

Designing the Dual Language Immersion Program Master Plan Mtg #6

Arlington Public Schools

Rosa G. Molina, Executive Director Association of Two-way Dual
Language Education, (ATDLE)

Hortencia Piña, Asst. Executive Director ATDLE

Elisabeth Harrington, Supervisor of World Languages

October 18, 2021



Update Superintendent's Meeting October

Next steps, Meeting with Executive Leadership Team

Implications for the work of the task force

Focus on marketing to lower enrolled populations and accountability to our promises



Marketing the DLI Program



Marketing Efforts Goals

Secure linguistically balanced classrooms with students that represent the following:

- English dominant students multiethnic reflecting the community
- Bilingual students
- Spanish dominant students

Most programs recruit themselves after 3-4 years in existence and are filled with siblings, students of the teaching professionals, etc.

Question? How do you retain a linguistic balance?



Yearly Scheduled Efforts

I. New Families

Parent Information Nights to introduce families to Dual Language Immersion

Parent Orientation Meetings once families are accepted into the program

Parent Education Evenings

Enrollment & Lottery timelines

II. Students from the Elementary to Middle School

Recruitment efforts

Enrollment Timelines

III. Students from Middle School to HS

Recruitment efforts

Enrollment Timelines

APS Marketing in 2021-22

[English Program Video](#)

[Spanish Program Video](#)

[Dual Language Immersion Brochure](#)

Middle School Information Night, Oct. 25

Welcome Dulce Carrillo

Office of: APS School and Community Relations

How does APS market its DLI Program to prospective families?

What are the marketing approaches we use to invite Latino/Hispanic families into the program?

How do we market to Black and Asian families as well?

Housekeeping

Para interpretación simultánea en español:

- Apague el audio en el Teams
- Marque: 1-646-307-1479
- Después, marque el ID de la conferencia: 8915541472

For simultaneous interpretation in Spanish:

- Turn off audio on Teams
- Dial: 1-646-307-1479
- Then enter Conference ID: 8915541472

Linguistically Balanced Classrooms

Native
Speakers



Bilingual



English
Speakers

Cohort Analysis of 5th graders (2020-21)

Analysis of 5th graders at Claremont & Key in 2020-21 and DLI program continuation at Gunston in 2021-22 (As of Sept. 27, 2021)- By Student Language

| | Gunston | | | | | |
|--------------------|---|---|------------|---|---|------------|
| | Total English 6th grade (2021-22) | Total English 5th grade (2020-21) | % English | Total Spanish 6th grade (2021-22) | Total Spanish 5th grade (2020-21) | % Spanish |
| Claremont | 41 | 59 | 69% | 13 | 18 | 72% |
| Escuela Key | 18 | 39 | 46% | 31 | 52 | 60% |
| Grand Total | 59 | 98 | 60% | 44 | 70 | 63% |

Analysis of 5th graders at Claremont & Key in 2020-21 and DLI program continuation at Gunston in 2021-22 (As of Sept. 27, 2021)- By Race/Ethnicity

| | Gunston | | | | | | | | | |
|-------------|---------|---------|--------------------------------|--------------------------------|------------|------------|---------|---------|------------------|------------------|
| | % Asian | % Asian | # Black/African American | % Black/African American | # Hispanic | % Hispanic | # White | % White | # Two or More | % Two or More |
| Claremont | 1 | 100% | 4 | 67% | 24 | 71% | 24 | 71% | 4 | 80% |
| Escuela Key | 1 | 100% | 0 | 0% | 35 | 54% | 11 | 52% | 3 | 75% |

DLI Enrollment by English Learner Status

- Elementary – Enrollment is 6% to 7% above the EL population.
- Middle School – Enrollment was below the population in one year and above the population for two years. There is a trend of increasing EL enrollment at middle school as a percentage of Dual Language Immersion. Enrollment moved from 2% below the population, to 2% above, to 4% above.
- High School – EL Dual Language Immersion enrollment is 10% to 11% below the EL population.

