

ACPS Dual Language Program and Data Overview

Spring 2019

Introduction

Alexandria City Public Schools (ACPS) currently offers Spanish-English two-way dual language programs in two K-5 schools, John Adams Elementary School (JAES) and Mount Vernon Community School (MVCS). Because the development of bilingualism and biliteracy is a long-term process, dual language programs require a system for tracking students longitudinally, over time. The purpose of this document is to report and analyze student academic achievement data and program demographics in the ACPS dual language programs, to monitor student outcomes and inform programmatic and instructional decision-making, with the goal of improving implementation to serve students optimally. The demographic data contained in this report are from school year (SY) 2018-2019, and the academic achievement data are from Spring 2018 testing administrations. This document serves as the first division-wide review of dual language student achievement data, and as such, also constitutes baseline, foundational data for future analyses. As measures of Spanish language and literacy are identified and adopted within the dual language programs, it is anticipated that Spanish language assessment results will be incorporated into this annual program and data review.

While both JAES and MVCS are committed to a rigorous dual language program, ascribe to the program goals, and adhere to the characteristics that define dual language programs, each school follows a different program model and has a diverse student population and program participation. As such, a comparison of student achievement data across schools would not have high levels of validity. Each school's data should be viewed and analyzed separately.

The terminology "Ever English Learner" (Ever EL) refers to students who have at any time been identified as EL. "Never English Learner" (Never EL) refers to students who have never been identified as EL.

Program Overview

To support the goal of biliteracy, students in the dual language program at the two schools develop language and literacy skills in both Spanish and English. They also have opportunities to make connections between what they know in their two languages as they learn science, math, social studies, and Encore subjects. Research shows these cross-linguistic connections support high levels of cognitive development and metalinguistic awareness (thinking about and analyzing language), which can lead to an accelerated biliteracy trajectory (Escamilla, Hopewell, Butilofsky, Sparrow, Soltero-Gonzalez, Ruíz-Figueroa & Escamilla, 2013). Additionally, over 40 years of research shows the advantages of learning a second language through academic content instruction. Dual language students tend to excel not only in literacy but also academically, often outperforming their peers in traditional education settings (Thomas & Collier, 2012).

John Adams Elementary School Program Overview

John Adams Elementary School offers a 70:30 program, where beginning in Kindergarten, 70 percent of the day is taught in Spanish. Kindergarten students in the 70:30 model receive all academic subjects (Math, Science, Social Studies and Language Arts) in Spanish, and English language arts and Encore subjects in English. When each Kindergarten cohort reaches Grade 2, the time in each language shifts to 50:50. Dual Language at John Adams consists of a program within a school, and students apply to participate. In SY 2018-2019, there were two classes of dual language per grade level. The dual language program comprised approximately 33% of the total enrollment at John Adams (table 1). Student participation in the program was levelly distributed among each grade level, with each grade level accounting for 13%-20% of all dual language participants (chart 1). As a result of the program within a school model, each grade level comprised a range of 27%-38% of students belonging to the dual language program (chart 2). The predominant home language of students in the dual language program was Spanish, representing 71% of participants (chart 3). This was consistent with enrollment trends across the school division; specifically at the elementary school level, where Spanish accounted for approximately 60% of the linguistically and culturally diverse student population. Ever EL students comprised 76% of students in dual language at John Adams (chart 5). On the other hand, enrollment trends across the district demonstrate that approximately 46% of elementary school level students are Ever EL.

Mount Vernon Community School Program Overview

The Mount Vernon Community School offers a 50:50 model and has been moving toward a whole school dual language model. All students in SY 2019-2020 attending Mount Vernon Community School will be participating in the dual language program. In SY 2018-2019, all Mount Vernon classrooms in grades K-4 were dual language. The dual language program comprised approximately 95% of the total enrollment at Mount Vernon (table 2). Student participation in the program was levelly distributed among each grade level, with each grade level accounting for 14%-18% of all dual language participants (chart 29). As a result of the program moving toward a whole-school model, each grade level comprised a range of 85%-100% of students belonging to the dual language program (chart 30). The most common home language of students in the dual language program was even between Spanish and English, both representing 49% of participants respectively (chart 31). Never EL students accounted for 51% of students in dual language at Mount Vernon (chart 33). Consistent with enrollment trends across the district, 49% of dual language students at Mount Vernon were Ever EL students.

Data Overview

Student enrollment data on subsequent pages reflect enrollment data in SY 2018-2019. The student Phonological Awareness Literacy Screening (PALS) and Virginia Standards of Learning (SOL) academic achievement data reflect Spring 2018 results. The methodology utilized to analyze the SOL academic achievement data employed the use of raw, unadjusted scaled scores to determine the pass rates for all groups and subgroups of students. Therefore, none of the adjustments or exclusions used to assess state accreditation and federal accountability rates are factored into this analysis of student

achievement and should not be compared as such. Consistent with state practices for calculating the accreditation combined rate, only the highest SOL score per student was utilized for each content area test included in this data review.

PALS Summary Highlights

Students in the dual language programs and non-dual language students division-wide performed approximately on par on the PALS assessment grades K-3. Students in the dual language program at JAES, in grades K and 2, significantly outperformed the non-dual language students division-wide average by ten percentage points in grade K and 16 percentage points in grade 2.

Ever EL students at JAES, grades K-2, significantly outperformed non-dual language Ever EL students division-wide by 16 percentage points. Ever EL students at MVCS performed below the division average in grades K-1 and closed the gap to within two percentage points in grade 2.

Never EL students in dual language programs at JAES and MVCS, in all K-2 grades, had higher pass rates than non-dual language Never EL students division-wide.

Virginia SOL Summary Highlights

Mathematics

Non-dual language students division-wide outperformed dual language students grades 3-5. The gap in percent proficient narrows from 16 percentage points in grade 3, to 12 percentage points in grades 4 and 5.

Ever EL students in dual language had lower rates of percent proficient on average than non-dual language Ever EL students, whereas Never EL students in dual language had a lower pass rate in grade 3, closed the gap in grade 4, and outperformed non-dual language Never EL students in grade 5, resulting in an overall slightly higher percent proficient rate on average in grades 3-5 than non-dual language Never EL students.

Reading

Overall the pass rate for students in dual language was on average 10% lower in grades 3 through 5 than for non-dual language students in ACPS.

While Ever EL students in dual language on average had a 14 percent gap in pass rates to non-dual language Ever EL students in ACPS, at JAES Ever EL students outperformed their non-dual language counterparts division-wide by nine percentage points (63% pass rate vs. 54% pass rate).

