

# Dual Language Immersion Planning





# Multilingual Programs + Services

## District Support Staff

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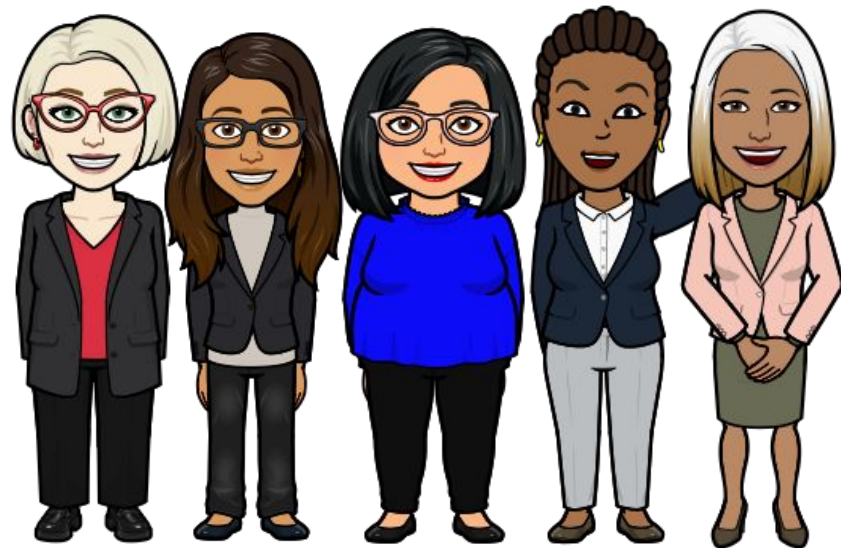
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# AGENDA

- 3 Pillars of DLI
- APS Program Assurances
- Sutton DLI - Data & Courses
- NAHS DLI
- APS Secondary DLI - Next Steps





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# **DLI Programming - A Review**





# Dual Language Immersion is...

A form of education in which students are taught **literacy** and **content** in two languages.





# Dual Language Immersion

 <b>Two Way</b>	 <b>One Way</b>
<p><b>Two language groups schooled through their two languages.</b></p> <p>(By definition, at least one-third must be native speakers of the immersion language, Spanish.)</p>	<p><b>One language group schooled through two languages.</b></p>

## Language Allocation

Percentage of instructional time in each language (50/50; 80/20; 90/10)



# Pillars of Dual Language Education

Cross-Cultural  
Competence



Bilingualism  
& Biliteracy



Academic  
Achievement





# Seal of Biliteracy

- Georgia HB 879
- Passed March 2016
- a diploma seal for achievement of high level of proficiency in one or more languages in addition to English



<b>2017</b>	16
<b>2018</b>	24
<b>2019</b>	27
<b>2020</b>	14
<b>2021</b>	28
<b>2022</b>	26
<b>2023</b>	37



**SY2028 = 1st NAHS DLI Class**



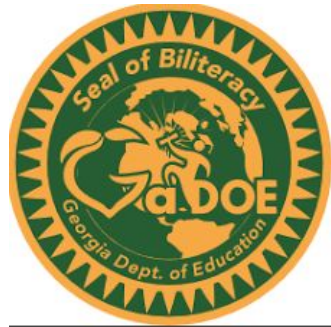
# Seal of Biliteracy Criteria - Georgia

(1) Completion of all ELA requirements for graduation with an overall grade point average of 3.0 or above in those classes;

**and**

(2) Proficiency in one or more languages other than English, demonstrated by passing a AP world language examination with a score of 4 or higher or an IB examination with a score of 5 or higher.

(For languages in which an AP exam is not available, GADOE provides a listing of equivalent summative examinations that districts can use.)





## DIFFERENCES ACROSS ELEMENTARY, MIDDLE, AND HIGH SCHOOL

	ELEMENTARY	SECONDARY
<b>Classrooms</b>	<ul style="list-style-type: none"><li>• <b>Self-contained</b> (teachers instruct in more than one content area)</li></ul>	<ul style="list-style-type: none"><li>• <b>Departmentalized</b> (different teachers for each content area)</li></ul>
<b>Language Allocation</b>	<ul style="list-style-type: none"><li>• <b>50:50, Time-based</b> (students switch teachers half-way through the day)</li></ul>	<ul style="list-style-type: none"><li>• <b>50:50, Period-based</b> (students switch teachers for each content area based on bell schedule)</li></ul>
<b>Content Allocation</b>	<ul style="list-style-type: none"><li>• <b>Spanish:</b> Reading, SLA, Math, Science</li><li>• <b>English:</b> Reading, English Language Arts, Social Studies</li></ul>	<ul style="list-style-type: none"><li>• <b>Spanish:</b> Spanish Language &amp; Literature, 1 core content area (Math, Social Studies or Science), 1 enrichment subject (Fine Arts, PE, etc.)</li><li>• <b>English:</b> English Language &amp; Literature, Remaining core content areas, remaining enrichment subjects</li></ul>



