en el idioma que ellos entiendan, en algunos casos, es un poco difícil encontrar intérpretes para casos menos comunes y no siempre es posible proporcionar el servicio para cada necesidad.

# Identification, Annual Evaluation, Exiting & Monitoring Process

## West Chicago Elementary School District 33

### SLL Program Framework



## IDENTIFICATION OF ELIGIBLE STUDENTS

### A. Home Language Survey

Illinois School Code, Part 228.15 under state-mandated TBE/TPI programs requires that schools, when enrolling new students, administer a Home Language Survey (HLS- Form A) to identify students who may need services.

### B. English Language Proficiency Test – WIDA-ACCESS Placement Test (W-APT Version 2), MODEL and Preschool Screener

All new students identified through the Home Language Survey must be initially screened for English Language Proficiency (ELP) using the appropriate placement Test (W-APT II, MODEL or IPT-Oral) within 30 days of the student's enrollment in the district.

### ELIGIBILITY FOR PROGRAM SERVICES

Any student who scores below 4.2 reading, 4.2 writing and 5.0 overall composite on the W-APT shall be considered eligible for the TPI or TBE program.

- TBE/TPI staff must notify parents that their child is eligible for bilingual services (Form B) and the district must continue to annually assess the student with the ACCESS for ELLs until the student meets the exit criteria.
- All identified LEP students are to be annually assessed with ACCESS for ELLs to determine their English language proficiency and performance levels. This includes identified LEP student's whose parents refuse program services.
- Students who are identified as LEP but are not receiving services due to parent refusal, must still take the ACCESS for ELLs until they receive 4.2 reading, 4.2 writing and 5.0 overall composite proficient score. **If a parent refuses services, it is important to explain that their child will still need to take the ACCESS test until proficient (per ISBE).**
- If the student's ACCESS for ELLs test (given in January to all ELLs) results meet the established exit criteria, then no further annual testing of the student's English Level Proficiency (ELP) is required. The student will be reclassified as "Exit" and no longer be considered limited English proficient.

## State Mandated Tests

### Standards-based, Criterion-referenced Tests

Measures ELL students' social and academic proficiency in English as well as the language associated with language arts, math, science and social studies within the school context across the 4 language domains.

4 Language domains: a) Listening/Receptive, b) Speaking/Expressive, c) Reading/Receptive, d) Writing/Expressive

5 Illinois English language Proficiency Standards

#### W-APT Access Screener, Version 2

##### Semi-secure Test

##### Ongoing screening test to identify ELL students

New students enrolled in the district identified through the home language survey.  
(Other language spoken in the student's home)

It shall take place within four weeks of the student's enrollment in the district

Every section of the test is individually administered (L, R, W and S)

Students who score below a 4.2 reading, 4.2 writing and 5.0 overall on the [W-APT screener](#) are considered Limited English Proficient (LEP) and are eligible for language support services.

##### IMPLICATIONS

1. Student academic achievement
2. School District compliance with NCLB and Illinois School Code
3. OCR – prongs of Castañeda

#### ACCESS For ELLs™.

##### Annually Administered Secure Test

Includes all LEP students and the students whose parents refuse TBE/TPI program services.

Only the speaking section of the test is individually administered.

Kindergarten takes the entire test individually

Students who achieve a score of 4.2 reading, 4.2 writing and 5.0 overall

It is the state mandated indicator for exiting students from the TPI/TBE program.

##### IMPLICATIONS

1. District: AMAOs - Annual Measurable Achievement Objectives:
  - \* Making progress in learning English
  - \* Attaining English proficiency
2. Making AYP – ISAT

Failure to meet any of these criteria is a failure to meet the Title III AMAOs



# DEPARTMENT FOR SECOND LANGUAGE LEARNING

**West Chicago Elementary District #33  
312 East Forest Avenue  
West Chicago, Illinois 60185**

School Year: 2013-2014

**YEAR 1**

## DISTRICT TWO-YEAR MONITORING REVIEW

Submit this form with grades and observations at the end of each quarter to the ESC. D33 policy for English Language Learners who are reclassified transitioning/exited from the TBE or TPI program requires the monitoring of student performance for 2 years.

Student:

School:

Exited Date: 6/30/2013

First school year of monitoring: 2013-2014

Grade:

Quarter ① 2 3 4

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

- Progress is satisfactory. Student recommended for continued monitoring.
- Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.

Quarter 1 ② 3 4

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

- Progress is satisfactory. Student recommended for continued monitoring.
- Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.





# DEPARTMENT FOR SECOND LANGUAGE LEARNING

**West Chicago Elementary District #33  
312 East Forest Avenue  
West Chicago, Illinois 60185**

School Year: 2013-2014

YEAR 1

## DISTRICT TWO-YEAR MONITORING REVIEW

Submit this form with grades and observations at the end of each quarter to the ESC. D33 policy for English Language Learners who are reclassified transitioning/exited from the TBE or TPI program requires the monitoring of student performance for 2 years.

Student:

School:

Exited Date: 6/30/2013

First school year of monitoring: 2013-2014

Grade:

Quarter 1 2 ③ 4

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

- Progress is satisfactory. Student recommended for continued monitoring.
- Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.

Quarter 1 2 3 ④

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

- Progress is satisfactory. Student recommended for continued monitoring.
- Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.



# DEPARTMENT FOR SECOND LANGUAGE LEARNING

**West Chicago Elementary District #33  
312 East Forest Avenue  
West Chicago, Illinois 60185**

School Year: 2013-2014

**YEAR 2**

## DISTRICT TWO-YEAR MONITORING REVIEW

Submit this form with grades and observations at the end of each quarter to the ESC. D33 policy for English Language Learners who are reclassified transitioning/exited from the TBE or TPI program requires the monitoring of student performance for 2 years.

Student: Miguel Rodriguez

School: Currier School

Exited Date: 6/30/2012

Second school year of monitoring: 2013-2014

Grade: 02

Quarter ① 2 3 4

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

Progress is satisfactory. Student recommended for continued monitoring.

Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.

Quarter 1 ② 3 4

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

Progress is satisfactory. Student recommended for continued monitoring.

Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.



# DEPARTMENT FOR SECOND LANGUAGE LEARNING

**West Chicago Elementary District #33  
312 East Forest Avenue  
West Chicago, Illinois 60185**

School Year: 2013-2014

**YEAR 2**

## DISTRICT TWO-YEAR MONITORING REVIEW

Submit this form with grades and observations at the end of each quarter to the ESC. D33 policy for English Language Learners who are reclassified transitioning/exited from the TBE or TPI program requires the monitoring of student performance for 2 years.

Student: Miguel Rodriguez

School: Currier School

Exited Date: 6/30/2012

Second school year of monitoring: 2013-2014

Grade: 02

Quarter 1 2 **3** 4

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

Progress is satisfactory. Student recommended for continued monitoring.

Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.

Quarter 1 2 3 **4**

Questions	Reading	Lang. Arts	Mathematics	Social Studies	Science	Health
List the grade that the student will receive this quarter						
Is work modified?						
Does the student complete homework?						
Does the student participate in class?						

Teacher Recommendations:

---



---

Progress is satisfactory. Student recommended for continued monitoring.

Student recommended for support from TPI \_\_\_\_ or TBE \_\_\_\_ program.



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

**FORM B - Enrollment/Program Placement 1-3 years (105 ILCS 5/Art. 14C)**

Date:

Dear Parent/Guardian:

Your child, \_\_\_\_\_ is enrolled in **Kinder** grade in the program checked below based on his/her [English language proficiency \(Kinder MODEL\)](#) test scores:

- Transitional Bilingual Education (or Sheltered Instruction based on students' transition to English)
- Transitional Program of Instruction (ESL)
- Two Way Immersion (Dual language)
- One Way Immersion (Dual language)

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child's English language proficiency test scores are indicated below:

TEST:  **KINDER Model**  **ACCESS for ELLs™**

Area Tested	Proficiency Level 1-6
Listening	
Speaking	
Composite	

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

You may accept or reject this placement. To accept this placement you do not need to take any action. As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child's school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

-----  
 Teacher Name



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

**FORM B - Enrollment/Program Placement 1-3 years (105 ILCS 5/Art. 14C)**

Fecha:

Estimado padre o tutor:

Su hijo(a) \_\_\_\_\_, está en el **Kinder** grado en el programa indicado a continuación basados en su puntuación del [examen de fluidez en el inglés\(Kinder MODEL\)](#):

\_\_\_\_\_ Educación Bilingüe de Transición (o enseñanza predilecta basada en la transición al inglés)

\_\_\_\_\_ Programa de Enseñanza de Transición (ESL)

\_\_\_\_\_ Lenguaje Dual

Este programa le ayudará a su hijo a aprender inglés y las materias requeridas para continuar avanzando en cada grado. Creemos que este programa es la mejor opción para cubrir las necesidades educativas de su hijo(a) y para promover el éxito académico en la escuela. Información acerca de este programa, así como otros programas disponibles para estudiantes del idioma inglés viene adjunta.

La puntuación de los exámenes de fluidez en el inglés para su hijo(a) se indica a continuación:

EXAMEN:          X   **Kinder Model**                                \_\_\_\_\_ **ACCESS for ELLs™**

Area de Prueba	Nivel de fluidez de 1 a 6
Escuchar	
Hablar	
Composición	

Nivel de fluidez	Descripción de los niveles de fluidez en el inglés
1 – De ingreso	Conoce y usa lenguaje social mínimo y lenguaje académico mínimo con apoyo visual.
2 – De principiante	Conoce y usa algo de lenguaje social y académico general con apoyo visual.
3 – En desarrollo	Conoce y usa lenguaje social en inglés y lenguaje académico específico con apoyo visual.
4 – En expansión	Conoce y usa lenguaje social en inglés y algo de lenguaje técnico académico.
5 – En extensión	Conoce y usa lenguaje social y académico trabajando con material de su nivel.
6 – De logro	Conoce y usa el lenguaje social y académico al nivel más alto que se calcula en este examen.

Usted puede aceptar o rechazar este programa. Para aceptar no necesita hacer nada.

Como padre de familia usted tiene derecho a:

- Visitar las clases en las que participa su hijo y conocer al personal escolar para conocer más sobre el programa.
- Declinar la participación en el programa, retirar a su hijo de inmediato del programa, o elegir otro programa si está disponible. Usted puede hacer esto enviando una carta a la escuela de su hijo(a). declinar el programa recomendado significará que su hijo podrá ser parte de un programa en el que el idioma inglés predomina para la enseñanza.

\_\_\_\_\_  
 Maestro(a)



# PROFICIENCY SCORE SHEET

## 2013-2014

<b>Student Name:</b>	<b>ID:</b>	<b>DOB:</b>	<b>Grade / School:</b>	<b>New to USA /Arrival Date:</b>	<b>Transferred from:</b>
				Yes <input type="checkbox"/> date: _____ No <input type="checkbox"/>	

Test Administered		Semester
ACCESS	<input type="checkbox"/>	1 <sup>st</sup> Semester <input type="checkbox"/>
MODEL	<input type="checkbox"/>	
WAPT – 1-2	<input type="checkbox"/>	2 <sup>nd</sup> Semester <input type="checkbox"/>
WAPT – 3-5	<input type="checkbox"/>	
WAPT – 6-8	<input type="checkbox"/>	

Areas Tested- Proficiency Level						
Listening	Speaking	Reading	Writing	Literacy	Oral	Overall

### AS OF JANUARY 4, 2014

Qualify for Services		Does <b>NOT</b> Qualify for Services	
Reading	below 4.2	Reading	above/at 4.2
Writing	below 4.2	Writing	above/at 4.2
Composite	below 5.0	Composite	above/at 5.0

### Recommended Placement: (Please mark one)

- Bilingual  
  Sheltered  
  Sheltered/Mainstream  
  Mainstream Full Day  
  Dual Two-way  
 Dual One-way  
  ESL (TBE)  
  ESL (TPI)  
  Refusal Accept ESL:  Yes  
 No  
 Gen Ed

### Middle School USE ONLY:

- Level I (Bil. FT services)  
 Level II (Bil. FT services)  
 Level III (Sheltered)  
 Level IV (Mainstream)  
 ESL /TPI Level IV  
 Gen Ed

### This student was not screened because: (check one)

- has been screened and identified as English language proficient (scores are valid for 12 months) or  
 has meet the State exit requirements (as of January 1, 2014)  
**Composite PL– 5.0      Reading PL – 4.2      Writing PL – 4.2**  
 has meet ALL of the following criteria:
  - resides in a home where a language other than English is spoken, and
  - has not been screened or identified as a student with limited English proficiency, and
  - has been enrolled in the general program of instruction in the school he or she has previously attended, and
  - has been performing at or above grade level based on ISAT provided that the student is in grade 3 or above and the student did not receive LEP accommodations on the ISAT nationally normed Standardized test. If a student did not take the ISAT they must have performed at or above grade level on another.

**\*Attach a copy of the student's entire W-APT test, Home Language Survey and Notification Letter**



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
Gr. 1-5*

### **Dual Language Education**

Program Description: The Dual Language Education program develops non-native English speaking students' fluency and literacy in English and Spanish. Non-native English speaking students and native English speaking students study in both languages together. Both groups of students develop literacy in English and Spanish. The program also helps students to succeed in academic subjects. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become bilingual and biliterate in English and Spanish.

**Program Components:** Your son/daughter will receive instruction in these areas:

<b>Grade</b>	<b>Spanish %</b>	<b>English %</b>
<b>First</b>	<b>80</b>	<b>20</b>
<b>Second</b>	<b>70</b>	<b>30</b>
<b>Third</b>	<b>60</b>	<b>40</b>
<b>Fourth</b>	<b>50</b>	<b>50</b>
<b>Fifth</b>	<b>50</b>	<b>50</b>

### **Exit Procedures**

The school offers the Dual Language Education program to students in grades K-8th. Because the program develops literacy in both English and in Spanish, students remain in the program even though they have achieved fluency in English. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Spanish is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
Gr. 1-5*

### **Educación de Lenguaje Dual**

Descripción del Programa: el Programa de Educación de Lenguaje Dual desarrolla la fluidez y alfabetización en inglés y español de los estudiantes no nativos que hablan inglés. Los estudiantes no nativos y nativos que hablan inglés estudian en ambos idiomas juntos. Ambos grupos de estudiantes desarrollan alfabetización tanto en inglés como en español. El programa también ayuda a los estudiantes a tener éxito en las materias académicas. Las clases cuentan para los requisitos de graduación.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grado y lograr ser bilingües y bi-letrados en inglés y español.

**Componentes del Programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

<b>Grado</b>	<b>Español %</b>	<b>Inglés%</b>
<b>Primero</b>	<b>80</b>	<b>20</b>
<b>Segundo</b>	<b>70</b>	<b>30</b>
<b>Tercero</b>	<b>60</b>	<b>40</b>
<b>Cuarto</b>	<b>50</b>	<b>50</b>
<b>Quinto</b>	<b>50</b>	<b>50</b>

### **Procedimientos de Egreso**

La escuela ofrece el Programa de Educación de Lenguaje Dual a los estudiantes de K a 8avo. grados. Debido a que el programa desarrolla la alfabetización en ambos idiomas, inglés y español, los estudiantes permanecen en el programa aunque hayan logrado la fluidez en el inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El español no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.





West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
One Way Immersion (Heritage)  
Gr. 1-5*

### **Dual Language Education**

Program Description: The Dual Language Education program develops non-native English speaking students' fluency and literacy in English and Spanish. Non-native English speaking students and native English speaking students study in both languages together. Both groups of students develop literacy in English and Spanish. The program also helps students to succeed in academic subjects. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become bilingual and biliterate in English and Spanish.

**Program Components:** Your son/daughter will receive instruction in these areas:

<b>Grade</b>	<b>Spanish %</b>	<b>English %</b>
<b>First</b>	<b>80</b>	<b>20</b>
<b>Second</b>	<b>70</b>	<b>30</b>
<b>Third</b>	<b>60</b>	<b>40</b>
<b>Fourth</b>	<b>50</b>	<b>50</b>
<b>Fifth</b>	<b>50</b>	<b>50</b>

### **Exit Procedures**

The school offers the Dual Language Education program to students in grades K-8th. Because the program develops literacy in both English and in Spanish, students remain in the program even though they have achieved fluency in English. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Spanish is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
One Way Immersion (Heritage)  
Gr. 1-5*

### **Educación de Lenguaje Dual**

Descripción del Programa: el Programa de Educación de Lenguaje Dual desarrolla la fluidez y alfabetización en inglés y español de los estudiantes no nativos que hablan inglés. Los estudiantes no nativos y nativos que hablan inglés estudian en ambos idiomas juntos. Ambos grupos de estudiantes desarrollan alfabetización tanto en inglés como en español. El programa también ayuda a los estudiantes a tener éxito en las materias académicas. Las clases cuentan para los requisitos de graduación.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grado y lograr ser bilingües y bi-letrados en inglés y español.

**Componentes del Programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

<b>Grado</b>	<b>Español %</b>	<b>Inglés%</b>
<b>Primero</b>	<b>80</b>	<b>20</b>
<b>Segundo</b>	<b>70</b>	<b>30</b>
<b>Tercero</b>	<b>60</b>	<b>40</b>
<b>Cuarto</b>	<b>50</b>	<b>50</b>
<b>Quinto</b>	<b>50</b>	<b>50</b>

### **Procedimientos de Egreso**

La escuela ofrece el Programa de Educación de Lenguaje Dual a los estudiantes de K a 8avo. grados. Debido a que el programa desarrolla la alfabetización en ambos idiomas, inglés y español, los estudiantes permanecen en el programa aunque hayan logrado la fluidez en el inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El español no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
 Kinder*

**Dual Language Education**

Program Description: The Dual Language Education program develops non-native English speaking students' fluency and literacy in English and Spanish. Non-native English speaking students and native English speaking students study in both languages together. Both groups of students develop literacy in English and Spanish. The program also helps students to succeed in academic subjects. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become bilingual and biliterate in English and Spanish.

**Program Components:** Your son/daughter will receive instruction in these areas:

Grade	Spanish %	English %
Kinder	50	50

**Exit Procedures**

The school offers the Dual Language Education program to students in grades K-8th. Because the program develops literacy in both English and in Spanish, students remain in the program even though they have achieved fluency in English. Our districts' expected rate of transition into the mainstream is 10 % annually.

**Special Education Services**

For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).

**Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Spanish is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
Kinder*

### **Educación de Lenguaje Dual**

Descripción del Programa: el Programa de Educación de Lenguaje Dual desarrolla la fluidez y alfabetización en inglés y español de los estudiantes no nativos que hablan inglés. Los estudiantes no nativos y nativos que hablan inglés estudian en ambos idiomas juntos. Ambos grupos de estudiantes desarrollan alfabetización tanto en inglés como en español. El programa también ayuda a los estudiantes a tener éxito en las materias académicas. Las clases cuentan para los requisitos de graduación.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grado y lograr ser bilingües y bi-letrados en inglés y español.

**Componentes del Programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

<b>Grado</b>	<b>Español %</b>	<b>Ingles%</b>
<b>Kinder</b>	<b>50</b>	<b>50</b>

### **Procedimientos de Egreso**

La escuela ofrece el Programa de Educación de Lenguaje Dual a los estudiantes de K a 8avo. grados. Debido a que el programa desarrolla la alfabetización en ambos idiomas, inglés y español, los estudiantes permanecen en el programa aunque hayan logrado la fluidez en el inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El español no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
 School District 33, DuPage County  
 312 E. Forest Avenue  
 West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
 One Way Immersion (Heritage)  
 Kinder*

**Dual Language Education**

Program Description: The Dual Language Education program develops non-native English speaking students' fluency and literacy in English and Spanish. Non-native English speaking students and native English speaking students study in both languages together. Both groups of students develop literacy in English and Spanish. The program also helps students to succeed in academic subjects. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become bilingual and biliterate in English and Spanish.

**Program Components:** Your son/daughter will receive instruction in these areas:

Grade	Spanish %	English %
Kinder	50	50

**Exit Procedures**

The school offers the Dual Language Education program to students in grades K-8th. Because the program develops literacy in both English and in Spanish, students remain in the program even though they have achieved fluency in English. Our districts' expected rate of transition into the mainstream is 10 % annually.

**Special Education Services**

For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).

**Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Spanish is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description: Two Way Immersion (Dual Language)  
One Way Immersion (Heritage)  
Kinder*

### **Educación de Lenguaje Dual**

Descripción del Programa: el Programa de Educación de Lenguaje Dual desarrolla la fluidez y alfabetización en inglés y español de los estudiantes no nativos que hablan inglés. Los estudiantes no nativos y nativos que hablan inglés estudian en ambos idiomas juntos. Ambos grupos de estudiantes desarrollan alfabetización tanto en inglés como en español. El programa también ayuda a los estudiantes a tener éxito en las materias académicas. Las clases cuentan para los requisitos de graduación.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grado y lograr ser bilingües y bi-letrados en inglés y español.

**Componentes del Programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

<b>Grado</b>	<b>Español %</b>	<b>Inglés%</b>
<b>Kinder</b>	<b>50</b>	<b>50</b>

### **Procedimientos de Egreso**

La escuela ofrece el Programa de Educación de Lenguaje Dual a los estudiantes de K a 8avo. grados. Debido a que el programa desarrolla la alfabetización en ambos idiomas, inglés y español, los estudiantes permanecen en el programa aunque hayan logrado la fluidez en el inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El español no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TPI  
K-5*

## **Transitional Program of Instruction (for students of other languages)**

### **Program Description**

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

### **Classes in English in:**

- English as a Second Language (specialized English support)
- Reading and Writing
- Mathematics
- Science
- Social Studies

### **Exit Procedures**

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is 10% annually.

### **Special Education Services**

For disabled students requiring specialized services, TPI language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – PET  
K-5*

## **Programa de Enseñanza de Transición (para estudiantes de otros idiomas)**

### **Descripción del programa**

El programa de Enseñanza de Transición es para estudiantes no nativos que hablan inglés y que tienen dificultades con el inglés escrito o hablado. El programa ofrece apoyo para los estudiantes en las materias académicas y a aprender inglés. Las clases cuentan para los requisitos de graduación.

**Metas de Enseñanza:** Cumplir con las normas de superación académica para promoción de grado y para tener fluidez en el inglés.

**Componentes del Programa:** Su hijo/a recibirá la enseñanza las áreas indicadas:

### **Clases en inglés en:**

- Inglés como segundo idioma (apoyo especializado en inglés)
- Lectura y ortografía
- Matemáticas
- Ciencia
- Ciencias Sociales

### **Procedimientos de Egreso**

Los estudiantes permanecen en el Programa de Enseñanza de Transición durante tres años o hasta que logren la fluidez en el inglés académico. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, PET enseñanza del idioma cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.





West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TPI  
K-5*

## **Transitional Program of Instruction (for students of other languages)**

### **Program Description**

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

### **Classes in English in:**

- English as a Second Language (specialized English support)
- Reading and Writing
- Mathematics
- Science
- Social Studies

### **Exit Procedures**

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is 10% annually.

### **Special Education Services**

For disabled students requiring specialized services, TPI language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – PET  
K-5*

## **Programa de Enseñanza de Transición (para estudiantes de otros idiomas)**

### **Descripción del programa**

El programa de Enseñanza de Transición es para estudiantes no nativos que hablan inglés y que tienen dificultades con el inglés escrito o hablado. El programa ofrece apoyo para los estudiantes en las materias académicas y a aprender inglés. Las clases cuentan para los requisitos de graduación.

**Metas de Enseñanza:** Cumplir con las normas de superación académica para promoción de grado y para tener fluidez en el inglés.

**Componentes del Programa:** Su hijo/a recibirá la enseñanza las áreas indicadas:

### **Clases en inglés en:**

- Inglés como segundo idioma (apoyo especializado en inglés)
- Lectura y ortografía
- Matemáticas
- Ciencia
- Ciencias Sociales

### **Procedimientos de Egreso**

Los estudiantes permanecen en el Programa de Enseñanza de Transición durante tres años o hasta que logren la fluidez en el inglés académico. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, PET enseñanza del idioma cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE-Mainstream  
K-5*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language pull – out services (ESL)
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE-Mainstream  
K-5*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Servicios de separación para Inglés como Un Segundo idioma (ESL)
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE-Mainstream  
K-5*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language pull – out services (ESL)
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE-Mainstream  
K-5*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Servicios de separación para Inglés como Un Segundo idioma (ESL)
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
Bilingual  
K-5*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language pull – out services (ESL)
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Science in Spanish
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
Bilingual  
K-5*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Servicios de separación para Inglés como Un Segundo idioma (ESL)
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencia en español
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.





West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
Bilingual  
K-5*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language pull – out services (ESL)
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Science in Spanish
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
Bilingual  
K-5*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Servicios de separación para Inglés como Un Segundo idioma (ESL)
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencia en español
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS Dual Language*

## **Transitional Bilingual Education Program Description**

### **Dual Language Education**

Program Description: The Dual Language Education program develops non-native English speaking students' fluency and literacy in English and Spanish. Non-native English speaking students and native English speaking students study in both languages together. Both groups of students develop literacy in English and Spanish. The program also helps students to succeed in academic subjects. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become bilingual and biliterate in English and Spanish.

**Program Components:** Your son/daughter will receive instruction in these areas:

- Reading and writing in English
- Language support in Spanish
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in Spanish/English Extension and Bridging
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered, but can be added if requested. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS Level 1 & 2*

### **Descripción del Programa de Educación Bilingüe de Transición**

#### **Educación de Lenguaje Dual**

Descripción del Programa: el Programa de Educación de Lenguaje Dual desarrolla la fluidez y alfabetización en inglés y español de los estudiantes no nativos que hablan inglés. Los estudiantes no nativos y nativos que hablan inglés estudian en ambos idiomas juntos. Ambos grupos de estudiantes desarrollan alfabetización tanto en inglés como en español. El programa también ayuda a los estudiantes a tener éxito en las materias académicas. Las clases cuentan para los requisitos de graduación.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grado y lograr ser bilingües y bi-letrados en inglés y español.

**Componentes del Programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Apoyo del lenguaje en español
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en español/Extensión Inglés y Bridging
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

#### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

#### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

#### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma, pero le podemos ofrecer. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS Dual Language*

## **Transitional Bilingual Education Program Description**

### **Dual Language Education**

Program Description: The Dual Language Education program develops non-native English speaking students' fluency and literacy in English and Spanish. Non-native English speaking students and native English speaking students study in both languages together. Both groups of students develop literacy in English and Spanish. The program also helps students to succeed in academic subjects. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become bilingual and biliterate in English and Spanish.

**Program Components:** Your son/daughter will receive instruction in these areas:

- Reading and writing in English
- Language support in Spanish
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in Spanish/English Extension and Bridging
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered, but can be added if requested. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS Level 1 & 2*

### **Descripción del Programa de Educación Bilingüe de Transición**

#### **Educación de Lenguaje Dual**

Descripción del Programa: el Programa de Educación de Lenguaje Dual desarrolla la fluidez y alfabetización en inglés y español de los estudiantes no nativos que hablan inglés. Los estudiantes no nativos y nativos que hablan inglés estudian en ambos idiomas juntos. Ambos grupos de estudiantes desarrollan alfabetización tanto en inglés como en español. El programa también ayuda a los estudiantes a tener éxito en las materias académicas. Las clases cuentan para los requisitos de graduación.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grado y lograr ser bilingües y bi-letrados en inglés y español.

**Componentes del Programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Apoyo del lenguaje en español
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en español/Extensión Inglés y Bridging
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

#### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

#### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

#### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma, pero le podemos ofrecer. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS ESL Level 1 & 2*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Language support in Spanish
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered, but can be added if requested. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS Level 1 & 2*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Apoyo del lenguaje en español
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma, pero le podemos ofrecer. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.





West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS ESL Level 1 & 2*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Language support in Spanish
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered, but can be added if requested. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS Level 1 & 2*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Apoyo del lenguaje en español
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma, pero le podemos ofrecer. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS ESL Level 3*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS ESL Level 3*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS ESL Level 3*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS ESL Level 3*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS ESL Level 4*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- ESL Resource Teacher Support
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS ESL Level 4*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Inglés como Un Segundo Idioma (ESL) Maestro Apoyo
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.





West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE  
WCMS ESL Level 4*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- ESL Resource Teacher Support
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE  
WCMS ESL Level 4*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Inglés como Un Segundo Idioma (ESL) Maestro Apoyo
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluyentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE-ESL  
K-5*

### **English as a Second Language Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- English as a Second Language (specialized English support)
- Reading and Writing
- Mathematics
- Science
- Social Studies

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE-ESL  
K-5*

### **Descripción del Programa Inglés como Segundo Idioma de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Inglés como Segundo Idioma (Inglés apoyo especializado)
- Lectura y Escritura
- Matemáticas
- Ciencia
- Estudios Sociales

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE-ESL  
K-5*

### **English as a Second Language Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- English as a Second Language (specialized English support)
- Reading and Writing
- Mathematics
- Science
- Social Studies

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE-ESL  
K-5*

### **Descripción del Programa Inglés como Segundo Idioma de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Inglés como Segundo Idioma (Inglés apoyo especializado)
- Lectura y Escritura
- Matemáticas
- Ciencia
- Estudios Sociales

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE-Sheltered  
K-5*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language pull – out services (ESL)
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE-Sheltered  
K-5*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Servicios de separación para Inglés como Un Segundo idioma (ESL)
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.





West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TBE-Sheltered  
K-5*

### **Transitional Bilingual Education Program Description**

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. The program helps students to succeed in academic subjects and learn English.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

- Reading and writing in English
- Reading and writing in Spanish
- English as a second language pull – out services (ESL)
- English as a second language (ESL)
- Specialized English instruction in the content areas (Sheltered English Instruction)
- Mathematics in English
- Mathematics in Spanish
- Science in English
- Social Studies in English
- Social Studies in Spanish
- History and culture of your country and the United States

### **Exit Procedures**

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English based on the ACCESS for ELLs. Our districts' expected rate of transition into the mainstream is 10 % annually.

### **Special Education Services**

For disabled students requiring specialized services, the above described language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Descripción del programa – TBE-Sheltered  
K-5*

### **Descripción del Programa de Educación Bilingüe de Transición**

El Programa de Educación Bilingüe de Transición es para estudiantes que no son nativos en el inglés y que tienen dificultades con el inglés escrito o hablado. El programa proporciona enseñanza en el idioma natal del estudiante con transición al inglés. El programa ayuda a los estudiantes a tener éxito en las materias académicas y a aprender inglés.

**Metas de la Enseñanza:** Cumplir con las normas de superación académica para la promoción de grados y para lograr la fluidez en el inglés.

**Componentes del programa:** Su hijo/a recibirá enseñanza en las áreas indicadas:

- Lectura y ortografía en inglés
- Lectura y ortografía en español
- Servicios de separación para Inglés como Un Segundo idioma (ESL)
- Inglés como Un Segundo Idioma (ESL)
- Enseñanza especializada en inglés en las áreas de contenido (Enseñanza Predilecta de Inglés)
- Matemáticas en inglés
- Matemáticas en español
- Ciencia en inglés
- Ciencias Sociales en inglés
- Ciencias Sociales en español
- Historia y cultura de su país y de los Estados Unidos

### **Procedimiento de Egreso**

Los estudiantes permanecen en el Programa de Educación Bilingüe de Transición durante tres años o hasta que logren la fluidez en el inglés académico basados en el examen ACCESS para estudiantes del idioma inglés. La expectativa del índice de transición en nuestro distrito es de un 10 % anualmente.

### **Servicios de Educación Especial**

Para los estudiantes discapacitados que requieren de servicios especializados, la enseñanza del idioma aquí descrita cubre el objetivo del Programa de Educación Individualizada (PEI).

### **Otros Programas que se Ofrecen en la Escuela**

- La enseñanza para estudiantes fluentes en el inglés se imparte en inglés en todo momento. El idioma natal no se utiliza. No se ofrece la enseñanza de Inglés como Un Segundo Idioma. La meta de enseñanza es cumplir con las normas de superación académica para la promoción de grado y de graduación.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TPI  
Grades 6-8*

### **Transitional Program of Instruction (for students of other languages)**

#### **Program Description**

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

#### **Classes in English in:**

- English as a Second Language (specialized English support)
- Reading and writing
- Mathematics
- Science
- Social studies

#### **Exit Procedures**

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is 10% annually.

#### **Special Education Services**

For disabled students requiring specialized services, TPI language instruction meets the objectives of the student's Individualized Education Program (IEP).

#### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TPI  
Grades 6-8*

### **Transitional Program of Instruction (for students of other languages)**

#### **Program Description**

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

#### **Classes in English in:**

- English as a Second Language (specialized English support)
- Reading and writing
- Mathematics
- Science
- Social studies

#### **Exit Procedures**

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is 10% annually.

#### **Special Education Services**

For disabled students requiring specialized services, TPI language instruction meets the objectives of the student's Individualized Education Program (IEP).

#### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TPI  
K-5*

## **Transitional Program of Instruction (for students of other languages)**

### **Program Description**

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

### **Classes in English in:**

- English as a Second Language (specialized English support)
- Reading and Writing
- Mathematics
- Science
- Social Studies

### **Exit Procedures**

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is 10% annually.

### **Special Education Services**

For disabled students requiring specialized services, TPI language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.



West Chicago Elementary Schools  
School District 33, DuPage County  
312 E. Forest Avenue  
West Chicago, IL 60185

*Program Description – TPI  
K-5*

## **Transitional Program of Instruction (for students of other languages)**

### **Program Description**

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

**Instructional Goals:** To meet academic achievement standards for grade promotion and to become proficient in English.

**Program Components:** Your son/daughter will receive instruction in the areas checked:

### **Classes in English in:**

- English as a Second Language (specialized English support)
- Reading and Writing
- Mathematics
- Science
- Social Studies

### **Exit Procedures**

Students remain in the Transitional Program of Instruction for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is 10% annually.

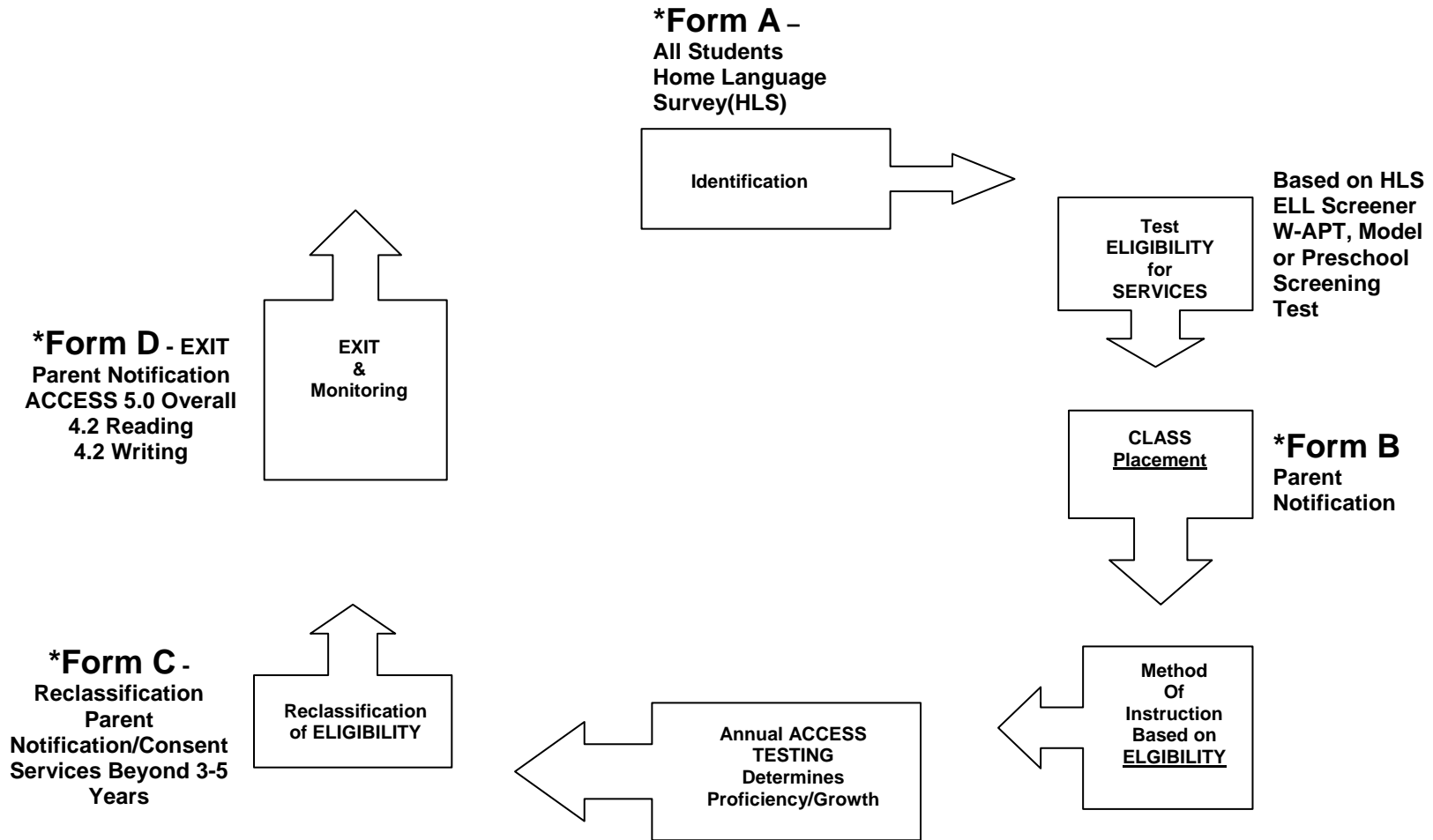
### **Special Education Services**

For disabled students requiring specialized services, TPI language instruction meets the objectives of the student's Individualized Education Program (IEP).

### **Other Programs Offered at the School**

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

# Summary of the ELL Program FORMS



## Summary of the ELL Program FORMS



## W-APT Literacy and Oral Composite Proficiency Levels (CLPs) Updates

Effective January 1, 2010, all school districts in the State of Illinois are required to apply new proficiency levels (a minimum Overall Composite Proficiency Level of 4.8 and a minimum Literacy Composite Proficiency Level of 4.2) to determine English Language Learning (ELL) program placement using the WIDA MODEL™ for Kindergarten and the W-APT™.

WIDA recently updated the Grades 1<sup>st</sup> -12<sup>th</sup> W-APT™ scoring sheets to include Literacy and Oral Composite Proficiency Levels (CPLs). The old score sheets have now been replaced by the new ones on the WIDA website. The old W-APT™ score sheets only yielded domain (Listening, Speaking, Reading, and Writing) proficiency level scores along with an Overall CPL.

The updated W-APT™ scoring sheets also include grade-level adjusted composite proficiency levels. Please note that adjustments are made to the scores of students in the lower grade(s) within the same grade level cluster on the W-APT™. As of January 1, school districts in the State of Illinois are required to use the grade level adjustment for Literacy Composite Proficiency Levels along with the Overall Composite Proficiency Levels to determine placement for ELL students.

Information about the updated W-APT™ scoring sheets for 1<sup>st</sup> -12th grade level adjustments and guidelines are available on WIDA website at <http://www.wida.us/assessment/w-apt/index.aspx>

To determine eligibility for ELL program services, based on the WIDA MODEL™ for Kindergarten and W-APT™ scores in the state of Illinois, please see the following flow chart:

Grade Level	Domains Assessed				ELL Program Eligibility Criteria
	Listening	Speaking	Reading	Writing	
<b>Kindergarten 1st Semester</b>	X	X			<b>WIDA MODEL™ for Kindergarten</b> If Oral Composite Proficiency Level (Listening & Speaking) is below 4.8, the student is eligible for services.
<b>Kindergarten 2nd Semester</b>	X	X	X	X	<b>WIDA MODEL™ for Kindergarten</b> If Overall Composite Proficiency Level is below 4.8 or Literacy Composite Proficiency Level is below 4.2, the student is eligible for services.
<b>Grade 1 1st Semester</b>	X	X	X	X	

<b>Grade 1 2nd Semester</b>	X	X	X	X	<b>W-APT™</b> If Grade Level Adjusted Overall Composite Proficiency Level (Adjusted Overall CPL) is below 4.8 or Grade Level Adjusted Literacy Composite Proficiency Level (Adjusted Literacy CPL) is below 4.2, the student is eligible for services.
<b>Grade Levels 2-12</b>	X	X	X	X	

Please refer to the criteria below if your school district is using the Pre-IPT® Oral English Proficiency Test (Pre-IPT). The Pre-IPT® is one option for screening students entering Preschool to determine students' English language proficiency and to identify eligibility for ELL services in the state of Illinois.

