DUAL LANGUAGE PROGRAM STAFF SURVEY, SPRING 2013

RESEARCH BRIEF

Background. In 2012–2013, Austin Independent School District (AISD) offered dual language (DL) instruction for prekindergarten (pre-K) through 2nd-grade students at 64 elementary schools. Forty-three schools offered a one-way DL Spanish program; six schools offered a two-way program (i.e., mixed classroom of English language learners [ELLs] and non-ELLs); and 15 schools offered both DL programs. One school offered a one-way program in Vietnamese. Nine pilot campuses offered 3rd-grade DL instruction.

DL staff survey. In late March 2013, Department of Research Evaluation (DRE) staff administered a survey (adapted from Lindholm-Leary's [2001] evaluation of DL) to DL teachers and campus principals at the 64 elementary campuses designated by the Department of English Language Learners (DELL) as DL sites in the 2012–2013 school year. The survey contained items related to staff's perceptions of DL professional development opportunities, program implementation, campus leadership support of the DL program, and materials and resources.[1]

A total of 271 teachers (response rate of 42%; N = 649) and 40 campus principals (response rate of 63%) participated in the survey, representing 61 of the 64 campuses. Of the teachers who participated, 69% (n = 188) taught in a one-way classroom, and 30% (n = 80) taught in a two-way program.

Program satisfaction. A little more than half (53%) of DL staff survey respondents reported they were satisfied with the way the current DL program was operating (Table 1), an increase from 46% in Spring 2012. Fidelity to program implementation and classroom composition may relate to staff's satisfaction with the DL program (Table 1). Staff at

Key Findings

Eighty-seven percent of DL staff believed DL was effective for students to learn language.

Slightly more than half (53%) of DL staff were satisfied with the way the current DL program was operating.

Staff's top three suggested priorities for the DL program in 2013–2014 were:

1. Professional development opportunities
2. Program alignment
3. Availability of materials and resources

Staff at DL schools rated *proficient* or *exemplary* by DLTI provided higher ratings than did staff from *emerging proficient* DL schools in the following areas:

- Campus leadership support of DL
- Campus-wide planning for promoting bilingualism and bi-culturalism
- Discussion about the articulation of the DL program across grade levels
- Equal value of all languages
- Parental advocacy for DL
- Communication with parents regarding the DL program

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[1] Survey is available through DRE upon request to the author.

schools that received higher ratings from the DL Training Institute (DLTI)[2] reported higher levels of satisfaction with the way the current DL program was operating. However, ratings from teachers decreased from the prior year, in general, especially among staff at pilot campuses and campuses with the highest DLTI fidelity ratings. A partial explanation for the decrease in satisfaction ratings may be related to the inclusion of 3rd-grade DL teachers at pilot campuses. Third-grade teachers had the lowest level of satisfaction among the various implementing grade levels (i.e., 2.0 compared with 2.6 for pre-k and kindergarten, 2.5 for 1st grade, and 2.4 for 2nd grade). Satisfaction ratings from schools rated *below expectations* and lower increased from the prior year. However, the number of DL schools declined from the previous year, primarily among the schools with low DLTI ratings.

Table 1. Staff's Satisfaction With Dual Language (DL) Implementation (*N* = 304)

| | Spring 2012 | | | Spring 2013 | | | | |
| | Average | | | | Average | | | Not |
	rating	SD		n	rating	SD	Satisfied	satisfied
District wide	2.52	.80		304	2.50	.80	53%	47%
Position								
Two-way DL teacher	2.74	.70	↓	77	2.42	.75	44%	56%
One-way DL teacher	2.62	.78	↓	185	2.57	.83	57%	43%
Principal	2.30	.76	↑	40	2.43	.75	53%	48%
Implementation year								
Pilot schools	2.75	.73	↓	66	2.50	.83	50%	50%
Non-pilot schools	2.44	.80	↑	238	2.50	.79	54%	46%
DL Training Institute Ratings								
Exemplary	3.23	.60	↓	35	2.74	.74	63%	37%
Proficient	2.78	.72	↓	79	2.59	.76	53%	47%
Emerging proficient	2.50	.77	↓	169	2.43	.81	51%	49%
Below expectations and unsatisfactory	2.02	.75	↑	11	2.27	.90	36%	67%

