

# Unidos Enrollment Proposal

# Clarification for Unidos Enrollment Proposal

This proposal does NOT impact the following:

- Students currently enrolled in the K-8 Unidos program
- Sibling preferences for incoming students
- Unidos firm commitment to excellence in dual language education for all

# Unidos At-A-Glance

- The Unidos Dual Language Program...
  - Delivers instruction in English and Spanish
  - Serves approximately 350 students
  - Is housed at East Somerville Community School but is a district program, within the Multilingual Learner Education Department

# East Somerville Community School

## E Somerville Community (02740111)

2021

General

Students

Teachers

Assessment

Accountability

Trends – DART

### Enrollment

- > Student Attendance
- > Student Retention
- > Selected Populations
- > Technology
- > Plans of High School Graduates
- > Dropout Rate
- > Graduation Rate
- > Mobility Rate
- > MassCore Completion
- > Attrition Rates
- > Class Size by Gender and Selected Population
- > Graduates Attending Higher Ed.

## Enrollment Data

### Enrollment by Race/Ethnicity (2020-21)

Race	% of School	% of District	% of State
African American	3.5	8.6	9.3
Asian	3.8	6.1	7.2
Hispanic	69.9	40.8	22.3
Native American	0.1	0.1	0.2
White	20.3	39.7	56.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	2.5	4.6	4.1

# Unidos Program: Current populations & Proximity School

Proximity School	AFAS	BRN	ESCS	HEA	KDY	WHCS	WSNS	Grand Total
2Way Spanish	13	0	80	37	4	20	5	159
2Way English	36	5	58	32	8	33	19	191
<b>Grand Total</b>	<b>49</b>	<b>5</b>	<b>138</b>	<b>69</b>	<b>12</b>	<b>53</b>	<b>24</b>	<b>350</b>

Row Lab	AFAS	BRN	ESCS	HEA	KDY	WHCS	WSNS	Grand Total
1	7	1	13	14		6	5	46
2	9		14	10	3	5	3	44
3	5	2	15	4	1	12	4	43
4	2		17	4	4	10	2	39
5	5		18	7	3	6	1	40
6	7		16	4		4	1	32
7	5		13	6	1	2	6	33
8	5		10	9		3		27
KF	4	2	22	11		5	2	46
<b>Grand Total</b>	<b>49</b>	<b>5</b>	<b>138</b>	<b>69</b>	<b>12</b>	<b>53</b>	<b>24</b>	<b>350</b>

# What does the research say about DL programs?

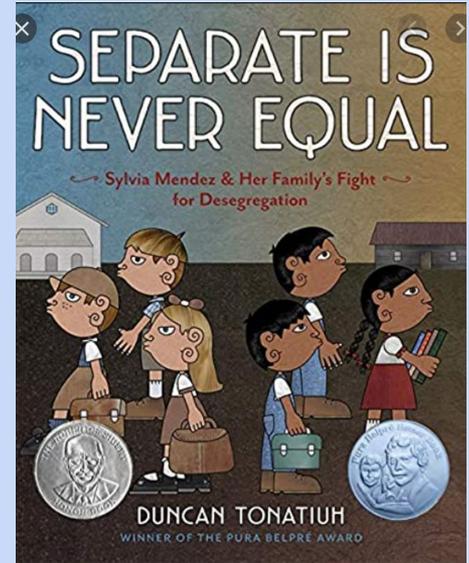
“Dual Language education is an effective approach to developing language proficiency and literacy in English and a partner language.”  
(CAL, 2020).

Dual Language programs must be rooted in a **commitment to “protect access to educational lifelines for immigrant, emergent-bilinguals, and Black and Brown students** - who still lack access to basic things like resources, evidence-based practices, environments” (Guilamo, 2020).

