



**MONTGOMERY**  
Independent School District

## Dual Language Guidelines

2017-2018

*Diverse in Language, United in Learning*

*Diversidad de Lenguaje, Unidos en Aprendizaje*

## Program Goals

- All students will acquire a second language while maintaining their native language.
- All students will have high academic achievement at or above grade level.
- All students will develop positive cross cultural attitudes.
- A partnership between parents, teachers, and administration will create bilingual, biliterate, and bicultural students.
- The district is committed to support and sustain the program.

# Table of Contents

<b>General Information</b>	4
Two-Way Dual Language	4
<b>Research</b>	5
<b>Policies and Guidelines</b>	6
Eligibility	6
Selection Process	7
Language Distribution	8
Request to Withdraw	8
Integrity of the Program	9
<b>Program Accountability</b>	10
<b>Summary</b>	10
<b>References</b>	11

## General Information

Being bilingual allows students to have greater access to an ever changing world. To be able to speak, read, and write in two languages is a particularly valuable skill in Texas. According to the Texas State Data Center and the Office of the State Demographer, the Spanish speaking population of Texas has grown by 18% in the last ten years and is expected to grow at least 30% by the year 2040. Subsequently, the Spanish language will be a more prominent aspect of our society, including business, medicine, and education.

Dual Language Education emphasizes challenging standards in the core content areas while enriching students' development in both their first and second languages. Dual Language Education aims for full proficiency in two languages, understanding and appreciation of the cultures associated with those languages, and high levels of achievement in all core academic content areas.

Through Dual Language Education, Montgomery ISD is equipping students with the tools to become bilingual, biliterate, and have a better understanding and appreciation for other cultures. We are investing not only in the future of our students but also in the future of our community.

### **Montgomery ISD offers Two-Way Dual Language Education**

The Two-Way Dual Language Program is designed to mix both English language learners and English speakers in the same classroom where each student is learning a second language. The goal of the program is to have roughly the same number of native English speakers and English language learners (each group should at least make up one-third to two-thirds of the total student population). In the successive model, the students will begin reading in their native language first and the second language will be added second in 2<sup>nd</sup> grade. Students will receive reading in their primary language first. Math will always be taught in English, Science will be introduced in English with vocabulary taught in both English and Spanish. Social Studies will be integrated into the Spanish Language Arts block. The English Language Proficiency Standards (ELPS) will be implemented in all subject areas. The program is rigorous and requires at least a 6 year commitment. It is not an exit program. The goals of the program are bilingualism, bi-literacy, high academic achievement at or above grade level, and multicultural/language enrichment.

## Research

Dual Language Programs have been in the United States for over 40 years. The most dramatic growth of these programs has happened over the past 15 years. Longitudinal research findings for Two-Way Dual Language Programs has shown substantial gains in fully closing the achievement gap in the second language. In comparison to other programs, students in Dual Language Programs have shown the highest academic achievement as shown through classroom grades, benchmarks, and state mandated testing instruments (Collier & Thomas, 2004).

Montgomery ISD has reviewed current research on the existing programs that service second language learners, attended professional development trainings, conducted classroom observations in established Dual Language Programs, and worked closely with a Dual Language consultant to ensure proper implementation of Two-Way Dual Language Programs. As a result of careful planning, we have created a network of professionals with whom we can consult, collaborate and share, and exchange ideas with as we strive to implement successful Dual Language Program.

Further information on different research based language programs can be obtained by visiting any of the following websites:

- Center for Applied Linguistics - [www.cal.org](http://www.cal.org)
- National Association for Bilingual Education - [www.nabe.org](http://www.nabe.org)
- Dr. Elena Izquierdo / Two Way Dual Language - [www.elenaizquierdo.com/two-way-dual-language](http://www.elenaizquierdo.com/two-way-dual-language)
- National Clearinghouse for English Language Acquisition - [www.ncela.gwu.edu](http://www.ncela.gwu.edu)
- Texas Two-Way Dual Language Education - [www.texastwoway.org](http://www.texastwoway.org)

## Policies and Guidelines

### **Eligibility for Bilingual Students**

Any bilingual student identified as Limited English Proficient (LEP) by the Language Proficiency Assessment Committee (LPAC) is automatically eligible for participation in Kindergarten through Fifth grades at Montgomery Elementary School and Stewart Creek Elementary School.

### **Eligibility for Native English Speaking Students**

Eligibility for native English speaking students is based on (but not limited to) the following criteria:

- Students must be enrolled in Kindergarten for the upcoming school year, and reside in the MISD attendance zone;
- Students must show high levels of oral language skills based on an English oral language proficiency exam level D, E, or F;
- Younger siblings of students already enrolled in the program are eligible for enrollment in the program as long as they meet all other entrance criteria and qualifications;
- Students transferring from another district's Dual Language Program will be eligible based on availability of space;
- At least one parent/guardian must attend a parent informational meeting in early Fall semester;
- Parent/guardian must complete the application process within the designated time period;
- Students will not be admitted into the program after this Kindergarten year unless they are enrolling at MES or SCE from an approved Dual Language Program and space is available.

## **Program Development**

The Dual Language Program in Montgomery ISD will be at Montgomery Elementary School and at Stewart Creek Elementary School and will follow the Self-Contained - Two Way Model.

During the academic school year of 2017-2018, any qualified bilingual student zoned for Keenan Elementary will be provided transportation for the Dual Language Program offered at Montgomery Elementary School. Any qualified bilingual student zoned for Madeley Ranch Elementary or Lone Star Elementary will be provided transportation for the Dual Language Program offered at Stewart Creek Elementary School. The district reserves the right to modify campus transfers based on the number of LEP students in each grade level and campus to maintain the integrity of the Dual Language Program.

