



Dual Language Immersion Programs

At Texas Public School Districts

District Leadership Forum

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1) Executive Overview

Key Observations

Profiled school districts operate two-way dual language immersion programs with 90/10 or 80/20 models to develop bilingual students. Contacts at **District B, District C,** and **District D** reference internal research that found two-way dual language students perform better than their peers in one-way dual language immersion programs and traditional classrooms. Further, contacts across all profiled school districts attribute two-way dual language students' bilingualism to their early foundation in one language (i.e., Spanish) before their development of another (i.e., English). Consequently, dual language immersion program administrators at each profiled school district use models for instruction of 80 percent immersion language (i.e., Spanish) or greater.

Offer post-elementary school opportunities for dual language students to continue to develop and apply Spanish language knowledge. Dual language immersion program students at **District C** can take credit-by-examination assessments in fifth and sixth grades to receive up to two high school Spanish language credits. However, students who begin the progression of high school level Spanish courses during middle school complete the district's Spanish curriculum by the end of ninth grade. To provide former dual language students opportunities to apply their Spanish language proficiency after completion of the Spanish course progression, ESL/Bilingual and career and technical education (CTE) administrators at **District B** collaborated to design three CTE pathways for matriculating high school students: Spanish Business Management & Entrepreneurship, Bilingual Education, and General Medical with Spanish Concentration. Each pathway includes practicum either within the district or at a local organization. CTE administrators established practicum in the community through existing partnerships with organizations.

Foster community among parents through cultural events. Elementary school administrators at **District A** invite all families in their school's respective zones to bring artifacts and food from their cultures to share at *noches de cultura* (nights of culture) once each year. Similarly, the Bilingual Coordinator at **District D** plans to launch *platicas* (conversations), a series of events at dual language immersion program parents' houses with food and drink. Contacts at District A report that the shared artifacts and food during *noches de cultura* contributes to a sense of community among parents, which the Bilingual Coordinator at District D hopes to mimic with *platicas*.

Support dual language immersion program teachers through professional development, leadership opportunities, and additional compensation. Dual language immersion program teachers at **District A** travel to language academies and state conferences on bilingual education to network with peers and share best practices with their colleagues in the district. Additionally, dual language immersion program teachers at District A serve on program and district leadership teams to report on dual language student data, which contacts note gives them a heightened sense of ownership over the program. Further, District A compensates dual language teachers for five additional days each year, which contacts add incentivizes teachers to stay at the school district.

2) Program Structure

Models

To Develop Bilingualism, Operate Two-Way Dual Language Programs with 90/10 or 80/20 Models

District B and **District C** offer both one-way and two-way dual language immersion programs. One-way dual language programs serve only English as a Second Language learners (ELLs), while two-way dual language programs serve both ELLs and native English speakers. However, contacts at District B, District C, and **District D** reference research conducted by administrators at their respective districts that found two-way dual language ELLs perform better than their peers in one-way dual language immersion programs on district and state standardized assessments. Further, native English speakers enrolled in two-way dual language programs perform better than their peers in traditional classrooms. Consequently, District C dual language immersion program staff recruit native English speakers to match ELL demand for two-way dual language services, and the Bilingual Coordinator at District D recently transitioned all one-way programs in the district to two-way programs.

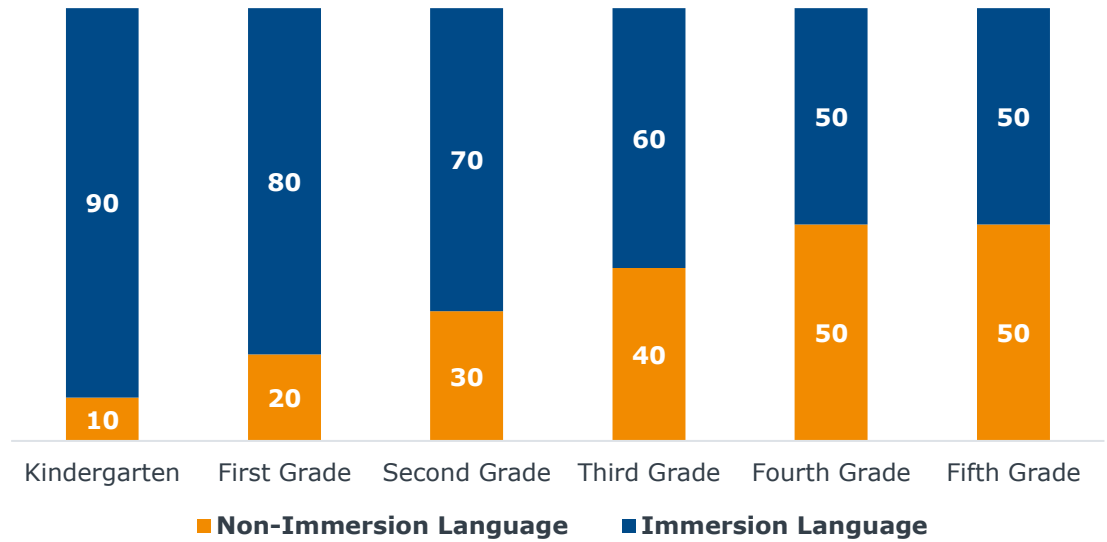
For more information on district-level assessment research, see [page 8](#).

