



# Transforming Communities through Multilingualism

## ELL Programs in Community School District 15

Division of English Language Learners and Student Support  
December 2018



Bill de Blasio  
Mayor

Richard A. Carranza  
Chancellor



# LANGUAGE DIVERSITY



“



# NYCDOE ELL POPULATION

Total number of students citywide

- Nearly 1 million students

Students enrolled in NYC public schools who speak a language other than English at home

- ~42.8% (~410,000)\*

Students enrolled in NYC public schools identified as English Language Learners

- ~15.3% (~147,000)\*

Percent of students identified as ELLs born in the U.S.

- ~48.5%\*\*

# ELL GRADUATION AND DROPOUT RATES

## HIGHEST EVER GRADUATION AND LOWEST EVER DROPOUT RATES

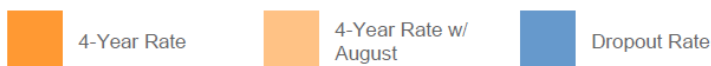
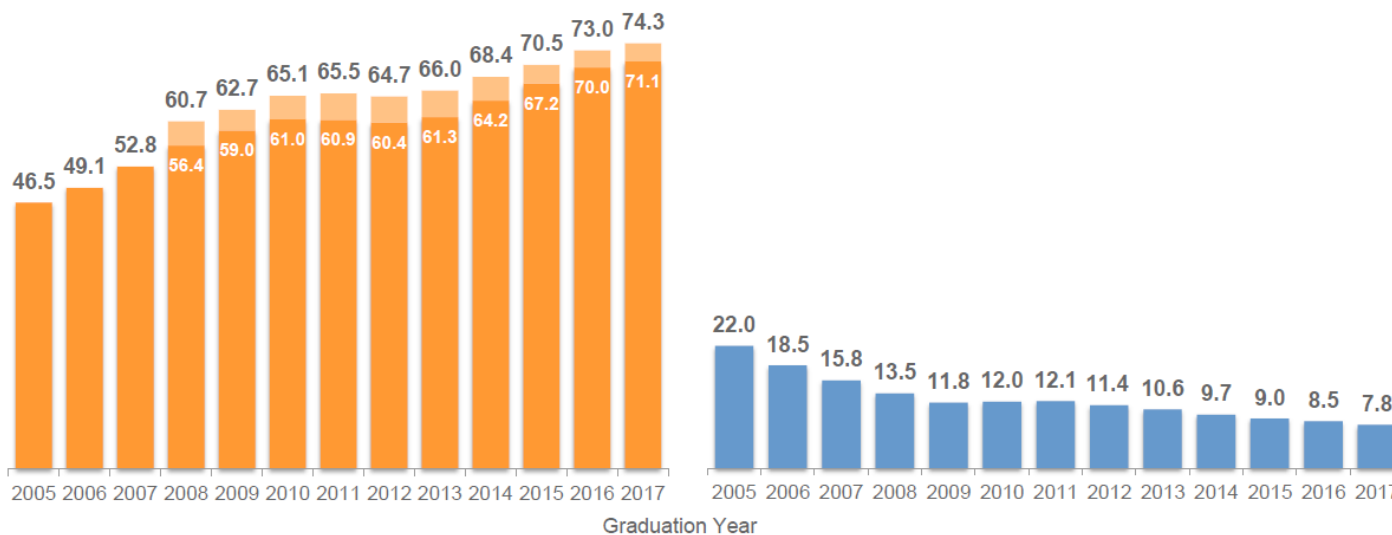
### Highest Ever Graduation and Lowest Ever Dropout Rates for NYC Students

#### 4-Year Graduation Rate

Since 2016 +1.2 pts  
 Since 2013 +8.2 pts

#### Dropout Rate

Since 2016 -0.6 pts  
 Since 2013 -2.8 pts



The Class of 2016 4-year graduation rate reflects an updated rate of 73.0% instead of 72.6% as previously reported due to a data revision by the NY State Education Department. The 2017 graduation rate is based on the cohort of students starting 9<sup>th</sup> grade in 2013-14. August graduation data are only available for the Class of 2008 and later. Calculations are based on unrounded values. **2**

# District 15 ELL POPULATION

Students enrolled in District 15 identified as English Language Learners

- ~5,662
  - 4,501 Elementary School
  - 572 Middle School
  - 589 High School

Percent of ELLs in District 15 in Grades K-12

- ()\*

Number of ELLS with IEPS

- 1,398\*\*

# District 15 ELL POPULATION

ELL Type	Elementary	Middle	High School	Total
Newcomer	3,059 (68.5%)	156 (27.2%)	226 (38.3%)	3,468 (61.2%)
Developing	1,356 (30.5%)	125 (21.8%)	162 (27.2%)	1,663 (29.3%)
Long-Term	39 (0.87%)	291 (50.8%)	201 (34.1%)	531 (9.3% )