# **SAMPLE 6-8 ARTICULATION**

*(Current Sutton Model based on Dr. Soltero's Design of effective DLI programming)*

6th grade/ Grado 6	7th grade/ Grado 7	8th grade/ Grado 8	6th Grade/ Grado 6	7th Grade/ Grado 7	8th Grade/ Grado 8
Language & Literature/Language & Literature	Language & Literature/Language & Literature	Language & Literature/Language & Literature	Europe, the Americas, & Australia/Europe, the Americas, & Australia	Asia & Africa/ Asia & Africa	Georgia Studies/ Georgia Studies
Language & Literature/Language & Literature	Language & Literature/Language & Literature	Language & Literature/Language & Literature	Earth Science/ Earth Science	Life Science/ Life Science	Physical Science/ Physical Science
Individuals & Societies (Social Studies)/ Individuals & Societies (Social Studies)	Individuals & Societies (Social Studies)/ Individuals & Societies (Social Studies)	Individuals & Societies (Social Studies)/ Individuals & Societies (Social Studies)	<div>Subjects taught in Spanish/ Subjects taught in Spanish</div> <div>Subjects taught in English/ Subjects taught in English</div>		
Science/Science	Science/Science	Science/Science			
Math/Math	Math/Math	Math/Math			
Elective/Elective	Elective/Elective	Elective/Elective			



## SAMPLE CONTENT & LANGUAGE ARTICULATION 6-12

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Spanish Language & Lit	Spanish Language & Lit	Spanish Language & Lit	AP Spanish Language	AP Spanish Literature	IB Spanish Year I	IB Spanish Year II
English Language & Lit	English Language & Lit	English Language & Lit	9th Lit or 9th Lit Honors	English 10th Grade Lit/Comp	English American Lit/Comp	English British Lit/Comp
English or Spanish Social Studies	English or Spanish Social Studies	English or Spanish Social Studies	AP Geography or American Government	English or Spanish Social Studies	English or Spanish Social Studies	English or Spanish Social Studies
English or Spanish Science	English or Spanish Science	English or Spanish Science	Biology or Biology Honors	English or Spanish Science	English or Spanish Science	English or Spanish Science
English Math	English Math	English Math	Algebra I or Alg I/Geom A	English or Spanish Math	English or Spanish Math	English or Spanish Math
Elective in English or Spanish	Elective in English or Spanish	Elective in English or Spanish	English AND Spanish Electives	English AND Spanish Electives	English AND Spanish Electives	English AND Spanish Electives





**APS DLI**





# K-12 Dual Language Immersion Atlanta Public Schools

## Student Experience

Elementary Immersion  
Pre-K-5

Middle School  
Immersion 6-8

AP Language  
9-10

IB / Dual  
Enrollment

University /  
Career

Acquire broad base of content area knowledge and language (50% of day learning core subjects and Spanish Language Arts & Literacy)

Focus on cognition skills and deepening cultural competencies with 50% or day learning in core subjects (social studies or science), connections, and Spanish Language Arts & Literacy

AP Language and Culture Course, AP Literature Course with one or more additional course in Spanish

IB Language with one or more core or elective course in Spanish or dual enrollment

Additional option:  
College & Career  
(Workplace Spanish)

Utilize advanced and professional level language skills to develop biliterate and multicultural workforce; support career pathways that match with language study



# English Learner Demographic Data



Level of Detail

Cluster

Measure Names

Pct EL

Pct Former EL

Cluster

By

Carver

Douglass

Jackson

Mays

Midtown

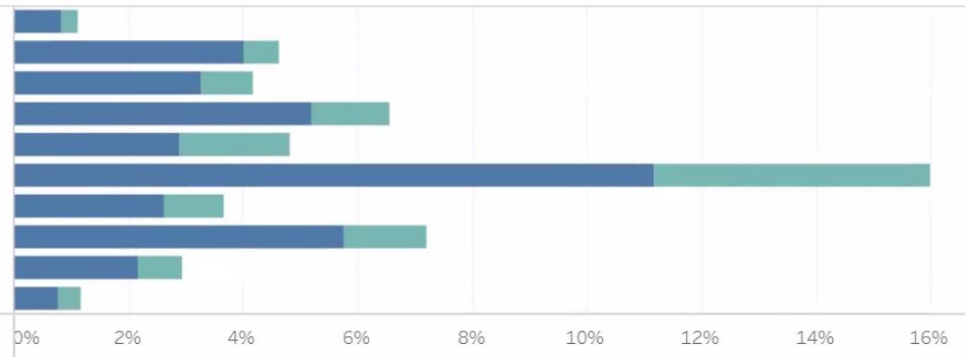
North Atlanta

Single Gender

South Atlanta

Therrell

Washington





# Dual Language Immersion in Atlanta Public Schools

## 2023 – 2024

Benteen Elementary (PreK – 5th)