Never EL students in dual language outperformed non-dual language Never EL students, by eight percentage points in grades 3, 4, and 5. The unadjusted Reading pass rate for dual language Never EL students in Grade 5 was 94%.

Science

In the grade 5 Science SOL, the pass rate of non-dual language students was 11 percentage points higher than that of dual language students (71% vs. 60%). Ever EL students in dual language performed 11 points lower than non-dual language Ever EL students, whereas Never EL students in dual language performed five percentage points higher than non-dual language Never EL students. Never EL students at MVCS outperformed their non-dual language counterparts by nine percentage points (92% pass rate vs. 83% pass rate).

History

In the grade 4 History SOL, the overall pass rate of non-dual language students was five percentage points higher than that of all dual language students in ACPS (77% pass rate vs. 72% pass rate). However, dual language students at JAES outperformed their non-dual language counterparts by nine percentage points and outperformed all non-dual language students in ACPS by 20 percentage points (chart 25). Ever EL students in dual language on average had a ten percentage point pass rate gap to non-dual language students. Never EL students in dual language outperformed their non-dual language counterparts division-wide by six percentage points (87% pass rate vs. 81% pass rate).

Data Implications

Analyses of the data in this report indicate that students in dual language (both Ever EL and Never EL) are achieving on par with non-dual language students in grades K-3 as measured by the PALS assessment. Never EL students in dual language are achieving at higher rates than non-dual language Never EL students in grades 3-5, as measured by the content area SOL assessments, whereas Ever EL students in grades 3-5 are achieving on average at lower rates than Ever EL non-dual language students on content area SOL assessments.

These analyses suggest that as a division, we re-visit our practices in the dual language program to optimally enhance student achievement. Central Office and school-based staff are in the process of examining the alignment of practices to the *Guiding Principles for Dual Language Education* and delineating next steps. A dual language leadership committee will be re-established, with parent and community representation, as a new 2020 strategic plan is developed with regard to program structure, curriculum and instruction, assessment and accountability, staff quality and professional learning, and family and community engagement.

JOHN ADAMS ELEMENTARY SCHOOL

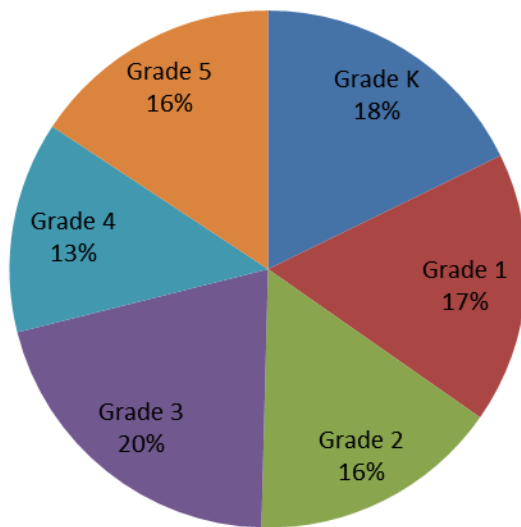
**STUDENT ENROLLMENT AND
ACADEMIC ACHIEVEMENT DATA**

John Adams Elementary School: Student Enrollment Data

Table 1: Dual Language vs. Non-Dual Language Program Student Enrollment

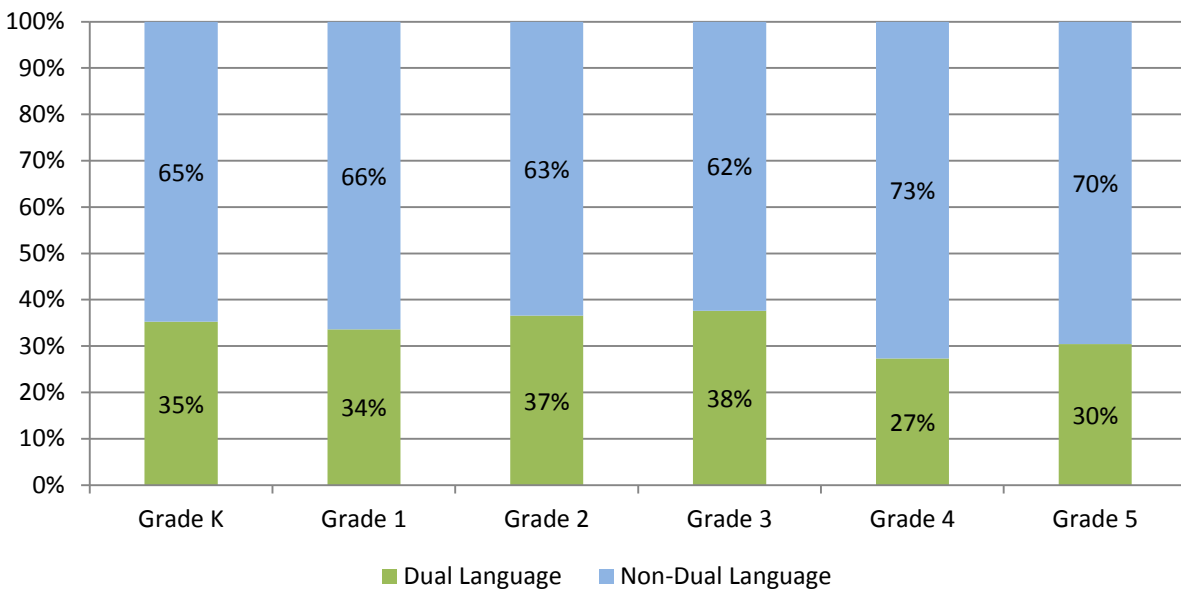
Grade Level	Dual Language	Non-Dual Language
K	43	79
1	41	81
2	38	66
3	50	83
4	32	85
5	38	87
Total	242	481

Chart 1: Dual Language Program Student Enrollment Distribution



Enrollment in the Dual Language Program at John Adams Elementary School is levelly distributed amongst each grade level.