*Source*. Staff Dual Language Survey, Spring 2013
Note. Respondents who were categorized as satisfied answered *agree* or *strongly agree* for the item "I am satisfied with the way the current dual language program is operating." Not satisfied teachers and principals responded to the item with *disagree* or *strongly disagree*. The rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Percentages do not add to 100% due to rounding. *SD* is standard deviation. A green arrow represents an increase in the rating from the prior year. A red arrow represents a decrease in ratings from the prior year.

Areas of improvement. In Spring 2012, DL teachers and principals were asked their opinion about the top three areas for improvement. In Spring 2013, DL staff were asked to rank these same areas to indicate whether the district had made improvement. The top-cited areas needing improvement in 2012 were increase materials and resources available for DL (46%), increase time to prepare for DL classroom activities (43%), and offer time to observe a successful DL classroom (30%; Brunner, 2012). The top-cited areas in which staff believed improvement was made were the DL topics offered for professional development opportunities (44%), increased availability of DL training offered (40%), and increased materials and resources available for DL (38%; Figure 1). The top two ranked areas needing

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[2] The DL Training Institute provided staff training for the Gómez and Gómez DL enrichment model.

improvement (i.e., increase time to prepare for DL classroom activities and offer time to observe a successful DL classroom, according to DL staff in 2012) were among the bottom three areas in which staff perceived improvement in Spring 2013.

Figure 1. Staff Top-Three Areas of Perceived Improvement in the Dual Language (DL) Program, Spring 2013
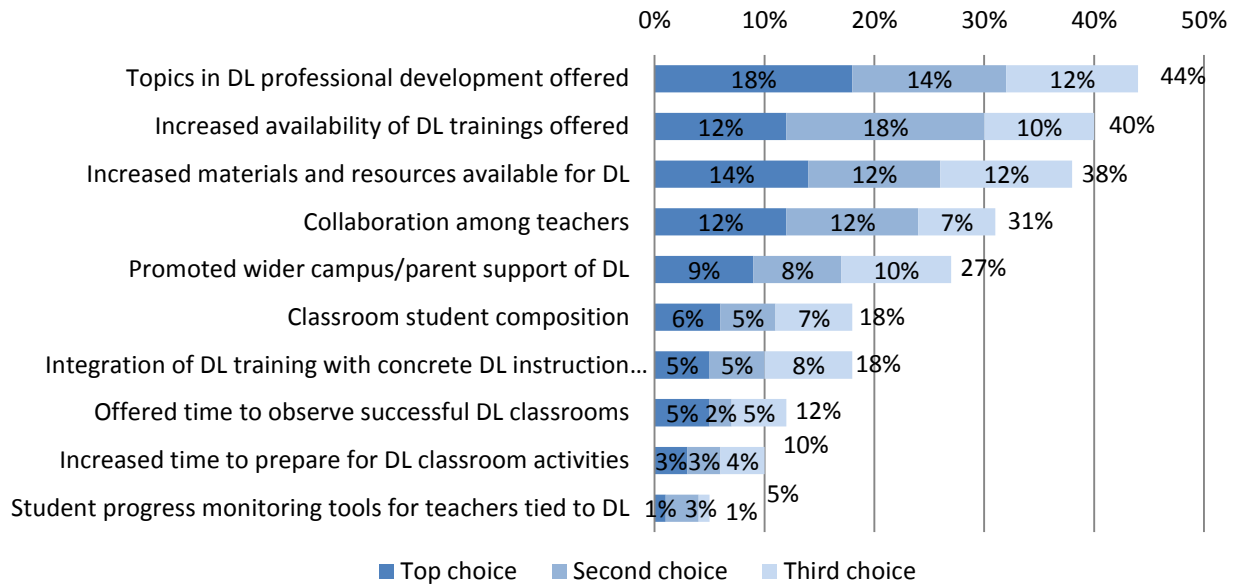
Source. DL Staff Survey, Spring 2013
Note. Percentages are based on total number of respondents (*N* = 311). Respondents were limited to their top three choices. Six percent of respondents chose the other category.

