

The following report provides updated information on implementation of dual language programs at four Irving ISD elementary schools. The dual language program information is provided within the context of the district's standard for bilingual education which is a *Late Exit Transitional Bilingual Education Model* that reduces the amount of Spanish instruction annually to 10% Spanish instruction and 90% English instruction in 5th grade. The amount of instruction provided in bilingual classrooms in Spanish and in English is specified at each grade level in Irving ISD from prekindergarten through 5th grade. Dual language programs accelerate the amount of instruction provided in English in kindergarten and first grades and maintain a 50/50 ratio of Spanish and English throughout elementary school.

**Bilingual Education in
Irving Independent School District
Report to the IISD Board of Trustees
April 2, 2007**

Bilingual Education in Texas

Bilingual education is required in Texas elementary schools when there are 20 or more students in the district at any elementary grade level whose first language is a language other than English. Bilingual instruction (English and Spanish) is available at every elementary and early childhood campus in Irving ISD. State law requires that school staff explain the benefits of bilingual education to parents and those parents give written consent for their child's placement in a bilingual program. Parents can also sign a statement of denial of bilingual education placement. In these cases, the child is educated in a general education classroom in English.

Bilingual Education in Irving ISD: Options for Quality Instruction

District Standard

In May 2005, a standardized approach for bilingual education was adopted in the district. The district standard for bilingual education is best described as a *Transitional Bilingual Education Model*. The updated model is grounded in research and evidence-based practice, as well as designed to meet the needs of English language learners in Irving. The district standard for bilingual education focuses on assuring that students continue to learn while learning English.

The desired outcomes of the *Transitional Model* are to increase consistency of English language instruction, support the acquisition of English with support in the child's first language (Spanish), and accelerate the acquisition of English so that bilingual students who enter middle school are fully prepared to perform at high levels in English.

Consistency of English language instruction is provided through specification of "Time & Teaching" in English and in Spanish at each grade level (Attachment 1). Students transition from 90% Spanish and 10% instruction in English at pre-kindergarten to 10% Spanish and 90% instruction in English at fifth grade. IISD's "Time & Teaching Model" is in its 3rd year of implementation. Elementary principals have been provided with the model and are responsible for its implementation. Staff development for teachers to support the use of this model has been provided by the Bilingual/ESL Department.

Student Performance

Federal Expectations: According to last year's Annual Measurable Achievement Objectives (AMAO), Limited English Proficient students in grades K-5 in Irving Independent School District well exceeded state expectations for making a gain of at least 1 proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) which satisfies one of the requirements in No Child Left Behind.

State Expectations (TAKS): Students at every grade level (through high school) who have participated in bilingual education, and successfully exited the program show a pattern of stronger performance in reading, math, and science than students at the same grade level who are still coded Limited English Proficient. More significantly, students who have successfully exited bilingual education have stronger performance in reading, math, and science than students at the same grade level who have never been coded Limited English Proficient (Attachment 2).

Dual Language Programs

Current research supports Dual Language as a method that promotes optimum academic and linguistic development in the native language as well as the second language (English). See Attachment 3 for information about types of programs for English language learners. In addition to implementation of the District's Standard "Time and Teaching Transitional Model", there are four schools that have opted to use a Dual Language Model. Campuses that choose to consider an instructional approach that is different from the district standard complete an application process that includes a review of research, a rationale for deviating from the district's standard bilingual model, a plan for sustaining the dual language program over several years, and student performance data and parental interest and commitment to the selected dual language model.

Two-Way Dual Language Model

Students are grouped so that first-language English speakers learn Spanish and first-language Spanish speakers learn English. That is, all children in the program learn both languages. Implementation of a two-way dual language program requires student demographics with equal numbers of English and Spanish native speakers to balance the "two-way" feature of this model.

Three campuses currently implement a Two-Way Dual Language Model: Brandenburg, Barton, and Farine (See Attachment 4).

Student Performance: Preliminary test data shows that out of 65 students currently in the dual language program at Brandenburg who took TAKS Reading (first administration) in February 2007, 92% "met the standard" and 31% of test takers received "commended" status. Of those students who have participated in the dual language program since kindergarten, 100% "met the standard" and 38% received "commended" status.

One-Way Dual Language Model

Students whose first language is Spanish learn both English and Spanish with instructional time divided starting in kindergarten so that students learn 50% of the time in English and 50% of the time in Spanish. The One-Way Dual Language Model accelerates the District Standard approach so that students are provided with 50%/50% instruction in kindergarten rather than in second grade.

One campus currently implements a One-Way Dual Language Model: Keyes Elementary (See Attachment 4).