Chart 2: Dual Language vs. Non-Dual Language Program Grade Level Distribution



John Adams Elementary School: Student Enrollment Data

Chart 3: Dual Language Program Student Enrollment by Home Language

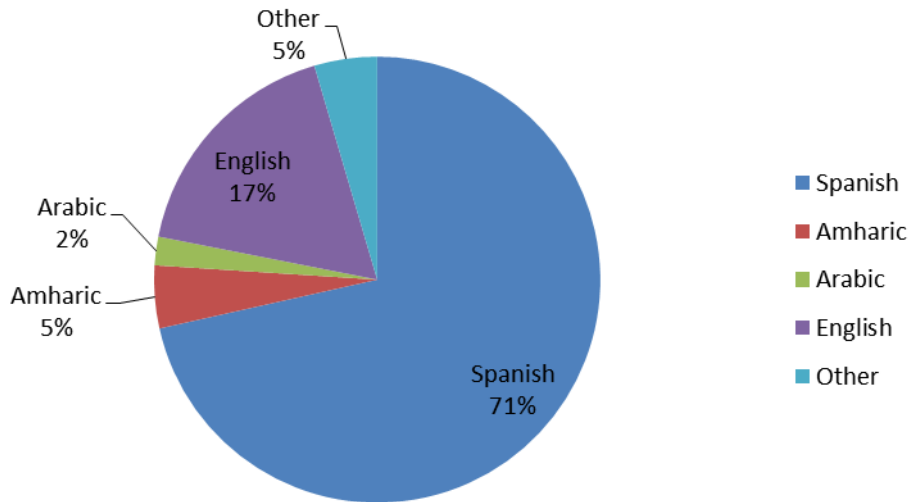


Chart 4: Dual Language Program Student Enrollment by Ethnicity

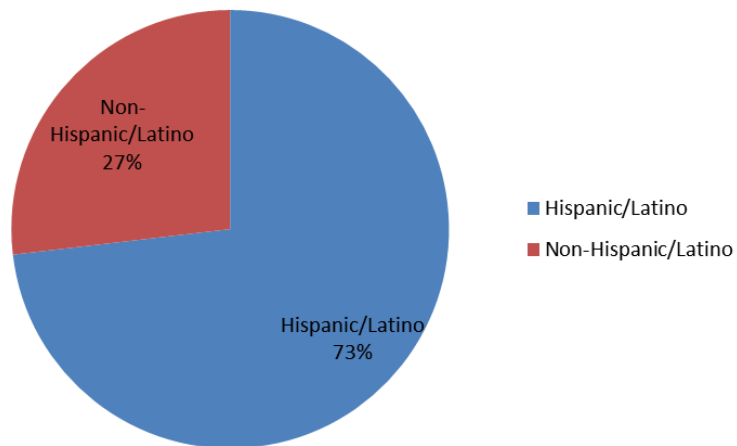


Chart 5: Dual Language Program Student Enrollment by EL History

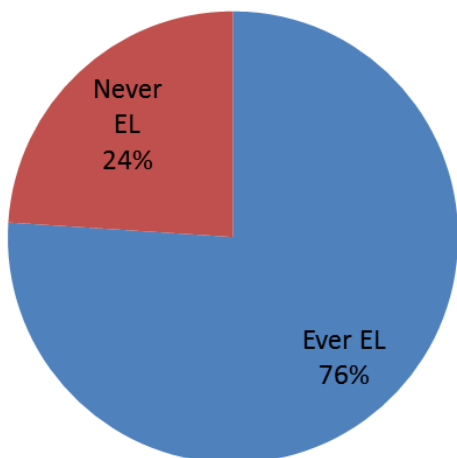


Chart 6: Dual Language Program Student Enrollment by Gender

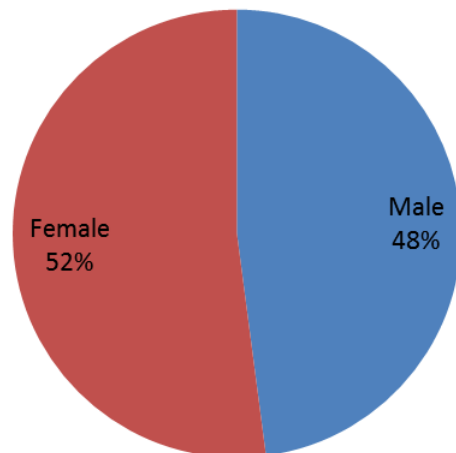


Chart 7: What percentage of students in the DL program at JAES pass the PALS assessment?

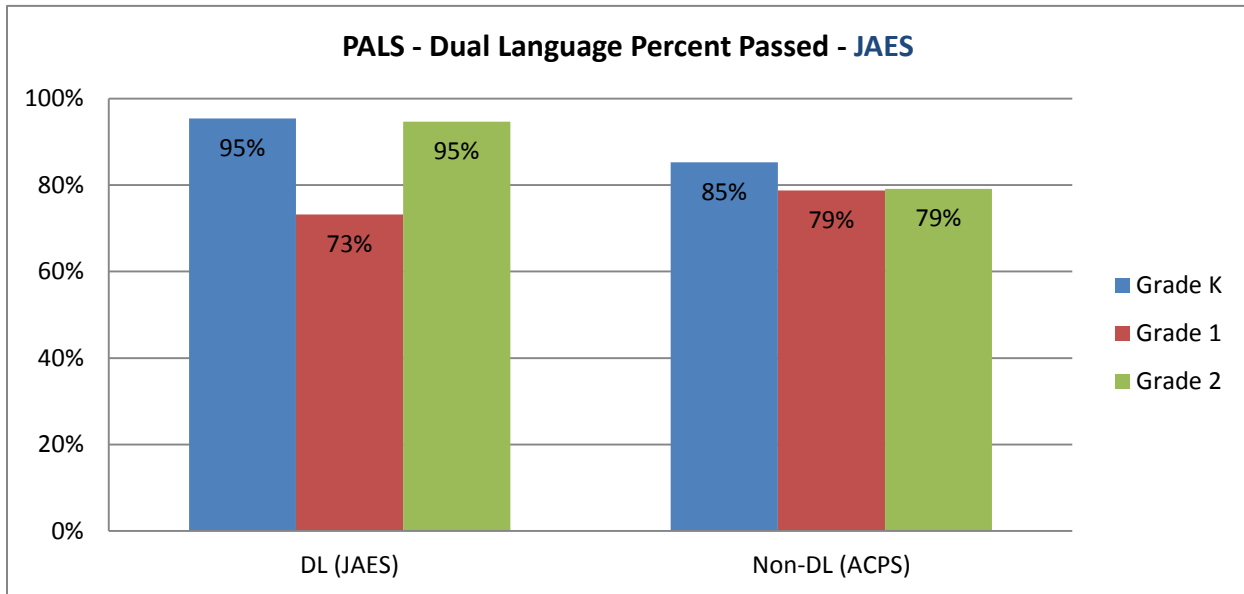


Chart 8: What percentage of all students in the DL programs pass the PALS assessment?