Bolton Academy (K – 5th)

E Rivers Elementary School (K – 5th)

Garden Hills Elementary School (PreK – 5th)

Morris Brandon Elementary School (K – 5th)

Sarah Smith Elementary School (K – 5th)

Sutton Middle School (6th - 8th)

**2024-2025:** NAHS 9th; MLK 6th

**2027-2028:** Maynard Jackson HS 9th





# Dual Language Immersion Program Assurances



Assurance	Indicator(s) of Fidelity		
1. Instructional model for both English and the partner language are implemented with fidelity.	<ul style="list-style-type: none"><li>Subjects taught according to grade-level content area split with content reinforcement evident on the English and Spanish sides.</li><li>Use of district-provided partner language materials.</li><li>Minutes of instruction in the partner language in core content (K-5: math, science; 6: social studies, 7-8: science), and partner language arts &amp; literacy meet the recommended minimums as demonstrated by DLI schedule..</li></ul>	<ul style="list-style-type: none"><li>By the 50<sup>th</sup> day of school – 1st grade: all students use the target language to communicate with the immersion teacher and other students in the immersion classroom. When students use English, the DLI Spanish teacher redirects language usage.</li></ul>	
2. K-5 Program begins in kindergarten with a two- teacher model and is sustained through grade 5 unless decline in enrollment necessitates other alternatives. Secondary DLI model pairs ELA and SLA teachers for collaboration and planning.	<ul style="list-style-type: none"><li>Immersion language teachers are “highly qualified” and hold an Elementary Ed Certificate. Secondary DLI teachers hold certification in core content areas. All DLI Spanish Partner teachers must hold Spanish certification with demonstrated Spanish proficiency on OPI and WPT at Advanced-Mid or higher.</li><li>English Partner Teachers in 2-way programs must hold ESOL Endorsement or are currently enrolled in ESOL Endorsement program and have a non-renewable ESOL certificate on file with GAPSC..</li></ul>	5. Schools and district monitor student language development.	<ul style="list-style-type: none"><li>The Student Spanish Proficiency Report (SSPR) is shared with parents during Parent Conferences in October.</li><li>The SSPR is completed for all students each year in grades K-5.</li><li>External student proficiency assessment (STAMP) is administered in grades 1<sup>st</sup> and up to all DLI students.</li></ul>
		6. Schools and district monitor student academic progress in math and ELA.	<ul style="list-style-type: none"><li>Collect comparative data between immersion and non-immersion students within the same school at least twice per year. (MAP, Benchmarks, Common Assessments, and state-mandated assessments, when applicable.).</li></ul>
3. Partner language teachers are role models of language use through communication in the target language in the classroom at all times and in front of their students in all school environments with explicit connections to partner language through the Bridge and translanguaging.	<ul style="list-style-type: none"><li>DLI Spanish teachers deliver instruction in Spanish 100% of the time with English only used for bridging and translanguaging.</li><li>DLI Spanish teachers are role models of Spanish language proficiency through consistent utilization of Spanish in front of the students in the hall, in the cafeteria, and other locations throughout the school.</li></ul>	7. English and Spanish partner teachers collaborate as an immersion team on a weekly basis.	<ul style="list-style-type: none"><li>Dual Immersion teams dedicate at minimum 30 minute grade level/content planning and use a template to ensure content instruction i Weekly Collaboratio may be submitted to</li></ul>
		8. English and Spanish partner teachers collaborate as a vertical immersion team on a monthly basis.	<ul style="list-style-type: none"><li>Dual Immersion team minimum 60 minute collaborate to ensure content instruction i articulated across gr</li></ul>
		9. Immersion teachers (both English and Spanish) participate in ongoing immersion- specific professional learning.	<ul style="list-style-type: none"><li>Attendance by all DLI teachers at district and cluster- sponsored professional learning sessions and DLI PLCs.</li><li>Attendance of DLI teachers to GADII.</li></ul>
		10. School principals and district immersion administrators engage in professional learning around immersion that increases their capacity to scale and support immersion programming.	<ul style="list-style-type: none"><li>Attendance by APs and principals in GADII and other DLI conferences.</li><li>Attendance by principal and/or designated school-level administrator in district-provided DLI professional learning.</li><li>Provide evidence of adherence to DLI Fidelity Assurances.</li></ul>



