

PPS DUAL
LANGUAGE
IMMERSION
PROGRAM REVIEW

August 23, 2022

Board Meeting
Presentation

Princeton Public Schools



Live to Learn, Learn to Live

INTRODUCTIONS

- Dineen Gruchacz, Principal of Community Park Elementary School
- Priscilla Russel, Supervisor of World Languages, ESL/Bilingual, and Dual Language Immersion Programs
- Kim Tew, Assistant Superintendent of Curriculum and Instruction



DLI AT PPS

- 2013: Began planning for DLI at CP
- 2015: First cohort launch in Kindergarten and 1st grade
- 2016: Lottery for Kindergarten
- 2017: Full DLI Kindergarten cohort
- 2018: DLI program open to all elementary schools
- 2020: First DLI cohort arrives at PMS
- Spring 2022: Formal Program Review conducted by Center for Applied Linguistics (CAL)
- Fall 2022: DLI Tri-States Visitation
- 2023: First DLI cohort arrives at PHS

IMPACT OF THE PANDEMIC & PPS FLEXIBLE THINKING

- While the world struggled with remote learning, CP and other DLI schools had to devise creative ways to serve children's learning needs – learning language AND content.
- Comprehension precedes productive language. We set up an entirely remote, two teacher model of instruction. We created an entire year of remote learning for our youngest DLI students, grounded in consistency. For parents who wanted their children at school for the hybrid model, we provided that as well.
- For most of our students from low socioeconomic backgrounds, connectivity issues were ever present. Many students did not have a place to “do” remote school, or the resources to make it happen. While the district went “one-to-one” and hot spots were distributed, the technology did not always work. Students in this demographic were often absent from instruction. Teachers went to great lengths to communicate with parents/guardians to connect students with instruction.
- Despite these challenges, we were able to continue to provide instruction and sustain our DLI programming.



The Center for Applied Linguistics (CAL) was contracted to conduct a review of our Dual Language Immersion Program during the 2021-2022 school year



CAL is a non-profit organization founded in 1959 with the mission to promote language learning and cultural understanding by serving as a resource for research, policy analysis, and equitable access



CAL conducted an analysis of district achievement scores and programming costs as well as conducted focus groups with families, students, and staff about the DLI program

CENTER FOR
APPLIED
LINGUISTICS

PRIMARY RESEARCH
QUESTION

- Are the DLI programs in existence now meeting the goals established at the program's inception seven years ago?

SUB-RESEARCH QUESTIONS

- How does the demographic profile of students in the DLI programs compare with other elementary and middle schools?
- What is the demographic profile of students served currently in the dual language program?
- How does the academic performance of students in the DLI program compare with students of similar backgrounds in non-dual language programs?
- What is the level of acquisition of Spanish on the part of students in the DLI program?
- What are the reasons that eligible in-boundary and out-of-boundary families decide to opt into or opt out of the DLI program?
- What do staff, parents, and students believe are the best aspects of the DLI programs today?
- How do staff, parents and students believe the DLI programs can be improved?
- Is the per-student cost for educating students at the elementary DLI program equivalent to that which is spent at non-DLI elementary schools that do not have specialized programming?
- What additional costs can be attributed to transportation costs given that DLI program at CP is a choice for parents districtwide?

FINDINGS: COMMENDATIONS

REPORT COMMENDATIONS

The DLI program is entering its eighth year of successful implementation with DLI students entering 8th grade in September

The DLI teachers and paraprofessionals in the DLI programs at Community Park and Princeton Middle School are entirely dedicated to the program and work tirelessly to provide the best to the students in the program

The parent community is highly invested in having their children in the program as evidenced by the participation of 44 parents in the voluntary focus groups

Parents and students reported many benefits they see for their children and themselves as Spanish-English bilinguals

COMMENDATIONS
CONTINUED

DLI Program representatives understand and are enthusiastic about the need for programmatic and instructional improvements

District representatives and the BOE are interested in the success of the program: they contracted the evaluation

FINDINGS: RECOMMENDATIONS

FINDINGS AND
SHORT-TERM
RECOMMENDATIONS
(STR)

Finding: Teachers need a full-fledged Spanish Language Arts curriculum to further develop Spanish acquisition

STR: Together with the purchase of a Spanish Language Arts curriculum, provide professional development to teachers on teaching for biliteracy

