

## TWO-WAY DUAL LANGUAGE PROGRAM

### CAMPUS

Johnson Elementary  
Exemplary 2007-08

### DISTRICT

Bryan ISD

U.S. Blue Ribbon School  
2006-07

### PROGRAM SUMMARY

The **goal** of Johnson Elementary's program is to support dual language development of fluency and literacy in Spanish and English in Grades K-5,<sup>1</sup> paying special attention to English Language Learners (ELLs) identified for participation in limited English proficient (LEP) programs (bilingual or special language programs).<sup>2</sup>

**Key strategies** of the program include instruction in the core content areas in Spanish and English for combined groups of Spanish- and English-speaking students, support for program participants integrating into mainstream English-only courses, and a dual language summer program.

**Outcomes** of the program include greater gains in English language proficiency for native Spanish-speaking, second-grade students identified for LEP programs after three years in the two-way dual language program as compared to Spanish-speaking, second-grade students participating for three years in the campus' previous one-way bilingual program. In addition, staff reported that more than half of the second-grade, English-speaking students participating for three years in the two-way dual language program were considered to have developed grade-level Spanish reading and comprehension skills.

<sup>1</sup> Texas Education Code (TEC) §89.1603 identifies the following goals for Dual Language Immersion Programs: (1) the development of fluency and literacy in English and another language for all students, paying special attention to limited English proficient (LEP) students participating in the program; (2) the integration of English speakers and language minority students for academic instruction, in accordance with the program design and model selected by the school district board of trustees. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of the other language at the beginning of the program; (3) the promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement; and (4) the initial preparation of students to be economically competent, multi-literate citizens in an international community.

<sup>2</sup> TEC §29.052 defines a "Student of limited English proficiency (LEP) as a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary class work in English." TEC further requires that districts with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level to offer a bilingual education or special language program as follows: (1) bilingual education in kindergarten through the elementary grades; (2) bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in post-elementary grades through grade 8; and (3) instruction in English as a second language in grades 9 through 12. The term "English Language Learner" (ELL) or Spanish-speaking student is used in this summary to refer to students participating in LEP programs. State data for ELLs is reported using the term LEP.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)

## EFFECTIVENESS

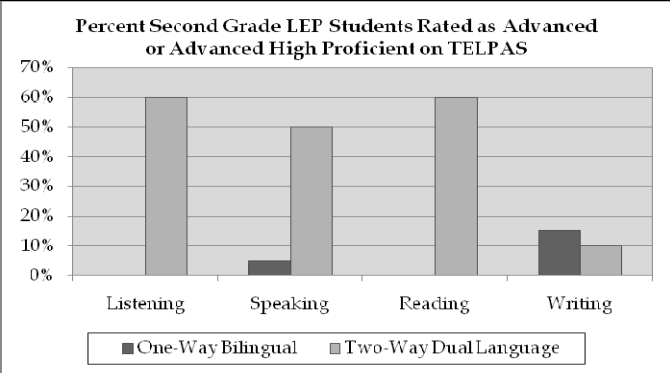
The new dual language program was phased in grade by grade as the campus' one-way bilingual program was being phased out. To provide evidence of effectiveness, second-grade outcomes for the last cohort of ELLs in the previous bilingual program were compared to second-grade outcomes for the first cohort of ELLs in the dual language program. Grade 3 TAKS data were not yet available at the time this summary was developed.<sup>3</sup>

ELLs starting kindergarten at Johnson in 2004-05 participated in the previous one-way bilingual program and were in second grade by 2006-07. After three years of participation in the one-way bilingual program, 0% of second-grade ELLs had reached Advanced or Advanced High proficiency for the grade level in Listening on the Texas English Language Proficiency Assessment System (TELPAS). For Speaking, 5% had reached Advanced or Advanced High, and 0% and 15% had reached Advanced or Advanced High in TELPAS Reading and TELPAS Writing respectively.

ELLs beginning kindergarten in 2005-06 started in the two-way dual language program and were in second grade in 2007-08. After three years of participation in the two-way dual language program, 60% of second-grade ELLs had reached Advanced or Advanced High proficiency on TELPAS Listening. Fifty percent had reached Advanced or Advanced High in Speaking, and 60% and 10% had reached Advanced or Advanced High in TELPAS Reading and TELPAS Writing respectively.

In addition, by the end of the second grade, staff considered 64% of English-speaking students to have reached grade-level proficiency in Spanish reading and comprehension based on teacher observations and student performance on *El Inventario de Lectura en Español de Tejas* (Tejas LEE).

