

Implementation Effectiveness of K-5 Spanish Pathways

Recommendations to Improve English Learner Success in SFUSD



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EXECUTIVE SUMMARY

According to 2016-2017 school enrollment data, 31.6% of K-5 students were English Learners (ELs) in the San Francisco Unified School District (SFUSD). Of the many languages spoken at home by students, the most popular languages other than English are Spanish (19.14%) and Cantonese (15.88%). To respond to their needs, SFUSD offers programming that allows students to develop English fluency and content mastery through the use of their native language.

Currently, too little Spanish pathways are performing above the district average¹. Specifically, 14 out of 20 of the existing Spanish pathways models are performing at or below the district average. According to their “Vision 2025” public education plan, San Francisco Unified School District (SFUSD) made a commitment to expand Dual-Language Immersion (DLI) and Biliteracy (BL) language pathway programs to better serve English Learners’ (EL) needs. However, before the district fully expands the availability of language pathways, it should continually assess and evaluate the effectiveness of the existing models. Consequently, SFUSD can strengthen the performance of ELs, specifically students enrolled in the Spanish pathway models, and provide robust supports and guidance to other schools in the district.

This report aims to provide the Multilingual Pathways Department (MPD) a general overview of the current implementation of Spanish Biliteracy (BL) and Dual-Language Immersion (DLI) pathways at the school site level. It will identify trends that exist within and across school sites as it relates to the key components of bilingual programming. More specifically, it will focus on the ratio of ELs to total students in classrooms, the distribution of the language of instruction, and English Language Development (ELD) instructional practices. Furthermore, it provides key recommendations that will strengthen their Spanish pathways options, and consequently, improve EL success.

Key Findings

Misalignment of Program Expectations Between District and School Sites

- Almost half of teachers surveyed reported that there is a “lack of clarity of instructional practices” from their administration.
- About half of the teachers surveyed reported a distribution of language in their instruction that did not meet the research guidelines for their grade.

The Composition of Classrooms Generally Meet Fidelity to the Program Model

- At the district level, Spanish BL individual 90% of classrooms adhere to district guidelines on the composition of its students.
- At the district level, Spanish DLI individual 80% of classrooms adhere to district guidelines on the composition of its students.

There is no Identifiable Difference in Implementation Between High and Underperforming Pathways

- Only three out of 11 DLI teachers at case study schools surveyed reported allocating language of instruction in accordance to the model.
- Three out of the six BL teachers at case study schools surveyed reported allocating language of instruction in accordance to the model.

Recommendations

Align the District’s Guidelines for Language Pathways Schools

As schools continue to expand their language pathways, district leaders should ensure that there is a shared vision between school administrators, staff, and teachers for the implementation of Biliteracy and Dual-Language Immersion models. This shared vision should establish clear expectations for each program model such as language allocation policies, pedagogical practices, curricula expectations, common terminology, and student enrollment procedures. In order to rectify the mismatch between district and school sites, district leaders should lead an implementation training to familiarize administrators with the latest research on bilingual programming and expectations for each program model. Additionally, all bilingual teachers should participate in professional development to familiarize them with latest research on designing coherent instruction for their pathway model.

Establish a Coherent Language Allocation Policy for Each Site

School leaders should work with their teachers to establish a clear language of instruction distribution to meet the guidelines set forth by the district. Consequently, teachers can design coherent and effective instruction that integrates English Language Development and linguistic transfer skills across all content areas while maintaining fidelity to the distribution of language. The language allocation policy should also account for instruction that occurs outside of the students' classroom, such as, Physical Education, Art, Music etc.

Common Metric for Comparison

As schools vary in implementation of pathways to meet their students' needs, district leaders should decide on a common metric to compare the performance of students enrolled in the language pathways. Although BL and DLI have similar outcomes, they are designed differently and may serve different populations. Therefore, the district should decide to either monitor the performance of these programs by the growth English Learners achieve through the English language proficiency exam, or the performance of all students enrolled assessed by a metric that is applicable to EL and target language learners, for example, the SBA Math. Furthermore, district leaders should also streamline data collection practices across the district so that student progress can be accurately tracked.

INTRODUCTION

Background

Over the years, San Francisco has been known for its rich cultural diversity. Unfortunately, this diversity has decreased as a consequence of the tech industry boom. The tech industry boom has created great economic activity for San Francisco, but at the same time, it has caused a sharp influx of wealth and reduced available and affordable housing throughout the city. As the city continually changes, San Francisco's public schools have pledged to maintain the city's remaining vibrant communities through a quality and equitable education for its youth.

The San Francisco Unified School District (SFUSD) is the eighth largest school district in California. San Francisco is both a city and a county; therefore, SFUSD administers both the school district and the San Francisco County Office of Education (COE). As a result, SFUSD is a "single district county." SFUSD is also the highest achieving urban district in the state of California— and at the same time it has some of the greatest achievement gaps between and among English Learners, African Americans, Latinos, Pacific Islanders, and students with disabilities.² In 2017, SFUSD had a total count of 136 schools and served 55,613 students. Of these students, 23,021 students were elementary school (kindergarten to fifth grade) students.³ Furthermore, 46.6% of K-5 students come from homes where a language other than English is spoken.⁴ That means that almost half of the K-5 student population has the opportunity exit SFUSD speaking more than one language. On the other hand, this also means that many students will not only have to achieve content mastery, but English fluency by the time they graduate. Of the students that come from homes where a language other than English is spoken, 31.6% were identified as English Learners (ELs). To address their diverse language needs, SFUSD provides ELs a variety of options, ranging from English only to dual-language immersion programming.

