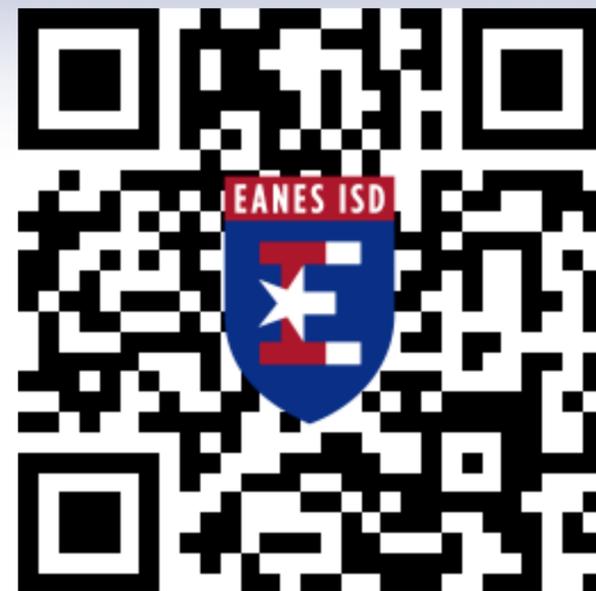


Futuro

Parent Meeting on Spanish Immersion
December 5, 2022



PRIORITIES

RECRUIT AND
RETAIN THE **BEST**
EDUCATORS

BE THE **BEST** SCHOOL DISTRICT
FOR ALL OUR COMMUNITY,
STAFF AND STUDENTS

DEVELOP AND SUPPORT OUR
LEADERS TO BE THEIR **BEST**





status quo

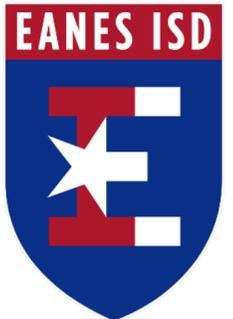
Futuro

SPANISH IMMERSION IN EANES ISD





your





our





all





long-term

changes &

implementations



A large, hand-drawn style yellow spiral graphic with a pinkish-purple outline, located on the left side of the slide. It is surrounded by several smaller, similar yellow shapes.

long-time **challenges &** **implications**





Agenda

Introductions

Presentation

Questions



INTRODUCTIONS



Participants

SHERI BRYANT
Principal, BPE

LAURA COAXUM
Principal, CCE

LESLEY RYAN
Principal, EE

TIFFANY PHELPS-SHIPMAN
Principal, BCE

MOLLY MAY
Asst Superintendent, CIA

CHAD BURNETT
Director, CIA

HEATHER MEEK
Director, CIA





Presentation

- Timeline
- Benefits/Successes
- Challenges
 - ▶ Instructional minutes & implications
 - ▶ Professional learning
 - ▶ Retention and recruitment
 - ▶ Program inequities
 - ▶ Funding
- Middle School Model
- Next Steps
- Questions





Acknowledging Teachers

- We value all of our teachers
- The teachers have been honest and forthcoming
- The teachers work hard and do their jobs well
- Students are learning and progressing in both SI and traditional classrooms
- There is no blame - there are facts and information and problem solving
- Each new year is still a pilot with Spanish Immersion
- SI evolved during COVID
- Administration's job is to recognize barriers and challenges and support teachers so they can support students
- We want to create a sustainable program for all students to thrive that retains and attracts high-quality staff



BACKGROUND



Spanish Immersion Timeline



Fall 2016 EISD
Discovery Process &
Committee Formation

August 2017
BPE/CCE Kinder
Implementation

August 2018
BCE/EE Kinder
Implementation

December
2019 Pilot
Committee



COVID



April 2009
Report to
Board

June 2010
Report to
Board

February 2017
Report to
Board

December 2017
Report to
Board

December 2019
Report to
Board

April 2022
Report to
Board

October 2022
Report to
Board

BENEFITS/SUCCESSSES



Immersion Program Benefits

- **Academic and Educational** - standardized assessments
- **Language and Literacy** - language proficiency
- **Cognitive Skills** - problem solving; selective control, inhibitory control
- **Employment Skills** - globally competitive skills
- **Cultural Competency** - communication and appreciation

*Center for Advanced Research on Language Acquisition



Eanes ISD Successes

- **On-going commitment from administrators, staff and parents**
- **Fluent and progressing Spanish learners**
- **Student engagement in the program**
- **Increased cultural awareness**
- **Sustained academic achievement**
- **Continued interest in the program**



CHALLENGES



Program Challenges

- **Staffing** - Lack of teachers, teacher educators and immersion specialists
- **Teacher preparation** - Specific professional learning for content, language and literacy within an integrated subject-matter-driven language program; supports for assessment and intervention within an immersion program for struggling learners
- **Curriculum development** - Developmentally appropriate materials and resources that meet state standards
- **Learner variability** - Language proficiency, literacy development, achievement abilities and special needs that grow exponentially when learning occurs in two languages

*Center for Advanced Research on Language Acquisition



Program Considerations

April 2009

- **Recruitment of highly qualified teachers (certification, experience, model)**
- **Enrollment (how to begin, attrition, demand)**
- **Transfers (magnet program/pilot, student selection, transportation)**
- **Facilities (building capacity/program feasibility, budget implications)**
- **Time (extended school day)**
- **Achievement (initial slower achievement, parental support at home)**



Eanes ISD Challenges

December 2017, December 2019, October 2022

- Recruitment and retention of teachers and substitutes
- Parity of sections, class size, staffing and supports
- Funding & resources
- Access and supports for diverse needs and populations
- Professional learning communities and professional development
- Inequities between immersion and traditional (students and staff)



FUTURO

Challenges

- ★ Recruitment and retention of immersion teachers:
 - Difficulty securing highly qualified, fluent teachers
 - Offering stipends and bonuses competitive with other districts
- ★ Spanish-speaking substitute teachers
- ★ District long-term goal beyond the elementary grades
- ★ Time for teachers to participate in vertical collaboration
- ★ Professional development, both external and internal
- ★ Parity of sections, class sizes, staffing and supports



Eanes ISD Challenges

December 2017, December 2019 & October 2022

- Meeting the needs of all students in all programs
- Divisions among parents
- Scheduling/model in 5th grade & middle school
- Curricular Resources
- Instructional minutes
- Language development

CHALLENGE: Preparing for the Future

IF Spanish immersion continues and expands to the intermediate grades, there will be *administrative decisions*:

- Adjusting for departmentalization of subjects, compacted math and collaborative teaching of students with special needs
- Navigating the present model's affordability, sustainability, sectioning and coordination *without sunseting the program*
- Determining if current assessments are the best instruments to evaluate fluency and proficiency
- Considering curricular and scheduling impacts on the middle schools and high school