Contacts across profiled school districts attribute two-way dual language students' bilingualism to their early foundation in one language (i.e., Spanish) before their development of another (i.e., English). Consequently, dual language immersion program administrators at each profiled school district use models for instruction of 80 percent immersion language (i.e., Spanish) or greater. Specifically, dual language immersion program administrators at **District A**, District B, and District C use 90/10 models for instruction, and administrators at District D use an 80/20 model. Contacts at District D report that the Bilingual Coordinator developed the 80/20 model to increase non-immersion language (i.e., English) instruction time, which allows teachers more flexibility with English language instruction. Contacts add that dual language students still establish strong foundations in Spanish with 80 percent immersion language instruction time. Similar to 90/10 models, the 80/20 model at District D increases instruction time in the non-immersion language each year.

District B Allows Flexibility with 90/10 Instruction Times To Ensure Teachers Deliver Content

The Coordinator for English Language Learners at **District B** collaborated with the Superintendent and the Executive Director for Educational Services to standardize dual language instruction across the district. The Coordinator wrote a document that details the 90/10 instructional model used in the district, and disseminated it to each dual language immersion program teacher. The Coordinator included non-negotiable rules for dual language instruction in the document. One non-negotiable states that even if teachers fall behind schedule, they must deliver every recommended lesson each day. For example, if the model calls for a 30 minute lesson at the end of each day, but only 20 minutes remain at the end of one school day, the teacher must attempt to deliver the lesson's content concisely rather than skip the lesson entirely.

90/10 Model Percent Instructional Time Progression at *District C*



The Texas Education Agency Requires School Districts to Teach Language Arts and Reading in English

No profiled school district offers co-curricular opportunities to use Spanish language only (e.g., Spanish language field trips). For more information on how to engage dual language immersion program families, see [page 15](#).

The Texas Education Agency (TEA) mandates that school districts teach Language Arts and Reading in English. Because the 90/10 and 80/20 models allow for limited non-immersion language instruction time (i.e., 10 and 20 percent of instruction time, or 30 minutes to 1 hour, respectively) during the first two years of dual language immersion programs, kindergarten and first grade dual language teachers at all profiled school districts must instruct Language Arts and Reading in English and all other subjects (i.e., Science, Social Studies, and Math) entirely in the immersion language (i.e., Spanish). However, the 90/10 and 80/20 models call for increased instructional time in English as students progress through dual language immersion programs. Thus, beginning in second grade, teachers at all profiled school districts instruct at least 20 minutes of a subject other than Language Arts and Reading in English each day.

90/10 Model Instructional Time by Grade and Subject at *District C*

Grade	Language Arts and Reading	Math	Science	Social Studies
Kindergarten	English (30 minutes of English Language Development (EDL))	Spanish	Spanish	Spanish
First Grade	English (60 minutes total; 30 minutes EDL, 30 minutes standard language arts, reading, and writing)	Spanish	Spanish	Spanish
Second Grade	English (60 minutes)	Spanish, 20 minutes in English	Spanish	Spanish
Third Grade	English (60 minutes)	Spanish, 20 minutes in English	Spanish, 40 minutes of English	Spanish
Fourth Grade	English (80 minutes)	Spanish, 20 minutes in English	English	Spanish
Fifth Grade	English (80 minutes)	Spanish, 20 minutes in English	English	Spanish

Teach English Language Development Early to Ensure Students Acquire Non-Transferrable Language Skills

While 90/10 and 80/20 instructional models establish strong foundations in Spanish language, contacts stress the importance of targeted and early English language instruction to ensure students acquire non-transferrable language skills necessary to learn English later. For example, dual language immersion program students learn Spanish language past-tense verb endings before they learn English past-tense verb endings. However, knowledge of past-tense verb endings does not transfer between languages; Spanish and English conjugations differ, and both involve irregular conjugations.