# Why must Dual Language programs be committed to specific minority populations?

“For English learners, dual language programs offer a **positive alternative to monolingual English instruction** (also known as English immersion) and **transitional bilingual education, which often do not provide the support English learners need to achieve academically and graduate at the same rates as their English-fluent peers** (de Jong, 2014; Genesee, Lindholm-Leary, Saunders, & Christian, 2005; Lindholm-Leary & Genesee, 2014).

Source: Center for Applied Linguistics (CAL) Practitioner Brief (September 2017)

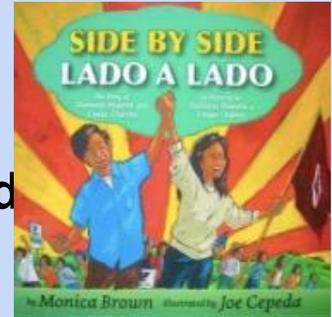
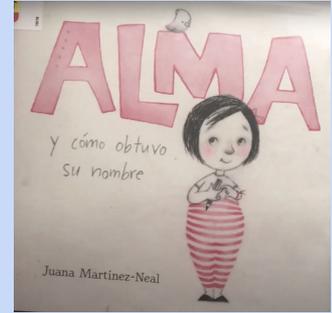


# Why must Dual Language programs be committed to specific populations?

English learner participation in dual language education is **associated with improved academic** (Valentino & Reardon, 2014), **linguistic, and emotional outcomes** (Lindholm-Leary & Borsato, 2001).

In addition to closing the achievement gap for English learners (Thomas & Collier, 2012), **dual language education provides opportunities for all students to gain valuable multilingual and cross-cultural skills** that prepare them to thrive in today's global world.”

Source: Center for Applied Linguistics (CAL) Practitioner Brief (September 2017)



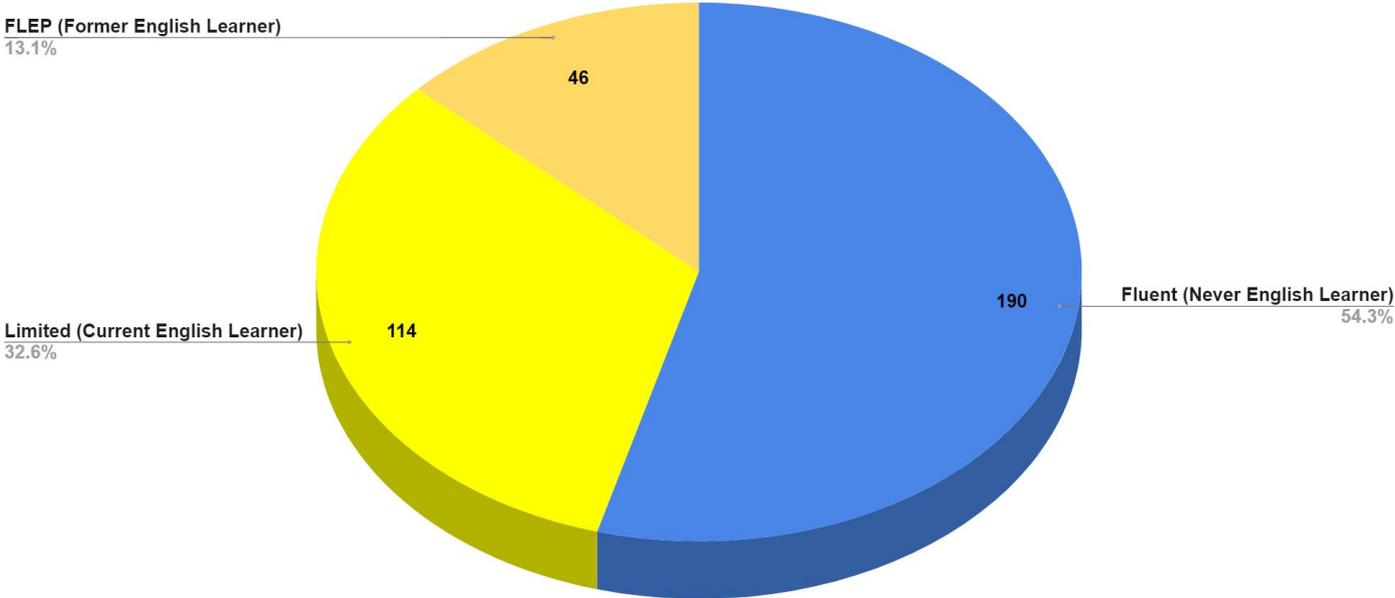
# How do we stay committed to immigrants and language learners?

