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In the 2000-2001 school year the Texas Two-way Consortium (TTC), a group of Texas educators, administrators, and concerned citizens, began collecting two-way program data by paper survey distributed at state and regional bilingual education conferences. The TTC was able to identify 63 two-way programs in 32 school districts in Texas for the 2000-2001 academic year.

Reported from our current 2002 study are the baseline data that lay the groundwork for more comprehensive evaluations of two-way (dual language) programs in Texas. The Texas Two-Way Consortium and the Bilingual Program at Texas A&M University sponsored an online survey to identify all the TWI programs in Texas in the 2001-2002 school year (<http://texastwoway.org>). The primary purpose of our larger study was to identify, and describe the TWI programs in Texas. The study collected statewide data on (a) the number of TWI programs in Texas, (b) languages used, (c) model, (d) grade levels, (e) number of classes involved, (f) content, (g) duration, (h) location, (i) student demographics and (j) contact information of these two-way programs. The secondary purpose was to create an online network directory of the TWI programs by Texas Education Service Center Regions to facilitate communication and collaboration among existing TWI program and those in the planning phases. Specifically, this research report answers the following research question: How many TWI programs can be identified in Texas via an electronic survey by (a) number of districts reporting TWI programs (a) program types, (b) grade-levels served, (c) number of classrooms at each grade level, (d) languages of instruction, (e) distribution of native Spanish and native

English speakers, (f) TWI program by regional educational service center, and (g) years of implementation?

Methodology

Participants

Participants for our study were 304 identified bilingual directors in the state of Texas representing 304 school districts acquired from the Texas Center for Bilingual/ESL Education (<http://www.tcbee.org>) and from school district websites.

Instrument

After an extensive literature review related to TWI programs, the research team, consisting of bilingual educators and university faculty and researchers, developed a questionnaire. The questionnaire consisted of 15 items and was pilot tested with 10 bilingual administrators, five teachers, and three Title III coordinators in both a paper and an online format. The survey, in both formats, was deemed to have internal consistency ($\alpha=.90$) and face validity. The survey can be viewed at (<http://texastwoway.org/survey>).

Results

The results of our study indicate a significant increase of 461% in TWI programs in Texas over the CAL data of 39 TWI programs and an increase of 263% over the original paper survey from the TCC in 2000-2001. The results are reported by (a) number of districts reporting TWI programs, (b) program types, (c) grade levels served, (d) number of classrooms at each grade level, (e) language of instruction, (f) distribution of native Spanish and native English speakers, (g) TWI program by regional educational service center, and (h) years of implementation.

Number of Districts Reporting TWI Programs

Figure 1 depicts graphically the reported TWI programs in Texas compared to other bilingual and ESL program types. These “other bilingual programs” include all other types of bilingual education and ESL programs. Sixty-one districts of 552 known districts in Texas that house bilingual or ESL programs reported having TWI programs. One hundred-sixty-six two-way programs were identified in 61 school districts in Texas from a total response of 274 districts reporting. As noted in Figure 1, approximately 10% of the districts with bilingual/ESL programs in Texas are implementing at least one TWI program within their district.

TWI Programs by Program Type

According to 90.1% of the respondents, 53% of TWI programs are 50-50 models and 47% are 90-10 models. According to CAL, nationally the most frequently reported type of TWI is also the 50-50 model. The 2000 TCC data revealed that of the 63 identified TWI programs, 63.4% were the 50-50 model.