Problem Description

Currently, too little Spanish pathways are performing above the district average, according to the acceleration model report of student performance on the 2017 Smarter Balanced Assessment English Language Arts exam produced by SFUSD's Data & Quality Department.

Specifically, 14 out of 20 of the existing Spanish pathways models are performing at or below the district average.

DATA & METHODOLOGY

Literature Review

I conducted a literature review of existing research on effective practices for ELs and a pathway implementation study done for SFUSD by Stanford University. Additionally, I reviewed the “Spanish Pathway Guidelines” document created by SFUSD’s Multilingual Pathways Department (MPD).

Data Analysis

Descriptive Analysis

I analyzed district-wide student enrollment data, school site level, EL reclassification data, and teacher tenure data to summarize the current state of program implementation.

Teacher Survey Analysis

I reviewed two self-reported online surveys administered to SFUSD Spanish bilingual teachers to gain insight of the distribution of language in their program, pedagogical practices, curricula, and experience. The first survey was administered to 29 SFUSD Spanish bilingual teachers across 15 schools during a district-wide professional development session. The second survey was issued to 36 Spanish bilingual teachers in case study schools, however, only had a 47 percent response rate at the time of this analysis.

Data Sources

- **2016-2017 SY SFUSD Individual Student Level Enrollment Data:**
This data set has district wide K-5 individual student data that captures students’ assigned school, grade level, pathway program (General Education (GE), Dual-Language Immersion (DLI), Biliteracy (BL)); demographic data that describes the students’ race/ethnicity, home language, socioeconomic status defined by eligibility for free/reduced lunch, student classification (English Learner (EL), English Only (EO),

Initially Fluent English Proficient (IFEP), Redesignated Fluent English Proficient (RFEP), Individualized Educational Plan (IEP). This data reflects the end of the 2016-2017 school year, as a result, it reflects teacher attrition that occurred during the year.

- **2016-2017 SY Teacher Tenure:** This data set contains district-wide individual-level teacher tenure for all active teachers. There is an observation recorded for each teacher by position title and site location of the beginning and end of that appointment measured in days and years.
- **2016-2017 SY Redesignation Rates:** Redesignation rates for ELs measured by percent change by K-5, language pathway (Cantonese/Filipino/Spanish/Japanese/Korean/Mandarin-Bilingual/Immersion/Newcomer, and General Education). This information is available district-wide and by school site (by grade level and pathway within school).
- **2017-2018 SY District-Wide Spanish Bilingual Teacher Survey:** The MPD designed and administered a survey to 29 Spanish bilingual pathways teachers spanning 15 schools to gain insight of the distribution of language in their program, pedagogical practices, curricula, and experience. The data set contains the teacher's school site, grade level, pathway model, the percentage/time allocation of Spanish and English instruction, subjects taught in Spanish and English, instructional minutes of linguistic transfer skills, and challenges faced.
- **2016-2017 SY School Case Study Teacher Survey:** The MPD designed and administered a survey to 18 Spanish bilingual pathways teachers from the case study schools to gain insight of the distribution of language in their program, pedagogical practices, curricula, and experience. The data set contains the teacher's school site, grade level, pathway model, the percentage/time allocation of Spanish and English instruction, subjects taught in Spanish and English, instructional minutes of linguistic transfer skills, professional development attended in the last

two years, instructional materials used for Spanish instruction, professional development needs, and challenges faced.

School Case Studies

To gain a more nuanced view of the implementation of Spanish pathway programming at the site level, with the support of the Multilingual Pathways Department team, I choose two schools from each pathway model and compared them. These two schools were chosen on the following criteria: comparable student demographics, large student enrollment, level of performance, and site-wide implementation of the program model. I selected a school performing near or above the district average and a school performing below the district average for each program model to see if there were key differences in their pedagogy and language of instruction distribution that may explain their respective outcomes. Moreover, I compared the student composition of classrooms, EL reclassification data, teacher tenure, and teacher practice (language of instruction distribution, curricula, and professional development) for the schools selected.

RESULTS

Literature Review

Spanish Pathways Guidelines

Both Biliteracy (BL) and Dual-Language Immersion (DLI) models aim to achieve: grade-level academic content mastery, biliteracy, and sociocultural competence. All students are taught by teachers with Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certification in Spanish K-5th grades. Both programs are to provide daily, 30-minute English Language Development (ELD) instruction for ELs, as well as, literacy and academic content instruction in both Spanish and English. In the earlier grades, instruction occurs primarily in Spanish and gradually decreases in the subsequent grades. Moreover, an even distribution of Spanish and English is achieved in the upper elementary grades. The distribution is as follows for each grade:

Grade	Language of Instruction Distribution	
	<i>English</i>	<i>Spanish</i>

K-1	<i>20%</i>	<i>80%</i>
2	<i>30%</i>	<i>70%</i>
3-5	<i>50%</i>	<i>50%</i>

BILITERACY (BL)

This pathway is intended to serve native Spanish speakers, including but not limited to emergent bilinguals and ELs. Fidelity to this model is achieved when students enrolled in this pathway are either emergent bilingual or an English learner that is a native speaker of the target language.