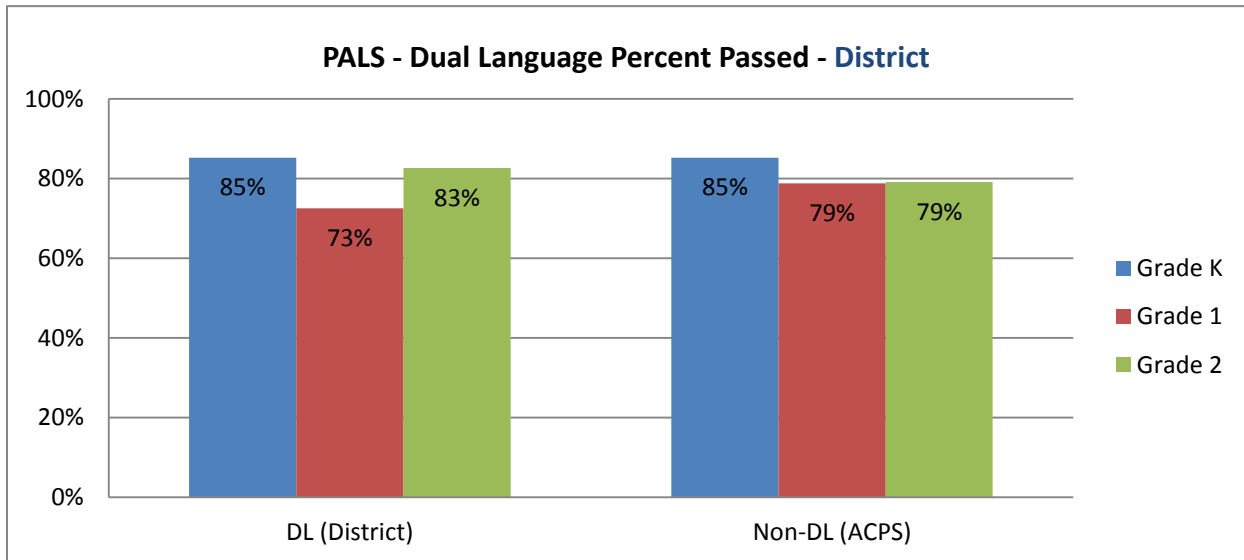
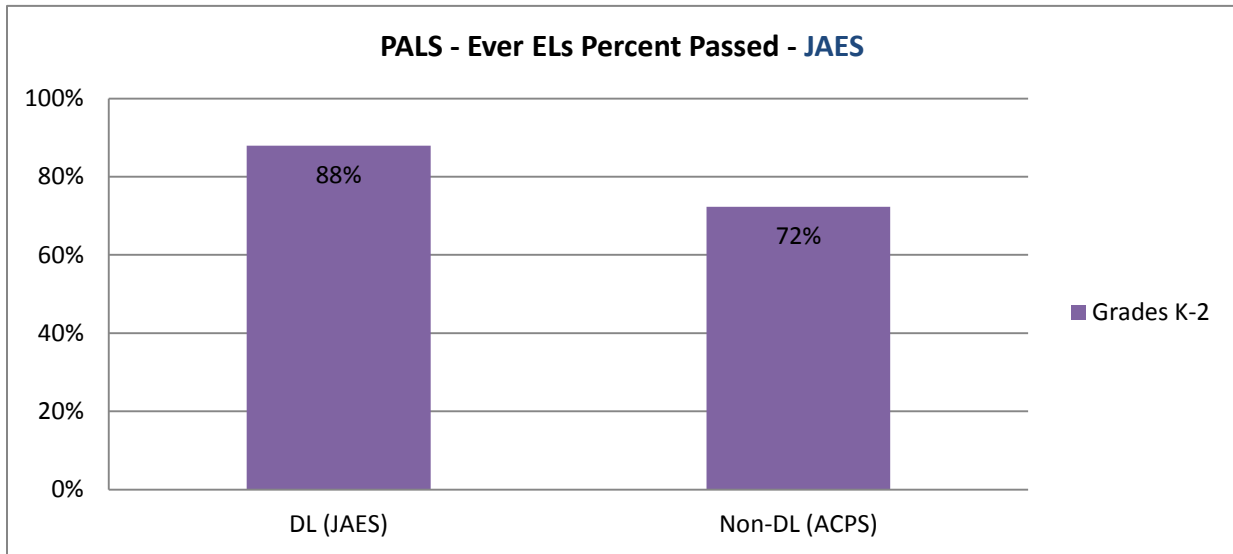


Chart 9: What percentage of Ever ELs in the DL program at JAES pass the PALS assessment?



Insufficient data in single grade(s) at John Adams Elementary School to report separately

Chart 10: What percentage of all Ever ELs in the DL programs pass the PALS assessment?