Figure 7 - Enrollment by English Learners

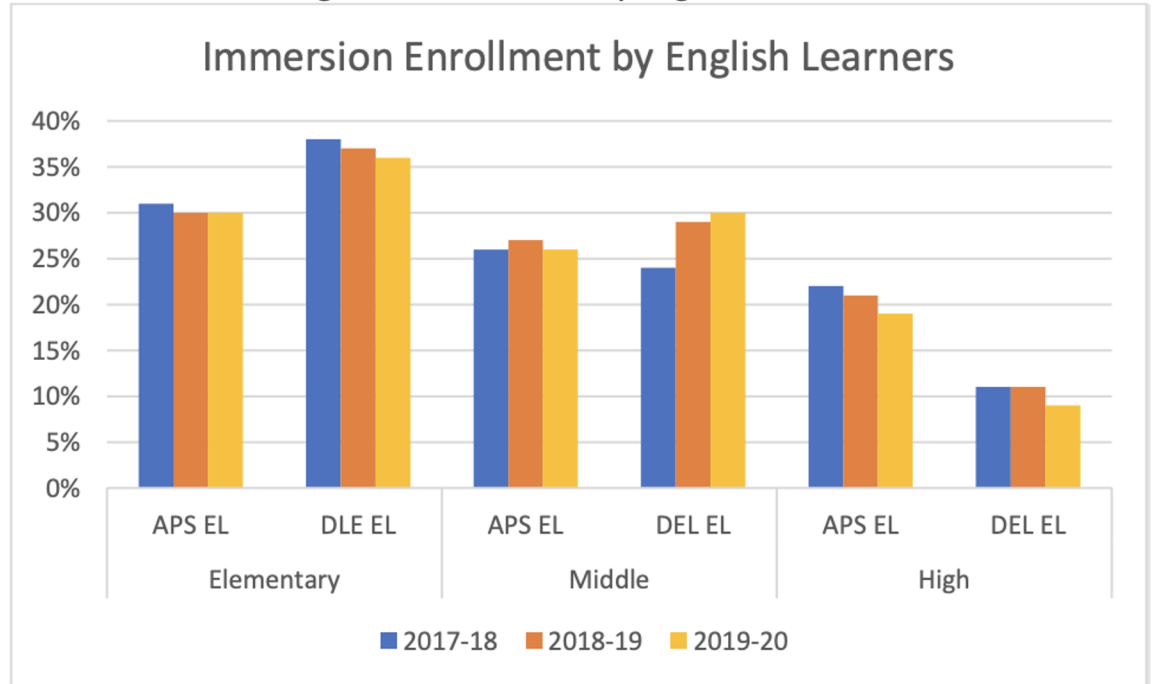


Table 10a- Neighborhood Elementary School – Kindergarten Enrollment on Sept. 15, 2021 AND Kindergarten Applicants to the Dual Language Immersion program for 2021-22- By Assigned Immersion School, Student Language (Spanish, English, Other)

| Claremont | English | | | Spanish | | | Other | | | Grand Total | | |
|---------------------|------------|--------------------|--------------------|------------|--------------------|--------------------|------------|--------------------|--------------------|-------------|--------------------|--------------------|
| | Enrollment | #App. to Immersion | % App to Immersion | Enrollment | #App. to Immersion | % App to Immersion | Enrollment | #App. to Immersion | % App to Immersion | Enrollment | #App. to Immersion | % App to Immersion |
| Abingdon | 156 | 52 | 33% | 32 | 18 | 56% | 18 | 1 | 6% | 206 | 71 | 34% |
| Barcroft | 47 | 15 | 32% | 36 | 3 | 8% | 8 | 2 | 25% | 91 | 20 | 22% |
| Cardinal | 114 | 2 | 2% | 3 | 0 | 0% | 4 | 0 | 0% | 121 | 2 | 2% |
| Carlin Springs | 35 | 6 | 17% | 71 | 7 | 10% | 8 | 0 | 0% | 114 | 13 | 11% |
| Dr. Charles R. Drew | 71 | 17 | 24% | 25 | 6 | 24% | 11 | 2 | 18% | 107 | 25 | 23% |
| Hoffman-Boston | 67 | 12 | 18% | 15 | 4 | 27% | 38 | 1 | 3% | 120 | 17 | 14% |
| Nottingham | 58 | 2 | 3% | 1 | 1 | 100% | 1 | 0 | 0% | 60 | 3 | 5% |
| Oakridge | 96 | 21 | 22% | 15 | 6 | 40% | 17 | 0 | 0% | 128 | 27 | 21% |
| Randolph | 45 | 8 | 18% | 21 | 5 | 24% | 14 | 1 | 7% | 80 | 14 | 18% |
| Tuckahoe | 74 | 4 | 5% | 6 | 4 | 67% | 2 | 0 | 0% | 82 | 8 | 10% |
| Total | 763 | 139 | 18% | 225 | 54 | 24% | 121 | 7 | 6% | 1109 | 200 | 18% |