Staff suggested priorities for the DL program. Staff were asked, "*For the 2013–2014 school year, what should be the district's top three priorities for improving implementation of the dual language program?*" Based on staff suggestions, the top three priorities were professional development opportunities, program alignment, and availability of materials and resources (Table 2).

Professional development opportunities. Forty-five percent of DL staff suggested the district should focus on professional development opportunities as a priority. Although campus staff provided a positive rating for their understanding of DL classroom instruction (average rating = 3.02; *SD* = .63; percentage agree = 85%; *n* = 259), they provided low ratings for the item on follow-through that would help them implement the strategies correctly in the classroom (average rating = 2.10[3]; *SD* = .80; percentage agree = 34%[4]; *n* = 294). One teacher summarized as follows: "Follow up!!!! I feel that we were initially trained, but after that we are just 'tested' every year with the Gomez' visits…we are not getting meaningful refreshers and the wealth of the district is not being shared." Other staff (*n* = 17) were critical of the DLTI trainings and called them "vague," "redundant," and "not useful."

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[3] This item was reverse coded so a higher number represents a more positive response.
[4] This item was reverse coded, so percentage agree represents the percentage of staff who agreed follow-through was sufficient.

Table 2. Staff's Responses to the Open-Ended Item, "For the 2013–2014 school year, what should be the district's top three priorities for improving implementation of the dual language (DL) program?"

Priority	Example of response	Percentage
Professional development (PD) opportunities	Tied to instruction/instructional support (n = 49); time to observe DL classroom (n = 34); tailored to campus/grade level/program specific needs (n = 23); increased availability (n = 18); improve quality/follow-through of PD (n = 17); offer "make-and-take" sessions (n = 11); timing of PD, e.g., summer, afternoons (n = 10)	**45%**
Guidance about program alignment	Allow flexibility in the DL model (n = 34); curriculum needs to be aligned to instructional model (n = 31); align DL to other programs (e.g., prekindergarten, REACH, gifted.; n = 16); need for organizational alignment (e.g., Schools Office, across campuses, vertical teams, grade levels; n = 12); vision between district and campus leadership (n = 10)	**41%**
Availability of resources/materials	Increase availability (n = 29), language specific materials (n = 22), materials for bilingual learning or research centers (n = 16), content-specific materials (n = 14), technology (n = 12), differentiated or grade-/age-appropriate materials (n = 5), tools for organization (n = 5)	**35%**
Planning time for teachers	Time to prepare activities, create materials (n = 35)	**15%**
Improve communication	Collaboration among teachers (n = 22); district communication regarding program implementation goals, changes, guidance, etc. (n = 10)	**14%**
Improve accountability and assessment for DL	Language proficiency (n = 9), program monitoring tools (n = 5), student progress monitoring (n = 9)	**12%**
Staffing	Mixed classrooms/student ratios (n = 21), hire culturally supportive staff (n = 7), hire bilingual staff	**11%**
Schedules	Conflict with other programs, feasible daily schedule, difficult to fit in all requirements (n = 26)	**11%**
Promote community and parent support	Promote wider parent support, benefits to parents of English speakers, have parent meetings, educate parents (n = 13)	**6%**

Source. AISD Staff Dual Language Survey, Spring 2013

Note. Percentages sum to more than 100% because staff were allowed to comment on multiple priorities. The percentages are based on the percentage of respondents to this item (n = 228) whose answer fit in a particular category or theme determined through content analysis.