DUAL-LANGUAGE IMMERSION (DLI)

This pathway is intended to serve native English speakers, native Spanish speakers (ELs), and Spanish/English bilinguals. Fidelity to this model is achieved when there is an even distribution of native English, native Spanish, or Spanish/English bilinguals enrolled. This distribution may be as follows:

$$\frac{1}{2} \text{ Native English Speakers} + \frac{1}{2} \text{ Native Spanish Speakers}$$

OR

$$\frac{1}{3} \text{ Native English Speakers} + \frac{1}{3} \text{ Native Spanish Speakers} + \frac{1}{3} \text{ Spanish/English Bilinguals}$$

English Language Development

English Language Development (ELD) is an instructional model designed to develop the English language proficiency of ELs. Furthermore, effective ELD is strategically planned to ensure that ELs acquire reasoning, language skills, and academic registers to be successful across the curriculum and throughout the school day.⁵ Comprehensive ELD has two main components:

- 1. Focused Language Study (FLS):** Dedicated time where ELs are strategically grouped together to concentrate on the critical language ELs need for on-grade-level learning in English. ELD standards serve as the focus for instruction. Teachers often group students

according to English proficiency to provided explicit instruction, such as, language transfer skills in listening, speaking, reading, or writing. ⁶

2. Discipline-specific Academic Language Expansion (DALE): Academic language instruction throughout the day and integrated across various content areas. Teachers provide an intentional focus on the content-specific language demands and academic language that ELs, along with their native English-speaking peers, must develop. Grade-level content standards serve as the focus for instruction. ⁷ Teachers strategically integrate instructional supports for students, such as differentiated texts, sentence frames, and visual aids into their English content instruction.



Figure 1: Comprehensive ELD (Council of the Great City Schools, 2017)

ELD Implementation

In order for teachers to implement ELD effectively, they need the support of district leaders and school administrators. Their support is needed to develop coherence across three main areas: the district system, professional development, and instructional materials.

<p>District System</p>	<ul style="list-style-type: none"> • Clear, coherent systems for ELL identification, placement and pathways, and instruction— including ELD instruction, monitoring, and assessment. • Clearly articulated ELL program models and delivery options. • Supportive school structures: i.e., instructional coaches, professional learning communities (PLCs), extended learning (before/after school), leadership development.
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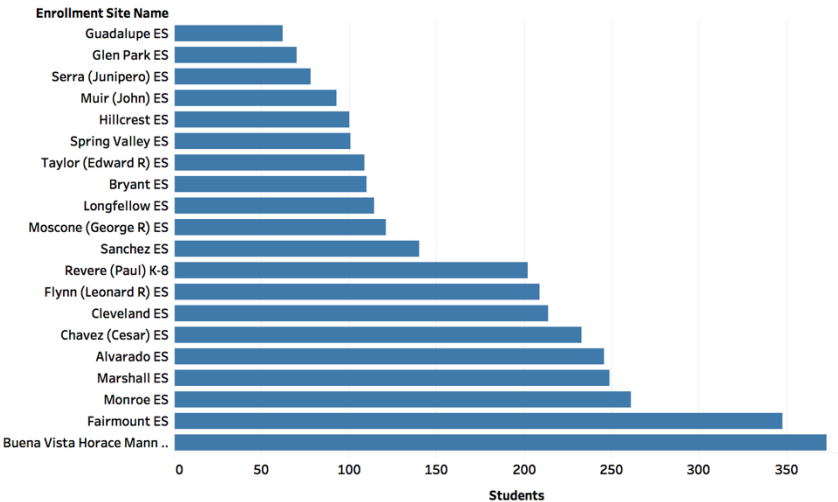
<p>Professional Learning</p>	<ul style="list-style-type: none"> Professional learning that clarifies the role of instruction, curriculum maps, resources, and materials. Professional learning that is timely, effective, sustained, and designed to build district- and school-level capacity to deliver rigorous instruction. Professional learning that builds the capacity of teachers and leaders to provide quality instructional practices that are appropriately scaffolded, leading to mastery of grade-level academic language and content
<p>Instructional Materials</p>	<ul style="list-style-type: none"> High-quality, rigorous instructional materials aligned with the district’s program/delivery model. High-quality, rigorous instructional materials that engage ELLs and accelerate grade-level content and language development.
<p>Source: <i>Re-envisioning English Language Arts and English Language Development for English Language Learners</i> (Council of the Great City Schools, 2017)</p>	

Data Analysis

Enrollment & Teacher Tenure Data

According to the data, in the 2016-2017 school year about 46.6 percent of students in SFUSD speak a language other than English at home. Amongst the languages spoken, Spanish (19.14 percent) and Cantonese (15.88 percent) are the most common. Given the great language diversity of its students, it is no wonder that ELs make up 31percent of SFUSD’s population. To meet their diverse needs, SFUSD offers 18 different