| Escuela Key | English | | | Spanish | | | Other | | | Grand Total | | |
|-------------------------|------------|--------------------|--------------------|------------|--------------------|--------------------|------------|--------------------|--------------------|-------------|--------------------|--------------------|
| | Enrollment | #App. to Immersion | % App to Immersion | Enrollment | #App. to Immersion | % App to Immersion | Enrollment | #App. to Immersion | % App to Immersion | Enrollment | #App. to Immersion | % App to Immersion |
| Alice West Fleet | 62 | 7 | 11% | 18 | 5 | 28% | 12 | 1 | 8% | 92 | 13 | 14% |
| Arlington Science Focus | 86 | 11 | 13% | 17 | 17 | 100% | 9 | 1 | 11% | 112 | 29 | 26% |
| Ashlawn | 99 | 15 | 15% | 13 | 4 | 31% | 3 | 0 | 0% | 115 | 19 | 17% |
| Barrett | 43 | 3 | 7% | 33 | 2 | 6% | 5 | 1 | 20% | 81 | 6 | 7% |
| Discovery | 59 | 1 | 2% | | 1 | | 1 | 0 | 0% | 60 | 2 | 3% |
| Glebe | 92 | 10 | 11% | 6 | 4 | 67% | 9 | 0 | 0% | 107 | 14 | 13% |
| Innovation | 74 | 11 | 15% | 11 | 14 | 127% | 19 | 0 | 0% | 104 | 25 | 24% |
| Jamestown | 74 | 1 | 1% | 2 | 1 | 50% | | 0 | | 76 | 2 | 3% |
| Long Branch | 40 | 8 | 20% | 21 | 6 | 29% | 9 | 1 | 11% | 70 | 15 | 21% |
| Taylor | 64 | 10 | 16% | 5 | 7 | 140% | 4 | 0 | 0% | 73 | 17 | 23% |
| Total | 693 | 77 | 11% | 126 | 61 | 48% | 71 | 4 | 6% | 890 | 142 | 16% |

| | | | | | | | | | | | | |
|--------------------|-------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-------------|------------|-----------|
| Grand Total | 1458 | 216 | 15% | 351 | 115 | 33% | 192 | 11 | 6% | 4141 | 342 | 8% |
|--------------------|-------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-------------|------------|-----------|

Advice to Parents/Guardians

44% of parents/guardians of elementary Dual Language Immersion students had not received advice about World Languages courses.

Table 32 - What advice have you received from Arlington school staff about taking world language courses?

| Advice | N | % |
|---|-----|------|
| I haven't received any advice about world language courses from staff at my child's school | 176 | 44% |
| Your child should take world language courses - It's an opportunity for personal enrichment. | 111 | 28% |
| Your child should take world language courses - It's an opportunity for their future career. | 80 | 20% |
| Your child should take world language courses - Having them on their transcript may look good to colleges. | 33 | 8% |
| Your child should not take world language courses – They've taken enough to get the advanced studies diploma. | 0 | 0% |
| Your child should not take world language courses – They already speak the language at home. | 2 | 0% |
| Your child should not take world language courses – It will be too difficult. | 1 | < 1% |

GOAL

The word "GOAL" is rendered in a bold, red, 3D-style font. The letter 'O' is replaced by a target symbol with three concentric white circles on a red background. A silver and black dart is shown in mid-air, with its yellow tip hitting the center bullseye of the target.

