

During a December 2017 meeting for Austin Independent School District's (AISD) elementary principals, principals discussed a proposal from the district's Multilingual Education Team (MET) for how campuses wou

schools in east Austin where there may be under-enrolled schools or schools with fewer English learner (EL) students. Other principals wrote that offering an early exit or ESL immersion program option was not good for EL students' long-term academic success, only encouraged English instruction, and did not help students maintain their native language (e.g., Spanish). Several principals wanted assurance that they would be supported and not criticized, regardless of the BE/ESL program they implemented.

Student enrollment and demographics were topics that caused principals to raise several concerns as well as offer solutions. For example, low EL enrollment in the two-way DL program was a concern mentioned since it may mean a campus would not be able to adhere to the required 50/50 combination of students from each language group. Another principal indicated that the district's high mobility rate, causing changes in a schools' student demographics, would lead to inconsistent program offerings. Several principals wanted to know if student bus transportation could be offered to bring a balance of English and Spanish speaking students to DL programming. In the case of *mixed* classrooms (where ELs in various BE/ESL programs and non-ELs not in any BE/ESL programs are in the same classroom), several principals wrote that it would be good to get rid of these and not call them DL, and that the district should provide schools with support and solutions for mixed classrooms. One principal offered a suggestion to get rid of mixed classrooms by having students from different grade levels in one classroom so that two-way DL could be offered to both English and Spanish speaking students; this idea was offered for schools that may not have enough ELs and non-ELs to offer a two-way DL program at each grade level.

A concern was raised about the program choice process being impacted by the state's accountability rating pressure for achieving high student academic performance. That is, it was suggested that relatively poor student performance could be observed at some schools trying to implement true DL programs, since students need more time while they are learning two language-wú -wB DL programs, sin

recruiting and hiring enough highly qualified bilingual teachers experienced in both Spanish and English academic vocabulary, necessary to provide instruction for ELs. One principal voiced concern about the potential difficulty of recruiting bilingual teachers on campuses where low EL student enrollment or a choice of an early exit or ESL program means the bilingual stipend is only offered to a few teachers. For schools choosing DL, one principal wrote that one concern could be not having enough bilingual teachers to support DL in non-core classrooms, such as art, music, and