At **District A** and **District C**, dual language immersion program administrators implemented English Language Development (EDL) into Language Arts and Reading instruction time to teach students non-transferrable language skills, such as past-tense verb endings. At District A, EDL comprises the majority of Language Arts and Reading instruction time at each grade level. At District C, EDL comprises all of Language Arts and Reading instruction time in Kindergarten, and half of Language Arts and Reading instruction time in first grade.

District A dual language immersion program administrators compiled a list of non-transferrable skills for teachers to reference as they develop EDL curricula. Similarly, dual language immersion program teachers at District C translated [Texas Essential Knowledge and Skills \(TEKS\) for English Language Arts and Reading](#)¹ into a list of state-standard, non-transferrable English language knowledge competencies that students need to acquire.

¹ "19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading," Texas Education Agency, accessed July 26, 2018, <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

Analyze State, District, and Program Data to Conduct Latitudinal and Longitudinal Assessments

In addition to tracking quantitative data, the Bilingual Coordinator at **District D** interviews parents, teachers, and administrators to collect qualitative data on dual language immersion program performance.

All profiled school districts analyze state-wide elementary school assessment data to compare dual language immersion program performance against other districts in the state. Further, all profiled school districts use district-level assessment data to evaluate dual language immersion program performance against other programs (e.g., English as a Second Language) in the district, and administer program-level examinations to measure dual language students' performance over time and compare program performance against previous cohorts.

Example State- and District-Level Assessments and Program-Level Evaluations

State- and District-Level		Program-Level
<p>Spanish Language Assessments</p> <ul style="list-style-type: none"> • TELPAS 	<p>General Proficiency Assessments</p> <ul style="list-style-type: none"> • STAAR • MAP Growth • Istation (both languages) 	<p>Spanish Language Evaluations</p> <ul style="list-style-type: none"> • Woodcock–Muñoz • AAPPL • Journal assessments

+

Administer Program-Level Evaluations Semi-Annually to Receive Frequent Updates on Dual Language Student Performance

District A administers Istation evaluations to all elementary school students three times a year to monitor student progress. Dual language students take Istation assessments in both Spanish and English. Further, dual language students write a Spanish language journal throughout the year, which dual language teachers evaluate semi-annually. Together, these assessments provide administrators with multiple data points on dual language performance between annual state-wide evaluations (e.g., TELPAS).

Consider Developing a Dashboard to Display Demographics and Assessment Data on District Website

Accountability, Assessment, & Student Information Services and Communications Services and Marketing staff at **District B** collaborated to design for the district's website to display demographics and performance. The dashboard disaggregates district and Texas Academic Performance Report (TAPR) data.

Sample Sections and Metrics of *District B's* Dashboard

Student and Staff Demographics

Student and Program Performance

1

Student Body Demographics



- Total enrollment
- Age
- Gender
- Ethnicity
- Socio-economic
- Dual Language (two-way and one-way)
- ELLs
- ❖ Across campuses, grades, and programs

2

Staff Demographics and Teacher Stats



- Total staff
- Staff by job type (professional staff, educational aides, auxiliary staff)
- Average teaching salaries by years of experience; average salaries by job type
- Teacher demographics (ethnicity, gender, highest degree held, years of experience, turnover rate)
- Student-teacher ratio
- Average class size by grade

3

State Assessment Performance



- STAAR Approaches by grade and demographics, and compared against district and state averages at each grade level
- STAAR percent met standard, percent post-secondary, and percent advanced masters for each grade level by demographics
- ELL STAAR performance by ELL program (two-way dual language, one-way dual language, ESL, ESL content, and ESL pull-out) compared to average performances for all students, all ELL students, and all bilingual education students

4

Student Success and College Readiness



- Multiple years of attendance rate by demographics, compared against state average
- Annual drop-out rate by demographics
- 4-year, 5-year, and 6-year graduation rate by demographics, compared against state average
- Advancement Placement (AP) test participation by demographics, subject (e.g., social studies) across multiple years
- AP tests results at or above criterion by demographics across multiple years
- SAT and ACT results by demographics compared against district and state averages

▶ Contacts report that dual language immersion program administrators reference this graph to demonstrate the benefits of two-way dual language immersion programs to district administrators and parents.

Post-Elementary Opportunities

For more information on CBEs, see the TEA's webpage [Credit by Examination](#).