Dual Language Elementary Enrollment Numbers by Demographics

Table 3 - Elementary Enrollment by Race/Ethnicity

| Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|---------|---------|---------|---------|---------|
| APS Asian | 9% | 9% | 9% | 9% | 9% |
| DLI Asian | 3% | 3% | 3% | 3% | 3% |
| | | | | | |
| APS Black | 9% | 9% | 9% | 9% | 9% |
| DLI Black | 5% | 5% | 5% | 4% | 3% |
| | | | | | |
| APS Hispanic | 27% | 27% | 27% | 26% | 26% |
| DLI Hispanic | 54% | 54% | 54% | 54% | 53% |
| | | | | | |
| APS White | 48% | 47% | 47% | 47% | 47% |
| DLI White | 33% | 33% | 33% | 33% | 34% |
| | | | | | |
| APS Other | 7% | 7% | 8% | 8% | 9% |
| DLI Other | 5% | 5% | 6% | 6% | 7% |

Secondary Enrollment by Demographics

Table 4 - Middle School Enrollment by Race/Ethnicity

| Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|---------|---------|---------|---------|---------|
| APS Asian | 8% | 8% | 8% | 8% | 8% |
| DLI Asian | 4% | 4% | 4% | 2% | 2% |
| | | | | | |
| APS Black | 11% | 10% | 10% | 10% | 10% |
| DLI Black | 6% | 5% | 5% | 6% | 5% |
| | | | | | |
| APS Hispanic | 27% | 27% | 28% | 28% | 29% |
| DLI Hispanic | 46% | 44% | 49% | 51% | 58% |
| | | | | | |
| APS White | 47% | 49% | 48% | 48% | 46% |
| DLI White | 36% | 39% | 37% | 37% | 32% |
| | | | | | |
| APS Other | 6% | 7% | 6% | 7% | 7% |
| DLI Other | 8% | 8% | 6% | 4% | 3% |

Table 5 - High School Dual Enrollment by Race/Ethnicity

| Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|---------|---------|---------|---------|---------|
| APS Asian | 10% | 9% | 9% | 9% | 8% |
| DLI Asian | 3% | 3% | 4% | 5% | 4% |
| | | | | | |
| APS Black | 12% | 11% | 11% | 11% | 10% |
| DLI Black | 4% | 5% | 4% | 7% | 4% |
| | | | | | |
| APS Hispanic | 31% | 32% | 32% | 30% | 30% |
| DLI Hispanic | 54% | 53% | 50% | 49% | 47% |
| | | | | | |
| APS White | 42% | 42% | 43% | 44% | 45% |
| DLI White | 32% | 33% | 39% | 37% | 41% |
| | | | | | |
| APS Other | 5% | 6% | 6% | 6% | 6% |
| DLI Other | 6% | 6% | 3% | 3% | 4% |

Data that shows which neighborhood schools DLI students are attending instead of going to Gunston

Table: Analysis of 5th graders at Claremont & Key in 2020-21 and current school of attendance in 2021-22 (As of Sept. 27, 2021)

| Count of School of Attendance (2021-22) | | | | | | | | | | |
|---|------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|--------------|-------------|
| | Gunston | Hamm | HBW | Jefferson | Kenmore | Swanson | VLP | Williamsburg | Withdrew APS | Grand Total |
| Claremont | 58 | | 3 | 5 | 9 | | 1 | | 5 | 81 |
| Escuela Key | 50 | 9 | 4 | 11 | 3 | 2 | 1 | 1 | 11 | 92 |
| Grand Total | 108 | 9 | 7 | 16 | 12 | 2 | 2 | 1 | 16 | 173 |
| | Gunston | Hamm | HBW | Jefferson | Kenmore | Swanson | VLP | Williamsburg | Withdrew APS | |
| Claremont | 72% | 0% | 4% | 6% | 11% | 0% | 1% | 0% | 6% | |
| Escuela Key | 54% | 10% | 4% | 12% | 3% | 2% | 1% | 1% | 12% | |
| Grand Total | 62% | 5% | 4% | 9% | 7% | 1% | 1% | 1% | 9% | |

Marketing Strategies from Burlingame DLI Program

Dual Language Program Principals Meeting

“PLANNING FOR PARENT ENGAGEMENT IN A TWDI SCHOOL”

Paula Valero, Principal
Burlingame, CA

Article on the Marketing Strategies from a dual language immersion principal from a Bay Area DLI program that she shared with principals.