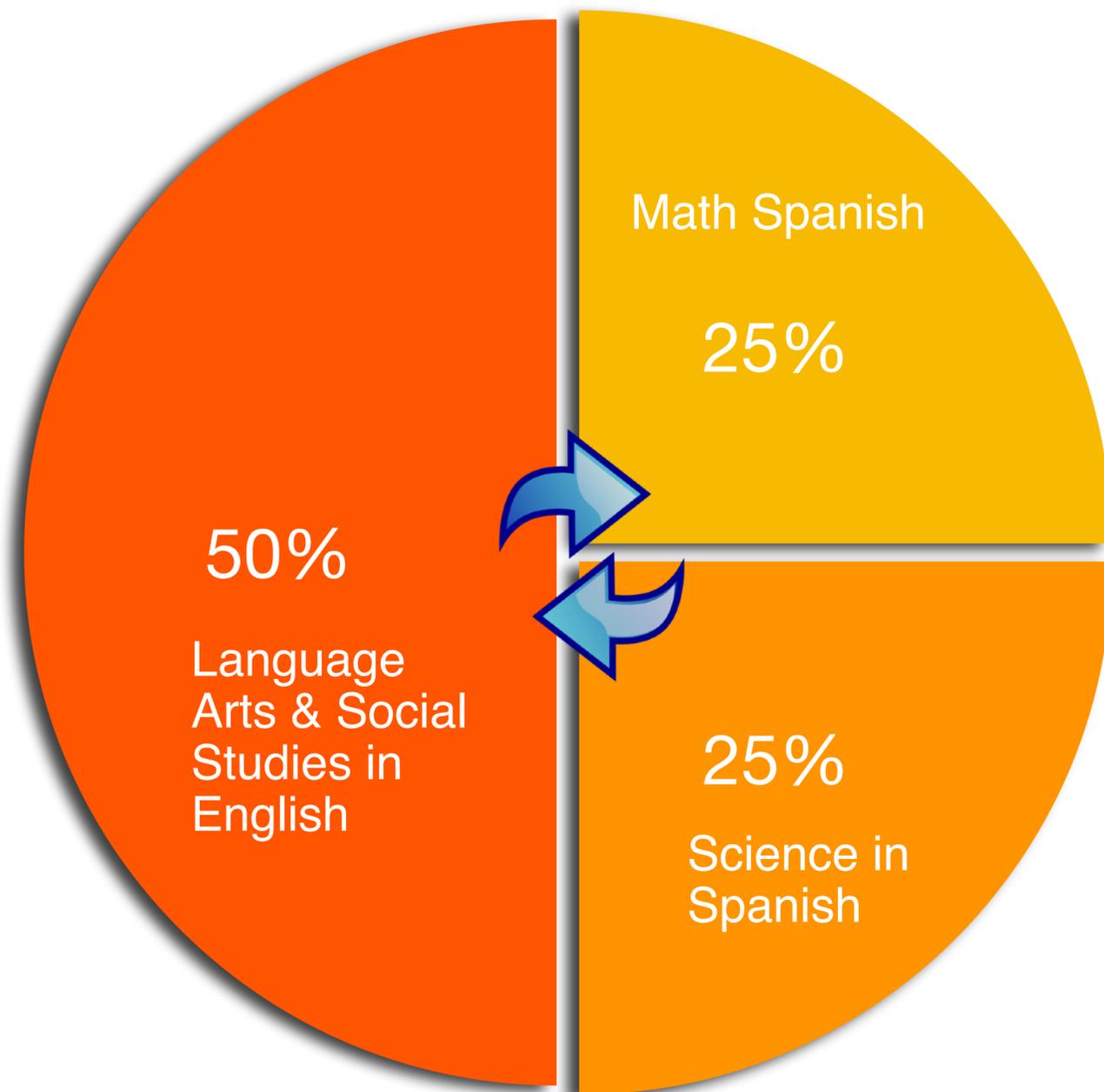


CHALLENGES: INSTRUCTIONAL TIME



Challenges: Instructional Time

December 2019
50/50 Model

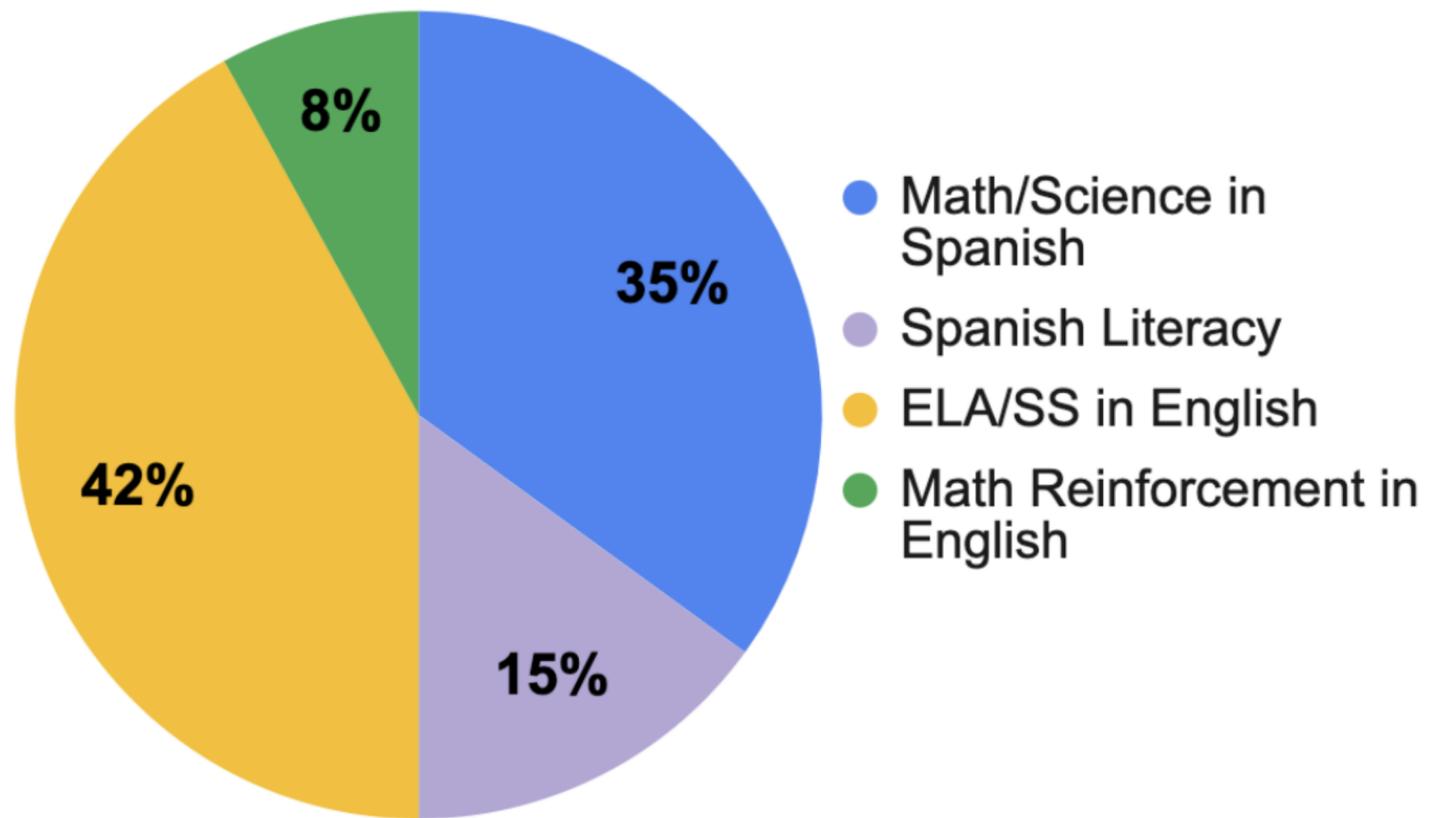


- Need for literacy in Spanish
 - Vocabulary and language
 - Shift in 5th grade (compacted math)
- Need for math reinforcement