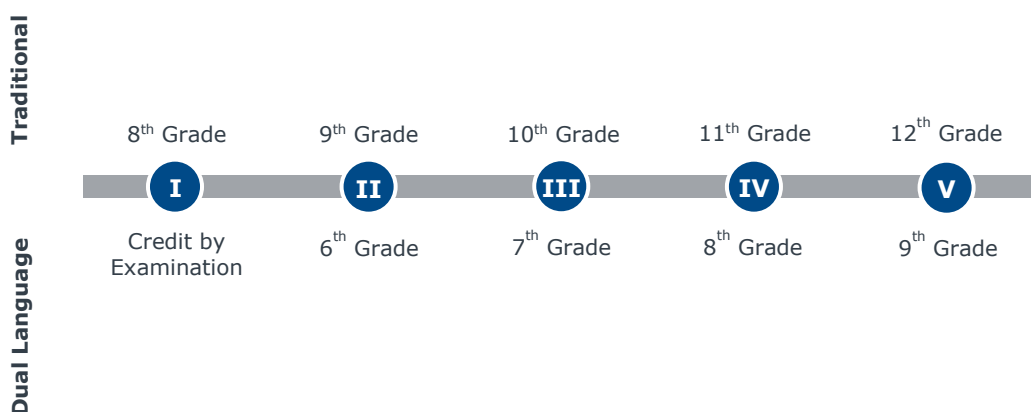
Offer High School Level Spanish Courses to Middle School Students Who Demonstrate Language Mastery

The TEA allows school districts to grant students in grades 6-12 high school credit-by-examination. Specifically, the TEA dictates that students with no prior instruction in a course who score an 80 percent or higher on a credit-by-examination assessment (CBE) approved by the district's Board of Trustees for the specific course must receive credit for the course.

District C's Board of Trustees approved the American Council on the Teaching of Foreign Language's Assessment Performance toward Proficiency in Languages (AAPPL) as the CBE for Spanish language courses. The test assesses students' ability to read, listen, speak, and write in Spanish. Fifth grade dual language immersion program students can take AAPPL Form A, and secondary school students can take AAPPL Form B. Dual language immersion program students who receive one high school Spanish language credit for their score on the assessment in fifth grade may take the AAPPL Form B in sixth grade for the opportunity to earn one additional high school Spanish language credit.

Similarly, **District B** encourages matriculating middle school students who completed the district's dual language immersion program to take the CBE for Spanish I, the first course in the district's progression of high school Spanish courses. Administrators at the district's sole middle school permit incoming sixth grade dual language students who receive credit by examination for Spanish I to enroll in Spanish II, the second course in the district's progression of high school Spanish courses (and subsequently Spanish Pre-AP III in seventh grade, Spanish AP IV in eighth grade, and Spanish AP Literature, or Spanish V, in high school). This allows students who complete elementary school dual language programs to continue formal Spanish language learning between elementary school and high school.

Spanish Language Course Progression for Dual Language Immersion Program and Traditional Students at *District B*



Consider Developing Post-Elementary School Pathways to Facilitate Spanish Language Application

District B and **District C** designed middle and high school pathways for students who complete dual language immersion programs. Contacts at both school districts report that district administrators developed the pathways to allow dual language students to apply their Spanish language knowledge after elementary school.

Specifically, District C offers middle school elective courses taught in Spanish (e.g., Mexican Cooking) to students who complete dual language immersion programs. Students elect to take these courses, which are non-credit bearing. However, contacts at District C express that ESL / Bilingual administrators plan to develop middle school Social Studies and/or History courses taught in Spanish for credit. For example, students would take Social Studies II taught in Spanish and receive Social Studies II credit upon successful completion of the course.

As discussed above, District B's sole middle school offers high school level Spanish courses to students who completed a dual language immersion program and receive credit by examination for Spanish I. However, students who begin the progression of high school level Spanish courses during middle school can complete the district's Spanish curriculum by the end of ninth grade by passing Spanish Literature AP (i.e., Spanish V). To provide former dual language students opportunities to apply their Spanish language proficiency after completion of the Spanish course progression, ESL/Bilingual and career and technical education (CTE) administrators collaborated to design three CTE pathways for matriculating high school students: Spanish Business Management & Entrepreneurship, Bilingual Education, and General Medical with Spanish Concentration. Each pathway includes practicum either within the district or at a local organization. CTE administrators established practicum in the community through existing partnerships with organizations.

