

## The Influence of Elementary School Bilingual/ESL Programs on ELLs' Achievement

Figure 6 presents the patterns of the academic achievement of **students who begin schooling in the U.S. in kindergarten with no proficiency in English**. These students do not remain English language learners throughout their schooling, but they are all ESL beginners when they enter U.S. schools in kindergarten. It is important to remember that this figure represents cohorts of students who start school with the same general background characteristics--i.e., no

**Figure 6**

### PATTERNS OF K-12 ENGLISH LEARNERS' LONG-TERM ACHIEVEMENT IN NCEs ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SIX PROGRAM MODELS

(Results aggregated from a series of 4-8 year longitudinal studies from well-implemented, mature programs in five school districts)

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Program 1: Two-way developmental bilingual education (BE)

Program 2: One-way developmental BE, including ESL taught through academic content

Program 3: Transitional BE, including ESL taught through academic content

Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches

Program 6: ESL pullout--taught traditionally