<sup>3</sup> TEC §89.1603 states that success of the program is evident by participating students demonstrating high levels of language proficiency in English and the other language [Spanish in this case] and mastery of the Texas Essential Knowledge and Skills for the foundation and enrichment areas. Indicators of success may include scores on statewide student assessments in English and Spanish, norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages. TAKS data for participating students were not yet available at the time this summary was developed.



Source: Texas Education Agency, 2006-07 and 2007-08 TELPAS campus assessment summaries for the spring administration.  
 Note: State data for ELLs is reported using the term LEP.  
 The graph compares proficiency levels of a cohort of second-grade ELLs who participated in the campus' previous one-way bilingual program in Grades K-2 to the first cohort of second-grade ELLs who participated in the campus' new two-way dual language program in those same grades. The bilingual cohort was in second grade in 2006-07; the first dual language cohort was in second grade in 2007-08.

**CONTEXT/IMPLEMENTATION**

Demographics (2007-08)

Grade Levels Served		KG-5	Campus Enrollment		400	
<b>Ethnic Distribution</b>			<b>Economically Disadvantaged</b>		177	44.3%
African American	24	6.0%	<b>Limited English Proficient (LEP)</b>		95	23.5%
Hispanic	164	41.0%	<b>At-Risk</b>		197	45.3%
White	206	51.5%	<b>Mobility (2006-07)</b>		56	15.5%
Asian/Pacific Islander	5	1.3%				

Source: AEIS

*Background*

- The principal engaged the entire campus in an effort to identify best practices in serving ELLs. Staff participated in book studies and visits to other campuses with dual language programs. Another Bryan ISD (BISD) elementary school had piloted a two-way dual language program funded through a grant, which provided Johnson staff with an opportunity to closely study the implementation and impact of a dual language program. Based on this research, the campus decided to implement a two-way dual language model that provided instruction in Spanish and English to a combined class of native speakers of both languages at each grade level beginning with kindergarten in 2005-06. Currently, four BISD elementary campuses have two-way dual language programs, and a junior high school in the district began a dual language magnet program in 2008-09.
- Prior to program implementation, Johnson was one of two campuses in rural areas of the district with bilingual programs for ELLs. With the introduction of the dual language program at Johnson, ELLs who were not orally proficient in their native language based on district administration of the Language Assessment Survey were recommended to attend the other area school with a one-way bilingual program designed to help students develop native language literacy.
- Campus staff articulated the goal of helping both Spanish-speaking and English-speaking students become bilingual, biliterate, and bicultural.
- The program currently serves one class per grade level.

*Procedures*

- Beginning in 2005-06, the campus implemented the dual language program one grade level per year, phasing out the existing one-way bilingual program grade by grade as the new program was implemented. Thus, in 2005-06, the two-way dual language program was offered in kindergarten; in 2006-07, it was offered in kindergarten and first grade; and in 2007-08, it was offered K-2. In 2008-09, the program was offered in Grades K-3, with implementation through Grade 4 planned for 2009-10 and through Grade 5 planned for 2010-11.
- All ELLs identified for LEP programs that were assigned to the campus were served through the program. Admission for English-speaking students was based on a lottery determined by parent interest/application.
- Parents enrolled their children in the dual language program with the understanding that the students would participate in the program through Grade 5. In addition, parents committed to working with their children at

home in their non-native language with resources provided by the school.

- Dual language teachers conducted home visits for incoming kindergarten students prior to the start of the school year to make more personal connections with families.
- The campus used a 90/10 model in kindergarten in which 90% of instruction in the core content areas was conducted in Spanish, while the remaining 10% was taught in English. Each year, the percentage of Spanish to English decreased. In first grade, instruction was 80% Spanish and 20% English, and, in second grade, it was 70/30. By third grade (2008-09), 60% of instruction was conducted in Spanish, and 40% of instruction was conducted in English, with 50/50 Spanish to English instruction planned for Grades 4-5.
- The ratio of Spanish-speaking to English-speaking students in each class was designed to easily promote one-to-one peer tutoring in students' native languages. This peer support structure was also used to allow students in Grades K-2 to participate in mainstream elective classes, such as physical education and fine arts, where paired students were scheduled together. English-speaking students acted as translators for their Spanish-speaking partners in these classes.
- In third grade, students in the dual language program began to be partially integrated into mainstream core courses, with careful placement of ELLs. For example, the dual language third-grade teacher partnered with other Johnson reading/language arts and mathematics teachers to provide reading and mathematics enrichment in English according to ability levels. During the class, some students did independent study, some worked with the mainstream teacher, and some worked with the dual language teacher. In science, dual language students attended science classes in English with mainstream students. In these classes, ELLs were partnered with their English-speaking peers from the dual language program for support. This strategy was designed to allow students to participate in mainstream English-speaking classrooms.
- Students were monitored on an ongoing basis for fluency in both languages with the Texas Primary Reading Inventory (TPRI) and Tejas LEE. Scores on these assessments indicated if students were learning on grade level or needed additional support.
- The campus employed one dual language teacher per grade level and one bilingual paraprofessional who supported all the teachers in the program. All teachers in the dual language program were bilingual certified and had Sheltered English Instruction Protocol (SIOP) training. A campus professional development specialist