Administrators open enrollment in these pathways to all incoming high school students enrolled in, or who have completed, a course in the Spanish language progression beyond Spanish II (i.e., Spanish Pre-AP III, Spanish AP IV, Spanish Literature AP, or Spanish V). Though administrators open enrollment to all students who meet this requirement, contacts note that ESL/Bilingual and CTE administrators designed the pathways to engage former dual language immersion program students in particular.

District B's High School CTE Pathways with Spanish



Spanish Business Management & Entrepreneurship

Students complete a practicum at a local business with a Latino presence during their senior year to apply their knowledge of Spanish language and cultures in a business setting.



Bilingual Education

During their senior year, students complete a practicum in a dual language classroom within the district to gain experience with bilingual instructional models and methods.



General Medical with Spanish Concentration

Students complete a practicum at a local health clinic during their senior year to use their knowledge of Spanish language and cultures to assist patients.

3) Parents of Dual Language Students

Program Demand

Implement a Lottery Admission System to Address High Program Demand from Native English Speakers

At all profiled school districts, the ratio of native Spanish language speakers to native English speakers in two-way dual language immersion program classrooms must be 50:50.

District A and **District B** do not actively recruit native English speakers to dual language immersion programs. Nevertheless, these school districts experience more demand for native English language speaker spots in dual language immersion programs than capacity (i.e., the number of native Spanish language speakers enrolled in the dual language immersion program) permits. Consequently, the districts operate lottery systems to randomly determine which native English language speakers to admit into dual language immersion programs.



At District C, Native English Speaker Demand for Dual Language Immersion Programs Depends on Socio-Economic Status

District C operates dual language immersion programs at 12 of its 34 elementary school campuses. Though administrators use a lottery system to admit native English speakers at most of the campuses, contacts note that ESL/Bilingual staff must recruit native English speakers to dual language immersion programs at elementary schools with significant percentages of student bodies who receive free and reduced lunch.

Previous EAB research on dual language immersion programs' benefits and implementation recommends school districts involve parents in the development of lottery admission systems. At one school district previously profiled by EAB, district administrators and parents collaborated to design a lottery admission system that ensures dual language immersion programs reflect school demographics. Contacts at the school district report that parents involved in the lottery's design better accept its outcomes, even if their child does not receive admittance into the dual language immersion program, because they helped develop the admission system. For more information, see [page 11](#) of the Forum's research brief [Dual Language Program: Benefits and Implementation](#).

To Increase Spanish Language Speaker Enrollment, Educate Parents about Dual Language Immersion

School districts must test the English proficiency of all students whose parents list any language other than English in response to two questions on students' public school registration forms: "What language is spoken at home?" and "What language does the child speak the most?." Districts automatically offer admission into dual language immersion programs to students whose test scores classify them as Spanish speakers or limited English speakers.

Though contacts at **District B** report that most ELLs offered admission enroll in dual language immersion programs, contacts at **District A** note that some parents refuse bilingual services for their children. To communicate the value of dual language to these parents, District A's Parent Liaison contacts them to schedule a conversation

For additional information regarding how to promote awareness of dual language immersion programs to increase enrollment, see [page 13](#) of the Forum's research brief [Dual Language Program: Benefits and Implementation](#).

with a teacher. Rather than reference research, the teacher offers personal testimonials to the importance of Spanish language knowledge. Contacts add that after their conversations with a teacher, most parents choose to enroll their children in dual language immersion programs.

Communication and Engagement

To Communicate Program Expectations, Hold Mandatory Meetings for Parents Prior to Application Deadline

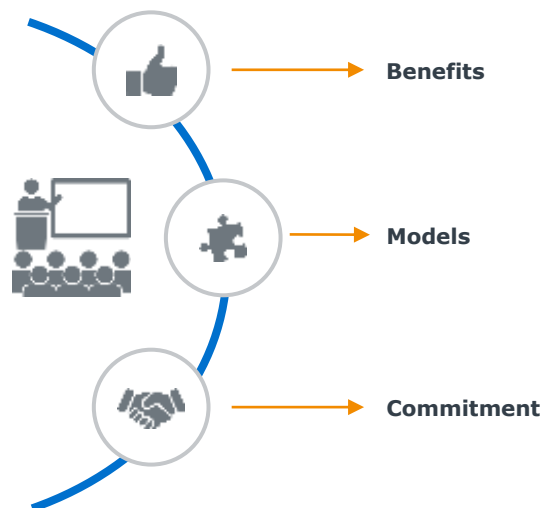
All profiled school districts host at least one parent night to disseminate information about dual language immersion programs. At **District C**, the ESL/Bilingual Coordinator hosts one district-wide information night. The Coordinator advertises the event on the district's website and social media accounts. Additionally, the Coordinator emails all parents whose children will move from pre-K to kindergarten at elementary schools that offer dual language immersion programs. After the district-wide information night, each campus that operates a dual language immersion program at District C hosts its own parent night.