A working group from the Two-Way Dual Immersion (TWDI) Program Task Force members identified outreach, recruitment and marketing opportunities/needs to educate district residents about the District’s TWDI Program at McKinley as a key need for the future of the success of the program. The task force also identified best practices for ensuring that the TWDI Program enrollment and placement meets the Program’s enrollment goals. The following efforts reflect our two years of planning to ensure that all parents were fully engaged in promoting first and second language programs in our community.

Sharing News and Information:

It is the desire of the District that information about the Two-Way Dual Immersion Program, a program designed to serve the entire Burlingame community, be distributed widely. The TWDI Program participants and their families regularly receive information, ideas and perspectives from program leaders at the school site and District level.

Throughout the District, but particularly at the Site school, there are a number of events to keep families informed of classroom activities and students’ progress, including Back-to-School Night, parent-teacher conferences, Info Nights and Site Tours. There are also orientation meetings (conducted by administrators and parent leaders several times a year) offering families information and advice about immersion program challenges and opportunities. Regular communications include school newsletters, postings on District Website pages, Site Website pages, and email announcements. Key channels of communications include:

- Burlingame School District Two Way Dual Language Immersion Informational Brochure

Familiarity with Programs

76% of elementary Dual Language Immersion parents/guardians were Somewhat Familiar or Very Familiar with World Languages courses and opportunities.

Figure 13 - How familiar are you with courses/opportunities offered through the APS World Languages program?



What might be some marketing strategies to attract new families into the program and retain a linguistic balance?

Show parents the growth statistics of the Hispanic community and the consumer market and needs that will be in the future.

Pre-K

Continue to communicate with existing immersion families and students about the K-12 pathway and the benefits of Immersion in MS and HS -- at least quarterly -- to existing families -- "Easier to keep a customer than gain a new one"

Increase the number of VPI Classrooms at Key & Claremont, with the limited number of spots, families don't always apply because they here it's hard to get in

Have Gunston and Wakefield host events for future immersion students and families sharing the benefits, possibilities, and advantages new

Hold an event at a local park with a high population of Spanish speakers with information about DLI - bring popsicles and a bounce house. Use yard signs to promote the event.

Create a brochure with QR codes of videos with information about the Immersion program. Easier for families to access the information.

Engage with former immersion students to return and videotape their experiences after immersion

Showcase former immersion students who are now part of the APS staff

Use welcome center to promote the program option to new families enrolling young students. Share brochures in different languages to all families enrolling students.

Have a coffee at APAH & ACH apartment building with current DLI parents and Admins sharing the benefits

Attend Arlington Co "community" neighborhood days in zip codes with high populations of Black families. Ask to speak at neighborhood civic association meetings (like the Green Valley Civic Association) to talk about the DLI benefits.

What might be some marketing strategies to attract new families into the program and retain a linguistic balance?

Send links to the brochure and video about the program to current parents so they can easily spread the word to upcoming families.

Work through churches with large Spanish-speaking populations to see about hosting informational meetings about the program there.

One-way WhatsApp group for sending out key information here and there to all Spanish-speakers (not just leaders).

Seeing if there are teacher or parent volunteers willing to host story read-alouds at parks or neighborhoods close to the Spanish-speakers to be able to make them aware of the program.

Create a system of program ambassadors that reflect the school community to do marketing and outreach meetings with families new to DLI (parents, former students, program leads).

Organize annually a county or school fair for all the new offers in education and promote the immersion. Teachers and parents can participate in the "county fair".

Information Evenings at Community Centers/
Larger Apartment communities

create some sort of "talking points" sheet that all schools, welcome center, and anywhere else registration happens, for all APS programs with

Resources that target myths about dual language immersion.

Ensure that the Registration office has the proper resources/information to promote the program

Collaborate with other language resources in the county (adult ESL programs, etc.).

Make the career connection as early as possible with families... what doors open to those who are bilingual?

Assessment and Accountability

What Gets Monitored Gets Done



What Gets Monitored Gets Done

How do we know how students are becoming biliterate?