# DLI Study Abroad

- ES - Costa Rica / Puerto Rico
- MS - Costa Rica / Puerto Rico
- HS - Proposed - Spain



## DLI Spanish Immersion Study Abroad Experience

**APS** has partnered with **Xperitas Travel**  
to offer opportunities for 2024.

Videos

[Learn More](#)

Contact Us



Costa Rica



Costa Rica



Puerto Rico



Puerto Rico



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# **Sutton DLI - Current Data**



# Milestone and MAP Results

Select a School

Sutton

Select Exam

Reading

Test Language

English Spanish

Filter Test Language

(All)

Filter Tested Grade

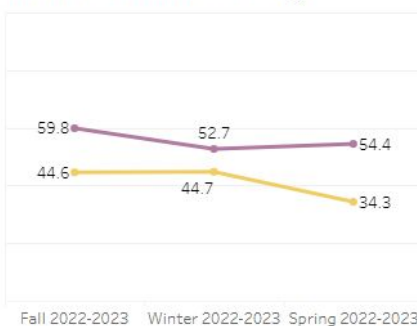
07

MAP End Year Filter

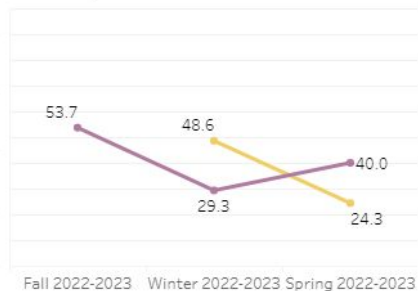
2023

DLI Performance by Test Language

DLI MAP Percentile: Reading



DLI MAP % Met Growth from Fall: Reading



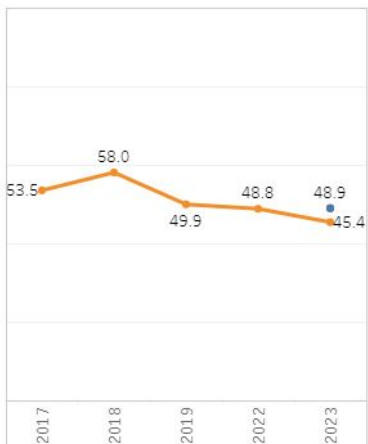
DLI

DLI

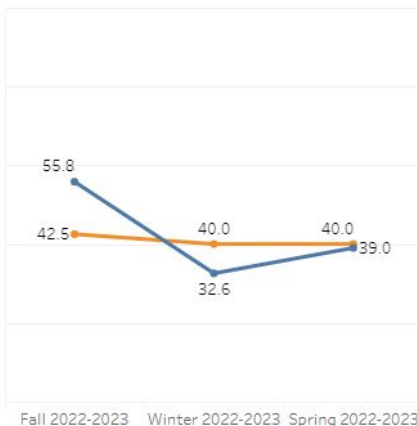
Not DLI

DLI vs. Not DLI

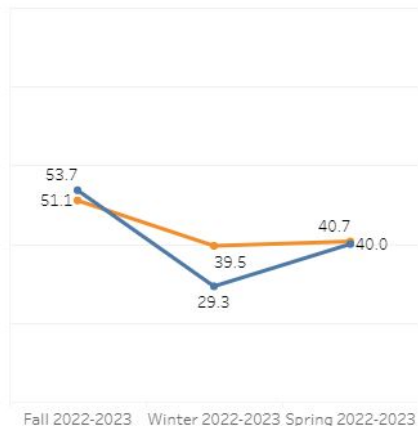
Milestones % Proficient: ELA



MAP % Proficient: Reading



MAP % Met Growth from Fall: Reading





# Milestone and MAP Results

Select a School

Sutton

Select Exam

Math

Test Language

English Spanish

Filter Test Language

(All)