By reviewing the Unidos enrollment process to make sure it aligns with the district's equity statement:

*Providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community. **This is different from equality, which means providing each individual student with the exact same conditions or resources regardless of need (SPS Equity Policy, 2019).***

# Snapshot of Unidos Program

## Unidos K-8 Students by English Learner Status



Source: Aspen data 12/23/20

# What does enrollment look like now?



Spanish  
Learners



Bilingual  
Learners



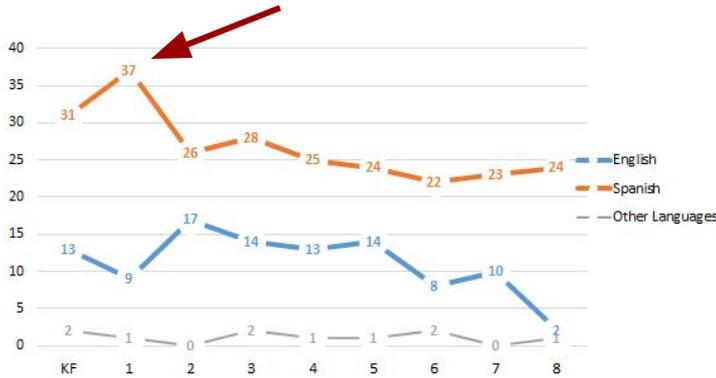
English  
Learners



A 3-bucket lottery system:  $\frac{1}{3}$  Native English speakers,  $\frac{1}{3}$  Native Spanish speakers,  $\frac{1}{3}$  bilingual

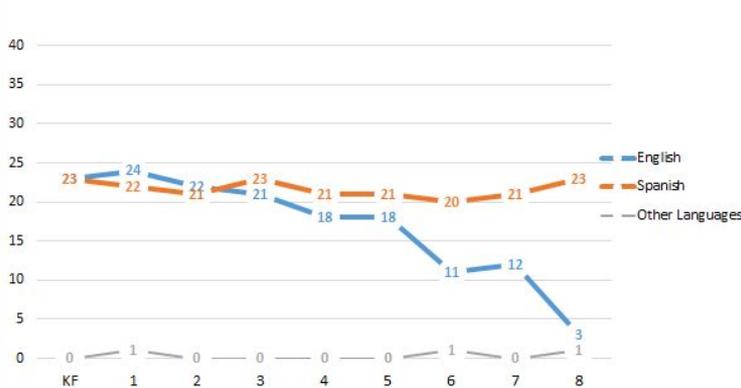
# Data Dive

ENROLLMENT BY NATIVE/HOME LANGUAGE



When you take an initial look at the current Unidos enrollment based on identified Native/Home language, it looks like Native Speakers of Spanish are enrolling in the program at higher rates than native Speakers of English. A significant difference is noted with the first grade enrollment. This led to looking at enrollment by Preferred Language for School Communications.

ENROLLMENT BY IDENTIFIED PREFERRED LANGUAGE



Enrollment by Preferred Language for school communications tells a different story. Before the year 2015-2016 (current 5th Grade), the  $\frac{2}{3}$  partner language Spanish to  $\frac{1}{3}$  English could be noticed with the exception of the current 8th grade class. The significant difference in demographics from the previous slide disappears. In 1st and K enrollment appears to be  $\frac{1}{2}$  to  $\frac{1}{2}$ .

