

APPENDIX V – 86



**TUCSON UNIFIED**  
SCHOOL DISTRICT

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## **Two-Way Dual Language Program Review**

Submitted by:

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**Association of Two-Way & Dual Language Education (ATDLE)**

TUSD Language Acquisition Department • Director Mark Alvarez May 3, 2016 (Final Report)

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# Tucson Unified School District

## Two-Way Dual Language Programs

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➤	Develop a comprehensive District Master Plan for Two-Way & Dual Programs.
➤	Update the current Two-Way Dual Language Program Practice Handbook and align it to the Guiding Principles for Dual Language Education (Center for Applied Linguistics)
➤	Establish a yearly calendar with targeted professional training for Two-Way Dual Language teachers and administrators.
➤	Connect the TWDL teacher stipend to completion of professional training for all Two- Way and Dual Language teachers.
➤	Create an Assessment Framework for all TWDL programs to include assessments in the target language in all four domains: listening, speaking, reading, and writing.
➤	Develop a programmatic pathway to be shared with teachers, administrators, parents (present and prospective) and students.
➤	Create an Alternative Program Waiver or attain a Federal Court Exemption that allows Spanish-speaking students full access to TWDL programs starting at their kindergarten level.

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- Conduct a Program Assessment with all administrators and teachers working in Two- Way Dual Language programs to realign the program at each site
- Identify a coherent and differentiated Two-Way Dual Language Program Curricula
- Create a District level Two-Way Dual Language Program Committee to oversee the implementation of all programs in TUSD

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- Consider expansion to new District neighborhood schools for the 2016-17 school year
- Conduct a *Community Interest Survey* of preschool and parents of 4 and 5 year old students before establishing a new program at any of school.
- Schedule *Parent Information Meetings* for interested parents of incoming Kinder students.
- Conduct a *feasibility study* to identify the teaching staff as the program grows.
- Provide teachers and administrators training and support in the Two-Way Dual Language program.

**Conclusion**

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**Section I: Background and Evaluation Questions**


Positive messages about Bilingualism at the Roskruge Bilingual Magnet School April 2016

The initial meeting between Rosa G. Molina, Executive Director of the Association of Two-Way & Dual Language Education (ATDLE) and key Tucson Unified School District (TUSD) program staff from the Language Acquisition Department, led by Director Mark Alvarez, was conducted on March 13, 2016. This meeting consisted of a three-hour overview of the current state of its Two-Way Dual Language (TWDL) programs in TUSD and an open discussion outlining the factors affecting the “quality” of their implementation. The staff shared the TWDL program handbook, policies, assessments and curricula currently in place in the District and utilized by TWDL programs. In addition to this meeting, a special hour session took place with the TUSD Desegregation Director Sam Brown, who carefully reviewed the federal court order, the timelines, and the rationale for expansion of new Two-Way Dual Language (TWDL) programs.

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Classroom observations and program walkthroughs were conducted in the afternoon. ATDLE and members of the Language Acquisition department visited five schools on Thursday, March 15 (half day) and Friday, March 16, in an effort to review the efficacy of the program and the level of implementation by the teachers and administrators at each site. When possible, informal discussions were held with the site administrators and key personnel in an effort to determine the strengths and challenges at each site.

Staff from the Language Acquisition department also scheduled meetings with five different schools to speak the site leadership, discuss the feasibility of placing a TWDL program at the their respective schools and discuss the issues that would need to be mitigated in order to initiate these new programs. Due to time constraints, four interviews were completed. The fifth interview was conducted via a conference call on Monday, April 18, 2016.

Assistant Superintendent Richard Foster requested a report of findings after the first two days of review and requested recommendations for the (a) next phase of development for new TWDL programs in accordance to the language of the Court Order and (b) the alignment of the existing TWDL programs. ATDLE had hoped to conduct walkthroughs of all TUSD's Dual Language classrooms and hold more formal interviews of the site principals but the District timeline would not allow for a more comprehensive review of the sites.