Filter Tested Grade

07

MAP End Year Filter

2023

DLI Performance by Test Language

DLI MAP Percentile: Math

52.2 52.2 49.6

Fall 2022-2023 Winter 2022-2023 Spring 2022-2023

DLI MAP % Met Growth from Fall: Math

100.0 47.5 48.8 37.5

Fall 2022-2023 Winter 2022-2023 Spring 2022-2023

DLI Not DLI

Milestones % Proficient: Math



MAP % Proficient: Math

45.2 48.8 40.0 35.8 35.7 31.7

Fall 2022-2023 Winter 2022-2023 Spring 2022-2023

MAP % Met Growth from Fall: Math

47.5 47.0 48.8 37.5 41.3 29.8

Fall 2022-2023 Winter 2022-2023 Spring 2022-2023

DLI vs. Not DLI



Select School

Sutton

Year

2023

Grade

07

Subject

ELA

achievement level

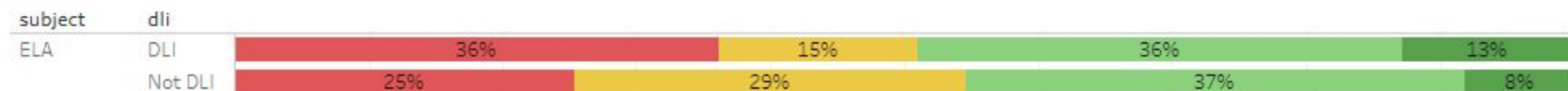
Beginning Learner

Developing Learner

Proficient Learner

Distinguished Learner

## Milestones 2023



Subgroup 1

All

Subgroup 2

EL

## Percent Proficient

## Legend

N<10

N>=10

subject

Subgroup 1

Subgroup 2

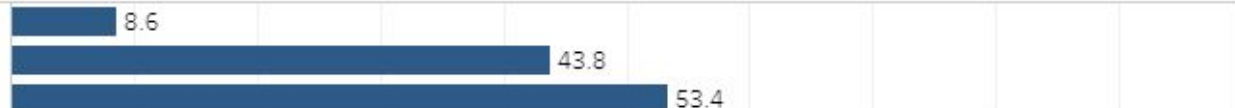
ELA

All

EL

Former EL

Not EL



Sort by:

Name



Select School  Year  Grade  Subject  achievement level

☐ Beginning Learner
 ☐ Proficient Learner
 ☐ Developing Learner
 ☐ Distinguished Learner

## Milestones 2023

subject	dli				
Math	DLI	38%	19%	28%	15%
	Not DLI	28%	34%	24%	14%

Subgroup 1

Subgroup 2

## Percent Proficient

### Legend

N<10 ☐

N>=10 ☐

subject	Subgroup 1	Subgroup 2								
Math	All	EL	7.4							
		Former EL	34.4							
		Not EL	45.1							

Sort by:



# Sutton Middle School Dual Language Immersion Courses/Curriculum



# Language & Literature: Focus on Biliteracy

English Language & Literature  
**Amplify Curriculum**

Spanish Language & Literature  
**Adelante Curriculum (6th, 7th)**  
**Galería (8th)**

**Biliteracy Units Aligned to IB and ESOL Framework**



Language Arts Standards are allocated across program languages via biliteracy units (themes). Students are thus exposed to **enhanced literacy and language instruction** focused on building biliteracy..



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# DLI Spanish Courses SY2023

<b>Grade Level</b>	<b>Spanish Language Development</b>	<b>Core Content in Spanish</b>	<b>Connections</b>
6th	DLI Language Arts & Literacy	Social Studies	Visual Arts DLI Media literacy DLI culture and History DLI Literature (rotation)
7th	DLI Language Arts & Literacy	Science	
8th	DLI Language Arts & Literacy (HS Spanish Level 3)	Science	



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The Global Seal realizes the value of language credentials and was established to provide an opportunity for ALL language users and students to earn recognition for their language proficiency skills. The Global Seal of Biliteracy by design is inclusive, embracing all languages and learners, with the intent to provide equal access and expanded opportunity.

## Tests and requirements

FIRST/NATIVE LANGUAGE OF CERTIFICATION REQUIREMENT			
Global Seal candidates in the U.S. must MEET both English and other language qualifying criteria			
APPROVED TESTS & ASSESSMENTS	FUNCTIONAL FLUENCY AWARD	WORKING FLUENCY AWARD	PROFESSIONAL FLUENCY AWARD
Met all first/native language requirements for graduation	Has met all 8th grade/primary school first/native language requirements, candidate may be asked to submit a transcript	Has met all 11th grade/secondary school first/native language requirements, candidate may be asked to submit a transcript	Has met all college or university first/native language requirements, candidate may be asked to submit a transcript



### WHAT DOES THE SEAL OF BILITERACY DO FOR YOU?

Being able to speak more than one language is a valuable asset that can open up many doors in an individual's life. A Seal of Biliteracy can be a powerful tool to earn college credit, apply for a scholarship or study abroad program, access greater [career opportunities](#), and qualify for pay differentials. According to the 2019 report, [Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers](#), by Ipsos Public Affairs that surveyed 1,200 U.S. employers, language skills are critically needed in a wide variety of career sectors and may result in higher salaries. Some states offer State Seal of Biliteracy recipients automatic college credit at their state university institutions. Regardless having a Seal of Biliteracy can help you stand out on college applications, such as the [Common App](#).