Specifically, many staff requested training to bridge the DL model to instructional practice and curriculum (*n* = 38); to have time to observe a successful DL classroom (*n* = 34); and to have sessions tailored to specific campus, grade level, or programmatic (e.g., two-way self-contained, two-way team teaching) needs (*n* = 24). Three staff praised the ¡Adelante! conference, a collaborative effort between the University of Texas at Austin and AISD held March 22–23, 2013, as an example of providing practical DL trainings. One teacher wrote, "I prefer workshops like the adelante training where you have skilled teachers who are giving tips about how they have made the DL program work in their classroom." Overall, respondents preferred "practical" trainings, and a few (*n* = 11) suggested "make-and-take" sessions in which participants create materials they can use in their classroom activities.

Program alignment. Although 73% of survey respondents agreed or strongly agreed that "the [DL] program on our campus is aligned with the specific features of the [DL] model (e.g., scheduling, curriculum, teaching teams) articulated at the district level," program alignment, mainly in the area of curriculum (*n* = 31) and alignment to other programs (*n* = 16), was a priority mentioned by 41% of respondents to this item (Table 2). DL staff who mentioned alignment as a priority described a disconnect between the Gómez and Gómez (1999) DL model and their specific campus needs, other campus and district priorities and programs, and the vision expressed at different levels within the district. One teacher noted, "The district, campus administration, and dual language program needs to get on the same page so that [t]eachers aren't stretched trying to please everyone." In terms of fidelity to the Gómez and Gómez 50/50 enrichment model, staff were divided in their views about how closely campuses should adhere to the model in alignment to need. Among staff who provided detailed comments about program alignment, more staff requested greater "flexibility" in the DL model (*n* = 34) than requested stricter adherence (*n* = 19).

Staff who requested flexibility did not feel the district's model addressed their particular campus needs. One staff member commented, "Campuses are different, and the [Gómez and Gómez, 1999] model is unbending/inflexible." Another said, "We need to discuss the problems of DL instruction openly without being told that it is our problem because there is no fidelity to the program." Another teacher summarized: "There seems to be a clear disconnection between some of the district's policies and the Dual-language program guidelines. We tried to get help from the district, but nobody seemed…able to make some recommendations, so we had to come up with our own plan to make it work." However, 59% of DL staff agreed with the statement "District administrators have designed the [DL] program to fit the needs of [ELLs] at our campus."

Although the majority of surveyed DL staff believed DL was effective in helping students learn language (87%) or academic knowledge and skills (78%), a sizeable minority of DL staff respondents did not support specific components of the Gómez and Gómez (1999) model. Specifically, 45% (*n* = 134) of DL staff agreed or strongly agreed that science should be taught in English.[5] Moreover, the majority of surveyed principals (78%, *n* = 31) believed science should be taught in English. This may be related to state-mandated testing in which 96% (*n* = 1,574) of 5th-grade ELLs took the science State of Texas Assessment of Academic Readiness (STAAR) in English in Spring 2012. When asked if they agreed with the statement "I believe the Gómez and Gómez model is the best way to implement the dual language

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[5] In AISD DL, science is taught in Spanish to ensure 50% of instructional time is in Spanish, especially in grades 2 through 5, which have additional reading/language arts time.

program," 55% of the surveyed principals did not agree, suggesting that the current district DL model does not have buy-in by a majority of campus leadership. This is consistent with the responses of teachers, 51% (n = 129) of whom perceived that their "principal and the district seem to have conflicting ideas of the best way to implement the [DL] program."

The survey also asked DL staff their opinion about the language of the day (LOD) schedule. One in four (27%) staff believed the LOD should be based on a different schedule than the current alternating 3 days in Spanish and 2 days in English. Twenty-two percent of staff thought English should be provided 3 days a week. Some staff (n = 17) provided alternative scheduling ideas, which were mixed. Some staff thought students required more English exposure; others thought students required more Spanish (n = 5); and others thought time between the languages should be more equitable and suggested alternating LOD daily or weekly, or reserving Fridays for what the teacher thought was needed (n = 5). One teacher wrote that the model of language instruction should be 90/10[6] so students could gain more Spanish. A principal responded that the district should "allow campuses to decide based on population and needs."