### Evaluation Questions

ATDLE used three overarching questions specific to Two-Way Bilingual Immersion research and best practices to conduct its initial meetings with district and school site personnel and determine the

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current status of the TWDL program at each of the ten sites. Again, the district timeline did not allow ATDLE to conduct a comprehensive review of student performance data to answer question #2 and analyze the progress of students in both languages. ATDLE hopes to continue to review student outcomes by examining disaggregated data in both languages in the next few months.

**Question 1: What is the status of the current TWDL Programs in TUSD?**

- Is the current TWDL program implemented in the ten TWDL schools meeting its stated goals of bilingualism, biliteracy and, high academic achievement for all students?
- Can each of the ten TWDL schools define the expected outcomes for its students in Grades K-5<sup>th</sup> and Middle School in both languages?
- Are the programs using the Guiding Principles of Dual Language (Center for Applied Linguistics) and the rubrics and guidelines outlined in this monitoring instrument to guide their implementation?
- What are the state and district policies and practices that guide or impede the progress of its present TWDL program implementation.
- Is the leadership and classroom staff able to deliver a robust and well-articulated TWDL program at each of the ten sites?
- How does the district leadership articulate its commitment to the full implementation of a TWDL program?
- What assessments are in place to monitor the students' progress in both languages?

**Question 2: How is the program organized at each site to ensure success in both languages?**

- Are the classrooms linguistically balanced as outlined by the research on Two-Way and Dual Language Program?
- Is the TWDL program fully operational at all grade levels and focused on meeting the goals of bilingualism, biliteracy and high academic achievement for all students in the program?

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- Is there evidence in the TWDL classrooms that students are progressing in both languages in all four domains: listening, speaking, reading and writing
  - How does each school and the district monitor the growth of both languages for the students in this program?

**Question 3: Can we identify TUSD schools that meet the integration criteria and possess the necessary demographics ready to initiate a new Two-Way Dual Language Program for the upcoming 2016-17 school year and the following school year 2017-18?**

- Does the school site meet the integration goals set out by the Court Order?
- Does the school have a school leader that has both the commitment and vision for starting a new TWDL program at their site?
- Does the school have a teaching force that can be positioned to start a new program in the fall of 2016?
- Does the school have parent interest in starting a new program in their community?

By answering these questions, ATDLE plans to work with the District team to outline clear and viable goals in an effort to align the current TWDL program. We will work to analyze the conditions outlined by the District to recommend additional sites for the expansion of Two-Way and Dual Language programs into different district neighborhood schools.

**Section II: Major Factors Impeding the Growth of TWDL Programs in TUSD**

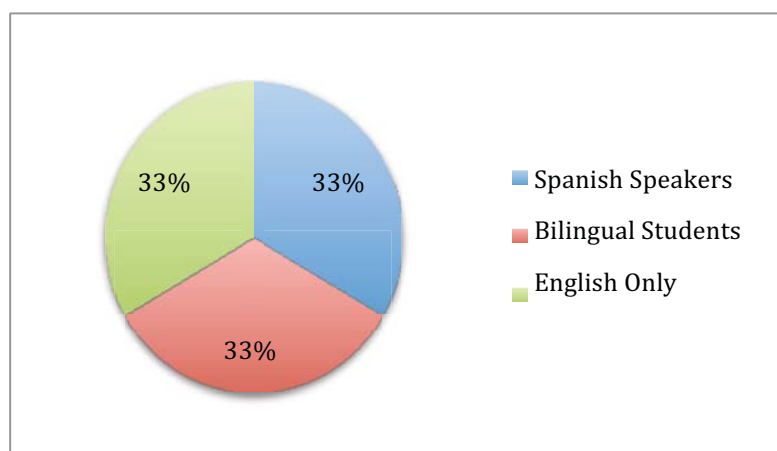
Tucson Unified School District is not new to Two-Way and Dual Language education. In 2016, ten Two-Way Dual Language (TWDL) programs were developed as 50/50 programs over ten years ago. In 2015-16 TWDL began its redesign to convert its programs into 90/10 programs. Currently, there are five major factors impacting the development of a robust and well-implemented Two-Way Dual Language program in TUSD.