<b>Grade Level</b>	<b>Domains Assessed</b>				<b>ELL Program Eligibility Criteria</b>
	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	
Pre-K Age 3	X	X			<b>Pre-IPT®</b> If proficiency score is at Level A, B, or C, the student is eligible for services.
Pre-K Age 4	X	X			<b>Pre-IPT®</b> If proficiency score is at Level A, B, C or D, the student is eligible for services.

If you have any further questions about WIDA MODEL™ for Kindergarten or W-APT™, please contact the Division of English Language Learning (DELL) at 312-814-3850.

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS  
  
PART 228  
TRANSITIONAL BILINGUAL EDUCATION

## Section

228.5	Purpose and Applicability
228.10	Definitions
228.15	Identification of Eligible Students
228.20	Student Language Classification Data
228.25	Program Options, Placement, and Assessment
228.27	Language Acquisition Services for Certain Students Exiting the Program
228.30	Establishment of Programs
228.35	Personnel Qualifications; Professional Development
228.40	Students' Participation; Records
228.50	Program Plan Approval and Reimbursement Procedures
228.60	Evaluation

**AUTHORITY:** Implementing Article 14C and authorized by Section 2-3.39(1) of the School Code [105 ILCS 5/Art. 14C and 2-3.39(1)].

**SOURCE:** Adopted May 28, 1976; codified at 8 Ill. Reg. 5176; Part repealed, new Part adopted at 11 Ill. Reg. 5969, effective March 23, 1987; amended at 17 Ill. Reg. 104, effective December 18, 1992; amended at 26 Ill. Reg. 898, effective January 15, 2002; amended at 27 Ill. Reg. 9996, effective June 20, 2003; amended at 30 Ill. Reg. 17434, effective October 23, 2006; amended at 34 Ill. Reg. 11581, effective July 26, 2010; amended at 35 Ill. Reg. 3735, effective February 17, 2011; amended at 35 Ill. Reg. 16870, effective September 29, 2011; amended at 37 Ill. Reg. 16803, effective October 2, 2013.

**Section 228.5 Purpose and Applicability**

- a) This Part establishes requirements for school districts' provision of services to students in preschool through grade 12 who have been identified as English learners in accordance with Article 14C of the School Code [105 ILCS 5/14C] and this Part.
- b) The requirements of Article 14C of the School Code and this Part shall apply to every school district in Illinois, regardless of whether the district chooses to seek funding pursuant to Section 228.50 of this Part.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.10 Definitions**

"English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)

"English Language Proficiency Assessment" means the ACCESS for ELLs® (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 (2006)).

"English Learners" means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

the ability to meet the State's proficient level of achievement on State assessments;

the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.

For the purposes of this Part, the terms "limited English proficient student" and "students with limited English proficiency", as used in Article 14C of the School Code, are understood to be "English learners".

"Home Language" means that language normally used in the home by the student and/or by the student's parents or legal guardians.

"Language Background other than English" means that the home language of a student in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken by the student, or by his or her parents or legal guardians, or by anyone who resides in the student's household.

"Preschool Program" means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] in any program administered by

a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.

"Prescribed Screening Instrument" means the:

WIDA ACCESS Placement Test (W-APT™) (2006 or 2007) for students entering or in the second semester of grade 1 or in grades 2 through 12 (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706);

Measure of Developing English Language (MODEL™) (2008) for students entering kindergarten or the first semester of grade 1 (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706).

"Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures provided that they are research-based. Further, screening procedures shall at least:

Be age and developmentally appropriate;

Be culturally and linguistically appropriate for the children being screened;

Include one or more observations using culturally and linguistically appropriate tools;

Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);

Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and

Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

"Sheltered Content Instruction" means instruction that is generally intended for English learners who demonstrate intermediate or advanced English proficiency and consists of adapting the language used in the particular subject to the student's English proficiency level to assist the student in understanding the content of the subject area and acquiring the knowledge and skills presented.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.15 Identification of Eligible Students**

- a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:
  - 1) Whether a language other than English is spoken in the student's home and, if so, which language; and
  - 2) Whether the student speaks a language other than English and, if so, which language.
- b) The home language survey shall be administered in English and, if feasible, in the student's home language.
- c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian.
- d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).
- e) The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student's grade level (i.e., kindergarten or any of grades 1 through 12) or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student's enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. For kindergarten, all students identified through the home language survey, including students previously screened when enrolled in preschool, must be screened using the prescribed screening instrument for kindergarten.
  - 1) The prescribed screening instrument does not need to be administered to a student who, in his or her previous school district:



## SUBTITLE A

## SUBCHAPTER f

- A) has been screened and identified as English language proficient as required in this subsection (e); or
  - B) has met the State exit requirements as described in Section 228.25(b)(2) of this Part; or
  - C) has met all of the following criteria:
    - i) resides in a home where a language other than English is spoken, and
    - ii) has not been screened or identified as an English learner, and
    - iii) has been enrolled in the general program of instruction in the school he or she has previously attended, and
    - iv) has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent State assessment administered pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] or, for students for whom State assessment scores are not available, a nationally normed standardized test, provided that either assessment was not administered with accommodations for English learners. This provision applies only to a student who had been enrolled in any of the grades in which the State assessment is required to be administered in accordance with Section 2-3.64 of the School Code.
- 2) For purposes of eligibility and placement, a district must rely upon a student's score attained on the English language proficiency assessment prescribed under Section 228.25(b) of this Part, if available from another school district or another state, provided that the score was achieved no sooner than the school year previous to the student's enrollment in the district.
- 3) If results are not available pursuant to subsection (e)(2) of this Section, then a district must rely upon a student's score on the prescribed screening instrument if available from another school district or another state for the purposes of eligibility and placement for students entering any of grades 1 through 12, if the student's score on the prescribed screening instrument

was achieved no more than 12 months prior to the district's need to assess the student's proficiency in English.

- 4) Each student whose score on the prescribed screening instrument or procedures, as applicable, is identified as not "proficient" as defined by the State Superintendent of Education shall be considered to be an English learner and therefore to be eligible for, and shall be placed into a program of, bilingual education services.
  - A) For preschool programs using a screening procedure other than an established assessment tool where "proficiency" is defined as part of the instrument, "proficiency" is the point at which performance identifies a child as proficient in English, as set forth in the program's proposed screening process.
  - B) For any preschool student who scores at the "proficient" level, the school district may consider additional indicators such as teachers' evaluations of performance, samples of a student's work, or information received from family members and school personnel in order to determine whether the student's proficiency in English is limited and the student is eligible for services.
- f) Each district shall ensure that any accommodations called for in the Individualized Education Programs of students with disabilities are afforded to those students in the administration of the screening instrument or procedures, as applicable, discussed in this Section and the English language proficiency assessment prescribed under Section 228.25(b) of this Part.
- g) The parent or guardian of any child resident in a school district who has not been identified as an English learner may request the district to determine whether the child should be considered for placement in a bilingual education program, and the school district shall make that determination upon request, using the process described in this Section.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.20 Student Language Classification Data**

In order to meet the requirements of Section 14C-3 of the School Code, every school district shall update its individual student records in the Student Information System (SIS) authorized under 23 Ill. Adm. Code 1.75 (Public Schools Evaluation, Recognition and Supervision) *no later than the first day in March of each year* to reflect the following information [105 ILCS 5/14C-3]:

- a) whether the student has a language background other than English, as identified via the home language survey;
- b) whether the student has been identified as an English learner based on the results of the prescribed screening instrument or procedures, as applicable, or the English language proficiency assessment discussed in Section 228.15(e) or Section 228.25(b) of this Part; and
- c) the home language, birth date, and grade or achievement level of the student identified as an English learner.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.25 Program Options, Placement, and Assessment**

- a) Program Options and Placement
  - 1) *When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code) (See Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.*
  - 2) *When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code) (See Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.*
  - 3) *When a preschool program of the school district has an enrollment of 20 or more English learners of any single language classification other than English in an attendance center or a non-school-based facility, the school district shall establish a TBE program for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has 19 or fewer English learners of any single language classification other than English, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.*
- b) English Language Proficiency Assessment
  - 1) *School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all English learners in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of*

Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students' continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at <http://wida.us/standards/eld.aspx>. No later amendments to or editions of these standards are incorporated by this Section.

- 2) The State Superintendent shall determine and post on the State Board's website no later than September 1, 2010 the composite score and the literacy score that will be used to determine whether a student is identified as "proficient". Should the minimum scores be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.
  - A) Each student whose score on the English language proficiency assessment is identified as "proficient" shall exit the program of bilingual education services, subject to the provisions of Section 14C-3 of the School Code [105 ILCS 5/14C-3].
  - B) Each student whose score is identified as "proficient" in accordance with subsection (b)(2)(A) of this Section shall no longer be identified as an English learner.
- 3) Each student who is not enrolled in a program under this Part but who has been identified as an English learner shall be required to participate in the assessment each year until he or she achieves a "proficient" score.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.27 Language Acquisition Services for Certain Students Exiting the Program**

In accordance with Section 1703(f) of the Equal Educational Opportunities Act (EEOA), a school district must provide services that will enable English learners to "overcome barriers that impede equal participation by these students in the district's instructional programs" (see 20 USC 1703). Section 14C-3 of the School Code, however, authorizes school districts to discontinue services to students who have been enrolled and participated in the TBE or TPI program for three consecutive years. In instances where a school district chooses to discontinue TBE or TPI program services as permitted under Section 14C-3 of the School Code for those students who have not achieved English proficiency as determined by the process set forth in Section 228.25(b) of this Part, the district shall submit a plan to the State Superintendent that describes the actions it will take to meet its obligations under Section 1703(f) of the EEOA. Any amendments to the plan shall be submitted to the State Superintendent no later than 30 days following adoption of the changes. The plan shall at least include:

- a) the process and criteria the district will use to make a determination of when to exit eligible students from the TBE or TPI program (e.g., after a certain amount of time in the program, once a prescribed academic or proficiency level is achieved);
- b) The language acquisition services and methods to be provided, including how the services and methods differ from the general program of instruction in content, instructional goals, and the use of English and home language instruction;
- c) How the program will meet the educational needs of the students and build on their academic strengths;
- d) How the program will specifically help the students learn English and meet academic achievement standards for grade promotion and graduation;
- e) The names and qualifications of the staff who will implement the program; and
- f) How sufficient resources, including equipment and instructional materials, shall be made available to support the program.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.30 Establishment of Programs**

## a) Administrative Provisions

- 1) Program Facilities – Other than for preschool education programs, TBE and TPI programs *shall be located in regular public school facilities rather than in separate facilities. (Section 14C-6 of the School Code [105 ILCS 5/14C-6])* If such a location is not feasible, the substitute location shall be comparable to those made available to a majority of the district's students with respect to space and equipment. If housed in a facility other than a public school (including a charter school), the school district shall provide a written explanation in its annual application to the State Superintendent of Education as to why the use of a public school building is not feasible.
- 2) Course Credit – Students enrolled in approved programs shall receive full credit for courses taken in these programs, which shall count toward promotion and fulfillment of district graduation requirements. Courses in ESL shall count toward English requirements for graduation. Students who change attendance centers or school districts shall do so without loss of credit for coursework completed in the program.
- 3) *Extracurricular Activities – Each district shall ensure that students enrolled in programs shall have the opportunity to participate fully in the extracurricular activities of the public schools in the district. (Section 14C-7 of the School Code [105 ILCS 5/14C-7])*
- 4) Inclusion of Students Whose First or Home Language is English – Students whose first or home language is English may be included in a program under this Part provided that all English learners are served.
- 5) Joint Programs – A school district may join with one or more other school districts to provide joint programs or services in accordance with the provisions of Section 10-22.31a of the School Code [105 ILCS 5/10-22.31a]. The designated administrative agent shall adhere to the procedures contained in 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) as they pertain to cooperative agreements.
- 6) Preschool and Summer School – *A school district may establish preschool and summer school programs for English learners or join with other school districts in establishing these programs. Summer school programs shall not replace programs required during the regular school year.*

(Section 14C-11 of the School Code [105 ILCS 5/14C-11]) A school district that offers a summer school program or preschool program shall provide transitional bilingual education programs or transitional programs of instruction for English learners in accordance with Article 14C and this Part.

b) Instructional Specifications

- 1) Student-Teacher Ratio – The student-teacher ratio in the ESL and home language components of programs serving students in kindergarten or any of grades 1 through 12 as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grades in that attendance center. Decreases in the ratio for general education during the course of a school year due to students' mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio that is greater than the average for general education classes in that grade and attendance center as a result of these placements. Preschool programs established pursuant to Section 2-3.71 of the School Code [105 ILCS 5/2-3.71] that provide bilingual education services shall meet the requirements of 23 Ill. Adm. Code 235.30 (Early Childhood Block Grant) rather than the requirements of this subsection (b)(1).
- 2) Grade-Level Placement – *Students enrolled in a program of transitional bilingual education shall be placed in classes with students of approximately the same age or grade level, except as provided in subsection (b)(3) of this Section. (Section 14C-6 of the School Code)*
- 3) Multilevel Grouping – *If students of different age groups or educational levels are combined in the same class, the school district shall ensure that the instruction given each student is appropriate to his/her age or grade level. (Section 14C-6 of the School Code)* Evidence of compliance with this requirement shall be:
  - A) individualized instructional programs; or
  - B) grouping of students for instruction according to grade level.
- 4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d) of this Section, shall be aligned to the standards that are appropriate to the ages or grade levels of



the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at <http://wida.us/standards/sla.aspx>. No later amendments to or editions of these standards are incorporated by this Section.

- 5) Language Grouping – School districts may place English learners who have different home languages in the same class, provided that, in classes taught in the home language:
  - A) instructional personnel or assistants representing each of the languages in the class are used; and
  - B) the instructional materials are appropriate for the languages of instruction.
- 6) Program Integration – *In courses of subjects in which language is not essential to an understanding of the subject matter, including, but not necessarily limited to, art, music, and physical education, English learners shall participate fully with their English-speaking classmates.* (Section 14C-7 of the School Code)
- c) Specific Requirements for Transitional Bilingual Education (TBE) Programs
  - 1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):
    - A) *Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3) of this Section;*
    - B) *Instruction in the language arts in the student's home language;*
    - C) *Instruction in English as a second language, which must align to the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the*

WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at <http://wida.us/standards/eld.aspx>. No later amendments to or editions of these standards are incorporated by this Section; *and*

- D) *Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.*
- 2) Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist English learners in meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) and for preschool programs established pursuant to Section 2-3.71 of the School Code, the Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235, Appendix A).
- 3) Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection (c)(3).
- A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.
- i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

## SUBTITLE A

## SUBCHAPTER f

- ii) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures.
- B) If the student's score either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A) of this Section, the student may be placed in a part-time program only if one of the following conditions is met.
- i) Native Language Proficiency

A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.
  - ii) Academic Performance in Subjects Taught in English

Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.
  - iii) Academic Performance

Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.
  - iv) Students with Disabilities

Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill.

## SUBTITLE A

## SUBCHAPTER f

Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

v) Limited Native Language Instruction

The use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.

C) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

4) *Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10])*

A) The committee shall:

- i) meet at least four times per year;
- ii) maintain on file with the school district minutes of these meetings;
- iii) review the district's annual program application to the State Superintendent of Education; and
- iv) *autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (Section 14C-10 of the School Code)*

- B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.
- d) Specific Requirements for Transitional Program of Instruction (TPI)
- 1) Program Structure – The level of a student's proficiency in English, as determined by an individual assessment of the student's language skills on the basis of either the prescribed screening instrument or procedures, as applicable, required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) of this Part in conjunction with other information available to the district regarding the student's level of literacy in his or her home language, will determine the structure of the student's instructional program.
- 2) Program Components – A transitional program of instruction must include instruction or other assistance in the student's home language to the extent necessary, as determined by the district on the basis of the prescribed screening instrument or procedures, as applicable required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) of this Part, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas. A transitional program of instruction may include, but is not limited to, the following components:
- A) instruction in ESL, which must align to the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at <http://wida.us/standards/eld.aspx>. No later amendments to or editions of these standards are incorporated by this Section;
- B) language arts in the students' home language; and

- C) instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the United States.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.35 Personnel Qualifications; Professional Development**

- a) Each individual assigned to provide instruction in a student's home language shall meet the requirements for bilingual education teachers set forth in 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable.
- b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.
- c) **Preschool Programs**
  - 1) Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c) (Application Procedure and Content for New or Expanding Programs).
  - 2) By July 1, 2014, each individual assigned to provide instruction to students in a preschool program also shall meet the applicable requirements of subsection (a) or (b) of this Section, depending on the assignment.
  - 3) Staff who are employed to assist in instruction in a preschool program but do not hold a professional educator license shall meet the requirements of 23 Ill. Adm. 235.20(c).
- d) **Administrators**

Beginning July 1, 2014, each individual assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d).

- 1) Except as provided in subsections (d)(2) and (3) of this Section, any person designated to administer either a TBE or a TPI program must hold a valid administrative or a supervisory endorsement issued on a professional educator license by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Educator Licensure) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must meet the requirements of 23 Ill. Adm. Code 1.783 (Requirements for Administrators of Bilingual Education Programs), as applicable.
- 2) A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from all but the

requirement for an administrative or a supervisory endorsement issued on a professional educator license, provided that he or she annually completes a minimum of eight hours of professional development. An assurance that this requirement has been met shall be provided annually in a school district's application submitted pursuant to Section 228.50 of this Part. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

- 3) A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year of the TBE program's operation. A person who has been assigned to administer a program under subsection (d)(2) of this Section in a district where the number of students eligible for bilingual education reaches 200 shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year in which the eligible population equals or exceeds 200 or more students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated.
- e) Professional Development for Staff
- 1) Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3) of this Section.
  - 2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures.
  - 3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:
    - A) current research in bilingual education;
    - B) content-area and language proficiency assessment of English learners;



- C) research-based methods and techniques for teaching English learners;
  - D) research-based methods and techniques for teaching English learners who also have disabilities; and
  - E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.
- 4) In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) of this Part or the annual English language proficiency assessment discussed in Section 228.25(b) of this Part shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.
- 5) Beginning in the 2012-13 school year, each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) of this Part for staff members of that program who are providing instruction in the Spanish language arts.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.40 Students' Participation; Records**

- a) Notice of Enrollment and Withdrawal
  - 1) *Notice of Enrollment – No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code [105 ILCS 5/14C-4].*
  - 2) *Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code)*
- b) Unless terminated as set forth in subsection (a)(2) of this Section, the duration of a student's participation in a program under this Part shall be as set forth in Section 14C-3 of the School Code.
  - 1) If a student participates in a TBE or TPI in preschool or kindergarten, then that participation does not count towards the three-year total specified in Section 14C-3 of the School Code.
  - 2) If a student exits a program after three years and is not proficient in English, then the school district shall meet the requirements of Section 228.27 of this Part.
- c) Maintenance of Records and Reporting Procedures
  - 1) Report Cards – The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district.
    - A) Progress reports shall indicate the student's progress in the program and in the general program of instruction.

- B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian.
  - C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.
- 2) Annual Student Reports – Each district must submit electronically the information requested by the State Superintendent using the Student Information System (see 23 Ill. Adm. Code 1.75) no later than June 30 of each year. Each district also must complete the Program Delivery Report, provided by the State Superintendent of Education, in which information on each program is compiled.
  - 3) Records – School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.50 Program Plan Approval and Reimbursement Procedures**

- a) Reimbursement for programs provided by school districts pursuant to the provisions of Article 14C of the School Code and this Part is contingent upon the submission and approval of a program plan and request for reimbursement in accordance with the requirements of Section 14C-12 of the School Code and this Section.
- b) Program Plan Submission and Approval
  - 1) Applications for program approval shall be submitted, on forms provided by the State Superintendent of Education, at least 60 calendar days prior to the start of the proposed initial or continuing program.
  - 2) The State Superintendent of Education will waive the requirement in subsection (b)(1) of this Section only when an application is accompanied by a statement of facts showing that the waiver will enable the district to begin serving a student or students sooner than would otherwise be the case.
  - 3) School districts shall be granted at least 45 calendar days to complete and submit applications to the State Superintendent of Education. A district's failure to submit a completed application by the date specified on the form will delay its receipt of reimbursement pursuant to subsection (c) of this Section.
  - 4) Applications for a Transitional Bilingual Education Program and/or a Transitional Program of Instruction must contain at least the following information:
    - A) The number of students to be served by grade or grade equivalent and language group in a full-time or part-time program.
    - B) A summary description of the number and types of personnel who will provide services in the program.
    - C) A description of the full-time and/or part-time program to be provided to the students identified pursuant to subsection (b)(4)(A) of this Section in relation to the applicable program standards set forth in Section 228.30 of this Part.
    - D) Additional requirements for programs offering instruction in Spanish language arts in kindergarten and any of grades 1 through

12 to include a description of the methods by which the district will measure and monitor its students' progress with respect to the standards required under Section 228.30(b)(4) of this Part.

- E) A budget summary containing a projection of the program expenditures (e.g., instruction, support services, administration and transportation) and offsetting revenues for the upcoming fiscal year, and a detailed budget breakdown, including allowable program expenditures for which reimbursement is sought, other program expenditures, and total program costs. *At least 60 percent of the funding received from the State must be used for instructional costs* [105 ILCS 5/14C-12]. "Instructional costs" are limited to any of the costs described under Account Number 1000, as set forth in 23 Ill. Adm. Code 100.Appendix D (Expenditure Accounts).
  - F) In the case of a TBE program, an assurance that the district's Bilingual Parent Advisory Committee established pursuant to Section 14C-10 of the School Code and Section 228.30(c)(4) of this Part has had an opportunity to review the application.
  - G) Inclusion of certifications, assurances and program-specific terms of the grant, as the State Board of Education may require, to be signed by the applicant that is a party to the application and submitted with the application.
- 5) Applications that, upon review by the State Superintendent of Education staff, are found to contain the information required pursuant to this Section shall be recommended for approval by the State Superintendent of Education. If the application is found to be incomplete, State Board staff will send a written notice to applicants requesting that they supply the needed information. In order to permit accurate allocation of funds for the program among eligible recipients, the State Superintendent may establish a deadline by which applicants must supply the requested information.
- 6) The State Superintendent of Education will approve applications that demonstrate compliance with Article 14C of the School Code and this Part, except that the State Superintendent shall invoke subsection (b)(5) of this Section with respect to any requested information that is missing from any application submitted for approval.
- c) Account of Expenditures and Reimbursement Procedures

## SUBTITLE A

## SUBCHAPTER f

- 1) An account of each district's expenditures pursuant to Article 14C of the School Code and this Part shall be maintained as required in Section 14C-12 of the School Code. Accounting procedures shall be in accordance with applicable requirements of 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).
- 2) The final annual report of district expenditures, which shall include the information specified in Section 14C-12 of the School Code, shall be submitted on forms provided by the State Superintendent of Education no later than July 20 of each year.
- 3) School districts shall submit claims for reimbursement of programs approved in accordance with this Part on forms provided by the State Superintendent of Education and in accordance with Section 14C-12 of the School Code, as limited by subsection (b)(4)(E) of this Section. No State reimbursement shall be available with respect to any student served for fewer than five class periods per week.
- 4) In the event that funds appropriated by the General Assembly are insufficient to cover the districts' excess costs, the funds will be distributed on a pro rata basis and in accordance with the timelines specified in Section 14C-12 of the School Code.
- 5) A request to amend a district's approved budget shall be submitted on forms provided by the State Superintendent of Education whenever a district determines that there is a need to increase or decrease an approved line item expenditure by more than \$1,000 or 20 percent, whichever is larger. A budget amendment must also be submitted for approval when a grantee proposes to use funds for allowable expenditures not identified in the approved budget. An amendment shall not be approved if it results in instructional costs comprising less than 60 percent of the total reimbursement requested.
- 6) Budget amendment requests will be approved if the rationale provided for each amendment includes facts demonstrating that:
  - A) there is a need (e.g., a change in the number of students served or personnel needed); and
  - B) the altered expenditures and their related program services will be in compliance with the requirements of Article 14C of the School Code and this Part.

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

**Section 228.60 Evaluation**

- a) Each school district's compliance with the requirements of Article 14C of the School Code and this Part shall be evaluated by State Board of Education staff, who shall use the criteria set forth in Article 14C of the School Code and this Part to determine compliance.
- b) Each school district's progress with regard to the academic achievement of English learners shall be evaluated annually in accordance with the provisions of 23 Ill. Adm. Code 1.40 (Adequate Yearly Progress).

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)



# **ISBE State Code and Updates**

From: Division of English Language Learning, Illinois State Board of Education

Date: June 27, 2013

Re: New "proficiency" definition for identifying English Learners, notification pursuant to 23 Illinois Administrative Code 228.25(b)(2)

In order to better align measurements of academic achievement with English language acquisition, the Illinois State Board of Education has adopted a modified definition of English language proficiency for students in Illinois schools. Effective January 1, 2014, a student must obtain an overall **composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2** on the ACCESS for ELLs to be considered English language proficient. Any student that does not achieve the minimum composite, reading, and writing criteria is considered an English learner (EL) student and remains eligible for TBE/TPI services. Students who meet or exceed these proficiency levels may be transitioned from the TBE/TPI program as allowed under Part 228 of the Illinois Administrative Code.

Transitioning decisions for kindergarten students must only be made using the **accountability scores** provided on the ACCESS for ELL® English Language Proficiency Test Kindergarten Teacher Report. This would be the first set of domain scores provided on the Kindergarten Teacher Report.

The modified reading and writing proficiency levels also apply to English proficiency results obtained on the WIDA MODEL and the W-APT screening instruments and should be used to determine program placement.

- Children entering the first semester of kindergarten must score at least a 5.0 composite *oral* proficiency level on the WIDA MODEL to be considered English language proficient. A student who scores below this proficiency level is considered an English learner (EL) and is eligible for TBE/TPI services.
- Children entering the second semester of kindergarten or the first semester of 1st grade must score an overall **composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2** on the WIDA MODEL to be considered English language proficient. A student who scores below either of these minimum proficiency levels is considered EL and is eligible for TBE/TPI services.
- Children entering the second semester of 1st grade through 12th grade must achieve an overall **composite proficiency level of 5.0 as well as a reading proficiency level of 4.2 and a writing proficiency level of 4.2** on the W-APT to be considered English language proficient. A student who scores below either of these minimum proficiency levels is considered EL and is eligible for TBE/TPI services.

The modified English proficiency definition pertains to all new students who are screened for English proficiency with the WIDA MODEL or the W-APT, and any student participating in the annual ACCESS for ELLs test administration *after* January 1, 2014. Therefore, students must meet or exceed the modified proficiency levels on their 2014 ACCESS for ELLs test in order to be transitioned from a TBE/TPI program at the end of the 2013-2014 school year.

**Please note:** The modified proficiency levels are not to be applied retroactively and **DO NOT** apply to students who were transitioned from a TBE/TPI program based on the previous state-approved proficiency levels prior to January 1, 2014. Previously transitioned students do not need to be re-tested. Similarly, eligibility/program placement decisions made prior to January 1, 2014 based on the previous state-approved proficiency levels are not to be reversed during this 2013-2014 transition school year.

If you have any questions about these new criteria, please contact the Division of English Language Learning at (312) 814-3850.

## Part-Time Transitional Bilingual Education (TBE) Placement Under Section 228.30(c)(3)

Beginning September 1, 2013, districts may assign English learner students to part-time TBE placements in accordance with the requirements contained in 23 IL Adm. Code Section 228.30 (c)(3). These criteria are to be used to make decisions about students who enroll in the district for the first time or who are being transitioned out of a full-time TBE placement because they would benefit from a part-time placement. Students previously assigned to full or part-time TBE placements in the district should not be re-assigned for the sole purpose of meeting the criteria below.

### 1. Minimum English Language Proficiency Score

A student may be in a part-time TBE placement if an assessment of the student's English language skills has been performed and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program as specified below:

TBE Part-time Placement Criteria for Kindergarten and Grades 1-12	
The student's English language proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the following range:	
Grade Level	Part-time English Language Proficiency Range
Kindergarten - First semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1 <sup>st</sup> Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs® but not English proficient**
First Grade – Second semester through 12 <sup>th</sup> Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs® but not English proficient**
<p>Effective January 1, 2014:</p> <p>*A student in the first semester of kindergarten who scores below a 5 oral language composite proficiency level is an English learner (EL).</p> <p>**A student in the second semester of kindergarten through grade 12 who obtains an overall composite proficiency level below 5 <u>and/or</u> a reading proficiency level below 4.2 <u>and/or</u> writing proficiency level below 4.2 is an EL.</p>	

## 2. Other Student Characteristics

If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met.

- **Native Language Proficiency**

A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

- **Academic Performance in Subjects Taught in English**

Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.

- **Academic Performance**

Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.

- **Students with Disabilities**

Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

- **Limited Native Language Instruction**

The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.

## **Bilingual Means Two: Assessment Issues, Early Literacy and Spanish-speaking Children**

Kathy Escamilla

---

### ***Abstract***

*This paper will discuss issues in assessment and development of early literacy in children who are two-language learners. Included in the paper are summaries of specific research studies that address each of the identified issues. Specifically, this paper will address the following concepts:*

- *Assessment for two-language children in the U.S. requires a positive schema around how two-languages interact in young children in the U.S. Assessment must combine concepts known in the first language with concepts being learned in the second language (Grosjean, 1989; Escamilla, 1998).*
- *Assessment for two-language children must consider how two languages interact. Research conducted by Escamilla, Andrade, Basurto & Ruiz (1996) on 282 first-grade children in Arizona, Texas, and Illinois demonstrated that children who are emerging bilinguals in English and Spanish regularly use two-languages in the following tasks: Letter Identification; Word Tests; Writing Vocabulary; Text Reading. Further, in daily writing lessons, students frequently use two languages.*
- *There are differences, as well as similarities, in emergent reading and writing behaviors of Spanish-speaking children. Escamilla & Coady (1998) studied writing samples in Spanish collected from 409 students in a K-5 elementary school with a bilingual program (n=225 primary; n=184 intermediate). The following issues emerged from this research: for primary students, vowels emerge before consonants; primary students move from strings of letters to invented spelling in Spanish earlier than English speakers; primary and intermediate students stay in invented spelling stages longer than English speakers; English writing rubrics do not look at second language writing issues; English writing rubrics cannot help to guide instruction in Spanish. Differences in writing development can impact outcomes on grade level and state-standards-based assessments.*
- *Implications of the above concepts for literacy instruction for Spanish/English emerging bilinguals will also be presented.*

### **Introduction**

Thirty years of research has established that the best entry into literacy is a child's native language (Clay, 1993a; Snow, Burns & Griffin, 1998). For the more than six million Spanish-speaking children in U.S. public schools, this means that their initial literacy instruction should preferably occur in Spanish (Brown, 1992).

Literacy in a child's native language establishes a knowledge, concept and skills base that transfers from native language reading to reading in a second language (Collier & Thomas, 1992; Cummins, 1989; Escamilla, 1987; Modiano, 1968; Rodríguez, 1988). Moreover, it has been

established that, for Spanish-speaking children, there is a high and positive correlation between learning to read in Spanish and subsequent reading achievement in English (Collier & Thomas, 1995; Greene, 1998; Krashen & Biber, 1987; Leshner-Madrid & García, 1985; Ramírez, Yuen & Ramey, 1991).

Aside from the research outlined above, an obvious advantage of learning to read one's native language and subsequently learning to read a second language is the potential to become biliterate – a skilled reader and writer of two languages. Work by Diaz & Klinger (1991), Bialystok (1991), Hakuta (1986), and others has established that bilingualism and biliteracy enhance cognitive and metalinguistic abilities.

In view of these considerations, there is strong theoretical and empirical evidence to suggest that teaching Spanish-speaking children in the U.S. to read and write first in Spanish constitutes both sound policy and “best practice.” There is widespread agreement that initial literacy instruction in Spanish is “best practice.” However, there are numerous questions about applying this “best practice” theory to the real world of elementary schools. For example, should teaching methods used to teach reading and writing in Spanish mirror those used to teach reading and writing in English? Should we use pedagogy from Mexico and other Spanish-speaking countries to teach literacy in Spanish? How do we assess student progress in learning to read and write in Spanish? Are translated or reconstructed assessments valid and reliable? What are the issues related to the interaction of Spanish and English and the teaching of reading to Spanish-speaking children in the U.S.?

In addition to questions about praxis and pedagogy, discussions about teaching reading and writing, in Spanish, to Spanish-speakers in the U.S. must also acknowledge the linguistic and socio-political contexts in which these educational programs exist. It has been well established that Spanish and English do not share equal status in U.S. schools or in the larger U.S. society (Escamilla, 1994a; Shannon, 1995; Shannon & Escamilla, 1999). In the U.S., Spanish is often seen as a problem to be overcome (Ruiz, 1988) and a significant barrier to achievement in school (Rossell & Baker, 1996a; Porter, 1996; Unz, 1997). Further, there are others who think that teaching children to read in Spanish is a “waste of time” and that this practice interferes with learning to read in English (Rossell & Baker, 1996b; Porter, 1996). Further evidence of the negative socio-political context in which Spanish/English bilingual education programs exist in the U.S. include: 1) the growth of the English-Only movement in the U.S.; 2) the passage, over the past 10 years, of several anti-immigrant initiatives in California, and the United States Congress; 3) the passage of Proposition 227 in California, which was an overt effort to eliminate bilingual education programs in the state; and 4) proposed initiatives in Arizona and Colorado which are similar in content to California's Proposition 227, and which would seek to eliminate bilingual education programs in those states. Crawford (1997) documents this legislative history. He, and others, maintain that these initiatives have been specifically targeted at Spanish-speaking Latinos.

In short, the socio-political context in U.S. schools and society is generally very negative toward Spanish-speaking children and their families. This negative context, in turn, affects teacher and school attitudes about the value of teaching children to read in Spanish. Further, it affects the potential positive impact that Spanish reading may have on English reading, and it ignores the potential value of biliteracy.

Ruiz (1988) demonstrated that U.S. schools and society tend to view language diversity as a problem. The language as a problem paradigm permeates school policies and practices related to teaching children who enter school speaking languages other than English. The language as a problem paradigm is particularly acute when applied to Spanish-speakers. While there is little doubt about the potential efficacy of teaching literacy in Spanish to Spanish-speaking children, there are numerous institutional barriers to complete and effective implementation of said programs. In this paper I will provide evidence that supports Ruiz's (1988) paradigm that language diversity is not a problem in learning to read. Rather, it is a resource and should be nurtured and developed as such. Continuous contact between English and Spanish in the U.S. means that children have daily opportunities to hear and use both languages. Consequently, Spanish-speaking students use their emerging knowledge of two-languages as they learn to read and write. Learning to read first in Spanish can provide an important source of cognitive support to learning to read in English and vice-versa. Unfortunately, I will also present evidence to suggest that, because of the prevailing paradigm that linguistic diversity is a problem, teachers and schools often view the interaction of two-languages as sources of confusion rather than sources of mutual support.

The low status of Spanish in U.S. schools and society has deterred schools and teachers from developing a thorough knowledge base related to how to best teach literacy in Spanish. In fact, most teachers who are charged with teaching children to read and write in Spanish have never taken formal coursework in methods of teaching reading in Spanish (Guerrero, 1997). The hegemony of English (Shannon, 1995), coupled with the low status of Spanish, has created a situation where most schools and teachers model Spanish literacy instruction and assessment on English instruction and assessment. They assume, without question, that "best practice" in English is "best practice" in Spanish literacy. I will argue that effective literacy programs for Spanish-speakers will not be effective unless they include and discuss how becoming literate in Spanish differs from becoming literate in English.

To illustrate the above, I will synthesize results of research that I have conducted, with others, around three major topics. These are:

- Deficit schema and attitudes toward childhood bilingualism;
- Literacy assessment and the positive interaction of Spanish and English; and
- Differences in emergent reading and writing behaviors between Spanish- and English-speaking children.

### **Deficit Schema and Attitudes toward Childhood Bilingualism**

A seminal study conducted by Grosjean (1989) suggested that bilinguals are not two monolinguals in one mind. Thus, their linguistic behaviors should not be compared to monolinguals of each language. That is, Spanish/English (or other) bilinguals have linguistic repertoires that are different from those people who are monolingual in Spanish and those who are monolingual in English. Grosjean goes on to explain that bilinguals can access either or both of their languages in many situations and often use both of their languages in problem-solving and communicative situations.

Bilinguals may have different domains of bilingualism. That is, they may know certain concepts in one of their languages, but not in the other. Grosjean does not see this as a problem,



The following examples from research I conducted in a school in Colorado (Escamilla, 1998) illustrate the contrast between Grosjean's view of developing bilingualism and the prevailing view of the same phenomena in U.S. schools. In this study (Escamilla, 1998), I examined school records of Spanish-speaking and other students in a bilingual program in an inner-city elementary school in Colorado. I examined files for students in grades K-3. I also interviewed teachers at the school to ascertain their interpretations of the contents of the folders. In all, 8 teachers were interviewed and 225 student folders were studied.

Children's cumulative folders contained information about student language proficiency in English and Spanish, about student outcomes on various achievement tests in English and Spanish (e.g. La Prueba and ITBS), and other district mandated assessments related to student progress (e.g. grade-level content assessments).

Findings from the study indicated that teachers viewed data on Spanish-speaking students, in their cumulative folders, as evidence of academic and linguistic problems associated with speaking Spanish and learning English as a Second Language. Many teachers expressed dismay at student achievement and expressed concern that most of their students were "low in both languages." The following examples illustrate this finding.

José was in Kindergarten at the time of the study. He had been in all-English Head Start for one year before Kindergarten and was finishing the school year in a bilingual Kindergarten. Results on the Kindergarten concept test (given in April) indicated that José knew three colors in Spanish and three in English. José's teacher stated that she felt these results indicated that José was limited in both Spanish and English. She went on to say that she felt that learning in two-languages was confusing José and that he would be better off if he were taught all in English. She stated that she was going to recommend he be transferred to an all-English first-grade.

In contrast, Bill, a monolingual-English student in the same class, knew five colors at the end of Kindergarten. In this case, the same teacher said he was an average student, doing "fine" and should have no problems in first-grade. If Grosjean's theory were to be applied to José, we would come to a different conclusion about José's development as a 5-year old. Using Grosjean's framework, José would receive credit for knowing six colors (3 in Spanish + 3 in English). However, because the school measures progress in each language separately (as if José were two monolinguals), he is viewed as not being well-developed in either language. José's knowledge of two words to express the same concept (in this case colors) is seen as a problem rather than a sign

of cognitive enhancement (Diaz & Klinger, 1991). Using Grosjean's framework José knows more than Bill (3+3 is greater than 5+0).

Xochitl was a first-grade student at the time of the study. Although she had started school as a monolingual Spanish-speaker, she received all her Kindergarten instruction in English as per the request of her parents. Xochitl did not do well in Kindergarten and, upon the recommendation of the school and the consent of the parents, was placed in a bilingual first-grade. At the beginning of first-grade, Xochitl took the colors, numbers and letters assessment. This is an informal district assessment. She did not know any letter sounds or names in Spanish, but she knew several letter names in English. The same was true for numbers 1-20. She knew how to count by rote, and knew 5 numbers in isolation, all in English. Her teacher noted that Spanish was Xochitl's stronger language, and that she was quite verbal in Spanish. However, since the few academic/school concepts that Xochitl knew were in English, her teacher did not want to confuse her by "starting over again" and teaching her these concepts in Spanish. She was placed in a bilingual class to get conceptual development in Spanish because she had not done well in an all-English Kindergarten. Ironically, her first-grade teacher decided learning in Spanish might confuse her and put her even farther behind. Therefore, she placed her in the "low" English group in the bilingual class. Xochitl was still getting all-English instruction in a bilingual class. The teacher perceived her academic problems as being related to her dominance in Spanish rather than her inappropriate instructional program in Kindergarten.

Leticia was a student who first learned to read in Spanish and was being transitioned to English reading at the end of 3rd grade. Her 3rd grade reading achievement scores indicated that she was in the 40th percentile in Spanish on the La Prueba and in the 25th percentile in English on the ITBS. Her teacher stated that she felt that Leticia was a poor reader in both languages and that perhaps learning to read in two-languages had caused her to become confused. Alfredo, a monolingual-English student in the same class, scored at the 40th percentile on the English ITBS. In his case, the teacher said that he was "doing fine," and was one of the best readers in her class. Most students at this school are well below the 40th percentile on the English ITBS. It is again noteworthy that Leticia's Spanish reading score is exactly the same as Alfredo's English reading score, and yet he is reported to be "doing fine" while Leticia is reported to be a poor reader in two languages. The teacher takes no notice and makes no comment about the fact that Leticia is an emerging biliterate.