Some of the staff who suggested strict adherence to the Gómez and Gómez (1999) model requested greater accountability for the DL program (n = 9), including improving how campuses are monitored for fidelity; specifying performance goals and measures (usually based on student outcomes); and planning for campus program improvement (e.g., providing a coaching model). Staff concerned with fidelity cited the importance of program "consistency" across campuses. One teacher commented, "Mak[e] sure that everyone is showing fidelity to the program. Differentiating what Gomez [and] Gomez have outlined in their model will not allow us to reach the end of year goals." Another teacher requested accountability and stated, "I get frustrated when I hear that other campuses are not following the dual language format…If the Gomez and Gomez model is based on sound research then it should be required in all 'bilingual' classrooms."

The need for program alignment related to other priorities suggested by staff, such as improving communication, providing more time to prepare for DL instruction, and revising the daily schedules. For example, one teacher commented about communication: "The district must be more consist[e]nt and specific about their impl[e]mentation of Dual Language. I have received conflicting information from various trainings." Regarding preparation time, one teacher wrote, "[the priority for the program should be] Aligning all curriculum to meet dual language expectations in PreK. I spend too much time developing (from scratch & without resources) lessons." Another teacher suggested, "Provide the dual language teachers with a schedule that is more realistic to the school d[y]namics where health lessons, CATCH, and other campus' adopted initiatives also need to be implemented on a da[il]y basis."

Staff were asked to rate the alignment of the DL program with other programs (Figure 2). Staff provided the lowest rating to the alignment of DL with special education.

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[6] The 90/10 model prescribes that 90% of the instruction in early grades is done in the minority language and 10% is done in the majority language.

**Figure 2.** Dual Language Alignment Ratings, by Program, Spring 2013
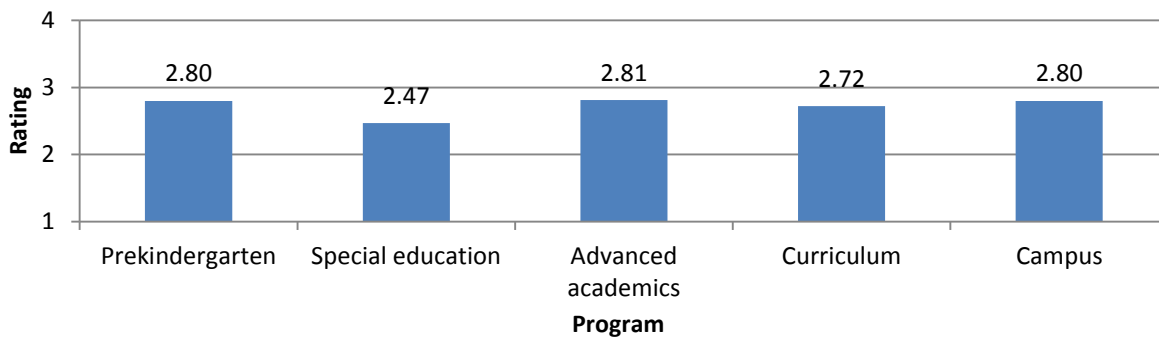
Source. AISD Staff Dual Language Survey, Spring 2013

Note. Ratings range from 1 = *strongly disagree* to 4 = *strongly agree*. Staff provided higher ratings if they agreed the DL program was aligned with the given the program. Campus alignment was based on the response to the item "The [DL] program on our campus is aligned with the specific features of the [DL] model (e.g., scheduling, curriculum, teaching teams) articulated at the district level." See Appendix A-1.

Availability of materials and resources. The third highest priority for the DL program, based on staff suggestions, was the availability of materials and resources for DL instruction (Table 2). Specifically, DL staff requested more materials in Spanish/Vietnamese (*n* = 22) and more materials to supply the bilingual/research centers. The survey asked DL staff to rate the sufficiency of specific materials (Figure 3).[7] Overall, approximately a third (35%) to a half (53%) thought their classroom/campus had sufficient materials. One teacher noted, "These centers should change from time to time but materials aren't available and there are not enough new ideas to rotate them as needed." Another teacher elaborated, "Give dual language teachers ready made centers to use with each unit of study rather than just ideas that still take time to put together."