## **Selection Process for Native English Speakers**

Native English speakers are selected for participation in the Dual Language Program based on the following process:

- All applications must be submitted to the home campus of either MES or SCE
- A selection committee will review applications and oral testing results;
- No new English speakers will be added to the program after the first semester of Kindergarten unless they enroll in MISD from a Dual Language Program.
- Due to the limited spots available for the Dual Language Program, students interested in the Dual Language Program will be placed in a lottery. A drawing will take place for the number of spots available during Fall registration. Those students that are chosen will then be tested for eligibility. If they meet entrance qualifications to the program, the student will then be offered a spot. If additional spots become available, the committee will return to the lottery bank of names and continue the drawing process. The committee will continue this process until all spots are filled.
- Preference will be given to students who are siblings of the Dual Language Program and meet eligibility qualifications. Siblings will not enter into the lottery drawing.
- Class make up will be determined by enrollment of qualified bilingual students in Kindergarten.

## Language Distribution

One key element for success in any Dual Language Program is the separation of the languages\*. The students are not simply learning a new language; they are learning the academic curriculum *through* the two languages separately (Calderón & Thomas, 2003). The following criterion needs to be followed in order to ensure the integrity of the Dual Language Program at MISD:

- All reading instruction will be taught in the student's native language
- Instructional time will be divided 50% English and 50% Spanish for Kindergarten through 1<sup>st</sup> grade. 2<sup>nd</sup> through 5<sup>th</sup> grade Dual Language will continue to transition students to their second language (L2) in reading. Each campus will follow the Dual Language Two-Way Model to ensure that all language minutes are met and equal for both languages to ensure the integrity of the program.
  - Reading will be taught in the students' primary language (L1) until second 2<sup>nd</sup> grade
  - Math will be taught in English
  - Science will be introduced in English with Science Vocabulary taught in both languages
  - Social Studies will be taught in Spanish through integration of Spanish Language Arts

\*What is important is that the actual instructional time is equally divided between both languages and the languages are not mixed. "Separation of languages for instruction helps promote language development" (Izquierdo, 2010).

## Request to Withdraw

Research shows that it takes at least 5-10 years to become biliterate. Therefore, in a Dual Language Program, students that have been accepted into the program have made a long-term commitment to remain in the program through fifth grade as documented by a parent contract signed upon entry into the program. Consequently, requests to withdraw will only be considered under extenuating circumstances, and must go through a decision committee that will include the classroom teacher and the campus administration. Once a native English speaking student has been withdrawn, they will **not** be re-admitted into the program. Parent will be asked to sign a letter requesting their child to be withdrawn from the program.

## **Integrity of the Program**

To maintain the integrity of a program means to implement it in the way that research initially showed it to be effective. As such, the program model for Two-Way Dual Language will include the following:

- At least a six year commitment (K-5)
- Quality language instruction in English and Spanish
- Instruction in English: 50%    Instruction in Spanish: 50%
- Follow grade level state curriculum
- Fully supported by school district administrators, educators, parents, and community members
- Highly qualified personnel
- Active parent-school relationship\*
- All parent communication will be provided in their native language.

**\*Parents are encouraged to participate in activities that support the program and increase their understanding of the program (see [misd.org](http://misd.org) website under Bilingual for activities)**

## Program Accountability

The Dual Language Program will be evaluated based on the following standards:

- Bilingual students enrolled in a Dual Language Program will complete an oral language assessment in both languages upon initial enrollment in the program and at the end of the school year in May.
- English speakers enrolled in the Dual Language Program will complete an oral language assessment in English upon initial enrollment in the program
- English students enrolled in a Dual Language Program will complete an oral language assessment in Spanish starting in 2<sup>nd</sup> grade and continue in subsequent years to grade 5.
- Curriculum based assessments will be administered in the appropriate language of instruction throughout the course of the year.
- Universal Screeners will be administered 3 x per year in reading to track progress in fluency. Kindergarten and First grade will monitor progress in reading in their L1. Grade 2 through Grade 5 will monitor progress in reading in both L1 and L2.
- Progress reporting will follow district guidelines.
- Parent commitment and involvement, as defined in the parent contract, will be sustained throughout the duration of the contract term.

## Summary

The Dual Language Program provides an extraordinary learning opportunity for the students of our district that will go far beyond the walls of the classroom. The ongoing partnerships and shared commitment to excellence among stakeholders will ensure that the goals we have set forth will meet or exceed our expectations.

Montgomery ISD will continue to closely monitor the direction of these programs to ensure the integrity of the programs. Additionally, careful evaluation of the established program models will be used to recommend any necessary changes as they may arise.

We are excited to be sharing the best measure of success – bilingual, biliterate, and bicultural students who are well prepared for their future and have been equipped with the tools to have full access to our rapidly changing world.

## References

Calderón, M. E. & Minaya-Rowe, L. (2003). *Designing and Implementing Two-Way Bilingual Programs: A Step-by-Step Guide for Administrators, Teachers, and Parents*. Corwin Press, Inc.

Collier, Virginia P. & Thomas, Wayne P. (2004). The Astounding Effectiveness of Dual Language Education for All. *NABE Journal of Research and Practice*, 2:1.

Izquierdo, E. (2010). *Two Way Dual Language*. Retrieved July 14, 2010 from <http://www.elenaizquierdo.com/two-way-dual-language>

Texas State Data Center and Office of the State Demographer (2008). *Population Projections for the State of Texas*. Retrieved July 12, 2010 from <http://txsdc.utsa.edu/tpepp/2008projections/>