Results of this study illustrate the pervasive view that young children's knowledge of two languages poses problems in academic and linguistic development. Further, this negative schema related to the development of two-languages in young children results in making poor instructional decisions for children who are developing bilinguals. In the case of José, the Kindergarten teacher decides that all-English instruction will be better for him than continued opportunities to develop in Spanish. In the case of Xochitl, the teacher decides since Xochitl has only received English instruction, Spanish instruction in first-grade will only confuse her and cause her to fall farther behind. In the case of Leticia, the teacher decides that she is a poor reader in two-languages. She makes no mention of the fact that Leticia is developing reading skills in two-languages.

Teachers in this study were all bilingual in Spanish and English, although most were not native Spanish-speakers. They were all adamant about their belief in the value of instruction in Spanish. They all devoted two hours daily to the teaching of reading and writing in Spanish. They were proud to be bilingual teachers; they worked hard, and all seemed to genuinely like children.

However, although they stated that they believed in the theory that Spanish literacy instruction is beneficial to young emerging bilinguals, their practice indicated that they have internalized a deficit notion of emerging bilingualism. Ironically, the very teachers who are responsible for teaching these young Spanish-speakers to read and write in Spanish are the same ones who are conflicted and concerned that learning in two-languages may be confusing students and may be limiting their academic development.

An important prerequisite to developing “best practice” programs for teaching literacy in Spanish must include the development of positive schema in our bilingual teachers related to how to interpret and observe the development and usage of two-languages in young children learning two-languages. It is difficult to embrace the teaching of literacy in Spanish if Spanish literacy is perceived as a source of confusion (a problem to be overcome) rather than a source of support (a resource that enhances cognitive development). In short, we must change the paradigm of language as a problem to one of language as a resource, and we must start with our own bilingual teachers. Grosjean’s framework is a nice beginning.

### **Literacy Assessment and the Positive Interaction of Spanish and English**

In 1989, I began research with four colleagues in Arizona to reconstruct the English Reading Recovery program into Spanish (Escamilla & Andrade, 1992; Escamilla, 1994b; Escamilla, Andrade, Basurto, & Ruiz, 1996; Escamilla, Loera, Rodríguez & Ruiz, 1998). As we began this research, our intent was simply to create an equivalent program in Spanish primarily for use in Spanish/English bilingual education programs in the U.S. Over the course of the past 12 years, our work in this reconstruction has produced many unanticipated, but important, findings. Specifically, our work has demonstrated that children who are emerging bilinguals in Spanish and English regularly use two-languages simultaneously in reading assessment and instructional situations. Further, they use both English and Spanish even when they have only had access to formal instruction in Spanish. Moreover, our research indicates that usage of both Spanish and English in literacy events is not a source of confusion, but one of support. The following examples illustrate these findings.

As we began to reconstruct Reading Recovery in English into *Descubriendo La Lectura* in Spanish, one of our first undertakings was to create a Spanish Observation Survey that would parallel the English Observation Survey (Clay, 1993b). We first reconstructed the six English observation tasks from English to Spanish and then conducted validity and reliability tests on the reconstructed Spanish observation tasks (Escamilla, Andrade, Basurto, & Ruiz, 1996). Validity and reliability tests conducted on the six observation tasks from English Reading Recovery included: 1) Letter Identification; 2) Word Tests; 3) Concepts About Print; 4) Writing Vocabulary; 5) Dictation; and 6) Text Reading. Validity and reliability tests were conducted on 282 first-grade children in Arizona, Texas and Illinois during the 1991-92 school year. All children in the study were native Spanish-speakers who were learning to read and write in Spanish and were learning English as a Second Language.

As we started to analyze the data from the validity and reliability study, we observed that the majority of children in the study were systematically using both English and Spanish to address items on the observation tasks. Further, the use of two-languages, in the overwhelming majority of cases, was appropriate in the context of the assessment, and was observed to be a source of support and not confusion. The following examples will serve to illustrate this finding.

The first task of Identificación de Letras (Letter Identification) seeks to observe what children know about letters, sounds of letters and beginning sounds in words. Children are shown a letter and asked if they can name the letter, a sound it makes or a word that starts with that letter. Many children responded to this item using both English and Spanish. Examples include the following:

- Teacher shows student the letter ‘S.’ Student responds, “La letra es ese, el sonido es S-S-S-S-S, y como Superman.” (The letter is s, it makes the sound s-s-s-s, and it is like “Superman.”)
- Teacher shows student the letter ‘Q.’ The student does not know either the name of the letter or the sound it makes, but says, “Ah, como Qtips, ¿verdad maestra?” (like Qtips right teacher?).
- Teacher shows student the letter ‘P.’ The student says, “Esta es la P (pronounces P in English)”, and then goes on to give the sound p-p-p, and the word, pájaro, in Spanish.

Of the 282 children in the validity and reliability studies, 190 (over 67%) used both English and Spanish when they were responding to various items on the letter identification tasks. With very few exceptions all of the responses were appropriate, logical and matched the letter being assessed.

The second task on the Instrumento de Observación (Observation Survey) asks children to read a list of 20 high frequency words. This task is known as the Prueba de Palabras (Word Test). These lists include words that can be read either in English or Spanish and that have meaning in both languages. These words include the following:

1. come
2. me
3. son

As with the Letter Identification task, significant numbers of children read these words using the English, rather than the Spanish, pronunciation. Again, it must be noted that these results are most likely attributable to the continuous, daily contact that Spanish-speaking children in the U.S. have with English. The two-languages are in constant contact, and it should not be surprising that children use both languages as they approach academic learning.

The third task on the Observation Survey in which we noted significant use of both English and Spanish was in the Prueba del Vocabulario de Escritura (Writing Vocabulary) task. In this task, children are given 10 minutes and asked to write down all of the words that they know. If they have difficulty thinking of words to write, they are given prompts. For instance, they may be asked if they can write their names or the names of their friends, or the names of foods, etc. Two significant, albeit unanticipated, findings resulted from analyses of children’s writing on this task.

The first is that, like Letter Identification, over 200 children (70%) used English words in their lists of words they know how to write. Some words came from environmental print in classrooms (e.g. flag), and others came from other sources in the larger society (e.g. Kmart). The second, and more interesting finding, was that of code-switching responses. A code-switching response is one that is written in one language but prompted or read in another. For example, the teacher prompts, “Sabes escribir mamá?” (Do you know how to write mamá?). The child says, “Sí” and then writes

the English word, “mom.” Other examples include children saying, “Yo sé escribir te quiero,” (I know how to write “te quiero”), and then they write, “I love you” in English, or “Yo sé escribir tu” the number 2. In all cases the children were thinking and talking in Spanish and writing in English. However, in all cases, the words fit with the child’s concept of the written words to express their developing oral languages (Spanish/English).

Examples such as those listed above indicated that students were using both English and Spanish to demonstrate their emerging knowledge about reading and writing. Further, use of both languages did not appear to be a source of confusion for these children. Children growing up in settings where two-languages such as Spanish and English come into contact use both languages to make sense of their world. Evidence from these studies indicates that these two-languages in contact do not pose problems in learning to read and write.

The last observation task is titled, Análisis Actual del Texto (Text Reading). On this task children are asked to orally read stories and books while teachers take running records of their reading behavior. Teachers analyze running records to note how children are using various cues to read and understand text. As we developed the Observation Survey in Spanish, we found it necessary to create special annotation conventions for children who used both Spanish and English cues as they were reading. Consider the following three examples:

- Child reads: Tiene un sombrero purple. (He has a purple hat).
- Text says: Tiene un sombrero morado. (He has a purple hat).

In the above example, the child was using meaning cues from English (looked at the picture of the purple hat in the book), at the same time, s/he was using structural cues from Spanish (a noun proceeds an adjective).

In other cases, children used both meaning and structure cues from English and applied them to the Spanish reading situation. They did this at the same time that they were using structure and meaning cues from Spanish. For example:

- Child reads: Tiene un purple sombrero. (He has a purple hat).
- Text says: Tiene un sombrero morado. (He has a purple hat).

In the above example, the child used meaning and structure cues from Spanish to read the words “tiene” (present tense verb in the third person) and “un” (masculine indefinite article to match sombrero) as well as the words purple and sombrero. In this case, the child used the English structure of adjective before noun when reading purple sombrero.

Yet another example which demonstrated the use of two languages in reading stories involved using meaning from English, and structure and visual cues from Spanish.

- Child reads: Tiene un sombrero red. (He has a red hat).
- Text says: Tiene un sombrero rojo. (He has a red hat).

In this case, the child used meaning from English (red) and structural and visual cues from Spanish (noun before adjective and visual structure of the word rojo).

The studies reported above were not designed to look at languages in contact. In fact, our sole purpose was to create a valid and reliable Observation Survey in Spanish. However, results of our studies indicated that we could not create a valid and reliable Observation Survey for Spanish-speaking children in U.S. schools without considering and including the many ways that English and Spanish interact in the minds of young children who are simultaneously learning two-languages. Further, there was absolutely no evidence in any of our work to indicate that these two languages in contact were sources of confusion for children. In the majority of cases, the two-languages provided sources of support.

So pervasive was the use of two-languages by children in the study that we decided that the scoring protocols must be revised to accommodate the simultaneous use of two-languages. Therefore, in the scoring protocols for the examples provided above, an English response that was logical and fit with the concept being assessed was considered to be a “correct” response. Consistent with Grojean’s (1982) framework, we considered a child’s knowledge base related to these observation tasks to be inclusive of their knowledge and concepts in Spanish and their related knowledge and concepts in English. As an aside, our data also convinced our colleagues in English Reading Recovery to revise the English response protocols to consider responses given in foreign languages to be correct if they were appropriate to the concept being assessed.

As teachers in the U.S. teach children to read and write in Spanish, it is important for them to be aware that Spanish-speaking children are in contact with both English and Spanish daily. Therefore, they will most likely use both English and Spanish when they are reading and writing, and that they will use English words and cues as they read and write in Spanish even if they have not had formal instruction in English literacy. It is important that teachers understand these behaviors and accept them as normal and not problematic.

### **Differences in Emergent Reading and Writing Behaviors between Spanish- and English-Speaking Children**

As discussed above, successful teaching of Spanish literacy to children in the U.S. must begin with a positive schema about emerging bilingualism coupled with a knowledge of how two-languages interact as children are learning to read and write. In addition, effective literacy programs for Spanish-speaking students must consider that there are differences as well as similarities in emergent reading and writing behaviors of Spanish-speaking children. As a result of these differences, teachers should not assume that “best practices” in teaching English literacy in Spanish literacy instruction.

To illustrate the above, I present a contrast in views on the teaching of phonemic awareness and phonics between English-speaking children in the U.S. (Adams, 1990) and the work done on the teaching of phonemic awareness and phonics to Spanish-speaking children in Mexico (Vernon & Ferreiro, 1999, 2000). Adams (1990) suggests that knowledge of letter names and ability to discriminate phonemes in an auditory way is the best predictor of success in first-grade. She summarizes research done on English speakers by saying: “Pre-readers’ letter knowledge was the single best predictor of first-year reading achievement, with their ability to discriminate phonemes auditorily ranking as a close second” (pg. 36).

She goes on to state that knowledge of letters and phonemic awareness are pre-requisites to learning to read. In fact, she divides her book in such a way as to emphasize the difference between “pre-reading,” which is called “Preparing to Read” (pg.46), and “beginning reading, which is called “Moving into Reading” (pg. 54). Phonemic awareness, in her view, should be taught in the pre-reading stage, and is best taught through games, songs and storybooks with students’ oral language growth in mind. In short, this view of “best auditory and oral language development as prerequisites to reading and writing. Adams says: “To the extent that children have learned to “hear” phonemes as individual and separable speech sounds, the system will enhance their ability to remember or “see” individual letters and spelling patterns. To the extent that they have not learned to “hear the phonemes,” the system cannot help

In contrast, Vernon & Ferreiro (1999, 2000) suggest that, for Spanish-speaking students, phonemic awareness needs to be developed concurrently with learning to read and write. In their research, in Spanish, children’s ability to benefit from systematic phonics/phonemic awareness instruction depended on the child’s level of writing development. They conclude that the way children segmented spoken words was strongly related to their level of conceptualization about their writing system regardless of their age. In stark contrast to Adams, they conclude that phonemic and phonological awareness are not pre-requisites to reading, but are integral components of the reading process. As such, they are best taught in Spanish, in the context of reading and writing:

“If teachers encourage young children to write and to reflect on their writing, they will analyze speech. Oral communication alone does not demand conscious analysis of speech. Participation in language games may allow children to learn rhymes, but writing and reading are the only activities that require true phonological and phonemic awareness” (pg. 1).

From the above, it is clear that there are some important differences in “best practice” theory between English and Spanish. Unfortunately, in most states in the U.S., the teaching of Spanish reading is essentially parallel to the English reading curriculum (Durgunoglu, 1998). The very questionable underlying assumption is that what “works” for English, will “work” for Spanish. Adding to the above, research studies with Spanish-speakers in the U.S, (Escamilla, Andrade, Basurto & Ruiz, 1996; Escamilla, 1999; Escamilla & Coady, 2000) have demonstrated that there are major differences between emergent reading and writing behaviors of Spanish-speaking and English-speaking children. It is important for teachers and curriculum writers to be aware of these differences, and to write curricula that are compatible with how children best learn. Our research questions the notion that parallel reading curricula in English and Spanish constitute effective literacy instruction for Spanish-speakers.

Our research has indicated that, as Spanish-speaking children learn to write, vowels emerge before consonants in their writing. Research in the teaching of reading in Mexico (Escamilla, 1999; Ferreiro, Pellicer, Rodríguez, Silva & Vernon, 1994) also suggests that vowels are best taught before consonants in beginning reading programs. This is the reverse of the way that English reading programs structure the teaching of letters and letter sounds. In English, consonants emerge before vowels. Thus, the teaching of consonant letters and sounds is done before teaching vowels. The following three examples (Figure 1) of Spanish-speakers learning to write in

Kindergarten will illustrate the importance of vowels in emergent Spanish writers. It is important to note that all three of these students are at a very early stage in their writing development. All three were in different instructional situations when writing samples were collected. Beatriz was taking the writing vocabulary assessment. Nubia was taking dictation, and Eduardo was responding to a writing prompt about a timid dinosaur. In all of these divergent writing situations, student emergent writing samples clearly show the predominance of vowels. Further, in many Spanish reading programs, children are taught vowel sounds first in beginning reading. They are then taught to combine vowel sounds with consonants to form syllables.



Beatriz

Beatriz<sup>o</sup>  
Ier N'AAH  
oA<sup>o</sup>  
OA  
I  
oo  
o/4<sup>o</sup>

Nubia

eUNA o a o

Eduardo

El di nos a u r i o t i m i d o  
U A D E A o i o o i k e r o .

Figure 1

The syllable forms the cornerstone in teaching children to begin to de-code words in Spanish (Ferreiro, Pellicer, Rodríguez, Silva & Vernon, 1994). It is possible that beginning Spanish reading programs that are based on English literacy instruction ignore or delay the teaching of vowel sounds to students, thereby raising a serious concern about parallel literacy instruction. Work on beginning reading and writing in English (Adams, 1990; Cunningham, 1995) has established that children's reading and writing development in English is enhanced when they become aware of certain patterns in the English language. One such pattern is known as on-set and rime. An example of on-set and rime is:

An (rime)  
C + an = can (on-set + rime)  
F + an = fan (on-set + rime)  
R + an = ran (on-set + rime)  
T + an = tan (on-set + rime)

For English speakers, knowledge of on-set and rime is thought to facilitate both the decoding of words in reading, and learning to spell and write words correctly. The example of Mark's writing below (Figure 2) illustrates the utility of this pattern in English. Mark uses on-set and rime to correctly write and spell the words at, bat, hat, sat, fat, mat, and rat. It should also be noted that on-set and rime in English involves changing the beginning of a word.

Research on Spanish-speaking children (Escamilla, Andrade, Basurto, & Ruiz, 1996; Escamilla & Coady, 2000) indicates that Spanish-speaking children also use patterns as they develop as readers and writers. However, the patterns they use are different from those used by English speakers. For Spanish-speakers, on-set and rime may not be as useful in literacy development as it is in English. The examples below (Figure 3 and Figure 4) of children's writing in Spanish will illustrate this point.

In both of these writing samples, rather than using on-set and rime to see patterns in words, the students changed the end of the word rather than the beginning. Cristina, for example, wrote un, una, uno, unos, unas, va, van, vas, gato, gata. Armida used the very same patterns (changing word endings). She wrote 'come,' 'comemos,' 'comen,' 'como,' and 'es,' 'ese,' 'esta,' 'esto.' The examples illustrate what the majority of students in the study did when given this task. Writing patterns, it seems, develop differently in Spanish than English, once again raising questions about the efficacy of English-based reading programs delivered in Spanish.

Several additional concerns, related to parallel Spanish/English literacy programs, need to be discussed. The first is that English-based literacy programs are focused on literacy issues that are specific to English. Gersten & Jiménez (1998) and Goldenberg (1998) believe that the notions of universal or parallel literacy programs are based on logic that both English and Spanish are alphabetic languages, and therefore share many conventions and traditions. They go on to say, however, that aside from logic, there is little actual research to support the universal application of literacy teaching between Spanish and English.

Mark's list

I am 5"

I	M	the
am	look	Here
and	see	doll
a	dog	we
It	cow	went
is	Ann	Where
in	I'll	five
on	Ug	
No	you	come
you	mum	go
	Dad	Book
	Mark	
	Denise	So
cap	bell	
coat	ball	
at	at	
for	bat	
Mother	bat	
<del>far</del>	bat	
to	bat	
too	bat	
He	Meat	
me	rat	

Figure 2

Cristina's sample

Cristina <sup>1</sup>	un <sup>20</sup>	mama <sup>35</sup>
Dicochea <sup>2</sup>	una <sup>21</sup>	Pa <sup>36</sup> Pa <sup>37</sup>
Durazo <sup>3</sup>	unos <sup>22</sup>	nana <sup>38</sup>
ELSA <sup>4</sup>	unos <sup>23</sup>	emana <sup>39</sup>
Amado <sup>5</sup>	unas <sup>24</sup>	casas <sup>40</sup>
yo <sup>6</sup>	casas <sup>25</sup>	osos <sup>41</sup>
el <sup>7</sup>	gato <sup>26</sup>	osos <sup>39</sup>
o <sup>8</sup>	gata <sup>28</sup>	osos <sup>39</sup>
A <sup>9</sup>	vaca <sup>29</sup>	osos <sup>39</sup>
mi <sup>10</sup>	vacos <sup>30</sup>	osos <sup>39</sup>
la <sup>11</sup>	Amo <sup>29</sup>	osos <sup>39</sup>
las <sup>12</sup>	eta <sup>31</sup>	osos <sup>39</sup>
mis <sup>13</sup>	esta <sup>32</sup>	osos <sup>39</sup>
lo <sup>14</sup>	con <sup>30</sup>	osos <sup>39</sup>
los <sup>15</sup>	en <sup>31</sup>	osos <sup>39</sup>
o <sup>16</sup>	va <sup>32</sup>	osos <sup>39</sup>
Me <sup>17</sup>	van <sup>33</sup>	osos <sup>39</sup>
S <sup>18</sup>	vos <sup>34</sup>	osos <sup>39</sup>
Deis <sup>19</sup>		osos <sup>39</sup>
sa <sup>19</sup>		osos <sup>39</sup>

Figure 3

Armida

Plasencia

Armida

el no si mi di la

Las da ya me se

es ese cetú

ESTO este yo esta

papa papa perro mama

PARA eua

Comen come como

comemos

Figure 4

The research cited above would suggest that, with regard to language specific literacy teaching, there are many important differences between Spanish and English in the ways that children learn to read and write. It is important that literacy programs acknowledge and outline these differences in order to help teachers and schools develop "best practice" literacy programs in Spanish. To further elaborate on these differences, I present findings from a recently completed research study (Escamilla & Coady, 2000). This study analyzed writing samples of 409 children in a K-5 elementary school with a Spanish/English bilingual program (n=225 primary; n= 184 intermediate students).

Findings from this study indicated that most Spanish-speaking students were moving quickly from emergent writing behaviors (e.g. strings of letters) to more sophisticated stages of writing such as phonetically based invented spelling. Ricardo's writing sample (Figure 5) represents the "typical" first-grade student in this study. Ricardo produced this writing sample as a result of taking dictation. It was collected in March of his first-grade year.

When the sample was collected, Ricardo had mastered many of the sound/symbol relationships in Spanish, and he had developed a fairly good sense of spacing between words in Spanish. Spacing issues are difficult for some Spanish-speaking children because they tend to divide oral sounds by syllables rather than words.

In Ricardo's sample, he wrote 'aparar' as one word and it is two words ('a parar'), and 'bamosa' as one word when it is two words ('vamos a'). Because many letters or combinations of letters make the same sound, in Spanish, Ricardo had many spelling errors. For example, he used b when he needed 'v' (e.g. 'byene' for 'viene,' 'ba' for 'va' and 'bamos' for 'vamos'). Similarly, he used 'y' when he needed 'i' (e.g. 'byene' for 'viene'). These letters make the same sound in Spanish. He used 'c' for 'qu' illustrating his knowledge as 'qu' (e.g. 'aci' instead of 'aqui'). Ricardo's writing sample was typical of Spanish-speaking first-graders in the study. However, it differed greatly from invented spelling patterns used by English-speaking first-graders. Issues with 'b/v,' 'y/l,' and hard 'c' and 'qu' are language specific to Spanish. English reading and writing programs translated into Spanish do not provide direction for teachers as to how they should address these issues in Spanish literacy instruction.

There are other issues that distinguish writing development in Spanish from English. Consider Olivia's writing sample (Figure 6). Olivia was at the end of 2nd grade when this writing sample was collected. In this writing sample, Olivia was asked to write a story about a timid dinosaur.

Olivia's writing presents a more confident and competent writer than Ricardo. She has progressed beyond the invented spelling stages to more standard spelling, and yet her writing has some issues that are similar to Ricardo. For example, her spelling errors also resulted from using letters that have the same sounds in Spanish. Like Ricardo, she confused 'b/v' and 'll/y' (e.g. 'causavan' for 'causaban' and 'yorar' for 'llorar'). Further, she did not put an accent mark over the 'i' in 'sentía' and one is required. Spelling rules with regard to 'b/v' and 'll/y' and rules about when and how accent marks should be taught are specific to the Spanish language. They constitute major issues in learning to write in Spanish and again are not likely to be included in parallel English/Spanish writing programs.

Ricardo

Ya viene el tren.  
Se iba a parar  
ahora nos  
vamos a escribir

Figure 5

Olivia

El dinosaurio tímido  
el dinosaurio sentía mal  
cuando sus amigos  
le causaban dolor.

Figure 6

Added to the above examples, it is noteworthy that the language-specific issues related to teaching reading and writing in Spanish increase over time. Alejandra's writing sample (Figure 7) will illustrate this point. At the time this writing sample was collected, Alejandra was finishing 3rd grade. She also wrote a story about a timid dinosaur.

Like Ricardo and Olivia, Alejandra used 'b' when she needed 'v', and 's' when she needed 'c' (e.g. 'bes' instead of 'vez'). She also used 's' when she needed c (e.g. 'asian' instead of 'hacían'). For students who speak Mexican dialects of Spanish, 'c,' 's' and 'z' make the same sound. Further, in Spanish, 'h' is a silent letter and many students omit 'h' from the beginning of words because it is silent. In Alejandra's writing she wrote 'abia,' 'agan,' 'asian,' all words that Alejandra was using more sophisticated forms in her writing, especially with regard to certain verb tenses, she was also omitting accent marks from many words that needed them (e.g. 'asian' instead of 'hacían'). Alejandra, as Ricardo, used her knowledge of syllables to help her write. She joined together many syllables that needed to be separate words. For example, 'aelnolegusta' was written as one word when it should be five words, 'a él no le gusta.' Again, these writing issues are language specific to Spanish, and very different from writing issues of English speakers. Teachers who are assigned to teach reading and writing in Spanish must know when and how to teach these conventions.

Writing samples collected from intermediate students provided additional evidence that differences between writing development in English and Spanish do not diminish across time. In fact, they increase. The writing of two fifth graders (Figure 8 and Figure 9) further document the language-specific nature of learning to write in Spanish. At the time of the study, both Juan and José were finishing 5th grade. They were asked to write a story about their "Best Birthday Ever."

Because they are 5th graders, Juan and José are writing longer, more sophisticated stories than students in lower grades. The content of their stories is interesting and presented in a well-organized and logically sequenced way. These samples were "typical" of fifth graders in the study. However, both samples show many of the same mechanical issues that characterize the writing of younger students. In Juan's sample, he used 'b' when he needs 'v' and vice versa (e.g. 'visicleta' for 'bicicleta,' and 'bente' for 'veinte'). He also used 's' when he needed 'c' ('visicleta' instead of 'd' 'll' when he needed 'y' ('lla' for 'ya' and 'callías' for 'caías'). Like younger students, he still used syllables in his writing, which caused him to run words together ('ala' instead of 'a la,' and 'alas' instead of 'a Las'). Juan used many words that required accents or tildes, but he did not place accents on these words (e.g. 'día,' 'tío,' 'había,' and 'cumpleaños'). Like his younger peers, he confused the hard and soft sounds of the letters 'c' and 'g'. For example, he spelled 'c' instead of a 'qu,' and 'juge' instead of 'jugué.'

José made errors similar to Juan. That is, he did not put accent marks on many words that required them (e.g. 'día,' 'después,' 'pegué,' 'quebré'). He used 'c' when he needed 'qu' ('cebrar' uebrar'), and 'g' when he needed 'gu' ('pege' for 'pegué'). He also had words that ran together as a group of syllables ('derato' for 'de rato'). In short, while José and Juan are writing longer and better stories, they continue to have the same issues with Spanish writing conventions that younger students have. When schools use parallel literacy programs, they generally also use parallel assessment programs. This means that writing rubrics created to judge the writing of English-speaking students are often adapted without revision into Spanish. In English, writing conventions and content are generally given equal weight in intermediate grades. Parallel



assessment presents the same types of problems for Spanish-speakers that parallel instruction presents.

Alejandra

El dinosaurio tímido

abía una vez

un dinosaurio que

tenía miedo a todo

y era tan tímido que sus

amigos le hacían burla

a él no le gusta que sus

amigos le hagan burla

Figure 7

## Juanita

El Mejor cumpleaños de nunca  
Un día de mi cumpleaños  
me regalaron un play station  
con dos controles y dos juegos  
tambien una ruicleta de  
montaña y yo estaba muy feliz  
era el mejor día de nunca  
y mi tío me dio bente dolares  
y me llevaron al electris  
Despues fuimos a jungle gym  
y jugé a tirar las pelotas  
a la canasta del basketball  
y había un puente y brincamos  
y me pintaron la cara de raton  
y en un resvaladero de pelotas  
callias en pelotas y me dieron  
coras para jugar a las maquinas  
y lla se había sido noche y  
los fuimos ala casa el siguiente  
día los fuimos alas vegas nevada  
y estaba muy divertido había  
un mono muy ayande y en

Figure 8

Jose

El Mejor cumpleaños de nunca

Un dia yo fui a un cumpleaños y primero estaba aburrido. Luego comimos carne, arroz, mole tambien tomamos soda. Despues fuimos a la yarda y jugamos. Luego fuimos a celebrar la piñata. Ya los niños chicitos le pegaron primero. Luego yo le pegue y la cebre toda y le salieron muchos dulces. Despues de eso fuimos para adentro y nos dieron una bolsa de dulce. Despues abrieron los regalos y estaban chidos. Despues nos dieron pastel. Luego nos fuimos a la casa y nos acostamos

Figure 9

In our study (Escamilla & Coady, 2000) the same writing rubric was used to score Spanish writing and English writing samples. Writing standards in the rubric to identify proficient writers included the following criteria:

- several complex ideas;
- varying sentence patterns;
- complete sentences;
- evidence of logical sequencing;
- appropriate punctuation and capitalization; and
- correct spelling of at least 90% of the words in the story.

The majority of 5<sup>th</sup>-grade Spanish-speaking students were able to write stories that met all of the above criteria except for one (correct spelling). Even though they wrote stories with complex ideas, complete sentences and varying sentence patterns, neither Juan nor José were judged to be proficient writers in Spanish at the 5th grade. In both cases, because of their spelling errors, including lack of usage of accent marks, they were judged to be marginal writers. In the 5th grade, more than 60% of the Spanish writers were judged to be marginal rather than proficient, most because of spelling issues and accent marks. Had the criteria for correct spelling been omitted or revised, nearly 100% of the students would have been judged to be proficient. Additional concerns surfaced as a result of these findings. For instance, the use of English writing rubrics in Spanish may be making Spanish writers appear to be less competent than they really are. As a result, schools and school districts may conclude that it is not effective to teach Spanish-speaking students to read and write in Spanish. Without question, much more research is needed in this area. For example, research is needed to determine if it is appropriate to use writing rubrics and other assessments developed for English speakers in Spanish. Further, research is needed to determine if it is appropriate to assign equal weight to content and conventions for Spanish-speakers. It is possible that, because of the many letters and combinations of letters that make the same sound in Spanish, Spanish-speakers need to have rubrics that give more weight to content and less to conventions. English writing programs, and research on emergent writing in English are not useful in providing guidance for teachers who teach reading and writing in Spanish. Spanish literacy instruction requires that teachers know when and how to teach certain spelling concepts as well as the use of accents and tildes.

To conclude this section, it is difficult to know if issues such as ‘b/v,’ ‘c,’ ‘s’, from the beginning of a word; ‘ll/y,’ and ‘y/l’ persist over time because Spanish-speakers stay in stages of invented phonetically regular spelling for so long, or if these patterns of writing persist because parallel Spanish and English literacy programs do not deal directly and explicitly with issues that are language specific to Spanish. Perhaps the answer is that both factors play a role in this development. Again, more research in this area is needed. However, the data presented above clearly indicate the need for a Spanish literacy program that is not a parallel English program, but a program that has been developed using the Spanish language as a frame of reference.

## **Conclusions and Implications**

This paper has attempted to raise three significant issues that may serve to impede the progress of Spanish-speaking students in U.S. schools who are learning to read and write in Spanish. These issues include:

- The pervasive view that language diversity is a problem to be overcome in school, rather than a resource to be developed;
- The lack of understanding on the part of teachers and administrators of how two languages come into contact and interact as Spanish-speaking children living in the U.S. learn to read and write; and
- The prevalent instructional practices that encourage teachers to teach reading and writing in Spanish the same way that they teach literacy in English.

The combination of these three factors and others have enormous implications for the outcomes that many districts and schools report with regard to the teaching of literacy in Spanish. Questionable attitudes and practices, such as those discussed in this paper, may negatively impact student achievement on literacy assessments in Spanish, thereby giving the impression that bilingual programs are not teaching children to read and write in either English or Spanish, and are therefore not effective (Rossell & Baker, 1996a& b; Porter, 1996). Negative schema, or the view that language diversity is a problem, influences teachers and schools to view emerging bilinguals as students who are “limited” in both languages, or as Grosjean (1989) says, “semilingual.” This attitude is exacerbated when students mix languages or code-switch. The negative view about emerging childhood bilingualism runs counter to the research in this area (Hakuta, 1986; Goodz, 1994).

Research in childhood bilingualism has established that, because of sociolinguistic and other environmental factors, two-languages rarely develop at the same rate in emerging bilinguals. Further, all children learning two-languages simultaneously code-switch at some point. Whenever two-languages come into contact, code switching becomes a natural part of the communication patterns of a community and an individual. Critical to this discussion is the fact that language development in young children learning two-languages occurs at the same rate as children learning only one. That is, children learning two-languages develop vocabulary at the same rate as monolinguals, they develop and use phrases at the same rate as monolinguals, and they develop and use first words and multiword phrases at the same rate as monolinguals. Further, bilingual children show consistently greater and earlier awareness of language structure than monolingual children. The only difference is that young children learning two-languages frequently use both of their languages to communicate ideas and to demonstrate what they know. There is no evidence that the use of two-languages causes children to become confused.

Findings from research presented in this paper indicate that negative schema about bilingualism may cause teachers and administrators to view normally developing bilinguals as children who are confused by two-languages. It is more likely that schools and the larger society are confused, not the children. Unfortunately, the school’s confusion often has negative consequences for children. Many emerging bilinguals are taken out of bilingual learning situations and placed in English-only situations in a misguided effort to reduce perceived sources of confusion.

It is critical that we work toward changing this very damaging view of emerging bilingualism as a “problem” into a more positive schema. Given the hostile socio-political climate towards immigrant groups, particularly those who are Latino and speak Spanish, this is going to be a very difficult mind-set to change. It is doubtful, however, that schools will ever be able to fully implement quality Spanish literacy programs if they are conflicted and worried that they are

confusing children by teaching them in two-languages, or if they think that bilingualism is retarding cognitive and academic development.

Research results discussed in this paper have demonstrated that children in the U.S. who are learning to read and write in Spanish are using both their knowledge of Spanish, as well as their knowledge of English, to emerge as readers and writers. Further, research results reported above indicate that, for the vast majority of children, the use of both English and Spanish in reading and writing situations was not a source of confusion. In fact, most children mixed languages in ways that demonstrated that they understood the relationships between Spanish and English. As with negative notions about emerging bilingualism, most schools and teachers had negative interpretations about the impact of code switching in literacy teaching and learning. As a result of these negative interpretations, their observations of two-languages in contact (in this case English and Spanish) led them to conclude that code switching is a “problem” in need of correction. As with bilingualism, the negative view of two-languages in contact frequently results in questionable interpretations of children’s behavior. Not understanding the ways in which children positively use two-languages in learning to read and write may cause teachers and schools to see children as less competent academically than they, in reality, are.

It is interesting to note that many of the questionable instructional decisions are made by teachers who state that they believe in teaching students to read in Spanish. However, their practices and behaviors often differ from their stated beliefs. It is important that teachers learn to more accurately observe the ways in which English and Spanish positively interact in children who are in bilingual learning situations and who are learning to read in Spanish.

Research findings presented above raise serious questions about the implementation of parallel English/Spanish literacy programs. Spanish literacy programs should be based on what is known about how to bring Spanish-speaking children to literacy. Parallel instructional programs combined with assessments that have been applied directly from English to Spanish without addressing validity and reliability issues may impede the literacy development of Spanish-speaking students, and negatively influence student outcomes on literacy assessments. It appears to be the case that most Spanish literacy programs in the U.S. are not grounded in theories about teaching reading in Spanish, but rather are based on pedagogy with regard to teaching English literacy (Escamilla, 1999).

To be sure, literacy instruction in any language should include more than teaching decoding and skills. Effective literacy programs, in both Spanish and English, should include a balance between teaching skills, developing comprehension, learning to respond to and appreciate literature, reading to learn, and reading for pleasure. Writing programs should include teaching students to write for a variety of audiences, using a variety of genres, such as narratives and poetry, and also include teaching students to write research reports and take notes. Research reported in this paper has been limited to issues related to the teaching of skills in Spanish reading and writing. However, even with this narrow focus, the research has illustrated that there are numerous language-specific differences between learning to read and write in Spanish and learning to read and write in English. Teachers, administrators and curriculum developers must take these differences into consideration if literacy instruction in Spanish is to have the maximum impact on the academic development of Spanish-speaking children. The number of Spanish-speaking students in the United States continues to grow rapidly. Research and experience have shown that the best entry into literacy for these children is Spanish. However, there are serious obstacles that currently

impede implementation of “best practice” literacy programs in Spanish. Among impediments to full implementation of “best practice” literacy programs is the issue of teacher preparation. Most bilingual teachers have not had opportunities to take methods courses that focus on teaching reading in Spanish, nor have they had opportunities to learn formal academic Spanish (Guerrero, 1997).

If policy makers and practitioners are serious about implementing quality literacy programs in Spanish then it is important that the issues raised above be thoroughly addressed. Teachers need encouragement and support to teach children in Spanish, and they need models, examples and tools that enable them to create exemplary biliterate learning environments for the children they teach. They need opportunities to form strong professional bi-national networks with other teachers. Policy-makers and curriculum writers need to provide direction and use research-based pedagogy to support schools and programs.

The goal of biliteracy for Spanish-speaking students in the U.S. is both worthy and attainable. However, if we are to achieve this goal, we will have to pay careful attention to developing skills and strategies in biliteracy in our students, and our educators. To achieve this goal will also require that we change attitudes about bilingualism, biliteracy, and the value of Spanish. Changes in attitudes must occur outside of schools as well as inside schools. To achieve the goal of biliteracy will require that we develop deeper and better understandings of how two-languages interact in Spanish-speaking children who enter our schools as emerging bilinguals. The attainment of biliteracy will require that Spanish literacy programs be grounded in a knowledge base of how the Spanish language works. Teaching children to read in Spanish is NOT the same as teaching children to read in English. It is both inappropriate and irresponsible to pretend that differences across languages do not exist. If fully implemented “best practice” literacy programs in Spanish are to become a reality in the U.S., practitioners, administrators, policy makers, researchers and curriculum writers must work together to achieve this goal. Spanish-speaking children in the U.S. deserve no less.

## References

- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Champaign-Urbana, IL: Center for the Study of Reading.
- Bialystok, E. (1991). *Language processing in bilingual children*. Cambridge: Cambridge University Press.
- Brown, A. (1992). Building community support through local educational funds. *NABE News*, 15(4 -5), 11-26.
- Collier, V. & Thomas, W. (1992). A synthesis of studies examining long-term language minority student data on academic achievement. *Bilingual Research Journal*, 16(1-2), 187-212.
- , (1995). *Language minority student achievement and program effectiveness*. Washington DC: National Clearinghouse for Bilingual Education.
- Clay, M. (1993a). Reading Recovery in English and other languages. Keynote address presented at the West Coast Literacy Conference, Palm Springs, CA. Clay, M. (1993b). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Crawford, J. (1997). The campaign against proposition 227: A post mortem. *Bilingual Research Journal*, 21(1), 1-23.
- Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.
- Cunningham, P. (1995). *Phonics they use*. New York: Harper & Collins.
- Diaz, R. & Klinger, C. (1991). Towards an explanatory model of the interaction between bilingualism and cognitive development. In E. Bialystok (Ed.) *Language Processing in Bilingual Children*. Cambridge: Cambridge University Press.
- Durgunoglu, A. (1998). Acquiring literacy in English and Spanish in the United States. In A.Y. Durgunoglu & L. Verhoeven (Eds.), *Literacy Development in a Multilingual Context: Cross-cultural Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates, 135-146.
- Escamilla, K. (1987). The relationship of native language reading achievement and oral English proficiency to future achievement in reading English as a second language. Unpublished doctoral dissertation, University of California, Los Angeles.
- Escamilla, K. & Andrade, A. (1992). Descubriendo La Lectura: An application of Reading Recovery in Spanish. *Education and Urban Society*, 24, 212-226.
- Escamilla, K. (1994a). The sociolinguistic environment of a bilingual school: A case study introduction. *The Bilingual Research Journal*, 18, 21-47.



Gersten, R. & Jiménez, R. (Eds.) (1998). *Promoting literacy for culturally and linguistically diverse students*. Belmont, CA: Wadsworth Pub.

Goldenberg, C. (1998). A balanced approach to early Spanish literacy instruction. In R. Gersten & R. Jiménez (Eds.) *Promoting literacy for culturally and linguistically diverse students*. Belmont, CA: Wadsworth Pub.

Goodtz, N. (1994). Interactions between parents and children in bilingual families. In F. Genesse (Ed.) *Educating Second Language Children*. Cambridge: Cambridge University Press.

Greene, J. (1998). A meta-analysis of the effectiveness of bilingual education. Claremont, CA: Tomás Rivera Policy Center. Available:  
<http://ourworld.compuserve.com/homepages/jcrawford/greene.htm>.

Grosjean, F. (1989). Neurolinguists beware: The bilingual is not two monolinguals in one person. *Brain and Language*, 36,3-15.

Guerrero, M. (1997). Spanish academic language proficiency: The case of bilingual education teachers in the U.S. *The Bilingual Research Journal*, 21(1), 25-43.

Hakuta, K. (1986). *Mirror of language*. New York: Basic Books.