### **A. The Classroom Composition of TWDL Classes**

The first and most compelling factor is the **classroom composition of the current TWDL classes**. A Two-Way Bilingual Immersion program is a carefully constructed program design that consists of “linguistically balanced classrooms” where two language groups cross-learn the language by serving as language models for each other (Lindholm-Leary 2001). Each student has a very important role in the development of each other’s oral language and while developing the languages academically and socially.

**Table 1: Linguistic  
Balanced Classroom**



Arizona State statute, namely Proposition 203, severely restricts the development of viable TWDL programs by not allowing Native Spanish speakers access to the TWDL classrooms at the kindergarten and first grade levels until they demonstrate fluency in English. In not forming classes that are linguistically balanced, English speakers are left to study the target language (Spanish) in a classroom of students who are also English dominant and bereft of native speakers who help supply the oral language practice, vocabulary, pronunciation, and the cultural norms of the target language. Native speakers of Spanish are also not permitted to fully develop their first language base and study in an

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integrated language setting that supports their literacy development both languages. The end result of following this statute is that TWDL programs serve only English-speaking (ESS) students and the Native Speakers (NSS) of the target language are not able to access these programs during the early and critical stage of literacy development (K-2<sup>nd</sup>). These programs become closer to One-Way Immersion programs that are designed to serve English speakers exclusively and not Two-Way Dual Language programs that benefit both groups of students. It is important to note that the full implementation of Proposition 203 has been problematic throughout the state...

*“(Prop 203) caused widespread confusion throughout the state because of differences of opinion regarding the language used in the text of the proposition. Following the implementation, some schools changed their approach to educating ELLs, while several districts obtained waivers for their ELL students and continued their bilingual education programs. For the most part, neither the bilingual nor the immersion programs were in compliance with the law. Fewer than 11% of the state’s ELL students achieved proficiency in a year’s time.”* <sup>[6]</sup> Wikipedia 2016.

The question at hand is to determine whether or not TUSD should seek a “program exemption” for English Learners from the federal court who mandated the expansion of the Dual Language program for TUSD. This program waiver or court exemption would allow families who choose to enroll their children in the TWDL program full access to this biliteracy program effort. Whatever action TUSD seeks, the native-speaking students in these programs need special protections which would allow the district to fully implement well-designed and carefully articulated Two-Way Dual Language programs.

#### **B. English-Only Assessments**

There is no question that Two-Way Dual Language program participants must meet the accountability goals set by TUSD and the State of Arizona in English. It is, however, important to note

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that teachers and administrators in Two-Way programs have an additional responsibility to have an assessment structure that allows teachers and administrators to examine the program's effectiveness in ensuring that the students are reaching the bilingual and biliteracy goals set out by the program and inform parents of their child's progress in both languages. The present accountability system set up in TUSD does not outline the formative and summative assessments needed to monitor the progress of each program in both languages. At this time, it appears that the absence of a progress monitoring system for TWDL programs marks the lack of the District's overall understanding and commitment to ensuring that all students in the TWDL program are meeting the academic and linguistic goals set out by this design.

TWDL teachers must be allowed to fully assess student progress in English and the target language and these assessments must include monitoring tools in the target language (Spanish). With this data, teachers would be able to derive valuable information on student performance that allows them to refine their instructional practices, support the academic and linguistic growth of their students, and report their students' progress to their families. Without these allowances, the programs are not held accountable for progress in both languages for all the TWDL students at their schools.

