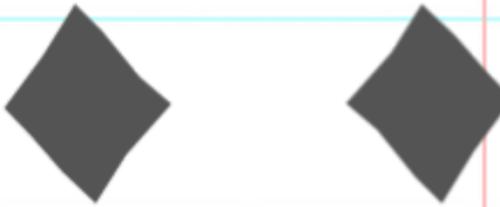# EDUCATION

COMMITTEE OF THE WHOLE

September 2024

AGENDA

ACCESS Data

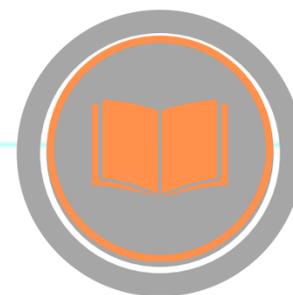Seal of Biliteracy Data

ESL Programming

HoLA Programming

# ACCESS Testing

Level	Description
6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support

- Annual English proficiency assessment (January-February)
-Listening -Speaking -Reading -Writing
- Does not measure students' academic achievement or content knowledge
- Determines continued eligibility or exit from ESL/Bilingual services
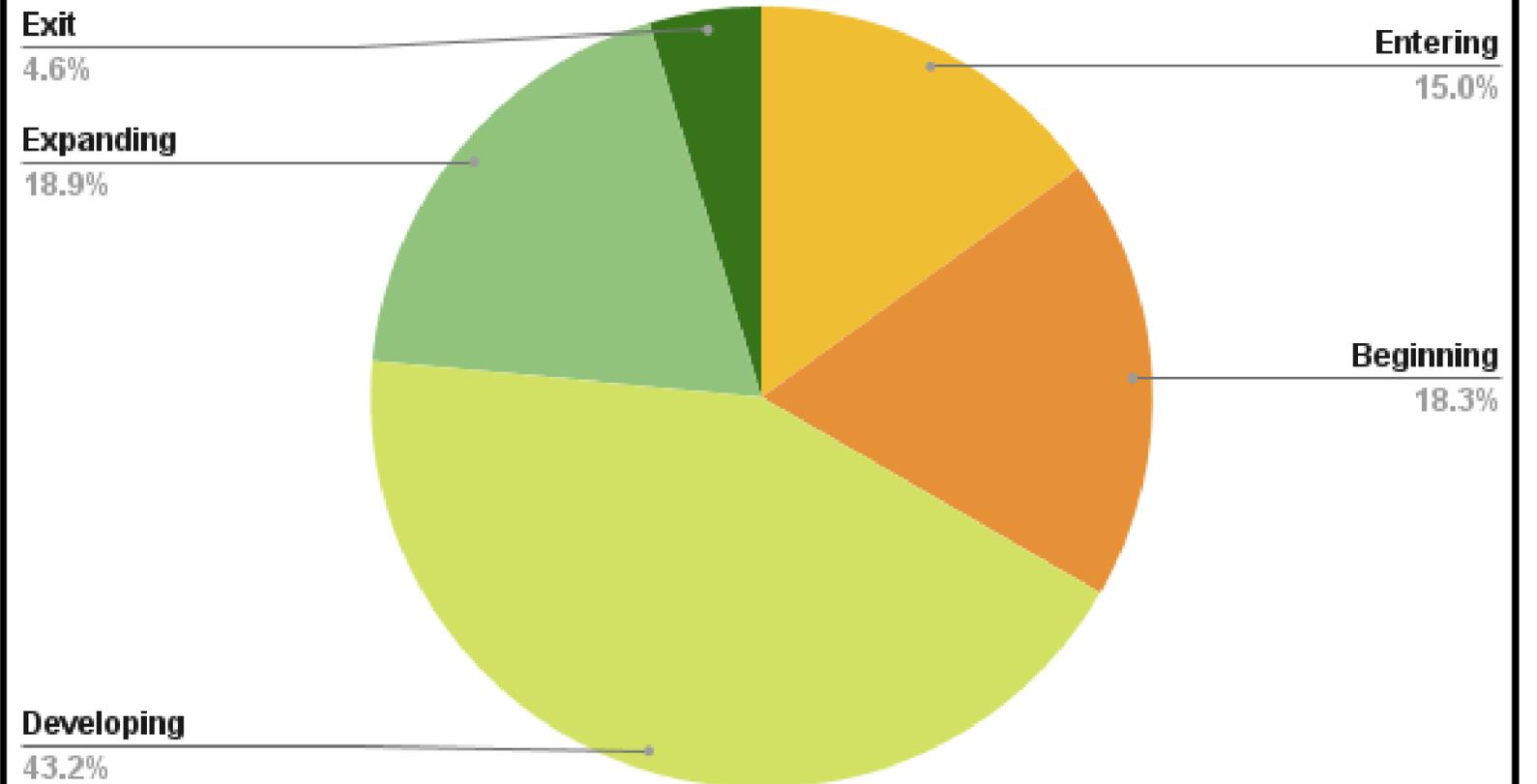- Exit Criteria: 4.8 Composite Proficiency Level