Challenges: Instructional Time

2020 - 21
50/50 Model

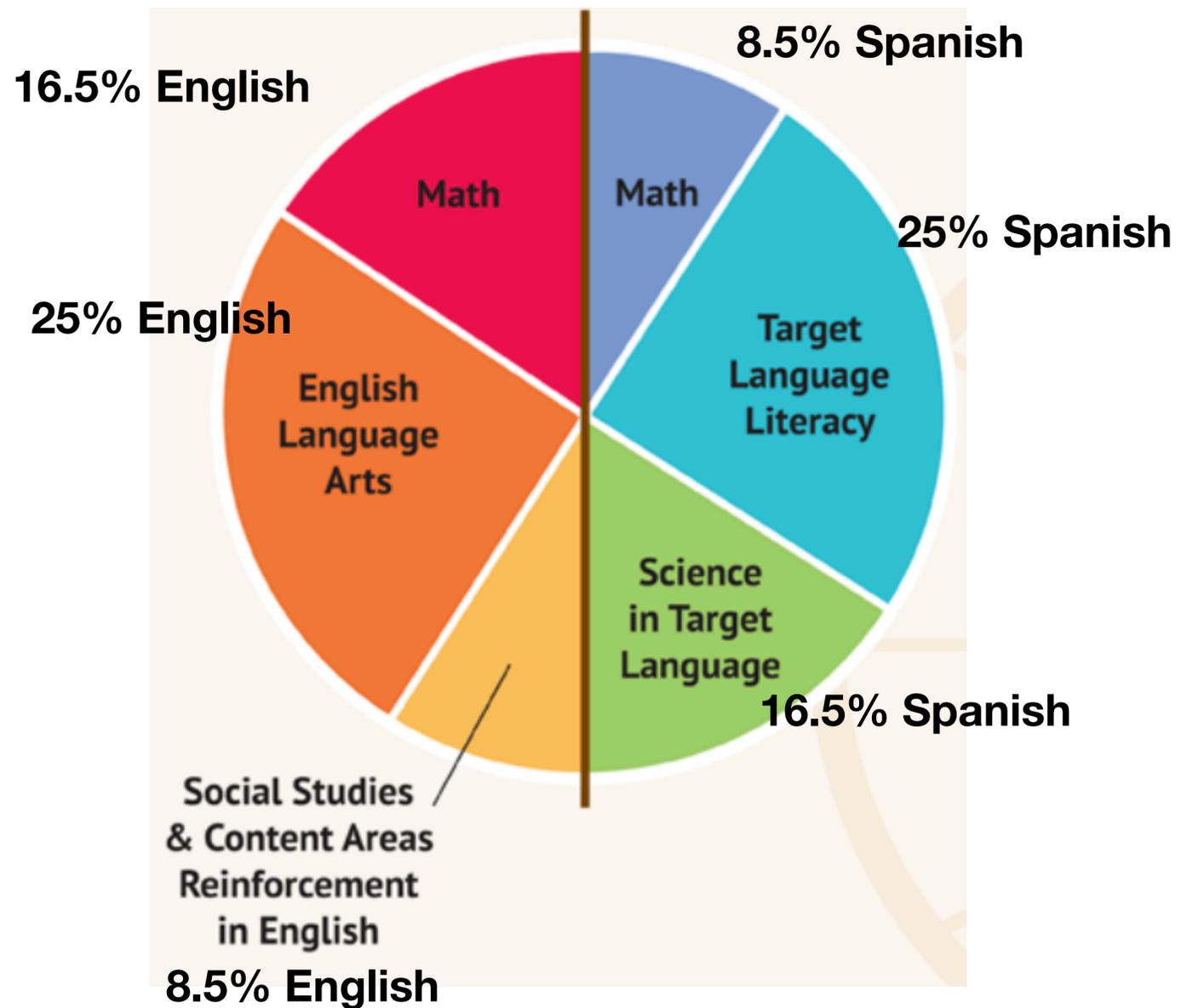
**EISD Spanish Immersion Program
K-3rd Instructional Model**



- 2020-21 school year (COVID- blended model)
- Maintained the 50/50 model
- English side teacher is doing math reinforcement not initial math instruction
- Additional instructional time for literacy
 - New instructional resources
 - Additional professional learning
 - Misalignment with instructional minutes

Challenges: Instructional Time

December 2019
50/50 Model 4th & 5th



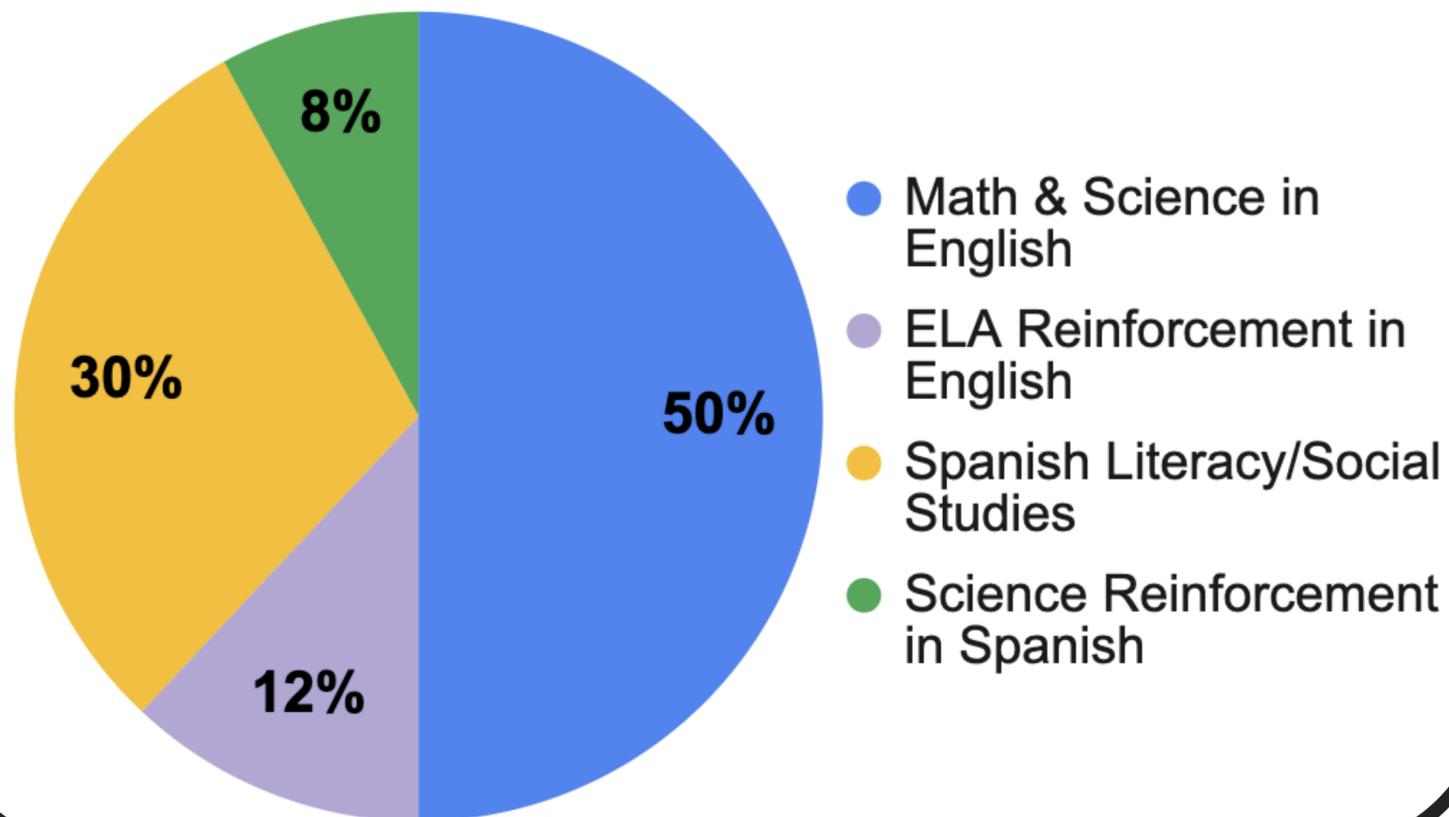
5th grade different math courses
(5th and 5th/6th compacted)



