

# Charleston's Newcomer Program

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# Today's Discussion

- What is a Newcomer Program?
- Why Create a Newcomer Program in Charleston County?
- Newcomer Program Instruction- "Nuts and Bolts"
- Did the Newcomer Program Work?
  - Conclusions and Implications
- Funding

# What is a Newcomer Program?

- A program for newly arrived Non-English speaking students where English Language Learners (ELLs ) receive intensive English language acquisition and cultural instruction to prepare them for mainstream English language classes.

# Why Create a Newcomer Program in Charleston County?

School Year	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Number of ESOL Students	6,142	8,239	12,653	16,049	20,005	24,685	28,697

- The performance of Hispanic children in all the achievement tests such as the Palmetto Achievement Challenge Test (PACT) and school readiness tests is below that of Asian, White and African American children (State PACT Scores, 2005).

In the 2002 school readiness test, Hispanic children scored below other ethnic groups.

### Student Readiness

■ White	91	%
■ African American	81	%
■ Asian American	83.8	%
■ Hispanic	63.2	%
■ Native American	78.2	%

(South Carolina Department of Education, 2002).

# Newcomer Program Objectives:

- Accelerate English language acquisition
- Improve overall academic performance
- Help ELLs acculturate to the U.S. and U.S. schools
- Increase awareness of educational expectations and opportunities
- Create a safe, secure and nurturing environment for learning.

# Description of School

- Charleston County urban school
- Offers
  - ESOL services academic
  - after-school programs
  - enrichment classes in reading and math
- Award-winning band
- Girls basketball champions
- School rating for last five years:  
Below average to unsatisfactory\*

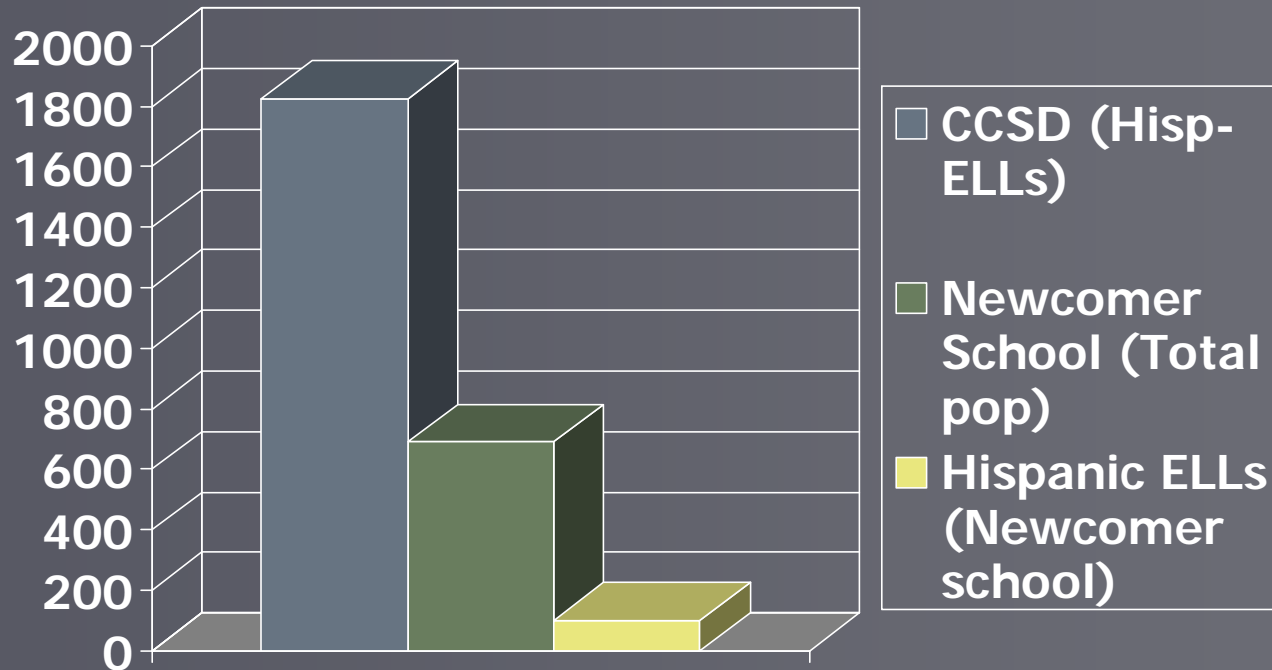
\*Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