The walkthroughs of TWDL classrooms showed significant weaknesses at the intermediate and middle school levels. It appeared that both the teacher practices and the students' use of language had been significantly compromised by the lack of fidelity to the program model, pressure to perform in English, and very low expectations for students to achieve high levels of Spanish proficiencies in reading, writing and oracy. As a result, many TUSD students in TWDL classes may not be able to fully realize the

goals of this biliteracy effort because both the teachers and administrators have become hyper-focused on the students' progress in English rather than their progress in both languages.

### **C. Teacher Evaluations tied to Student Performance in English**

In addition to English-only assessments, TUSD instituted a teacher evaluation policy that ties teacher effectiveness directly to their students' performance on the state's annual assessments. Again, these assessments are measuring student performance exclusively in English even though a significant percentage of instructional time is conducted in TWDL classrooms are conducted in the target language. If TUSD continues this practice of teacher effectiveness and students outcomes, TUSD should re-examine its expectations on TWDL teacher effectiveness and institute student performance measures to hold teachers accountable for student progress in both languages, not just English.

### **D. Single strands of TWDL programs in existing TWDL Program Schools**

Over the past thirty years of TWDL program development it has been found that schools with single classroom strands have great difficulty in fully developing their program from the elementary level to the middle school level. Single strand programs often face student mobility and attrition issues that affect the implementation of the program at the intermediate and middle school years. As a result, ATDLE highly recommends the development of a minimum of **two** classes of students per grade level starting at the kindergarten level and the primary years to establish the program numbers. Two classes at each grade levels allows the TWDL teachers to work together to plan their instruction, sync their practices, **and** offsets the mobility rate which erodes the program in the upper grades.

At this time, most, if not all, of TUSD's TWDL programs exist as single strand programs and most

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of the TWDL programs have been adversely affected by the high mobility rates of the students in this program. The loss of students in TWDL is an issue because point of entry into the program for all students is primarily at the kindergarten or first grade levels. It is rare to find an English speaker that can enter successfully after first grade. Even though native speakers can be allowed in after first grade, the number of newcomers is often not enough to offset the low classroom numbers. TWDL Schools with high mobility rates usually end up with smaller class sizes, as compared to their mainstream classes, and in many instances, classes that are half full as the student go up the grade levels. This also builds resentment between the various program strands at schools when teachers may end up with larger class sizes with mainstream students. I suspect that the loss of students in the upper grades has also been the genesis of school practices that allow students who are not fluent in the target language entry into the program in an effort to fill classroom seats.

### **E. Enrollment Policies for TWDL Programs**

Two-Way and dual language programs throughout the United States have carefully outlined enrollment policies for students interested in fully participating in TWDL programs to allow students the maximum time possible to fully develop their proficiencies and academic abilities in two languages. By starting the students at the kindergarten or first semester of first grade, students have an early immersion experience that allows them to build their foundational literacy skills in the target language and have the necessary 7-9 years of study to become truly proficient in the language and English.

The point of entry into TWDL programs for English-speakers is strictly at the kindergarten level or the first semester of first grade. After this time frame, experienced TWDL teachers at this level found

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that most English-speaking students were unable to keep up with their peers linguistically and academically. The TWDL teachers also struggled to teach the late enrollees grade level literacy and academic content because of their lack of language proficiency in the target language. This phenomenon is occurring in TUSD. After talking with students and teachers, it was clear that TWDL teachers at the intermediate levels were forced to dramatically alter their program in an effort to accommodate the English proficient students who had entered **after** first grade often to the detriment of the TWDL program designed for the students who entered at the kinder and first grade levels.

It is important that in establishing an enrollment policy into the program, that native Spanish-speaking students be allowed to enter at any grade level if they can meet the criteria for entry at their grade level. Native speakers of the target language who wish to enter the TWDL Program as *late enrollees* must demonstrate literacy in Spanish, have had schooling experience in their country of origin, and must demonstrate writing skills in their first language appropriate to their grade level.