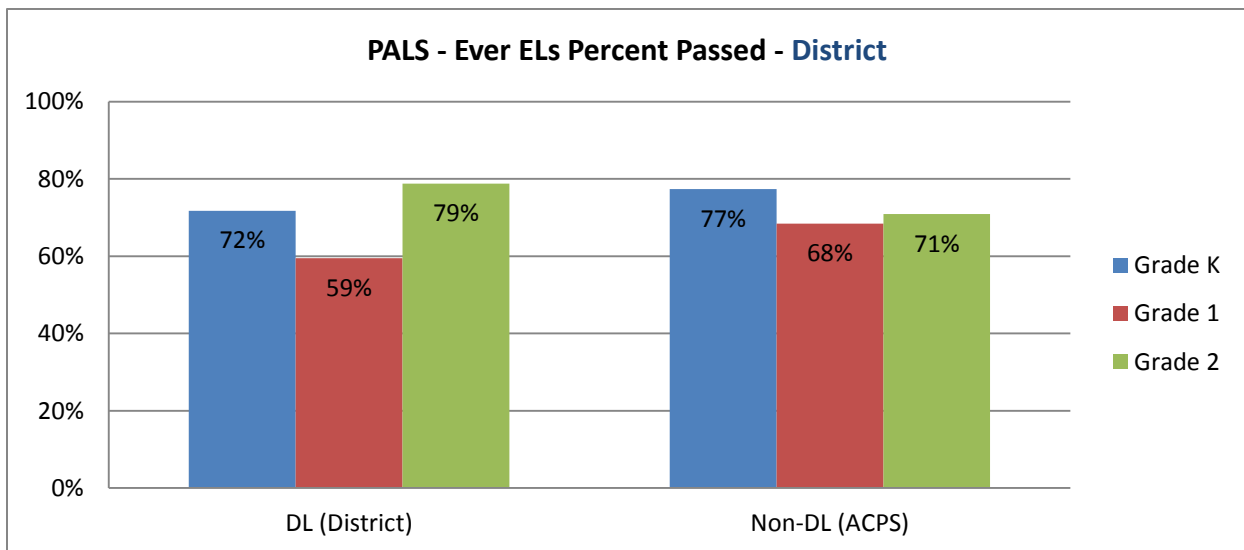
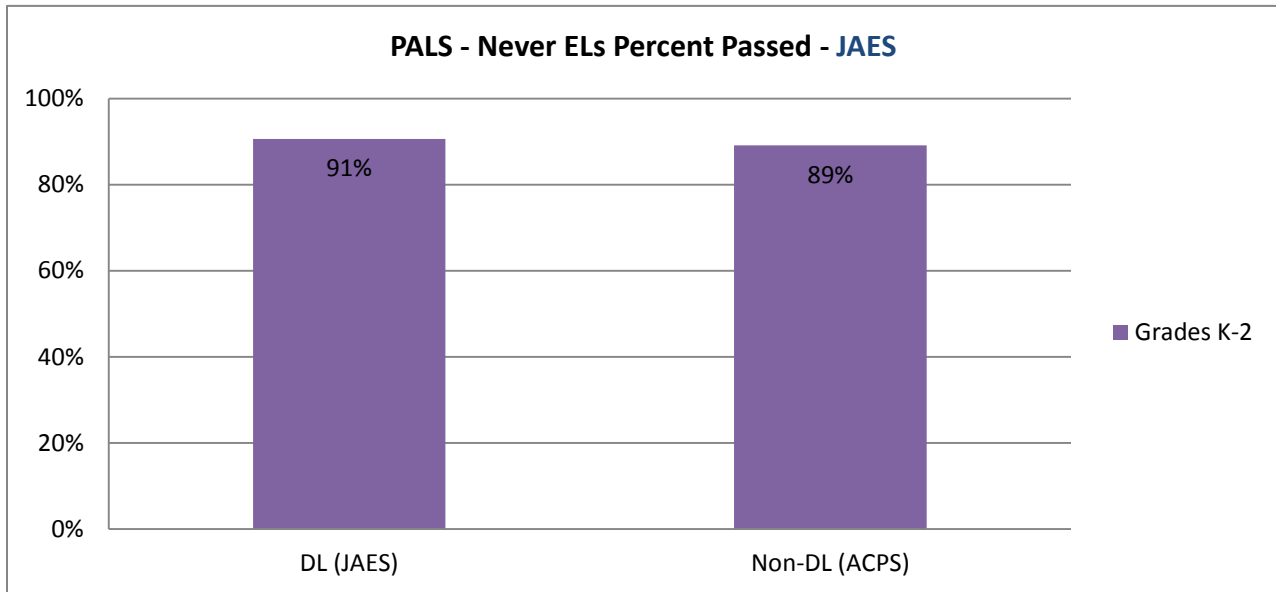


Chart 11: What percentage of Never ELs in the DL program at JAES pass the PALS assessment?



Insufficient data in single grade(s) at John Adams Elementary School to report separately

Chart 12: What percentage of all Never ELs in the DL programs pass the PALS assessment?

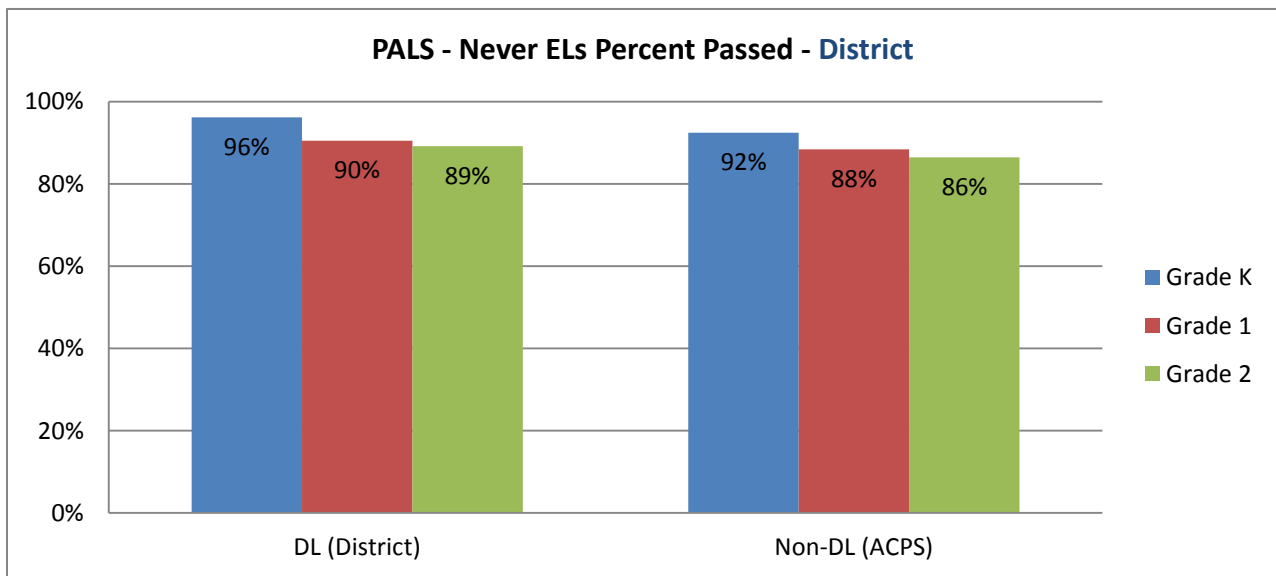


Chart 13: What percentage of JAES students scored proficient on the 2018 Math SOL in Grades 3-5?