## Top 5 ELL Home Languages in District 15 by Grade Level Group

Language	Elementary	Middle	High School	Total
Spanish	2,183 (48.5%)	398 (69.5 %)	2,927 (51.7%)	2,927 (51.7%)
Chinese	1,625 (36.1%)	60 (10.4%)	1,717 (30.2%)	1,717 (30.3%)
Arabic	178 (3.95%)	57 (9.97%)	152 (25.8%)	387 (6.87%)
Bengali	199 (4.42%)	18 (3.15%)	14 (2.38%)	82 (1.45%)
French	61 (1.36%)	18 (3.1%)	*(Less than 10	82 (1.45%)
Other(45*)	255 (5.67%)	16 (2.80%)	42 (7.13%)	31 (5.53%)

# District 15 ELL GRADUATION AND DROPOUT RATES

## HIGHEST EVER GRADUATION AND LOWEST EVER DROPOUT RATES

District's graduation rate					
	Graduated	Non-ELL student	ELL Student	Grand Total	
<b>Yes</b>		<b>912</b>	<b>95</b>	<b>1,007</b>	<b>69.0%</b>
No		370	83	453	31.0%

Percentage of ELL students that graduated		
Graduated	ELL Student	Grand Total
No	83	46.6%
<b>Yes</b>	<b>95</b>	<b>53.4%</b>

Former ELLs (Ever ELLs)		
Ever ELL	Count of Original	%
Current ELL	28	29.5%
<b>Ever ELL</b>	<b>67</b>	<b>70.5%</b>

District's drop out rate					
Dropout	Non-ELL student	ELL Student	Grand Total		
Yes	83	22	105	7.2%	
<b>No</b>	<b>1,199</b>	<b>156</b>	<b>1,355</b>	<b>92.8%</b>	

* Percentage of ELLs that drop out.		
Dropout	#	%
Yes	22	12.4%
<b>No</b>	<b>156</b>	<b>87.6%</b>

Former ELLs (Ever ELLs)		
Ever ELL	Count of Original	
Current ELL	20	90.9%
Ever ELL	2	9.1%



# OVERVIEW OF ELL PROGRAMS

# English as a New Language (ENL)

- Formerly known as English as a second language (ESL).
- English as a New Language (ENL) is a research-based program made up of:
  - Content area instruction in English with home language supports and appropriate scaffolds
  - English language development
- ENL is delivered through a stand-alone model or an integrated ENL model

# BILINGUAL PROGRAM TYPES

## Transitional Bilingual Education Programs

- Provide reading, writing, and other classes in English and in the students' home language. As students' English improves, time spent learning in English increases and time spent learning in the home language decreases. Once the student is no longer identified as an English Language Learner, he or she will exit the program.

## Dual Language Programs

- Are developmental, language enrichment, bilingual education programs that integrates students who are native English speakers and native speakers of another language for all or most of their content area instruction. 50% of the students are ELLs of the target language and 50% are non-ELLs.

# CITYWIDE BILINGUAL PROGRAMS

## Transitional Bilingual Education

- 301 citywide, K-12
- 7 languages
  - Arabic
  - Bengali
  - Chinese
  - Haitian Creole
  - Spanish
  - Urdu
  - Yiddish

## Dual Language

- 244 citywide, K-12
- 11 languages
  - Arabic
  - Chinese
  - French
  - Haitian Creole
  - Hebrew
  - Italian
  - Japanese
  - Korean
  - Polish
  - Russian
  - Spanish

# D15 BILINGUAL PROGRAMS

## Transitional Bilingual Education

- **8 K-12- 3 languages**
- Arabic
  - 15K592
- Chinese
  - 15K131
  - 15K124
  - 15K094
- Spanish
  - 15K001
  - 15K0131
  - 15K169
  - 15K821

## Dual Language

- **31 Pre K-12- 3 Languages**
- **13 K-12 Dual Language Spanish**
  - 15K001
  - 15K015
  - 15K024
  - 15K024
  - 15K088
  - 15K094
  - 15K094
  - 15K124
  - 15K136
  - 15K169
  - 15K230
  - 15K516
  - SPHS

## 3 Chinese K-5

- 15K094
- 15K169 (GE & SE)
- **2 French**
  - 15K058
  - 15K497
- **5 Pre-K Dual Language Spanish**
  - 15K001
  - 15K015
  - 15K024
  - 15K124
  - 15K516

# WHEN IS A BILINGUAL PROGRAM REQUIRED?

## CR PART 154.2

- Schools are required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade.
- If thresholds are met, CR Part 154 mandates the school opens a bilingual program.