Challenges: Instructional Time

2022 - 2023
5th Grade Model

EISD Spanish Immersion Program 5th Grade Instructional Model



- Majority of English Language Arts/Reading (ELAR) being taught in Spanish
- Math moved from Spanish to English
- Science reinforcement being provided by Spanish teacher who is not doing initial instruction



Challenges: Instructional Time



May 2022

- Meetings with principals, teachers, and CIA following April 2022 Board Report

Fall 2022

- Principal/teacher conversations
- Classroom observations
- Master schedule adjustments
- Teacher/Educational Partner master schedule review
- Professional learning community (PLC) feedback
- SI campuses survey

Outcomes: 1) Teachers struggling to meet instructional minutes 2) Variation vertically and horizontally per subject, grade level and campus



Challenges: Instructional Time

Qualitative Data: May 2022/Fall 2022 Spanish Side Immersion Teachers

There is not enough time on the Spanish side for literacy and science on the same day.

There are weeks where we don't teach science.

There is no time for Spanish literacy, morning meetings, and transitions.

We do not have enough Spanish resources.

The Spanish side has a whole Spanish literacy adoption to integrate and not enough time to deliver the instruction.

With the slower pace of math/science in Spanish, plus literacy, I'm concerned I won't be able to cover all the necessary material with the same depth and attention that I normally would have.



Challenges: Instructional Time

Qualitative Data: May 2022/Fall 2022 English Side Immersion Teachers

There is not enough time on the English side for a full social studies lesson along with math and science vocabulary reinforcement.

Small groups are what gets cut.

I have come to the conclusion that you cannot fit everything in that we are expected to teach.

Time constraints for all subjects to be met is overwhelming

I sometimes have to cut out independent reading or get behind in grammar.

Sometimes I am a week and a half behind the traditional side in some areas.



Challenges: Instructional Time

Qualitative Data: May 2022/Fall 2022

Spanish and English Side Immersion Teachers

44 young students is overwhelming. We are responsible for 44 students each day which doubles the number of families and conferences.

Too many transitions causes lost time. If students don't finish their work, they won't see it until the next day. We'll have to either reteach or refresh their memory of the assignment the next day which takes a long time. They are constantly having to stop and resume work.

Most of the time we are not at the same place with our PLC because of our specific schedule. The SI program should have a two week window in order to "catch up" with the monolingual classroom

Time is not split evenly between morning and afternoon groups.



Challenges: Instructional Time

Quantitative Survey Data: November 2022 Spanish Side Immersion Teachers

- **22.3% do not have enough time to incorporate Spanish literacy on a daily basis**
- **27.8% do not feel they have enough time for pre-teach, re-teach and intervention**
- **33.3% cannot implement the 50/50 model with fidelity on a daily basis**
- **50% believe the professional learning has adequately prepared them to implement the all the components of the SI program**

Biggest Challenges:

- Lack of materials in the target language
- Managing student behavior in the target language
- Effective professional learning



Challenges: Instructional Time

Quantitative Survey Data: November 2022 English Side Immersion Teachers

- **60% do not have enough time for math reinforcement**
- **35% believe transitions are impacting instructional time**
- **65% do not believe the professional learning provided has adequately prepared them implement all components of the SI program**

Biggest Challenges

- 1) Insufficient instructional time
- 2) Lack of collaboration time
- 3) Effective professional learning
- 4) Lack of materials for reinforcement