Student Performance: TAKS test results will be available in spring 2008 for the first group of students who participated in this program starting in kindergarten in 2004-05.

See attachment 5 for a report on research findings by two of the most noted researchers on the success of various program models for teaching English Language Learners (ELLs). Wayne P. Thomas and Virginia P. Collier are research professors at George Mason University in Fairfax County, Virginia. Their research continues to support two-way dual language as the program that produces the best student achievement for English Language Learners.

**Irving ISD
Late Exit Transitional Model
Minimum Time and Teaching for PK – 5th
Percent / Time•**

Grade	Percent Spanish/English	Time Spanish/English
PK	90/10	2 hours 30 minutes/ 30 minutes
Kinder	70/30	3 hours 30 minutes/1 hour 30 minutes
First	60/40	3 hours /2 hours
Second	50/50	2 hours 30 minutes/ 2 hours 30 minutes
Third	50/50	2 hours 30 minutes/ 2 hours 30 minutes
Fourth	30/70	1 hour 30 minutes/ 3 hours 30 minutes
Fourth 06-07	20/80	1 hour / 4 hours
Fifth	10/90	30 minutes/ 4 hours 30 minutes

- This is based on five hours of classroom instructional time. The time of English instruction in the Fine Arts and Physical Education classes are additional.

Spring 2006 TAKS Results

Grade	Group	Reading	Writing	Math	Science
3	Current LEP	86		74	
	Non-LEP (Monitor-1 st year)	100		100	
	Non-LEP (Monitor-2 nd year)				
	Other Non-LEP	83		71	
4	Current LEP	69	87	77	
	Non-LEP (Monitor-1 st year)	83	96	87	
	Non-LEP (Monitor-2 nd year)	88	100	96	
	Other Non-LEP	78	91	78	
5	Current LEP	52		65	38
	Non-LEP (Monitor-1 st year)	86		86	74
	Non-LEP (Monitor-2 nd year)	82		83	74
	Other Non-LEP	76		77	66
6	Current LEP	62		47	
	Non-LEP (Monitor-1 st year)	93		76	
	Non-LEP (Monitor-2 nd year)	96		81	
	Other Non-LEP	90		73	

Non-LEP (Monitor-1st year) and Non-LEP (Monitor-2nd year) includes students who have successfully completed and exited an English acquisition program through bilingual education or English as a second language and are no longer coded as Limited English Proficient (LEP). Other Non-LEP includes students who have English as their first language in the home.

Attachment 3

This figure summarizes the information on the types of programs for ELLs. In the last column a summary of the research shows which programs give the best academic results for the students involved (Thomas and Collier 2002, 1997; Collier and Thomas 1996; Cloud, Genesee, and Hamayan 2000; Crawford 2003).