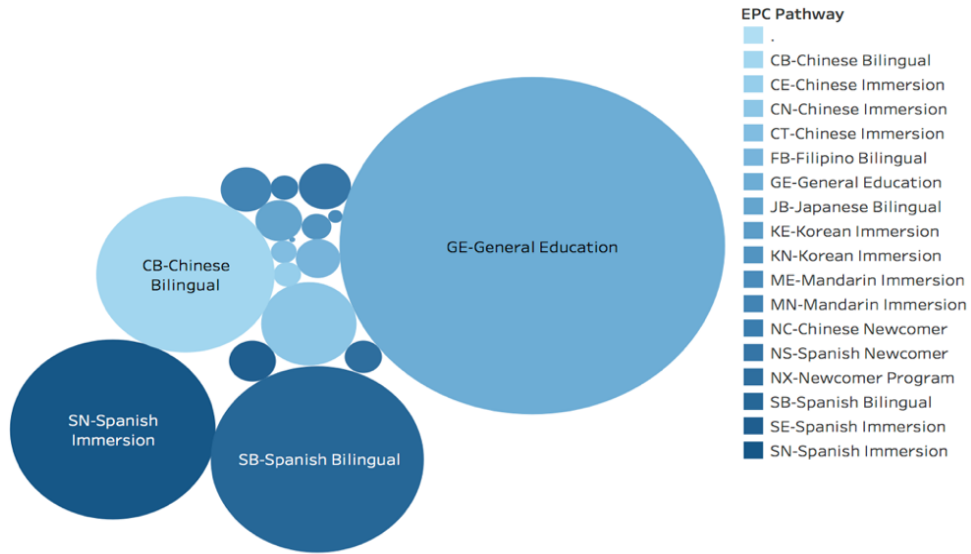
2016-2017 Spanish Pathways Enrollment by School



Sum of Students for each Enrollment Site Name. The view is filtered on Enrollment Site Name, which excludes Total.

language pathways options for ELs. The majority of ELs are enrolled in the English Plus Pathway, followed by the Spanish Immersion Pathway (DLI), Spanish Bilingual (BL), Chinese Bilingual (BL), and Chinese Immersion (DLI). The remainder of this report will focus on the Spanish Pathways options, specifically, the Spanish BL and the Spanish DLI in kindergarten to fifth grade..

2016-2017 Enrollment by Language Pathway and EL Status



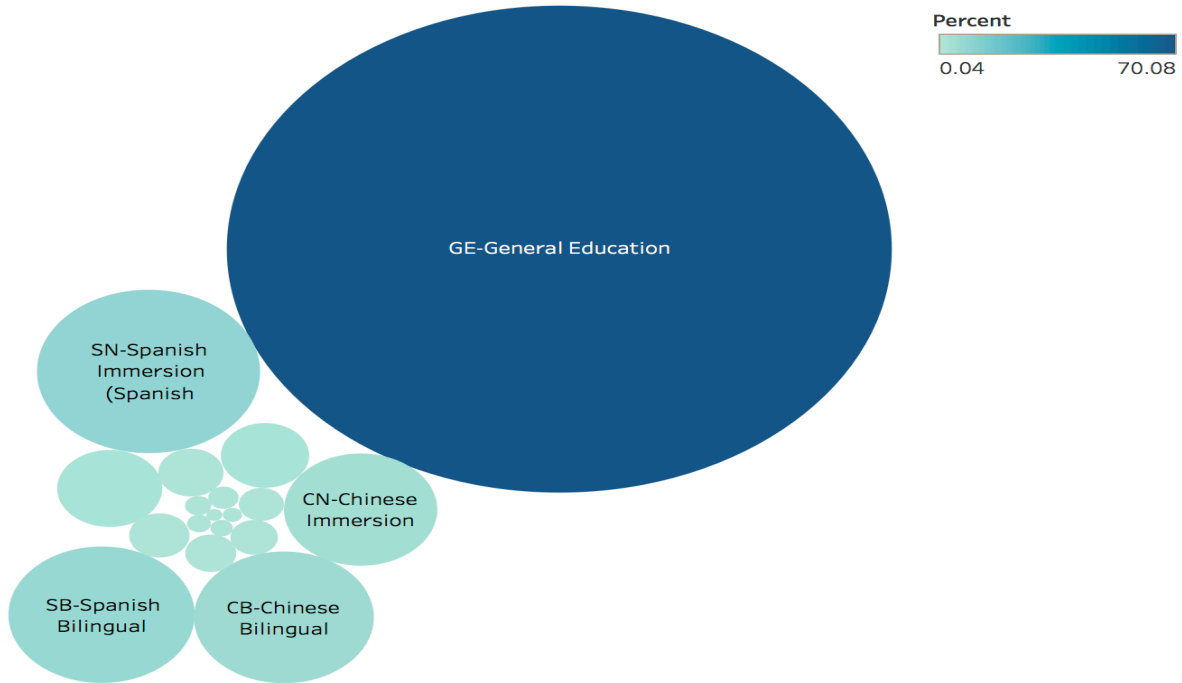
EPC Pathway. Color shows details about EPC Pathway. Size shows sum of EL. The marks are labeled by EPC Pathway. The view is filtered on EPC Pathway, which excludes Total.

