

Update on the Dual Language Immersion, (DLI) Program Framework

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December 1, 2021



Outcomes for Today's Meeting

- Understand our task and the process
- Learn about our work to date
- Review data and research findings on DLI and two different models
- Learn about Task Force recommendations on how we strengthen APS DLI
- Understand budget implications



Why is APS Engaging in a Visioning Process for Immersion?

- Typically, Dual-Language Immersion (DLI) programs engage in a visioning process every five years
- APS Policy A-6.31-Accountability & Evaluation states that APS programs undergo a program evaluation
- The APS program evaluation for World Languages was completed in February 2021 and includes data to inform our visioning process



Goals of the Visioning Process

- Conduct an inclusive and collaborative process
- Ensure biliteracy and bilingualism
- Align curriculum framework
- Adopt curricular resources for Spanish language arts
- Ensure equity and access
 - Close opportunity gaps
 - Address areas of under-representation
- Develop long-range plans
- Recruit and retain diverse staff



Collaborative Process

- Led by Office of Academics (previously DTL), World Languages Office, and Dual-Language Immersion principals with support from Dept. of Planning and Evaluation
- Aligned with Instructional Programs and Pathways (IPP) process
- Includes Office of English Language Learners; Chief Diversity, Equity and Inclusion Officer; Office of Equity and Excellence; teachers; advisory groups; PTAs and families
- Working with consultant Rosa G. Molina, Executive Director of the **Association of Two-way Dual Language Education (ATDLE)**
- Includes formation of a task force in the Spring, comprised of APS staff and community members



Four Year Plan: Work to Date with DLI Staff

1. (2018-present) Planning Meetings with Principals, Office of Planning and Evaluation, Office of Academics, Executive Leadership Team
2. (2018 and 2019) Teams from elementary schools sent to La Cosecha conference in N.M.
3. (2018-2021) World Languages Program Evaluation
4. (2021) 18 teachers attended Association of Two-way Bilingual Education, (ATDLE) Conference
5. (2021) Inservice of all DLI Teachers and Administrators
6. (2021) Task Force Work

Timeline for 2021-23

Date	Activity
January 2021	Meetings with DLI staff, immersion community
February 2021	World Languages Program evaluation presented to School Board
Winter-Spring 2021	Internal work with DLI staff K-12
Spring-Fall 2021	Formation and work of Task Force
January 06 2022	School Board presentation on DLI Program Framework
February 2022-August 2023	Coordination, adoption of resources, Planning and Professional Learning
September 2023	Implementation begins with Kindergarten and 1st grade

Task Force Collaborative Process

**June
2**

**August
23 & 24**

**September
20 & 21**

**October
18**

**November
1**

**December
7**

**January 06 SB
Presentation**

Purpose of the DLI Task Force: Realignment

A district and community-based group charged with the review, redesign, and recommendations of an instructional program.

The Task Force:

- Has a beginning and end with deliverables
- Incorporates dedicated internal stakeholders at the school, district office, and community levels
- Is charged with creating a DLI Program Framework that is district-reviewed and School Board-approved

The Task Force is not:

- A district advisory, like the WLAC or ACTL
- It is not an independent group advising the district
- It is not an oversight committee



Dual Language Immersion Program Framework is the why, the what and the how. Once approved, we move to the implementation details.

Elementary Schools

Claremont

Jessica Panfil, Principal

Denise Santiago, Assistant Principal

Teacher: Spanish side

Claudia Delgadillo

Teacher: English side

Anna Engelbrecht

Key

Marleny Perdomo, Principal

Meg Enriquez, Coach

Teacher: Spanish side:

Esmeralda Alomia

Teacher: English side

Jeremy Sullivan

Secondary Schools

Gunston

Dena Gollopp, Principal Designee & Coach

Daniel Ríos, Teacher: social studies

Nadia Robles, Teacher: Science

Megan Stetson, Teacher: special education

Wakefield

Frances Lee, former Assistant Principal

Dr. Ana Muñoz-Gonzalez, Teacher: science

Central Office and Community Liaisons

Syphax

Kati Costar, Specialist: Office of English Learners

Elisabeth Harrington, Supervisor of World Languages

Wendy Bermúdez, World Languages Specialist

Carolyn Jackson, Supervisor of Office of Equity and Excellence

Sarah Putnam, Director of Curriculum and Instruction

Jonathan Turrisi, Director, Planning and Evaluation

Community

Cristina Diaz-Torres, School Board member

Adriana McQuillan, World Languages Advisory Committee Chair

Claremont PTA:

Marisol Rocha

Melissa Schwaber

Key PTA:

Erin Freas-Smith

Natalie Hardin

Gunston PTA:

Lyzbeth Monard

Jenny Rizzo

Wakefield PTA:

Cynthia Cocuesta

Cuttier

Bill Gillen

Community Engagement

- Letter from PTA parents
- Virtual Community Meetings
 - January 2021- Elementary DLI community (joint Claremont/Key PTA meeting)
 - Oct. 26, 2021 - DLI community
 - Nov. 2021 (Exact date and time TBD)
- Updates shared with DLI community in Spring 2021 via School Talk
- Updates on process provided on the Engage Page, including answers to Frequently Asked Questions:
 - <https://www.apsva.us/engage/ipp/immersionvisioning/>

Our Why



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

Variations in Two-Way Program Models

Where we are 50/50

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 students in 90/10.

Our goal is to be 80/20

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

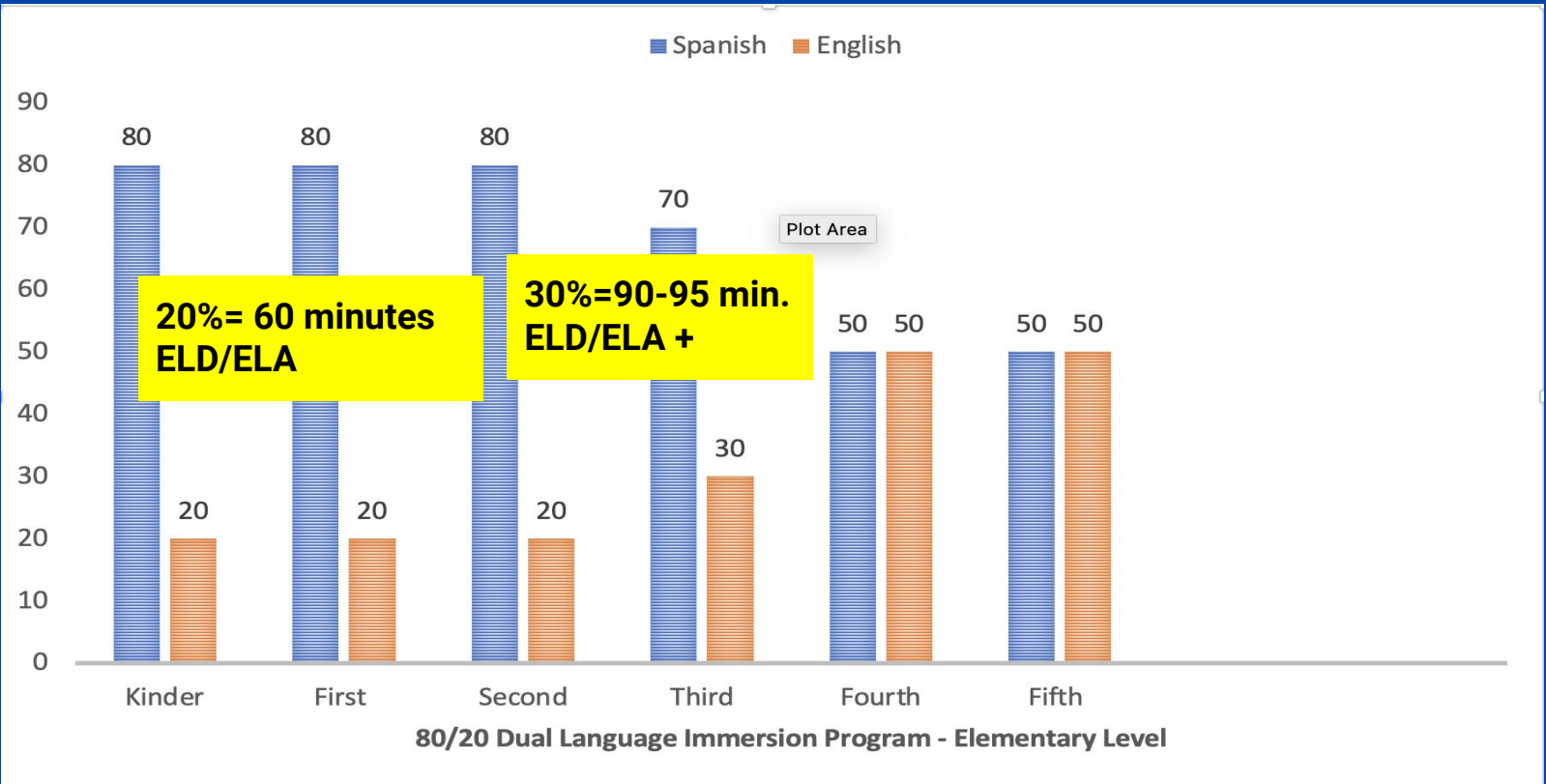
Sequential bilingual program where students learn to read in the target language first and add on English reading