also provided support to the program. Staff reported that the campus wanted to offer additional sections in the dual language program but was unable to find qualified teachers.

- Other supports included the following:
  - Dual language teachers carefully selected literature, music, and art activities in classroom teaching to emphasize Hispanic culture.
  - Dual language teachers organized campuswide special events and had students participate in announcements in both languages. The teachers also organized a performing group for dual language students called the Dancing Jaguars, which performed Ballet Folklórico and hip hop dances.
  - Dual language teachers sent weekly Spanish/English newsletters home to parents. In addition, the campus encouraged student-led parent conferences during which students took their parents through stations set up around the classroom to show their work. At the last station, the parents, student, and teacher met. Parent evenings involving dual language activities were held four times each school year. Some were schoolwide events; others focused on grade-level activities.
  - To encourage language growth over the summer months, parents were given activities to do with their children. Also during the summer, many participating students attended a three-week, half-day, district-sponsored camp for dual language students. Camp activities included Spanish language arts, Spanish science, additional language enrichment (Chinese and sign language), physical activities, and Spanish theater. In some years, funds from a 21<sup>st</sup> Century Learning Center grant and fundraisers organized by the Dual Language Parent Group were used to support the camp. In years when these funds were unavailable, parents paid for the camp. The cost for the teacher was \$600. The participation fee per child was \$120.
- The campus Language Proficiency Assessment Committee (LPAC), which includes the principal and dual language teachers, determined which third-grade ELL students participating in the dual language program took TAKS in English or Spanish, based on language proficiency.
- Johnson's dual language program was primarily funded through local funds with some bilingual funding for students identified for LEP programs. The district provided the funding for the teacher's aide who was shared by the dual language teachers. The district also provided some support for other program components such as the summer dual language camp.

*Lessons Learned*

- Staff reported that a critical aspect of the program's success was the equal value, priority, and respect given to both languages used in the program.

- Staff reported a high level of parent interest and satisfaction with the program based on the number of enrollment applications and annual parent surveys. Staff also reported a high degree of parent involvement and interaction between Spanish-speaking and English-speaking families.
- Reported barriers included the inability to meet the demand for the program due to a shortage of bilingual-certified teachers. Staff reported that the campus was recruiting in Mexico to find enough teachers to offer the program through Grade 5.

*Other Campus-Reported Resources*

- Staff reported that the research base for the program included best practices in teaching English language learners. See, for example:
  - Thomas, W. P. & Collier, V. P. (2003a). The multiple benefits of dual language. *Educational Leadership*, 61(2), 61-64. October 2003.
  - Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, Eng., and Buffalo, NY: Multilingual Matters.
- District professional development on SIOP, Kagan's cooperative learning strategies, and Marzano's instructional strategies work were also reported to support the program. See, for example:
  - Short, D., & Echevarria, J. (1999). *The Sheltered Instruction Observation Protocol: A tool for teacher-researcher collaboration and professional development*. Educational Practice Report No. 3. Santa Cruz, CA: Center for Research on Education, Diversity, and Excellence. Retrieved May 1, 2009, from <http://www.cal.org/resources/Digest/sheltered.html>
  - Kagan, S. (1993). *Cooperative learning*. San Clemente, CA: Kagan Publishing.
  - Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Book studies conducted as research for the program included:
  - Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle. Retrieved May 1, 2009, from <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED439608>
  - Carrera-Carrillo, L., & Smith, A. R. (2006). *7 steps to success in dual language immersion: A brief guide for teachers and administrators*. Portsmouth, NH: Heinemann.

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