2016-2017 Enrollment by Language Pathway and EL Status

EPC Pathway	EL	EO	I-Fep	Non-English	Rfep	TBD	Undef.	Total
KE-Korean Immersion	1	8	2	0	0	0	0	11
CT-Chinese Immersion	19	0	3	0	0	0	0	22
NC-Chinese Newcomer	22	0	0	0	0	3	0	25
ME-Mandarin Immersion	6	21	1	0	0	2	0	30
NX-Newcomer Program	39	0	0	0	0	0	1	40
NS-Spanish Newcomer	77	0	0	0	0	9	2	88
CE-Chinese Immersion	20	76	1	0	0	0	0	97
KN-Korean Immersion	25	38	21	0	28	0	0	112
FB-Filipino Bilingual	56	71	6	0	21	1	2	157
SE-Spanish Immersion	62	107	13	0	0	0	1	183
MN-Mandarin Immersion	73	143	65	0	49	1	6	337
JB-Japanese Bilingual	62	325	34	0	40	3	13	477
CN-Chinese Immersion	257	381	125	0	234	1	16	1,014
CB-Chinese Bilingual	900	3	62	0	385	6	40	1,396
SB-Spanish Bilingual	1,285	1	49	0	114	27	23	1,499
SN-Spanish Immersion	1,197	494	175	1	228	18	37	2,150
GE-General Education	4,203	10,894	922	7	2,543	174	369	19,112
Total	8,497	12,855	1,482	8	3,665	250	516	27,273

EL, EO, I-Fep, Non-English, Rfep, TBD, Total and Undef. broken down by EPC Pathway. The view is filtered on EPC Pathway, which excludes ..

2016-2017 Enrollment by Language Pathway



EPC Pathway. Color shows sum of Percent. Size shows sum of Freq.. The marks are labeled by EPC Pathway. The view is filtered on EPC Pathway, which excludes . and Total.

2016-2017 Enrollment by Language Pathway

EPC Pathway	Freq.	Percent
KE-Korean Immersion (Non-Native)	11	0.04
DT-SDC - Total Communication	16	0.06
CT-Chinese Immersion	22	0.08
NC-Chinese Newcomer	25	0.09
ME-Mandarin Immersion (Non-Native)	30	0.11
NX-Newcomer Program	40	0.15
NS-Spanish Newcomer	88	0.32
CE-Chinese Immersion (Non-Native)	97	0.36
KN-Korean Immersion (Korean Speakers)	112	0.41
FB-Filipino Bilingual	157	0.58
SE-Spanish Immersion (Non-Native)	183	0.67
MN-Mandarin Immersion (Mandarin Spe..	337	1.24
JB-Japanese Bilingual	477	1.75
CN-Chinese Immersion (Cantonese Speak..	1,014	3.72
CB-Chinese Bilingual	1,396	5.12
SB-Spanish Bilingual	1,499	5.5
SN-Spanish Immersion (Spanish Speaker..	2,150	7.88
GE-General Education	19,112	70.08
Total	26,766	98.16

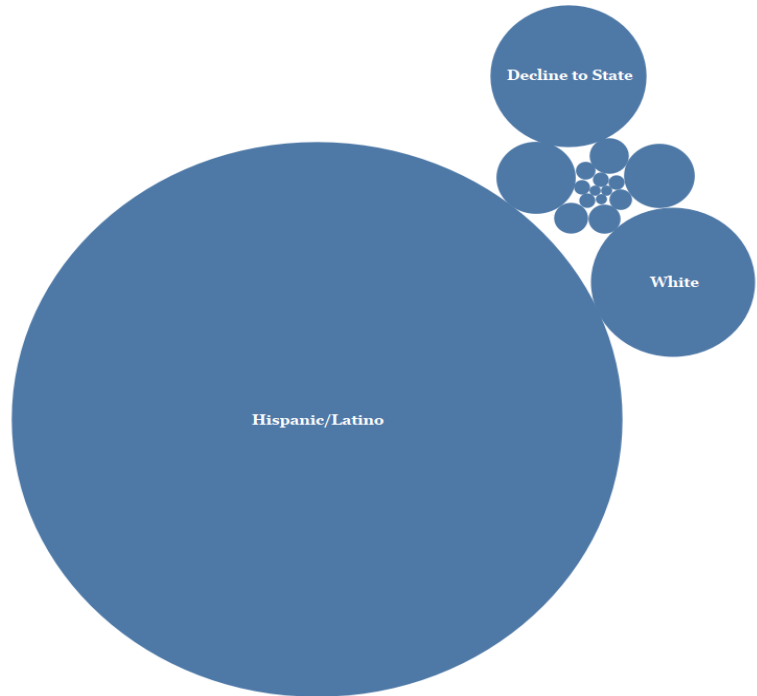
Freq. and Percent broken down by EPC Pathway. The view is filtered on EPC Pathway, which excludes ..

Currently, there are 20 schools that provide Spanish DLI and BL options for students. The schools are spread throughout the eastern side of the San Francisco Peninsula. 12 of these schools are BL and the remaining eight are DLI. Student enrollment is highest at the kindergarten level. Moreover, enrollment decreases throughout the subsequent grade levels, making fifth the least enrolled grade level. When disaggregated by race/ethnicity, Hispanics/Latinos make up about 84 percent of the population, while Whites make up 6 percent.