District B maintains a list of frequently asked questions at parent nights on their website

Dual language immersion program administrators at **District A** and **District B** enforce mandatory parent attendance at information nights. At District A, parents must attend at least one of the three parent nights the district hosts before they submit an application to the dual language immersion program for their child. Administrators enforce mandatory attendance to convey program expectations to parents, in particular the five-year commitment to the program (i.e., kindergarten through fifth grade).

Dual language immersion program administrators also host information nights to convey research and testimonials on the benefits of dual language instruction, the dual language model used in the district, and any additional parental responsibilities. To the latter, program administrators inform English speaking parents about the expectation that they read to children each night in their native language to develop an English language foundation during the first years of the program, which focus on Spanish language.

Areas of Information to Convey to Parents at Information Nights





To Demonstrate Long-Term Benefits of Dual Language Instruction to Parents, Use Fifth Grade Student Performance Data

Due to initial challenges associated with learning new languages for both ELLs and native English speakers, dual language immersion program students receive low scores on standardized assessments in early elementary school grades (i.e., kindergarten through third grade). However, contacts across profiled school districts report that dual language students typically outperform their peers enrolled in English language classrooms on standardized tests in fourth and fifth grade. Consequently, **District C's** ESL/Bilingual Coordinator cites data on fifth grade student standardized assessment performance to convey the long-term benefits of dual language instruction to parents and district administrators.

One District Employs a Bilingual Parent Part-Time to Support Outreach to Parents and Serve as Parent Advocate

At **District A**, dual language immersion program administrators maintain a contact list for dual language immersion program parents. Program administrators use school messenger software to send automated emails, voice messages, and texts with information about dual language immersion program events to individuals on the list.

To supplement automated outreach to parents, District A employs one bilingual dual language immersion program parent part-time as a Parent Liaison. The Parent Liaison calls and sends personalized emails to bilingual program (i.e., dual language and ESL) parents to share information about district and campus events and offer to translate at English language events. Further, bilingual parents may contact the Parent Liaison to ask for accompaniment to parent-teacher conferences and meetings with district administrators. Contacts at District A stress that bilingual program parents, teachers, and district administrators must all trust the Parent Liaison, because the parent must advocate for other bilingual program parents and serve the best interests of teachers and the district simultaneously.

Coordinate Cultural Events to Create Community among Parents and Teach Students Cross-Cultural Competency

District A school administrators host events to engage parents. Further, the Bilingual Coordinator at **District D** plans to coordinate events for families to create parent networks and build cultural understanding among students.

Example Events to Engage Dual Language Immersion Program Families



Noche de Cultura

District A's elementary schools host *noches de cultura* (nights of culture) each year. School administrators invite all families in the school zone to bring artifacts and food from their cultures to share with attendees. Event organizers seat families based on their historical ties to geographical regions (e.g., ethnic Central Americans sit together). Contacts report that the shared artifacts, food, and place contributes to a sense of community among parents in particular.



Platicas

The Bilingual Coordinator at **District D** plans to launch *platicas* (conversations) during the 2018-2019 school year. For this initiative, the Coordinator will coordinate with dual language immersion program parents to hold events at their homes. The parents who host the event will invite all other dual language immersion program parents and students to eat and drink together. Contacts report that the Bilingual Coordinator hopes the shared food and open house format will facilitate connections between parents and increase students' knowledge of their peers' cultures.

Attrition

Dual Language Immersion Programs at Profiled School Districts Experience Low Year-to-Year Attrition Rates

Contacts at **District A**, **District B**, and **District C** report that few parents withdraw students from dual language immersion programs. Common reasons for withdrawal include learning disability diagnoses, increases in program difficulty, and moves to other school districts. Contacts at District B note that attrition occurs a few years into the program, when program difficulty increases. Further, contacts at District A add that English speaking parents tend to remove their children from dual language immersion programs around third grade.

Educate Parents of Students with Disabilities about the Benefits of Dual Language Instruction to Reduce Attrition

District A and **District C** provide services to students with disabilities enrolled in dual language immersion programs. Specifically, District A offers response to intervention, special education, and dyslexia services in both English and Spanish to students throughout the district. Nonetheless, parents often remove students diagnosed with disabilities from dual language immersion programs at District A. Contacts at District A report that parents withdraw students from the programs because they believe that the district can serve their children better through English language instruction and services.