- Krashen, S. & Biber, D. (1987). *On course: Bilingual education's success in California*. Sacramento: California Association for Bilingual Education.
- Leshner-Madrid, D., & García, E. (1985). The effect of language transfer on bilingual proficiency. In E. García & R. Padilla (Eds). *Advances in Bilingual Education Research*. Tucson: The University of Arizona Press, 53-70.
- Modiano, N. (1968). National or mother tongue in beginning reading: A comparative study. *Research in the Teaching of English*, II(1), 32-43.
- Porter, R. (1996). *The forked tongue: The politics of bilingual education*. New Brunswick, NJ: Transaction Pub.
- Ramírez, D., Yuen, S. & Ramey, D. (1991). *Executive summary and final report: Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual programs for language minority children*. (Contract No. 300-87-0156). San Mateo, CA: Aguirre International.
- Rodríguez, A. (1988). Research in reading and writing in bilingual education and English as a second language. In A. Ambert (Ed.), *Bilingual Education and English as a Second Language*. New York: Garland Pub.
- Rossell, C. & Baker, K. (1996a). *Bilingual education in Massachusetts: The emperor has no clothes*. Boston: Pioneer Institute.
- Rossell, C & Baker, K. (1996b). The educational effectiveness of bilingual education. *Research in the Teaching of English*, 30(1), 7-74.
- Ruiz, R. (1988). Orientations in language planning. In S. McKay & S.C. Wong (Eds). *Language Diversity: Problem or Resource?* Boston: Heinle & Heinle Pub.
- Shannon, S. (1995). The hegemony of English: A case study of one bilingual classroom as a site of resistance. *Linguistics and Education: An International Research Journal*, 7(3), 177-202.
- Shannon, S. & Escamilla, K. (1999), Mexican immigrants in U.S. schools: Targets of symbolic violence. *Educational Policy*, 13(4), 347-370.
- Snow, C., Burns, S. & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington DC: National Academy Press.
- Unz, R. (1997). *Bilingual is a damaging myth*. Los Angeles Times, Oct. 19.
- Vernon, S. & Ferreiro, E. (1999). Writing development: A neglected variable in the consideration of phonological awareness. *Harvard Educational Review*, 69(4), 395-415.
- Vernon, S. & Ferreiro, E. (2000). Writing and phonological awareness of Spanish-speaking kindergartners. *Educational Research Newsletter*. Cambridge, MA: Harvard Educational Research Newsletter, Feb. 1-2.



**District 33 One Way and Two way Immersion language Allocation for 2013-14**

Grade	Spanish Percentage	English Percentage
K	50	50
1	80	20
2	70	30
3	60	40
4	50	50
5	50	50
6	50	50
7	50	50
8	50	50



Language Allocation 2014-2015

Grade	English Percentage	Spanish Percentage
K	50	50
1	50	50
2	70	30
3	60	40
4	50	50
5	50	50
6	50	50
7	50	50
8	50	50

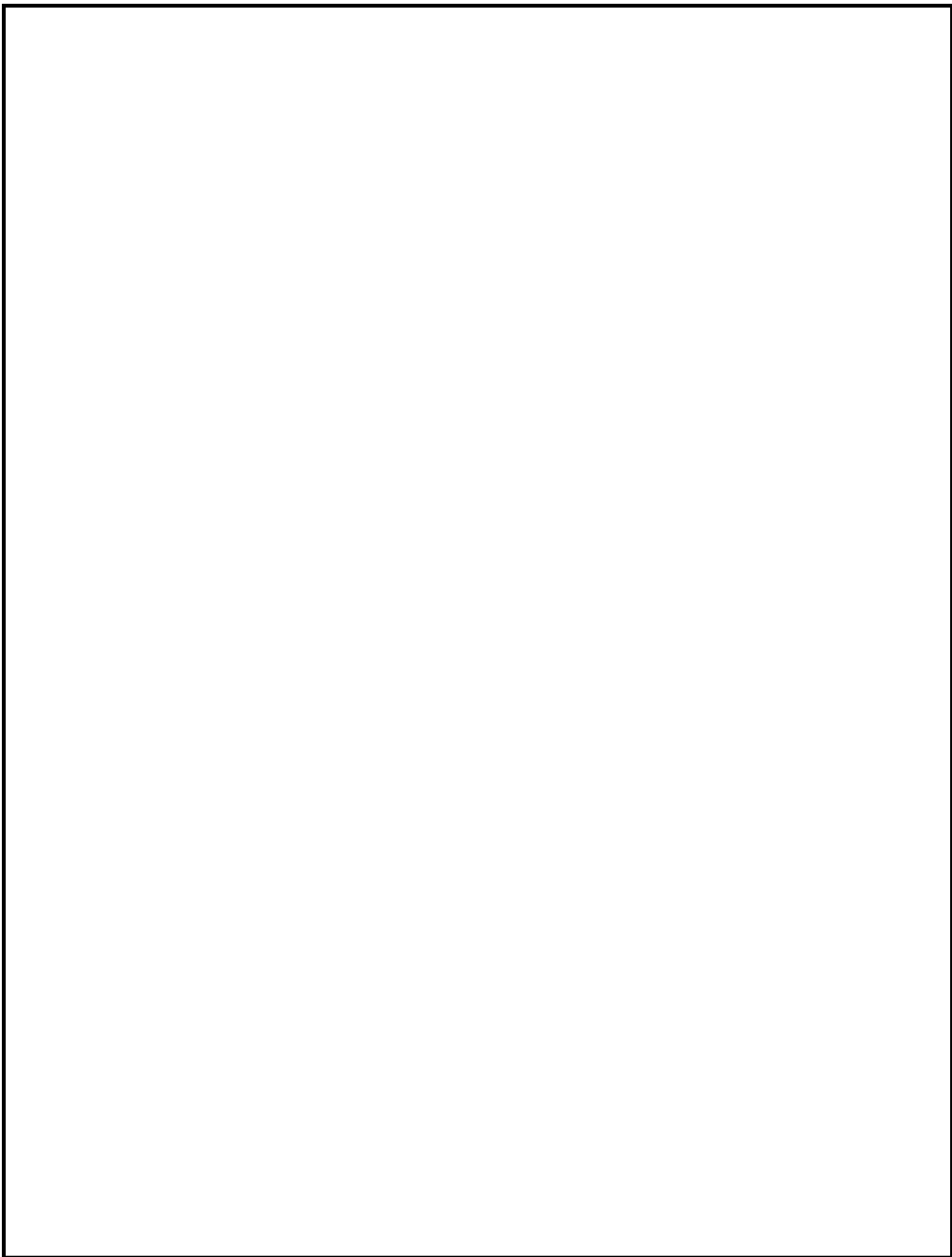
Language Allocation 2015-2016

Grade	English Percentage	Spanish Percentage
K	50	50
1	50	50
2	50	50
3	60	40
4	50	50
5	50	50
6	50	50
7	50	50
8	50	50

Language Allocation 2015-2016

Grade	English Percentage	Spanish Percentage
K	50	50
1	50	50
2	50	50
3	50	50
4	50	50
5	50	50
6	50	50
7	50	50
8	50	50





# Language Allocation

**Transitions to Biliteracy: Literacy Squared**

2004 - 2009

Final Technical Report

**Principal Investigator:**

Kathy Escamilla, Ph.D.

University of Colorado, Boulder  
School of Education  
BUENO Center for Multicultural Education  
UCB 247  
Boulder, CO 80309-0247  
303-492-0147  
303-492-2883 (fax)  
[Kathy.Escamilla@colorado.edu](mailto:Kathy.Escamilla@colorado.edu)

**Research Team**

**2004 - 2009**

Sandra Butvilofsky, Ph.D.  
Manuel Escamilla, Ph.D.  
Diana Geisler, Ph.D.  
Susan Hopewell, Ph.D.  
Olivia A. Ruiz, M.A.  
Lucinda Soltero-González, Ph.D.  
Wendy Sparrow, Ph.D.



May 2010



**Transitions to Biliteracy: Literacy Squared**  
2004 - 2009  
Final Technical Report

**Authors**

Kathy Escamilla  
Olivia A. Ruiz-Figueroa  
Susan Hopewell  
Sandra Butvilofsky  
Wendy Sparrow

©2010: Escamilla, Ruiz-Figueroa, Hopewell, Butvilofsky, Sparrow

## Table of Contents

List of Tables .....	5
List of Figures .....	6
Executive Summary .....	7
Technical Report.....	20
Overview of the Study and its Core Principles .....	20
Theoretical Construct 1 - Language of Instruction: Time Allocations, Holistic Bilingual Theory, and Paired Literacy Instruction in Spanish and English.....	23
Theoretical Construct 2 – Quality of Instruction: Teaching Productive and Receptive Language Skills Utilizing Explicit, Direct and Interactive Instructional Approaches, Authentic Literacy Instruction in Spanish, & Literacy-Based ESL .....	25
Theoretical Construct 3 - Cross-language Connections: Explicit Teaching of Cross-Language Connections between Spanish and English.....	28
Mapping a Trajectory Toward Biliteracy .....	29
Professional Development .....	31
Methodology and Findings .....	32
Purpose.....	32
Design .....	33
Data Collection and Instrumentation .....	34
Year One: 2004-2005.....	35
Findings.....	36
Research question 1 .....	36
Research question 2 .....	37
Research question 3 .....	38
Research question 4 .....	38
Discussion of Year One Findings .....	39
Year Two: 2005-2006.....	41
Findings.....	41
Research question 1 .....	41
Research question 2 .....	43
Research question 3 .....	44
Research question 4 .....	45
Research questions 5 and 6.....	46
Discussion of Year Two Findings.....	47
Year Three: 2006-2007 .....	49
Research Questions.....	50
Findings.....	50
Research question 1 .....	50
Research question 2 .....	52
Research question 3 .....	53
Research question 4 .....	54
Research question 5 .....	55

Discussion of Year Three Findings.....	56
Year Four: 2007-2008.....	57
Research Questions.....	57
Findings.....	57
Research question 1 .....	57
Research questions 2 and 3 .....	60
Research question 4 .....	61
Year Five: 2008-2009 .....	62
Research Questions.....	64
Findings.....	64
Research question 1 .....	64
Research question 2 .....	66
Research question 3 .....	69
Research question 4 .....	69
Research question 5 .....	69
Colorado High Stakes Test Results – Snapshot Analysis.....	70
Summary.....	72
References.....	76
Appendix A.....	80
Appendix B.....	81
Appendix C.....	82

## List of Tables

Table 1. Language Allocations: Literacy Squared® .....	24
Table 2. Scaffolded Biliteracy: Targeted Zones .....	31
Table 3. Teacher Demographics .....	32
Table 4. Demographic Characteristics of Literacy Squared Intervention and Control Schools...	34
Table 5. Growth in Spanish reading in Literacy Squared® project schools, 2004-2005.....	37
Table 6. Growth in English reading in Literacy Squared® project schools, 2004-2005 .....	38
Table 7. Correlation between Reading Achievement in Spanish and English (2004-2005) .....	38
Table 8. Trajectory toward Biliteracy, Spring 2005 .....	39
Table 9. Pre-test and Post-test Comparison in Spanish and English Between Intervention and Control Students.....	42
Table 10. Literacy Squared and Control Group Spanish and English Writing Achievement, 2005- 2006.....	44
Table 11. Reading and Writing Achievement Correlations in Spanish and English, 2005-2006.	45
Table 12. Intervention and Control Students in Biliteracy Zone .....	46
Table 13. 2006 Colorado Student Assessment Program (CSAP) Reading (Lectura) Outcomes for Colorado 3 <sup>rd</sup> Grade Intervention Students .....	47
Table 14. Average EDL Reading Scores in Spanish, 2006-2007, By Grade.....	50
Table 15. Average DRA Reading Scores in English, 2006-2007, By Grade .....	52
Table 16. Literacy Squared Spring 2007 Correlation Between Spanish and English .....	55
Table 17. Literacy Squared Spring 2007 Correlation Between Spanish and English Reading ...	55
Table 18. Mean Level Scores and Cross Grade Level Growth in Spanish/English Reading for Literacy Squared® Cohort Groups, 2006-2008.....	58
Table 19. Mean Level Scores and Cross Grade Level Growth in Spanish/English Writing for Literacy Squared® Cohort Groups, 2006-2008.....	59
Table 20. Correlation between Spanish and English Reading and Writing 2006-2008 .....	61
Table 21. Participating Literacy Squared Schools from 2006-09.....	63
Table 22. Average Overall Reading Scores in Spanish and English, 2006-09.....	64
Table 23. Longitudinal Spanish/English Modified Mean Reading Scores for Cohorts, 2006-09	66
Table 24. Average Overall Writing Scores in Spanish and English, 2006-09.....	67
Table 25. Longitudinal Spanish and English Average Writing Scores for Cohort Groups 2006-09 .....	67
Table 26. Targeted and Research-based Biliteracy Zones.....	70
Tables 27-32. CSAP Results 2006-2009 .....	71

## List of Figures

<i>Figure 1.</i> The Model for the Development of Biliteracy.....	22
<i>Figure 2.</i> Literacy Squared Conceptual Framework.....	25
<i>Figure 3.</i> Bilingual Reading Trajectory.....	29
<i>Figure 4.</i> EDL2 Snapshot Analysis by Grade, 2006-2007 .....	51
<i>Figure 5.</i> EDL2 Longitudinal Analysis 2006-2007 .....	51
<i>Figure 6.</i> DRA Snapshot Analysis 2006-2007 .....	52
<i>Figure 7.</i> DRA Longitudinal Analysis by Cohort 2006-2007 .....	53
<i>Figure 8.</i> Percent of Students in Biliteracy Zone, 2007 .....	57
<i>Figure 9.</i> Spanish and English Writing Analysis by Cohort 2006-2007 .....	58
<i>Figure 10.</i> Line Graphs of Cohorts Reading and Writing Growth .....	60
<i>Figure 11.</i> Biliteracy Zones .....	65
<i>Figure 12.</i> Longitudinal Analysis of Spanish and English Reading by Cohort, 2006-2009 .....	69
<i>Figure 13.</i> Longitudinal Analysis of Spanish Writing by Cohort, 2006-2009 .....	68
<i>Figure 14.</i> Longitudinal Analysis of English Writing by Cohort, 2006-2009.....	68
<i>Figure 15.</i> Literacy Squared CSAP Data, 2006-09 .....	72

## Executive Summary

### Introduction

In February 2004, a group of bilingual educators met at the National Association for Bilingual Education Conference in Albuquerque, New Mexico to discuss the most pressing issues with regard to research and practice in bilingual education programs. Educators in attendance included practitioners, researchers, and school administrators in dual language programs, transitional bilingual programs and English medium programs. Unlike other meetings where there is an attempt to whittle down multiple major issues, at this meeting, there was unanimity that the major instructional issue in the field was that of “transition.” The audience of over 350 people agreed that “issues in transition” whether they be transition to English from native language instruction or transition to biliteracy as in the case of language maintenance and dual language programs was a matter with which program leaders and teachers were struggling. Particular concerns with regard to transition included: 1) The reality that transition was, in fact, an oxymoron. Children were in bilingual programs and native language instruction one day, and in all English instruction the next. There was, in fact, no transition; 2) Related to number one, there were no transitional curriculum materials particularly in literacy to assist teachers in helping children make transitions; 3) Teachers themselves did not feel prepared to address transition issues adequately; 4) There was little research available to guide practice with regard to transition; and 5) Most importantly, children who were doing well in school while they were in bilingual and dual language programs did not do well after being transitioned to all English programs. In short, the conclusion of the meeting was that the premier issue in the field was that of “transitions.”

Following that meeting, in the fall of 2004, a group of researchers and practitioners met for the specific purpose of conceptualizing, implementing, and conducting research on new approaches to facilitate “transitions.” The decision was made early in the process to focus the research and programming on “transitions to biliteracy” rather than “transitions to English.” The term “Transitions to Biliteracy” was agreed to be the target of any proposed innovations in instruction, of any research project, and of any anticipated policy changes. A formal name for the project was chosen in Fall 2004, and the research reported herein is the result of the project that was formally titled: *Transitions to Biliteracy: Literacy Squared*<sup>®</sup>. Over the course of the five-year research and intervention project, extensive reviews of literature were conducted to

examine the extant research to glean and define the conceptual and theoretical issues related to transition and transfer.

The following report outlines, in detail, the creation of the conceptual framework that was developed for Literacy Squared as well as its evolution from a conceptual framework to a formal intervention to a research project. Research results for each of the five years are discussed in the report and will be briefly summarized in this executive summary.

The project in its entirety had four components with various sub-components. These were:

- \*Research
- \*Assessment
  - Bilingual Assessment including Spanish and English
- \*Professional Development
  - Leadership
  - Teachers
- \*Instructional Intervention
  - Spanish Literacy
  - Connections between Spanish and English
  - Literacy-based ESL

Over the course of the five-year project, each of the components outlined above were defined, refined, and examined via various research designs and questions. The evolution of the project across each year was as follows:

- 2004-2005 – exploratory – this included an extensive review of the literature, the subsequent creation of a new conceptual framework for looking at “transitions to biliteracy,” and a survey of practices in schools and districts that volunteered for the research study. In the spring of 2005, the research team created a plan for an instructional intervention that was based on the data collected during year one.

- 2005-2006 –The intervention was pilot tested during the 2005-2006 school year. Results indicated that the intervention had potential. However, the results also indicated that there was a great deal of work to do in professional development to develop teachers’ skills and knowledge, so that they could implement the intervention.

- 2006-2009 – longitudinal study – the results from the pilot study in 2006 were so positive that it was decided to pursue a longitudinal study for 3 years to test the potential of the intervention over the course of several school years, thus potentially moving us beyond the point of theoretical supposition.

Research questions and results are summarized below, and explained in detail in the report. The reader should note that this research project and intervention was developed for Spanish/English Emerging Bilingual children, as they constitute the vast majority of English language learners in the U.S. (over 75%). While there may be applications and implications from this study for research and practice on other ethno-linguistic groups in the U.S., this particular project was focused on Spanish/English transition issues.

Over the course of the five-year research project, over 2,000 children and 120 teachers participated in some or all of the project activities. Participant districts were located in Colorado and Texas in seven school districts and 19 schools.

### **Innovations in the Literacy Squared Intervention**

It is important to note that the *Transitions to Biliteracy: Literacy Squared* project differed from other bilingual and dual language programs in several significant ways. At the center of the innovation was the implementation of paired literacy instruction beginning in first grade. In the paired literacy instruction, students in the research project received literacy instruction in both Spanish and English beginning in the first grade. This represented a major shift in practice for participating schools and teachers as the majority of bilingual and dual language programs were, and still are, organized around sequential literacy instruction. That is, students are identified as having a dominant language (either Spanish or English) and then are provided literacy instruction in their perceived dominant language until they meet a set of “transition criteria.” As this project was conceptualized, we realized early that one of the major issues with “transitions” were the “transition criteria,” which in most districts and schools lacked a theoretical or research base, and which were more focused on time in program than academic criteria. In addition, we noted that the majority of children in our districts and schools were simultaneous bilinguals; they had been learning Spanish and English since birth. Paired literacy instruction beginning in the first grade enabled us to finesse the questionable transition guidelines and policies. Further, paired instruction enabled us to capitalize on the strengths of the simultaneous Emerging Bilingual children in our schools by developing literacy in both languages beginning in first grade.

Related to paired literacy instruction was the issue of what would be taught. Should Spanish and English literacy instruction be duplicated? Should English literacy be a part of content area teaching? How would English literacy and ESL instruction be linked? After a



review of the research, we determined that Spanish and English instruction should not be duplicative. We created a term for English literacy instruction that we called, “literacy-based ESL.” The review of literature indicated that while content-based ESL is beneficial for Emerging Bilingual learners, it is insufficient to learning English. Further, the literature review revealed that there is no need to delay literacy instruction in English while children are learning to read and write in Spanish. Thus, the component of literacy-based ESL was added to insure that paired literacy instruction included ESL instruction that was literacy focused and was coordinated with overall literacy objectives across languages. Further, it could be done in *addition* to content-based ESL.

When we began this project, an issue that was raised over and over again was the lack of connection between the curriculum and instruction before transition and after transition. Further, even in programs of Dual Language instruction, there was often no connection between what children were learning in Spanish and English. For these reasons, a third instructional component was added and labeled, “cross-language connections.” This component suggests that teachers need to help children explicitly and directly to make cross-language connections before and during literacy instruction.

Coupled with the above, we proposed that if we were doing paired literacy instruction, we would need to create an assessment protocol that valued developing biliteracy in children and that would enable researchers, teachers and others to evaluate children’s emergent literacy in terms of a trajectory toward biliteracy that included both reading and writing development and that enabled educators to see biliterate development from a holistic perspective. To that end, we required Literacy Squared schools to assess children in reading and writing in both Spanish and English at all grade levels in the study. We created a hypothetical biliteracy continuum and used informal reading measures in English and Spanish to create a “Trajectory toward Biliteracy.” We then tested this trajectory during the final three years of this project, and have subsequently adjusted the zones to fit research outcomes.

From the above, we hypothesized that paired literacy instruction (beginning in first grade) with a focus on Spanish literacy, cross-language connections, and literacy-based ESL would create an instructional intervention that would facilitate transitions to biliteracy for children. The research reported herein presents findings related to testing the paired literacy intervention and the hypothetical trajectory to biliteracy beyond the point of theoretical

supposition. In short, this research project was to examine whether the paired literacy instruction project titled Literacy Squared could help Emerging Bilingual children to become biliterate in a way that would maintain and enhance literacy acquisition in Spanish and at the same time accelerate literacy acquisition in English.

### **Purpose**

The purposes of the study were twofold: to examine the potential of the Literacy Squared intervention on the literacy development in Spanish/English of emerging bilinguals in early elementary grades and to examine the relationship between Spanish and English literacy development as a means for developing a trajectory toward biliteracy.

### **Research Questions, Methods and Findings**

**2004-2005: Exploratory year.** The research questions for this phase of Literacy Squared examined gains in achievement in English and Spanish reading over one school year for students participating in the project. Gains in reading achievement were measured by informal reading measures (the *Evaluación del Desarrollo de la Lectura* [EDL] in Spanish and the *Developmental Reading Assessment* [DRA] in English) and were measured by comparing pre- and post-test scores on EDL and DRA for groups of students in first, second and third grades. In addition, correlation coefficients were calculated to test the relationship of reading achievement between Spanish and English. The research design was single subject and involved pre/post assessment. All students in all grades were given the EDL and DRA at the beginning and end of the school year.

During this year, four professional development meetings were held for Site Coordinators and teachers and who had volunteered to be part of Literacy Squared, and the major innovation that was requested of teachers was to begin to implement paired literacy instruction (Spanish and English literacy instruction at all grade levels). It should be emphasized that this was a major shift in practice for all schools in the study, and was incorporated by some teachers, and not by others. At the end of the school year, teachers reported wanting to know more about paired literacy instruction especially with regard to Literacy-based ESL and writing.

Findings from this year indicated that the majority of students in the study made growth in reading in both Spanish and English across the course of the year, thereby indicating that paired literacy instruction did not result in loss in Spanish literacy. Further, it is noteworthy that in first and second grades where paired literacy instruction was so new and where some of our

teachers were reluctant to do paired literacy, students also showed growth in English literacy. The implication from this finding was that students begin to transfer what they know about reading in Spanish to reading in English even with weak attention to paired literacy instruction.

We noted that very few students were making the EDL benchmarks in Spanish (only 36% in first grade, 50% in second grade, and 26% in 3<sup>rd</sup> grade). We also noted that English DRA scores were very low. The mean score for the DRA was 16.1 at the 3<sup>rd</sup> grade level. A score of 16 is a first grade benchmark. Implications from these findings indicated a need for improvement of literacy instruction in both languages.

Correlation coefficients between Spanish and English reading were moderate for first and second grades (.48; .32) and strong for third grade (.61). These findings reinforced the well known and established relationship between learning to read in Spanish and its association with reading achievement in English.

With regard to the trajectory toward biliteracy, a significant finding was that while only 36% of students were on the trajectory in 2<sup>nd</sup> grade, 56% of the students were on the trajectory in 3<sup>rd</sup> grade. We inferred from this finding that it is possible that the benefits of paired literacy instruction with regard to trajectories toward biliteracy may be cumulative in nature and may increase across time. The potential for cumulative effects raised questions about the very early exit programs that characterized practice in some of our project schools.

Overall, the first year results indicated a need for us to refine the procedures for implementing paired literacy instruction, to continue to refine teaching strategies and techniques to implement Literacy Squared, and to develop additional ways to support teachers as they changed paradigms from sequential to paired literacy instruction.

**2005-2006: Pilot Testing.** The research questions and research design changed significantly for the second research year. Further, 8 additional schools joined the Literacy Squared project. The research design for the pilot year was quasi-experimental, included an intervention group (n= 433) and a control group (n=148) and addressed six research questions. Research questions assessed growth in Spanish and English reading and writing as measured by both informal and formal literacy measures and compared this growth to control schools that were doing bilingual literacy instruction, but were not doing paired literacy instruction. Research questions also examined the relationship between Spanish and English reading and

writing for students in both intervention and control schools. Student outcomes vis-à-vis the hypothesized trajectory toward biliteracy were also examined.

A protocol for collecting writing data was developed during this year as well as a set of writing prompts to collect writing data in Spanish and English for all intervention and control students in grades 1-3. The addition of the collection of writing data was included as a means of reinforcing the idea that the definition of literacy includes writing as well as reading. Researchers in the project also created a rubric to assess the Spanish and English writing samples of children in the study. The rubric was designed to enable teachers and researchers to evaluate children's writing in a side-by-side manner in order to better understand developing biliteracy and to observe the skills and strategies children were transferring across languages. Protocols for scoring emphasized using a bilingual lens to score children's writing.

We administered informal reading assessments in Spanish and English (EDL and DRA) in the fall of 2005 and again in the spring of 2006, and informal writing assessments in December 2005 to January 2006. Data collected also included the formal high stakes CSAP lectura (Spanish reading) and escritura (English reading) tests that were required for 3<sup>rd</sup> graders in Colorado. Data analysis included both descriptive and inferential statistics.

Findings on the Spanish EDL indicated that the intervention children were well ahead of control children in Spanish reading at the first grade, and the same as the control children in the 2<sup>nd</sup> and 3<sup>rd</sup> grade. We interpreted these findings as indications that the introduction of English reading in the first grade did not in any way negatively impact Spanish reading outcomes. With regard to DRA English reading outcomes, first, second, and third graders in the intervention group outscored students in the control group. This finding indicated to us that paired literacy instruction also had the potential to accelerate reading acquisition in English. It is worth noting that students in both the intervention and control group grew across all grades in Spanish and English; however, the growth, in English, favored students in the intervention group. These differences were statistically significant ( $p < .05$ ).

Findings in Spanish and English writing were based on the writing rubric developed by the research team. The rubric had a total point value of 14 in Spanish and 14 in English. Findings with regard to Spanish writing showed similar outcomes for both intervention and control students, and all students showed gains across grade levels. Scores in English writing were considerably lower than in Spanish for both intervention and control students and there

were no significant differences in mean writing scores in English for intervention and control students. A finding that was somewhat surprising was that English writing scores surpassed Spanish writing scores at the third grade. The findings in writing reinforced our decision to make writing a focus of the professional development sessions for teachers during this year.

With regard to the relationships between Spanish and English, we calculated correlation coefficients for both reading and writing at grades 1-3. The correlations between Spanish and English reading and writing were significantly higher for intervention children than for control students; however, there were moderate correlations between reading and writing for control group students with the exception of first grade where there was a low correlation. Again, this finding reinforced the positive correlation between reading and writing in Spanish and English for all children. Further the differences between correlations at all grade levels between intervention and control students indicate that this correlation may be enhanced by paired literacy instruction.

We also compared outcomes of intervention and control students to our hypothetical trajectory to biliteracy. Findings indicated that a greater percentage of control students at first grade were in the biliteracy zone; however, at 2<sup>nd</sup> and 3<sup>rd</sup> grades the percentages of students in the biliteracy zone were much higher for intervention students. Most significantly, 69% of the 3<sup>rd</sup> grade students in the intervention group were in the biliteracy zone. These findings again point to the cumulative nature of biliteracy instruction.

Finally, outcomes of intervention students on the high stakes CSAP test in Spanish reading were compared for 3<sup>rd</sup> grade students in Colorado in Literacy Squared to statewide CSAP results. It was not possible to gather CSAP data on control group students. Third grade is the first year that high stakes assessment is required in Colorado and students in our study took the exam in Spanish only. In the intervention schools 66% of the third grade intervention children were considered to be proficient or advanced in Spanish reading. This compares very well to the Colorado statewide average where 63% of children were considered proficient or advanced.

Results of the pilot study supported the conclusion that paired literacy instruction did not impede progress in either Spanish or English reading or writing. In fact, intervention students came much closer to achieving grade level reading benchmarks in Spanish than control students. Furthermore, intervention students gained more than control students in English reading at all

grade levels. The correlations between Spanish and English reading and writing reported herein provide additional evidence to support the potential of the Literacy Squared Intervention.

Writing outcomes were comparable for both the intervention and control students. Further, intervention classrooms consistently had a greater percentage of students in the Biliteracy Zone than control classrooms. Finally, intervention students surpassed state levels of achievement on the CSAP Spanish reading test.

Overall results from the pilot year indicated that the Literacy Squared intervention had the potential to create a trajectory toward biliteracy for emerging bilingual children and that paired literacy instruction had the potential to enhance the trajectory toward biliteracy. Results from this year justified the subsequent longitudinal research study that was implemented 2006-2009 and enabled us to better examine the power and potential of the intervention.

**2006-2009: Longitudinal Study.** Research results from the exploratory and pilot years (2004-2006) demonstrated the potential of the paired literacy instruction intervention (Literacy Squared) to promote biliteracy. They further created interest in understanding what would happen if the intervention were implemented beyond the third grade. Results from the first two study years were analyzed and used to finalize the intervention parameters and procedures for the longitudinal study that took place from 2006-2009. In addition to revision of the intervention parameters and the research design, feed-back from teachers and site coordinators from professional development sessions indicated to us that there was a need to continue to focus on the teaching of writing in English and Spanish in our professional development sessions during 2006-2009, and to continue to develop and provide training on how to implement literacy-based ESL. Full implementation required creating professional development that insured that teachers had the capacity to implement this intervention with fidelity. Related to this, it was noted that there was about a 40% attrition rate for teachers in the study, and that the attrition rate for teachers was higher than that of students.

With regard to implementation assurances, we decided to continue with the 4 days of professional development for teachers and 8 days for Site Coordinators (4 with teachers, and 4 separate trainings) for the next three years, and we created a training manual for Literacy Squared schools. The training manual included the theoretical framework; research results from the exploratory and pilot years, and sample lesson plans and procedures.

The research design for this study became a single subjects longitudinal design that utilized an intervention. There were no control schools as all of the control schools from the pilot year opted to be intervention schools in 2006-2009. The students in these analyses included the pilot students who continued in implementation classrooms in grades two through four as well as the new class of first graders. There were 904 students in the year three study, 1,500 in year four and 2,981 in year five. For this 3-year study, students became part of cohort groups. Cohort I consisted of students who were in the first grade in 2006 and finished third grade in 2009; Cohort II consisted of students who were in second grade in 2006 and finished fourth grade in 2009; and Cohort III students were students who were in third grade in 2006 and finished fifth grade in 2009.

Research questions addressed the gains in Spanish and English reading and writing achievement made by students across a three-year period using informal reading and writing measures. We continued to examine the relationships between reading and writing in Spanish and English and compared student outcomes in reading to the hypothetical model of the trajectory toward biliteracy. Finally, research questions included examining the outcomes of Literacy Squared students on Colorado CSAP assessments in reading and writing compared to the overall outcomes of students in the state.

Data were examined using both snapshot analysis and longitudinal analysis. Snapshot analysis, in which student reading and writing achievement was analyzed yearly by grade level, helped to provide insight into how independent groups of students were achieving by grade level in a specific year, but it did not measure growth over time. Such analysis facilitated a large-scale evaluation of overall Spanish and English reading and writing scores. Longitudinal analysis tracked the progress of individual cohorts of students from year to year. This analysis required students to have complete data sets for reading and writing assessments and in turn decreased the total number of students in the longitudinal analysis.

The longitudinal analysis illustrated that those students who were in the intervention for at least three years and had complete data sets made consistent growth in both Spanish and English reading. In addition, while student growth in Spanish is consistent between grade levels, students appear to be experiencing accelerated growth in English reading beginning in their second year of the intervention. Accelerated growth in English was one of the hypotheses in the

original conceptual framework for the intervention and is interpreted as again demonstrating the potential of paired literacy instruction via the Literacy Squared intervention over time.

The longitudinal analysis also enabled researchers to compare results across cohort groups. A significant finding in Spring 2009 was the comparison of Cohort I student results at 3<sup>rd</sup> grade to Cohort III student results. Cohort I students began the Literacy Squared intervention in 1<sup>st</sup> grade and in the Spring of 2009 had been in the intervention for three years. Conversely, Cohort III students began Literacy Squared in 3<sup>rd</sup> grade and had not had the benefit of paired literacy instruction in first and second grades. When comparing the mean scores on the Spanish EDL and English DRA for these cohort groups, Cohort I mean scores were 34 in Spanish and 28 in English. Cohort III scores were also 34 in Spanish, but were only 20 in English. These findings provided further evidence to support the initial hypothesis that paired literacy instruction via the Literacy Squared intervention does not diminish Spanish literacy outcomes and accelerates English literacy outcomes. To further support these findings, Cohort II students who had had at least two years of the Literacy Squared intervention had Spanish EDL mean scores of 40 and English DRA scores of 38. These outcomes are near benchmark grade level outcomes in both languages, again illustrating the positive impact of Literacy Squared over time.

With regard to writing, similar findings are reported. That is, all students grew across time as measured by the Literacy Squared writing rubric. Paired literacy instruction in two languages starting in first grade appears to help biliterate writing development as is illustrated by the first cohort's longitudinal data. While students began the intervention with higher Spanish writing scores in first grade, by the time they reached fourth grade, their Spanish and English scores are very similar. Findings demonstrate that, as with reading, providing students with literacy instruction in two languages does not hinder their writing development in either language, but rather, allows students to develop their writing skills simultaneously in both languages.

The relationship between Spanish and English reading, at each grade level and for each year of implementation, was determined by calculating the correlation coefficients between Spanish EDL2 reading scores and English DRA2 reading scores. The relationship between Spanish and English reading was consistently positive and moderate, with correlation coefficients ranging from .54 to .68 in first through fifth grade. One exception was a .36 in fifth



grade in 2008. However, all of these correlations, including the .36, were significant at the 0.01 levels, thus showing a positive linear relationship between Spanish and English reading.

The overall Spanish and English writing scores as measured by the *Literacy Squared Writing Rubric* were used to calculate the relationship between Spanish and English writing. Similar to reading, the relationship between Spanish and English writing showed significant correlations that were positive, ranging from moderate to high ( $r = .45$  to  $.70$ ) and were also significant at the 0.01 level again showing a positive linear relationship between Spanish and English reading.

Longitudinal data also indicated that students are consistently maintaining a trajectory toward biliteracy across grade levels as they are continually making gains in both their Spanish and English reading. However, the original trajectory was hypothetical, and based on theory rather than empirical research. The results of the longitudinal data in this study made it possible to examine the hypothetical trajectory. Results indicated that a distinction needed to be made between targeting instruction toward developing biliteracy and actual student performance within the biliteracy zones. Having these data enabled the researchers to revise and refine the trajectory toward biliteracy zones. This information will be extremely important in the implementation of Phase II of this project.

Finally, given the current high stakes testing environment, and the importance given to these assessments, it was important to examine outcomes of Literacy Squared students on the high stakes CSAP tests in English and Spanish and compare these results to state outcomes. Data are only reported for Colorado participants as data for Texas districts on the Texas TAKS were not reported by participating schools to the research team. Students in the intervention took CSAP in Spanish in 3<sup>rd</sup> grade and thereafter in English. Our findings indicated that the percentage of students scoring proficient or advanced on the third grade Spanish language reading assessment increased steadily during the time period of 2006 to 2009. In 2007 62% of students in Literacy Squared were proficient or advanced on the CSAP lectura; that number rose to 70% in 2008; and 72% in 2009. That is, results were better for students who had been in the Literacy Squared intervention longer. The statewide averages for CSAP Spanish reading were 57% proficient or advanced in 2007, 56% in 2008 and 63% in 2009. Literacy Squared intervention students outperformed all Colorado students in Spanish reading.

Similar results were reported for Spanish writing at the 3<sup>rd</sup> grade. In writing, 60% of Literacy Squared students were proficient or advanced in 2007, 58% of students were proficient or advanced in 2008, and 75% of the students were proficient or advanced in 2009. There was a slight dip in writing scores between 2007 and 2008 followed by a significant growth in 2009. These results compare very favorably with the state overall outcomes in Spanish writing in which 51% of the students were proficient or advanced in 2007, 51% in 2008 and 64% in 2009.

Year three findings were positive and provided growing evidence of the potential of the Literacy Squared intervention. However, as the study moved into the fourth and fifth grades, we were presented with the challenges of helping teachers figure out how to maintain Spanish literacy instruction in schools where the expectation was that all of the students should be transitioned to English by the end of either second or third grades, and in school schedules that were already over-crowded with other curriculum. We continued to be challenged by the dearth of oracy and writing instruction in many of our classrooms, and by the need to help support our school based Literacy Squared leadership. Further, it was increasingly obvious to us that we had uneven levels of implementation and we needed to work on fidelity of implementation as the project moves into Phase II.

Several important products were developed during Phase I that will greatly enhance work in the Phase II project. A training manual for implementing Literacy Squared has been developed and revised for use in Phase II, five research articles and book chapters have been written about this project (see bibliography) and more are in preparation, and we have a research based professional development plan that includes building capacity at our school sites where Literacy Squared is being implemented. In sum, Phase I findings provided evidence of the potential of Literacy Squared, and Phase II will enable us to refine the intervention, assess and examine fidelity of implementation, and better support teachers and schools as they strive to insure that transitions for simultaneous bilingual children are transitions to biliteracy.

## Technical Report

### Overview of the Study and its Core Principles

*Transitions to Biliteracy: Literacy Squared*<sup>®</sup> was a five year research study with a multi-faceted agenda, variable research structure, and fluid participation. This final technical report will review the iterative process and provide a year-by-year summary that clarifies research questions and findings<sup>1</sup>. Literacy Squared is a trademarked program and only schools that were officially part of the project can claim that they were Literacy Squared schools. The components of Literacy Squared were meant to be implemented in a coordinated way that allowed for iterative processes in which communication was bi-directional and relationships between schools and with the university were collaborative and collegial.

In 2004, researchers at the University of Colorado, working together with colleagues from the Pearson Learning Group and seven school districts in Colorado and Texas, began pilot testing a literacy intervention program for Spanish speaking elementary school students that would simultaneously accelerate the Spanish literacy and the English literacy of *emerging bilingual children*<sup>2</sup>. The intervention set out to provide much needed cross-grade level continuity to the language arts and literacy program in Transitional Bilingual and Dual Language partner schools as well as to provide a classroom based focus to teaching Spanish literacy and literacy in English as a Second Language. We sought to respond to the need to cultivate new theories about the development of literacy in two languages viewing this development a process rather than as an outcome. Further, it was an intervention designed to create more effective and explicit transition strategies. In this case, we used the word *transition* to indicate a *transition to biliteracy* rather than a *transition to English*. Fundamental to this transition was that students' literacy instruction required a bilingual environment throughout their years in the study. The intervention was meant to provide teachers with an instructional framework, specific strategies, and assessments that would result in successful biliteracy development for Spanish-English

---

<sup>1</sup> The body of this report summarizes aggregate data for each year of the study. Individual school results are reported in appendix B.

<sup>2</sup> Throughout this report, we use the term *emerging bilingual children* rather than the more common term of English Language Learner (ELL). The term emerging bilingual children is a more apt label for the children in this study who are becoming bilingual and biliterate, and it better encompasses the holistic bilingual framework used in organizing the program. An ELL is defined as a child who is in the process of learning English, but whose English is so limited that he/she would have difficulty understanding instruction in a classroom where English is the medium of instruction. The term is problematic in that it focuses on the need to learn English without acknowledging the value of the child's proficiency in L1 or the child's potential to become bilingual and biliterate (Crawford, 2004).

bilingual children. As a study, Literacy Squared investigated the bi-directional relationship of literacy growth when Spanish literacy was nurtured in conjunction with English literacy beginning in the first grade. What began as a 3-year study to document the biliteracy trajectories of students in grades 1-3 yielded such positive initial results that it was expanded to a 5-year study, following the students into the fourth and fifth grades. The five year study consisted of three phases: (1) 2004-2005 exploratory investigation, (2) 2005-2006 pilot testing and intervention refinement, and (3) 2006-2009 full implementation.