ACCESS Data

ACCESS 2023 District Results

- Exit 5.5%
- Expending 21.7%
- Entering 11.6%
- Beginning 18.7%
- Developing 42.5%
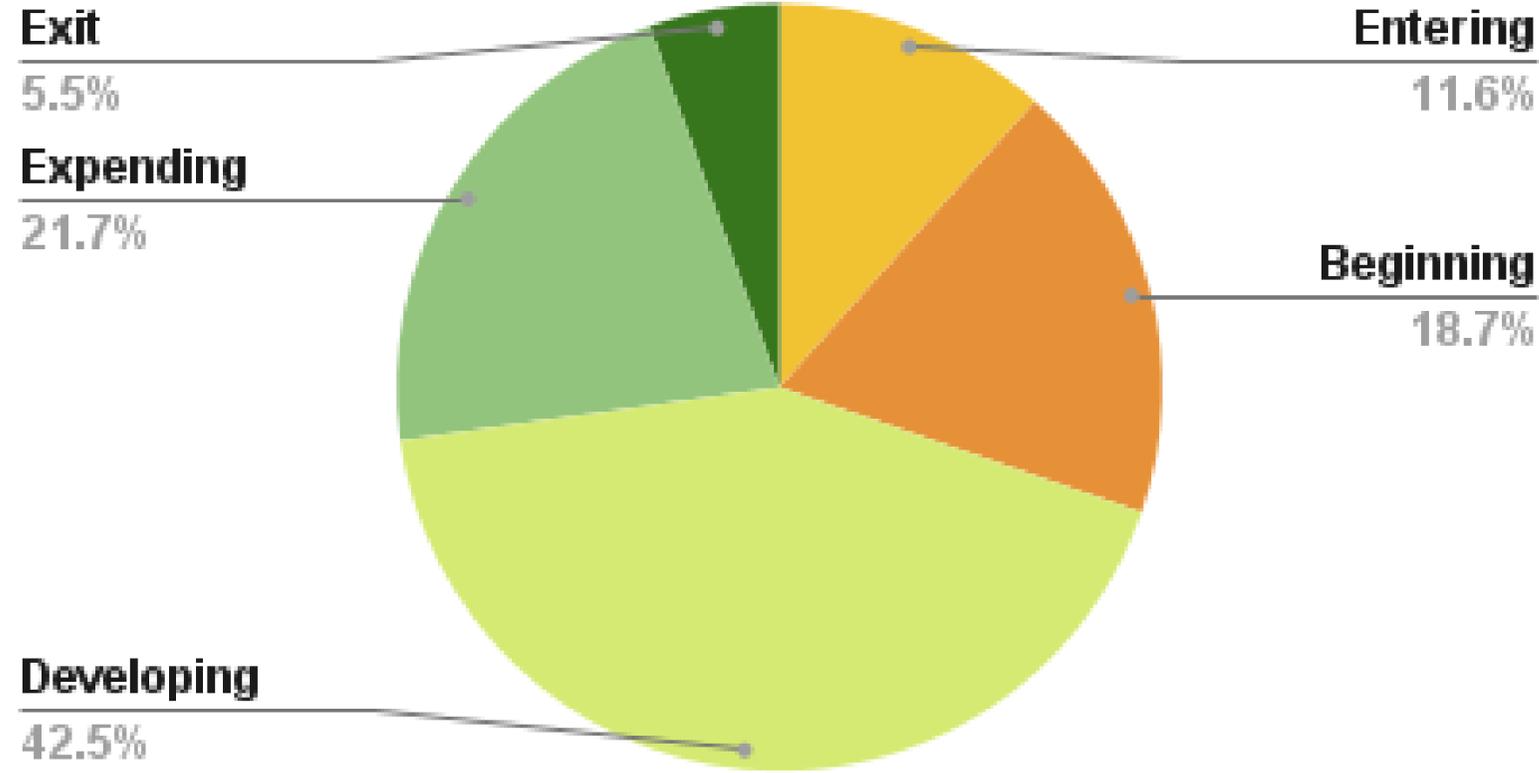
ACCESS 2024 District Results