Note: a Spanish Language Arts curriculum was approved at the July 2022 BOE meeting, professional development will be provided beginning in September 2022

FINDINGS AND SHORT-
TERM RECOMMENDATIONS
(STR)

Finding: The DLI Parent Compact (the parent commitment to the DLI program) has been difficult to enforce, especially during the pandemic

STR: Revisit the parent compact and its enforcement

Finding: Due to the pandemic's cessation of testing, the academic performance of DLI-students vs. Non DLI-students cannot be adequately evaluated

STR: Ensure that DLI student performance in English can be compared with students in non-DLI program in the future (understanding that growth for students in DLI programs is more conservative than for students in monolingual programs in the early years) and pay special attention to sub-groups such as our Spanish heritage speakers' performance

FINDINGS AND LONG-
TERM RECOMMENDATIONS
(LTR)

Finding: The district requires a multi-year, district-level strategic plan for enhancing, supporting, and extending the DLI program

LTR: The district should organize a team to develop a multi-year strategic plan, with staff and community input, and the plan should be communicated widely

Finding: Compared to other populations, Spanish-speaking families whose children would be best served in a program where they learn and maintain their first language are less likely to enroll their children in the DLI program

LTR: A concerted outreach effort should be undertaken on the part of the district, the school, and the community to communicate the advantages of the program to Spanish-speaking families

**FINDINGS AND
LONG-TERM
RECOMMENDATIONS
(LTR)**

Finding: Spanish-speaking families tend to gravitate toward Johnson Park because the school has a PreK program

LTR: Develop a PreK program at CP and leverage district liaisons to highlight the benefits of DLI. This might entice families of Spanish-speaking children to enroll in the school

Finding: There are additional transportation costs associated with students opting into or out of the program

LTR: If concerted efforts are made to communicate the benefits of the program to in-boundary CP families, transportation costs would be reduced

ADDITIONAL CONSIDERATIONS

COSTS OF DLI PROGRAM COMPARED TO TRADITIONAL PROGRAM

Program	# of students	# of class sections	Average per section	Teacher cost	Teacher cost per section	Aide cost	Cost per section with 6 DLI Aides	Per pupil cost with 6 DLI Aides
DLI	269	16	16.8125	\$1,701,280	\$6,324.46	\$361,868	\$128,947	\$7,669.69
Traditional	1,007	56	17.98214	\$5,954,480	\$5,913.09	0	\$106,330	\$5,913.09

TRANSPORTATION COSTS FOR OPT-OUT STUDENTS

Destination school	Number of students transported	Number of opt-out student who walk or are driven
JP	33 (of which 4 have IEPs)	1
LB	12 (of which 1 has an IEP)	1
Riverside (gen. ed students)	5	
Princeton Charter	1	
Total students	51	2

Total cost of transportation for CP opt-out students: \$45,507.87

TRANSPORTATION COST FOR OPT-IN STUDENTS

School of origin	Number of students transported	Number of opt-in students who walk or are driven
JP	5	1
LB	4	
RS (gen ed.)	5	1
Total	14	2

Total cost of transportation for CP opt-in students: \$9,193.35

Total cost of transportation related to opt-in and opt-out for DLI program at CP:
\$54,701.22

NEXT STEPS



The district has purchased a Spanish Language Arts curriculum to support K-5 biliteracy, a rollout will take place in September 2022



The district will host a Tri-States visit in the late fall of 2022; it will focus on soliciting feedback on the DLI program's curriculum and instructional practices



Review of 2021-2022 standardized testing data and internal measures to determine student needs and areas for growth

NEXT STEPS, CONTINUED



DEVELOPING A DISTRICT-WIDE
VISION FOR OUR DLI
PROGRAMMING



DELVING MORE DEEPLY INTO COST
PER PUPIL ANALYSIS BETWEEN DLI
AND TRADITIONAL PROGRAMMING



DEVELOPING A COMMUNICATION
PLAN AND LEVERAGING OUR
COMMUNITY LIAISONS FOR
TARGETED OUTREACH AND
SUPPORT OF SPANISH-SPEAKING
FAMILIES



BEGIN DISCUSSION OF PREK
EXPANSION AT COMMUNITY PARK

BOE Q&A