In its totality, the Literacy Squared project had a framework of four components:

1. Five Year Research Study
2. Professional Development for Leaders and Teachers
3. Assessment with a Focus on Examining Developing Biliteracy
4. Four Mandatory Instructional Components (grades 1-5)
  - a. Spanish Literacy
  - b. Literacy-based ESL
  - c. Oral Language Development - Focus on Oracy
  - d. Explicit cross-language connections between Spanish and English

The Literacy Squared design reflected research positing that there was a dire need for a new theory about literacy instruction for two language children (Bernhardt, 2003; Grant & Wong, 2003), and that acquisition of literacy in a second language would be greatly enhanced if learners were literate in their first language (August & Shanahan, 2006). Additionally, it recognized that recent research cautioned that while first language literacy was highly correlated to second language literacy, attending only to language of instruction was insufficient to ensure high levels of literacy achievement in a second language (Slavin & Cheung, 2003). The most efficacious programs were those that paid attention to the quality of instruction as well as the language of instruction (Slavin & Cheung, 2003), that encouraged literacy development simultaneously in two languages (August & Shanahan, 2006; Slavin & Cheung, 2003), that utilized strategies to teach literacy in both languages that were explicit and direct (Genesee & Riches, 2006), and that helped students make cross-language connections between their first and second languages (August & Shanahan, 2006). We applied these principles to design a literacy program focused on the development of biliteracy in grades 1-5.



*Figure 1. The Model for the Development of Biliteracy*

The Model for the Development of Biliteracy (Figure 1) represents in its entirety the aspects of biliteracy that we aspired to develop via Literacy Squared. The model drew from syntheses of research done on various literacy models that were developed for monolingual Spanish speaking children (Secretaría de educación pública, 1996; Ferreiro & Gómez Palacio, 1991), monolingual English speaking children (Fountas & Pinnell, 1996; Pearson & Gallagher, 1983; Taberski, 2000), as well as our own work on biliteracy (Escamilla & Hopewell, 2009). We concluded that literacy education in the U.S. had become too narrowly focused on reading at the expense of oracy, writing, and metalanguage. The biliteracy model that we proposed represented an expanded definition of literacy that included receptive and productive skills in the form of oracy, listening, reading, writing, metalinguistic development, and cross-language connections. In applying the model to everyday classroom routines, specific attention was given to using literacy developed in one language to scaffold literacy development in a second language. Further, it specified how to foster cross-language skills in metalinguistic analysis. The Model for the Development of Biliteracy guided the three major instructional components (Spanish literacy, cross-language connections, and literacy-based ESL) that we asked teachers to implement and emphasized shared and collaborative instructional approaches.

Our conceptual framework provided a holistic system within which the most salient research findings for emerging bilingual children were coordinated to establish optimal learning situations. The intervention was based upon a fundamental belief that children are better served when we capitalize on all of their linguistic resources to develop literacy. Literacy, then, is understood to be an amalgamation of multiple linguistic inputs that can be examined and

nurtured holistically. As is outlined in Figure 2, the theoretical framework posits that unambiguous attention to language of instruction, careful execution of research-based pedagogical practices appropriate for emerging bilingual children, and explicit scrutiny of how Spanish and English inform and reinforce each other will result in accelerated literacy growth that is measurable in both Spanish and English and which contributes to a trajectory to biliteracy. Each component of this framework will be discussed below with particular attention to its supporting literature base.

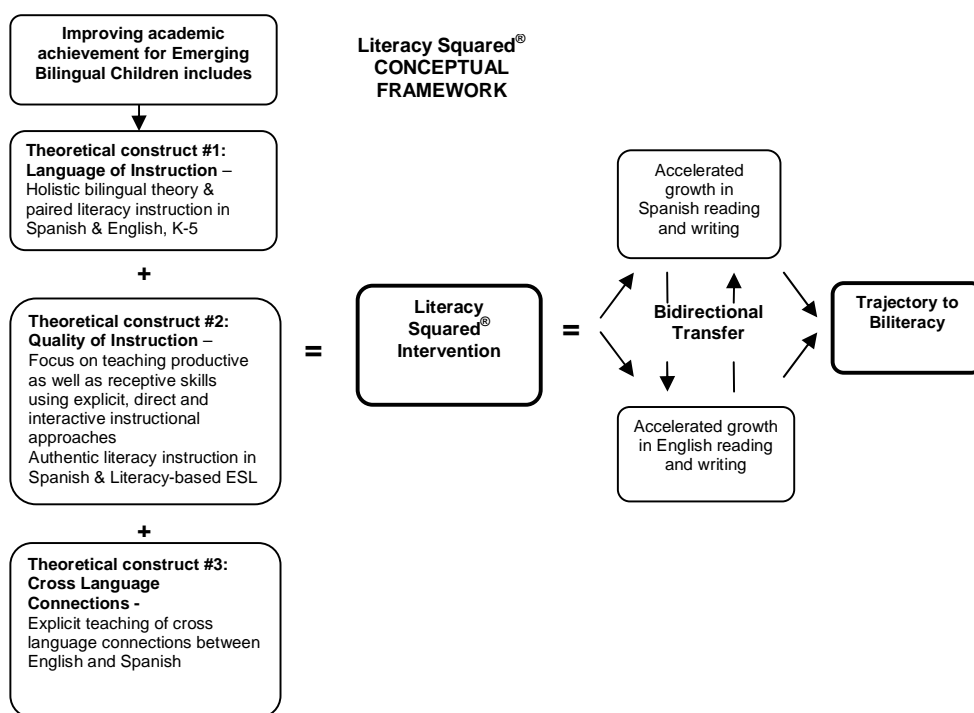


Figure 2. Literacy Squared Conceptual Framework

**Theoretical Construct 1 - Language of Instruction: Time Allocations, Holistic Bilingual Theory, and Paired Literacy Instruction in Spanish and English**

While there remains much to learn about bilingual reading instruction, research over the past 35 years has concluded definitively that teaching emerging bilingual children to read in their first language promotes higher levels of reading achievement in English. In fact, the results of all of the recent meta-analyses on language of instruction have reached the same conclusion: that learning to read in a home language, such as Spanish, promotes reading achievement in the second language. Further, learning to read in a first language does not inhibit a child’s ability to

develop literacy skills in a second language (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Goldenberg, 2008; Greene, 1997; Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2003). In addition to the obvious benefits of bilingual reading instruction, research has concluded that more primary language instruction over a longer period of time leads to higher levels of emerging bilingual children’s achievement in English (Thomas & Collier, 2003; Genesee et. al., 2006). What is perhaps most compelling about this body of evidence is that in no case did positive achievement results from an English-only setting exceed those from a bilingual education setting (Slavin & Cheung, 2003).

Table 1. Language Allocations: Literacy Squared<sup>®</sup>

Grade	Spanish Literacy (minimum)	Literacy-based ESL (minimum)
1 <sup>st</sup>	2 hours	60 minutes
2 <sup>nd</sup>	1.5 hours	60 minutes
3 <sup>rd</sup>	1 hour	90 minutes
4 <sup>th</sup>	45 minutes	2 hours
5 <sup>th</sup>	45 minutes	2 hours

In short, the 35 year debate over language of instruction has been settled. Bilingual reading approaches are effective. Furthermore, biliteracy is advantageous for children and communities, and it provides cognitive benefits that are not available to children limited to monoliterate development. The Literacy Squared framework is rooted in the overwhelming research base that establishes the benefits of learning to read and write in both Spanish and English. As with traditional Spanish/English bilingual programs, the Literacy Squared intervention has prescribed minimum time allocations for instruction in each language during the language arts and literacy block (see Table 1).

Further, languages were not regarded as isolated and independent, but rather as part of a complex whole. In designing the Literacy Squared intervention, we relied upon theories of holistic bilingualism (Grosjean, 1989; Valdés & Figueroa, 1994), rather than the dominant and pervasive theories of parallel monolingualism. Theories of holistic bilingualism examine the totality of the bilingual experience as a unique and unified whole, rather than as a fractional representation that perpetuates the idea that the bilingual resembles two monolinguals in one person. The co-existence of two or more languages contributes to a uniquely endowed human

being whose experiences and knowledge can never be measured or understood as independently constrained by each language separately. A theory of holistic bilingualism better captures the attributes of the children in this program who are, for the most part, simultaneous bilinguals.

A unique feature of the Literacy Squared intervention is its paired literacy instructional design. Paired literacy instruction utilizes and develops language and literacy skills in two languages concurrently. In their synthesis of research on bilingual education, Slavin & Cheung (2003) concluded that paired bilingual programs, in which students learn to read in both languages at the same time, seem to hold particular promise; however, such programs are not commonly implemented. Paired literacy instruction challenges many current paradigms of bilingual literacy instruction such as the view that literacy instruction in English should be delayed until a certain level of proficiency is attained in Spanish literacy. Other common misconceptions are that simultaneous literacy instruction will confuse children in both languages and impede the acquisition of literacy in English, and that literacy instruction in English should be delayed until children reach some level of oral proficiency in English. Paired literacy instruction, if coordinated strategically, can enhance and accelerate literacy acquisition in both languages. It is critical to note that paired literacy instruction is not duplicative, but rather mutually supportive. Moreover, it is carefully orchestrated so that it does not require concurrent translation and it avoids teaching the same concepts in both languages. For a more detailed discussion of how Literacy Squared is different from current paradigms of bilingual instruction see Escamilla & Hopewell (2009).

### **Theoretical Construct 2 – Quality of Instruction: Teaching Productive and Receptive Language Skills Utilizing Explicit, Direct and Interactive Instructional Approaches, Authentic Literacy Instruction in Spanish, & Literacy-Based ESL**

Recent syntheses of research suggest that if literacy achievement for emerging bilingual children is to be improved, discussions and program development must move beyond the issue of language of instruction to consider the most efficacious teaching methods that can be employed to develop biliteracy (August & Shanahan, 2006; Gersten & Baker, 2000; Slavin & Cheung, 2003; Thomas & Collier, 2003). Each synthesis recognizes the need for new educational approaches that focus on the quality of instruction in both languages and the need for research and pedagogical practices that are designed specifically for emerging bilingual children.

Quality of instruction in Literacy Squared begins with literacy instruction in Spanish that



is authentic to Spanish and is not simply based on literacy instruction that has been translated or patterned after a monolingual English literacy program. Research by Vernon and Ferreiro (1999), Escamilla (2000), Smith, Jiménez, and Martínez-Leon (2003), and others have challenged literacy instruction in Spanish in the U.S. on the grounds that authentic literacy instruction, particularly as it relates to synthetic teaching approaches, needs to be grounded in the internal structure of the language. For example, in Spanish, the five vowel sounds are consistent and do not change their sound when paired with consonants. In contrast, English vowel sounds change depending on the word pattern and their pairings with consonants. Even though Spanish and English share an alphabetic principle, their internal structures are quite different. Analytic approaches to teaching literacy need to understand and be based upon the utilization of “best practice” principles that are specific to each language. As an example, Vernon and Ferreiro argue that in Spanish, phonological awareness is best taught through writing. English researchers such as Adams (1990), in contrast, argue that in English, these same skills are best taught through oral language. They further assert that phonics, as defined in English, has no Spanish equivalent. For these reasons, Literacy Squared is encouraging teachers to utilize authentic methods to teach Spanish literacy.

Quality instruction also includes a focused attention to effective strategies and approaches for teaching English literacy to emerging bilingual children. We created an approach that we termed *literacy-based ESL* to teach English literacy. Literacy-based ESL differs from other ESL programs in several ways. First, literacy-based ESL is book- and language-based. Research by Elley (1991) and Elley and Mangubhai (1983) has documented the superiority of book-based English language teaching programs among primary school students in a variety of contexts. Second, literacy-based ESL is implemented as a separate block of time during literacy instruction and should never be scheduled at the end of the school day. Research by Saunders, Foorman, and Carlson (2006) and Gersten and Baker (2000) has established the need for directly teaching literacy and language arts in English to emerging bilingual children. While acknowledging the importance of sheltered English teaching techniques in the content areas, these researchers have concluded that sheltered English teaching in the content areas is insufficient for teaching literacy and language arts to emerging bilingual children. They suggest that emerging bilingual children need daily explicit and direct instruction in English language arts. Third, literacy-based ESL places focused attention on developing the productive language

skills of oracy and writing, the receptive language skills of listening and reading (Wilkinson, 1970; Pollard-Durodola, Mathes, Vaughn, Cardenas-Hagan, & Linan-Thompson, 2006; Peate, 1995), and metalinguistic analysis. A complete literacy repertoire cannot be developed if one of these areas is neglected.

The instructional component of our framework calls for direct, explicit, and interactive approaches to teaching language arts and literacy in both Spanish and English. To support the need for more direct, explicit, and interactive teaching, we turn to the synthesis of literature conducted by Genesee and Riches (2006), which found that, for emerging bilingual children, direct and interactive approaches to teaching reading and writing were more effective than process approaches. In reviewing the extant literature, these researchers concluded that direct and interactive approaches are more engaging to emerging bilingual children, help to build interest in reading and writing, and are effective ways to teach skills. Genesee and Riches concluded that direct and interactive approaches may be more effective with emerging bilingual children because they are more culturally responsive practices and approximate the classroom organization used in the homes of Spanish speaking children. For example, interactive approaches favor group accomplishments over individual learning, collaborative versus competitive demonstrations of competence, and learning by observing as well as by talking. Other syntheses of research (Goldenberg, 2008; Slavin & Cheung, 2003; August & Shanahan, 2006) have concluded that emerging bilingual children benefit from explicitly teaching the components of literacy including phonemic awareness, phonics, vocabulary, comprehension, and writing. However, it is equally important to note that these same researchers found that explicit instruction needs to be modified for emerging bilingual children so that it considers their oral language and literacy needs (August & Shanahan). In the spirit of culturally responsive pedagogy, it is important to note that interactive teaching approaches dominate literacy instruction in Mexico.

Finally, quality of instruction is dependent on assessments in two languages that inform teachers' understanding of each child's biliterate development. Further, it is critical that teachers understand the importance of knowing what children can do in both languages, regardless of the language of instruction. In other words, good literacy-based ESL instruction requires a strong understanding of what children approximate and control in Spanish literacy and vice versa.

### **Theoretical Construct 3 - Cross-language Connections: Explicit Teaching of Cross-Language Connections between Spanish and English**

Theoretical Construct 3 focuses on the ways that becoming literate in two languages (biliteracy) is unique from becoming literate in one language (monoliteracy). While it may seem obvious, one of the ways in which biliteracy differs from monoliteracy is that biliteracy involves two languages while monoliteracy only involves one. As such, biliteracy requires an understanding about how two languages interact in continuous and often mutually beneficial ways. Unfortunately, monolingual approaches toward literacy are deeply entrenched in U.S. school systems, making little space for biliteracy and multiliteracy development (Moll, 2001; Moll & Dworin, 1996; Pérez, 1998; Reyes, 2001; Schwarzer, 2001). Bernhart (2003) asserts that the mere existence of a *first*-language (regardless of whether it is oral or oral and print-based) renders the *second*-language reading process considerably different from the first-language reading process because of the nature of the way in which information is stored in memory. A key component of biliterate development is developing effective techniques for teaching children to use their two languages strategically when learning to read and write.

Too frequently in the past, the behaviors exhibited by emerging bilingual children as they acquired two languages were viewed as language interference or as cross-language confusion, making teachers fearful of teaching in ways that explicitly taught children to connect their two languages. The result of this worry about cross-language confusion was strict separation of languages, a policy that continues to be implemented in many bilingual and dual-language programs. While Literacy Squared supports having separate language teaching times, it advocates the explicit teaching of cross-language connections. Recent research has concluded that direct instruction in cross-language training can be effective in developing biliteracy. Some methods that have been documented as beneficial in biliteracy settings include the following: the direct teaching of cognates (Genesee & Riches, 2006; Goldenberg, 2008; Jiménez, 1997), teaching English vocabulary using a Spanish key word method (Avila & Sadoski, 1996), preview/review methods where children are given an overview of a story in Spanish before reading and discussing it in English (Jacobson, 1985; Moll & Diaz; 1985; Ulanoff & Pucci, 1999), and teaching comprehension strategies in Spanish even if the medium of instruction is English (Hérmendez, 2001).

The Literacy Squared intervention includes explicit and interactive strategies to help emerging bilingual children understand the similarities in and differences between Spanish and English. We believe that the explicit teaching of cross-language connections is both a cognitive and a metalinguistic resource of becoming biliterate, and that it merits direct and explicit attention in daily instructional routines. We have paid specific attention to cross-language teaching in our materials and our biliteracy model in order to help children learn the bidirectional and reciprocal nature of biliteracy.

### Mapping a Trajectory Toward Biliteracy

Ideally, literacy assessment independently measures the productive literacy domains of writing and speaking, and the receptive literacy domains of listening and reading. For the purposes of our study, however, writing served as a proxy for productive literacy skills, and reading for receptive literacy skills. Assessing students' writing and reading in both Spanish and English contributed to our understanding of how individual trajectories to biliteracy develop. Only through bilingual assessment could we approximate an accurate understanding of students' trajectories toward biliteracy.

When designing the Literacy Squared intervention, we theorized that emerging bilingual children could develop Spanish language literacy and English language literacy simultaneously, but not at equivalent rates. In other words, we hypothesized that if students were progressing along a satisfactory trajectory toward biliteracy, their Spanish language literacy would be slightly more advanced than their English language literacy, but a large discrepancy would not appear between the two. The only way to measure and document this trajectory would be to assess productive and receptive skills in each language and to compare them side by side. Figure 3 visually represents this idea for a biliteracy reading trajectory.

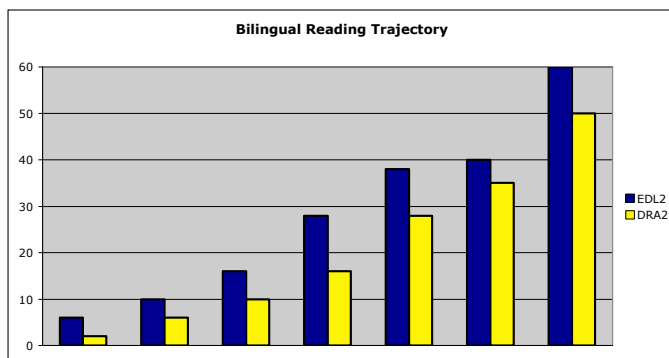


Figure 3. Bilingual Reading Trajectory

Note that the darker bar represents a Spanish language reading level and the lighter bar represents an English language reading level as would be determined through the use of an informal reading inventory. While the Spanish language reading level is greater than that in English, it is only slightly more advanced. Holding this expectation for biliteracy growth changes how we teach and emphasizes the importance of understanding what students know and can do in each language, so that these competencies contribute to a more robust overall biliteracy development. One implication is that Spanish literacy provides the foundation and scaffold for English literacy development. Therefore, English literacy instruction need not be delayed until a certain level of proficiency is reached in Spanish literacy.

We asked teachers to evaluate reading and writing a minimum of one time per year. Reading achievement was assessed each spring using one-on-one informal reading inventories available in both Spanish and English. For the purpose of this study, we chose the *Evaluación del desarrollo de lectura (EDL2)* (Celebration Press, 2007a) and the *Developmental Reading Assessment (DRA2)* (Celebration Press, 2007b). These tools measure parallel competencies across languages. Writing development was monitored and analyzed through the collection of writing samples in Spanish and English each December and/or January. Writing samples were carefully evaluated using the *Literacy Squared Writing Rubric*, which was purposefully developed to compare and contrast students' writing trajectories in Spanish and English throughout the elementary grades. Both reading assessments and writing assessments were used to document trends and patterns of development that are distinctive to emerging bilingual children between and across languages, and they helped to inform instruction.

The conceptualization of a trajectory toward biliteracy required us to think about how the measurement tools we used could aid us in more precisely understanding the relationship between Spanish literacy and English literacy. We began by creating ranges of EDL2 reading levels in Spanish that reflected our knowledge of how reading behaviors and challenges vary from level to level. We then projected ranges of English reading levels we would expect students to control if the theory were accurate. The result is represented in Table 2 *Scaffolded Biliteracy: Targeted Zones*. Spanish and English reading achievement should closely parallel one another, and the chart depicting the *Scaffold to Biliteracy: Targeted Zones* enables us to see this relationship more concretely.

Table 2. Scaffolded Biliteracy: Targeted Zones

<b>Scaffolded Biliteracy: Targeted Zones</b>	
EDL2 Level (Spanish)	DRA2 Level (English)
A-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

The reader will note that a student who controls the reading behaviors associated with an EDL2 Level 10 is expected to be reading in English between Levels 3 and 6. Even if that child was not yet reading independently at these levels in English, we would expect teachers to be choosing books in this range for literacy-based ESL instruction. After all, the student has demonstrated, albeit in Spanish, that s/he has already acquired the literacy behaviors associated with higher levels of text. While this trajectory was originally hypothetical, we now have empirical evidence to support the validity of these ranges (see p. 72). The trajectory, then, provides a foundation for changes in pedagogy, as well as a tool to guide teachers as they plan appropriate instruction with research-based and research-tested expectations for biliteracy development.

Because the instruments we used to assess reading (EDL2 & DRA2) were well established, we were able to quantify the biliteracy reading trajectory. However, in writing, we had not yet finalized the *Literacy Squared Writing Rubric*, and were therefore hesitant to establish numeric ranges to frame the biliteracy writing trajectory. As we collect future data, it is our intent to establish an analogous trajectory of expected biliterate writing development.

### **Professional Development**

The above outlined framework and intervention parameters were communicated through two types of professional development. The first was for school leadership and site coordinators. This involved eight days of professional development per year so that leaders in intervention

schools fully understood the theoretical frameworks of the project, the data collection and analysis techniques, and how to monitor full implementation of the intervention. The second type of professional development was for intervention teachers. This consisted of four days of professional development per year so that teachers understood the theoretical underpinnings of the intervention, learned teaching strategies and techniques required to implement the intervention, and were versed in how to administer, score and use the assessment instruments in the intervention to guide and inform their instructional decisions.

Table 3. Teacher Demographics

Gender		Age				Ethnicity					Endorsed	MA/
%		%				%					%	PhD
M	F	25-30	31-39	40-49	Over 50	Latino	White	African-American	Asian	Other	ESL Bilingual	Any Field
13	87	17	37	29	17	55	42	2	0	1	47	46

The coordination of professional development was complicated by the range of backgrounds the teachers brought to the project. Over the five years of the study, participating schools changed. Literacy Squared began with 19 schools in seven school districts in Colorado and Texas. Ultimately, we worked with the biliteracy staff of 20 elementary schools including more than 120 teachers and 21 site coordinators. Although the teachers' years of experience ranged from 1 – 32; on average, they had 9.6 years teaching experience with 40% having 10 years or more. They were predominantly female and in their thirties with the majority (55%) of them self-identifying as Latino with White being the next largest group (42%). Nearly half had studied to earn an endorsement to work with linguistically diverse students and/or had earned an advanced degree. Each year of the study, some teachers left and others joined. This created a perpetual need to re-introduce the intervention and to review the basics. By the end of the fifth year, we had experienced a nearly 100% turnover in school principals. Only one principal currently continues in her original position.

### Methodology and Findings

#### Purpose

The purposes of the study were twofold: to examine the potential of the Literacy Squared intervention on the literacy development in Spanish/English of emerging bilinguals in early

elementary grades and to examine the relationship between Spanish and English literacy development as a means for developing a trajectory toward biliteracy.

### **Design**

The original research design for this study was quasi-experimental and utilized an intervention/control design with pre-tests and post-tests to address the research questions. In the exploratory years, reading achievement was measured in the fall and spring of each year and both within year and across year growth was calculated. As the study progressed, the testing was limited to spring only and year-to-year progress was measured. Writing samples in Spanish and English were collected from all students one time per year. The data collected were both quantitative and qualitative in nature. The quantitative data were organized in an Excel spreadsheet and analyzed statistically using SPSS. Data analysis included both descriptive and inferential statistics and was predominantly centered on those students for whom complete longitudinal data sets were collected.

### **Study Subjects and Schools**

Although the total number of schools and students varied from year to year, at its inception thirteen schools volunteered to participate in the study as intervention schools. An additional six agreed to serve as control schools. Control schools agreed to participate in the pilot study with the understanding that they would become intervention schools in 2006-2007. Intervention and control schools came from four school districts in Colorado and three school districts in Texas. Intervention and control schools were similar in terms of demographic characteristics, and prior to the Literacy Squared Intervention, both intervention and control schools were implementing similar types of transitional bilingual programs. Table 4 provides a profile of intervention and control schools with regard to student population, SES, ethnicity, student language background and state rankings. As illustrated, the intervention and control schools shared many demographic characteristics including large numbers of Latinos and ELL students, and large numbers of students who came from low SES backgrounds. Most critical to this study was that all intervention and control schools were highly motivated to improve their ratings with regard to state high stakes testing mandates and to better serve their emerging bilingual students.



Control schools were eliminated in 2006 and schools were invited to choose whether or not to continue participating by implementing the full intervention. As such, there was a substantial shift in participants beginning in 2006.

Table 4. Demographic Characteristics of Literacy Squared Intervention and Control Schools 2005-2006

Group I=Intervention C=Control	State	School	Total Students*	Years in study	% Latino *	% ELL*	% Free/ Reduced Lunch*	State Rating*
I	Colorado	College View	432	2004-2009	88	55	88	Low
I	Colorado	Columbine	368	2005-2009	83	78	87	Low
I	Colorado	Doull	516	2004-2009	87	34	78	Low
I	Colorado	Force	582	2004-2009	87	42	85	Low
I	Colorado	Indian Peaks	338	2004-2009	61	45	59	Average
I	Colorado	Foster	280	2004-2009	54	37	68	Low
I	Colorado	Frederick	490	2004-2009	48	22	40	Average
I	Colorado	Johnson	412**	2007-2009	90**	53**	85**	Low**
I	Colorado	Knapp	668	2004-2009	94	66	94	Low
I	Colorado	Munroe	551	2004-2009	94	58	91	Low
I	Colorado	Valverde	410	2004-2009	92	51	87	Low
I	Texas	DeZavala	340	2004-2008	91	31	89	Recognized
I	Texas	Mission West	773	2004-2009	60	54	64	Recognized
I	Texas	Stewart	559	2004-2006	48	40	55	Recognized
C/I	Colorado	Loma Linda	456	2007-2009	64	25	59	Low
C/I	Colorado	Schenk	480	2005-2009	90	64	84	Low
C/I	Colorado	Stein	580	2005-2009	73	***	72	Average
Control	Texas	McWhirter	653	2004-2006	60	50	70	Acceptable
Control	Texas	Ridgegate	798	2004-2006	61	44	80	Acceptable
Control	Texas	South	398	2004-2008	93	42	91	Acceptable

\*2006 data

\*\*2007 data

\*\*\*not reported

### Data Collection and Instrumentation

Receptive language skills were measured using both informal and formal instruments. Informal assessments included the Spanish language *Evaluación del Desarrollo de Lecto-escritura* (EDL) (Celebration Press, 2001) and the English language *Developmental Reading Assessment* (DRA) (Celebration Press, 2000). These tools were identified because they were available in both Spanish and English. Together they provided information to examine students' reading trajectories toward biliteracy. Moreover, in addition to being useful for researchers, these tools were informative in helping teachers design and deliver instruction for children. The EDL and DRA have been studied and determined to be valid and reliable measures of reading in

Spanish and English (Weber, 2001). The inventories were administered each spring with baseline data being collected the first fall a student entered the study. When Pearson Learning updated the instruments and changed the test protocol, the decision was made to use the improved versions. As such, the EDL2 and the DRA2 were employed fall of 2006 to spring of 2009.

Formal reading and writing assessments in this study included the Colorado Student Assessment Program (CSAP) and the Texas Assessment of Knowledge and Skills (TAKS). These assessments are the high stakes measures used in each state to assess student achievement and school performance. Utilizing these measures in this intervention was important given that most major policy decisions with regard to literacy programs and instruction are currently being made based on outcomes of these measures. Further, assessment of the correlation between informal and formal reading and writing measures is viewed as important so that instruction and assessment are aligned.

Productive language skills were measured by collecting and scoring a writing sample in Spanish and English one time per year. Children were given 30 minutes to respond to a prompt. Writing samples were carefully evaluated using the Literacy Squared Writing Rubric purposefully developed to compare and contrast students' writing trajectories in Spanish and English throughout the elementary grades. This rubric has been determined to have a high rate of inter-rater reliability (Escamilla, 2006). All assessments were used to document trends and patterns of development between and across languages that are distinctive to emerging bilingual children and to inform instruction.

Each of the subsequent five sections of this report will provide a brief outline of the study's framework. Yearly research questions will be reported along with the findings. Section V, year 5, provides a broader overall synopsis of the findings over time.

### **Year One: 2004-2005**

The first year of the study the focus was to distribute materials, train teachers and site coordinators, establish data collection protocols, and test preliminary hypotheses regarding the trajectory to biliteracy. It was an exploratory year in which teacher feedback proved crucial for finalizing the intervention parameters. Literacy Squared was established in thirteen schools in Texas and Colorado. A total of two hundred twenty-four first through third grade students participated. Reading levels were measured and compared from fall to spring and growth was analyzed according to the Literacy Squared scaffold to biliteracy.

### Research Questions:

1. What gains in Spanish reading achievement were made by first, second and third grade students from fall to spring in intervention schools as measured by the EDL and DRA?
2. What gains in English reading achievement were made by first, second and third grade students from fall to spring in intervention schools as measured by the EDL and DRA?
3. What is the association of achievement in Spanish reading to achievement in English reading?
4. What percentage of students at each grade level ended the year with reading achievement levels that reflect the hypothetical targets for biliteracy?

## Findings

### Research question 1

Research question one asked, what gains in Spanish reading achievement were made by first, second, and third grade students from fall to spring in intervention schools as measured by the EDL? Used throughout the study, the EDL and DRA had similar scoring protocols with student scores ranging from A-50 for EDL and A-80 for DRA. The publishing company established benchmark criteria for the beginning and end of each grade. Benchmarks were the same for Spanish and English. The Literacy Squared Intervention utilized the publisher's criteria for benchmarks for EDL (Spanish), but created a different benchmark for DRA (English). These criteria are outlined on the previously discussed Scaffold to Biliteracy. The Literacy Squared DRA benchmark was hypothesized to be more appropriate for second language learners as the publisher's criteria were established for monolingual English speaking children.

Caution should be heeded when interpreting reading growth by comparing numbers of levels because the EDL2/DRA2 leveling system does not employ equal intervals. In other words, the end-of-year benchmark for first grade is level 16; however, there are 11 levels that can be measured on the path to this point (i.e. A, 1, 2, 3, 4, 6, 8, 10, 12, 14, 16). The benchmark for second grade is 28 and there are four levels that are measured along this path from end of first grade benchmark level 16 (18, 20, 24, 28). The benchmark for third grade is 38 with only three points of measurement (30, 34, 38) from second grade benchmark level 28. Beyond third grade there is less decoding nuance, therefore, there is only one benchmark level per grade (i.e. 40, 50, 60). Therefore, a child who moves only one level, from level 40 to 50, has , in fact, accomplished

a full year's growth, while a student reading a level 14 in second grade, who grows by three levels to a 20, did not achieve a full year's growth.

Table 5 summarizes the findings related to this question. Data reveal that, on average, students at all grade levels made growth in Spanish from fall 2004 to spring 2005. Students in first grade grew by approximately seven EDL levels for an average spring score between levels 10 and 12. Students in second grade grew by approximately 11 levels for an average spring score of 24. Students in grade three grew by approximately eight levels for an average spring score between levels 28 and 30. On average, students did not meet the end of year benchmark targets for Spanish reading. These would have been level 16 for first grade, 28 for second grade, and 38 for third grade. Individuals within each grade level, however, successfully met or surpassed the end of year expectation. Thirty-six percent of first grade students, half of second grade students, and twenty-six percent of third grade students ended the year at grade level according to the benchmarks established by Pearson Learning.

Table 5. Growth in Spanish reading in Literacy Squared<sup>®</sup> project schools, 2004-2005

Grade	n	EDL Fall		EDL Spring		Growth	Benchmark Target	Number of Students meeting or exceeding spring benchmarks	Percent of students meeting or exceeding benchmarks
		$\bar{X}$	SD	$\bar{X}$	SD				
1	78	4.13	4.29	11.23	8.58	7.1	16	28	36
2	50	13.48	7.86	24.04	10.56	10.56	28	25	50
3	96	21.55	7.96	29.08	8.44	7.53	38	25	26

## Research question 2

Research question two asked, what gains in English reading achievement were made by first, second, and third grade students from fall to spring in intervention schools as measured by the DRA? Table 6 summarizes the findings. Data reveal that on average students at all grade levels made growth in English from fall 2004 to spring 2005. Students in first grade grew by approximately two DRA levels for an average spring score of approximately level three. Students in second grade grew by approximately six DRA levels for an average spring score of 10. Students in grade three grew by five levels for an average spring score between levels 10 and 12. On average, students did not meet the end of year benchmark targets for English reading as

predicted by the Literacy Squared research team. These benchmarks were levels 12 for first grade, 16 for second grade, and 28 for third grade. At no grade level did more than twenty percent of the students meet the end of year benchmark for English as established by the Literacy Squared research goals.

Table 6. Growth in English reading in Literacy Squared<sup>®</sup> project schools, 2004-2005

Grade	n	DRA Fall		DRA Spring		Growth	Benchmark Target*	Number of Students meeting or exceeding spring benchmarks	Percent of students meeting or exceeding benchmark
		$\bar{X}$	SD	$\bar{X}$	SD				
1	78	1.29	1.47	3.26	2.37	1.97	12	1	1
2	50	3.46	3.52	9.82	7.68	6.36	16	9	18
3	96	10.91	8.12	16.01	9.3	5.1	28	18	19

\*Benchmark levels for DRA are those established by Literacy Squared<sup>®</sup>

### Research question 3

Research question three asked, what is the association of achievement in Spanish reading to achievement in English reading? Stated differently, this question probes the assumption that the high readers in Spanish will also be the high readers in English, and vice versa. For this question, correlation coefficients (Pearson's  $\Gamma$ ) were calculated for all students' fall and spring EDL and DRA scores. As can be seen in Table 7, the association ranged from low in the second grade to moderate in the first grade to strong in the third grades. Further, the associations appear to be stable across time as they changed very little from fall to spring.

Table 7. Correlation between Reading Achievement in Spanish and English (2004-2005)

Grade	$\Gamma$ (Fall)	$\Gamma$ (Spring)	N
1	.48	.48	78
2	.24	.32	50
3	.68	.61	96

### Research question 4

Research question four asked, what percentage of students at each

grade level ended the year with reading achievement levels that reflected the hypothetical targets for biliteracy? While questions one and two established the numbers of students able to meet end of year benchmarks, this question ignores the end of year benchmarks and instead asks how many students' reading levels in English could have been predicted using the ranges established by Literacy Squared given knowledge of their Spanish reading levels. As seen in Table 8, fifty-four percent of first grade students exhibited reading skills in the ranges predicted by Literacy Squared. This number decreases to thirty-six percent in the second grade, but then rebounds to fifty-six percent in the third grade. The first grade score can be interpreted as slightly elevated because fourteen percent of those found to be in the biliteracy zone were only reading at EDL levels A-2 and were not yet reading in English. Adjusting for this factor, only forty percent of the first grade students were in the zone making their numbers comparable to those of second grade. These data, when coupled with the correlation coefficients reported in question three, indicate that as students increase their reading competencies in Spanish there is an increased likelihood that they will fall within the projected biliteracy trajectory.

Table 8. Trajectory toward Biliteracy, Spring 2005

Year 1 Literacy Squared® Scaffolded Benchmarks		First Grade Students Meeting Biliteracy Benchmarks		Second Grade Students Meeting Biliteracy Benchmarks		Third Grade Students Meeting Biliteracy Benchmarks	
		N=78		N=50		N=96	
EDL	DRA	N	%	N	%	N	%
A-2	***	11	14	0	0	0	0
3-6	A-2	24	31	0	0	2	2
8-10	3-6	7	9	5	10	0	0
12-16	8-10	0	0	5	10	1	1
18-28	12-16	0	0	5	10	18	19
30-40	18-28	0	0	3	6	32	33
42-50	30-40	0	0	0	0	1	1
TOTALS		42	54%	18	36%	54	56%

### Discussion of Year One Findings

As stated above, the first year of this project was exploratory in nature and much was learned. First, with regard to growth in Spanish literacy (Research Question 1), the fact that only 36% of the first grade students, 50% of the second grade students and 26% of the second grade students met or exceeded the EDL benchmark indicated the need to pay closer attention to the

quality of instruction in Spanish literacy (Theoretical Construct II). This finding yielded important implications for Professional Development for years two to five of the project. Further, it was most interesting to note the average number of EDL levels gained across the year was relatively stable for grades one and three (seven EDL levels), there was a much larger growth in second grade implying that growth in literacy in Spanish may not follow an equal interval pathway and that we needed to study this further.

With regard to research question two and growth in English reading on the DRA, it is important to note that children only grew about two levels in the DRA at first grade. However, they grew six levels in second grade and five in third grade. We attribute this finding to several factors. First, our primary grade teachers were not at all accustomed to teaching literacy in two languages and were reluctant to do so. Next, ESL in most of our schools was limited to oral language development in English and/or to sheltered English teaching in the content areas. Our teachers had little knowledge of how to teach literacy-based ESL and how to connect Spanish literacy to English literacy again yielding important implications for professional development in years two to five and for how we needed to further refine the Literacy Squared intervention. It is important to note that children did make progress in learning to read in English and that this progress was much greater in second and third grade again yielding important implications for the refinement of the Trajectory toward Biliteracy.

Research question three again established that there is a positive and high correlation between reading and Spanish and reading in English; however, it is critical to note that this correlation is much higher in third grade when the cumulative benefits of learning to read in Spanish for three years manifests itself in subsequent reading in English.

With regard to research question four, we also note the cumulative benefits of a trajectory and that this trajectory begins to manifest itself in third grade, thereby raising serious questions about early exit transitional bilingual programs that transition students in first or second grade. Furthermore, it must be noted that all of these findings represent snap-shot analyses of Literacy Squared students as the project was in the early stages of exploratory research and we had not yet begun to gather and analyze longitudinal data. The actual Literacy Squared intervention was also in its developmental stages, thereby making it impossible to judge the merits of the Literacy Squared intervention on these data collected in Year One.

## **Year Two: 2005-2006**

The purpose of year two was to pilot test the theories and findings from year one, and to further refine the intervention. The research design for the pilot year was quasi-experimental, included an intervention group (n= 433) and a control group (n=148) and addressed six research questions. The study administered informal reading assessments in Spanish and English in the fall of 2005 and again in the spring of 2006, and informal writing assessments in December 2005 to January 2006. Data analysis included both descriptive and inferential statistics. The strength of the findings is particularly robust as it was interpreted in relation to a control group with a similar population and an educational goal of biliteracy.

### **Research Questions**

The following research questions were addressed in this pilot study:

1. What gains in Spanish and English reading achievement were made by first, second, and third grade students in intervention schools as measured by informal Spanish and English reading measures? How did these gains compare to the control schools?
2. What were intervention students' outcomes in Spanish and English writing, and how did they compare to control schools?
3. Is there a relationship between Spanish reading and writing achievement and English reading and writing achievement for first, second and third grade students in schools in the study (intervention and control students)?
4. What is the trajectory toward biliteracy demonstrated by Spanish and English reading and outcomes of first, second and third grade students in the study? How does this trajectory compare to control schools?
5. What were third grade student outcomes in intervention schools on formal reading and writing measures in Spanish?
6. Is there a relationship between informal reading and writing measures and formal reading and writing measures?

### **Findings**

#### **Research question 1**

Research question one compared growth in Spanish reading (EDL) and English reading (DRA) from fall 2005 to spring 2006 between intervention and control schools. Table 9



summarizes growth in Spanish and English reading for intervention and control students during this pilot year.