16'-17' Spanish Pathway Enrollment by Grade

Grade	Students	Percent
1	657	19.08
2	631	18.33
3	570	16.56
4	535	15.54
5	365	10.60
K	685	19.90
Total	3,443	100.00

Percent and Students broken down by Grade.



2016-2017 Spanish Pathway Enrollment by Race/Ethnicity

Race/Ethnicity	Students	Percent
Asian	1	0
Japanese	1	0
Vietnamese	1	0
Am. Indian/Alaskan	2	0
Hawaiian Native	2	0
Other Asian	2	0
Samoan	2	0
Korean	3	0
Asian Indian	4	0
Filipino	8	0
Chinese	9	0
Middle Eastern/Arabic	12	0
Black/African American	39	1
Multi-Racial	49	1
Decline to State	190	6
White	210	6
Hispanic/Latino	2,908	84
Total	3,443	100

Students and Percent broken down by Race/Ethnicity.

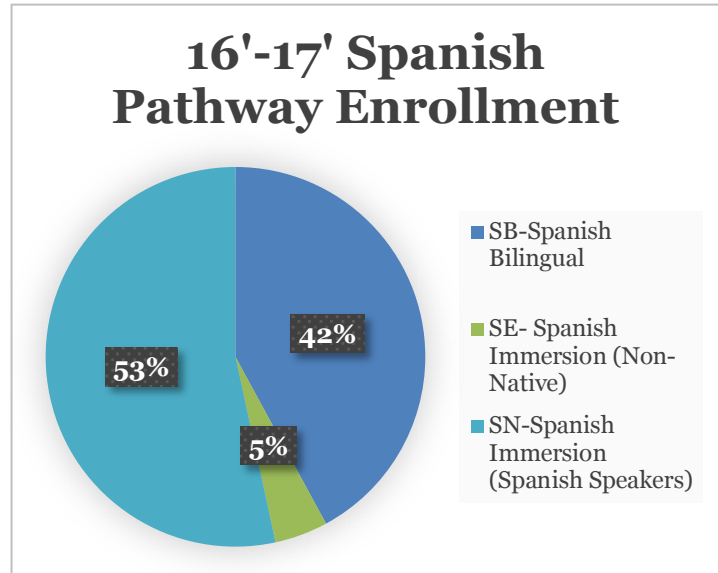
Of the students enrolled in the Spanish language pathways, 58 percent of the students are enrolled in DLI. However, only 5 percent of those students are non-native Spanish speakers.

Consequently, there is little variability of the English proficiency of students enrolled in the Spanish pathways.

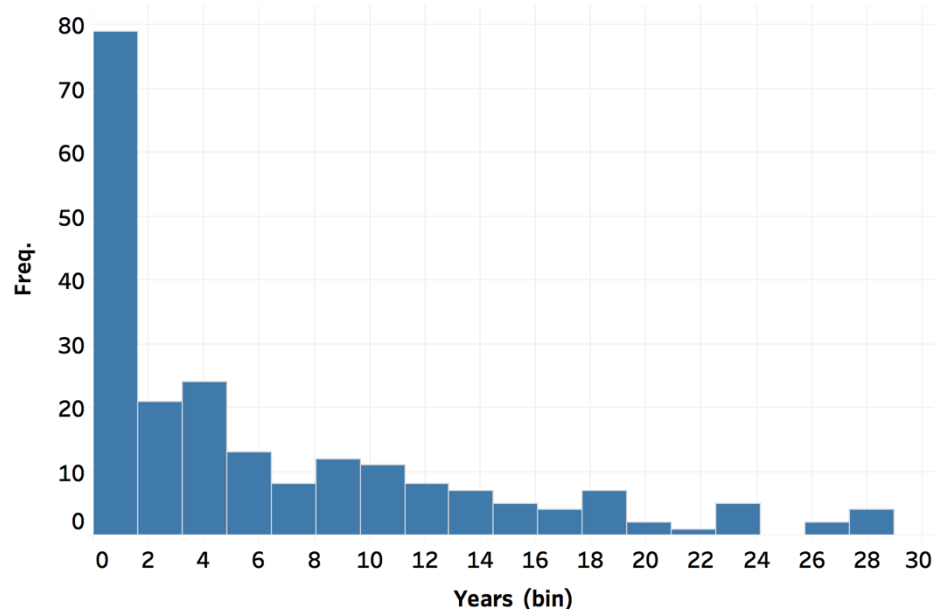
66.95 percent of students are ELs, while only 14.61 and 6.04 percent of the students are classified as English Only (EO) and Initially-Fluent English

Proficiency respectively. Generally, the composition of students in classes at Spanish pathways schools their pathway's guidelines. 88.6 percent of BL pathways meet the EL to total student ratio in their classrooms. On the contrary, 65.8 percent of the DLI classrooms meet this criteria. This is not surprising considering that there is a small enrollment of EO and IFEP students in this pathway. Although the

student enrollment data presents us with key information, it should be noted that there were many inconsistencies throughout that may have biased the the data reported. For example, individual observations were missing the student's English language classification, as well as, their assigned teacher.



2016-2017 Spanish Pathways Sites Bilingual Teacher Tenure



The trend of sum of Freq. for Years (bin).