As TUSD commits to offer this program option to more families, it is critical for TUSD to establish an **Enrollment Policy for TWDL programs** that clearly outlines the “point of entry” into TWDL programs for both the schools and families. Without it, students enter the program at all grade levels with and without linguistic preparation for participating in the program. An enrollment policy will delineate the criteria for the programs at all of the schools, set the screening mechanism for new students after first grade and may stave off the mobility of the students that occurs when students are not successful at the intermediate levels.

**Table 2: District and State Policies Impeding the Full Development of TWDL Program**

<b>Classroom Composition</b>	Arizona State Statute 203 does not allow Native Spanish speakers into Dual Language classrooms at kindergarten or first grades unless they are fluent in English; the TWDL classrooms are not linguistically balanced
<b>English Only Assessments</b>	Dual language programs do not assess the students in both languages as part of the district's accountability system
<b>Teacher Evaluations</b>	Teacher effectiveness in TUSD is determined by their students' performance on their English-only state assessments
<b>Single program Strands</b>	TUSD's TWDL programs have single classes that have been impacted by student mobility and attrition.
<b>Enrollment Policies</b>	Lack of strict guidelines for entry into the TWDL programs after first grade allows non-fluent students entry into the program impacting the efficacy of the program.

### Section III. Guiding Principles of Dual Language Education (cal.org)

There is a significant body of scientifically based research on effective language and academic programs and practices for English Language Learners. Research studies also exist that outlines the programmatic outcomes of students in Dual Language and Two Way programs. Effective Two-Way and Dual Language programs are defined as programs that are successful in promoting (a) high levels of academic achievement in two or more languages, and (b) high levels of language proficiencies for all students. An examination of the research on Two-Way and Dual Language programs points to a set of programmatic factors that contribute to successful student outcomes. These factors when carefully studied, followed with fidelity, and incorporated at all grade levels, will produce the outcomes that makes Two-Way and Dual Language programs one of the most successful program designs in the United States. Today, over 1800 programs exist in all but four states in the country. Many districts implement

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Two-Way and Dual Language programs as part of their School improvement planning or Turn-Around strategies.

The growth of programs and the implementation of TWDL educational policy is not without its challenges! Those challenges are very similar to the ones TUSD is now facing. It is clear that a renewed commitment to the alignment of the K-12 TWDL program and a review of current policies and practices could result in the realignment of the existing programs and getting them “back on track”. The realignment process begins by program and district administrators’ commitment to keeping their focus on the academic and linguistic goals set out for both English dominant and Spanish dominant students in the programs in the forefront of their work and adhering to the carefully designed program model. Schools should be asked to use the *Guiding Principles for Dual Language rubrics* to conduct programmatic self-study every two years and carefully review TWDL elements/ practices.

### **The Two-Way Dual Language Program Master Plan**

Most of the successful Two-Way and Dual Language programs in the United States engage in formalizing the TWDL program by writing and developing a **Two-Way Dual Language Program Master Plan**. This master plan outlines the District’s commitment and program development in each of these areas. TUSD seeks to standardize its practices in all TWDL classrooms and school and it is highly recommended that the district engage in forming a Task Force made up of stakeholders engaged in TWDL practices and programs to write this document, have it Board reviewed and utilized as a guide for present and future programs.



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**Section IV. Professional Training of all Dual Language Teachers and Key Personnel (mandatory)****District Leadership Training**

Board presentations and training sessions on the TWDL model, its research base, and the outcomes in two languages is fundamental for District level administrators and Board Members to re-establish the organization's understanding of how this powerful second language model benefits both the NSS and ESS students through their K-12 schooling. TUSD must establish a district-wide commitment to ensure that this program is instituted in TUSD schools as a tool for integration, transformation, improved student academic performance, and to stave off language loss in this new generation of students. Every department in TUSD must work to ensure that the TWDL programs in the district are fully operationalized by being cognizant that the policies and regulations from all levels of the organization directly impacts the program's effectiveness and student outcomes. The District leadership must review its current practices and policies and make the necessary modifications to those policies that are currently impeding the progress of the students in these programs.