# What does enrollment *actually* look like?

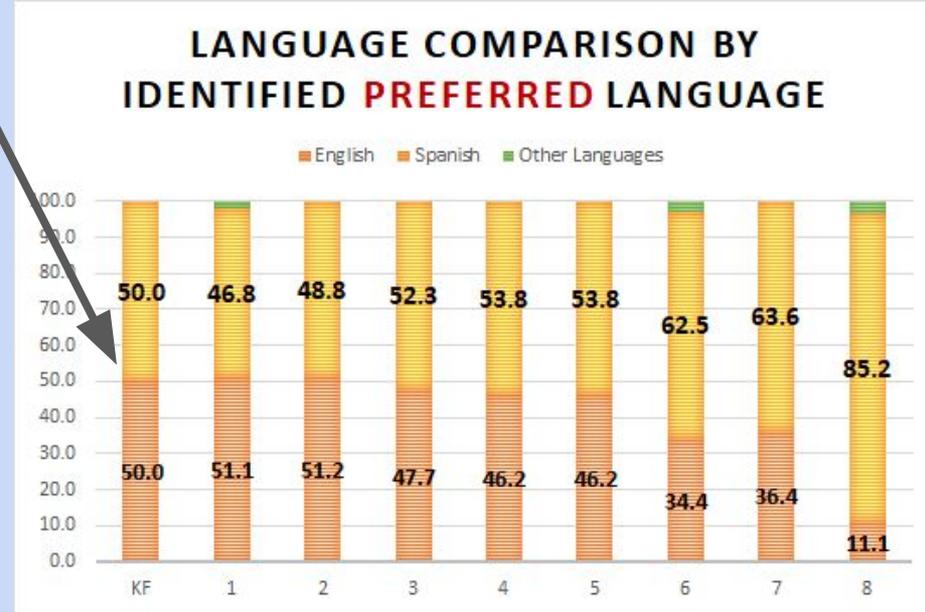
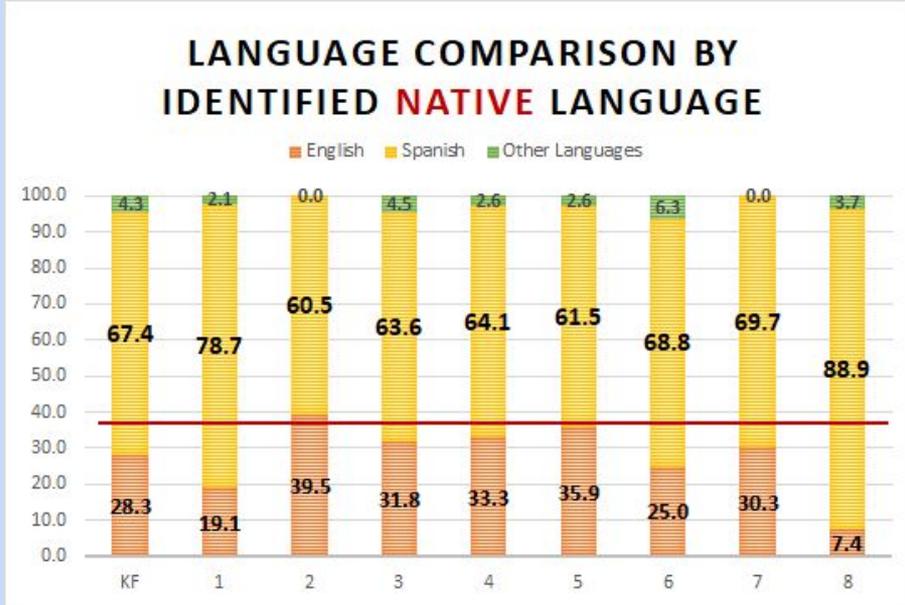
This list shows families that identified Spanish as native language but they do not identify as Hispanic. They all selected English as preferred language for home communications. All students were fluent in English when they entered SPS.

**\*Siblings are highlighted in dark and light orange**

- When family registered the older sibling, they identified the 1st native language as English.
- When the younger sibling was registered the family identify Spanish as 1st native language to enter the bilingual bucket given them sibling preference and placement in the bilingual category ensure entry into the program.

