

Additional FAQs: Recommended Full Early Immersion  
Feb 11, 2022

1. Considering the mandated English and Reading Assessments in K-3 (DIBELS, WIDA, PALs, VA Growth Assessment), would there be a waiver through at least 3rd grade, since the students would receive their language instruction primarily in Spanish?

After consultation with central office staff, no waiver would be needed as we would be meeting the letter of the law by administering assessments and interventions in the language of instruction, which is our current practice in mathematics. The table below provides an overview of current assessments that would be used in the proposed 80:20 model beginning in 2023-24 with K-Gr. 1. Beginning in first grade in 2023, reading screeners would be administered in both English (baseline data) and Spanish.

Note: ATSS and Math are investigating screeners that would be available in Spanish.

Grade & Year	PALS	DIBELS	VA Growth Assessment	WIDA
K, SY2023-24	PALS Spanish	IDEL (Spanish DIBELS)	N/A	Required English Language Development, (ELD) assessment
1, SY2023-24	PALS Spanish and English (baseline)	IDEL and DIBELS	N/A	Required ELD assessment
2, SY2024-25	District identified English and Spanish assessments (TBD)	IDEL and DIBELS	N/A	Required ELD assessment
3, SY2025-26	District identified English and Spanish assessments (TBD)	N/A	VA Growth Assessment in English	Required ELD assessment

2. Considering the question above, would the county seek a waiver for House Bill 410 compliance for our students?

There is no need for a waiver for House Bill 410 as we would want to inform parents if we are servicing their child with an intervention. Interventions, just as they are currently done in mathematics, would be in the language of instruction and parents would need to be notified. Our priority is to assess and provide intervention in the language of instruction.

3. How can APS vote to move forward on a change in model that would require more funding?

Regardless of the model, the DLI Task Force recommended that additional core resources in Spanish and an assessment that measures progress in both languages of instruction are needed to strengthen the DLI program

4. What resources would be used to measure Spanish language development?

The Office of Academics, through committees consisting of supervisors, specialists, teachers, instructional technology coordinators, and DLI Principals (or designee) would review different assessments and select the one that meets the goals of the program in both languages of instruction.

5. How would we secure a quality social studies program in Spanish?

There are core Spanish language arts resources available that integrate units in science, social studies and language arts and include assessments. APS would follow the guidelines under [Policy Implementation Procedure I-9.1 PIP-1 Selection of Instructional Resources](#) to select resources that meet the goals of the program in both languages of instruction.

6. How would we support students with learning disabilities and how would IEP goals be written and serviced for students? Are there Spanish intervention resources available?

An Individual Education Program (IEP) is based on an individual's specific learning needs and it is up to an IEP team to specify specially designed instruction. There are intervention resources available in Spanish.

7. Since our current Spanish language arts curriculum is not as robust in reading as our English curriculum, wouldn't the first step be to develop a more robust Spanish reading curriculum?

Given a partial immersion 50:50 model, there is not adequate time in the day to deliver a full Spanish language arts curriculum. For example, at Escuela Key, presently, Spanish language arts in grades K-2 is taught through science content for 60 minutes a day. In grades 3-5 Spanish language arts is taught 5 out of every 10 instructional days for 60 minutes.

With a full early immersion model, Spanish language arts would be given the time to implement a more robust literacy curriculum that integrates fiction and non-fiction (science and social studies). Because Spanish is a phonetic language (transparent language) it is easier for students to break the code of reading in Spanish first.

8. How might we gauge interest from future potential families to ensure the goal for the composition of students to remain as 50% Spanish speakers and 50% English speakers to have a balance of language models in the classroom?

The Dual Language Immersion Program Framework, developed as a result of the DLI Task Force, recommends that as the DLI schools analyze their student demographics with division officials, the administrators will work to create a marketing plan that supports the on-going formation of linguistically balanced classes. As demographics shift, a concerted outreach to Spanish-speaking families may be necessary. Other years, the marketing may be to English-speaking families to ensure that the student make-up at the schools is balanced. Schools must also consciously recruit families from the community where the school is located and ensure ethnic diversity as well.