## STAMP 4S & 3S

### Test Scale:

ACTFL

### Languages:

Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Chinese (Mandarin), Polish, Portuguese (Brazilian), Russian, Spanish, Swahili, Yoruba

### Cost:

Visit the Avant Assessment website for more information or contact them for pricing and ordering.

### Functional Fluency:

5 or higher on all sections (Intermediate-Mid)

### Working Fluency:

7 or higher on all sections (Advanced-Low)

### Professional Fluency:

Does not qualify



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# **Sutton DLI -** Spanish Proficiency




# Language Proficiency - STAMP Assessment

- Created by a team of World Language Coordinators, the Center for Applied Linguistics, and the Center for Applied Second Language Studies.
- Administered to students annually starting in Grade 1
- Assesses proficiency level in the language domains: Listening, Speaking, Reading and Writing
- Cost covered by district





## Sutton STAMP Summary

School Tested 

Sutton

Grade Tested

(All)

Year Tested (End Year)

(Multiple values)

Most Recent Test

domain

Listening

Reading

Speaking

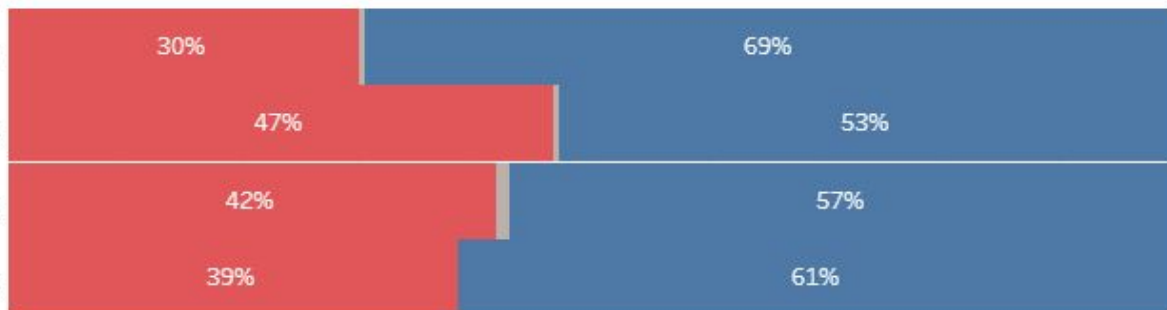
Writing

met target

Met

No Score

Not Met



Level

7

6+

6

5

4

3

2

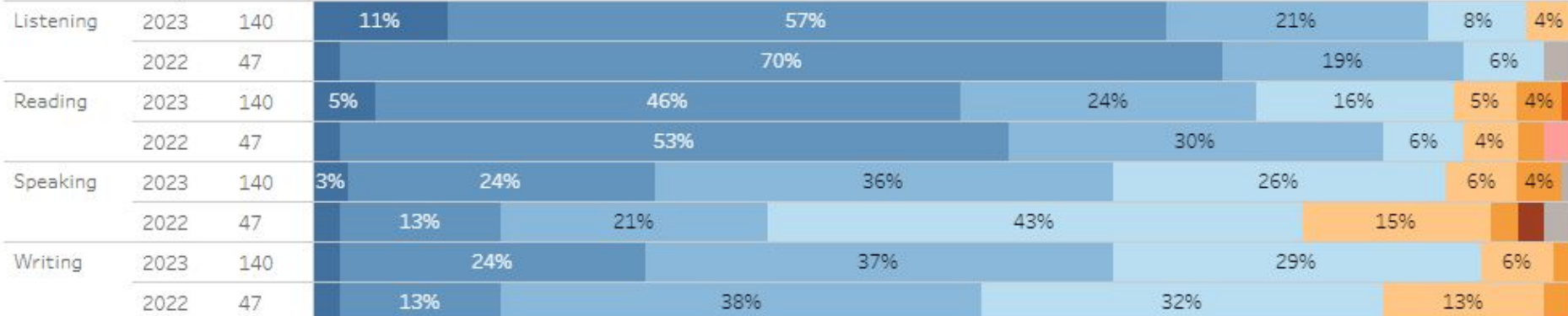
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NS

IP

domain endyear tests





# STAMP Test

7

Listening  
Advanced Low

Speaking  
Intermediate High

Reading  
Intermediate High

Writing  
Intermediate High

## Summary

Testing Group Averages for 02/05/2023 - 10/30/2023



- INTERMEDIATE

4 Intermediate-Low

5 Intermediate-Mid

6 Intermediate-High
- ADVANCED

7 Advanced-Low

8 Advanced-Mid

9 Advanced-High



# Spanish Proficiency Targets

Grade	Listening	Speaking	Reading	Writing
6	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid
7	Advanced Low	Intermediate High	Intermediate High	Intermediate High
8	Advanced Low	Intermediate High	Advanced Low	Intermediate High
9	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
10	Advanced Mid	Advanced Low	Advanced Mid	Advanced Low
11	Advanced High	Advanced Mid	Advanced High	Advanced Mid
12	Advanced High	Advanced Mid	Advanced High	Advanced Mid