**Site Leadership**

Principals and teachers need to attend on-going training and planning sessions on Two-Way Bilingual Immersion practices, programmatic structures, and monitor student achievement outcomes in both languages in order to be effective TWDL administrators at their schools. Site administrators and teachers must be capable of describing the academic and linguistic goals to their students, parents and the community at large and very knowledgeable about all aspects of their TWDL program. The principals and lead teachers are the marketing agents of their program to their community and must work closely with their teachers to deliver a powerful academic program in two languages. The most

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effective school leaders understand that a TWDL program can be transformational in terms of student achievement and academic success and promote the program with this perspective in the forefront of their work.

### **Classroom Teacher Training**

A TWDL teacher is a language and grade level specialist that must continuously develop their skills to meet the academic and linguistic demands of the students they teach. Special professional training in TWDL strategies and methodology must be developed at TUSD to ensure the all Two-Way teachers acquire these skills and understandings. TWDL teachers must be required to attend training a **minimum** of three times a year: before the beginning of school, a mid-year check-in and at the end of the year. No teacher should be allowed to work in TWDL classrooms without professional training in the fundamentals of Dual Language and methodology to ensure first and second language development of the students at their respective grade levels.

A stipend for TWDL teachers is being considered for teachers that work in TWDL classrooms and this stipend should stipulate and require that all TWDL teachers assigned to teach in TWDL classrooms to attend a minimum of three training sessions a year and follow the Two-Way program design/framework as developed by the district.

I highly recommend that the Director of Language Acquisition work with Human Resources to create a payment schedule that pays the TWDL teacher their stipend upon completion of each training cycle: 1/3 of the stipend will be distributed to all teachers who complete the first training,

1/3 after the second, and the last 1/3 after the third session. Payments could be administered at the

actual trainings in order to ensure that teachers and administrators attend this much-needed professional training. This has been done very effectively in other school districts.

## Section V. Program Expansion

TUSD seeks to expand its programs to other schools in the district by instituting this program as a tool for integration and respond to families to seek this program for their children. Meetings were organized with the principals of four sites:

**1. Bloom Elementary School:** Principal Norma Flores at Bloom Elementary held a conversation with Director Mark Alvarez inquiring about the placement of a program at Bloom Elementary School last fall and was excited to know that her school met the integration and demographic profile to start a program in the Fall 2016. Ms. Flores immediately came on board asking key questions about student enrollment, recruitment of families, staffing, transportation, program training, school visitations to fully articulated Dual Language schools in the region, etc. She asked to see start-up program materials and the timeline when she would receive the official verification from the District that the program would be starting in the fall of 2016. She understands the need to move quickly on the enrollment of students, parent information evenings, and mitigate the staffing issues to ensure that she has two classes ready for the fall implementation. She also expressed that she would be able to accommodate the program in her present facilities.

**2. Marshall School:** The next visit was to Marshall School and a meeting with Principal Chris Loya. Marshall school has an SEI and English-only strand. Principal Loya shared that he possesses extensive knowledge in TWBI methodology and research because of his pre-doctoral studies and expressed a high interest in the possibility of starting a program. He would, however, need to start from

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“scratch” to develop a new TWDL program because he does not have the staffing or the student population on site at this time to start even one Kindergarten class in the fall. It was explained that students and families might be recruited from other parts of the District and the Principal expressed his willingness to stay open to this possibility.

**3. Dietz K-8 School:** The visit with Dietz K-8 School with Principal Tiffany McKee was very productive as well. The principal expressed great excitement at the possibility of starting a program at Dietz and explained that her community school was highly impacted by new refugees to the area and that her facility was at capacity. She shared that there was a discussion about moving the school to a larger site and should that happen, she would be very excited about starting a program at her school. Principal McKee had many questions about the design, implementation and timelines. We shared that her school might need to be stabilized in terms of facilities before being considered for a new TWDL program at her site.