However, the ESL/Bilingual Coordinator at District C engages parents in conversation about the benefits of dual language instruction for students with disabilities to attempt to convince them to keep their children in the program. The Coordinator references Thomas & Collier's research,² which found that students with disabilities enrolled in dual language immersion programs performed better than their peers in English language classrooms. Contacts at District C attribute Thomas & Collier's

² Virginia P. Collier and Wayne P. Thomas, "Validating the Power of Bilingual Schooling: Thirty-two Years of Large-scale, Longitudinal Research," *Annual Review of Applied Linguistics*, vol. 38 (September, 2017): 9-10. <https://bit.ly/2uLNSJl>.

findings to dual language immersion programs' emphasis on oral communication development.

4) Bilingual Teachers

Recruitment

Across Profiled School Districts, Teacher Recruitment Inhibits Dual Language Immersion Program Expansion

Contacts at all profiled school districts express that qualified teacher shortages pose a challenge to dual language immersion program operations and expansion. To mitigate this problem, administrators at **District A**, **District B**, and **District C** recruit teachers strategically to fill vacancies.

Tactics to Recruit Dual Language Immersion Program Teachers



Partner with Universities

At **District B**, principals of elementary schools with dual language immersion programs contact local universities' offices of bilingual programs to establish formal partnerships. Through these partnerships, bilingual program students fulfill teaching hours in immersion classrooms at the elementary school, which exposes them to District B's dual language model. Principals offer jobs to students who demonstrate competency with the model and fit with the school.



Spread Information via Word-of-Mouth

Word-of-mouth leads teachers to **District B's** dual language immersion program. Contacts note that elementary school principals receive applications for open positions from individuals who hear about the district's program from current teachers.



Attend Job Fairs

Human resources staff at **District C** attend job fairs to recruit dual language immersion program teachers. Contacts at **District A** add that job fairs help the district to bring in candidates to screen for dual language teaching positions.

Teachers must pass an examination to receive certification as a bilingual educator in the state of Texas. Contacts at **District B** report that the test recently increased difficulty, which gives the certification more credibility.

Screen Applications for State Certifications and Administer Additional Evaluations to Assess Bilingualism

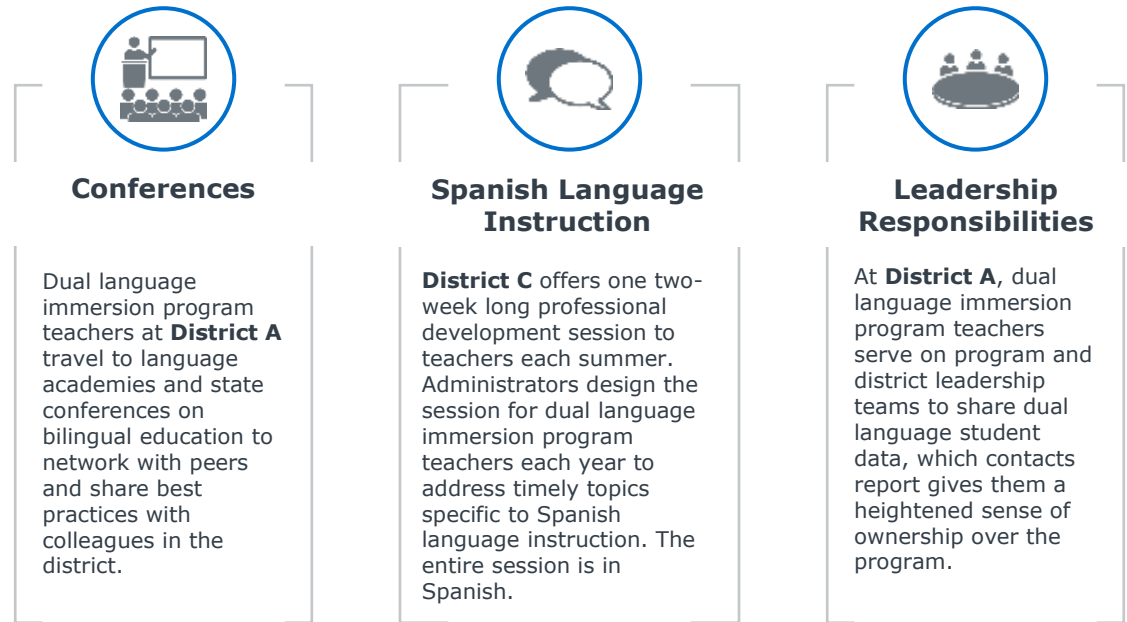
Administrators and staff involved in the hiring processes for dual language immersion program teachers at **District A** and **District B** screen applications for state certifications. Specifically, administrators require applicants to possess Texas certificates both to teach the requisite grade level and serve as a bilingual educator.