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

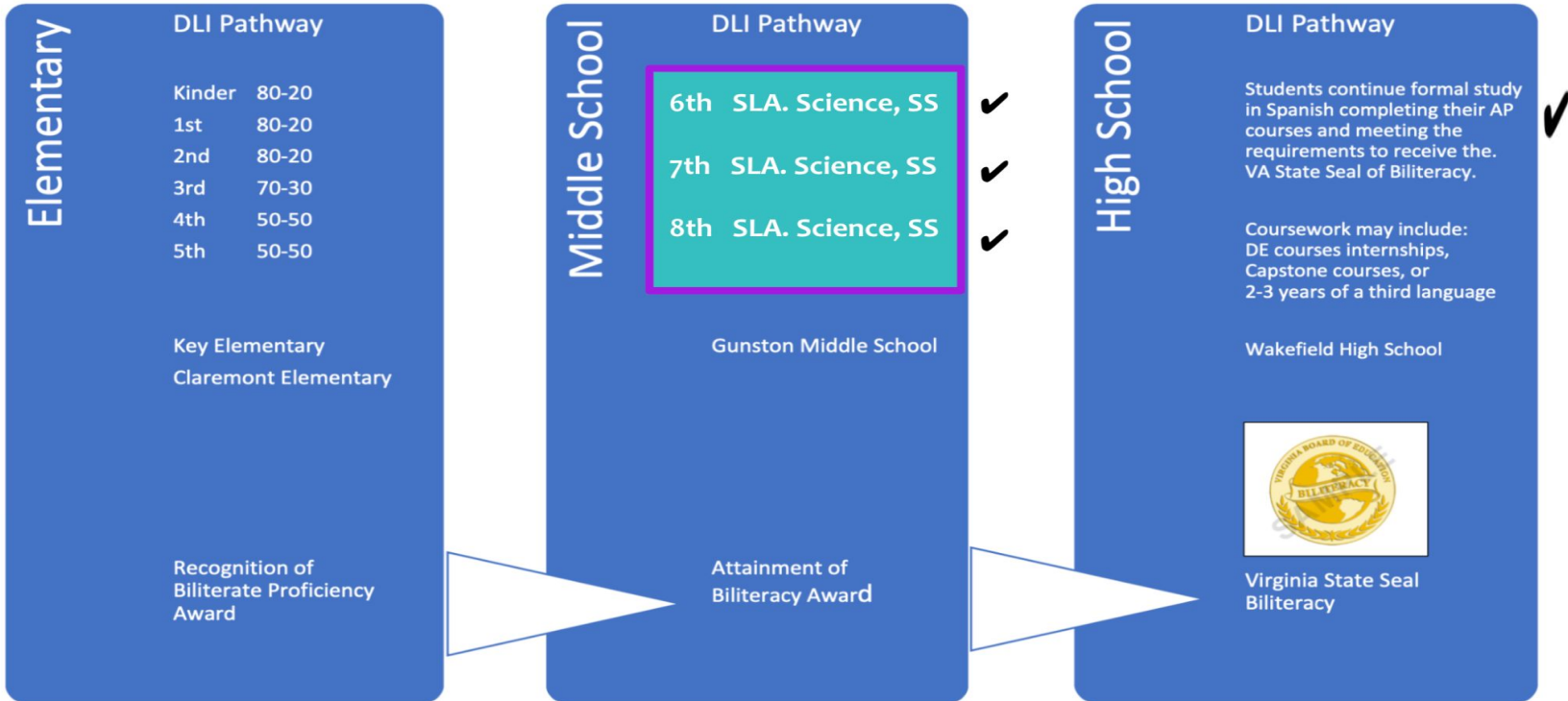


Elementary Full Immersion for APS Students



Task Force Recommendations

Arlington Public Schools Dual Language Immersion Program Pathway Proposed Course of Study K-12