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[7] Items ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Items asked of teachers and principals were:
I have sufficient access to instructional resources to provide challenging, paired student activities.
My classroom's bilingual learning center/bilingual research center has sufficient science materials in Spanish or Vietnamese.
My classroom's bilingual learning center/bilingual research center has sufficient social studies materials in Spanish or Vietnamese.
My students have sufficient access to multimedia content and technology (e.g., software) in Spanish or Vietnamese.
The item for principals only was:
Dual language students have access to equitable Spanish (or Vietnamese) materials in school-wide facilities (e.g., library, computer lab, parent center, science lab).

Figure 3. Staff View of Resource and Material Sufficiency, Spring 2013
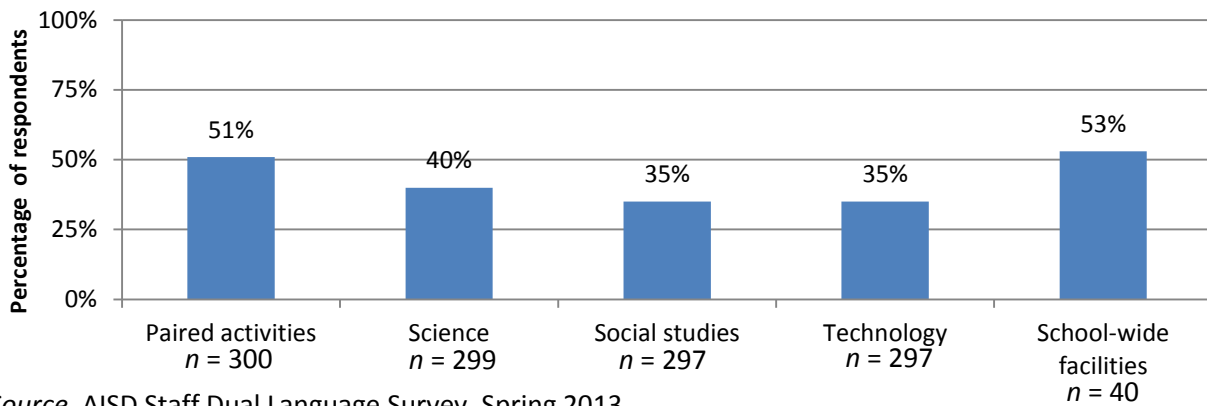
Source. AISD Staff Dual Language Survey, Spring 2013

Note. Survey items specified materials in Spanish/Vietnamese for science, social studies, technology, and school-wide facilities. See Appendix A-2.

Proficient DL schools. DRE staff compared staff's responses on the DL survey according to their DLTI campus fidelity ratings. Schools that were rated by DLTI as *proficient* or *exemplary* were compared with schools that were *emerging proficient* (i.e., average). Schools rated *below expectations* were left out of the analysis.[8]

On average, staff at schools rated as *proficient* or *exemplary* in DL implementation gave higher average ratings to their principals than did staff at *emerging proficient* schools (Table A-3 in the Appendix). Staff at *proficien*t or *exemplary* schools also gave higher average ratings to their alignment with the DL model, campus-wide planning for promoting bilingualism and cross-cultural competence, and their articulation of DL across grade levels than did staff at *emerging proficient* schools (Table A-4 in the Appendix). Staff at *proficient* or *exemplary* schools gave higher average ratings than did staff at *emerging proficient* schools for items related to the equal value of all languages on their campus, parental advocacy for the DL program, and their campus communication with parents regarding the DL program (Table A-5 in the Appendix). Finally, staff at *proficient* or *exemplary* DL schools provided higher average ratings for items related to district administration of the DL program than did staff at *emerging proficient* schools (Table A-6 in the Appendix), although ratings, in general, were low.

Note on pilot and non-pilot school differences. On the measures mentioned, staff at pilot DL schools gave higher average ratings than did staff at non-pilot campuses to the alignment of their campus to the DL program articulated at the district level; parent advocacy for the DL program; the articulation of DL across grade levels; school-wide activities reflecting all cultures; and their principals' knowledge of DL; their principals' support of communication among staff; and, their principals' support of the linguistic and academic goals of DL.