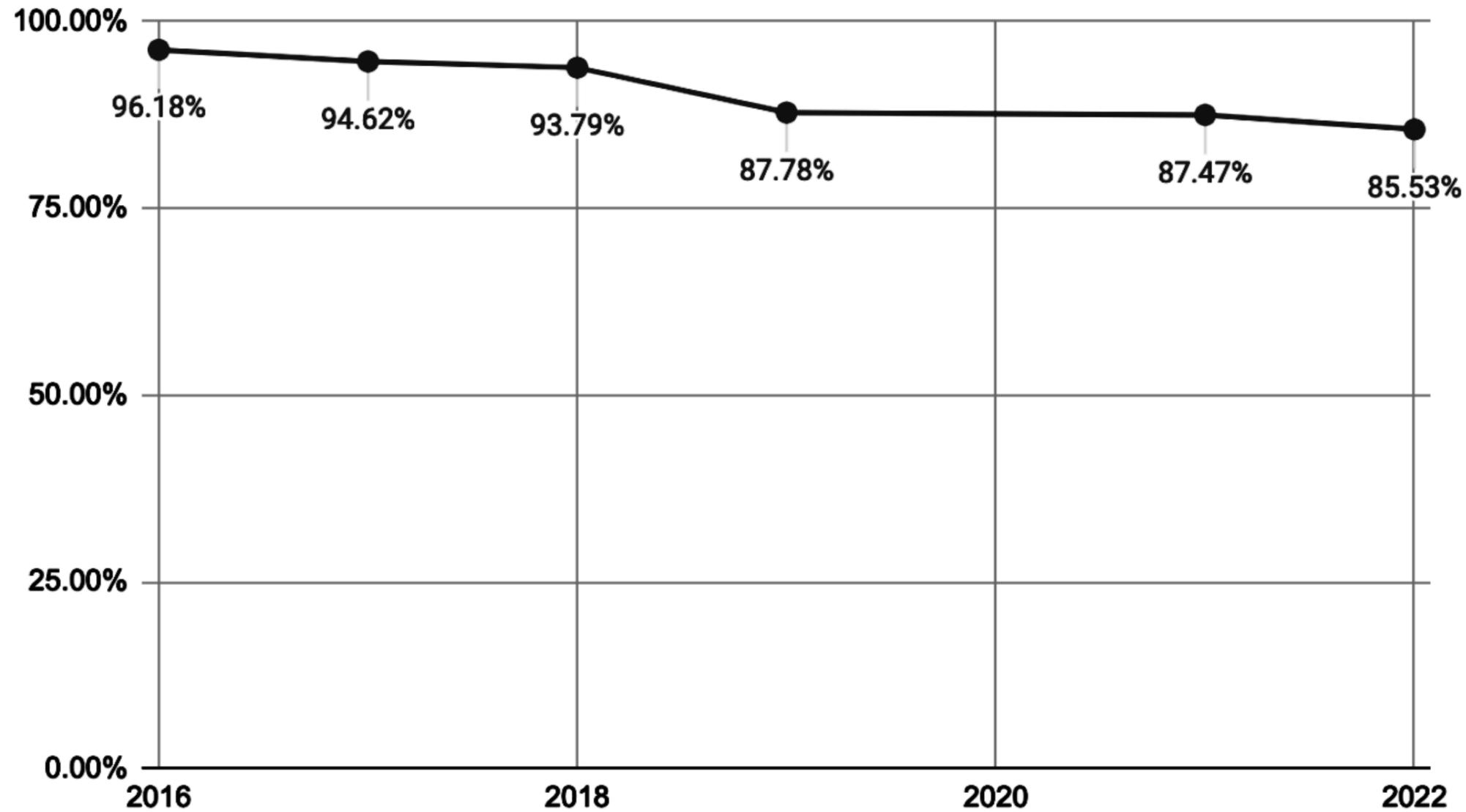


IMPLICATIONS: INSTRUCTIONAL TIME



Implications: Instructional Time

5th Grade Science STAAR Passing Rate

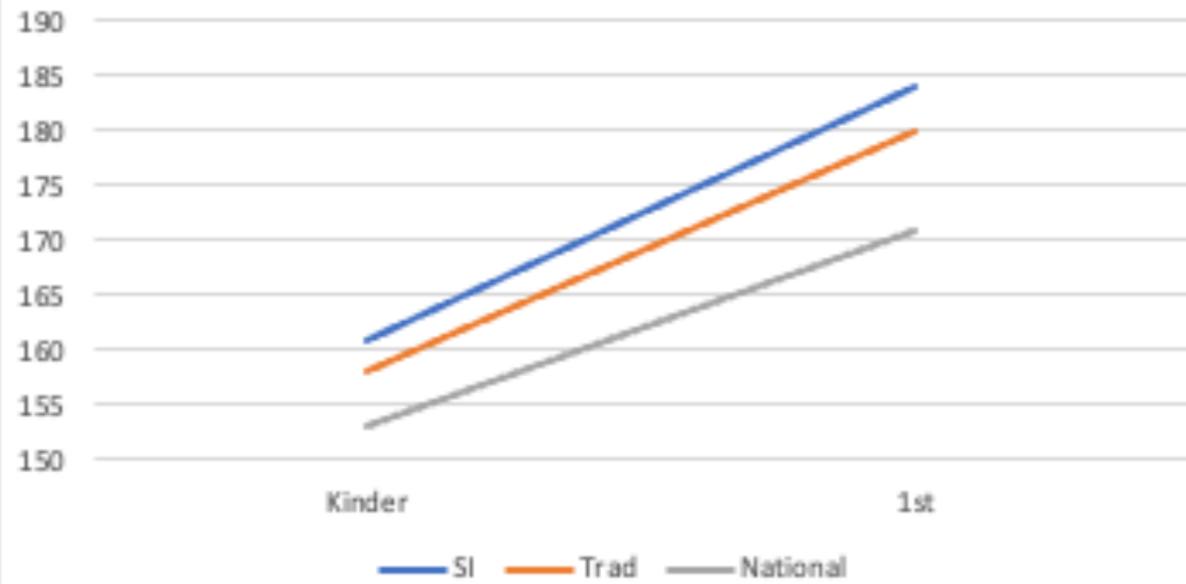


- Cumulative STAAR assessment
- Instructional minutes
- STAAR 2.0 test items
- Instructional materials