Implementation for Full Immersion Roll-out 80-20 Starting in the Fall 2022 and 2023

Year 0 & 1 Planning 20 months

Year 2 K-1

Year 3 K-1-2

Year 4 K-1-2-3

Year 5 K-1-2-3-4

Year 6 K-1-2-3-4-5



Staffing



Implications for grade level staffing

Year 1: K-1 impacts 4 teachers per school

Year 2: 2nd grade 2 teachers per school

Year 3: 3rd grade 2 teachers per school

Year 4: no impact for grades 4

year 5: no impact for grade 5

Staffing

Our Goals

- Intentional hiring of bilingual/biliterate staff in anticipation of full Immersion roll-out (including SpEd)
- Working with Embassies
- Securing International candidates (Visas)

Task Force Recommendation 1 Implementation Timeline

Realignment of existing Dual Language Immersion from a 50/50 partial immersion program into a 80/20 early full immersion program starting 2023 with grades **K-1**.

Task Force Recommendation 2:

Expand access and retain students in the DLI through the secondary level

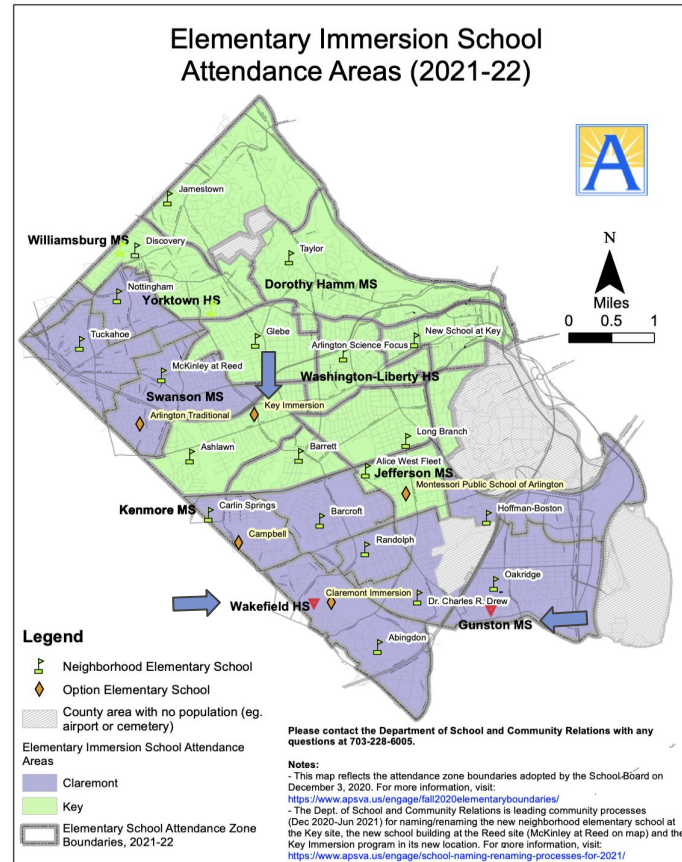
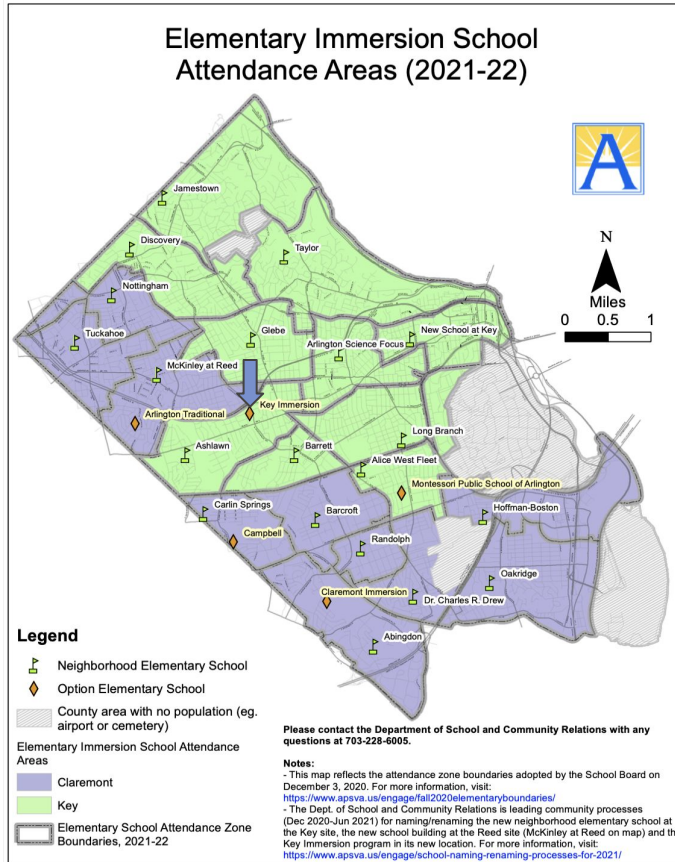
Expand access and develop a clear program pathway for both elementary schools with a centrally located option for Escuela Key.