Table 9. Pre-test and Post-test Comparison in Spanish and English Between Intervention and Control Students

Study Group	Grade	n	Measure	Mean - Fall	SD	Mean - Spring	SD	Gain in reading levels	Grade Level Benchmark
Intervention	1	153	EDL (Spanish)	2.12	2.6	15.6	6.9	13.48	16
	2	159		11	7.4	23	10.2	12	28
	3	121		21.58	10.5	31	10.4	9.42	38
Control	1	45	EDL	1.51	1.8	12.6	8.6	11.2	16
	2	58		10.67	7.2	23	7.9	12.3	28
	3	45		20.2	10.5	31	9.3	10.8	38
Intervention	1	153	DRA (English)	.73	.86	5.4	4.7	4.7	12
	2	159		3.18	3.5	9	6.8	5.9	16
	3	121		8.65	8	18.3	10.2	9.7	28
Control	1	45	DRA	.38	.74	2.4	3.3	2	12
	2	58		2.36	2.1	8	5.9	5.6	16
	3	45		8.32	8.6	15.7	9.5	7.4	28

Findings indicate that students in both intervention and control groups grew in Spanish and English reading. Further, growth in Spanish reading between fall and spring was comparable for both groups. This is not surprising as Spanish literacy instruction was a priority in both intervention and control classrooms. Findings also indicate that neither the intervention nor the control group met Spanish language benchmarks as established by Pearson Learning; however, the intervention group at first grade was approaching the end of year benchmark of level 16.

Further, while growth in Spanish reading was comparable, growth in English reading favored students in the intervention group. Again, both groups demonstrated growth in English reading based on the DRA from fall to spring; however, the growth was greatest in intervention classrooms, particularly at the first and third grades. Neither group met the benchmarks established on the trajectory toward biliteracy scale; however, the intervention group was well ahead of the control group in this area.

In addition to the descriptive statistics, t test analyses were done to test whether the differences between intervention and control groups were statistically significant. Our analysis

revealed a significant difference in English reading growth between intervention and control classrooms at the first grade level ( $p < .05$ ). This finding indicated the potential of the Literacy Squared intervention to improve literacy in English while continuing to develop Spanish literacy at the same time, and illustrated that beginning English literacy instruction in first grade did not have a negative impact on the development of literacy in Spanish.

### **Research question 2**

This question examined student outcomes in Spanish and English writing based on writing samples collected in Spanish and English during December 2005 and January 2006. Students at each grade level were given thirty minutes to write a constructed response to specific prompts (see Appendix A). Students responded to the Spanish language prompt first. Then, two weeks later, they responded to the English language prompt. Prompts varied by grade level and by language. They were similar in Spanish and English, but were not the same. Data were analyzed via the use of the Literacy Squared writing rubric developed specifically for this study (Escamilla, 2006) (see Appendix A). The rubric had three components: (1) Content and ideas (rating scale of 0-7); (2) Punctuation (rating scale of 0-3); and (3) Spelling (rating scale of 0-4). Totals in each subsection were then summed for a maximum overall score of fourteen. A unique aspect of this writing rubric was that it did not assign equal weight to each of the three areas. The ability to communicate a message carried more weight than spelling individual words correctly. In other words, it distributed the scores in ways that did not penalize students for errors or approximations that were due to the simultaneous acquisition of two writing systems. Moreover, the rubric had a qualitative section in which raters marked the conventions, syntax, spelling, code-switching, etc. that was seen as crossing from one language to another. The ultimate purpose of this section was to provide a visual scaffold for teachers to identify patterns within and across writing that informed planning and instruction.

Overall mean scores for intervention and control students are presented in Table 10. Scoring was done by trained site coordinators and project researchers who had attended professional development, which included a structure to establish inter-rater reliability.

Mean scores on Spanish writing were very similar for intervention and control students across all three grades. Further, mean scores in Spanish showed growth in writing across all three grades for both the intervention and the control group. Findings for this question indicated that for this year there were no significant differences between the writing outcomes of intervention

and control students in Spanish. Scores in writing in English were considerably lower than for Spanish in both the intervention and control group. However, there were no significant differences between intervention and control group scores in English, and in English, just as in Spanish, writing scores showed improvement across grade levels. Particularly noteworthy was the significant increase in writing scores between the second and third grade for both intervention and control schools. Also noteworthy was that the mean writing scores for both the intervention and control groups were higher in English than in Spanish at the third grade.

Table 10. Literacy Squared and Control Group Spanish and English Writing Achievement, 2005-2006

	Grade	Study Status	N	Mean	Standard Deviation
Spanish Writing	1	Intervention	94	6.88	3.09
		Control	34	7.41	2.48
	2	Intervention	113	7.8	2.22
		Control	36	7.67	2.01
	3	Intervention	76	8.22	2.27
		Control	27	8.85	1.54
English Writing	1	Intervention	93	4.43	2.26
		Control	31	4.32	2.61
	2	Intervention	108	5.11	2.33
		Control	35	5.09	2.01
	3	Intervention	75	9.08	2.49
		Control	24	9.92	2.30

This finding (consistent with findings in research question one) suggested that learning to write in English and Spanish simultaneously did not negatively impact writing development in Spanish. Further, as will be demonstrated in research question three, the correlation between writing development in Spanish and English was stronger in intervention schools than in control schools.

### Research question 3

This question examined the relationship between reading and writing outcomes in Spanish and English for intervention and control schools. For this question, correlation coefficients (Pearson's  $r$ ) were calculated for all intervention and control students. Intervention schools had significant correlations between reading and writing in Spanish and English at all three grade levels. Further, correlations between writing in Spanish and English (see Table 11) were significant for intervention students at all grade levels ( $p < 0.01$ ). Control schools had

significant correlations in reading, but only small to moderate correlations in writing. Furthermore, correlation coefficients were higher for intervention than control schools both in reading and writing. Differences between intervention and control groups were consistent across all three grade levels. An important component of the Literacy Squared conceptual framework and instructional program was helping students engage in positive cross-language connections. Findings on this question suggested that while there were positive correlations between Spanish and English for all students in the study, enhanced correlations may have been obtained with explicit instruction in cross-language connections. Further, as demonstrated in research questions one and two, findings here demonstrated that literacy instruction in Spanish combined with literacy instruction in English enhanced cross-language correlations. Findings here suggest that it may not be simply the simultaneous teaching of English and Spanish literacy that is making an impact, but rather the simultaneous instruction in two languages combined with explicit instruction in cross-language connections.

Table 11. Reading and Writing Achievement Correlations in Spanish and English, 2005-2006

Grade	Intervention/ Control	N	$\Gamma$	
			Spanish & English Reading	Spanish & English Writing
1	Intervention	92	.64	.62
	Control	31	.43	.18
2	Intervention	108	.52	.46
	Control	35	.47	.30
3	Intervention	75	.54	.58
	Control	31	.52	.38

#### **Research question 4**

This question examined the extent to which students in intervention and control classes were on trajectories toward biliteracy. As discussed on pages 29-31, a trajectory toward biliteracy is defined as reading outcomes in Spanish and English that parallel each other. This means that achievement in English (DRA) lags only one range below achievement in Spanish (EDL). This concept is illustrated in Table 2.

Using the EDL and DRA outcome scores from the spring 2006, the number and percent of students whose English reading level was in the biliteracy zone was calculated for intervention and control students. Table 12 compares the number and percent of students at each grade level

whose spring EDL/DRA reading scores placed them in the Targeted Biliteracy Zones. Findings are presented for both students in the intervention and control group. Findings indicated that greater percentages of students in the intervention group were in the biliteracy zone at second and third grade. Most promising was that 69% of intervention students were in the biliteracy zone in third grade. Our findings demonstrated that we had many more students in the ‘biliteracy zone’ than we had reaching year-end benchmarks.

Table 12. Intervention and Control Students in Biliteracy Zone

	Grade	Total N	Number in Zone	Percent
Intervention	1	153	56	37
	2	159	61	39
	3	121	83	69
Control	1	45	22	49
	2	58	16	28
	3	45	19	42

The findings related to this question were interesting and important to the study for several reasons. First, in many studies on bilingual literacy approaches, literacy achievements in Spanish and English are presented as separate findings. A critical difference in the Literacy Squared Pilot program, and a central aspect of this pilot study, was to propose that the development of literacy in Spanish and English should not be treated as separate and unrelated processes, but instead should be connected in the teaching and learning process and seen as mutually beneficial. In short, a literacy profile of any emerging bilingual child should include Spanish and English progress. Findings related to this question demonstrate the potential for developing skills in Spanish and English in a scaffolded manner.

### **Research questions 5 and 6**

These two questions were included in this study as a way to begin to investigate the relationship of the informal measures used in the study to the formal high-stakes tests that children in Colorado and Texas have to begin taking in the third grade. In both of these states, children take either CSAP or TAKS in Spanish or English and not both. Further, each state has various stipulations that enable children under some circumstances to be exempt from this formal assessment. As a result of various, and at times confusing, testing policies, it was only possible to include data in this study from Colorado intervention students who took the CSAP in Spanish in third grade. Results on the CSAP place students into one of four categories (Unsatisfactory,

Partially Proficient, Proficient, or Advanced). With regard to research question five, sixty-six percent of the students in the third grade intervention schools were considered to be proficient or advanced on the Spanish version of the CSAP (Lectura). Further, ninety percent were considered to be partially proficient or above. This is important as the state considers partially proficient when calculating AYP. These findings compare very favorably to the overall Colorado results on the third grade Spanish CSAP where sixty-three percent of the children are proficient or above and eighty-six percent are partially proficient or above ([http://www.cde.state.co.us/cdeassess/documents/csap/2006/CSAP06\\_LE\\_ST.xls](http://www.cde.state.co.us/cdeassess/documents/csap/2006/CSAP06_LE_ST.xls)). Table 13 illustrates the number of intervention children at the third grade and their outcomes on the third grade CSAP Spanish reading test.

Table 13. 2006 Colorado Student Assessment Program (CSAP) Reading (Lectura) Outcomes for Colorado 3<sup>rd</sup> Grade Intervention Students

Students (n=109)	Unsatisfactory	Partially Proficient	Proficient	Advanced
Number	11	27	61	10
Percent	10	24	56	10

Furthermore, the correlation between the spring 2006 Spanish EDL (informal) measures and the 2006 Spanish CSAP scores was a .59. This high correlation is important as it establishes a relationship between the informal measures used in the intervention and the high stakes tests children must eventually face. Future studies are needed to determine if this correlation also exists between the English DRA (informal) measure and the CSAP and/or TAKS. These findings, if consistent, could prove useful to informing a policy discussion.

### **Discussion of Year Two Findings**

Results of the pilot study supported the conclusion that simultaneous literacy instruction did not impede progress in either Spanish or English reading or writing. In fact, intervention students came much closer to achieving grade level reading benchmarks in Spanish than control students. Furthermore, intervention students gained more than control students in English reading at all grade levels. The correlations reported herein provided perhaps the strongest evidence to support the potential of the Literacy Squared Intervention. One component of the Literacy Squared Intervention was for teachers to create explicit and direct connections between Spanish and English in their literacy instruction. This explicit and direct teaching of cross language

connections may improve children's ability to use knowledge of Spanish when reading and writing in English and vice-versa. Findings related to the correlation between Spanish and English reading outcomes were significant for both intervention and control groups, however the correlation coefficients for the intervention group in reading was much higher than for the control group at all grade levels. The correlation coefficients in writing were significant for the intervention group at all grade levels, but not for the control group indicating that perhaps making explicit cross language connections may be more important in writing instruction than in reading.

Central to the development of a simultaneous literacy program in Spanish/English was the development of a framework that conceptualized a Trajectory toward Biliteracy. Critical to this trajectory was concrete benchmarks that teachers and schools utilized to observe whether children were developing positive trajectories toward biliteracy and utilizing skills, strategies and knowledge learned in one language to learn to read and write in a second language. Teachers in the pilot study were given the trajectory along with a reading and writing continuum that demonstrated the processes and procedures to develop Spanish and English in a parallel way that scaffolded English along side of Spanish rather than as a separate subject. Findings from this study were encouraging as intervention classrooms consistently had a greater percentage of students in the Biliteracy Zone than control classrooms. Moreover, and most encouraging, sixty-nine percent of intervention students at the third grade level were in the biliteracy zone.

Finally, findings from the pilot year were promising as they provided preliminary evidence that intervention students who are learning to read and write in Spanish and English simultaneously will do well on high stakes tests in Spanish at the third grade. Further, results indicated a high and positive correlation between the Spanish EDL and the CSAP test. Given that this finding relates only to third grade Spanish, it is promising, but tentative, and needs to be studied in greater depth in future studies.

Overall results from the pilot year indicated that the Literacy Squared intervention had the potential to create a trajectory toward biliteracy for emerging bilingual children. It justified the need to conduct longitudinal research to better examine the power and potential of the conceptual framework and the intervention. Year three began the task of refining the intervention and creating a longitudinal research design.

Findings from Year II established the potential of the Literacy Squared Intervention but also illustrated challenges that needed to be addressed. Specifically, the need to establish criteria

for and measurement of fidelity of implementation surfaced as a need in order to test the efficacy of the intervention in a longitudinal study. Continued professional development for teachers and leaders in Literacy Squared schools surfaced as a challenge especially with regard to the need to help teachers and others talk about emerging biliteracy (or trajectories toward biliteracy). Year II also surfaced the dearth of writing and oracy instruction in both Spanish and English for teachers in our nascent intervention and this challenged us to further refine the intervention to include a more robust definition of literacy instruction (beyond reading). Year II established the promise of the theory, years three through five enabled us to empirically test this theory and to refine the intervention. It further enabled us to gather and report longitudinal as well as yearly (snap-shot) data.

### **Year Three: 2006-2007**

Research results from the exploratory and pilot years (2004-2006) demonstrated the potential of the intervention to promote biliteracy. They further created interest in understanding what would happen if the intervention were implemented beyond the third grade. Results were analyzed and used to finalize the intervention parameters and procedures. The resulting study was conducted for three years beginning with the 2006-2007 school year. Year two study results were used as a point of comparison to judge the effectiveness of the year three implementation. Importantly, control schools were eliminated. In other words, the research design for this study became a single subjects longitudinal design that utilized an intervention. The students in these analyses included the pilot students who continued in implementation classrooms in grades two through four as well as the new class of first graders. There were 904 students in the year three sample.

Data were examined using both snapshot analysis and longitudinal analysis. Snapshot analysis, in which student reading and writing achievement was analyzed yearly by grade level, helped to provide insight into how independent groups of students were achieving by grade level in a specific year, but it did not measure growth over time. Such analysis facilitated a large-scale evaluation of overall Spanish and English reading and writing scores. Longitudinal analysis tracked the progress of individual cohorts of students from year to year. This analysis required students to have complete data sets for reading and writing assessments. The absence of even one assessment would trigger the exclusion of that student. As a result, longitudinal data includes



fewer students, but provides valuable insight into the cumulative effects of sustained implementation.

### Research Questions

1. What gains have been made in Spanish reading achievement by students in the first through fourth grades?
2. What gains have been made in English reading achievement by students in the first through fourth grades?
3. What is the trajectory toward biliteracy that is demonstrated by the first through fourth grade students in the study?
4. What gains are demonstrated in biliteracy writing development in grades one through four?
5. How well do reading and writing in Spanish correlate to reading and writing in English?

### Findings

#### Research question 1

Research question one asked how students progressed in their literacy development in Spanish. We measured students' progress in this area using the Evaluación del desarrollo de la lectura (EDL). As seen in Table 14, each level of students who participated in the Literacy Squared research study made steady gains in its acquisition of Spanish language literacy as compared to the previous level. In other words, students in third grade outperformed those in second, and students in second outperformed those in first. This analysis provides only a snapshot vision of what an individual student achieves in a particular year. It also informs us that the earlier introduction of English did not cause the students' Spanish to stagnate or atrophy.

Table 14. Average EDL Reading Scores in Spanish, 2006-2007, By Grade

	1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade	
	N	Avg.	N	Avg.	N	Avg.	N	Avg.
2006	224	16	213	24	155	30	-----	-----
2007	302	13	233	24	255	28	114	34

When the information from Table 14 is represented graphically (Figures 4 and 5), one can see that the year three first-grade group did not end the year as high as the year two first-grade group, but that the second and third grade students scored comparably from one year to the

next. One limitation of conducting snapshot analyses is that it provides us with point in time data, but it does not allow for a sophisticated level of comparison.

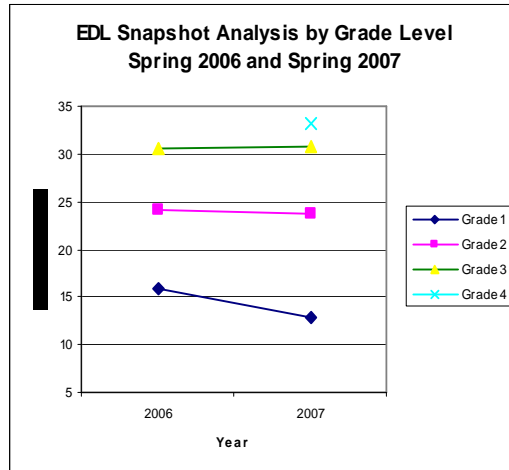


Figure 4. EDL2 Snapshot Analysis by Grade, 2006-2007

Measuring within group achievement required establishing cohorts of students and analyzing their results longitudinally. A cohort was defined as a group of students who began the study concurrently in any particular grade and whose members submitted complete data sets including all reading and writing assessments for every year under consideration. An analysis of matched cohorts revealed that all groups of students demonstrated positive growth with the steepest growth in Spanish literacy happening for the cohort that entered the Literacy Squared intervention in first grade in 2006 and continued with the intervention in second grade.

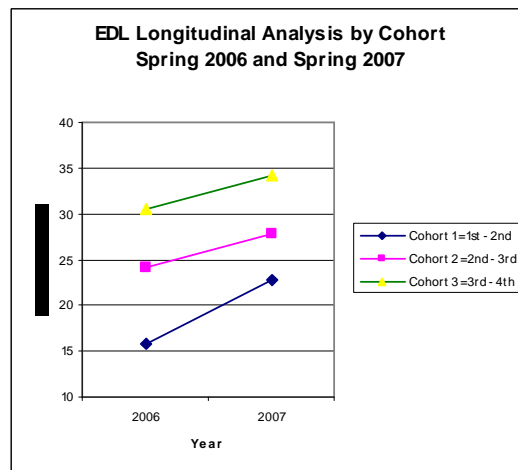


Figure 5. EDL2 Longitudinal Analysis 2006-2007

## Research question 2

Research question two asked how students progressed in their literacy development in English. We measured students' progress in this area using the Developmental Reading Assessment (DRA). As seen in Table 15, students participating in the Literacy Squared research study made steady gains in their acquisition of English language literacy. This finding, in conjunction with the findings to research question one, indicate that students as young as first grade are able to make solid growth in second language reading without sacrificing gains in first language literacy.

Table 15. Average DRA Reading Scores in English, 2006-2007, By Grade

	1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade	
	N	Avg.	N	Avg.	N	Avg.	N	Avg.
2006	224	5	213	10	155	18	-----	-----
2007	302	5	233	13	255	16	114	28

Again, however, a matched cohort analysis was necessary to gauge how individual groups of students were progressing. A longitudinal analysis of matched cohort data revealed that students were making especially strong growth in English language literacy. This was true in all grades, but the growth was particularly notable as students progressed from third to fourth grade.

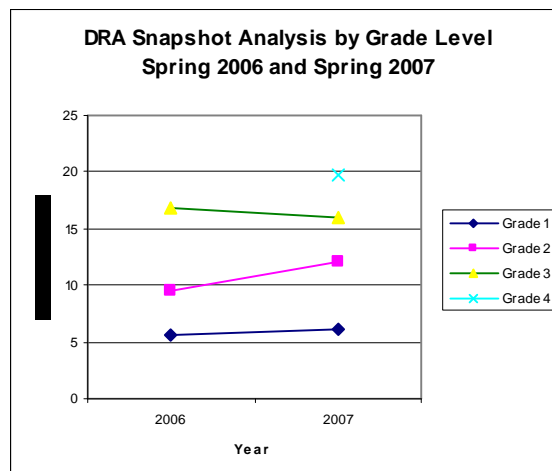


Figure 6. DRA Snapshot Analysis 2006-2007

When this information is represented graphically (Figures 6 and 7), one can see that the students in the 2006-2007 first grade group demonstrate virtually the same achievement as

students from the previous year, while the 2006-2007 second grade scored higher, and the 2006-2007 third grade scored slightly lower.

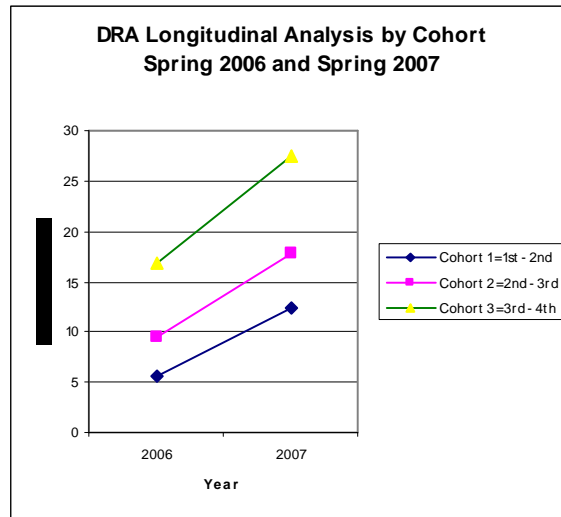


Figure 7. DRA Longitudinal Analysis by Cohort 2006-2007

Despite laudable gains, we also recognized that, on average, fourth grade students were not meeting end of year benchmarks in either Spanish or English. Traditional benchmarks were established for monolingual speakers of each language. Part of the Literacy Squared mandate was to document students' trajectories towards biliteracy. The data suggested that bilingual children may develop literacy skills and strategies in two-languages at a different pace than has been expected historically for monolingual English speakers.

### Research question 3

Research question three examined students' trajectories toward biliteracy in reference to the hypothesized trajectory proposed by the researchers. In designing this study, we theorized that two-language literacy would develop in parallel ways, but not at equivalent speeds. In other words, students' Spanish language literacy would be slightly more advanced than their English language literacy, but a large discrepancy would not appear between the two. We used EDL and DRA reading levels to develop a range of expected reading levels for students making good progress in both languages. We refer to this slightly staggered leveling for biliteracy development as the *Zone of Scaffolded Biliteracy* (see Table 2). In theory, students' achievements in one language have a direct and measurable correspondence to their achievements in the second language. Students whose trajectory toward biliteracy reflects such achievement are said to be "in the zone." As the bar graph illustrates (Figure 8), one-third of the

first grade students demonstrated parallel literacy development within the projected biliteracy zone. By fourth grade, this number increased to three-quarters of the students. These data indicate that sustained biliteracy instruction increases the proportion of students whose literacy development falls within the projected scaffolded biliteracy zones.

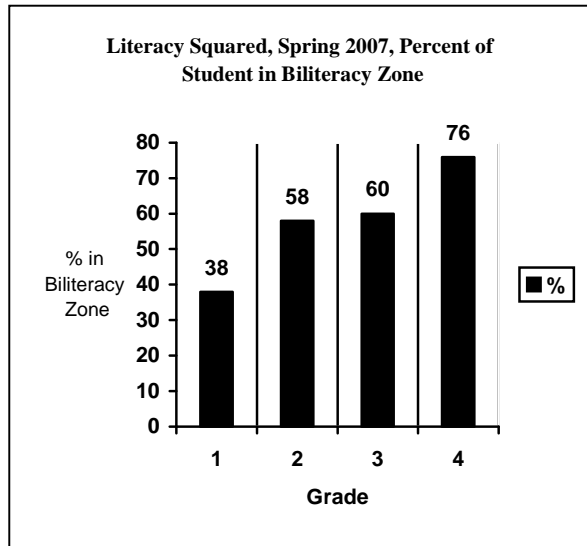


Figure 8. Percent of Students in Biliteracy Zone, 2007

#### Research question 4

Research question four asked about students' bilingual writing development. Data analyses revealed that students made strong positive growth in Spanish writing and English writing at every grade level. The line graphs below (Figure 9) illustrate the advances made by matched cohorts of students on their overall writing scores as measured by the Literacy Squared

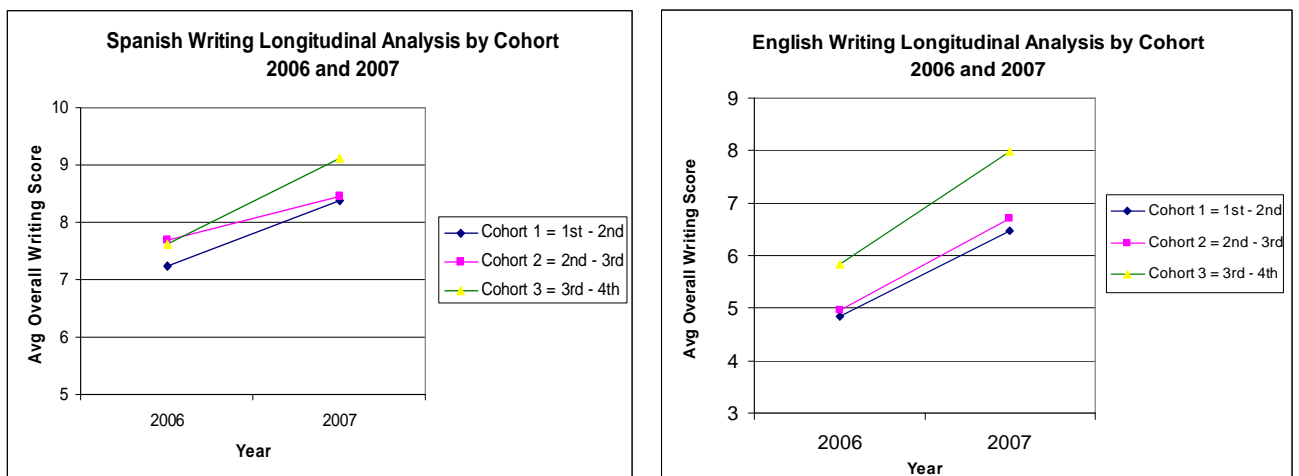


Figure 9. Spanish and English Writing Analysis by Cohort 2006-2007

writing rubric. As illustrated, students at all grades demonstrated positive growth in both languages, with particularly steep gains in English.

**Research question 5**

Research question 5 asked about the correlation between Spanish writing and English writing as well as that of Spanish reading and English reading. The Literacy Squared bilingual writing rubric measured growth in Spanish and English in three components: content, punctuation, and spelling. These subcomponents were then combined to give an overall score. Analyses indicate that overall Spanish writing ability is highly correlated to overall English writing ability with a correlation coefficient of .67. In other words, those who are strong writers in one language tend to be strong writers in the other language. Not surprisingly, content and punctuation in Spanish and English are much more highly correlated than spelling. Table 16 provides a summary of these data.

Table 16. Literacy Squared Spring 2007 Correlation Between Spanish and English

	Spanish Content	Spanish Punctuation	Spanish Spelling	Spanish Overall
English Content	.65			
English Punctuation		.55		
English Spelling			.35	
English Overall				.67

Table 17. Literacy Squared Spring 2007 Correlation Between Spanish and English Reading

	Spanish Grade 1	Spanish Grade 2	Spanish Grade 3	Spanish Grade 4
English Grade 1	.56			
English Grade 2		.63		
English Grade 3			.63	
English Grade 4				.51

Spanish reading and English reading are also highly correlated with coefficients that range from .51 in the fourth grade to .63 in grades two and three (Table 17). A positive

correlation between learning to read in Spanish and subsequently learning to read in English exists. Given the reciprocal relationship of the Spanish and English languages, and the fact that there are many similar Spanish and English literacy skills and strategies, this finding is not surprising.

### **Discussion of Year Three Findings**

Year three confirmed the findings from the pilot year. Students exhibited positive growth from one year to the next in both Spanish and English reading and writing. Introducing Literacy-based ESL beginning in the first grade did not negatively impact literacy growth in either language, and no evidence existed that one language interfered with the other, or that students got confused between the two. In fact, it is likely that the languages were mutually reinforcing and that the students' overall understanding of literacy was increased due their burgeoning understanding of this relationship. Longitudinal analyses, in fact, revealed that the sharpest growth in English literacy occurred between third and fourth grades, precisely when Spanish literacy was at its peak. Ironically, this is often the point at which bilingual education is discontinued for many students.

Further, year three confirmed that students participating in the Literacy Squared biliteracy intervention are on a trajectory toward biliteracy. The percentage of students operating in the targeted zones for biliteracy increased as students advanced through the grades. Again, these data provided our first evidence that justified maintaining a biliteracy program into the intermediate grades. Literacy growth increases exponentially as students begin connecting their languages more concretely in the intermediate grades.

Metalinguistic analysis and awareness was fostered through an intentional consideration of cross-language associations. It was important to help students know how to draw upon the reciprocal relationship of their two languages to advance their literacy skills in both. Strong, positive correlations between Spanish reading and writing and English reading and writing suggest that this explicit instruction strengthens communicative bonds, especially in writing.

Year three findings were positive and provided growing evidence of the potential of the Literacy Squared intervention. However, as the study evolved into the fourth grade, we were presented with the challenges of helping teachers figure out how to maintain Spanish literacy instruction in schools where the expectation was that all of the students should be transitioned to English by the end of either second or third grades. We continued to be challenged by the dearth

of oracy and writing instruction in many of our classrooms, and by the need to help support our school based Literacy Squared leadership.

#### **Year Four: 2007-2008**

By year four of the study, our sample size had grown to more than 1,500 students grades one through five, most of whom had participated for multiple years making it possible to focus on cumulative long-term effects. We began collecting data for the longitudinal research in 2006. By year four, we had defined three cohorts. Cohort 1 were students who were in the first grade in 2006 and finished third grade in 2008; Cohort 2 were students who were in the second grade in 2006 and finished fourth grade in 2008; and Cohort 3 students were students who were in the third grade in 2006 and finished fifth grade in 2008. Data for the research questions posed below were analyzed only for students who had complete data sets. In other words, to be included in the fourth grade data sample, a student had to have been in the project for its entirety and have a complete data set in Spanish and English reading and writing for all of these years.

#### **Research Questions**

The research questions addressed in year four mirrored those asked earlier with the caveat that the data now included a new cohort of first graders and followed the original group of third grade students into fifth grade.

1. What gains have been made in Spanish and English reading and writing achievement by intervention students in grade one to five across the three-year intervention program as measured by informal reading measures?
2. Is there a relationship between Spanish EDL reading outcomes and English DRA reading outcomes for intervention students?
3. Is there a relationship between Spanish writing outcomes and English writing outcomes?
4. What is the trajectory toward biliteracy that is demonstrated by the first through fifth grade students in the study?

#### **Findings**

##### **Research question 1**

Research question one explored the gains in Spanish and English reading and writing achievement by program students in each of the cohort groups across the three-year intervention as measured by the EDL and DRA. Table 18 presents these data. Using the Literacy Squared Scaffolded Biliteracy framework, the following findings are noteworthy. Children in all cohort



groups made cross grade level growth in both Spanish and English reading across three years. Growth in Spanish for all cohort groups ranged from seven to eight EDL levels over the three year period. Growth in English reading was eight to nine levels for all cohort groups during the first year of the project and twelve to thirteen levels for all cohort groups during the second year of the project. These findings are important for several reasons. First, simultaneous literacy instruction does not have a negative impact on either Spanish or English literacy acquisition. Furthermore, simultaneous literacy acquisition seems to accelerate English literacy acquisition. As an example, the results on Table 18 indicate that cohort 1 children who received the Literacy Squared intervention beginning in first grade have third grade Spanish literacy outcomes of 34 and English literacy outcomes of 27.1. In contrast, students who began Literacy Squared in third grade in spring 2006 had outcomes of 29.9 and 17.3 in Spanish and English respectively. Participating in the intervention resulted in increased literacy achievement in both Spanish and English. An important implication derived from these data is the cumulative benefits of the Literacy Squared intervention across time.

Table 18. Mean Level Scores and Cross Grade Level Growth in Spanish/English Reading for Literacy Squared<sup>®</sup> Cohort Groups, 2006-2008

Cohort Grade range (n)	Assessment	2006	2007	2008
		$\bar{X}$ (SD)	$\bar{X}$ (SD)	$\bar{X}$ (SD)
Cohort 1 Grades 1-3 <i>n</i> =52	EDL2	17.0 (5.2)	25.9 (7.0)	34 (8.2)
	DRA2	6.0 (4.0)	14.8 (7.2)	27.1 (10.5)
Cohort 2 Grades 2-4 <i>n</i> =72	EDL2	22.2 (9.8)	29.2 (7.9)	37.9 (10.5)
	DRA2	8.8 (6.3)	17.9 (9.0)	29.5 (11.1)
Cohort 3 Grades 3-5 <i>n</i> =19	EDL2	29.9 (9.8)	38.2 (12.7)	46.8 (13.5)
	DRA2	17.3 (7.8)	27.1 (11.9)	40.5 (17.3)

Another way to interpret the findings is to consider these scores in relation to benchmark standards. Each assessment also has a benchmark level that is considered to be indicative of being on grade level at the end of an academic year. EDL Spanish language benchmark levels, as established by Pearson Learning for grades one through five, are as follows: Grade One = 16 - 18; Grade Two = 28; Grade Three = 38; Grade Four = 40; and Grade Five = 50. The corresponding DRA English language benchmark levels for emerging bilingual children, as

established through literacy squared are as follows: Grade One = 10-12; Grade Two = 16; Grade Three = 28; Grade Four = 38; and Grade Five = 40. On average, students who participated in Literacy Squared for three consecutive years approached Spanish language reading benchmarks in third, fourth, and fifth grades and approached English language reading benchmarks in third grade while meeting them in fourth and fifth grades. Stated differently, after three years, most students are on a solid trajectory to biliteracy as defined by Literacy Squared and are nearing benchmark levels in both languages as established by the EDL and DRA.

Table 19. Mean Level Scores and Cross Grade Level Growth in Spanish/English Writing for Literacy Squared<sup>®</sup> Cohort Groups, 2006-2008

Cohort Grade range (n)	Language	2006 $\bar{X}$ (SD)	2007 $\bar{X}$ (SD)	2008 $\bar{X}$ (SD)
Cohort 1 Grades 1-3 n=52	Spanish	7.2 (2.5)	8.4 (1.9)	8.7 (1.8)
	English	4.9 (2.3)	6.6 (2.1)	7.2 (2.1)
Cohort 2 Grades 2-4 n=72	Spanish	7.8 (2.3)	8.9 (1.7)	9.6 (1.6)
	English	5.7 (2.3)	7.2 (2.1)	8.9 (3.6)
Cohort 3 Grades 3-5 n=19	Spanish	8.5 (2.3)	9.1 (2.0)	9.3 (2.5)
	English	6.6 (2.3)	8.6 (2.4)	8.4 (2.8)

Writing results are reported in Table 19 and illustrate a pattern similar to that found with reading. Just as with reading outcomes, there is a need to use a bilingual lens when assessing the writing of Emerging Bilinguals. Results in writing, as in reading, demonstrate that students in all cohort groups grew in their writing development over time. Writing growth from 2006-2007 ranged from .6 to 1.2 levels of growth in Spanish and from .2 to 2 levels in English. In 2007, the growth ranged from .2 to .7 in Spanish and -.2 to 1.7 in English. As with reading, the findings indicate that simultaneous writing instruction was having a positive impact on both Spanish and English writing growth. As an example, the results on Table 19 indicate that cohort 1 children who began the Literacy Squared intervention in first grade have Spanish writing outcomes of 8.7 and English writing outcomes of 7.2 for the spring of 2008. In contrast, students who began Literacy Squared in third grade in spring 2006 had outcomes of 8.5 and 6.6 in Spanish and English respectively thereby demonstrating that children who had entered the Literacy Squared

Intervention in Grade one had higher levels of achievement in writing in both English and Spanish than children who entered the intervention in grade three.

The line graphs in Figure 10, present a visual representation of the children’s Emerging Biliteracy. The first set of graphs relate to reading and the second set to writing. Note that the distance between the lines tends to decrease the longer the students participate in Literacy Squared. This is an indication that not only are children making gains in both Spanish and English reading across grade levels, their gains are accelerated bringing their accomplishments into alignment. In short, they are on a trajectory toward biliteracy and the separation between Spanish language literacy and English language literacy is becoming insignificant. They are approaching a point in which what they are able to demonstrate in one language, they are also able to demonstrate in the other.

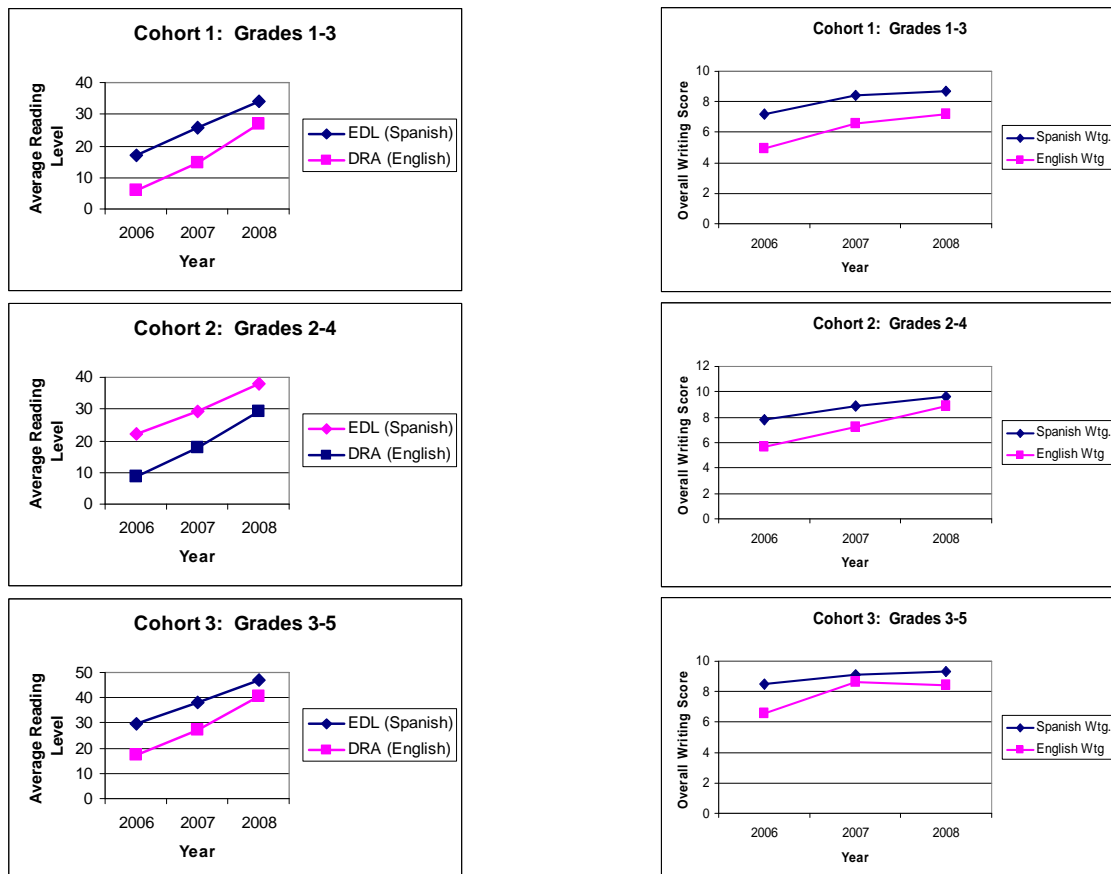


Figure 10. Line Graphs of Cohorts Reading and Writing Growth

### Research questions 2 and 3

Research questions two and three addressed the question of the relationship between

reading and writing in English and Spanish. Rather than calculating these coefficients for all students, we examined this relationship by trying to understand the strength of the correlation for those students who had participated in Literacy Squared for three years. Data were examined for each cohort group. Results are presented in Table 20. It is noteworthy that there are strong and positive correlations between reading in Spanish and reading in English and writing in Spanish and English for all cohort groups and that these correlation coefficients increase in both reading and writing as children move up in grade levels. Associations in writing are stronger than those in reading indicating to us that more of the literacy block should be spent developing productive language skills.

