

# Designing the Dual Language Immersion Program Master Plan

Arlington Public Schools

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ON MYTHS & MISCONCEPTIONS  
BY BARBARA ZURER PEARSON  
GUAL CHILDREN

Child, by Barbara Zurer Pearson, Ph.D., p.300

## These are 12 myths & misconceptions...

1. Bilingual children start to speak later than monolinguals.

**myth**

3. Young children soak up languages like sponges.

**myth**

2. Bilinguals start out school behind monolinguals and they never catch up.

**myth**

6. If bilinguals score lower on standardized tests, it shows they have lower aptitude than the average monolingual child.

4. Bilinguals are just like two monolinguals in one person.

**myth**

5. You have to be gifted in languages in order to learn two languages at once.

**myth**

**myth**

7. Latino immigrants in the U.S. resist learning English and want everyone to learn to speak Spanish.

**myth**

8. Some languages are more primitive than others and are therefore easier to learn. The reason so many people can speak English is that English has less grammar than other languages.

**myth**

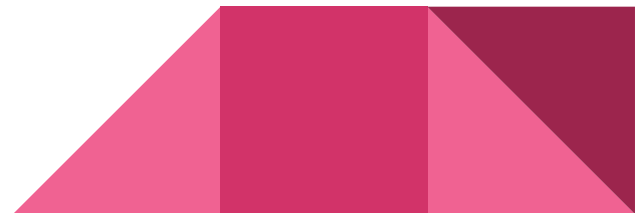
# Agenda

- Share salient Program Evaluation Data
  - Student data (STAMP, demographics)
- Reviewing the DLI Research from June 2, 2021 (printed Breakout Padlets) (15 minutes)
- Read Rand Study from Portland Public Schools
- Discussion on partial vs full immersion for APS
- Individual responses to APS program



# Outcomes for today

- Review Breakout analysis of the research read in June
- Reflect on the student outcomes and participation rates and school strand data and how evidence effects DLI outcomes
- Review and utilize the research for the realignment process for the DLI Master Plan
- Read and discuss additional research
- Draw conclusion on partial or full immersion for APS




# In the chat, post

What are you most looking forward to today?



# Charge of the Task Force

- **Setting the Charge** for writing a district Master Plan
  - Goals and timelines
  - Working Agreements
  - Setting the Rationale for DLI
    - leading the charge for the APS District Dual Language Plan
- 

# APS Data Findings

- **How are our students achieving in both languages?**

Are we achieving performance and opportunity gap closure?

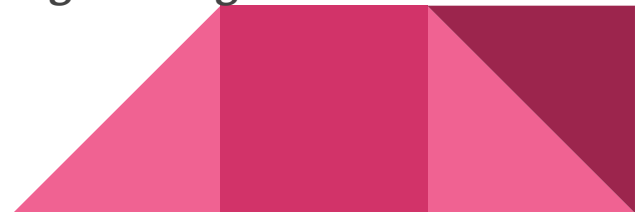
- **How do our practices align with the Guiding Principles of Dual Language?**