- 3rd elementary site due to program demand and relief in school capacity at the existing sites (APS limited kindergarten to 4 classes at each school. They had 6 previously)
- Claremont - Gunston - Wakefield
- Escuela Key - ? - ?
- Increase course offerings at the high school level

What recommendation might you make about retaining middle & high school students in the program?

1. “The main issue is location for the middle school and high school, but in particular the middle school. It is not a surprise that they lose many kids due to Gunston's location. There is a real interest in immersion in Arlington, considering not only the number of kids currently enrolled in the program, but also the number of applicants. APS should ensure that kids in Northern Arlington can stay in the program, by ensuring that they are capturing the families (many of whom are also Hispanic) that live in this area.”
2. “I think the first emphasis should be at the middle school level. That should increase eventual high school participation. I support the idea of making the immersion program a K-8 program, meaning kids stay at the same school through 8th grade.”

Pathway 2 - Escuela Key → Gunston → Wakefield



**Task Force Recommendation 3:
Acquire Spanish Language core materials for all
Dual Language classrooms**

APS fund the Spanish language arts core materials for all dual language
classrooms

Task Force Recommendation 4: Acquire assessments to measure Spanish literacy

That APS secure funding for a well designed assessment infrastructure that is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.

Task Force Recommendation 5: Professional Learning for Dual Language Educators

That APS secure or earmark funding for a well-articulated professional development plan for all teachers working with Dual Language students K-12.

Tiered Training Schedule for DLI

Tier One

Two-Way Bilingual Immersion Theory and Framework

Standards: SLA, ELA and ELD

Curricula Trainings: Content and Subject matter in Spanish/English

Literacy Development in two languages
-reading, speaking, listening, and writing

Teaching academic ELD in DLI settings

Conversational Management strategies to promote oral language development

Data Management Systems to follow the academic progress of SS in 2 languages

Tier Two

Biliteracy Strategies: Guided Reading, Shared Reading and Writing, Phonemic Awareness in both languages

Scaffolded Instruction (SIOP)

Whole group and small group instruction

Using data to inform instruction

Curriculum Mapping and Unit Planning

Integration of technology to meet state and district standards in both languages

Oral Language strategies in both languages - grouping strategies to promote cross learning of languages aka collaborative conversations

Tier Three

Guided Language Acquisition Design (GLAD (™))

Thinking Maps (™)

Project Based Learning (™)

Advanced Writing Strategies

Cooperative Learning (™) - advanced grouping strategies

Advanced Collaborative Conversations(™)

Investigating Funding Streams for PL

- World Languages Program Professional Funding?
- Title III - funding based on the % of ELs in the program (limited) ?
- School based professional development funds (limited)
- General Fund money?
- Other?

Task Force Recommendation 6: Secure District Leads to Support DLI Implementation

That APS fund a district DLI coordinator to provide support to all four schools and support & coordinate the program elements and a Spanish reading specialist in schools.

Next Steps

December 7, 2021

Review the DLI Framework

December TBD

Second Community Meeting on DLI

January 06, 2022

Board Approval

Jan 2022-Aug 2023

The what and the how are delivered