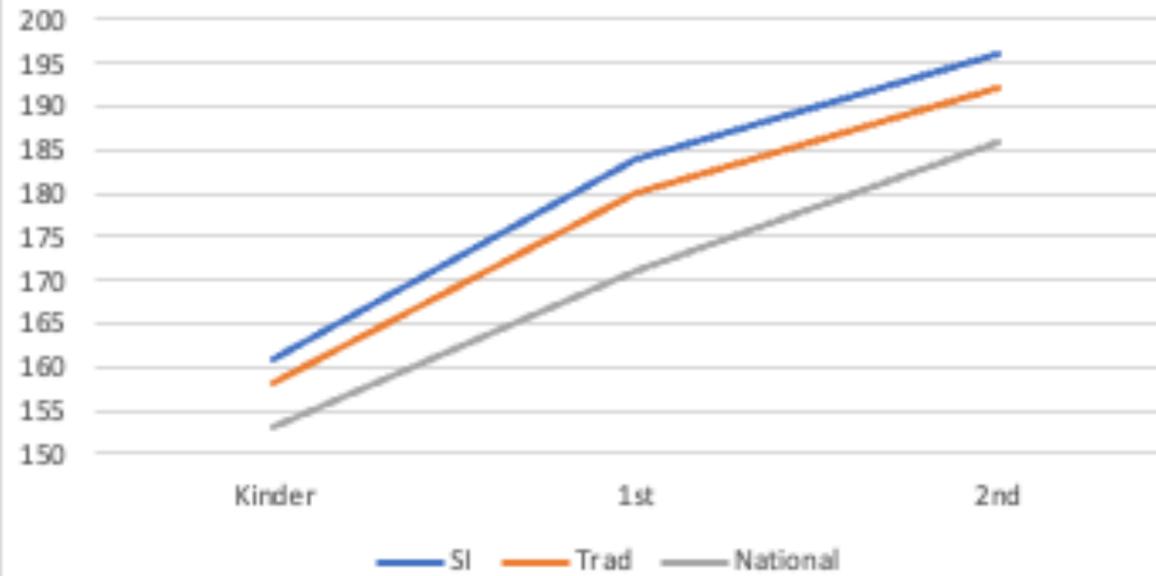


Implications: Instructional Time

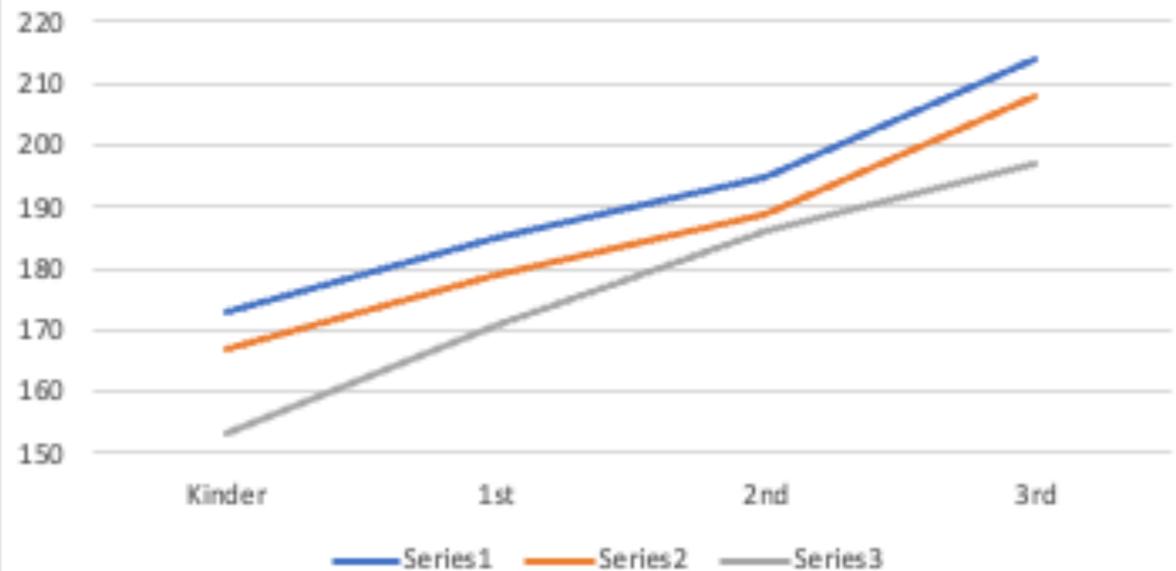
Current 2nd ELA MAPS RIT



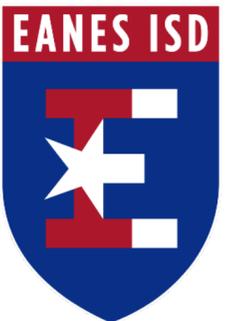
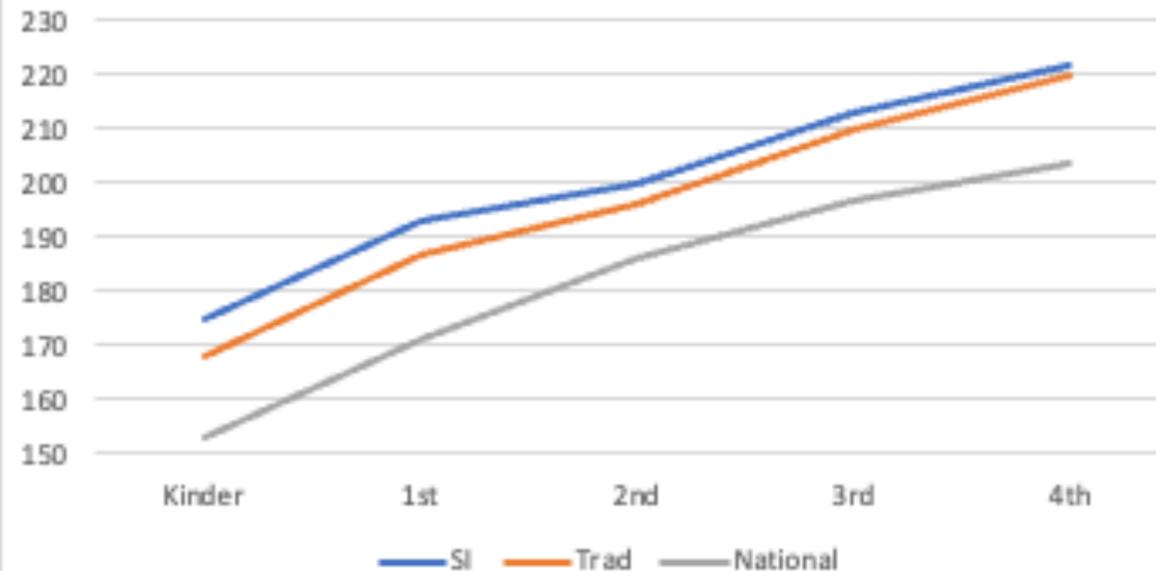
Current 3rd ELA MAPS RIT