When it comes to bilingual teacher experience, the data shows that the workforce is relatively young. On average, registered bilingual teachers in the district have 8.3 years of experience.

This is about 1.2 years less than the district average of all teachers. Similarly, on average, registered bilingual teachers within the Spanish pathways schools have 6.5 years of experience. When looked at even further, 79 of 213 teachers in Spanish pathways sites have less than two years of experience.

Teacher Survey Analysis

29 teachers from 15 Spanish pathways schools were surveyed at a district led professional development session. 19 of the teachers are BL pathways teachers and the remaining teach in DLI. Program labels, such as DLI and BL, do not actually reflect what teachers do in their individual classrooms. According to the self-reported surveys about 52 percent of teachers (15 teachers) reported a distribution of language in their instruction that did not meet the research guidelines for their grade. Additionally, some teachers reported that 50 percent of their instruction occurs in English, however, indicated only 90 minutes of instruction in Spanish instead of the required 50 percent. This mismatch of language allocation indicates that teachers may be unaware of the required distribution of the language of instruction or how to implement it equitably. About 65 percent of teachers (19 teachers) reported teaching language transfer skills. However, 68 percent of these teachers reported teaching transfer skills for less than 20 minutes per week. Teachers cited lack of time, resources, and training as reasons for not teaching language transfer skills for more than 20 minutes per week. When teachers were asked to name challenges they face as a Spanish bilingual teacher, 79 percent cited “lack of materials/resources,” while 48 percent cited “lack of clarity of instructional expectations.”

Case Studies

Overview

The case study between two comparable BL and DLI revealed that the implementation of these programs does not differ significantly. A total of six of 17 BL teachers and 11 of 19 DLI teachers responded to the survey. However, this data is limited in that it is self-reported and presents bias.

BILITERACY PATHWAYS

From the school enrollment data, School D and School T meet the EL to total student proportion according to the BL model. Both schools offer bilingual programming from

kindergarten to grade five. In terms of performance, School D performed slightly below the district average, while School T performed far below as measured by the acceleration model report of student performance on the 2017 Smarter Balanced Assessment English Language Arts exam produced by SFUSD’s Data & Quality Department.

“I need time allotted to teach in Spanish and resources to teach science in Spanish.”
-Teacher at BL school

However, it was interesting to find that School T outperformed School D in the re-designation rate and CELDT growth of their ELs.⁸ In both schools, half of the teachers reported that the distribution of the language of instruction do not meet the district’s language policy. Another surprising finding is that two respondents in School D reported teaching in Spanish for 90 minutes a day, however, also reported instructing in English 50 percent of the time. In regard to ELD instruction, 100 percent of teachers at both school sites cited teaching it for the 30-minute minimum. However, it is unclear if the 30-minute minimum occurs daily or weekly, so it cannot be determined if the ELD instruction that occurs is sufficient enough to meet the district’s pathways guidelines.

The average teacher tenure of Spanish bilingual teachers at School T is 9.6 years, while at School is only 5.3 years. In School T, four of the six Spanish bilingual teachers have more experience than the average. On the other hand, six of the nine Spanish bilingual teachers in School D have more experience than the average. Similar to the challenges teachers at other schools in the district face, 100 percent of teachers at each school reported a lack of materials as the biggest challenges as bilingual teachers. In sum, the variation across and within schools lead one to believe that the language allocation policy is unclear to teachers perhaps due to unclear program expectations or lack of instructional materials.

Teacher Tenure: School T	
Teacher	Years of Experience
Teacher 1	0.94
Teacher 2	2.71
Teacher 3	6.16
Teacher 4	9.39
Teacher 5	17.92
Teacher 6	23.06
Average	9.60

Teacher Tenure: School M	
Teacher	Years of Experience
Teacher 1	1.54
Teacher 2	2.53
Teacher 3	4.39
Teacher 4	10.64
Teacher 5	11.50
Teacher 6	16.05
Teacher 7	20.30
Average	4.31

DUAL-LANGUAGE IMMERSION PATHWAYS

From the school enrollment data, School F and School M meet the EL to total student proportion according to the BL model. Both schools offer bilingual programming from kindergarten to grade five. In terms of performance, School F performed above the district average, while School M performed below as measured by the acceleration model report of student performance on the 2017 Smarter Balanced Assessment English Language Arts exam produced by SFUSD's Data & Quality Department. However, similar to the schools compared earlier, the underperforming school, School F achieved a higher EL re-designation rate than School M.⁹ Moreover, both schools' enrolled ELs experienced a negative English fluency growth according to the CELDT exam.

"The students have not been coming to the upper grade classes with well-developed Spanish vocabulary, this is an issue we need to rectify."
-Teacher at DLI school

In School M, three of the four teachers reported that the distribution of the language of instruction met the district's language policy, compared to only half of the six teachers in School F. In regard to ELD instruction, 90 percent of teachers at both school sites cited teaching it for the 30-minute minimum. However, it is unclear if the 30-minute minimum occurs daily or weekly, so it cannot be determined if the ELD instruction that occurs is sufficient enough to meet the district's pathways guidelines.