- Exit 4.6%
- Expanding 18.9%
- Entering 15.0%
- Beginning 18.3%
- Developing 43.2%

Seal of Biliteracy

The Illinois State Seal of Biliteracy is an award presented at graduation in recognition of attaining a high-level of proficiency in English and in one or more other language. It is officially designated on a student's transcripts and high school diploma.

Seal of Biliteracy

Harlem #122 established the Illinois State Seal of Biliteracy in 2018-2019

English Proficiency
- SAT/ACT
- ACCESS
- AP Lang.
- AAPPL

World Language Proficiency
- AP Lang.
- AAPPL

Arabic   Korean
French   Mandarin
Gernman   Portuguese
Italian   Spanish
Japanese

Thirty-seven high school graduates have received the Illinois State Seal of Biliteracy

Philosophy

The philosophy of the Harlem School District is for all of our students to develop high levels of English proficiency while maintaining, and whenever possible, enhancing their linguistic diversity. We will support our students to maintain their first language as they develop skills in English. We will develop a comprehensive model to address the short and long-term academic programming goals of our English Learners (ELs). A student identified as EL is entitled to services until such student obtains a minimum Overall Composite Proficiency Level of 4.8 on ACCESS. Thus, districts must continue to provide ELs with appropriate services until they achieve these cut scores on ACCESS.

Harlem Language Academy (HoLA) Mission Statement

The Mission of the Harlem Language Academy (HoLA) is to help our diverse learners reach high levels of academic achievement, Biliteracy, and Bilingualism, in a safe and engaging learning environment while fostering Biculturalism.

ESL Programming
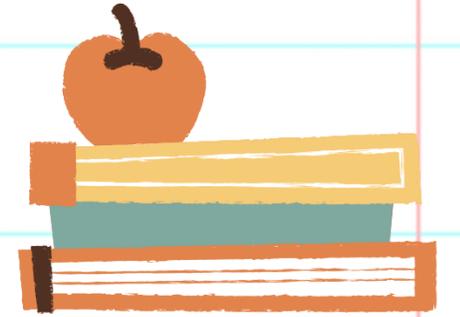
- ESL--19 or fewer MLs of the same language
- Core academic instruction in English
- Become English proficient while valuing the home language

Elementary:
- Push-in
- Pull-out

Secondary
- Co-taught ELA, Science, & History
- Self-contained: Newcomers English Class I & II (HHS)