**4. Davidson School:** The meeting with Principal Jason Weaver helped us to understand the demographics, staffing capacity and facilities at the school. Principal Weaver came to Tucson with an extensive knowledge of Two-Way and Dual Language programs from having led a TWBI program in Salem-Keizer USD in Salem, Oregon. He knew firsthand the programmatic possibilities a TWDL program brings to a community. He shared that his first concern was the incredibly mobility rate of Davidson School and the current student make-up that consisted of many more immigrant students than other schools in the district. He also shared that he was constrained by a small facility as we shared that we would be recommending the implementation of a two class TWDL program at each grade level for all schools with TWDL programs. This program would also need to shift all of his teachers to bilingually endorsed

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credentialed teachers to be able to fully develop the program at this site.

**5. Roberts-Naylor K-8 School:** The conference call with the Principal Connie Zepeda on Monday, April 18 from Roberts -Naylor K-8 school was very similar to the conversation held at Dietz School. Her school is also in transition and highly impacted by new refugee families from all over the world. Principal Zepeda principal was unable to predict her enrollment as the influx of families was changing the face of her program each month. The Principal expressed a strong commitment to ensuring that the students would have both the academic program necessary to help the new students adjust to their schools (ELD, mainstream and language tutoring) but did not feel that she could take on a new program until her school was stabilized. Her roster did indicate that she had 16 PHOAT students for the Fall of 2016 but those student might be invited to another school if their parents choose to send them to a TWDL program.

## Section VI: Recommendations

This section lists the recommendations for immediate action, considerations for the next two years, and recommended sites for expansion. Many of these recommendations have been outlined in the body of this report.

### Recommendations for Immediate Action

- Develop a comprehensive District Master Plan for Two-Way & Dual Language programs over the course of the 2016-17 school year by April 2017.
- Seek a waiver from the Federal Court *to* allow Spanish-speaking students an opportunity to fully participate in TWDL programs starting at the kindergarten level in an effort to

linguistically balance the TWDL classrooms in the district and fully operationalize the TWDL program model by June 2017.

- Update the current Two-Way Dual Language Program Practice Handbook and align it to the Guiding Principles for Dual Language Education (Center for Applied Linguistics) by July 2016.
- Establish a yearly calendar with targeted professional training for Two-Way and Dual Language teachers, site-administrators, central office teams and the cabinet members by July 2016.
- Connect the TWDL teacher stipend to the completion/participation of professional training for all Two-Way and Dual Language teachers June 2016.
- Create and implement an Evaluation Plan for all TWDL programs that include assessments in the target language in all four domains: listening, speaking, reading, and writing by June 2016.
- Develop and establish a programmatic pathway to be shared with teachers, administrators, parents (present and prospective) and students that clearly outlines the program from elementary to high school by July 2016.
- Establish an **enrollment policy** that outlines the point of entry into TWDL classrooms after kindergarten and defines the screening process for students interested in entering after K-1<sup>st</sup> grades by July 2016.

### Recommendations for Action in the 2016-17 School Years

- Have all existing TWDL programs conduct a Program Assessment using the *Guiding Principles for Dual Language* programs and use the data findings to realign the program at each site by September – November 2016.

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- Review the enrollment at each site and begin to design a two classroom TWDL structure to reduce programmatic isolation of the TWDL classes at the site and make the program accessible to additional students September –December 2016.
  - Identify a coherent and differentiated Two-Way Dual Language Program Curricula by September – June 2017.
  - Create a district level Dual Language Advisory committee to work with TUSD to oversee the implementation of all programs in TUSD by October 2016.

#### **Recommendations for Expansion (April – July 2016)**

- Consider expansion to new District neighborhood schools for the 2016-17 School year and explore the development of a new program at Bloom Elementary for the 2016-17 school year and strongly consider Dietz K-8 and Marshall Schools for the 2017-18 school years and decide on the new schools by November 2016 to align to the district’s enrollment procedures and begin the opening of program procedures.
- Conduct a *Community Interest Survey* of preschool and parents of 4 year-old students before establishing a new program at any of the proposed sites. Conduct *Parent Information Meetings* for interested parents of incoming Kindergarten students and establish the components that will assist the principal and school site staff in recruiting their first classes to the school October through January 2017.