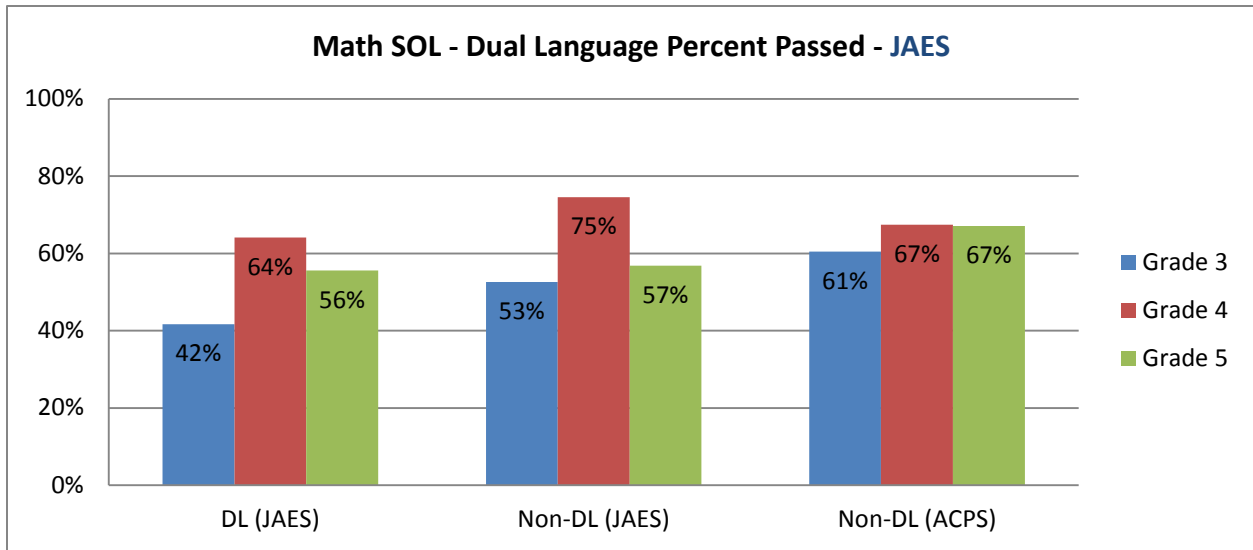
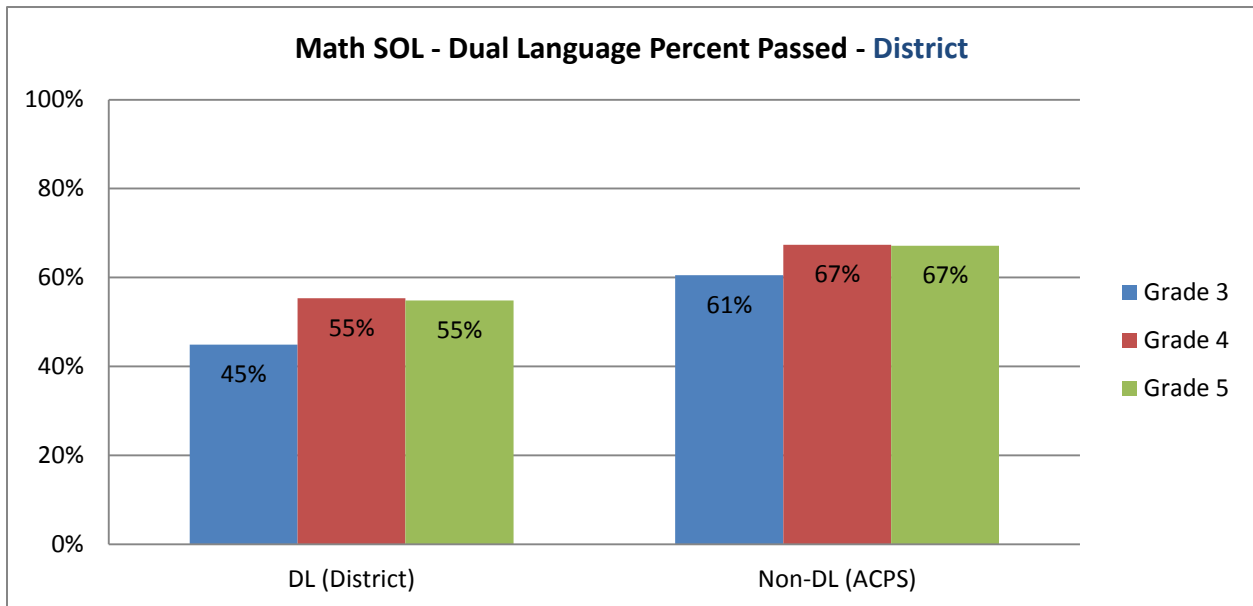


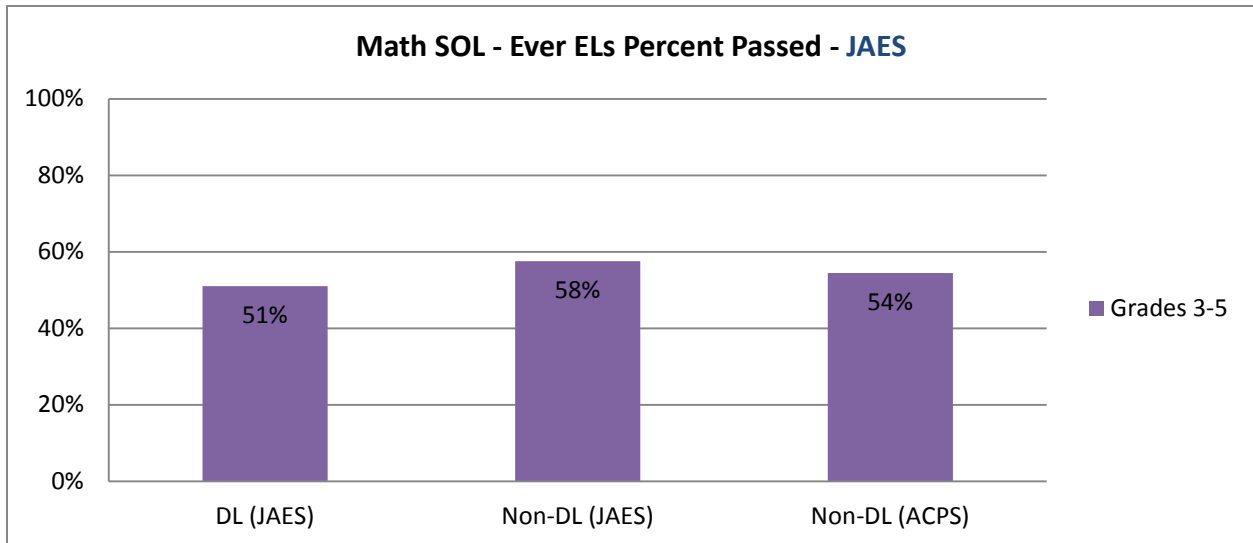
Chart 14: What percentage of all DL students scored proficient on the 2018 Math SOL in Grades 3-5?



John Adams Elementary School: Student Academic Achievement Data

Chart 15: What percentage of Ever ELs scored proficient on the 2018 Math SOL in Grades 3-5?