PARKER CENTER
LOVES PARK
MAPLE
ROCK CUT
HARLEM MIDDLE SCHOOL
HARLEM HIGH SCHOOL

- 433 English Learners
- 39 Different Languages
- Top 5 Languages
  - Spanish
  - Swahili
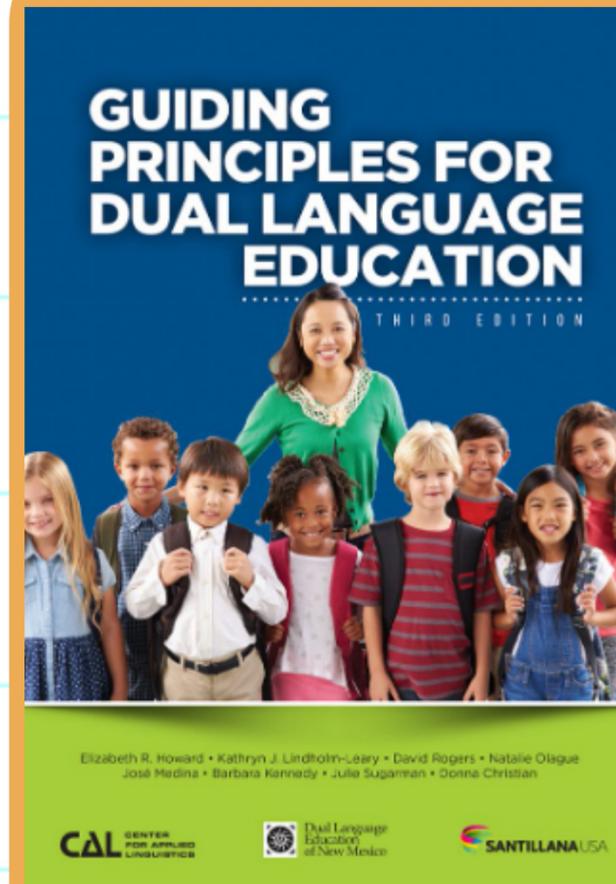 - Serbian & Vietnamese
  - Arabic
  - Turkish

HoLA

*Bilingual *Biliterate *Bicultural

- 20 or more MLs of the same language
- Core academic instruction in English and the home language
- ESL

GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

THIRD EDITION

Elizabeth R. Howard • Kathryn J. Lindholm-Leary • David Rogers • Natalie Olague
José Medina • Barbara Kennedy • Julie Sugarman • Donna Christian

CAL CENTER FOR APPLIED LINGUISTICS   Dual Language Education of New Mexico   SANTILLANA USA

Research and best practices in Dual Language Education

- Tool for planning
- Self-reflection
- Continual improvement

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. Support and Resources

HoLA

*Bilingual *Biliterate *Bicultural

- Bilingual
- Biliterate
- Bicultural
- Increased level of academic achievement through instruction in two languages
- Work towards obtaining the Seal of Biliteracy

- Builds Strong Social Connection & Cultural Awareness
- Strengthens Self-Perception and Identity
- Improves Cognitive Dexterity & Problem-solving Skills

Elementary:
- 90/10 Dual Language Program
- K-5th grade
- Parker Center
- Machesney Elementary School

134 Students

Secondary:
- HMS
- Two core classes in Spanish
  - Spanish Language Arts
  - Social Studies or
  - Science

57 Students

HOLA HARLEM LANGUAGE ACADEMY	K	1st	2nd	3rd	4th	5th
Asignación instruccional del idioma en la clase / Classroom Instructional Language Allocation	10%	10%	20% Inglés	30%	40% English	50%
	90% Español	90%	80% Spanish	70%	60%	50%

Bilingual Parent Advisory Committee

- Collaborate with school district leadership regarding bilingual programs
- Provide recommendations for Bilingual/ESL programs
- Participate in the planning, operation, and evaluation of the EL programs within the district
- Plan and help implement parent education and involvement activities to support the teaching and learning of ELs
- Serve as a communication link between staff and other multilingual families
- Review the district's Bilingual Service Plan and EL portion of the Evidence-Based Spending Plan