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- Work with the school to create the new TWDL classes at the proposed schools and establish the busing and program components necessary for the program to be successful by January 2016.
  - Conduct a district survey to identify staff for future TWDL programs and identify bilingual certified staff in the district (Human Resources) by October 2016.
  - Invite prospective TWDL teachers to an Informational Meeting about Two-Way Dual Language programs in the fall to explain the program design and its requirements by November 2016.
  - Create marketing materials for each new site by January 2017.
  - Provide teachers and administrators training and support in the initial development of their Two-Way Dual Language programs by April – August 2017.
  - Set up visitations to districts and programs that have fully developed programs, ie. Alicia Chacon Multilingual School in Ysleta School District, El Paso, Texas; Nestor School in South Bay School District in the San Diego area by October – December 2017.
  - Send the new principal and the kindergarten teachers to this year's National Two-Way Bilingual Immersion Conference, June 27-29, 2016 in Sacramento, CA to allow the new team at Bloom and the other schools considering the program to study, learn and network with Two-Way program experts and educators.
  - Plan to send additional teams to the national conference each year in California to ensure that all new principals and teachers have received foundational training in TWDL educational practices and schooling.



## Section IX. Conclusion

As the executive director of the national organization, ATDLE, I am most impressed by the District's efforts to work to expand the TWDL program to more schools and more families in the community in an effort to allow more students the opportunity to develop first and second language proficiencies through their K-12 schooling experience. TUSD has all the elements necessary to implement exemplary TWDL programs throughout the District but needs to refocus its efforts to ensure fidelity to the model. TUSD has entered an era, common to many school districts, that necessitates a renewed focus and alignment of its present TWDL programs as it works to expand to new neighborhoods. TUSD understands the importance of establishing a strong academic program option that will prepare students to contribute to full participation in their communities and participate in 21<sup>st</sup> Century global citizenship and leadership. Because TUSD has the right people with the right mindset, I do believe that a two prong process can take place: the re-alignment of the existing programs and the initiation of new programs to allow additional families access to the possibilities of first and second language development for their children. This report will serve as an interim report that will be finalized as ATDLE works with Dr. Lindholm-Leary to review student data and design a program evaluation plan,

complete the walkthroughs of all schools, and meet with all Dual Language program principals and their supervisors to review the elements of the TWDL program at each of their sites.

This report reviewed the language from the Court Order and incorporated many of the issues raised by the plaintiffs into action items for the district.

The following statement is from the court order of 1/28/16 on the TUSD Desegregation Budget.

Dual Language

*Again, the Mendoza Plaintiffs express concern that the District has failed to use 910(G) funding to expand the dual language program. Last year, the Mendoza Plaintiffs challenged proposed expenditures for dual language teaches on supplant vs. supplement grounds, and noted that the District must “build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll in these programs.” (R&R (Doc. 1833), Ex. B: Mendoza Objections (Attach 2) at 3 (citing USP, Section V.C.1: Quality of Education)). Still this year, the District fails to budget 910(G) money to expand dual language programs. “In fact the number of schools offering dual language programs and overall enrollment in the programs has substantially declined.” Id. at 4. Suffice it to say: “If not now, when?” The target end-date for operating TUSD under the USP is SY 2016-17.*

*The Court adopts the Special Master’s recommendation that the District be required to develop a plan for increasing student access to dual language programs which must be implemented by SY 2016-17. Given the delay in moving forward with the dual language component of the USP, the District should engage one or more nationally recognized consultants to assist in studying and developing the plan, which must be prepared and presented to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.*

*Additionally, the District’s study should consider what types of dual language programs may be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75% would attract students of all racial and ethnic backgrounds. See (Stipulation (Doc. 1865) ¶ E.)*

