

Adjusts processes to support instructional approach at option schools Modifies elementary immersion lottery to reflect program design. Strives to maintain a 50/50 balance of students whose dominant language is English or Spanish

Strengths	Challenges	Other thoughts
Important for maintaining immersion program	unclear how to enter a child who is already English/Spanish bilingual (who has no language preference)	
	Concerned about the affect this will have on key and science focus.	
	Each year, immersion schools are seeing lower numbers of native Spanish speakers applying. Could be due to parents not going to the LSRC to register as they should.	How will the immersion schools be able to determine what the child's language truly is for lottery purposes? Some parents put multiple languages when the child has only been exposed but does not actually speak the language.
Great!	I would assume given the nature of determining this dominance that there's a bit of flex and not a hard, fast line at 50%?	Might just want to say upfront 45-55% Spanish dominant according to best guess measure? I would hate to see dispute over who did or didn't get in and whether they're "really" dominant one way or the other.
Aims to ensure optimal academic benefit for students; can help promote program among families who could most benefit; provides more fair access to the program	ensuring all seats in each lottery are filled; not counting fluent bi-lingual students in the category that fills the numbers best	
good idea		
This seems really important to the goal of the immersion program.	I'm not sure how you count kids whose families don't speak either language at home, but instead a third language.	

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<p>Could be useful but is it really necessary? Is there studies or data in the immersion world that supports this model?</p>		
		<p>Spanish is not the only non-English language spoken in the county. However, even with that said, English fluency is a must that needs to be met.</p>
<p>This is very important and I fully support.</p>	<p>What would Key do if there weren't a critical number of applicants from either language group?</p>	<p>My hope is that we can maintain a demographic balance as well. With the way the zones are not assigned, Key's 35% white population may dwindle to a lower percentage.</p>
<p>a 50/50 balance is important to have a successful immersion program</p>		
		<p>I have no idea what this means in practice. How will you do this?</p>
<p>Great!</p>		
<p>???? Not sure.</p>	<p>Is this really an issue? I need to learn more. Key seems diverse already; don't know about Claremont (though I can tell you that my neighbor, who is a native Spanish speaker, had to decline a seat at Key solely because the offer came with NO bus service.)</p>	<p>How will this be implemented? Will parents decide how they want their kids to be evaluated as language dominant? Will APS "choose" by ethnicity, which is tricky. What about native English speakers who have spent substantive time in Spanish-speaking countries? What about native Spanish speakers who also do quite well in English?</p>

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	As the demographics of the county shift, particularly the source of immigrant populations, this becomes absurd. This policy just makes the program look more like an accommodation for immigrants and less like an instructional program.	This type of social engineering, regardless of the intent, eventually backfires. If you want the kids to speak Spanish, convince them to speak Spanish. Trying to rig the system by accounting for the "language spoken at home" looks pathetic.
None	What is currently an option school? Key? Science Focus?	It is just not clear what you are proposing.
		This makes no sense, and would disrupt Key and the Team school system.
This is key to the full immersion experience.		Not sure how the priority children (i.e. VPI & siblings) are considered for the lottery (or not) Just something to keep in mind, the VPI program children get priority into Kinder and if they are not part of the lottery, a big chunk of that dominant spanish language will be already taken care of.
Great idea. However, you should allow some wiggle room.		Should allow some transfer to other zone to manage the 50/50 split if need be.
	Confused over what this would mean for an English or Portuguese speaking Latino	

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	Do not place this constraint on enrollment at this time when all capacity needs to be utilized and flexibility should be priority.	
		Double check the science on this. Current thinking does not support the 50/50 requirement for elementary school children.
	Key should stay a neighborhood school.	
supports foundation of an immersion program to have even native speakers		
	This seems like a tough balance to obtain to properly vet and more cause more challenges for ASPS	
ok		
Keeping the 50/50 split is very important		