The average teacher tenure of Spanish bilingual teachers at School F is 4.6 years. Similarly, School M's Spanish bilingual teacher tenure is 4.3 years. In School F, six of the twelve Spanish bilingual teachers have more experience than the average. On the other hand, five of the seven Spanish bilingual teachers in School D have more experience than the average. Similar to the challenges teachers at other schools in the district face, 100 percent of teachers at each school reported a lack of materials and lack of clarity of the instructional expectations for the program as the biggest challenges as bilingual teachers. In sum, the variation across and within schools lead one to believe that the language allocation policy is unclear to teachers perhaps due to unclear program expectations or lack of instructional materials.

Teacher	Years of Experience
Teacher 1	1.54
Teacher 2	3.53
Teacher 3	5.52
Teacher 4	7.02
Teacher 5	9.51
Teacher 6	10.97
Teacher 7	11.64
Teacher 8	12.25
Teacher 9	18.21
Average	5.39

Teacher	Years of Experience
Teacher 1	1.34
Teacher 2	1.41
Teacher 3	1.54
Teacher 4	1.54
Teacher 5	3.22
Teacher 6	3.52
Teacher 7	5.52
Teacher 8	7.64
Teacher 9	8.35
Teacher 10	8.46
Teacher 11	13.45
Teacher 12	13.46
Average	4.57

RECOMMENDATIONS

Align the District's Guidelines for Language Pathways Schools

As schools continue to expand their language pathways, district leaders should ensure that there is a shared vision between school administrators, staff, and teachers for the implementation of Biliteracy and Dual-Language Immersion models. This shared vision should establish clear expectations for each program model such as language allocation policies, pedagogical practices, curricula expectations, common terminology, and student enrollment procedures. In order to rectify the mismatch between district and school sites, district leaders should lead an implementation training to familiarize administrators with the latest research on bilingual programming and expectations for each program model. Additionally, all bilingual teachers should participate in professional development to familiarize them with latest research on designing coherent instruction for their pathway model.

Establish a Coherent Language Allocation Policy at the Site Level

In order to achieve true fidelity to language pathway models, each school site should establish clear, school-wide language allocation policies so that teachers may distribute instruction in each language and integrate English Language Development (ELD). One way to approach this is to identify the total number of instructional periods for Language Arts, Math, Science, Social Studies, and other required programming (Visual and Performing Arts, Physical Education etc.) in a cycle (day, week, month, marking period etc.). Following, designate specific periods to be taught in English and Spanish to achieve fidelity to the language allocation policy of the school. This will allow teachers to strategically integrate the required ELD instruction for ELs while maintaining fidelity to the language allocation policy. Below is an example:

Grade 5	Language Allocation	Language Arts	Math	Science	Social Studies	VAPA	Total Instructional Periods
Spa.	50%	5	5	3	1	3	17
Eng.	50%	5- (2ELD)	5 (2ELD)	3 (1ELD)	1	3	17
Week Total	100%	10 periods 450 m	10 periods 450 m	6 periods 270 m	2 periods 90m	6 periods 270 m	34 periods 1530m

Establish a Common Metric for Comparison

As schools vary in implementation of pathways to meet their students’ needs, district leaders should decide on a common metric to compare the performance of students enrolled in the language pathways. Although BL and DLI have similar outcomes, they are designed differently and may serve different populations. Therefore, the district should decide to either monitor the performance of these programs by the growth English Learners achieve through the English language proficiency exam, or the performance of all students enrolled assessed by a metric that is applicable to EL and target language learners, for example, the SBA Math. Furthermore, district leaders should also streamline data collection practices across the district so that student progress can be accurately tracked.

CONCLUSION

According to their “Vision 2025” public education plan, San Francisco Unified School District (SFUSD) made a commitment to making opportunities accessible for all English Learners (EL) to interact with other students and teachers through academic discourse in both English and their native language by 2025. SFUSD plans to accomplish this goal through the expansion of Dual-Language Immersion (DLI) and Biliteracy (BL) language pathway programs. However, before the district fully expands the availability of language pathways, it should continually assess and evaluate the effectiveness of the existing models. Consequently, SFUSD can strengthen the performance of ELs, specifically students enrolled in the Spanish pathway models, and provide robust supports and guidance to other schools in the district.

END NOTES

¹ According to the acceleration model report of student performance on the 2017 Smarter Balanced Assessment English Language Arts exam produced by SFUSD's Data & Quality Department.

² SFUSD, Vision 2025, <http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/vision-2025-spreads.pdf>

³ SFUSD, *2017 Facts at a Glance*, <http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/sfusd-facts-at-a-glance.pdf>

⁴ 2016-2017 SFUSD K-5 Enrollment Data

⁵ Council of the Great City Schools, "Re-envisioning English Language Arts and English Language Development for English Language Learners." p. 9

⁶ Council of the Great City Schools, "Re-envisioning English Language Arts and English Language Development for English Language Learners." p. 13

⁷ Council of the Great City Schools, "Re-envisioning English Language Arts and English Language Development for English Language Learners." p. 13

⁸ School T Re-designation: -0.7 School D, Re-designation: -3.2, School T CELDT Growth: -1.9, School D CELDT Growth: -13.5 as reported on the "English Learner Data by Grade Level and Language Pathway, 2016-2017" report.

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