Table 20. Correlation between Spanish and English Reading and Writing 2006-2008

Cohort	2006	2007	2008
	Reading/Writing	Reading/Writing	Reading/Writing
One (Grades 1-3)	.57/.49	.45/.56	.52/.73
Two (Grades 2-4)	.55/.64	.44/.60	.64/.72
Three (Grades 3-5)	.42/.38	.48/.56	.69/.92

#### Research question 4

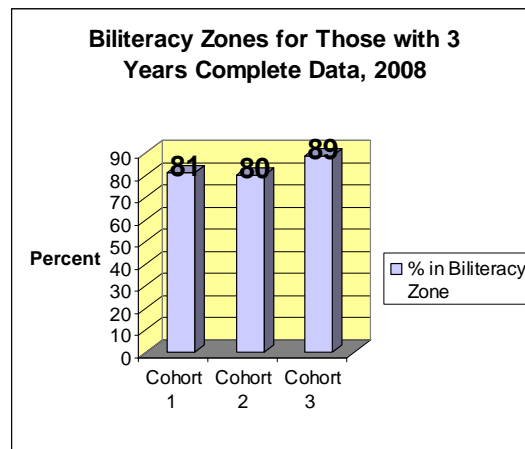


Figure 11. Biliteracy Zones

The final research question addressed the overall trajectory toward biliteracy of the cohort children in the project. The bar graph in Figure 11, illustrates this trajectory for 2008 for grades one through five. Again, in setting up Literacy Squared, we theorized that emerging bilingual children developing literacy simultaneously would develop biliteracy in both similar and dissimilar ways and possibly not at equivalent speeds. We hypothesized a potential discrepancy between Spanish and English, but were hopeful that a well articulated cross grade

level program would minimize this discrepancy. We used the EDL2 and DRA2 reading levels to develop a range of expected reading levels for students making good progress in both languages. The range is a slightly staggered leveling for biliteracy development. Students' achievements in Spanish and English are not expected to be at the same level; however they should be in a 'zone' of biliteracy. These data are indicative of the increasing number of children whose literacy development in Spanish and English are proportional to the hypothetical trajectory we predicted. While they are not evidence of meeting a grade level benchmark, we argue that they are a valid way of assessing whether emerging bilingual children are developing literacy in Spanish and English. The graph demonstrates that the great majority of children in all cohort groups (over 80%) are on positive trajectories toward biliteracy indicating that their English reading level is only slightly behind their Spanish reading level.

#### **Year Five: 2008-2009**

As the final year of the study came to a close, the Literacy Squared team made a concerted effort to locate missing data and to ensure that all information in the database was accurate. As a result, the final analyses are considered accurate reflections of the data collected over the course of the five years. Because the reading assessments (EDL2/DRA2) measure student reading achievement in uneven intervals, we determined that computing mean scores did not provide a clear picture of student achievement, as a mean score could be a 17, and a Level 17 does not exist in the assessment. In addition, while the primary grades have several levels within each grade, the intermediate grades do not. Thus, to maintain the practical significance of the results, modified means were determined by examining all three measures of central tendency (the mean, median, and mode). In this respect, the results reported in this section differ from those previously shared.

Data were analyzed both longitudinally and using snapshot analysis. Again, snapshot analysis, in which student reading and writing achievement was analyzed yearly by grade level, helps to provide insight into how students are achieving by grade level in a specific year, but it does not measure growth over time. Such analysis was used in order to evaluate overall Spanish and English reading and writing scores with a larger number of students.

Literacy Squared began with 18 schools in the 2005-2006 school year. By the end of the 2008-2009 school year, 14 schools remained in the study, and 12 schools had been with the intervention for the entire four-year project. Overall, data were collected on 2,981 students.

However, because of student attrition, both out of schools and out of the intervention classes, as well as incomplete data sets, longitudinal data were only complete for 166 students over a four-year period (83 from grades one to four and 83 from grades two to five), and 45 students over a three-year period (grades three to five). Each cohort was part of the study in the 2005-2006 school year. Throughout the study, cohort 1 was followed from first through fourth grade, and cohort 2 was followed from second through fifth grade. Because students in the third cohort were in third grade at the beginning of the study, they were only followed for three years, until the time they left the school after fifth grade. Table 21 shows the schools and grade levels that participated in the intervention over the four-year study.

Table 21. Participating Literacy Squared Schools from 2006-09

		2005-06	2006-07	2007-08	2008-09
		(grades)			
<b>Colorado</b>					
Boulder	Columbine	1-2	1-3	2-4	1-5
Denver	College View	1-3	1-4	1-5	1-5
	Doull	1-3	1-4	1-5	1-5
	Force	1-3	1-4	1-4	1-4
	Johnson			1-5	1-3
	Knapp	1-3	1-3	1-4	
	Munroe	1-3	1-3	2-4	1-3
	Schenck	1-3	1	1-2	1-3
	Valverde	1-3	1-4	1-4	1-5
Jeffco	Foster	1-2	2-3	3-4	4-5
	Stein		1	1-2	1-3
St. Vrain	Frederick	1-3	1-4	1-5	1-4
	Indian Peaks	1-3	1-4	1-3	1-3
	Loma Linda	1-3	1	1-3	1-3
<b>Texas</b>					
Clear Creek	McWhirter	1-3			
	Stewart	1-3			
Fort Bend	Mission West	1-3	2-4	4-5	3-5
Midland	De Zavala	1-3	1-4	1-5	
	South	1-3	1-4	1-5	

## Research Questions

1. What gains in Spanish and English reading achievement did students make in first through fifth grade?
2. What gains in Spanish and English writing achievement did students make in first through fifth grade?
3. What is the relationship between Spanish and English reading?
4. What is the relationship between Spanish and English writing?
5. What is the trajectory toward biliteracy that is demonstrated by the first through fifth grade students in the study?

## Findings

### Research question 1

Research question 1 examined student reading growth over time. While a snapshot analysis does not provide a balanced picture of growth over time, it is helpful to examine, as it illustrates how students are achieving at each grade level. As Table 22 illustrates, as students progress across grades, they seem to have higher scores in Spanish than in English, though they appear to be improving in both languages each year. However, because these data do not follow the same group of students over time, a longitudinal analysis is necessary to provide more insight into what gains students are making in reading achievement.

Table 22. Average Overall Reading Scores in Spanish and English, 2006-09

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2
2006	242	15.68	5.29	293	24.80	9.28	194	33.47	18.26						
<i>SD</i>		7.5	5.2		11.2	7.0		13.7	11.6						
2007	391	12.83	5.20	281	22.89	12.25	324	27.42	15.98	159	33.57	26.21			
<i>SD</i>		7.4	4.4		9.1	7.7		10.1	10.6		12.1	12.3			
2008	279	14.87	6.24	378	23.66	12.57	271	33.11	23.96	207	37.95	28.19	74	46.78	45.41
<i>SD</i>		5.6	4.7		8.0	7.4		8.5	10.9		10.9	12.4		13.8	18.9
2009	348	14.82	6.29	350	23.41	13.26	356	34.07	22.06	171	36.88	32.79	127	44.43	39.57
<i>SD</i>		6.1	5.7		7.4	7.9		7.8	8.7		9.5	10.7		12.7	12.3

A longitudinal analysis (see Table 22, Figure 12) illustrates that those students who were in the intervention for at least three years made consistent growth in both Spanish and English reading. In addition, while student growth in Spanish is consistent between grade levels, students appear to be experiencing accelerated growth in English reading beginning in their second year of the intervention.

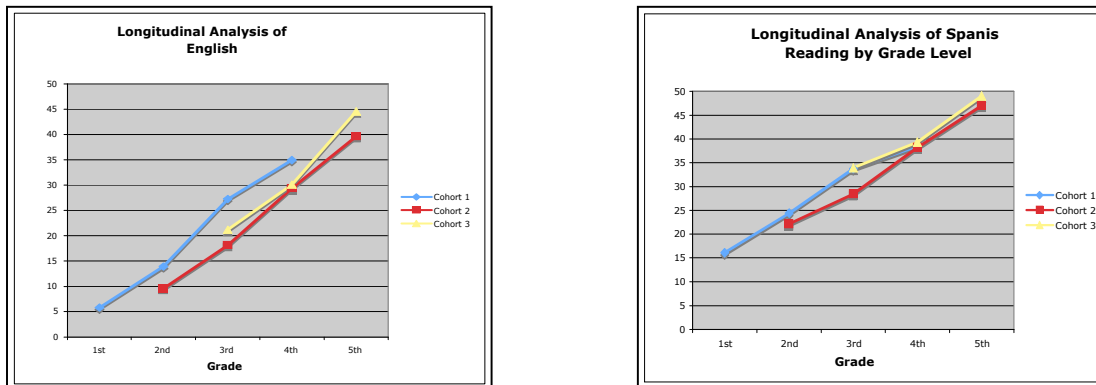


Figure 12. Longitudinal Analysis of Spanish and English Reading by Cohort, 2006-2009

To gain a better understanding of the long-term results of the intervention on children over time, it is important to examine each cohort's third grade Spanish and English reading scores (see Table 23). In third grade, cohort 1 had already been participating in Literacy Squared for three years, and their modified mean scores were a 34 in Spanish and 28 in English. Cohort 3, in contrast, began the intervention in third grade, and their modified mean scores were a 34 in Spanish and a 20 in English. The fact that both groups had the same Spanish score in third grade is important to note, as students in cohort 1 were receiving English instruction for three years, and they still had the same Spanish reading scores as students who had been receiving Spanish-only instruction since kindergarten, thus illustrating that providing students with literacy-based ESL starting in first grade does not hinder their Spanish achievement. In addition, the students in cohort 1 scored higher in English reading than those in cohort 3, illustrating the accelerated growth in English reading when provided with literacy-based ESL beginning in first grade.

It appears that the earlier the students are provided with literacy instruction in two languages, the more likely they are to be reading comparably in both languages. This is illustrated in Figure 12, where the first cohort's longitudinal Spanish and English reading scores are graphed together. At the end of first grade, students in cohort 1 had a modified mean score of 16 in Spanish reading and 4 in English (see Table 23). While the difference between Spanish and



English reading scores appears to be greater in first grade, as students progress through the intervention, the difference between Spanish and English reading achievement decreases. In fourth grade, students' Spanish and English reading levels only differ by one text level, as they have a modified mean EDL2 score of 40 in Spanish and a DRA2 score of 38 in English (Level 38 is considered 3<sup>rd</sup> grade proficiency and a Level 40 is considered fourth grade proficiency on both the EDL2 and DRA2).

Table 23. Longitudinal Spanish/English Modified Mean Reading Scores for Cohorts, 2006-09

Cohort Grade Range (n)	Assessment	2006	2007	2008	2009
<b>Cohort 1</b> Grades 1-4 (83)	EDL2	16	28	34	40
	DRA2	4	14	28	38
<b>Cohort 2</b> Grades 2-5 (83)	EDL2	24	28	40	50
	DRA2	8	16	30	40
<b>Cohort 3</b> Grades 3-5 (45)	EDL2	34	38	50	
	DRA2	20	30	40	

### Research question 2

When conducting a snapshot analysis, or examining the mean writing scores by grade level from 2006-2009 (Table 24), students participating in the intervention made steady gains in both Spanish and English writing achievement from first through fifth grade, as measured by the *Literacy Squared Writing Rubric*. The quantitative part of this rubric was divided into three criteria (content, punctuation, and spelling). A maximum score on the rubric was 14 (content =7; punctuation = 3; and spelling = 4). Table 24 illustrates the overall mean scores for Spanish/English writing from 2006-2009. On average, student scores were comparable to one another in both Spanish and English by grade level each year. However, a snapshot analysis limited our ability to understand how individual cohorts of students progressed in their writing over time. Thus, we conducted a longitudinal analysis by cohorts of students to follow their growth from one year to the next.

Table 24. Average Overall Writing Scores in Spanish and English, 2006-09

	1st			2 <sup>nd</sup>			3rd			4 <sup>th</sup>			5th		
	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng
06	238	6.8	4.5	264	7.8	5.4	177	8.2	6.03						
<i>SD</i>		2.8	2.3		2.4	2.5		2.1	2.7						
07	329	6.6	4.4	253	8.2	6.2	286	8.2	6.6	141	9.5	8.24			
<i>SD</i>		2.6	2.4		2.3	2.3		2.2	2.5		1.9	2.5			
08	321	7.3	4.9	401	8.3	6.5	276	8.5	7.3	242	9.4	8.3	75	9.2	8.4
<i>SD</i>		2.6	2.6		2.1	2.4		2.1	2.5		2.1	2.3		2.3	2.4
09	339	7.1	5.0	339	8.3	6.7	343	9.0	7.9	161	9.2	8.7	124	9.06	8.7
<i>SD</i>		2.8	2.7		2.3	2.6		1.9	2.2		2.1	2.1		2.2	2.3

An analysis of cohorts reveals that each cohort progressed steadily through fourth grade as they received biliteracy instruction (see Table 25). Results in writing, as in reading, demonstrate that students in all cohort groups grew in their writing development over time.

Table 25. Longitudinal Spanish and English Average Writing Scores for Cohort Groups 2006-09

<b>Cohort</b> Grade Range ( <i>n</i> )	Language	2006	2007	2008	2009
<b>Cohort 1</b> Grades 1-4 (68)	Spanish	6.65 (3.1)	8.07 (2.0)	8.87 (2.0)	9.51 (2.1)
	English	4.35 (2.6)	6.18 (2.0)	7.18 (2.4)	9.04 (1.7)
<b>Cohort 2</b> Grades 2-5 (60)	Spanish	7.88 (2.3)	9.05 (1.7)	9.85 (1.8)	9.17 (2.4)
	English	5.43 (2.3)	7.25 (1.9)	8.8 (2.2)	8.85 (1.9)
<b>Cohort 3</b> Grades 3-5 (34)	Spanish	8.18 (2.2)	9.12 (1.8)	9.0 (2.6)	
	English	6.06 (2.4)	8.06 (2.5)	8.21 (2.6)	

Interestingly, as Figure 13 and 14 indicate, cohorts 2 and 3 appear to plateau in both Spanish and English between fourth and fifth grade. This could be attributed to either the prompts or a possible ceiling effect from the writing rubric, and further research is needed to understand this phenomenon. However, it is important to keep in mind that biliterate development is not always a linear process and each emerging bilingual child develops

bilingualism and biliteracy at a different rate (Moll, Sáez, & Dworin, 2001). Simultaneous literacy instruction in two languages starting in first grade appears to help biliterate writing development as is illustrated by the first cohort's longitudinal data. Figure 13 shows that while students began the intervention with higher Spanish writing scores in first grade, by the time they reached fourth grade, their Spanish and English scores are very similar. Findings demonstrate that providing students with literacy instruction in two languages does not hinder their writing development in either language, but rather, it allows students to develop their writing skills simultaneously in both languages.

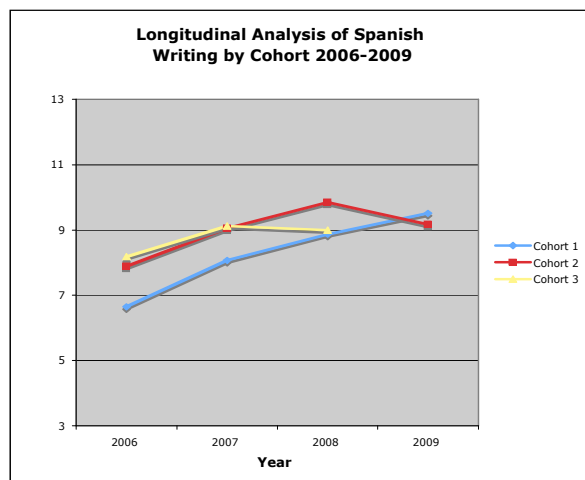


Figure 13. Longitudinal Analysis of Spanish Writing by Cohort, 2006-2009

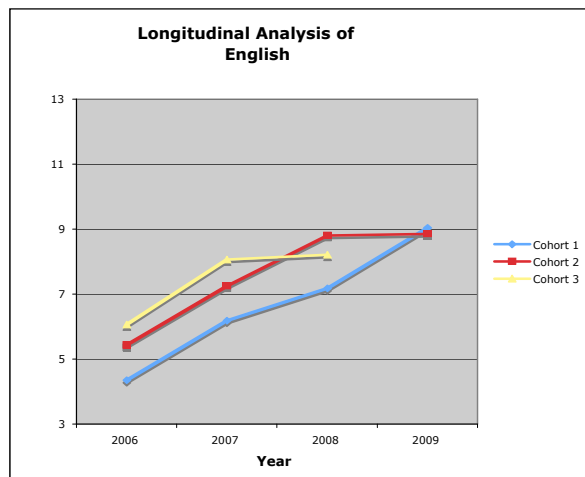


Figure 14. Longitudinal Analysis of English Writing by Cohort, 2006-2009

### **Research question 3**

The relationship between Spanish and English reading, at each grade level and for each year of implementation, was determined by calculating the correlation coefficients between Spanish EDL2 reading scores and English DRA2 reading scores. The relationship between Spanish and English reading was consistently positive and moderate, with correlation coefficients ranging from .54 to .68 in first through fifth grade. One exception was a .36 in fifth grade in 2008. However, all of these correlations, including the .36, were significant at the 0.01 level, thus showing a linear relationship between Spanish and English reading.

### **Research question 4**

The overall Spanish and English writing scores as measured by the *Literacy Squared Writing Rubric* were used to calculate the relationship between Spanish and English writing. Similar to reading, the relationship between Spanish and English writing showed significant correlations that were positive, ranging from moderate to high ( $r = .45$  to  $.70$ ).

### **Research question 5**

Research question five examines students' trajectory toward biliteracy. We hypothesized that if students received English literacy in addition to Spanish literacy instruction, they would begin developing on a trajectory toward biliteracy. As stated previously, students' Spanish literacy would be slightly more advanced than their English literacy, but a large discrepancy would not appear between the two. Longitudinal data show that students are consistently maintaining a trajectory toward biliteracy, as they are continually making gains in both their Spanish and English reading. However, the original trajectory was hypothetical, and based on theory rather than research. Now that longitudinal data are available to examine this trajectory, it appears that a distinction must be made between targeting instruction toward developing biliteracy and actual student performance within the biliteracy zones. This distinction is necessary because at varying stages, students appear to be at a different level of development than originally hypothesized. However, as Phase II of the intervention begins, and more of an emphasis is placed on fidelity of implementation, we believe that students will be more likely to score within the targeted biliteracy zones. Thus, we feel that the scaffold toward biliteracy need not be altered, as students' scores are based on their independent reading levels, and this scaffold can be used for instructional purposes so that teachers know at what levels they should be instructing students. In addition, while students tend to fall below the zone in the earlier levels of

English reading, once students reach a Level 20 on the EDL2, they tend to be within the targeted biliteracy zones in their English reading. Thus, because students reach the targeted biliteracy zones over time (as also exemplified in the aforementioned data analyses by cohort), their tendency to fall below the projected DRA2 zone is of little concern.

Table 26. Targeted and Research-based Biliteracy Zones

EDL2 (Spanish)	Targeted Zones		Research Results Ranges
	EDL2 (Spanish)	DRA2 (English)	DRA2 (English)
A-2	A-2	A-2	A-2
3-6	A-2	A-2	1-3
8-10	3-6	3-6	2-4
12-16	8-10	8-10	3-6
18-28	12-16	12-16	10-18
30-38	18-28	18-28	20-28
40	30-38	30-38	30-40
50-60	40+	40+	38+

Table 26 shows the trajectory towards biliteracy, including both the targeted scaffolded zones, as well as the zones resulting from current data. These data were determined by investigating the frequencies at which students at each particular EDL2 level were at a specific DRA2 level. Thus, for each EDL2 level, we looked at the percent of students who scored at each DRA2 level each year, and based on the most frequent DRA2 scores, we determined a range of DRA2 scores for each EDL2 level. For example, when looking at all of the students who scored a 16 on the EDL2 in 2007, the DRA2 level with the highest frequency was a 6. This was the same in 2008, and in 2009. For students scoring a 16 on the EDL2, the majority of students scored a 3 on the DRA2. Thus, the range of 3-6 shown in the research results column of Table 26 reflects these scores. Table 26 also shows that the DRA2 zones from the research results begin lower than those in the targeted ranges. However, as students approach EDL2 Levels 18-28, the research results begin to mirror the hypothesized ranges.

### Colorado High Stakes Test Results – Snapshot Analysis

The Colorado Student Assessment Program (CSAP) is the wide scale “high stakes” academic test administered throughout the state of Colorado to students in grades three through ten. Schools are evaluated based student outcomes measured by these instruments. The reading and writing portions of these tests are available in Spanish for grades three and four, but are only rarely utilized beyond grade three. All versions and levels of the CSAP use a four-tier system for

categorizing student scale scores. These pre-determined ranges are labeled as: unsatisfactory, partially proficient, proficient, and advanced. Tables 27-32 report the percentage of students at each in each category by grade level and subject area. The titles “*Lectura*” (reading) and “*Escritura*” (writing) indicate that the test was administered and completed in Spanish. All others are English language evaluations of reading and writing. These data are then summarized in Figure 16 on the following page.

Tables 27-32. CSAP Results 2006-2009

Table 27. CSAP – 3 <sup>rd</sup> Grade, Lectura					Table 28. CSAP – 3 <sup>rd</sup> Grade, Escritura				
	2006 (n=117)	2007 (n=234)	2008 (n=172)	2009 (n=315)		2006 (n=117)	2007 (n=234)	2008 (n=172)	2009 (n=315)
Unsatisfactory	9.4	15.0	8.1	9.8	Unsatisfactory	18.8	14.5	14.0	6.7
Partially Proficient	28.2	21.4	22.1	18.4	Partially Proficient	38.5	25.2	29.1	17.8
Proficient	54.7	54.3	61.6	55.9	Proficient	34.2	41.0	45.9	42.5
Advanced	7.7	9.4	8.1	15.9	Advanced	8.5	19.2	11.0	33.0
Proficient + Advanced	62.4	63.7	69.7	71.8	Proficient + Advanced	42.7	60.2	56.9	75.5

Table 29. CSAP – 4 <sup>th</sup> Grade, Reading			
	2007 (n=91)	2008 (n=147)	2009 (n=136)
Unsatisfactory	56	47.6	46.3
Partially Proficient	37.4	38.8	32.4
Proficient	6.6	13.6	21.3
Advanced	0.0	0.0	0.0
Proficient + Advanced	6.6	13.6	21.3

Table 30. CSAP – 4 <sup>th</sup> Grade, Writing			
	2007 (n=91)	2008 (n=147)	2009 (n=136)
Unsatisfactory	28.6	38.8	26.5
Partially Proficient	63.7	54.4	63.2
Proficient	6.6	6.8	9.6
Advanced	1.1	0.0	.7
Proficient + Advanced	7.7	6.8	10.3

Table 31. CSAP – 5 <sup>th</sup> Grade, Reading		
	2008 (n=46)	2009 (n=131)
Unsatisfactory	39.1	35.9
Partially Proficient	28.3	36.6
Proficient	32.6	27.5
Advanced	0.0	0.0
Proficient + Advanced	32.6	27.5

Table 32. CSAP – 5 <sup>th</sup> Grade, Writing		
	2008 (n=46)	2009 (n=131)
Unsatisfactory	19.6	11.5
Partially Proficient	65.2	67.9
Proficient	15.2	20.6
Advanced	0.0	0.0
Proficient + Advanced	15.2	20.6

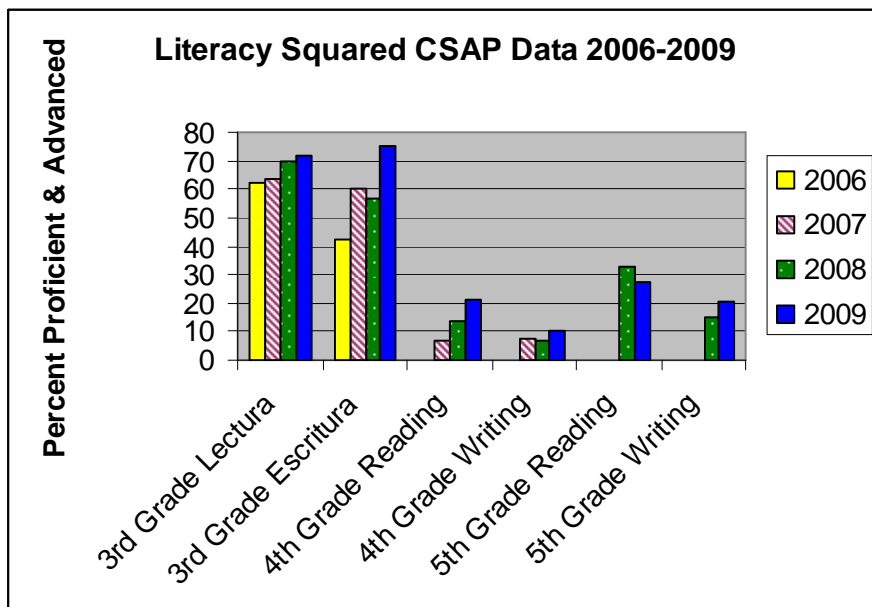


Figure 15. Literacy Squared CSAP Data, 2006-09

As is seen in Figure 15, the percentage of students scoring proficient or advanced on the third grade Spanish language reading assessment increased steadily during the time period of 2006 to 2009. The overall growth rate for the third grade Spanish language writing assessment was even greater over the same time period, although there was a slight dip from 2007 to 2008. Given the opportunity to continue to educate these students using the Literacy Squared biliteracy model, we would expect to see the most current cohort of students, those with the highest Spanish language literacy thus far, to exhibit comparable increases when examined using the English language CSAP in the fourth and fifth grades.

Reading and writing CSAP assessments in grades four and five represent English language scores. Although a lesser percentage of students are scoring proficient and advanced on these exams, they demonstrate growing abilities in grade four reading and writing and grade five writing. The fifth grade reading scores declined from 2008 to 2009. Looked at in their totality, these aggregate data indicate the potential of the intervention. The general trend is positive with most groups outperforming their age level peers from the previous year in reading and writing.

### Summary

On average, emerging bilingual children participating in the Literacy Squared biliteracy intervention are on a positive trajectory toward biliteracy. Findings indicate that attending to both

Spanish literacy and English literacy simultaneously beginning in first grade results in positive literacy gains in both languages in reading and writing, and that these effects increase with sustained practice. Students who are better readers and writers in Spanish tend to be better readers and writers in English, and literacy instruction in two languages is in no way confusing or detrimental to students' biliteracy development. It is important to help students know how to draw upon the reciprocal relationship of their two languages to advance their literacy skills in both. An important component of the *Literacy Squared Conceptual Framework* and instructional program is helping students to engage in positive cross-language connections as they progress in their schooling. Because we noticed a shift in children not always transferring what they have learned in their English writing to their Spanish writing in the intermediate grades, it is important to continue to teach children to refer to what they know from one language as they learn the other in order to maintain and further develop both languages and literacies. Overall, our data indicate that attending to the language of instruction, the quality of instruction, and the explicit teaching of cross-language strategies result in a positive trajectory toward biliteracy.

The size and scale of this research study, however, precluded us from monitoring implementation to the extent we would have desired. Additionally, we found that as students became more proficient in their biliteracy, they were often exited from the Literacy Squared biliteracy classrooms in favor of English-only instruction to comply with district recommendations and requirements. This was especially likely as students approached fourth and fifth grades indicating to us that our results likely underestimated the size of the effect of the intervention. Despite this lack of extensive oversight, and the unfortunate discontinuation of some students within the study, the results of the five-year study, as measured by informal reading and writing measures, were positive and promising. We hypothesize that the biliteracy, language, and academic proficiencies of emerging bilingual students will be strengthened if these promising practices are applied with greater fidelity and more intense monitoring. As such we are proposing a second phase in which only two to three schools are chosen from among the initial participants to expand and refine their implementation of the Literacy Squared biliteracy pedagogy and methodologies. The selected schools would commit to a three-year study that would employ a multiple instrument case-study methodology. This methodology would allow us to gain insight into the issue of expanded practice and implementation of a biliteracy intervention. Scaling back to only three schools in the Denver metro area will allow us to have a greater



presence in the schools, and to assist practitioners with the implementation of the intervention. Further, it permits us to understand the association between fidelity of implementation of the Literacy Squared biliteracy intervention and the achievement of emerging bilinguals. Participating schools would commit to supporting students in developing their biliteracy trajectories until the end of fifth grade.

During the first phase of Literacy Squared, there was on-going refinement of the pedagogy and the methodology. The cumulative effects were promising, and suggested that teacher intentionality increased as we were better able to articulate our expectations more precisely. As such, we speculated that a replication study, in which our ability to deliver enhanced and better articulated professional development would result in greater effects on student achievement beginning earlier in the study. Additionally, we would develop an intentional plan to visit all participating classrooms throughout the study to increase fidelity of implementation and to support teachers as they adopted new approaches to teaching and learning. Members of the research team would visit the schools to provide professional development, collaborate in lesson design, conduct observations of program implementation, and collect field notes.

A second element to phase two, involves recruiting a school district to replicate the original study on a large-scale. We refer to this part of phase two as “The Oregon project,” and expect it provide additional empirical evidence regarding the efficacy of the Literacy Squared intervention. This project is longitudinal in design and utilizes a quasi-experimental design to test the effectiveness of the *Transitions to Biliteracy: Literacy Squared*. The difference is that the majority of these components are being implemented as school-wide interventions rather than as strands within a school. In addition, members of the research team regularly visit the schools to provide professional development, collaborate in lesson design, conduct observations of program implementation, and collect field notes.

In sum, the first phase of Literacy Squared was positive and promising; however, we were not able to ensure fidelity of implementation to the extent we would have liked. Now, we propose a two-part continuation in phase two to further test the success of the intervention and to document the relationship between fidelity of implementation and student achievement. The data collected thus far have provided invaluable information regarding the longitudinal development of biliteracy trajectories for emerging bilingual children. The continuation of Literacy Squared

through phase two promises to expand our understandings and to help us further refine a biliteracy trajectory.

## References

- Adams, M. (1990). *Learning to read: Thinking and learning about print*. Cambridge: MIT Press.
- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Avila, E. & Sadoski, M. 1996. Exploring new applications of the keyword method to acquire English vocabulary. *Language Learning*, 46, 379-395.
- Bernhardt, E. (2003). Challenges to reading research from a multilingual world. *Reading Research Quarterly*, 38, 112-117.
- Celebration Press (2001). *Developmental Reading Assessment*. Parsippany, NJ: Celebration Press.
- Celebration Press (2000). *Evaluación del desarrollo de la lectura*. Parsippany, NJ: Celebration Press.
- Celebration Press. (2007a). *Evaluación del desarrollo de la lectura*. Parsippany, NJ: Celebration Press.
- Celebration Press. (2007b). *Developmental reading assessment*. Parsippany, NJ: Celebration Press.
- Crawford, J. (2004). *Educating English learners: Language diversity in the classroom*. (5<sup>th</sup> ed.). Los Angeles: Bilingual Education Services.
- Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*, 41, 375-411.
- Elley, W. B. and Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly*, 19, 53-67.
- Escamilla, K. (2000). Bilingual means two: Assessment issues, early literacy and two language children. In *Research in literacy for limited English proficient students* (pp. 100-128). Washington, DC: National Clearinghouse for Bilingual Education.
- Escamilla, K. (2006). *Literacy Squared®: Report of a Pilot Intervention*. Paper presented at the annual conference of the National Association for Bilingual Education, Phoenix, AZ.
- Escamilla, K., & Hopewell, S. (2009). Transitions to biliteracy: Creating positive academic trajectories for emerging bilinguals in the United States. In J. Petrovic (Ed.),

- International perspectives on bilingual education: Policy, practice, and controversy.*  
Charlotte, NC: Information Age Publishing Series.
- Ferreiro, E. & Gómez Palacio, M. (1991). *Nuevas perspectivas sobre los procesos de lectura y escritura.* Mexico City: Siglo XXI Eds.
- Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children.*  
Portsmouth, NH: Heinemann.
- Genesee, F., Lindholm-Leary, K., Saunders, W.M., & Christian, D. (2006). *Educating English Language Learners.* New York: Cambridge University Press.
- Genesee, F., & Riches, C. (2006). Literacy instruction issues. In F. Genesee, K. Lindholm-Leary, W. Saunders & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 109-176). Cambridge: Cambridge University Press.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children, 66*, 454-470.
- Goldenberg, C. (2008). Teaching English language learners: What the research does – and does not – say. *American Educator, 8*-44.
- Grant, R., & Wong, S. (2003). Barriers to literacy for language minority learners: An argument for change in the literacy education profession. *Journal of Adolescent & Adult Literacy, 46*, 386-394.
- Greene, 1997. A meta-analysis of the Rossell & Baker review of bilingual education research. *Bilingual Research Journal, 21*, 103-122.
- Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language, 36*, 3-15.
- Hernández, A. (2001). The expected and unexpected literacy outcomes of bilingual students. *Bilingual Research Journal, 25*, 251-276.
- Jacobson, R. (1985). Uncovering the covert bilingual: How to retrieve the hidden home language. In E.E. Garcia & R.V. Padilla (Eds.), *Advances in bilingual education research* (pp.150-179). Tucson, AZ: University of Arizona.
- Jiménez, R. (1997). The strategic reading abilities of five low-literacy Latina/o readers in middle school. *Reading Research Quarterly, 32*, 224-243.

- Moll, L. 2001. The diversity of schooling: A cultural-historical approach. In M. de la Luz Reyes & J. Halcón (Eds.). *The best for our children: Critical perspectives on literacy for Latino students* (pp. 13-28). New York: Teacher's College Press.
- Moll, L.C., & Dworin, J.E. (1996). Biliteracy development in classrooms: Social dynamics and cultural possibilities. In D. Hicks (Ed.), *Discourse, learning and schooling: An interdisciplinary perspective* (pp.221-246). Cambridge, MA: Cambridge University Press.
- Moll, L.C. & Díaz, S. (1985). Ethnographic pedagogy: Promoting effective bilingual instruction. In E.E. García and R.V. Padilla (Eds.), *Advances in bilingual education research*. Tucson: University of Arizona Press.
- Pearson, P.D, & Gallagher, M.C. (1983). The Instruction of Reading Comprehension. *Contemporary Educational Psychology*, 8, 317-344.
- Peate, M.R. (1995). Oracy issues in ESL teaching in Key Stage 2: Using the language master as a bridge between non-standard and standard English. In M.K. Verma, K.P. Corrigan, & Firth, S. (Eds.) *Working with Bilingual Children*. Clevedon, UD: Multilingual Matters.
- Pérez, B. (1998). *Sociocultural contexts of language and literacy*. Mahwah, NJ: Lawrence Erlbaum.
- Pollard-Durodola, S., Mathes, P.G., Vaughn, S., Cardenas-Hagan, E. & Linan-Thompson, S. (2006). The role of oracy in developing comprehension in Spanish-speaking English language learners. *Topics in Language Disorders*, 26, 365-384.
- Reyes, M. L. (2001). Unleashing possibilities: Biliteracy in the primary grades. In M. de la Luz Reyes & J.J. Halcon (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 96-121). New York: Teachers College Press.
- Rolstad, K., Mahoney, K., & Glass, G.V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19, 572-594.
- Saunders, W., Foorman, B. & Carlson, C. (2006). Is a separate block of time for English language development in programs for English learners needed? *Elementary School Journal*, 107, 181-198.
- Schwarzer, D. (2001). *Noa's ark: One child's voyage into multiliteracy*. Portsmouth, NH: Heinemann.

- Secretaría de Educación Pública. (1996). *Español: Sugerencias para su enseñanza, primer grado*. México, D.F.: La Dirección General de Materiales y Métodos Educativos de la Subsecretaría de Educación Básica y Normal.
- Slavin, R., & Cheung, A. (2003). *Effective reading programs for English language learners: A best-evidence synthesis*. Washington DC: Center for Research on the Education of Students Place at Risk (CRESPAR).
- Smith, P.H., Jiménez, R. T., & Martínez-León, N. (2003). Other countries' literacies: What U.S. educators can learn from Mexican schools. *The Reading Teacher*, 56, 772-781.
- Taberski, S. (2000). *On Solid Ground: Strategies for Teaching Reading K-3*. Portsmouth, NH: Heinemann.
- Thomas, W., & Collier, V. (2003). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Ulanoff, S.H., & Pucci, S.L. (1999). Learning words from books: The effects of read aloud on second language vocabulary acquisition. *Bilingual Research Journal*, 23, 409-422.
- Valdés, G. & Figueroa, R. A. (1994). *Bilingualism and testing: A special case of bias*. Norwood, NJ: Ablex.
- Vernon, S., & Ferreiro, E. (1999). Writing development: A neglected variable in the consideration of phonological awareness. *Harvard Educational Review*, 69, 395-415.
- Weber, W. (2001). *Developmental Reading Assessment and Evaluacion del desarrollo de la lectura: A Validation Study*. Retrieved: [www.pearsonlearning.com](http://www.pearsonlearning.com)
- Wilkinson, A. (1970). The concept of oracy. *English Journal*, 71-77.

### Appendix A

GRADE	SPANISH	ENGLISH
1	Dibuja el animal que más te gusta. Escríbenos por qué te gusta más.	Draw a picture of your favorite toy. Write about why it is your favorite.
2	Escríbe lo que te gusta hacer cuando no estás en la escuela. Y dí por qué.	What do you like to do at recess? Why?
3	Dinos por escrito lo mejor que te ha pasado en la escuela este año. ¿Y por qué piensas que fue lo mejor?	Write about the best thing that has ever happened to you. Why was it the best thing?
4	¿Quién es tu mejor amigo en todo el mundo? Escríbenos por qué esa persona es tu mejor amigo.	If you could be someone else for a day, who would you be? Why would you want to be that person?
5	Piensa en tu vida personal y escolar, ¿Cómo te ha ayudado saber dos idiomas?	Think about your experiences learning Spanish and English. What is hard? What is easy?

## Appendix B

<b>Literacy Squared® Scoring Rubric: Grades 1, 2, 3, 4 &amp; 5</b>					
Rater Number: <hr style="border: 0; border-top: 1px solid black;"/> Student ID: <hr style="border: 0; border-top: 1px solid black;"/>					
		<b>SPANISH SCORE</b>	<b>CONTENT</b>		<b>ENGLISH SCORE</b>
		7	Superior/Excellent Writing: Creativity that reflects children's literature		7
		6	Highly Competent Writing: Varying Sentence Patterns		6
		5	Competent Writing: Sense of completeness		5
		4	Transitioning Intermediate Writing: More than 2 ideas, main idea discernable, may be incomplete		4
		3	Beginning Writing: Two Ideas		3
		2	Emergent Writing: One Idea		2
		1	Prewriting: Not readable or incomplete thought. (Also, written in a language other than the prompt.)		1
		0	The student did not prepare a sample		0
		<b>SPANISH SCORE</b>	<b>PUNCTUATION</b>	<b>ENGLISH SCORE</b>	<b>SPANISH SCORE</b>
		4			<b>SPELLING</b>
		3	Accurate punctuation.	3	Accurate spelling
		2	Some punctuation errors; Mostly correct	2	Some spelling errors; Mostly correct
		1	Many punctuation errors-meaning not affected, or minimal punctuation used	1	Many spelling errors; Meaning not affected
		1		1	Many spelling errors; Sometimes affects meaning
<b>Common ELD Errors</b>		<b>Bilingual Strategies</b>		<b>Common Grade Level Errors</b>	
		Intersentential Codeswitching (I love my new <i>ropa</i> .) Intrasentential Codeswitching (Begins in 1 language and ends in the other) " " inserted to indicate knowledge that a word is borrowed from another language. (Vimos el "jellyfish.") Bidirectional phonetics transfer (japi/happy) Bidirectional syntax transfer (The bike of my sister) Other?			