- **Who stays in the program and why?**

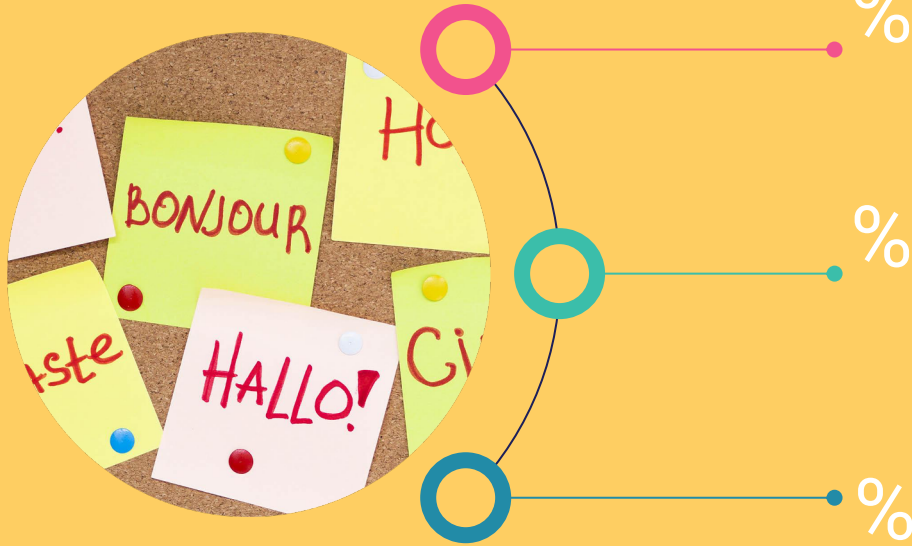
When do we lose them?

5th to 6th and 8th to 9th

- **What are the outcomes of partial DLI versus full immersion DLI programming?**



# Demographics of the DLI Programs in 2019-20



## DLI/APS

### English Learners:

Elementary: 36%/30%

Middle: 30%/26%

High School: 9%/19%

### Low SES:

Elementary: 30%/25%

Middle: 29%/26%

High School: 15%/23%

### Students With Disabilities:

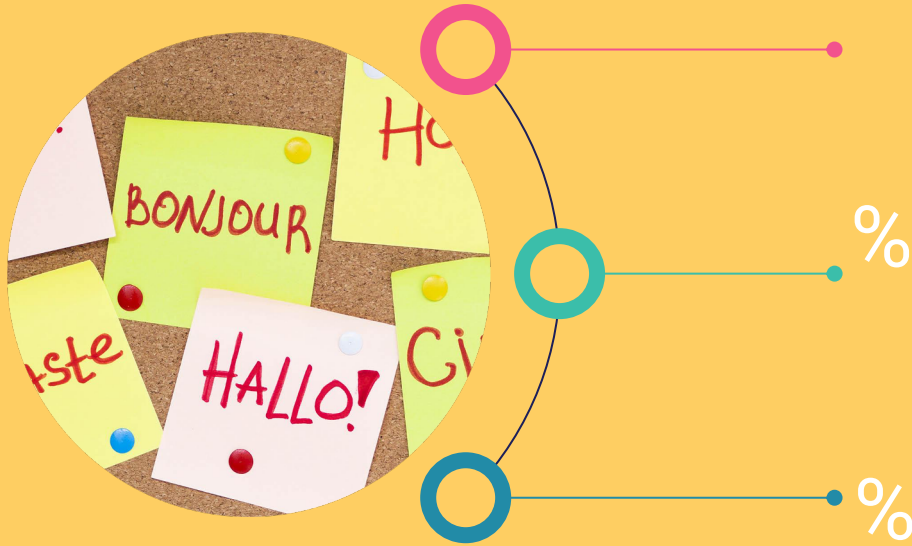
Elementary: 10%/13%

Middle: 8%/15%

High School: 3%/16%



# Demographics by Ethnicity/Race of the DLI Programs in 2019-20



## DLI/APS Elementary School

Asian: 3%/9%  
Black: 3%/9%  
Hispanic: 53%/26%  
White: 34%/47%  
Other: 7%/9%

## Middle School

Asian: 2%/8%  
Black: 5%/10%  
Hispanic: 58%/29%  
White: 32%/46%  
Other: 3%/7%

## High School

Asian: 4%/8%  
Black: 4%/10%  
Hispanic: 47%/30%  
White: 41%/45%  
Other: 4%/6%

# Transition Loss Information and Data

Table 7 - Continued Immersion and World Languages Enrollment

| Dual Language Immersion Enrollment                                                                                                                      | Enrollment in any World Languages Course, Including Immersion                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Grade 6 – 67% to 66% to 60%</li> <li>Grade 8 – 64% to 59% to 56%</li> <li>Grade 9 – 38% to 33% to 41%</li> </ul> | <ul style="list-style-type: none"> <li>Grade 6 – 77% to 82% to 85%</li> <li>Grade 8 – 86% to 86% to 90%</li> <li>Grade 9 – 84% to 89% to 94%</li> </ul> |