Grade	ProgAssigned*	First (Native) Home Lang	Preferred	Hispanic Latino	English Prof
1	2Way English	Spanish	English	FALSE	Fluent
1	2Way English	Spanish	English	FALSE	Fluent
2	2Way English	English	English	FALSE	Fluent
1	2Way English	Spanish	English	FALSE	Fluent
1	2Way English	Spanish	English	FALSE	Fluent
1	2Way English	Spanish	English	FALSE	Fluent
3	2Way English	Spanish	English	FALSE	Fluent
3	2Way English	Spanish	English	FALSE	Fluent
7	2Way English	English	English	FALSE	Fluent
3	2Way English	Spanish	English	FALSE	Fluent
5	2Way English	Spanish	English	FALSE	Fluent
KF	2Way English	Russian	English	FALSE	Fluent
KF	2Way English	Spanish	English	FALSE	Fluent
KF	2Way English	Spanish	English	FALSE	Fluent
6	2Way English	Catalan	English	FALSE	Fluent
3	2Way English	English	English	FALSE	Fluent

# What does enrollment *actually* look like now?



These graphs denote the difference by comparing languages as reported by parents. The bar graph indicating preferred language appears to show the most accurate enrollment by language and shows a similar picture to enrollment by English Proficiency.

While doing an analysis of students' English Proficiency at the time of enrollment, the data shows a difference.

- ❖ **Native speakers of English/Fluent speakers of English composed 190/350 = 55% of the population**
- ❖ **English Language Learners composed 160/350 = 45% of the population**

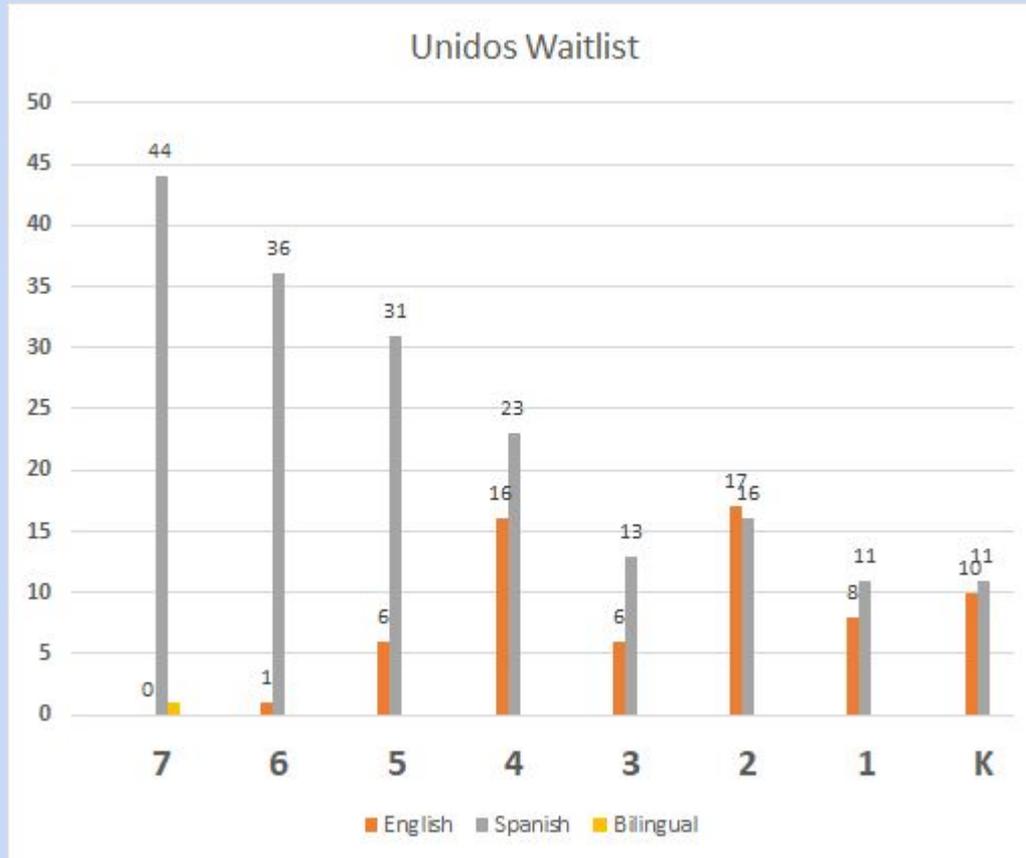
Pref Language for School Comm/ English Prof	Column Label			
Row Labels	FLEP	Fluent	Limited	Grand Total
English	3	139	10	152
Portuguese		2	1	3
Spanish	43	49	103	195
<b>Grand Total</b>	<b>46</b>	<b>190</b>	<b>114</b>	<b>350</b>