9. What steps would APS take to connect with future families from both the division and school level?

The Dual Language Immersion Program Framework, developed from recommendations and input of DLI Task Force members, reinforces that it is the desire of APS that information about the Dual Language Immersion Program, be distributed widely and made accessible to the community through multiple communication channels in both English and Spanish

The DLI Framework recommends that DLI Program participants and their families receive on-going information about the program design, their children's progress in both languages, research on the programmatic components, and ideas and perspectives from program leaders at the school site and division level.

Throughout APS, but particularly at each DLI school 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, recruitment meetings for prospective parents, and site tours. Recruitment meetings for prospective parents and orientation meetings (conducted by administrators and parent leaders several times a year) offer families information and advice about the DLI program challenges and opportunities.

Regular communications include school newsletters written in both languages postings on APS website pages, site website pages, and email announcements. Key channels of communications include:

- The APS Two-Way Dual Language Informational Brochure
- Electronic messages and notices from APS

- School newsletters
- Facebook/Instagram pages
- Variety of information forums, including Back to School Night, Open House, Parent Info Nights, and Site Tours
- Parent Education Presentations designed to respond to programmatic issues for the DLI parents
- Social gatherings of DLI Parents to include cultural events
- APS Engage Page

In addition, the DLI Framework recommends that informational materials be created to ensure EL families and other historically under-represented groups are given information regarding neighborhood schools and option schools at the APS Welcome Center. The informational materials should include links to learn more about each option school and program, including the benefits of DLI.

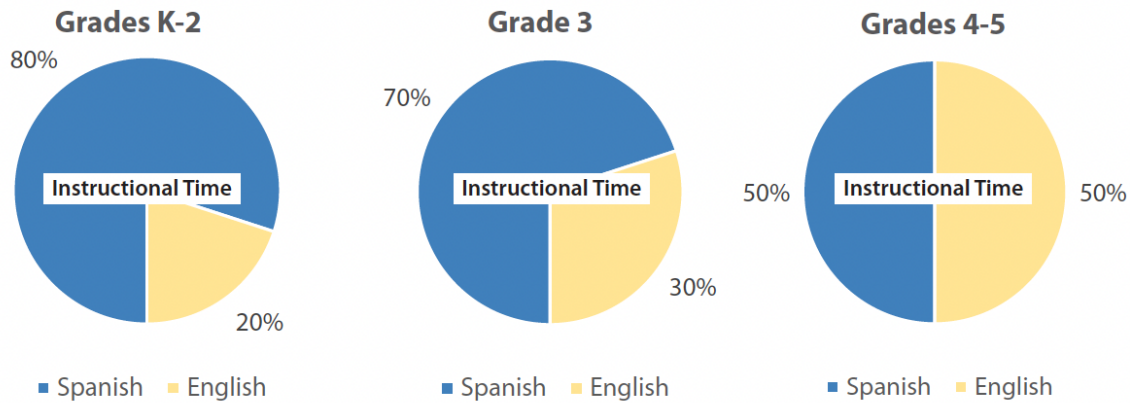
10. How might APS be able to attract and retain high quality bilingual teachers necessary to implement a full early immersion program?

The Dual Language Immersion Program Framework, developed as a result of the DLI Task Force, recommends that DLI schools, the World Languages Office and Human Resources collaborate to develop a plan to recruit, hire and retain bilingual / biliterate staff to teach content in the target language (Spanish) including researching Visa requirements for teachers from Spanish-speaking countries. The rollout scheduled to begin in the fall 2023 and moving up the grade levels as years progress allows additional time for recruitment and hiring of qualified staff.

<b>Year</b>
2022-23 Planning
2023-24 Kindergarten-1st grade
2024-25 2nd grade
2025-26 3rd grade
2026-27 4th grade
2027-28 5th grade

---

## FULL Immersion INSTRUCTIONAL TIME



### 11. How might teachers be placed in the full early immersion model?

Licensed elementary teachers are certified to teach all core subject areas, including literacy and numeracy. It is the principal's discretion to place staff based on skill-set and need. Based on the planned phase-in roll out model, APS principals, Human Resources, the Office of English Learners, and the World Languages Office would have 17 months to collaborate and support principals for the first phase of implementation in the fall of 2023.

### 12. Is 17 months of planning a reasonable timeline to acquire the materials and implement the needed professional learning to ensure a smooth transition from partial immersion to full early immersion?

