

## Maps of Dual Language Programs, 2013–2014

**Purpose.** These maps were requested by Olivia C. Hernandez, director of the Department of English Language Learners. They provide an overview of existing elementary dual language programs in the district for the 2013–2014 school year and the distribution of Spanish-speaking English language learners (ELLs). Currently, dual language programs only exist in elementary schools, but district leadership is examining the student density of Spanish-speaking ELLs to determine which secondary schools might benefit from dual language programs.

**Questions answered.** What is the density of prekindergarten (pre-K) through 4<sup>th</sup>-grade Spanish-speaking ELLs within middle school and high school attendance zones? Which schools have dual language programs, and which dual language programs exist at each of those schools?

**Data elements and methodology.** ELL status and residential addresses were based on the PEIMS Fall 2013 snapshot data set. The Department of English Language Learners provided bilingual school program categories.

**Conclusions.** The distribution of dual language programs corresponds to the density of Spanish-speaking ELLs across the attendance zones. The majority of elementary schools with one-way dual language programs were in the high school and middle school attendance zones with medium-to-very-high Spanish-speaking ELL density. Out of 46 one-way programs, only eight (17%) high schools and nine (20%) middle schools were in the low Spanish-speaking-ELL density attendance zones. Similarly, three out of 11 (27%) schools offered both one-way and two-way dual language programs in the low Spanish-speaking-ELL density areas. Two (33%) schools in high school attendance zones and three (50%) schools in middle school attendance zones only offered two-way programs in low Spanish-speaking-ELL density attendance zones. Finally, 16 (80%) elementary schools in high school attendance zones and 19 (95%) elementary schools in middle school attendance zones were late exit or English as second language content based schools. One-way dual language programs were most concentrated in attendance zones with the greatest density of Spanish-speaking ELLs. Two-way dual language programs were more common in the transitional areas between the higher and lower Spanish-speaking-ELL density zones. The maps provide a visual overview of where further programs might be implemented, based on the needs of the student population in that specific area.

### Included Maps

- Page 2. AISD Elementary Dual Language Programs and Density of Spanish Speaking English Learners, by High School Zones
- Page 3. AISD Elementary Dual Language Programs and Density of Spanish Speaking English Learners, by Middle School Zones