Table 8 - Continued Enrollment for 2013-14 Grade 5 Cohort

| 2013-14 Grade 5 Cohort | Number of Students* | Enrolled in Immersion | Enrolled in Non-Immersion World Language Course | Not Enrolled in any World Language Course |
|------------------------|---------------------|-----------------------|-------------------------------------------------|-------------------------------------------|
| Grade 6                | 148                 | 67%                   | 10%                                             | 23%                                       |
| Grade 8                | 135                 | 64%                   | 22%                                             | 15%                                       |
| Grade 9                | 133                 | 38%                   | 46%                                             | 16%                                       |

Table 9 - Continued Enrollment for 2014-15 Cohort

| 2014-15 Grade 5 Cohort | Number of Students* | Enrolled in Immersion | Enrolled in Non-Immersion World Language Course | Not Enrolled in any World Language Course |
|------------------------|---------------------|-----------------------|-------------------------------------------------|-------------------------------------------|
| Grade 6                | 162                 | 66%                   | 16%                                             | 18%                                       |
| Grade 8                | 152                 | 59%                   | 27%                                             | 14%                                       |
| Grade 9                | 146                 | 33%                   | 56%                                             | 12%                                       |






Table 10 - Continued Enrollment for 2015-16 Cohort

| 2015-16 Grade 5 Cohort | Number of Students* | Enrolled in Immersion | Enrolled in Non-Immersion World Language Course | Not Enrolled in any World Language Course |
|------------------------|---------------------|-----------------------|-------------------------------------------------|-------------------------------------------|
| Grade 6                | 171                 | 60%                   | 25%                                             | 15%                                       |
| Grade 8                | 162                 | 56%                   | 34%                                             | 10%                                       |
| Grade 9                | 160                 | 41%                   | 53%                                             | 7%                                        |

\*This is the number of students who were enrolled in Dual Language Immersion in Grade 5 and are still enrolled in APS.

**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%     |

# Dual Language Immersion Programs in the US

One Way  
Immersion

English Only  
Students  
L2

Heritage

Recaptures the  
Language of  
Speakers Other  
Than English

Developmental  
Bilingual

Primarily Spanish/Native  
Speakers

Two-Way  
Bilingual  
Immersion

Combines  
English Speakers  
with Target  
Language  
Speakers

# Variations in Two-Way Program Models

## 90/10 Programs

**Early full immersion programs** for English speakers and target language speaking students

### **Sequential bilingual program**

where students learn to read in the target language first and add on English reading

**Early foundation in Spanish reading leads to stronger Spanish skills in the upper elementary levels**

**Students demonstrate strong academic skills in both languages by 7th and 8th grades** closing the academic gaps between English and Native Language (ELs) speakers

## 50/50 Programs

**Partial Immersion programs** for English speakers and target language speakers.

### **Simultaneous Bilingual Program**

where all students learn to read in both languages at the same time.

Studies demonstrate that **English speakers in DLI outscore their English speaking counterparts in a monolingual program by 5th grade in English proficiency levels.**

**Native Speakers (ELs) in DLI achieve higher levels of academic achievement in English as compared to their peers in EO programs.**