Program Assignment*	Column Labels		
Row Label	2Way English	2Way Spanish	Grand Total
1	25	22	47
2	21	22	43
3	25	19	44
4	25	14	39
5	20	19	39
6	16	16	32
7	19	14	33
8	17	10	27
KF	23	23	46
<b>Grand Total</b>	<b>191</b>	<b>159</b>	<b>350</b>

# First Choice Unidos from K-8

- **480** Students K-8 currently enrolled in SPS chose UNIDOS as their 1st choice
  - ◆ 350 Students K-8 currently enrolled in UNIDOS
    - **343**: 1st Choice was the DLP and 7: Not first choice (Waitlist)
    - 45% Two-way Spanish and 55% Two-way English
- **137** Students K-8 currently enrolled in SPS did not get Unidos
  - 6 SpEd Programs
  - 103: Reg Education
    - 56 Fluent Speakers of English: who represent 41% of the students not enrolled in Unidos
    - **47 FLEP = Former ELL**
  - **28 Sheltered English Immersion Program**
- **Students in SEIP + Former ELLs represent 55% of the students who did not get to enroll in DLP**

# So what do we do?



- Revise our enrollment process so that it provides equitable access to English language learners.
- Launched SPS Elementary Language Learner Study (to investigate the increased interest in dual language education)

# What does the research say about enrollment decisions?

- ❖ “In the creation of a dual language school or classroom, **careful student selection decisions have to be made to ensure a social language balance that goes beyond a balance of numbers.** Differences in minority and majority language status, and power relations between English and the other languages, make language balance decisions crucial in such a school.” (Baker & Wright, 2017)
- ❖ “**When an imbalance does exist, it may thus be preferable to have more language minority children.** Where there is a preponderance of language majority children, the tendency is for the language minority children to switch to the higher status, majority language. In most language contexts, the majority language is well represented outside the school (e.g. in the media and for employment). **Therefore, the dominance of the majority language outside school can be complemented by a corresponding weighting towards the minority language in school (among student enrollment and in curriculum delivery).** However, if the school enrolls a particularly high number of language minority children, the prestige of the school can sometimes suffer (both among language majority and language minority parents). Also, dual language schools aim to develop both languages fully and fluently, so both language need growth to all individuals’ optimal potential.” (Baker & Wright, 2017)
- ❖ “To ensure that there are enough language models of each language to promote interactions between the two groups of students, **there should be no more than two thirds speakers of one language to one third speakers of the other language.**” (Guiding Principles for Dual Language Education, CAL 2018)

## So what must we do to provide our English Learners with equitable access to the Unidos dual language program?

Currently, English Learners have an equal or less than equal access to the Unidos compared to their Fluent English peers.

To provide English Learners with equitable access, we must adjust the current enrollment process to provide English Learners with the maximum opportunity to access, in alignment with dual language research. This research states that weight should be given to language minority children for up to  $\frac{2}{3}$  of enrollment.

It is with urgency that we share our proposal to equitably expand access to the Unidos program for our English Learners enrolling in SY 21-22 and beyond.