Conclusion. Campus staff were divided in their perception of the best way to implement DL and may require additional support from the district to address specific campus needs. Staff's perception of

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[8] Schools rated *below expectations* had lower staff ratings than did schools rated *emerging proficient*. DRE staff excluded schools with *below expectation* ratings to provide a more rigorous test for difference between *proficient* DL schools and schools not provided a *proficient* rating.

campus leadership's support for DL continued to be an important factor for DLTI-rated *proficient* schools. DRE staff recommend district administrators continue to work with non-*proficient* DL schools to address their particular concerns with DL implementation and provide principals and teachers more guidance about how to integrate the DL model with curriculum and other programs, such as through targeted professional development sessions. In addition to developing lesson plans that align DL instruction with other district programs, DRE staff recommend creating examplar bilingual learning and research centers with instructions on how to acquire or make materials. Technology can be leveraged to better facilitate collaboration among campus staff and improve communication to DL staff about the district's vision for DL implementation. Specifically, administrators might encourage use of available district technological resources so teachers can share resources and access DL training modules or videos of DL classrooms that showcase best practices.

References

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Gómez, L., & Gómez, R. (1999). *Dual language enrichment education*. Edinburg, TX: Dual Language Training Institute.

Lindholm-Leary, K. J. (2001). *Dual language education.* Avon, UK: Multilingual Matters.

Texas Education Code. *§89.1611* (32 TexReg 4548, 2007). *Commissioner's rules concerning dual language immersion programs*.

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APPENDIX

Table A-1. Staff's Perception of Dual Language Alignment With Other Programs, by Program, Spring 2013

	n	% agree	Avg. Rating
Prekindergarten	267	74%	2.80 (.70)
Special education	243	51%	2.47 (.73)
Advanced academics	253	73%	2.81 (.72)
Curriculum	284	69%	2.72 (.72)
Campus	298	73%	2.80 (.75)

Source. AISD Staff Dual Language Survey, Spring 2013

Table A-2. Staff's Perception of the Sufficiency of Dual Language Resources and Materials, Spring 2013

	n	% agree	Avg. Rating
Paired activities	300	51%	2.46 (.80)
Science	299	40%	2.32 (.81)
Social studies	297	35%	2.25 (.79)
Technology	297	35%	2.23 (.84)
School-wide facilities	40	53%	2.53 (.88)

Source. AISD Staff Dual Language Survey, Spring 2013

Table A-3. Dual Language Staff's Campus Leadership Ratings, by Dual Language Training Institute Campus Ratings, Spring 2013

	Proficient or *exemplary*			*Emerging proficient*		
	n	% agree	Avg. Rating	n	% agree	Avg. Rating
Our principal is knowledgeable about the dual language program.	113	88%	3.21↑ (.70)	168	81%	2.95↓ (.74)
Our principal is a good resource for information about program implementation.	100	71%	2.87↑ (.80)	145	58%	2.61↓ (.81)
Our principal is assertive about supporting the needs of our dual language students within our community.	113	90%	3.22↑ (.66)	168	80%	2.99↓ (.80)
Our principal supports the goal of students having high **linguistic** proficiency in two languages.	114	95%	3.31↑ (.65)	166	80%	3.02↓ (.82)
Our principal supports the goal of students having high **academic** proficiency in two languages.	114	91%	3.28↑ (.70)	167	80%	3.02↓ (.82)
Our principal supports the goal of students having positive cross-cultural attitudes or biculturalism.	112	94%	3.33↑ (.65)	168	82%	3.05↓ (.81)
Our principal encourages communication among dual language teachers and other teachers who interact with dual language students.	114	83%	3.06↑ (.68)	167	75%	2.86↓ (.78)

Source. AISD Staff Dual Language Survey, Spring 2013

Note. Ratings ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Percentage *agree* includes respondents who strongly agreed. Arrows depict significant difference between staff responses, using analysis of variance ($p < .05$).