**Studies also demonstrate that Spanish proficiency levels are not as strong in students in 50/50 programs compared to**



# Timeline

June  
2

August  
23 & 24

September  
20

September  
21

October  
18

November  
1

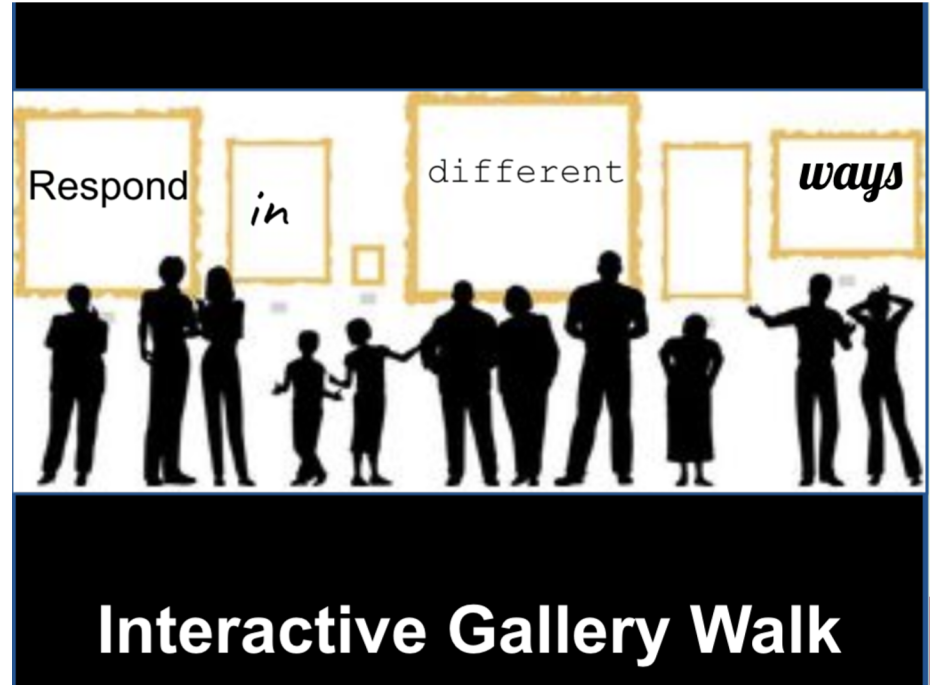
December  
6



# June 2, 2021 Feedback on Research Articles

## Gallery Walk Reviewing the Padlet Responses

- The information from the four different padlets:
  - [Group 1](#)
  - [Group 2](#)
  - [Group 3](#)
  - [Group 4](#)
- Place a comment/s in the next two slides with a section of the Padlets that most resonates/surprises you.





# What in the Padlets most resonates or surprises you?

Research has also proven that well-implemented DL/I programs promote educational success and help in closing the achievement gap for all learners.

staying with Immersion in the middle school years is critical

students in DL programs increase executive functioning and cognitive control, as well as closing of achievement gaps.

in order for a DLI program to be successful it needs support from county and community

Resonates- Elementary years are the easiest to close the gap

The ability of DLI programs to close the learning gaps.

Learning outcomes and development of biliteracy skills in the 90/10 model vs. partial immersion

The rates at which ELLs progressed to achieve English proficiency in the 90/10 model 8%->15%->23 each consecutive year as opposed to 50/50 7%->8%->14%

DLI programs provide equitable opportunities for our EL students through intentional language and literacy development in 2 lang.

Student choices increase at the secondary level. This will impact the continuation in the immersion program at the high school

Students in the 90/10 model outperform students in the 50/50 model by developing stronger foundational literacy skills in their native language.

Resonates to me that Asians and African American have low participation in the program of immersion.

DL/I high school students in Utah outperform college graduates in WLS

Resonates-Low percentage of Black and Asian students enrolled in the Immersion Program

Through DL programs, linguistically diverse students can view their language abilities as an asset instead of a limitation.

Resonates-The Immersion Program is perceived as gifted or "elitist". Needing additional resources to be successful such as tutoring or ability to travel

# What in the Padlets most resonates or surprises you?

I was surprised that research shows there is an increase in Executive function and cognitive control for DLI students

Immersion in Elementary have a great opportunity to help the students to achieve more.