TWI Programs by Grade Level and Classes

The data as reported in Figure 2 indicate that the majority of programs for TWI programs in Texas are situated at the early elementary levels. Nationally, TWI programs are frequently implemented at grades PK-3; CAL’s 2000 directory showed 39% of TWI programs are situated at the early elementary grades and 40% continue to the upper elementary grades. CAL reported that only 5% of the known TWI programs extended through middle school or high school. The TCC 2002 data revealed that only 2.2% of the TWI classes were at the middle school level or beyond, although, the research indicates early exit TWI are not as effective as TWI programs that extend to upper elementary or

beyond into middle school or high school (Thomas & Collier, 2001). The TCC 2002 data indicated no significant changes in reported grade level implementation over the TCC 2001 data. A total of 938 TWI classrooms were reported in the 166 TWI programs for an average of 5.660 TWI classrooms per program. The Texas data reflect national trends in that 58% of the classes are in grades PK-2; however, this percentage also reflects that many of the programs are new programs that are adding grades each year so the intention is to have later exit programs. Texas limits class size 22 students per class in K-4 so we extrapolated that the total number of students served in the reported TWI programs in Texas is approximately 19,698.

TWI Programs by Language of Instruction

All TWI programs in Texas reported that their TWI programs used Spanish and English as the languages of instruction. Two programs reported using a third language as a foreign language for enrichment (French or American Sign Language). According to the CAL national data, Spanish and English are the predominant languages of instruction in TWI programs in the U. S. (Center for Applied Linguistics, 2002).

TWI Language Distribution of Native Spanish and Native English Speakers

Forty-seven percent of the TWI programs reported a language distribution of 75% native Spanish (NS) speakers to 25% native English (NE) speakers. The optimal instructional environment in TWI programs is an equal division of native English and Spanish speakers. Nearly half of the programs reported being near balanced between native Spanish and English speakers (27% were 50/50 and 20% were 60/40). Only 6% of the programs were weighted in favor of native English speakers. Figure 3 depicts the programs by language distribution.

TWI Programs by Regional Education Service Center

The state of Texas is divided into 20 Regional Education Service Centers (ESCs) that function as assistance centers for the Texas Education Agency. Figure 4 depicts a map of Texas with the number and percent of the TWI programs in Texas by ESC. The data indicate that TWI programs appear in 14 of the 20 ESCs. Region One reported the most TWI programs with 26.5% of the programs. Region One is situated in the Texas Lower Rio Grande Valley and has a large percentage of Spanish speaking students.

Notably, two other areas, Region 4 (Houston area) and Region 19 (El Paso area) also had a large percentage of the total TWI programs with 23.8% and 24.3% respectively. These three region areas contain 74.6% of the total reported TWI programs in Texas. It should be noted that these regions also have high percentages of Hispanic and ELL student populations and are situated in South Texas or border with Mexico.

TWI Programs by Years of Implementation

According to the 2002 TCC data, 54% of the programs reported being within the planning year to three years of implementation. Forty-six percent reported being within four to six years of implementation. This indicates that over half of the TWI programs in Texas are relatively new programs. Seventy-nine percent of the TWI programs that were in the planning year in 2001-2002 reported forecasting a 50-50 model and 30.6% reported planning to implement a 90-10 model. Thirty-eight percent of TWI programs in Year 1 of implementation reported having 90-10 models, and 61.8% reported implementing a 50-50 model.

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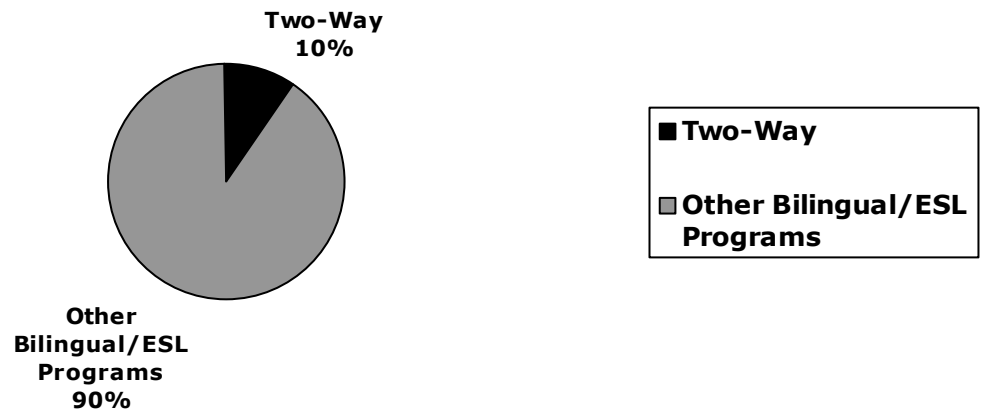


Figure 1. Comparison of districts with TWI programs in contrast to other bilingual or ESL programs in Texas.