Current 4th ELA MAPS RIT

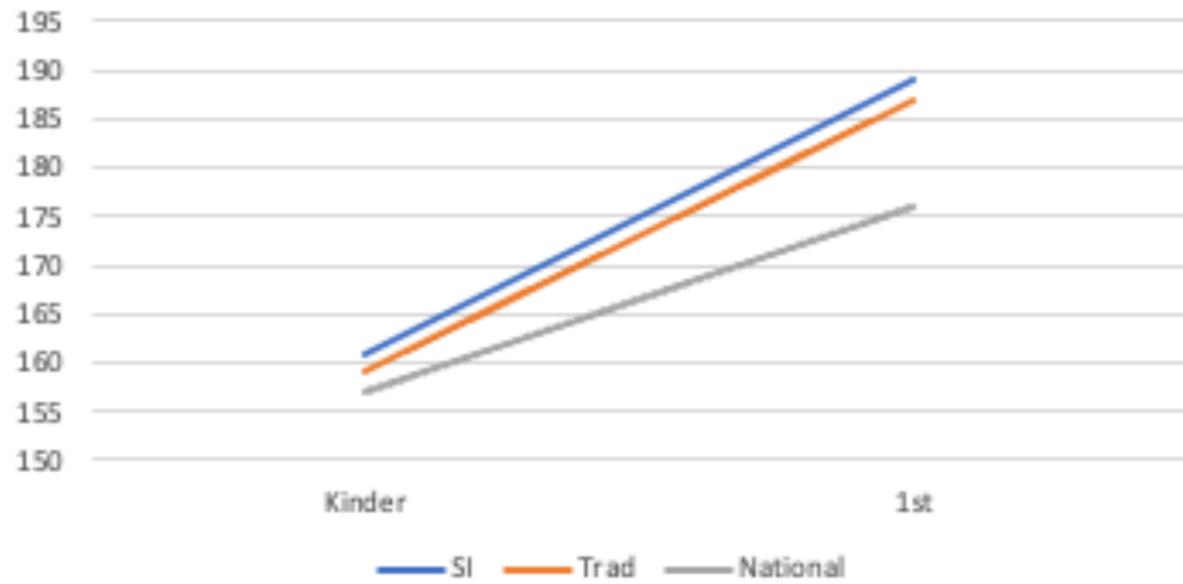


Current 5th Grade ELA MAPS RIT

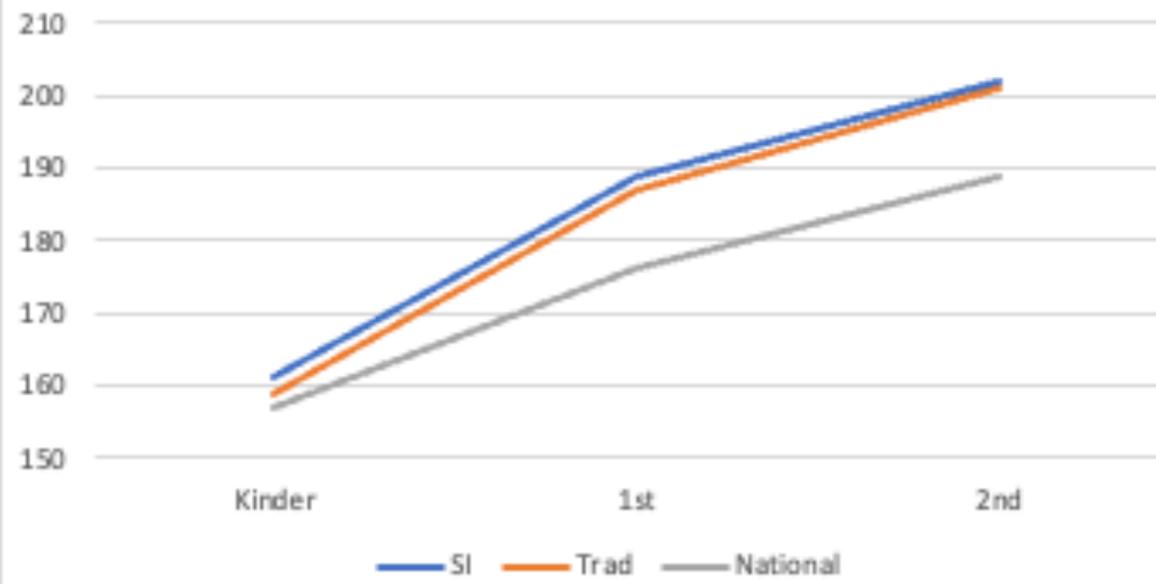


Implications: Instructional Time

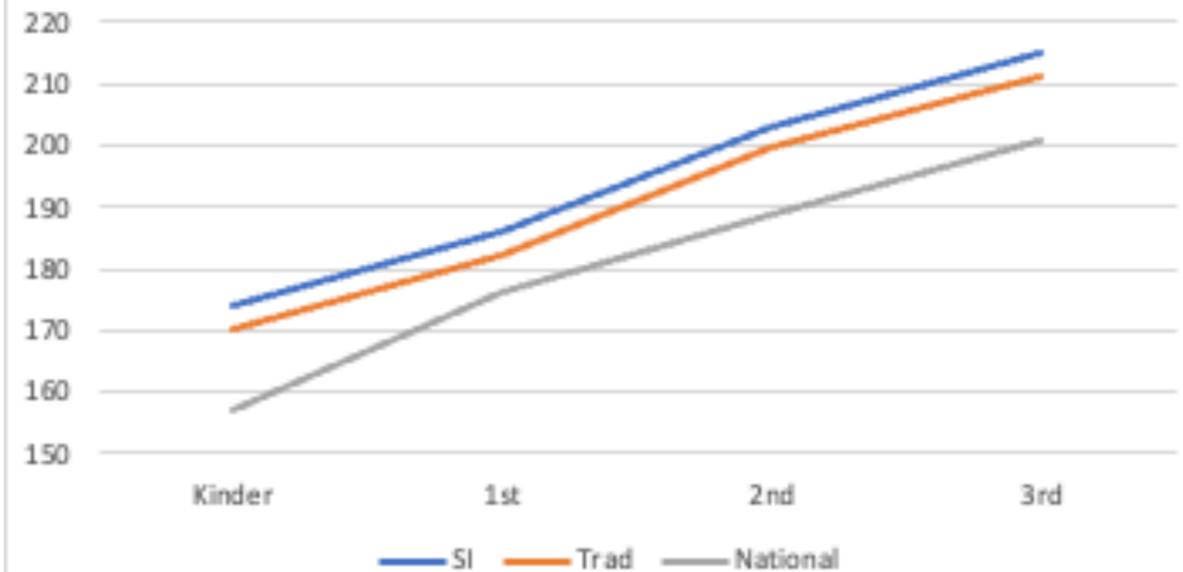
Current 2nd Math MAPS RIT



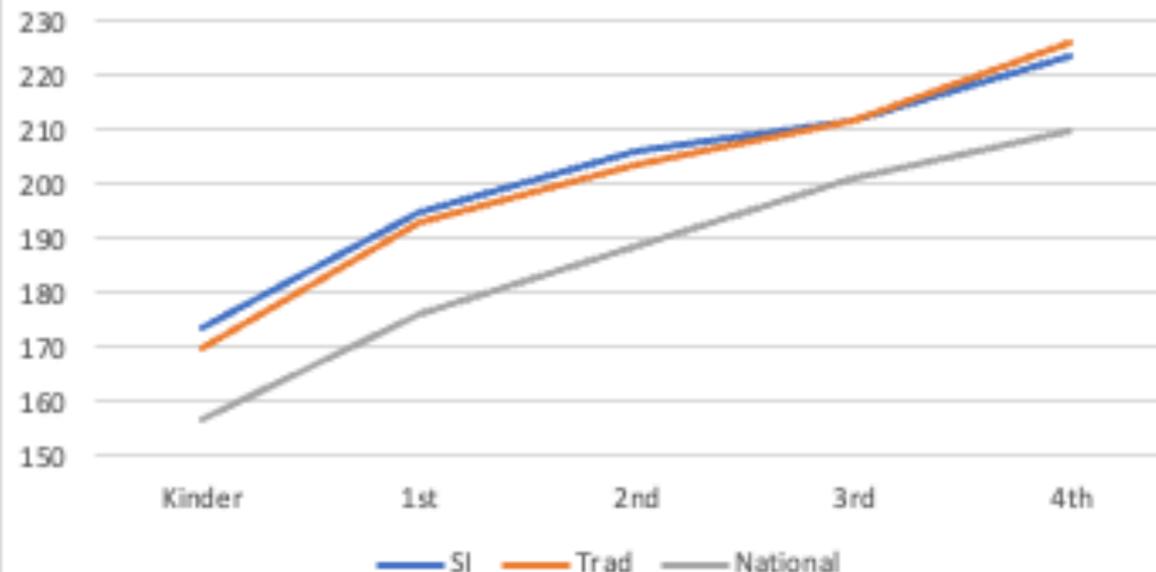
Current 3rd Math MAPS RIT



Current 4th Math MAPS RIT



Current 5th Grade Math MAPS RIT



CHALLENGES: PROFESSIONAL LEARNING



Challenges: Professional Learning

Meaningful training: differing levels of teacher expertise and continuous addition of staff

Summer PD schedule - still hiring; not all teachers attend

Change in model - reactive approach; additional training elements (literacy)

Grade level PLC - lack of ability to plan during the day; lack of subs

Training model - Focused on Utah model and trainer; 6x allocated budget over past 2 year; lack of generalization due to state and district expectation and standards, certification requirements, state support