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# **Secondary DLI - Planning for High School**



# 9th grade Academic Planning

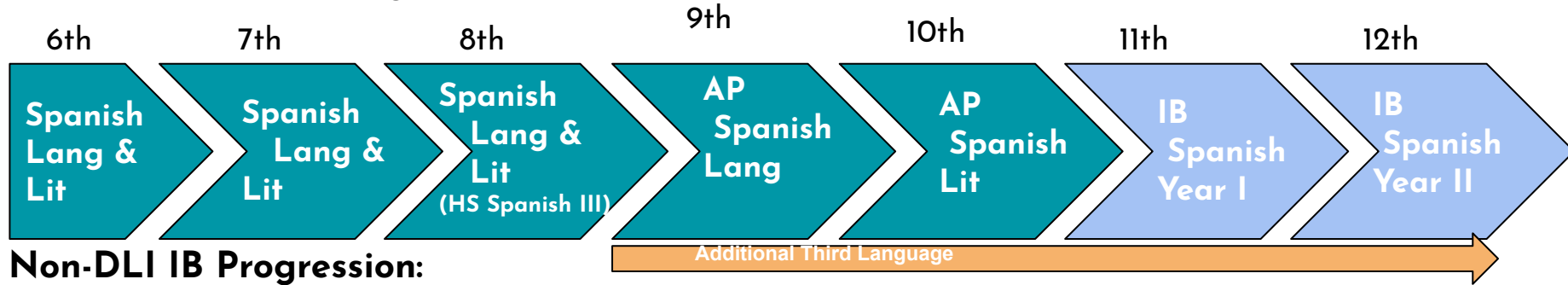
- **ELA:** 9th Lit
  - **Science:** Biology or Biology Honors
  - **Social Studies:** US World Affairs/ American Govt
  - **Electives:** Art, Music, Health, PE, etc
  - **Math:** Algebra I or Geometry
  - **Spanish:** AP Spanish
- Goal: at least two courses in Spanish