Resonates with me...APS should consider educating parents about these benefits to facilitate parents being able to make informed choices

The effectiveness of the DL/I program requires planning, coordination, community outreach, coaching and curriculum writing at the program site and central office.

In 2015 VA added an endorsement to licensure for dual language instruction from Pre'k'3

It's surprising that 90/10 shows an impact on the achievement the Gap so quickly

90:10 model delivers literacy benefits over the 50:50 model

Elementary years are easiest to close the achievement gap.

Resonates that 90/10 has better outcomes than 50/50.

90:10 model delivers literacy benefits over the 50:50 model

Resonates that teachers with strong skills in both languages are required.

Surprise: the benefits of each model specifically to ELs.

The results lend legitimacy to claims of the 90/10 model being more effective than the 50/50 model

We need assessments to monitor students' language proficiency and teacher training to learn instructional strategies that promote biliteracy. We don't have information about student instructional levels from each year.

Benefits from the 90/10 model compared to the 50/50 program.

Many schools that begin DL/I programs as a 50:50 model choose to shift to a 90:10 model after several years, due to teacher concerns that both language groups need deeper academic proficiency in the partner language to do the challenging work of upper level grades

# What in the Padlets most resonates or surprises you?

Surprised - Many schools that begin DL/I programs as a 50:50 model choose to shift to a 90:10 model after several years

# Perceived barriers

**Does APS have any restrictions that impede us being able to provide best program?**

If it's all so great, **why aren't more schools doing this?** Are there differing opinions that contest some of the stated findings?

The fact that stood out to me was that for this model, Brisk and Proctor (2012) describe **the importance of teachers who are qualified to teach in both languages** in order to ensure the effectiveness of the model.

**Effective PD and resources are needed** to ensure strong teaching within a 90/10 model

The 90/10 model is better in elementary school **despite the inherent challenges** to implementation

Although the program is fantastic and I recognize the value of dual programs. I think of the great support they need to provide in **testing, assessments, resources and training** to achieve the expected results, but it can be done. Experience says so.

With all that it takes to grow/create a successful DL/I program, we need to have intentional site-based staff designated to devote the necessary time and energy to bring about change and look at challenges (e.g., **exiting students, community outreach, supporting SWDs, culturally responsive curriculum**). (Idea - school level/pathway level coordinators)

How do we help the community to understand the benefits and ensure that there is more accessibility to immersion?

**Given that NCLB is still shaping our testing lives, how do these 90/10 students perform on their yearly assessments up until Middle School when the claim is the gap is closed? What about the pressure from state/district to 'meet the grade level literacy' expectations when the students are learning mostly in Spanish up until fourth grade. Does this ever affect their accreditation?**

# Padlet Highlights

- By third or fourth grade, **native English speakers in 90:10 DL/I programs typically score at least as high as native English speakers from monolingual classrooms** on standardized tests of reading achievement
- **Staying with Immersion in the middle school years is critical** – thus, actions that encourage and enable families to continue in middle school would be worthwhile
- **90:10 model delivers literacy benefits over the 50:50 model** (page 19)
- **Many schools that begin DL/I programs as a 50:50 model choose to shift to a 90:10 model after several years**, due to teacher concerns that both language groups need deeper academic proficiency in the partner language to do the challenging work of upper level grades (Christian and Genesee, 2001; Collier and Thomas, 2012; Howard et al., 2018; Lindholm-Leary, 2001)
- **90/10 programs yield better results for language minority students (ELLs):** . higher levels of literacy proficiency by providing strong foundational literacy skills when focus on one language . help preserve mother tongue . achieve English proficiency at higher rates and percentages.
- **The 90/10 model is better in elementary school despite the inherent challenges to implementation.”** Group 4’s synthesized statement: Students can develop biliteracy skills in the 50/50 and 90/10 model, however, students in the 90/10 model outperform students in the 50/50 model by developing stronger foundational literacy skills in their native language.
- **Research on language proficiency has shown that students depict higher characteristics of Spanish proficiency and full bilingualism in the 90/10 model than in the 50/50 model**