Further, District A developed an additional process to assess candidates' bilingualism. The process includes a writing sample and an evaluative interview in Spanish. District A administrators involved in the hiring process designed the assessments to ensure candidates possess a strong command of both Spanish and English.

Provide Dual Language Teachers Opportunities to Develop Instruction Models and Leadership Skills

All profiled school districts provide professional development opportunities to retain dual language immersion program teachers. Specifically, **District A** and **District C** offer opportunities for dual language teachers to improve Spanish language instructional methods and gain leadership experience.

Example Professional Development Opportunities for Dual Language Immersion Program Teachers



To Increase Retention, Consider Additional Financial and Non-Financial Compensation for Dual Language Teachers

In addition to professional development, profiled school districts offer dual language immersion program teachers competitive bonus compensation and their children automatic enrollment into the dual language immersion programs to incentivize retention.

District C includes annual stipends in its employment package to increase dual language immersion program teacher recruitment and retention. Similarly, **District A** compensates dual language teachers for five additional days each year. Contacts at District A report that this bonus further incentivizes teachers to stay, because the value of the five additional days increases as their salary increases. For example, if a teacher receives a promotion that increases their salary from \$200 to \$225 a day, the value of the teacher’s five additional days increases from \$1000 to \$1,125.

District B operates a lottery admission system to randomly select the students to which they offer admission into dual language immersion programs. However, District B allows dual language teachers’ children to bypass the competitive admissions lottery and enroll directly in the dual language immersion program at their elementary school.

District A and District B Experience Minimal Teacher Turnover

District A typically hires two to three dual language immersion program teachers each year across the district's three campuses that operate dual language immersion programs. Each campus employs five to seven dual language immersion program teachers. Contacts at **District B** estimate that the district hires one dual language teacher per year for each of the three elementary schools with dual language immersion programs. Contacts at District B add that dual language teachers move into specialist positions or district leadership roles occasionally, which accounts for some of the district's annual vacancies in the dual language teacher position.

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What models of dual language immersion instruction do contact school districts use?
 - How, if at all, do administrators adapt dual language immersion instructional models to improve outcomes?
- How do contact school districts choose which classes to teach in the immersion language?
- What effective methods do contact school districts use to enhance student learning in dual language immersion programs?
 - Which programs, if any, do contact school districts offer to facilitate use of the immersion language outside the classroom?
- How, if at all, do contact school districts assess dual language immersion programs?
- What challenges do contact school districts encounter regarding dual language immersion program student recruitment?
 - What strategies do districts employ to overcome challenges to student recruitment?
- How do contact school districts communicate the value of dual language immersion programs to parents of prospective students?
 - How do districts communicate about dual language immersion programs with monolingual parents?
- Why do students withdraw from dual language immersion programs at contact school districts?
 - What tactics do districts use to retain students?
- How do contact school districts sustain parent buy-in for dual language immersion programs?
- How do contact school districts recruit teachers to dual language immersion programs?
- How do contact school districts evaluate applicants for positions to teach in dual language immersion programs?
 - What qualifications do districts require for program teachers?
- What strategies, if any, do contact school districts employ to retain dual language immersion program teachers?
 - What turnover do districts experience?

Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries (eab.com)
- Profiled school districts’ websites
- Texas Education Agency. “19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading.” Accessed July 26, 2018. <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

- Collier, Virginia P. and Wayne P. Thomas. "Validating the Power of Bilingual Schooling: Thirty-two Years of Large-scale, Longitudinal Research." *Annual Review of Applied Linguistics*, vol. 38 (September, 2017): 9-10. <https://bit.ly/2uLNSJi>.

Research Parameters

The Forum interviewed ESL/bilingual and curriculum staff who coordinate dual language immersion programs at public school districts in Texas.

A Guide to Districts Profiled in this Brief

District	Location	Approximate Size (Enrollment/Schools)
District A	Texas	4,800 / 6
District B	Texas	7,200 / 9
District C	Texas	7,900 / 10
District D	Texas	47,800 / 57