

Draft Student Assignment Process, TWI Programs

DRAFT DATE: May 5, 2021

Part One: Student Assignment in Two Way Immersion Programs

- (a) Elementary Schools: In BUSD, the district uses what we call a diversity index to assign students. We use public census data for three variables - income, parent education, and race - to create hundreds of small geographical tracts in Berkeley. Students are then assigned a weight on the basis of where they live, which has served as a legally defensible proxy for income, parent education, and race.
- (b) Middle School:
- (c) Applicants to TWI: For students seeking enrollment in the TWI programs at Sylvia Mendez, BUSD creates three categories of applicants, and assigns seats in classes so that each of these three groups are balanced.

Group One: Spanish-Speaking English Language Learner
Group Two: Spanish Language Heritage Speaker
Group Three: English Speaker

Once assigned to a TWI Enrollment Group, seats in the TWI program are assigned in the following order:

Priority Order for Assignments

First Priority	Spanish-Speaking English Language Learners	All Spanish Speaking English Language Learners are assigned to a seat, up to a maximum of $\frac{2}{3}$ of the available seats.
Second Priority	Spanish Language Heritage Speakers	All Spanish Language Heritage speakers are assigned to a seat, so that assignments from the first two groups reach up to a maximum of $\frac{2}{3}$ of the available seats.

Third Priority	English Speakers and Unassigned EL Students and Spanish Heritage Language Speakers	All remaining seats are assigned to English Speakers using the elementary school student diversity index.
----------------	--	---

Seats for English Speakers are assigned using the BUSD diversity index criteria. The Longfellow TWI Program is the continuation of the Sylvia Mendez TWI Program. Students from the TWI at Sylvia Mendez and the Maintenance Bilingual Program at Thousand Oaks* shall have acceptance priority in the middle school TWI program and are strongly encouraged to enroll. Other incoming middle school students who are able to demonstrate proficiency in Spanish literacy as demonstrated by a combination of school records, interview and/or results of the IDEA Proficiency Test will be admitted should spaces be available.

**Thousand Oaks Bilingual Program is set to end with the 2022-23 Academic Year.*

Part Two: Definitions of TWI Enrollment Groups

- 1) English Language Learner: English Language Learners (ELLs) are students who do not speak, read, write or understand English well as a result of English not being their home language, including but not limited to immigrant, migratory, and refugee students, unaccompanied youth and students with interrupted formal education (SIFE)*. (CDE, English Learners). Although many ELL students have developed basic communication skills in English, they still struggle with academic language.
- 2) Heritage Language Speaker: Heritage Language Speakers are bilingual students who are raised in homes where some level of Spanish is spoken through familial, cultural and ancestral ties. A Heritage Language Speaker has some command of Spanish acquired at home, and although holds competence, will differ from that of native speakers of comparable age, (Polinsky, 2019).
- 3) English Speaker: An English speaker is a student whose main language is English or a language other than Spanish, and who speaks no Spanish.

Part Three: Assignment to TWI Enrollment Groups

Applicants to TWI programs will be assigned one of the three TWI Applicant Groups on the basis of four criteria:

1. Responses on the BUSD Home Language Survey

2. Responses on the BUSD TWI Applicant Survey
3. Responses on the BUSD TWI Interview Questionnaire
4. Spanish Language Assessment Results

The following table illustrates BUSD's process for assignment

Enrollment Assessment	Description
(1) Home Language Survey	<p>The Home Language Survey is collected information about how the parent/guardian describes the child's home language. Steps 2-4 apply only to students who are reported to speak Spanish in the home:</p> <ul style="list-style-type: none"> (1) Possible English Learner: Students whose home language is Spanish and who speaks little or no English <ul style="list-style-type: none"> (a) English Language Assessment (see below) (b) Spanish Language Assessment (see below) (2) Possible Language Heritage Speaker <ul style="list-style-type: none"> (a) TWI Applicant Survey (b) TWI Interview Questionnaire (c) Spanish Language Assessment (see below) (3) English Speaker: Students whose home language is English or another language other than Spanish will be assigned to the English Only TWI Assignment Group. No further assessment is required.
(2) TWI Placement Language Assessment	A test of English or Spanish language proficiency that measures both receptive and productive language abilities in English or Spanish, and is age-appropriate. (pre-IPT or IPT)
(3) BUSD TWI Applicant Survey	This survey collects information about the frequency of use of Spanish in the home, how and where the child acquired Spanish, who taught the child Spanish, generational use of Spanish, and race/ethnicity. Items on the BUSD TWI Applicant Survey are weighted to produce a score for each student applying for a seat in TWI.
(4) BUSD TWI Interview Questionnaire	Students and families who are applying for a seat in the TWI program are required to take part in a 10-15 minute interview with a TWI enrollment specialist. The TWI Interview Questionnaire includes questions about home language use, including frequency of use, location of use, previous pre-school or school experiences with instruction in Spanish.

On the basis of the student's score on the BUSD TWI Applicant Survey, the BUSD TWI Interview Questionnaire, and the Spanish Language Assessment Results (pre-IPT or IPT), students will be assigned to either the English Learner (EL) or Heritage Language Speaker, or the English Language Learner (ELL) assignment groups.

Once students have been assigned to one of the three TWI Assignment groups, students are assigned on the basis of BUSD Diversity Index to available seats so that TWI classes have an equal proportion of each group.

Part Four: Assignments after the First Round to TWI

Should spaces be available after the first round of student assignments, students will be assigned following the Priority Order for Assignments described above:

Priority One: Spanish-Speaking English Language Learner
Priority Two: Spanish Language Heritage Speaker
Priority Three: English Speaker

Part Five: Waitlist

The waiting list will follow the Priority Order of Assignment goals. A mutually exclusive waiting list will be created for each of the three priority groups below. Should space become available, students will be assigned according to the group where the vacancy exists.

Priority One: Spanish-Speaking English Language Learner
Priority Two: Spanish Language Heritage Speaker
Priority Three: English Speaker

Appendix: TWI Enrollment Assessments

[TWI Applicant Survey](#)

[TWI Interview Questionnaire](#)