Number of Classes per Grade Level

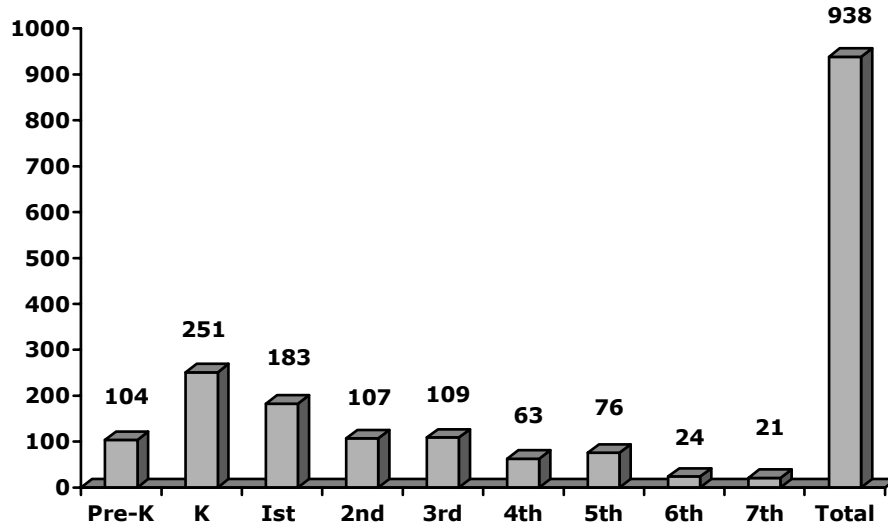


Figure 2. TWI grade level implementation

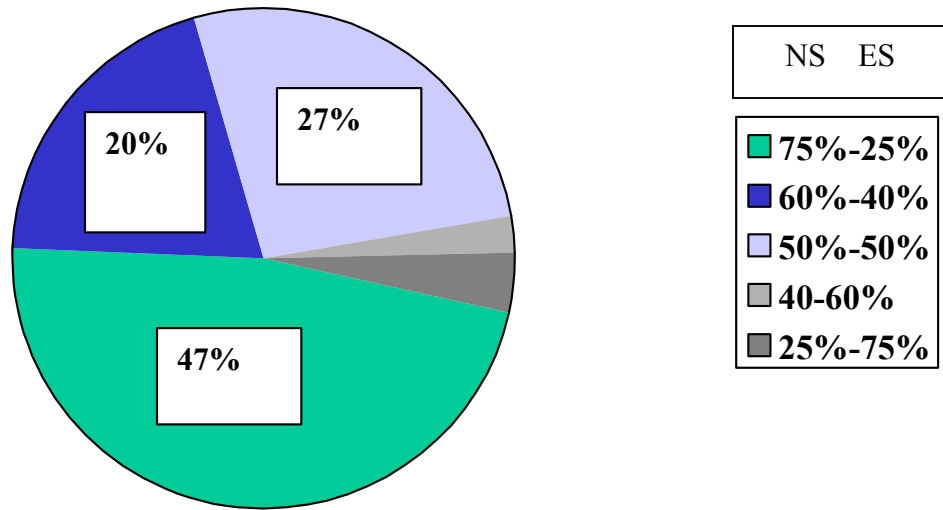


Figure 3. Distribution of native Spanish (NS) speakers to native English (NE) speakers

Figure 4. Percentage of two-way programs by regional Texas education service centers