How do we keep students in the program so they can complete the program pathway?

Outcomes as a result of Partial Immersion:

Lack of assessments to measure progress in target language

Student attrition as the program becomes more difficult

The achievement gap persists

ACCOUNTABILITY IN BOTH LANGUAGES

Are we delivering on our promise of bi-literacy to the community?

Progress in English meeting the State requirements is in place

Target language measures include baseline assessments, systems-wide progress monitoring and standardized are not included in the assessment structure for the program

Parent Information based on student progress in both languages

ASSESSMENT AND ACCOUNTABILITY

Where are we?

Lacking in:

*System-wide Spanish reading and writing assessments



*System-wide progress monitoring in Spanish

*Accountability for our Program outcomes





STAMP: world language proficiency test; not DLI measurement

Where do we want to be?

- Full immersion at the lower grades with common assessments
- Assess initial language levels to linguistically balance all classes
- Tools for progress monitoring
- Standardized assessments (ex: Aprenda, IDEL/DIBELS)
- High School Placement Test measuring students comprehension, writing, speaking and listening skills
- Valid program outcomes accountability

Elementary STAMP  = Outperform their peers
 = Underperform their peers

Elementary STAMP Scores - Intermediate-Mid and Above by Home Language

| | SPANISH HOME LANGUAGE | | | OTHER HOME LANGUAGE | | |
|-----------|-----------------------|---------|---|---------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 |
| Reading | 82% | 88% | 81%  | 91% | 85% | 86% |
| Speaking | 31% | 70% | 41%  | 28% | 61% | 37% |
| Listening | 88% | 96% | 94%  | 88% | 82% | 87% |
| Writing | 45% | 50% | 50%  | 51% | 45% | 45% |



Middle School STAMP

Middle School STAMP Scores - Intermediate-Mid and Above by Home Language










| | SPANISH HOME LANGUAGE | | | OTHER HOME LANGUAGE | | |
|-----------|-----------------------|---------|---------|---------------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 |
| Reading | 80% | 62% ← | 82% ← | 94% | 89% | 93% |
| Speaking | 92% | 90% | 100% | 85% | 94% | 99% |
| Listening | 92% | 69% ← | 86% ← | 89% | 99% | 96% |
| Writing | 96% | 90% ← | 95% ← | 98% | 99% | 99% |

Cohort Reading Data Comparing ELs and Non-ELs in Non-Immersion and DLI

 = Outperform their peers

 = Achievement Gap
 Underperform their peers

Reading Data Comparing ELs and Non-ELs in Non-Immersion and Dual Language Immersion*

| | | NON-IMMERSION | | | | DUAL LANGUAGE IMMERSION | | | |
|------------------|--------|--|---------|---------|---|---|---------|---|--|
| | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Reading Grade 5 | Non-EL | 89% | 87% | 94% | 94% | 95% | 91% | 96% |  97% |
| | EL | 58% | 56% | 66% | 73%  | 42% | 52% | 54% | 67%  |
| Reading Grade 8 | Non-EL | 92% | 92% | 93% | 92% | 90% | 96% |  99% | 100%  |
| | EL | 63% | 63% | 64% | 65%  | 79% | 100% | 61% | 71%  |
| Reading Grade 11 | Non-EL | 97% | N/A | N/A | N/A | 100% | N/A | N/A | N/A |
| | EL | 81%  | N/A | N/A | N/A | 100%  | N/A | N/A | N/A |