Appendix C

Yearly Results by School

**Boulder Valley School District  
Columbine Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	29	13.9	5.4	43	19.5	9.4									
SD		6.4	4.8		9.4	7.4									
2007	26	10.3	5.7	25	27.0	14.7	41	25.7	12.9						
SD		4.8	5.1		9.2	8.0		7.9	7.7						
2008				44	23.6	12.9	24	32.8	27.7	42	35.4	24.0			
SD					6.8	8.2		9.3	14.5		10.7	9.5			
2009	42	13.4	7.2	33	21.6	14.3	36	30.4	22.4	23	39.1	36.4	41	47.2	35.9
SD		5.1	9.1		8.2	8.4		7.5	7.9		7.6	9.1		11.2	13.1

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>	
	n	Eng	n	Span	n	Eng	n	Span	n	Eng
2006	27	5.2	43	7.3						
SD		3.1		4.9						
		2.1		2.1						
2007	21	5.6	26	7.5	38	8.7				
SD		2.4		1.7		2.3				
				2.6		2.4				
2008			42	8.1	23	9.4	34	9.7		
SD				1.8		2.2		1.5		
				2.1		2.5		2.3		
2009	41	5.6	32	7.7	33	8.6	22	10.0	39	9.1
SD		2.9		2.4		2.0		1.6		2.4
				2.6		2.6		1.6		2.4

*Columbine Elementary: Longitudinal Spanish and English Mean Reading Scores for Cohorts 1 & 2, 2006-09*

Cohort Grade Range (n)	Assessment	2006		2007		2008		2009	
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Cohort 1</b> Grades 1-4 (19)	EDL2	14.7 (6.1)	27.9 (9.2)	33.7 (9.0)	39.6 (7.1)				
	DRA2	6.2 (5.0)	15.8 (8.6)	28.8 (15.1)	35.9 (13.4)				
<b>Cohort 2</b> Grades 2-5 (34)	EDL2	19.7 (9.4)	25.7 (8.5)	36.1 (9.8)	47.4 (5.5)				
	DRA2	9.3 (9.2)	13.5 (8.0)	24.8 (9.7)	35.8 (13.4)				

Columbine – CSAP – Third Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	7.9	21.1	65.8	5.3	71.1	71.1
2008	4.3	4.3	78.3	13	91.3	91.3
2009	2.7	24.3	64.9	8.1	72.9	72.9

Columbine – CSAP – Third Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	15.8	31.6	42.1	10.5	52.6	52.6
2008	8.7	21.7	52.2	17.4	69.6	69.6
2009	2.7	5.4	45.9	45.9	91.8	91.8

Columbine – CSAP – Fourth Grade - Reading						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	64.3	28.6	7.1	---	7.1	
2009	39.1	26.1	34.8	---	34.8	

Columbine – CSAP – Fourth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	45.2	45.2	9.5	---	9.5	
2009	4.3	87.0	8.7	---	8.7	

Columbine – CSAP – Fifth Grade - Reading						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	---	---	---	---	---	

**Denver Public School District  
College View Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	n/a			7	28	12.7	9	33.3	7.7						
SD					8.3	8.2		7.1	5.9						
2007	22	14.0	6.1	18	25.6	14.7	19	31.1	16.9	7	32.6	18.0			
SD		4.5	3.9		5.3	4.4		10.9	12.1		12.0	11.7			
2008	22	12.7	4.8	22	28.0	13.7	16	35.8	23.6	14	35.4	26.6	6	40.3	36.7
SD		5.2	3.0		4.6	5.0		13.4	12.9		13.4	12.9		16.4	16.0
2009	19	14.6	8.6	19	21.8	17.1	23	31.7	21.2	14	38.0	29.7	18	43.4	40.4
SD		6.4	4.6		4.9	5.0		6.5	7.7		8.4	10.3		11.9	14.1

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006	22	6.1	3.9	4	7.3	7.3	8	7.8	5.9						
SD		2.5	2.3		1.9	1.7		2.0	1.7						
2007	22	5.8	3.1	22	6.4	5.0	18	8.0	6.5	20	9.2	7.6			
SD		2.1	2.2		1.7	2.5		1.7	2.5		2.1	2.0			
2008	20	6.1	3.1	22	7.8	6.1	18	7.9	6.3	20	8.2	8.4	5	9.2	8.4
SD		1.8	2.4		2.5	2.1		1.7	2.6		3.1	2.3		3.0	3.0
2009	20	5.9	4.3	16	8.3	6.8	23	8.7	7.9	14	8.6	6.8	15	8.5	9.0
SD		3.1	2.8		1.9	2.6		1.6	1.8		1.9	2.6		1.7	1.9

College View – CSAP – Third Grade - Lectura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	55.6	44.4	---	44.4
2007	25.0	18.8	56.3	---	56.3
2008	19.0	38.1	42.9	---	42.9
2009	4.3	30.4	65.2	---	65.2

College View – CSAP – Third Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	44.4	44.4	11.1	---	11.1
2007	31.3	25.0	43.8	---	43.8
2008	42.9	33.3	9.5	14.3	23.8
2009	21.7	34.8	43.5	---	43.5

College View – CSAP – Fourth Grade - Lectura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	50	---	50	---	50
2008	---	---	---	---	---
2009	---	---	---	---	---
*n=2					

College View – CSAP – Fourth Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	50	---	---	50	---
2008	---	---	---	---	---
2009	---	---	---	---	---
*n=2					

College View – CSAP – Fourth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	---	---	100	---	100
2008	44.4	38.9	16.7	---	16.7
2009	57.1	35.7	7.1	---	7.1
*n=4					

College View – CSAP – Fourth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	75	25	---	---	0
2008	27.8	66.7	5.6	---	5.6
2009	42.9	50	---	7.1	7.1
*n=4					

College View – CSAP – Fifth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	---	---	---	---	---
2008	50.0	16.7	33.3	---	33.3
2009	33.3	22.2	44.4	---	44.4

College View – CSAP – Fifth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	---	---	---	---	---
2008	22.2	61.1	16.7	---	16.7
2009	5.6	77.8	16.7	---	16.7

**Denver Public School District  
Doull Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	22	15.2	4.4	24	23.7	10.2	23	25.3	16.1						
SD		5.9	3.1		8.5	5.8		7.3	5.6						
2007	30	9.0	4.4	20	24.5	13.9	23	30.9	22.9	23	35.1	23.5			
SD		6.5	3.6		4.3	7.6		8.0	11.8		9.8	9.2			
2008	n/a			32	24.1	12.8	15	33.5	30.0	19	37.7	32.4	19	41.4	28.8
SD					5.3	7.7		5.2	10.3		9.6	10.0		13.0	11.1
2009	34	15.2	7.0	34	22.4	11.7	24	30.7	22.8	17	33.8	26.6	13	54.6	43.7
SD		5.7	5.4		6.8	8.2		6.8	8.2		7.4	12.0		7.8	9.4

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006	23	7.4	4.8	19	8.1	6.1	23	7.7	4.9						
SD		3.0	2.2		2.3	1.8		4.9	2.2						
2007	33	5.4	2.7	21	9.4	7.1	19	8.2	7.3	20	8.4	6.9			
SD		2.5	1.7		1.2	1.9		1.8	2.5		1.7	2.7			
2008	33	6.2	3.4	30	8.1	6.0	13	8.7	8.5	21	9.4	9.1	19	7.6	6.7
SD		2.9	2.2		1.8	2.4		1.8	1.7		2.1	2.0		2.0	2.3
2009	28	6.8	4.5	32	8.7	6.3	24	9.4	7.3	18	9.3	8.4	12	8.7	8.3
SD		2.2	2.3		1.5	2.5		1.9	1.8		1.8	1.8		1.8	1.8



**Denver Public School District  
Force Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>	
	n	DRA2	n	DRA2	n	DRA2	n	DRA2	n	DRA2
2006	39	16.5	43	20.1	28	38.2	23.4			
SD		7.5		8.6		4.8	11.0			
2007	44	12.6	33	20.0	33	28.9	19.2	18	40.7	29.1
SD		6.2		8.4		8.3	9.3		6.9	8.5
2008	39	16.5	39	21.2	31	35.0	25.6	13	36.8	28.0
SD		6.6		8.3		5.9	10.1		6.1	7.3
2009	22	16.6	33	23.1	34	32.0	24.5	26	37.9	36.4
SD		8.4		8.1		7.9	9.3		6.8	9.9

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>	
	n	Eng	n	Eng	n	Eng	n	Eng	n	Eng
2006	27	6.2	32	7.8	21	8.3	6.9			
SD		2.2		2.0		1.8	2.7			
2007	39	6.1	29	7.8	29	7.6	5.7	13	9.7	7.9
SD		2.4		1.5		1.9	2.5		1.7	2.6
2008	36	8.2	41	8.4	24	8.7	7.7	15	8.3	7.7
SD		2.5		2.5		1.5	2.7		2.4	1.5
2009	24	8.2	33	8.2	33	8.8	8.0	27	8.8	9.0
SD		3.1		2.2		1.8	2.1		2.3	2.4

*Force Elementary: Longitudinal Spanish and English Mean Reading Scores for Cohort 1, 2006-09*

Cohort Grade Range (n)	Assessment	2006		2007		2008		2009	
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Cohort 1</b> Grades 1-4 (15)	EDL2	15.6 (3.6)	21.9 (6.7)	33.6 (5.4)	37.2 (5.5)				
	DRA	28.2 (6.3)	9.5 (6.9)	23.3 (8.6)	36.5 (6.0)				
Force – CSAP – Third Grade - Lectura									
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)				
2006	6.7	16.7	66.7	10.0	77.7				
2007	19.4	38.7	35.5	6.5	42.0				
2008	4.3	4.3	78.3	13.0	91.3				
2009	12.1	18.2	42.4	27.3	69.7				
Force – CSAP – Third Grade - Escritura									
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)				
2006	16.7	36.7	36.7	10.0	46.7				
2007	19.4	25.8	35.5	19.4	54.9				
2008	8.7	26.1	56.5	8.7	65.2				
2009	12.1	15.2	36.4	36.4	72.8				

Force – CSAP – Fourth Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007*	---	---	100	---	100	
2008	---	---	---	---	---	
2009	---	---	---	---	---	
*n=1						

Force – CSAP – Fourth Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007*	---	---	100	---	100	
2008	---	---	---	---	---	
2009	---	---	---	---	---	
*n=1						

Force – CSAP – Fourth Grade - Reading						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	50	44.4	5.6	---	5.6	
2008	64.3	28.6	7.1	---	7.1	
2009	24.0	56.0	20.0	---	20.0	

Force – CSAP – Fourth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	27.8	61.1	5.6	5.6	11.2	
2008	42.9	57.1	---	---	0	
2009	20.0	64.0	16.0	---	16	

Force – CSAP – Fifth Grade - Reading						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	---	---	---	---	---	
2009	14.3	57.1	28.6	---	28.6	

Force – CSAP – Fifth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	---	---	---	---	---	
2009	7.1	57.1	35.7	---	35.7	

**Denver Public School District  
Johnson Elementary**

*Average Overall Reading Scores in Spanish and English, 2008-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2008	17	13.2	3.5	17	20.5	10.8	17	31.2	18.8	23	37.7	30.8	14	37.4	30.8
SD		5.8	2.2		9.0	8.4		8.5	8.4		9.0	14.7		16.3	22.6
2009	23	14.9	4.3	21	22.4	13.1	14	32.3	18.7						
SD		5.2	3.7		9.1	7.3		9.9	7.3						

*Average Overall Writing Scores in Spanish and English 2008-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2008	12	6.3	2.9	15	7.6	5.8	8	6.3	6.3	23	9.2	7.4	10	8.5	8.5
SD		2.2	1.9		1.5	2.3		2.4	3.0		1.7	2.0		2.0	1.6
2009	22	6.6	3.3	23	6.5	4.9	13	9.1	6.1						
SD		2.4	2.0		3.1	3.0		1.8	2.9						

**Johnson – CSAP – Third Grade - Lectura**

Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008*	100	---	---	---	---
2009	30.8	15.4	53.8	---	53.8
*n=3					

Johnson – CSAP – Third Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008*	100	---	---	---	0
2009	23.1	23.1	53.8	---	53.8
*n=3					

Johnson – CSAP – Third Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008	23.1	61.5	15.4	---	15.4
2009	---	---	---	---	-----

Johnson – CSAP – Third Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008	15.4	30.8	53.8	---	53.8
2009	---	---	---	---	---

Johnson – CSAP – Fourth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008	60	34	4	---	4
2009	91.7	8.3	---	---	0

Johnson – CSAP – Fourth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008	65	34	---	---	0
2009	58.3	41.7	---	---	---

Johnson – CSAP – Fifth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008	30	23	46	---	46
2009	26.3	57.9	15.8	---	15.8

Johnson – CSAP – Fifth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2008	33	53	13	---	13
2009	15.8	73.7	10.5	---	10.5

**Denver Public School District  
Knapp Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-08*

	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>	
	n	DRA2	n	EDL2 DRA2	n	EDL2 DRA2	n	EDL2 DRA2	n	EDL2 DRA2
2006	17	16.8	3.4	17	30.2	13.6	24	34.6	14.6	
SD		7.3	2.3		6.8	7.3		8.0	8.8	
2007	24	16.8	6.4	26	25.8	15.4	27	34.0	15.6	
SD		6.6	3.7		10.0	10.4		6.4	11.0	
2008	25	16.4	6.0	12	24.2	13.1	27	35.9	20.1	6
SD		5.9	2.5		7.4	6.4		11.7	16.0	

*Average Overall Writing Scores in Spanish and English 2006-08*

	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>	
	n	Span Eng	n	Span Eng	n	Span Eng	n	Span Eng	n	Span Eng
2006	14	7.3	4.3	13	8.0	4.6	14	8.9	6.4	
SD		2.8	2.2		1.2	2.2		2.1	2.6	
2007	23	5.9	4.8	24	7.3	4.7	3	7.7	5.4	
SD		2.8	2.5		2.7	2.8		2.2	5.4	
2008	22	8.1	6.6	34	8.5	6.5	28	7.9	7.4	7
SD		2.0	1.6		2.2	2.8		2.6	2.8	

Year	Knapp – CSAP – Third Grade - Lectura			
	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced Proficient & Advanced (%)
2006	13.0	30.4	47.8	8.7
2007	17.6	20.6	55.9	5.9
				61.8



Knapp – CSAP – Third Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	13.0	39.1	39.1	8.7	47.8
2007	20.6	26.5	32.4	20.6	53.0

**Denver Public School District  
Munroe Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	40	15.4	2.3	48	27.3	6.7	20	21.6	5.6						
SD		4.3	1.5		11.5	6.2		11.3	4.8						
2007	34	18.1	3.7	13	31.7	11.8	35	30.0	7.8						
SD		7.8	2.3		4.2	4.7		11.3	5.3						
2008				31	28.3	11.9	15	36.4	19.1	23	37.5	21.3			
SD					7.4	8.1		5.4	6.2		10.5	7.3			
2009	38	17.0	8.1	43	26.2	11.4	35	39.5	18.1						
SD		5.5	5.3		6.0	8.5		8.7	9.2						

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006	22	6.3	4.6	43	7.1	4.7	17	6.4	4.6						
SD		1.9	1.7		1.9	1.7		2.6	2.5						
2007	29	6.9	5.5	11	7.6	5.4	26	8.0	5.9						
SD		2.4	2.6		1.4	1.6		2.5	2.1						
2008				18	6.8	4.9	14	8.9	6.1	20	9.0	8.4			
SD					1.7	1.6		1.9	2.4		1.8	2.4			
2009	41	6.9	5.1	50	8.0	6.6	50	8.0	6.6						
SD		2.5	2.5		1.8	2.4		1.8	2.0						

Munroe – CSAP – Third Grade - Lectura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	10.7	21.4	50.0	17.9	67.9
2008	---	50.0	50.0	---	50.0
2009	---	7.9	57.9	34.2	92.1

Munroe – CSAP – Third Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	3.6	25.0	39.3	32.1	71.4
2008	8.3	25.0	66.7	---	66.7
2009	---	5.3	39.5	55.3	94.8

Munroe – CSAP – Fourth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	---	---	---	---	---
2008	26.3	57.9	15.8	---	15.8
2009	---	---	---	---	---

Munroe – CSAP – Fourth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	---	---	---	---	---	---
2008	31.6	68.4	---	---	---	0
2009	---	---	---	---	---	---

**Denver Public School District  
Schenck Elementary**

*Average Overall Reading Scores in Spanish and English, 2007-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2007	50	16.1	4.4												
SD		6.9	4.1												
2008	63	15.8	5.9	41	23.3	13.2									
SD		5.8	3.9		8.1	7.4									
2009	58	13.7	4.3	61	24.2	12.3	36	37.7	25.1						
SD		6.6	3.6		7.1	8.6		7.2	8.6						

*Average Overall Writing Scores in Spanish and English 2007-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2007	41	7.2	4.8												
SD		2.1	1.9												
2008	55	6.3	4.1	36	8.4	6.9									
SD		2.7	2.5		1.4	2.2									
2009	51	6.1	4.4	52	8.2	7.1	32	9.0	8.3						
SD		2.9	2.6		2.3	2.5		2.3	2.5						

Year	Schenck (CMS) – CSAP – Third Grade - Lectura					
	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	---
2007	---	---	---	---	---	---
2008	---	---	---	---	---	---
2009	3.1	15.6	62.5	18.8	81.3	

Schenck (CMS) – CSAP – Third Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	---	---	---	---	---	---
2008	---	---	---	---	---	---
2009	---	21.9	46.9	31.3	78.2	78.2

**Denver Public School District  
Valverde Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2
2006	40	18.2	6.8	26	30.2	13.0	23	35.0	21.3						
<i>SD</i>		5.3	4.1		4.6	6.2		7.2	10.9						
2007	40	17.7	8.9	48	24.3	14.6	26	32.2	22.4	22	36.6	27.2			
<i>SD</i>		3.6	4.1		7.8	6.0		6.4	8.1		6.9	10.2			
2008	41	16.3	6.8	39	26.9	15.1	43	30.8	23.0	25	39.8	34.5			
<i>SD</i>		4.0	3.8		5.6	5.7		7.9	5.7		9.3	9.6			
2009	43	15.9	3.5	38	23.1	12.6	44	33.8	22.7	47	34.7	28.7	19	32.7	38.1
<i>SD</i>		5.4	5.1		8.9	7.3		7.1	8.1		9.9	9.6		11.9	9.4

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng
2006	36	7.4	4.9	19	7.8	5.0	15	7.9	4.3						
<i>SD</i>		3.2	2.5		1.6	2.4		2.3	2.9						
2007	34	8.1	4.4	38	8.4	2.3	26	7.6	7.1	13	10.0	9.0			
<i>SD</i>		2.3	2.0		2.3	3.0		2.6	2.2		1.9	2.7			
2008	39	9.1	6.4	40	9.3	7.9	42	8.1	6.4	20	10.8	9.9			
<i>SD</i>		2.1	2.4		2.1	2.5		2.1	2.5		1.8	1.8			
2009	45	8.8	6.2	36	10.5	8.3	44	9.3	8.1	45	9.2	8.5	15	10.3	10.3
<i>SD</i>		2.3	2.3		2.0	1.8		2.0	1.8		2.0	2.1		1.9	2.4

*Valverde Elementary: Disaggregated Longitudinal Spanish and English Mean Reading Scores for Cohorts 1 & 2, 2006-09*

Cohort Grade Range (n)	Assessment	2006		2007		2008		2009	
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Cohort 1</b> Grades 1-4 (26)	EDL2	18.5 (4.7)	25.3 (7.3)	31.2 (6.7)	36.23 (7.5)				
	DRA2	6.9 (3.6)	21.8 (8.8)	24.6 (5.2)	30.2 (7.8)				
<b>Cohort 2</b> Grades 2-5 (8)	EDL2	30.8 (6.0)	31.8 (7.6)	42.5 (8.9)	42.5 (8.9)				
	DRA2	12.4 (7.1)	21.8 (8.8)	34.0 (10.9)	38.3 (9.7)				

Valverde – CSAP – Third Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	26.3	21.1	47.4	5.3	52.7	52.7
2008	5.9	38.2	52.9	2.9	55.8	55.8
2009	23.8	19.0	52.4	4.8	57.2	57.2

Valverde– CSAP – Third Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	5.3	26.3	52.6	15.8	68.4	68.4
2008	17.6	38.2	41.2	2.9	44.1	44.1
2009	11.9	26.2	45.2	16.7	61.9	61.9



Valverde – CSAP – Third Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	14.3	71.4	14.3	---	14.3
2008*	57.1	28.6	14.3	---	14.3
2009	---	---	---	---	---
*n=7;					

Valverde – CSAP – Third Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	---	100	---	---	---
2008*	57.1	42.9	---	---	---
2009	---	---	---	---	---
*n=7					

Valverde – CSAP – Fourth Grade - Lectura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	44.4	33.3	22.1	---	22.1
2008	---	---	---	---	---
2009	---	---	---	---	---
*n=9					

Valverde – CSAP – Fourth Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007*	22.2	55.6	22.2	---	22.2	
2008	---	---	---	---	---	
2009	---	---	---	---	---	
*n=9						

Valverde – CSAP – Fourth Grade - Reading						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007*	86.7	13.3	---	---	0	
2008	27.3	54.5	18.2	---	18.2	
2009	55.3	29.8	14.9	---	14.9	
*n=15						

Valverde – CSAP – Fourth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007*	53.3	46.7	---	---	0	
2008	9.1	81.8	9.1	---	9.1	
2009	31.9	57.4	10.6	---	10.6	
*n=15						

Valverde – CSAP – Fifth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	---	---	---	---	---
2008	---	---	---	---	---
2009	15.8	47.4	36.8	---	36.8

Valverde – CSAP – Fifth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	---	---	---	---	---
2008	---	---	---	---	---
2009	---	52.6	47.4	---	47.4

**Jefferson County Public Schools  
Foster Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	8	10.0	3.8	14	16.7	7.1									
SD		8.4	5.4		7.5	6.0									
2007				7	29.7	16.9	9	38.4	25.1						
SD					8.6	7.1		5.5	8.9						
2008							9	39.1	30.7	6	43.3	33.3			
SD								13.4	7.6		13.7	10.6			
2009							17	34.2	37.7				9	42.2	46.0
SD								13.5	8.8					12.5	9.5

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006	2	4.0	3.0	10	5.5	4.6									
SD		4.2	2.8		3.3	2.3									
2007				8	7.8	6.1	11	8.9	7.3						
SD					2.2	2.7		2.1	1.7						
2008							10	9.2	8.0	7	10.3	8.7			
SD								2.0	1.9		1.1	1.5			
2009							16	8.9	8.8	10	9.2	8.9			
SD								2.3	1.9		2.6	2.5			

Foster – CSAP – Third Grade - Lectura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	---	11.1	55.6	33.3	88.9
2008	---	---	---	---	---
2009	---	---	---	---	---
*n=9					

Foster – CSAP – Third Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007*	11.1	---	55.6	33.1	---
2008	---	---	---	---	---
2009	---	---	---	---	---
*n=9					

**Jefferson County Public Schools  
Stein Elementary**

*Average Overall Reading Scores in Spanish and English, 2007-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2007	22	17.5	10.1												
SD		6.4	5.5												
2008	36	15.8	9.8	37	22.7	13.2									
SD		4.5	6.8		7.2	7.2									
2009	40	16.8	8.9	37	27.1	19.2	26	38.0	22.7						
SD		5.4	5.3		5.2	8.7		5.4	5.1						

*Average Overall Writing Scores in Spanish and English 2007-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2007	19	7.4	5.7												
SD		2.5	2.9												
2008	31	7.8	5.7	34	8.4	6.0									
SD		2.0	2.2		2.0	2.5									
2009	36	7.7	6.5	35	8.1	6.6	28	8.8	7.5						
SD		2.4	2.3		1.7	2.8		2.1	2.0						

Stein – CSAP – Third Grade - Lectura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2009	7.4	14.8	55.6	22.2	77.8

Stein – CSAP – Third Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2009	3.7	7.4	29.6	59.3	88.9

**Fort Bend Independent School District  
Mission West Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	19	31.6	9.4	19	36.8	27.1	16	48.8	37.3						
SD		4.1	8.3		5.0	10.0									
2007	21	29.2	6.9	17	32.7	20.5	16	48.8	37.3						
SD		5.4	4.9		5.2	10.6		9.4	14.5						
2008	15	28.1	9.6	20	32.9	18.9	17	48.6	31.7	22	55.9	58.4			
SD		4.0	6.6		5.3	8.1		10.5	17.8		5.9	15.6			
2009				15	32.1	21.3	7	50.0	43.1						
SD					5.1	8.0					10.0	10.6			

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006	8	10.3	8.3	10	9.6	6.4	13	9.7	8.8						
SD		1.5	1.4		2.1	2.4		1.5	1.1						
2007				20	9.9	6.4	19	9.7	7.9	11	11.3	10.1			
SD					1.6	2.3		2.7	3.0		1.3	1.1			
2008				15	8.5	6.5	19	10.1	8.3	17	9.7	8.9			
SD					1.5	2.1		1.7	2.2		2.4	2.9			
2009							15	10.7	8.9	6	10.3	8.5	10	9.2	8.3
SD								1.8	2.6		1.8	4.1		1.3	2.3



**Midland Independent School District  
De Zavala Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-07*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006	14	14.6	6.3	11	28.6	12.6	12	25.6	27.7						
SD		9.4	7.4		7.2	6.0		8.2	8.1						
2007	15	2.1	1.3	19	11.5	6.7	15	22.0	15.3	17	19.2	16.7			
SD		.9	.8		7.7	5.0		9.5	7.9		8.0	12.2			
2008	n/a														
SD															

*Average Overall Writing Scores in Spanish and English 2006-08*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006	12	8.5	6.3	11	8.9	5.4	13	8.2	6.9						
SD		1.3	1.5		1.4	1.1		1.9	1.8						
2007	17	7.8	5.6	19	7.4	6.5	9	8.9	8.3	7	9.0	8.6			
SD		2.3	2.3		1.8	1.8		1.8	2.5		2.3	2.2			
2008	26	6.9	5.5	17	7.8	6.4	17	7.7	7.0	10	10.2	8.9			
SD		2.5	2.5		1.6	2.4		1.9	1.9		1.8	2.1			

**Midland Independent School District  
South Elementary**

*Average Overall Reading Scores in Spanish and English, 2006-07*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2	n	EDL2	DRA2
2006 SD	n/a														
2007 SD	16	3.8	2.2	13	11.7	3.7	36	13.7	8.5	21	26.1	19.0			
2008 SD	n/a	3.0	1.9		2.1	4.0		4.9	6.7		10.5	9.1			

*Average Overall Writing Scores in Spanish and English 2006-08*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng	n	Span	Eng
2006 SD	7	7.4	5.7	12	8.0	6.3									
2007 SD	15	7.5	4.6	13	9.6	6.6	29	8.4	6.2	20	9.6	8.6			
2008 SD	18	7.7	2.9	7	1.7	1.6	11	1.5	2.2	27	2.4	2.5	12	8.9	8.0
		1.7	1.7		2.7	2.9		2.0	1.9		1.6	2.5		2.1	2.6

**Clear Creek  
Stewart**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2
2006															
SD															
2007															
SD															
2008															
SD															
2009															
SD															

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng
2006	19	7.9	5.5	20	9.8	9.0	11	8.3	6.2						
SD		1.9	2.0		2.3	1.8		1.5	2.3						
2007															
SD															
2008															
SD															
2009															
SD															

**St. Vrain Valley School District  
Frederick**

*Average Overall Reading Scores in Spanish and English, 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2
2006	15	17.5	9.4	23	17.7	9.8	18	30.7	22.2						
SD		12.4	9.3		10.0	7.1		10.1	7.9						
2007	12	5.3	3.3	17	16.5	12.5	21	24.8	20.1	15	36.1	31.2			
SD		5.0	2.0		8.1	6.9		9.1	9.7		7.2	9.5			
2008	16	12.3	4.9	8	21.1	16.0	17	34.7	30.8	19	35.6	32.4	13	52.3	44.8
SD		6.0	5.4		8.8	10.0		7.4	10.5		12.0	14.0		9.3	7.3
2009	6	15.7	13.3	17	20.1	11.6	5	41.2	38.0	14	43.4	38.6	21	42.5	40.0
SD		9.6	8.8		6.9	7.3		5.0	.00		12.6	13.3		12.6	13.3

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng
2006	15	5.4	4.0	24	7.7	5.7	17	9.2	7.9						
SD		2.8	2.3		2.4	2.7		1.6	1.7						
2007	12	6.0	3.7	4	9.8	7.3	21	9.1	7.3	16	9.8	8.9			
SD		3.0	1.6		1.3	2.6		2.0	2.2		1.8	2.9			
2008	10	6.9	3.0	8	9.4	7.5	17	9.8	8.8	20	9.4	9.1	8	9.8	8.4
SD		2.6	2.1		2.9	3.4		2.0	1.9		1.8	1.9		1.4	1.3
2009	7	8.9	5.0	16	8.6	8.0	5	9.2	9.0	12	9.6	8.0	24	8.0	8.5
SD		1.8	2.8		2.9	2.7		2.2	2.1		1.9	2.2		2.4	2.0

*Frederick Elementary: Longitudinal Spanish and English Mean Reading Scores for Cohorts 1 & 2, 2006-2009*

Cohort Grade Range (n)	Assessment	2006		2007		2008		2009	
		Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
<b>Cohort 1</b> Grades 1-4 (10)	EDL2	17.6 (11.8)	16.4 (8.3)			36.8 (5.7)	45.8 (9.8)		
	DRA2	7.4 (4.8)	12.8 (6.3)			33.0 (11.0)	41.6 (13.4)		
<b>Cohort 2</b> Grades 2-5 (17)	EDL2	20.0 (9.3)	25.4 (8.5)			36.9 (11.9)	44.1 (13.6)		
	DRA2	11.1 (6.2)	20.8 (9.1)			34.1 (13.8)	41.2 (14.1)		

Frederick – CSAP – Third Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	5.3	21.1	63.2	10.5	73.7	73.7
2007	20.0	5.0	65.0	10.0	75.0	75.0
2008	5.9	5.9	70.6	17.6	88.2	88.2
2009*	---	---	100	---	100	100

\*n=5

Frederick – CSAP – Third Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	5.3	26.3	57.9	10.5	68.4	68.4
2007	25.0	5.0	40.0	30.0	70.0	70.0
2008	---	35.3	41.2	23.5	64.7	64.7
2009*	---	20.0	40.0	40.0	80.0	80.0

\*n=5

Frederick – CSAP – Fourth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	33.3	46.7	20	---	20.0
2008	20.0	45.0	35.0	---	35.0
2009	20.0	26.7	53.3	---	53.3

Frederick – CSAP – Fourth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	6.7	73.3	20.0	---	20.0
2008	25.0	55.0	20.0	---	20.0
2009	13.3	73.3	13.3	---	13.3

Frederick – CSAP – Fifth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	---	---	---	---	---
2008	30.8	23.1	46.2	---	46.2
2009	22.7	36/4	40.9	---	40.9

Frederick – CSAP – Fifth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---	---
2007	---	---	---	---	---	---
2008	---	84.6	15.4	---	---	15.4
2009	9.1	68.2	22.7	---	---	22.7

**St. Vrain School District  
Indian Peaks**

*Average Overall Reading Scores in Spanish and English, 20067-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2
2006	16	14.1	6.6	17	26.7	7.7	18	22.8	11.3						
<i>SD</i>		9.6	6.3		8.3	7.4		12.1	6.9						
2007	36	7.7	4.5	19	20.6	13.8	20	25.8	17.9	20	30.2	31.5			
<i>SD</i>		5.0	4.3		9.3	13.5		9.3	13.5		12.9	12.3			
2008				22	16.4	13.1	23	27.2	24.4						
<i>SD</i>					7.8	8.3		11.4	11.5						
2009				47	34.1	20.3									
<i>SD</i>					7.6	9.3									

*Average Overall Writing Scores in Spanish and English 2006-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng
2006	11	6.0	4.3	8	7.8	5.4	13	8.1	5.3						
<i>SD</i>		2.3	1.7		2.1	2.4		2.6	2.3						
2007				16	9.7	7.8	14	7.0	6.0	21	9.1	8.1			
<i>SD</i>					2.0	2.2		1.9	2.9		1.6	1.9			
2008				21	8.8	7.7	18	7.9	7.3						
<i>SD</i>					1.8	2.0		1.6	1.9						
2009				42	8.9	8.0									
<i>SD</i>					1.9	2.2									



Indian Peaks – CSAP – Third Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	5.9	41.2	47.1	5.9	53.0	
2007	15.8	26.3	47.4	10.5	57.9	
2008	8.3	12.5	62.5	16.7	79.2	
2009*	14.6	20.8	50.0	14.6	64.6	
*n=5						

Indian Peaks – CSAP – Third Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	17.6	41.2	29.4	11.8	41.2	
2007	5.3	42.1	31.6	21.1	52.7	
2008	4.2	25.0	54.2	16.7	70.9	
2009*	4.2	20.8	52.1	22.9	75.0	
*n=5						

Indian Peaks – CSAP – Fourth Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2007*	---	---	100	---	100	
*n=1						

Indian Peaks – CSAP – Fourth Grade - Escritura					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2007*	---	100	---	---	0

\*n=1

Indian Peaks – CSAP – Fourth Grade - Reading					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	36.8	52.6	10.5	---	10.5

Indian Peaks – CSAP – Fourth Grade - Writing					
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)
2006	---	---	---	---	---
2007	10.5	78.9	10.5	---	10.5

**St. Vrain School District  
Loma Linda**

*Average Overall Reading Scores in Spanish and English, 2007-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2	<i>n</i>	EDL2	DRA2
2007	19	13.2	4.6												
<i>SD</i>		4.7	4.7												
2008	19	8.0	4.3	18	17.7	7.3	13	30.6	22.6						
<i>SD</i>		5.0	3.4		4.5	5.7		4.4	9.4						
2009	22	9.1	3.5	14	19.6	14.5	16	31.0	19.8	11	38.9	33.1			
<i>SD</i>		5.6	3.1		6.8	8.0		5.8	9.2		4.2	8.3			

*Average Overall Writing Scores in Spanish and English 2007-09*

	1 <sup>st</sup>			2 <sup>nd</sup>			3 <sup>rd</sup>			4 <sup>th</sup>			5 <sup>th</sup>		
	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng	<i>n</i>	Span	Eng
2007	21	6.6	4.1												
<i>SD</i>		2.8	2.4												
2008	17	6.5	4.4	18	8.2	7.1									
<i>SD</i>		2.9	2.6		2.1	1.8									
2009	23	7.7	5.4	14	8.4	6.5	16	8.4	7.8	<i>n/a</i>					
<i>SD</i>		2.5	2.7		2.6	2.2		1.7	2.2						

Loma Linda – CSAP – Third Grade - Lectura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	---	6.7	80.0	13.3	93.3	
2009	5.9	23.5	47.1	23.5	70.6	

Loma Linda – CSAP – Third Grade - Escritura						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	---	---	---	---	---	
2008	---	26.7	66.7	6.7	73.4	
2009	---	29.4	23.5	47.1	70.6	

Loma Linda – CSAP – Fourth Grade - Reading						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	36.8	52.6	10.5	---	10.5	

Loma Linda – CSAP – Fourth Grade - Writing						
Year	Unsatisfactory (%)	Partially Proficient (%)	Proficient (%)	Advanced (%)	Proficient & Advanced (%)	
2006	---	---	---	---	---	
2007	10.5	78.9	10.5	---	10.5	

## **Rationale for Language Allocation in D33**

- Change in demographics of students



**West Chicago District 33**  
**Transitional Bilingual Education Content Allocation**

	<b>Spanish Balanced Literacy</b>	<b>English Balanced Literacy</b>	<b>Numeracy - English</b>
Pre-K 60/40 (Alternating Days) M W F Span Tu Thur Eng	MWF <b>SOAP</b> Sound Awareness Oral Language Alphabet Knowledge Print Awareness Bridge(Cross-language connections)	T/TH <b>SOAP</b> Sound Awareness Oral Language Alphabet Knowledge Print Awareness Bridge(Cross-language connections)	Integrated
Kinder ½ Day 60/40	90 min Read Aloud Shared Reading Word Work/PA/Phonics Writers Workshop Guided Independent Bridge(Cross-language connections) (All components daily)	30 min Read Aloud Shared Reading Shared Writing Word Work/PA/Phonics Bridge(Cross-language connections)	30 min
Kinder Full Day 60/40	183 min Read Aloud Shared Reading Word Work/PA/Phonics Writers Workshop Guided Reading/Centers Independent Bridge(Cross-language connections) (All components daily)	62 min Read Aloud Shared Reading Shared Writing Word Work/PA/Phonics Bridge(Cross-language connections)	60 min
First 50/50	155 min Read Aloud Shared Reading Word Work/PA/Phonics Bridge(Cross-language connections) Writers Workshop Guided Reading/Centers Independent (All components daily)	90 min Read Aloud Shared Reading Word Work/PA/Phonics Bridge(Cross-language connections) Writers Workshop Guided Reading/Centers	60 min
Second 40/60	122 min Reading: Read Aloud, Shared, Guided reading/centers Independent reading Writers Workshop: modeled, collaborative and independent Word work Bridge(Cross-language connections)	123 min Reading: Read Aloud, Shared Reading Writers Workshop: modeled, shared, collaborative writing Word work Guided reading, Independent reading Bridge(Cross-language connections)	60 min



**West Chicago District 33  
Transitional Bilingual Education Content Allocation**

	<b>Literacy</b>	<b>Literacy</b>	<b>Numeracy - English</b>
Third 30/70	92 min Reading: Read Aloud, shared, independent Writers Workshop: modeled, independent Bridge(Cross-language connections)	153 min Reading: Read Aloud, shared/Guided Reading/Centers, independent, Writing Workshop: modeled, collaborative, independent Word work Bridge(Cross-language connections) (All Components Daily)	60 min
Fourth 10/90	30 min Independent Reading Guided Reading Bridge  For students whose eligibility is Y/ Bilingual or S/Sheltered	215 min Reading: Read Aloud, shared/ Guided Reading/Centers, independent, Writing Workshop: modeled, collaborative, independent Word work Bridge(Cross-language connections) (All Components Daily)	60 min
	0 min Mainstream	245 min Mainstream	
Fifth 0/100	See Individual Allocation  For students whose eligibility is Y/ Bilingual or S/Sheltered	245 min Reading: Read Aloud, shared/Guided Reading/Centers, independent, Writing Workshop: modeled, collaborative, independent Word work Bridge(Cross-language connections) (All Components Daily)	60 min

**West Chicago District 33  
Transitional Bilingual Education Content Allocation**

Some Possible Ways to Schedule these allocations:

<p>90 min ½ Day K Span <b>Balanced Literacy</b> Read Aloud (15) Shared Reading (15) Word Work/PA/Phonics(15) Writing (15) Guided (20—2 groups) Independent (10) (All components daily)</p>	<p>30 min ½ Day Kinder English Read Aloud (15) Shared Reading (15) Shared Writing (15) Word Work/PA/Phonics/BRIDGE (15) (Read Aloud and Shared Reading 3 times a week; Shared Writing and Word Work 2 times a week)</p>
<p><b>183</b> <b>Balanced Literacy</b> Read Aloud Shared Reading Word Work/PA/Phonics Writing Guided Independent (All components daily)</p>	<p>62 Read Aloud (15) Shared Reading (15) Shared Writing (15) Word Work/PA/Phonics/BRIDGE (15) (All Components daily)</p>
<p>155 <b>Balanced Literacy</b> Read Aloud Shared Reading Word Work/PA/Phonics Bridge Writing Guided Reading Independent (All components daily)</p>	<p>90 <b>Balanced Literacy</b> Read Aloud (15) Shared Reading (15) Word Work/PA/Phonics(15) Bridge Writing (15) Guided (20—2 groups)</p>
<p>122 min Reading: Read Aloud, Shared, Guided reading/centers Independent reading Writers Workshop: modeled, collaborative and independent Word work</p>	<p>123 min Reading: Read Aloud, Shared Reading Writers Workshop: modeled, shared, collaborative writing Word work Guided reading, Independent reading</p>



**West Chicago District 33  
Transitional Bilingual Education Content Allocation**

Bridge(Cross-language connections)	Bridge(Cross-language connections)
92 min Reading: Read Aloud, shared, independent Writers Workshop: modeled, independent Bridge(Cross-language connections)	153 min Reading: Read Aloud, shared/buddy reading, Guided Reading/Centers, independent, Writing Workshop: modeled, collaborative, independent Word work Bridge(Cross-language connections)

**West Chicago District 33  
Transitional Bilingual Education (TBE)  
Language Allocation Schedule  
Kindergarten  
60% Spanish 40%English**



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>	<b>Spanish</b>

\*Math in English

**West Chicago District 33**  
**Transitional Bilingual Education (TBE)**  
**Language Allocation Schedule**  
**Two Week Rotation**  
**First Grade**  
**50% Spanish 50%English**



Monday	Tuesday	Wednesday	Thursday	Friday
Spanish	English	Spanish	English	Spanish
English	Spanish	English	Spanish	English

\*Math in English

**West Chicago District 33  
Transitional Bilingual Education (TBE)  
Language Allocation Schedule  
Second Grade  
40% Spanish 60 % English**



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>English</b>	<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>

\*Math in English

**West Chicago District 33  
One Way and Two Way Language  
Two Week Rotation Schedule  
Gary School  
Kindergarten  
50% Spanish 50%English**



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>English</b>	<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>
<b>Spanish</b>	<b>English</b>	<b>Spanish</b>	<b>English</b>	<b>Spanish</b>

**West Chicago District 33  
One Way and Two Way Language  
Four Week Rotation Schedule  
Gary School  
First Grade  
80% Spanish 20%English**



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>
<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>English</b>	<b>English</b>
<b>English</b>	<b>English</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>
<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>

**West Chicago District 33  
One Way and Two Way Language  
Four Week Rotation Schedule  
Gary School  
Second Grade  
70% Spanish 30%English**



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>
<b>Spanish</b>	<b>Spanish</b>	<b>English</b>	<b>English</b>	<b>English</b>
<b>English</b>	<b>English</b>	<b>English</b>	<b>Spanish</b>	<b>Spanish</b>
<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>