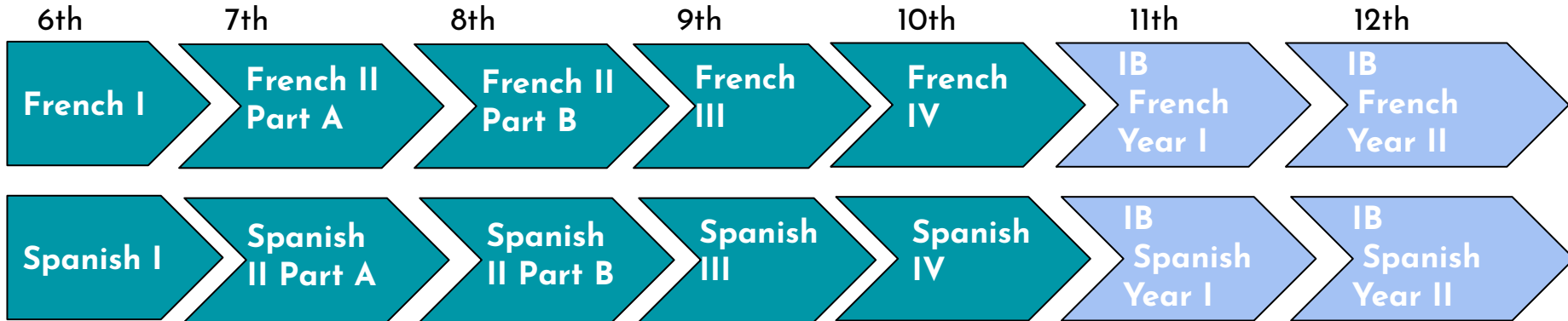
# North Atlanta Cluster

Optional/IB track -  
IB Bilingual Diploma

## Proposed DLI IB Progression:



## Non-DLI IB Progression:



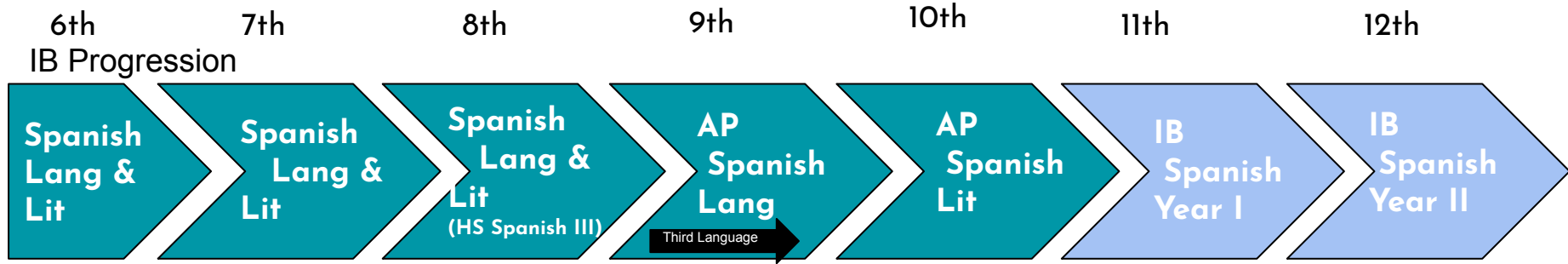
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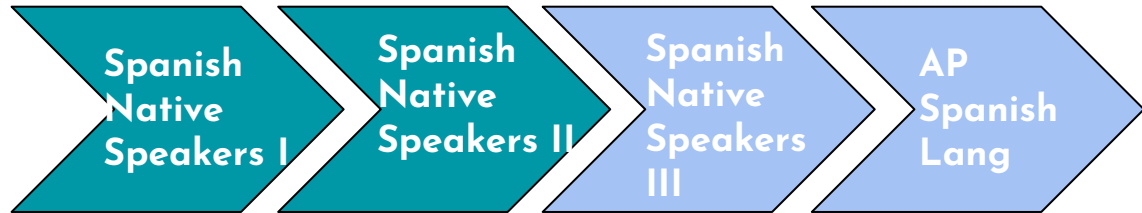
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# DLI Program - World Language Progression Options



Consideration: EL Newcomers with limited formal education



Consideration: Progression for Non-IB



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# APS Secondary DLI - Next Steps

- MS Level - The Global Seal
  - Certification: Functional Fluency
- IB Bilingual Diploma
  - Grade 3 or higher in two languages selected from the DP courses in L&L
  - Grade 3 or higher in L&L or I&S and Science completed in a different language.
- ISA (K-12th)
- DLI Study Abroad Immersion Opportunities



# APS Secondary DLI - To Do List

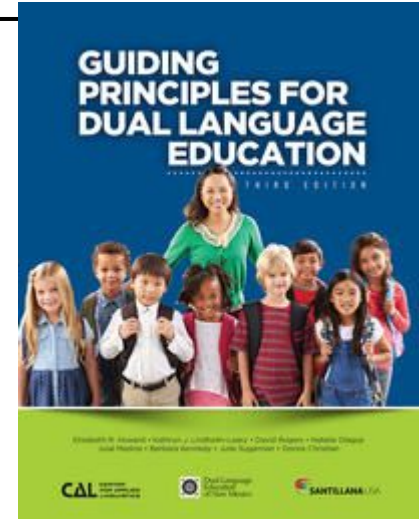
- Identify current NAHS teachers for DLI in SY2025 (AP Spanish, SNS, Elective, Core Content) - NAHS DLI Team
- Identify Staffing Needs for SY2025 DLI
- Hold DLI 8th Grade Parent/Student Meeting (Wed November 29th, 5:30pm)
- Update NAHS Academic Planning Guide 2024 -25, Website, and other areas to include DLI guidance
- Schedule NAHS DLI PLC meetings and Sutton visits for NAHS DLI Team
- Identify areas of need and timeline
- ?



# Important Reading

## Guiding Principles for Dual Language for Dual Language Education

By Center for Applied Linguistics

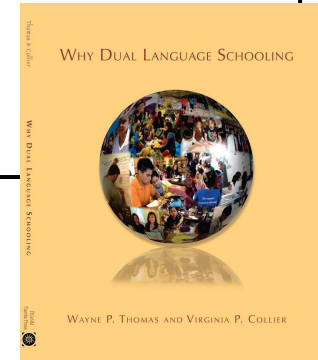
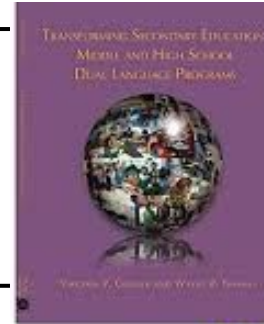




# DLI Book Study

## Why Dual Language Schooling

By Thomas & Collier



## Transforming Middle and High School Dual Language Programs

By Thomas & Collier



**Questions?**