2015-16 SOL Scores Gr. 5-8 by EL and DLI Status

2015-16 SOL Scores, Grades 5 through 8, by English Learner and Immersion Status

| | EL Status as of Grade 5 in 2015-16 | NON-IMMERSION | | DLI | | DIFFERENCE FROM NON-IMMERSION |
|----------------------|------------------------------------|---------------|------------------------|------------|------------------------|-------------------------------|
| | | # Students | Proficient or Advanced | # Students | Proficient or Advanced | |
| Math Grade 5 | Non-EL | 1223 | 94% | 116 | 96% | |
| | EL | 397 | 63% | 55 | 64% | +1% |
| Reading Grade 5 | Non-EL | 1224 | 94% | 116 | 97% | |
| | EL | 374 | 73% | 55 | 67% | -6% |
| Science Grade 5 | Non-EL | 1223 | 94% | 116 | 96% | |
| | EL | 397 | 63% | 55 | 64% | +1% |
| Reading Grade 6 | Non-EL | 1227 | 93% | 115 | 97% | |
| | EL | 397 | 61% | 55 | 58% | -3% |
| Civics & Economics 6 | Non-EL | 1150 | 94% | 112 | 90% | |
| | EL | 318 | 62% | 42 | 79% | +17% |
| Reading Grade 7 | Non-EL | 1162 | 93% | 113 | 95% | |
| | EL | 366 | 68% | 52 | 79% | +11% |
| Reading Grade 8 | Non-EL | 1102 | 92% | 109 | 96% | |
| | EL | 338 | 64% | 49 | 76% | +12% |
| Science Grade 8 | Non-EL | 1101 | 93% | 108 | 96% | |
| | EL | 338 | 68% | 49 | 65% | -3% |
| World Geography 8 | Non-EL | 1105 | 94% | 110 | 96% | |
| | EL | 333 | 70% | 48 | 75% | +5% |
| Writing Grade 8 | Non-EL | 1101 | 91% | 110 | 95% | |
| | EL | 266 | 68% | 38 | 82% | +24% |



What Gets Monitored Gets Done

| Appendix A - Sample | | BURBANK USD DUAL LANGUAGE PROGRAM | | | | | | |
|---|--|-------------------------------------|-------|-------|-------|--|---------------------------------------|------------------------------------|
| | | Kindergarten Dual Immersion (90/10) | | | | | | |
| Assessment | Students Assessed | Timeline for Administration | | | | Information Gathered | Benchmark | Who Administers the Test |
| | | Aug. | Tri 1 | Tri 2 | Tri 3 | | | |
| CELDT | ELs | X | | | | Listening, speaking, reading, & writing | Growth of one level overall | ELD Specialists & Instruc. Assist. |
| Kindergarten readiness assessments | All students | X | | | | Letter recognition & sounds, counting, shapes, etc. | Baseline information for SLA and math | Classroom teachers |
| Spanish Pre-LAS | *Prior to school: native Spanish speakers; Aug: EO's; Tri 3: All | *X | | | X | Baseline Spanish fluency | Grow one level | District and/or Instruct. Assist. |
| Adelante Foundational Skills Assessments | All students | | X | X | X | Concepts of print, phonics, phonemic awareness, high frequency words | Benchmark scores TBD | Classroom teachers |
| Adelante One-Minute Oral Fluency Assessment | All students | | | | X | Reading fluency and comprehension - Spanish | Level D by Tri 3 | Classroom teachers |
| Writing assessment TBD | All students | | | | | Writing and language skills | TBD | Classroom teachers |
| FLOSEM | All students | | X | | X | Oral Language Development – Spanish | Growth of one level | Classroom teachers |
| SOLOM | ELs (until score 24-25) | | X | X | X | Oral Language Development – English | Growth of one level | Classroom teachers |
| Go Math Benchmark Assessment | All students | | X | | X | Mathematics | Benchmark scores TBD | Classroom teacher |

Progress Monitoring in English

APS uses the following universal screening assessments for students:

- Grades K-2 : PALS Phonological Awareness Literacy Screener
- Grades K-5 : DIBELS Dynamic Indicators of Basic Early Literacy Skills
- Grades 6-9 : RI Reading Inventory
- ELLs K-12: ACCESS is an English language proficiency assessment

New this year:

- SOL Growth Assessments Grades 3-8

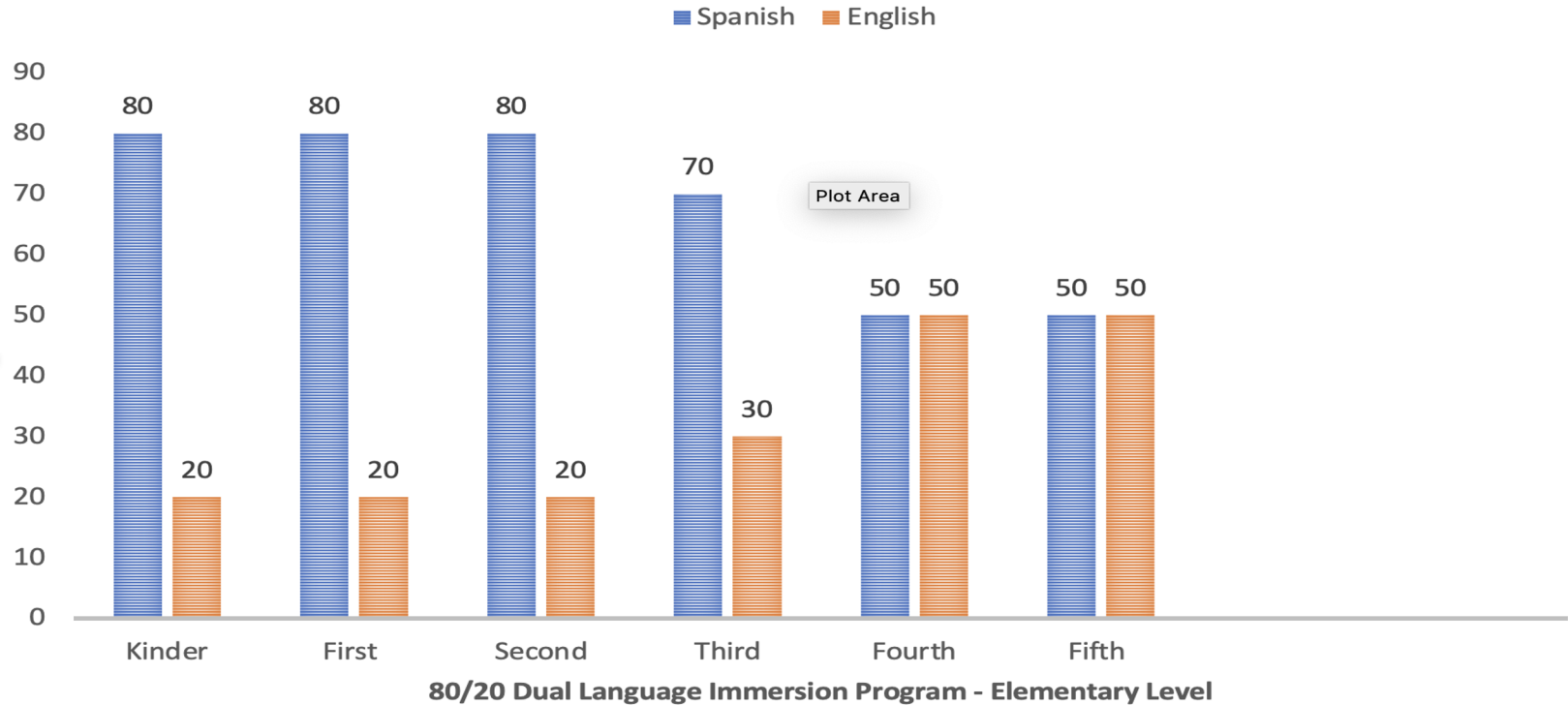
Additionally, teachers monitor literacy progress through:

- Lexia Usage
- Formative and Summative assessments
- Interventions

Progress Monitoring in the Target Language

- Developmental Reading Assessment (DRA's) in Spanish, grades K-5 (Inconsistent)
- Running Records
- Formative and Summative assessments
- Fall and Spring Writing Samples
- Quarterly projects, book reports, presentations
- Teacher observations
- STAMP, a Spanish Proficiency Assessment in 5th & 8th grade

Full Dual Language Immersion for APS Students



Rolling the Program Out Over Five Years Will Impact Assessments and Curriculum

- Kinder in 2022-23 80/20
- First Grade in 2023-24 80/20
- Second Grade in 2024-25 80/20
- Third Grade - 2025-26 70/30
- Fourth Grade 2026-27 50/50
- Fifth Grade 2027-28 50/50

Exit Ticket



Exit Ticket Task Force Meeting #6 10.18.21

3-2-1

Upcoming Meetings

November 1st, 2021

*¡Mil Gracias!
&
Stay Safe!*