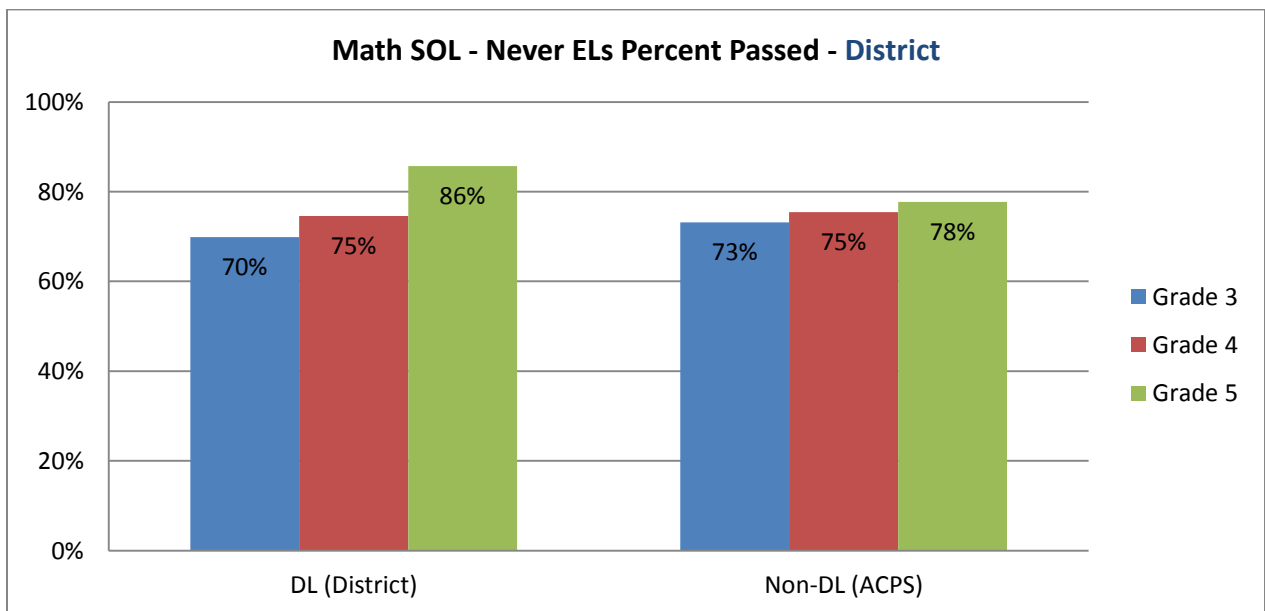
Ever ELs are students who have at any time been identified as ELs



Insufficient data in single grade(s) at John Adams Elementary School to report separately

Chart 16: What percentage of Never ELs scored proficient on the 2018 Math SOL in Grades 3-5?

Never ELs are students who have never been identified as ELs



Insufficient data in single grade(s) and overall at John Adams Elementary School to report data at the school level

Chart 17: What percentage of JAES students scored proficient on the 2018 Reading SOL in Grades 3-5?

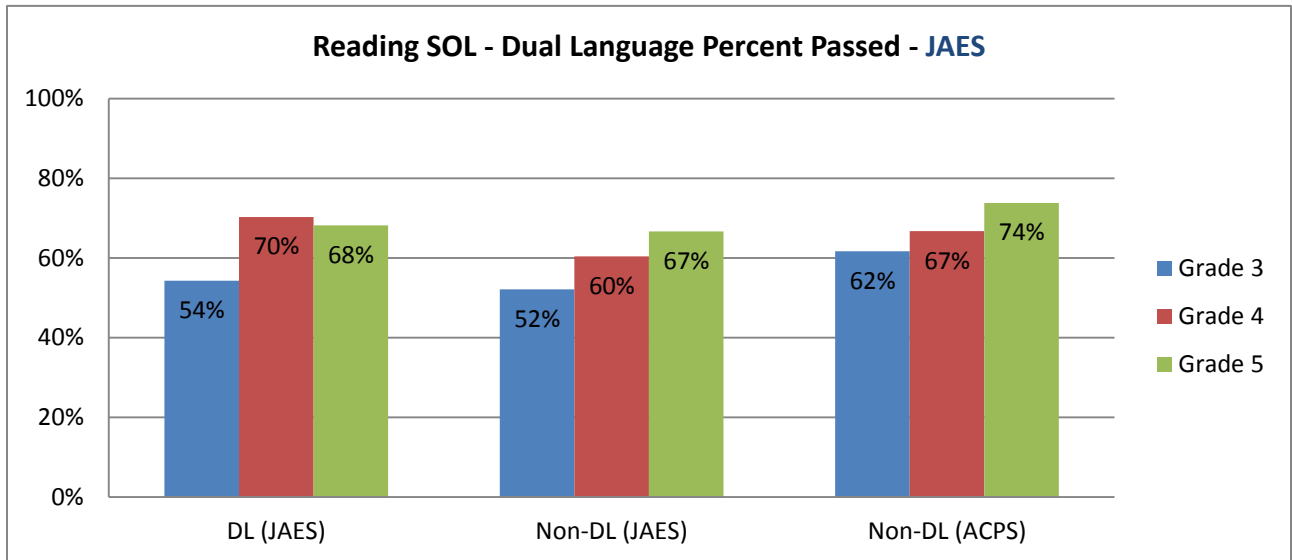
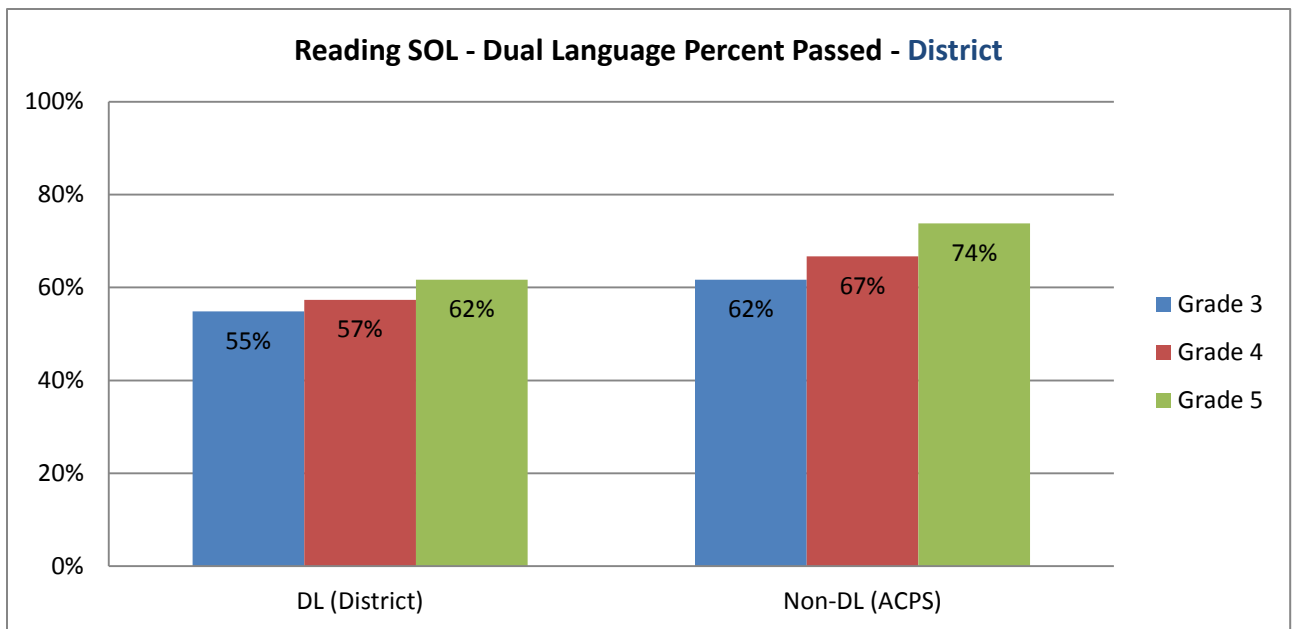
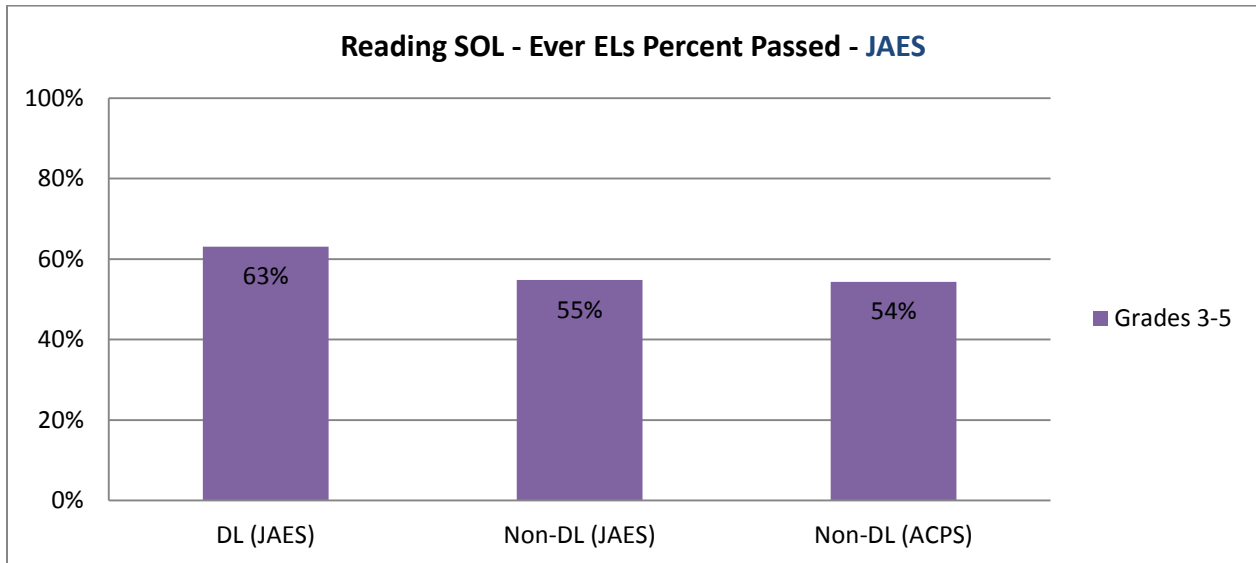