In working with our consultant who has conducted more than 30 revisionings in the past five years, and based on how long DLI has been in place in APS, she felt that APS could move forward in the fall of 2022 with kindergarten followed by 1st grade in 2023. In response to staff requests that we spend more time planning and supporting teachers in the process, the recommendation is that we roll-out the 80:20 model with kindergarten and first grade in the fall of 2023 allowing time for administrators, coaches, and teachers to carefully plan the details such as a master schedule, adopting core materials in Spanish and securing appropriate assessments.

### 13. Is the research used to show student achievement of language minority students and the closing of the achievement gap comparable to the demographics of APS?

The VDOE Implementing Dual Language Immersion Support Document. The [Dual Language Immersion Education](#) (PDF) contains background information, research, and practical application tools. It includes a lot of the research including from Thomas and Collier.

On page 12, the document shares the following:

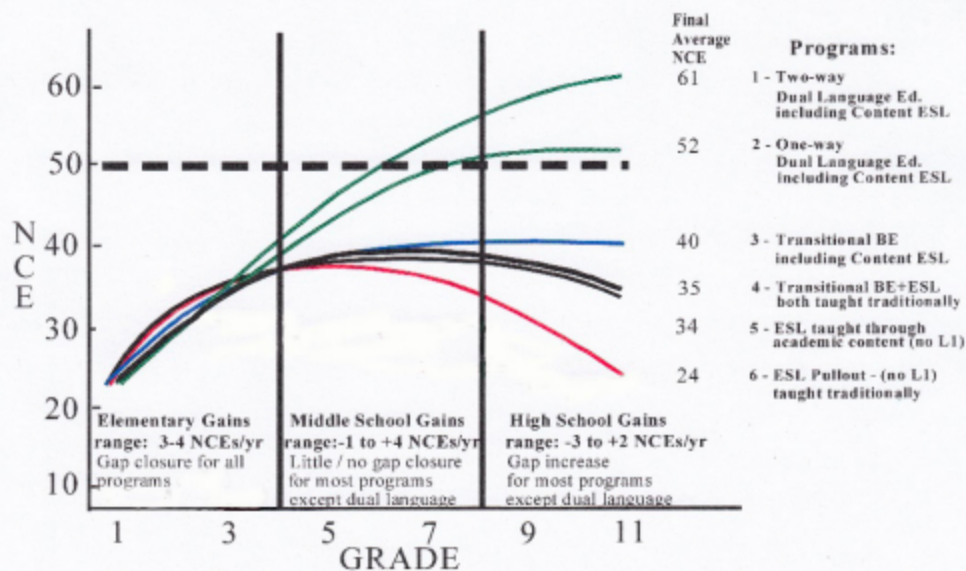
ELs in DL/I programs outperform those in all other ESL models, as summarized in the Figure 3 graph. The data are based on over 6 million student test scores and nearly 30 years of research, depicting the pattern of EL academic performance in language assistance programs offered to them.

This closing of the achievement gap includes historically underachieving subpopulations such as students with diverse learning needs or socioeconomically disadvantaged students. Evaluations conducted at the end of elementary, middle, and high school showed that academic outcomes of bilingually educated students were comparable to, and more often higher than, their monolingual peers, especially in late-exit and two-way DL/I programs. These results are consistent across reading or mathematics achievement, GPA, attendance, high school completion, or attitudes toward school and self (Cazabon et al., 1998; Collier and Thomas, 2012; Curiel et al., 1986; Lambert and Cazabon, 1994; Lindholm-Leary, 2001; Lindholm-Leary and Borsato, 2006; Thomas and Collier, 2002).

## ENGLISH LEARNERS' LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCEs) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS PROGRAM MODELS

Results aggregated from a series of longitudinal studies  
of well-implemented, mature programs

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
- Program 2: One-way Dual Language Education, including ESL taught through academic content
- Program 3: Transitional Bilingual Ed. (TBE), including ESL taught through academic content
- Program 4: Transitional Bilingual Ed. (TBE), including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout – taught by pullout from mainstream classroom with no L1 use



Copyright © 2001-2012, W.P. Thomas & V.P. Collier. All rights reserved.

On page 19, the following statement is pertinent:

Studies also show that, in one-way DL/I programs, both ELs and native English-speaking students benefit from initial immersion in the partner language; comparative studies conclude that students demonstrate higher levels of partner language proficiency when they participate in programs with higher input of the partner language. 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)