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# Student Population



# Description of Students

- Initial total of 13 (Goal: 20)
  - Newly arrived Hispanics (Mexico and Central America)
  - Working-class background
  - Thirty four percent female and 66% male
  - Ages: 11-15 years old
  - Nine middle school students; four high school students
  - Had previous school experience
  - Placed in appropriate grade level
  - Non-special education

# Instructional Focus

- English Language
- Content
- Culture
  - American culture
  - American school culture
    - Expectations
    - Responsibilities
    - Hidden Curriculum

# Newcomer Program Instruction – “Nuts and Bolts”

- Students received 24.5 hours of ESOL instruction as compared to the usual five hours per week
- Teachers spoke English – not Spanish.
- Emphasis was on both content *and* language.
- Students mingled with other, non-Newcomer students: art, music, physical education, lunch.

# Curriculum/Content

- Teachers followed South Carolina K-12 ESOL standards.
- A variety of ESOL teaching strategies were used.
- Content was dovetailed with field trips.

# Field Trips



- South Carolina Aquarium



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## ■ Fort Sumter

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## ■ Gibbes Museum

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- College of Charleston



## ■ Caw Caw Interpretive Center

# Adult ESOL Classes

- Twice a week for six weeks
- Open to the community
- Attendance: 15-17 each week, with five parents in regular attendance
- Tested by CCSD



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# Assessment and Results

- LAS (Language Assessment Scale)
- ELDA (English Language Development Assessment)
- MAP (Measures of Academic Progress)
- PACT (Palmetto Achievement Challenge Test)

# ELDA Proficiency Level Scaled Score Ranges

	L1	L2	L3	L4	L5
Listening	112- 553	554- 625	626- 717	718- 695	896- 942
Speaking	133- 457	458- 610	611- 718	719- 824	825- 936
Reading	103- 459	460- 611	612- 690	691- 828	829- 910
Writing	149- 552	553- 652	653- 721	722- 896	897- 936

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# Comparison between LAS (Fall 2007) and ELDA (Spring 2008)

LAS (FALL 2007)		ELDA (Spring 2008)	
NES	LAS 1 (100%)	%	ELDA (Highest Level)
<b>Listening</b>	112	33%	626-717 (L3)
<b>Speaking</b>	133	66%	458-610 (L2)
<b>Reading</b>	103	33%	460-611 (L2)
<b>Writing</b>	149	100%	400-552 (L1) An increase of between 251-403 points

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# Comparison of PACT scores in comparison to other schools

Newcomer Program (Math)		Comparison Group (Math)	
14%	Basic (800-805)	0%	Basic
15%	Below Basic 2 (793-798)	0%	Below Basic 2
71%	Below Basic 1 (563-582)	100%	Below Basic 1

# Comparison of ELDA scores of Newcomer Program students to non-Newcomer Program students

Newcomer Program			Comparison Group	
Listening	33%	626-717 (L3)	28%	554-625(L2)
Speaking	66%	458-610 (L2)	14%	458-610 (L2)
Reading	33%	460-611 (L2)	100%	103-459 (L1)
Writing	100%	400-552 (L1) An increase of between 251-403 points	100%	293-504 (L1)

# Current Comparison: ex-Newcomer Program Students to non-Newcomer Program Students

Ex-Newcomer Program Students			Non-Newcomer Program Students
Subject	Grades	Percentage	
English	85-91	71%	33%
Math	78-88	45%	44%
Science	81-88	55%	33%
Social Studies	70-85	55%	55%

# What Would We Do Again?

- Integration of in-class and out-of-class learning activities: field trips.
- Involve supportive teachers willing to advocate for students.
- Include a variety of instructional strategies.
- Provide English classes for parents.

# What would we do differently?

- Include other, non-NES, students to join the program.
- Offer more than six weeks of adult ESOL classes.
- Increase number of hours with native English speakers.

# Funding

- Funding provided through Center for Partnerships to Improve Education (\$42,000)
  - Instruction: Half an ESOL teacher's pay and benefits for one year. CCSD paid for the other half.
  - Field Trips: Entrance fees, transportation and food.
  - Adult ESOL instruction and materials for parents

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