# What is the exact proposal?

The Somerville Public Schools is currently reviewing the enrollment process for the Unidos Spanish/English Dual Language Program in relation to the [SPS Equity Statement](#). There are two proposed changes:

- A 2-bucket lottery system for Unidos enrollment: based on English language assessment, one lottery for prospective English language learners ( $\frac{2}{3}$  of the seats) and one lottery for English fluent students ( $\frac{1}{3}$  of the seats). This is a change from the current 3 lottery system.
- Prospective students (based on the home language survey and legal obligations) will receive the provisional English language screening prior to enrollment; all admitted students then participate in the Spanish assessment This is a change from administering both English (as needed) and Spanish screenings prior to enrollment.

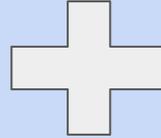
# Proposed Enrollment Shift + Review Result of the SPS Elementary Language Study



Spanish  
Learners



English  
Learners



## **SPS Language Learners Study**

*Examining SPS current  
Pre-K families' vision for  
second language learning  
for their child(ren).*

A 2-bucket lottery system:  $\frac{1}{3}$  Native English speakers,  $\frac{2}{3}$  Native Spanish speakers

# Positive Outcomes from the Proposal

For English Language Learners, the shifts will:

- Provide greater equity to access the research based program designed to increase ELLs educational outcomes
- Greater access to k-8 curriculum and instructional practices that prioritize hispanic cultures, histories and backgrounds

For Spanish Language Learners, the shifts will:

- Increased exposure to Spanish language models in the immersion environment
- Increase the linguistic proficiencies of our graduating Spanish learners

# Unidos Graduate Outcomes

Unidos graduates are:

- More likely to enroll in Spanish level 3 or higher courses as High School freshman
- Perform well in Spanish language classes at the High School
- More likely to seek out and to obtain the Seal of Biliteracy in High School

# Parent Perspectives

*Unidos “showcases pride in Spanish, in bilingualism, and in multicultural realities. I have seen this happen to our son and it is wonderful that he considers his bicultural reality as a superpower.”*

*“Para nosotros es importante el bilingüismo porque ayuda a mejorar la atención mental, la memoria y hace a nuestros hijos personas multiculturales.”*

Thank you

Discussion & Next Steps

# References

U.S. Department of Labor (USDOL). (2003). Futurework: Trends and Challenges for Work in the 21st Century.

<http://www.dol.gov/asp/programs/history/herman/reports/futurework/conference/trends/Trendsl.htm>.

The Tomas Rivera Policy Institute & National Hispanic Caucus of State Legislators. (2003). Closing Achievement Gaps: Improving Educational Outcomes for Hispanic Children. Los Angeles, Calif.: TRPI. Washington, D.C.: National Hispanic Caucus of State Legislators.

Guiding Principles in Dual Language Education. (CAL) Available at:

<https://www.cal.org/resource-center/publications-products/guiding-principles-3>

# Rationale for review of current enrollment process

- The *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (CAL) provides dual language programs with clear, research-based intake recommendations:
  - *“To ensure that there are enough language models of each language to promote interactions between the two groups of students, there should be no more than  $\frac{2}{3}$  speakers of one language to  $\frac{1}{3}$  speakers of the other” (Center for Applied Linguistics)*
- Limited access for English Language Learners bringing questions about access and equity negatively affecting multilingual learner / immigrant community
- Current practice veers from research and is not typical compared to other dual language programs
- Unintended consequence of “competition” for bilingual enrollment spots
- Need to honor Spanish language speakers as models and assets to the community

# Enrollment Data

	Current # K Students	Current # Grade 1 Students	<b>Proposed Change for incoming K</b>
<b>English Learner (EL)</b>	23	22	35
<b>Native English Speakers* (not EL)</b>	24	25	15

*\*This total includes the 4 K students and 5 Grade 1 students that entered in the “bilingual bucket.”*