# Research on DLI Full Immersion programs: DLI Programs Raise Student Achievement in English



RAND > Published Research > Research Briefs >

## Dual-Language Immersion Programs Raise Student Achievement in English

by Jennifer L. Steele, Robert Slater, Gema Zamarro, Trey Miller, Jennifer J. Li, Susan Burkhauser, Michael Bacon

Related Topics: [Academic Achievement](#), [Educational Program Evaluation](#), [Elementary Education](#), [Oregon](#), [Teaching English as a Second Language](#)

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### FULL DOCUMENT

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Dual-language immersion (DLI) programs — which provide both native English speakers and English learners with general academic instruction in two languages from kindergarten onward — are proliferating rapidly in the United States. Although precise counts of DLI programs are not available, recent estimates place the figure between 1,000 and 2,000 nationally, with substantial recent growth in Utah, North Carolina, Delaware, and New York City.

This expansion appears driven by a number of complementary forces: a large increase in the share of U.S. schoolchildren who are not native English speakers; observational evidence that English learners in DLI programs academically outperform those in other programs; and demand from parents of native English speakers who anticipate the benefits of bilingualism in an increasingly global society.

### Key Findings

- 1 Portland Public Schools (PPS) students randomly assigned to dual-language immersion programs outperformed their peers on state reading tests by 13 percent of a standard deviation in grade 5 and by 22 percent of a standard deviation in grade 8.
- 2 Immersion-assigned students did not show statistically significant

### Document Details

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Document Number: RB-9903  
Year: 2017  
Series: [Research Briefs](#)

### Explore

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# Debrief the Rand Article - Passing The Baton

First person chosen randomly and reads the most compelling area from the article they just read. This person passes the baton over to a colleague in the room... Mariana, your turn!”

The chosen individual agrees/disagrees and reads the section that stood out for him/her, and then passes the baton to the next person



# Let's talk about why?

## Reasons for partial versus full immersion back in 1986:

- Public perception
- Political climate/political will
- Public misunderstanding
- Lack of personnel/resources
- Resulted in APS selecting a partial immersion program



**Take a picture of this  
slide to use in  
Breakout rooms!**

**Reflecting on our APS  
Partial Immersion  
Program- SGI**

## In Breakout Rooms, Talk About Next Steps!

- How might APS do better at closing the achievement and opportunity gaps and delivering on the promise of biliteracy for all students?
- What are the perceived barriers that might impede the movement from partial to full immersion?
- What barriers can be removed now or as a model is rolled out?

# Breakout Groups

**Breakout Group 1:** Jessica Panfil, Natalie Hardin, Nadia Robles, Jenny Rizzo

**Breakout Group 2:** Marleny Perdomo, Melissa Schwaber, Daniel ríos, Ana Muñoz,

**Breakout Group 3:** Dena Gollopp, Meg Enriquez, Marizol Rocha, Megan Stetson,

**Breakout Group 4:** Frances Lee, Erin Freas-Smith, Lizbeth Monard, Wendy Bermudez,

**Breakout Group 5:** Sarah Putnam, Cristina Diaz-Torres, Anna Engelbrecht, Cynthia Cocuesta Cuttier, Kati Costar

**Breakout Group 6:** Jonathan Turrisi, Jeremy Sullivan, Caitlin Sherman, Bill Gillen

**Breakout Group 7:** Carolyn Jackson, Esmeralda Alomia, Claudia Delgadillo, Adriana McQuillan, Amanda Dempsey

# Google Form Ticket Out the Door - *Your Opinion Matters!*

Individual responses are important so...

- Respond to the questions on the Google Form
- Facilitators will review and organize the responses



# Hasta Mañana at 12:30

- Outlining the K-12 Pathway
  - Elementary Program Model
  - Middle School Program Model
  - High School Program Options
  - Schedules
  - Program Policies
- 