Table A-4. Dual Language (DL) Staff's Campus Implementation Ratings, by DL Training Institute Campus Ratings, Spring 2013

	Proficient or exemplary			Emerging proficient		
	n	% agree	Avg. Rating	n	% agree	Avg. Rating
The dual language program on our campus is aligned with the specific features of the dual language model articulated at the district level.	113	83%	3.00↑ (.64)	164	67%	2.69↓ (.77)
We have a campus-wide plan for promoting bilingualism and biliteracy.	113	68%	2.81↑ (.69)	166	55%	2.54↓ (.80)
We have a campus-wide plan for promoting cross-cultural competence.	112	63%	2.74↑ (.69)	165	54%	2.51↓ (.78)
As a campus, we have discussed how to articulate the dual language program across the grade levels.	114	72%	2.82↑ (.71)	166	49%	2.40↓ (.82)
We have developed language objectives by grade level.	112	56%	2.55 (.72)	165	57%	2.67 (.72)
Teachers plan together and coordinate the development of linguistic skills in both languages.	114	75%	2.89 (.76)	165	64%	2.73 (.75)
Teachers work effectively in grade level teams to brainstorm ways to combine content and language objectives in lessons.	114	73%	2.82 (.74)	163	67%	2.72 (.74)
School-wide activities equally reflect the cultures and languages represented on our campus.	114	66%	2.69 (.80)	168	66%	2.71 (.81)
Specials teachers actively coordinate their instruction with the dual language model and approaches.	111	31%	2.23 (.69)	163	30%	2.08 (.79)
Support staff are incorporated into the dual language model on our campus.	114	54%	2.54 (.77)	166	48%	2.40 (.78)

Source. AISD Staff Dual Language Survey, Spring 2013

Note. Ratings ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Percentage *agree* includes respondents who strongly agreed. Arrows depict significant difference between staff responses, using analysis of variance ($p < .05$).

Table A-5. Dual Language (DL) Staff's Campus Climate Ratings, by DL Training Institute Campus Ratings, Spring 2013

	Proficient or *exemplary*			*Emerging proficient*		
	n	*% agree*	Avg. Rating	*n*	*% agree*	Avg. Rating
I believe the dual language program is effective for helping students learn language.	113	92%	3.21 (.66)	166	84%	3.10 (.75)
I believe the dual language program is effective for helping students learn academic knowledge and skills.	113	79%	3.15 (.78)	169	77%	2.97 (.83)
All languages are equally valued throughout our campus.	111	78%	3.03⬆ (.78)	168	70%	2.83⬇ (.85)
Parents at our campus are advocates for the dual language program.	106	73%	2.88⬆ (.75)	165	60%	2.68⬇ (.83)
Our campus regularly communicates with family and the community about dual language student participation, family support, and relevant program information.	110	80%	2.95⬆ (.68)	166	66%	2.73⬇ (.76)

Source. AISD Staff Dual Language Survey, Spring 2013

Note. Ratings ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Percent *agree* includes respondents who strongly agreed. Arrows depict significant difference between staff responses, using analysis of variance ($p < .05$).

Table A-6. Dual Language (DL) Staff's District Ratings, by DL Training Institute Campus Ratings, Spring 2013

	Proficient or *exemplary*			*Emerging proficient*		
	n	*% agree*	Avg. Rating	*n*	*% agree*	Avg. Rating
District administrators have designed the dual language program to fit the needs of the English language learners at our campus.	113	69%	2.66⬆ (.73)	166	51%	2.43⬇ (.75)
The district has provided a clearly defined, organized process to solicit input from campus staff about needed changes to the dual language program.	114	46%	2.43⬆ (.79)	167	37%	2.23⬇ (.77)
I feel district administrators value campus staff input regarding the direction of the dual language program.	111	62%	2.66⬆ (.81)	165	49%	2.41⬇ (.81)

Source. AISD Staff Dual Language Survey, Spring 2013

Note. Ratings ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Percent *agree* includes respondents who strongly agreed. Arrows depict significant difference between staff responses, using analysis of variance ($p < .05$).