# What Are The Benefits Of Learning Two Languages?

(If Your Child Learns in Two Languages, NCBE. 2000).

It is estimated that between half and two-thirds of the world's population is bilingual. Children who know more than one language have intellectual, educational, personal, social, and economic advantages that will continue throughout their lives. Children who know more than one language have intellectual, educational, personal, social, and economic advantages that will continue throughout their lives.

**Intellectual:** Research shows that knowing more than one language increases a person's thinking abilities. Bilingual individuals have greater mental flexibility and use those skills to their advantage in understanding math concepts and solving word problems. ***Developing the student's first language does not interfere with the acquisition of English.***

- **Educational:** Research shows that on academic achievement tests both English Proficient students and English Language Learners in Dual Language/Two-Way programs perform as well as, or better than, their peers, who receive all of their instruction in English. ***Students who learn in their first language, while also learning English, do better in schools and learn English better, than those students who are instructed only in English.***

# What Are The Benefits Of Learning Two Languages?

(If Your Child Learns in Two Languages, NCBE. 2000).

**Personal:** Developing and strengthening the first language helps the child to value his or her culture and heritage, contributing to a positive self-image. Learning a second/new language develops an appreciation of other cultures.

**Social:** When the native language is maintained, important links to family and other community members are preserved and enhanced. Learning a second language provides the individuals with the opportunity to reach out to members of other cultural groups.

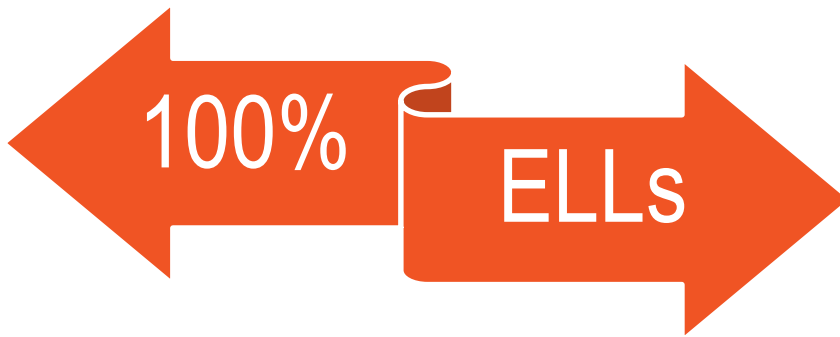
**Economic:** The demand for bilingual employees throughout the world is increasing. Knowing two or more languages is a great asset in the global job market.



# DEFINITIONS

## STUDENT COMPOSITION

### Transitional Bilingual Education



### Dual Language

One Way

- The majority of the students are dominant in the other/target language, including the non-ELLs. For example, 50% of the students are ELLs whose home language is Spanish; the other half is comprised of non-ELLs, most of whom can speak varying levels of Spanish.

Two Way

- Approximately 50 % of the students are English Language Learners (ELLs) who speak the same home language and 50% are English Proficient and are learning the target language.

# PROGRAM STRUCTURE

As per CR Part 154.2. Bilingual programs are required to have the following:

- *Home Language Arts (HLA)*
- *At a minimum two bilingual content areas*
- *English as a New Language (ENL)*

# Family Engagement

Parents in the Dual Language may involve themselves by participating in the same activities as parents in any other program.

Parent involvement is an integral part of our Dual Language Program. It is a huge commitment from the parents and the students.

Parents must play an active role in developing their child's bi-literacy and bi-culturalism.

Parents are encouraged to volunteer in the classroom and to work with their children on language skills at home.

- ▶ read to and with their child.
- ▶ talk to their child about learning a second language.
- ▶ request materials from the teacher to use at home.
- ▶ reinforce school activities at home.
- ▶ make sure their child is in school everyday.
- ▶ attend parent meetings.
- ▶ become a member of the School Leadership Team.
- ▶ attend parent-teacher conferences.