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<p>a 50/50 balance is a good goal it makes the program reflect the original intent</p>	<p>You are going to cause over crowding to other schools and you have NO solution on how to handle it. Overcrowding does not just mean trailers. The cafeteria can only handle so many classes. the specials like art, PE and so forth can only handle so many classes. These changes put an incredible stress on the school that they can not handle and you are going to drastically hurt our children's education.</p>	<p>You must look at the WHOLE picture and work out solutions for the aftermath of these changes. You have not done that. You have made changes but you have no plan on how to deal with overcrowding.</p>
		<p>NA</p>
	<p>It is more important to ensure that the families that want to be in immersion are given the tools to apply and be involved than the 50-50 split.</p>	
	<p>For those located in the same area (i.e Claremont Neighborhood) not being able to attend Claremont E. S. it will reduce the community feel of the school and ease of access to those parents in the area.</p>	<p>It would be best to keep those literally living in the Claremont Neighborhood to attend Claremont ES, unless otherwise desired.</p>

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<p>This would be a great idea however in addition schools need to ensure the right balance per class. I understand Key is close to 50/50 but some classed are far less balanced.</p>	<p>What bout students who are neither english or spanish dominant - particularly if APS moves to the "all K students are automatically entered into the lottery" option it could be much hard for non Spanish dominant students to get a spot</p>	
<p>This is a must to maintain the integrity of the immersion program.</p>	<p>How will this be implemented?</p>	<p>The policy is not actually "English or Spanish". It's actually "Spanish" and all other non-Spanish languages which are lumped together under English. Unless this is a change, this is misleading.</p>
<p>Yes, the 50/50 goal is important</p>	<p>What is the Plan B if the new lottery system doesn't fill the 50/50 goal?</p>	
		<p>I don't have enough information to make an assessment of this proposed change.</p>
<p>makes for a better immersion experience and aligns with the intent of the program</p>	<p>need to ensure demand is there</p>	
<p>Balance is vital to Immersion working</p>	<p>Will enough people apply from each group?</p>	<p>Maybe a strict 50/50 is not needed; maybe 40/60 is ok if not enough of one group apply?</p>
<p>Must have 50/50 for optimum success of Immersion program</p>		

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<p>50/50 student mix is vital to the immersion experience. part of the learning is when the kids learn from each other. This needs to be preserved.</p>		<p>There also need to be caps on the number of students that are admitted to the immersion schools. it doesn't work when the teachers have too much of a class load- especially when there too many english speaking kids...the spanish teachers tend to use more english and the students are not able to achieve the level of fluency they need to succeed in immersion.</p>
<p>Thanks. When I brought this up on the SAWG, I got blank stares. So glad to see this traction.</p>	<p>Might not be clear to some parents why this is.</p>	<p>To build support and consensus, raise up research and conduct research. How is immersion helping or hurting outcomes for Spanish-dominant children? Does it narrow the achievement gap? I asked for data during the SAWG process, got no info.</p>
	<p>This could be unfair to English speakers, as it prioritizes the lower numbers of Spanish speakers</p>	
<p>I support this change. This should be the purpose of an immersion school.</p>		
		<p>Is there data supporting a 50/50 balance? What happens if there is not a balance?</p>

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		you will waste a lot of time and money on trying to evaluate the language skills of 4-year-olds. Not worth it. Just let people apply without this added complexity.
	There are children whose first language are neither Spanish nor English, where will they be counted? Maybe you need a third category too.	
		We have not been presented on possible negative impacts of such a policy. Is it inequitable if this materially increases the chances of either English or Spanish dominant student to get in due to demand?
	Not enough interest.	Keep other option schools beside immersion
	I think this is a nice idea but also a quixotic one. What lengths is APS prepared to go to in order to "strive" to maintain a 50-50 balance? This seems more aspirational than achievable.	

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	<p>Issue for the immersion programs: Native Spanish speakers who currently attend the immersion program and are able to maintain Spanish and learn English may not apply to immersion option schools. These families are highly-valued members of the immersion schools, and targeted efforts may need to be in place to encourage native Spanish-speaking families to apply for immersion options.</p>	<p>APS needs to provide sufficient data to help us truly integrate our students -- language & socio-economics are primary concerns.</p>
<p>This should help ensure cross language learning between students.</p>	<p>The demand may ebb and flow between different years and this shouldn't be a strict "line in the sand" that is used for a lottery.</p>	<p>APS should consider having a flexible balance ratio. Perhaps +/- 10-15% or something similar so that the school system isn't bound by a strict criteria. APS should also Analyze how this proposal may drive the need to potentially open up more immersion programs as an instructional focus in other elementary schools aside from Key or Claremont. For example if there is significant demand such that the criteria prevents many students from participating purely due to numbers.</p>