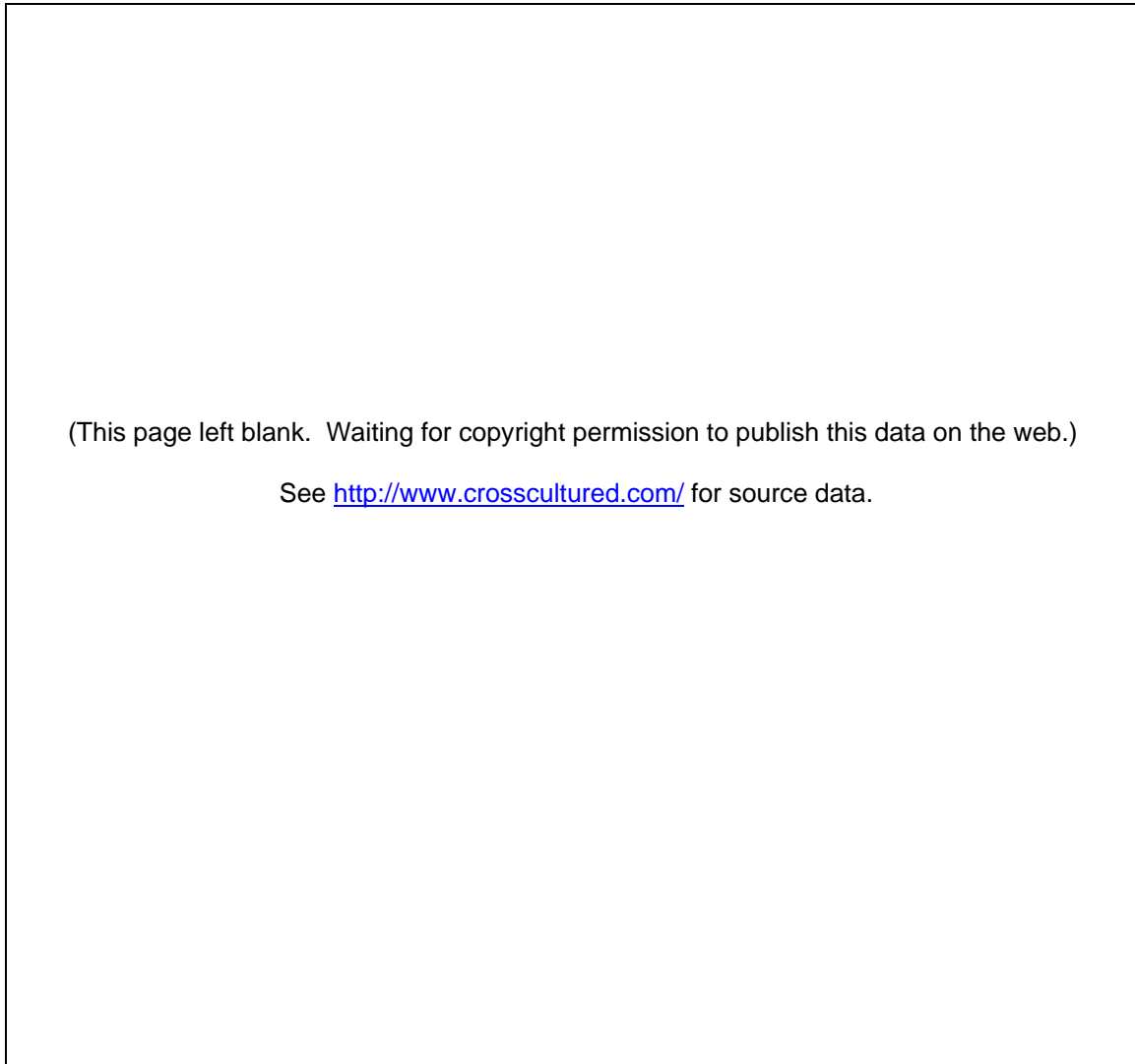


FIG. 1-1 Programs for English Language Learners (copyright material)
Adapted from *Dual Language Essentials* by Yvonne S. Freeman, David E. Freeman, & Sandra P. Mercuri

**Irving Independent School District
Dual Language Immersion Programs
2006-2007**

Two Way = a classroom population that consists of English dominant students and “Other Language” dominant students that are learning in two languages.

One Way = a classroom population that consists of one-language dominant students that are learning in English and their native language.

50/50 = Instructional time is divided so that students learn 50% of the time in English and 50% of the time in Spanish.

A/B Rotation Schedule = Instructional content is taught one full day in English, and one full day in Spanish on alternating days.

	Brandenburg	Keyes	Farine	Barton
Program Design	Two-Way 50/50	One-Way 50/50	Two-Way 50/50	Two-Way 50/50
Years of Implementation	4 years	3 years	2 years	1 year
Number of Classes	8 English 8 Spanish	8 Bilingual Classrooms	4 English 4 Spanish	2 English (K, 1 st) 2 Bilingual (K, 1 st)
Grade Levels	Kindergarten (4) First Grade (4) Second Grade (4) Third Grade (4)	Kindergarten (4) First Grade (2) Second Grade (2)	Kindergarten (4) First Grade (4)	Kindergarten (2) First Grade (2)
Number of Students	First Language English: 132 41-K, 35-1 st , 30-2 nd , 26-3 rd First Language Spanish: 164 43-K, 41-1 st , 41-2 nd , 39-3 rd	Bilingual Kindergarten: 107 Bilingual First Grade: 32 Bilingual Second Grade: 41	English: 70 33-K, 37-1st Spanish: 80 37-K, 43-1 st	English: 35 18-K, 17-1st Spanish: 38 21- K, 17-1st
% of Time in Language of Instruction	English – 50% Spanish – 50%	English – 50% Spanish – 50%	English – 50% Spanish – 50%	English – 50% Spanish – 50%
Language/Subjects Taught	A/B Schedule English-All Subjects Spanish-All Subjects	English: Kindergarten: Science, Social Studies, ESL First Grade: Science, ESL Social Studies, Math Second Grade: Math, Science Spanish: Kindergarten: Reading, Language Arts, Math First Grade: Reading, Language Arts 2 nd Grade: Reading, Language Arts, Social Studies (1 st semester-Spanish; 2 nd semester-English)	A/B Schedule English-All Subjects Spanish-All Subjects	A/B Schedule English-All Subjects Spanish-All Subjects
Projected Dual Lang. Immersion Classes: 2007-08	4-4 th grade classrooms	2 - 3 rd grade classrooms	4 - 2 nd grade classrooms	2 – 2 nd grade classrooms