CHALLENGES: RETENTION & RECRUITMENT



Challenges: Retention & Recruitment

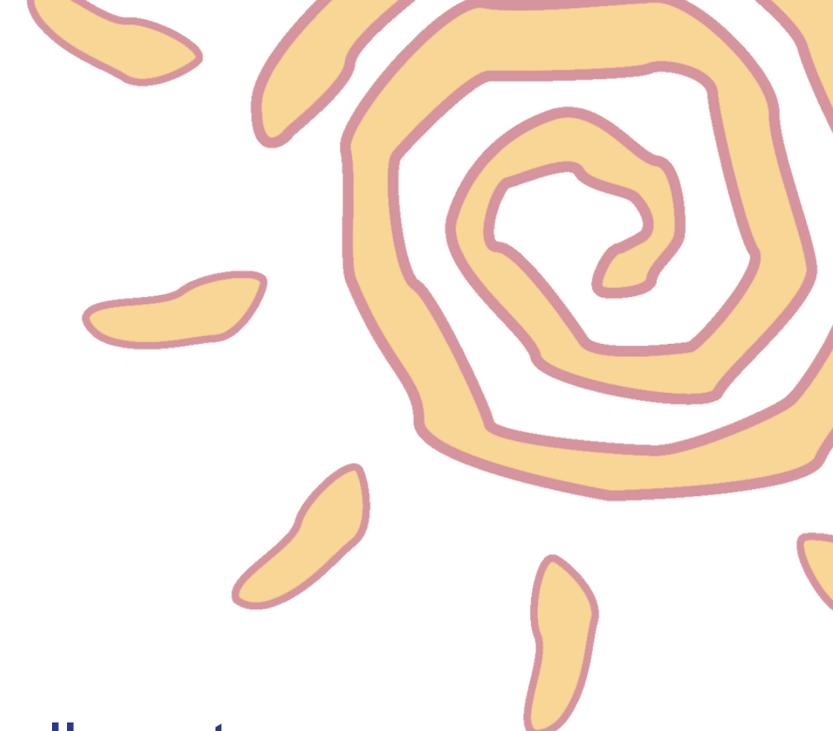
- **64% attrition rate over 6 years (loss of 14 teachers)**
- **7 left mid-year**
- **0 bilingual candidates at job fairs - Spring/Fall 2022**
- **Lack of Spanish speaking substitutes**
- **97 bilingual teacher vacancies in surrounding school districts - November 2022**
- **Increasing stipends for bilingual teachers**



CHALLENGES: PROGRAM INEQUITIES



Challenges: Program Inequities



	Total Students	Special Education	§504	Emergent Bilingual
SI	844	4.6%	6%	2.7%
Traditional	1115	14.3%	11%	7.0%

- Open enrollment
- Placement decisions
- Levels of support
- Section concentration



Challenges: Program Inequities

Quantitative Survey Data: Traditional Teachers

- **58.4% of teachers believe the current SI model impacts the learning of traditional students**
- **72.2% believe the SI and traditional classes are not equally balanced in terms of academic and behavioral needs**

Biggest Challenges

- 1) Cohort effect with additional learning needs in the traditional program
- 2) Cohort effect on student behavior
- 3) Instructional time
- 4) Inequity of stipends



Challenges: Program Inequities

Teacher Stipends:

Spanish speaking teacher:

- \$3000 (2017-18 & 2018-19)
- \$4500 (2019-20, 2020-21 & 2021-22)
- \$6000 (2022-23)

English speaking teacher stipends:

- \$3000 (2017-18 & 2018-19)
- \$4500 (2019-20, 2020-21, 2021-22, 2022-23)

Traditional side/collaborative special education teachers:

- No stipend



Challenges: Program Inequities

Stipends:

Trends

- \$10,000 for bilingual teachers
- Signing bonuses and stipends for all special education teachers

Pay Scale:

- A new to professional bilingual teacher makes the same as a 17 year veteran
- Current SI stipends (Spanish and English) are above masters and doctorate stipends



CHALLENGES: FINANCIAL



Challenges: Financial

Increased costs:

- **Professional development**
- **Educational partner**
- **Instructional materials**
- **Stipends**
- **Dedicated substitutes**
- **Additional sections**



Challenges: Financial

Projected & Actual Cost of Spanish Immersion 2021 -22 School Year

2019	\$266,034
2022	\$367,740
Actual	\$461,245

\$431,200 - Approximate basic allotment revenue Spanish Immersion out-of-district transfer students generated in adjusted value against recapture for 2021-22 SY



MIDDLE SCHOOL MODEL



Middle School Course Sequence

Immersion Spanish 2A - 6th grade

Immersion Spanish 2B - 7th grade*

Immersion Spanish 3 - 8th grade

Spanish 2A & 2B: Course Characteristics

- **Primarily taught in Spanish**
- **Enhances current oral & listening skills**
- **Builds on vocabulary development**
- **Scaffolds grammar and writing**
- **Cultural exploration**
- **Oral Presentations**

***At end of 7th grade - receive course credits to fulfill graduation requirements**



Middle School

- Proficiency on course TEKS (Ex: Bilingual science courses can only award a Science Credit)
- Highly qualified - content certification in subject/course ((Ex: A Bilingual social studies teacher is qualified to teach a social studies course)
- Bilingual certification does not alone qualify a teacher to teach a Language Other than English course for credit
- Texas does not have a formal pathway outlined or defined in support of extending dual language learning into middle school and high school engagement in the program



NEXT STEPS



Resources

https://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortun

maxpreps
maxpreps.com/tx/austin/westlake-chaparrals/

CARLA CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION 

Note: This chapter was originally published by the Asia Society as a chapter in the handbook entitled *Chinese Language Learning in the Early Grades*. The full publication can be found at: <http://asiasociety.org/education/chinese-language-initiatives/chinese-language-learning-early-grades>

[Download PDF of this article](#)

What the Research Says About Immersion

by Tara Williams Fortune

*Center for Advanced Research on Language Acquisition
University of Minnesota*

Over nearly half a century, research on language immersion education has heralded benefits such as academic achievement, language and literacy development in two or more languages, and cognitive skills. This research also exposes some of the challenges that accompany the immersion model, with its multilayered agenda of language, literacy and intercultural skills development during subject matter learning. This chapter outlines key findings for both advantages and challenges.

Benefits of Language Immersion

Academic and Educational

Without question, the issue investigated most often in research on language immersion education is students' ability to perform academically on standardized tests administered in English. This question emerges again and again in direct response to stakeholder concerns that development of a language other than English not jeopardize basic schooling goals, high levels of oral and written communication skills in English, and grade-appropriate academic achievement. The research response to this question is longstanding and consistent. English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math.^[i]

This finding applies to students from a range of socioeconomic and ethnic backgrounds,^[ii] as well as diverse cognitive and linguistic abilities.^[iii] Moreover, academic achievement on tests administered in English occurs regardless of the second language being learned. In other words, whether learning through alphabetic languages (Spanish, Hawaiian, French, etc.) or character-based languages (Mandarin, Japanese, Cantonese), English-proficient students will keep pace academically with





Thank You!



QUESTIONS





Thank You!