# When Will My Child Be Able To Communicate In The Second Language?

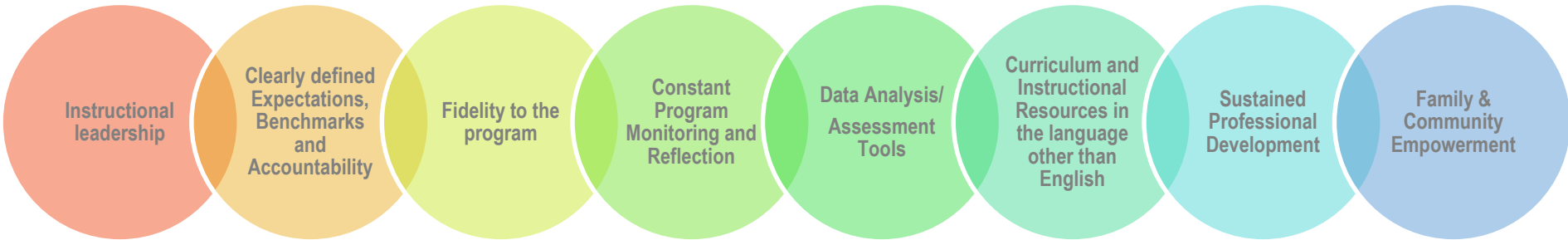
Learning a second language is a process where the learner goes through different stages. The child will first need to become familiar with the sounds of the new language. The teachers will help the child decipher the new sounds using strategies that give the student clues to meanings. The students will associate these new sounds with meaning and will build vocabulary in the new language. Initially, they will understand more than they will speak. The reason for this is that for most children, receptive (listening) skills in the second language are developed before productive (speaking) skills.

# What Can Parents Do To Establish A Dual Language/Two-Way Program In Their Schools?

Parents who are interested in establishing a Dual Language/Two-Way Program in their schools may take the following steps:

- Gather information about Dual Language/Two-Way Programs from various sources.
- Speak informally to other parents who may have a similar interest.
- Speak to the Principal or other school supervisor or administrator about the possibility of planning a Dual Language/Two-Way Program.
- Ask that the School Leadership Team include planning a Dual Language/Two-Way Program as an issue for discussion at one of its meetings.
- Speak with teachers who may be interested in planning a Dual Language/Two-Way Program.
- Arrange visits to established Dual Language/Two-Way Programs.

# What makes Bilingual Programs Successful?



# RESOURCES

## ¡Colorín Colorado! <http://www.colorincolorado.org/families>

A bilingual website for families and educators of English language learners for families and educators of English language learners, which is a project in partnership with the American Federation of Teachers.

## Reading Rockets <http://www.readingrockets.org/audience/parents>

A website geared mostly toward educators, but useful for families as well! Discusses the most effective ways to teach English Language Learners, how to create a welcoming classroom, and ways to promote family involvement.

## United States Department of Education Toolkit for Hispanic Families

<https://www2.ed.gov/espanol/parents/academic/involve/2006toolkit/read-es.html>

This brochure provides information about how you can help build your child's reading and language skills during the early years of life. Reading well is at the heart of all learning. Without the ability to read, children can't succeed in school.

## DualLanguageSchools.org

<https://duallanguageschools.org/register/nyc/>

Parents can use DualLanguageSchools.org to find local bilingual programs, connect with schools directly, and network with other parents in the bilingual community.

# COMMUNITY ORGANIZATIONS AND ADVOCACY GROUPS

## Advocates for Children <http://www.advocatesforchildren.org/>

Advocates for Children works on behalf of children who are at greatest risk for school-based discrimination and/or academic failure due to poverty, disability, race, ethnicity, immigrant or English Language Learner status, sexual orientation, gender identity, homelessness, or involvement in the foster care or juvenile justice systems

## New York Immigration Coalition <http://www.thenyic.org/home>

The New York Immigration Coalition aims to achieve a fairer and more just society that values the contributions of immigrants and extends opportunity to all. The New York Immigration Coalition promotes immigrants' full civic participation, fosters their leadership, and provides a unified voice and a vehicle for collective action for New York's diverse immigrant communities.

## Brooklyn Chinese American Association (BCA) <http://www.bca.net/>

The Brooklyn Chinese-American Association (BCA) was founded in 1988 as a community-based not-for-profit human service agency in response to the growing needs of the Asian-American communities in the Sunset Park, Borough Park, and Bay Ridge sections of Brooklyn.



# FOR MORE INFORMATION

Cynthia Felix

[CJFelix@schools.nyc.gov](mailto:CJFelix@schools.nyc.gov)

Yalitza Vasquez Johnson

[yvazquezjohnson@schools.nyc.gov](mailto:yvazquezjohnson@schools.nyc.gov)

Martha Martin

[mmartin65@schools.nyc.gov](mailto:mmartin65@schools.nyc.gov)

# Copy of Presentation