Chart 18: What percentage of all DL students scored proficient on the 2018 Reading SOL in Grades 3-5?



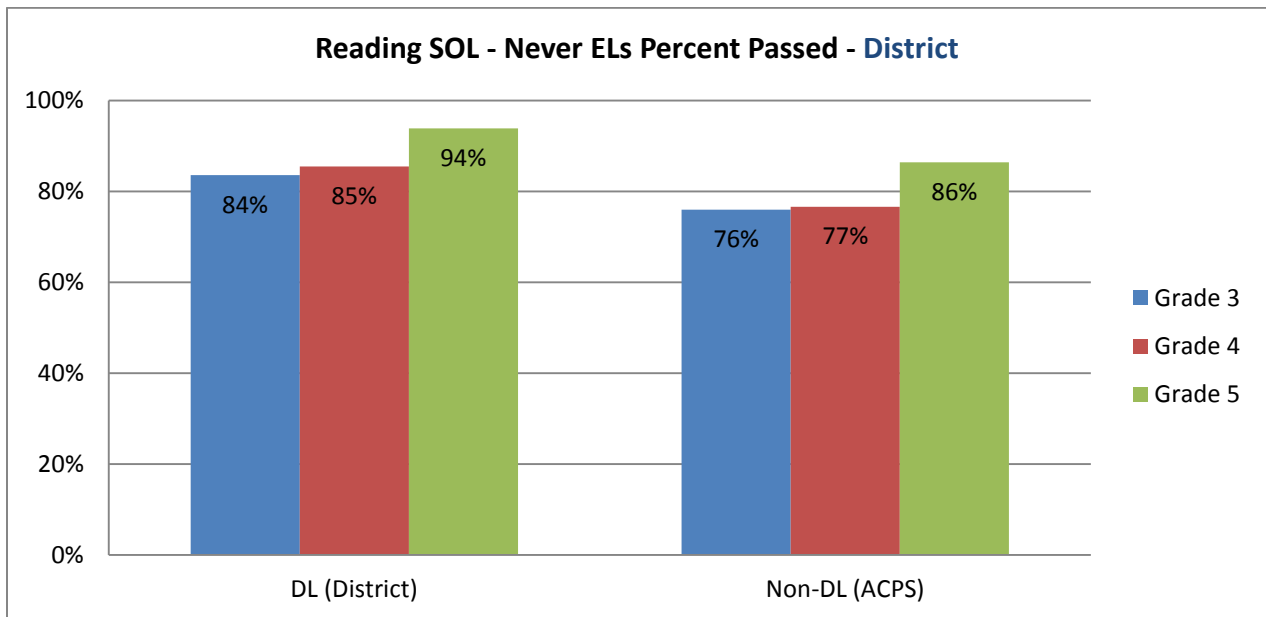
John Adams Elementary School: Student Academic Achievement Data

Chart 19: What percentage of Ever ELs scored proficient on the 2018 Reading SOL in Grades 3-5?
Ever ELs are students who have at any time been identified as ELs



Insufficient data in single grade(s) at John Adams Elementary School to report separately

Chart 20: What percentage of Never ELs scored proficient on the 2018 Reading SOL in Grades 3-5?
Never ELs are students who have never been identified as ELs



Insufficient data in single grade(s) and overall at John Adams Elementary School to report data at the school level

Chart 21: What percentage of JAES students scored proficient on the 2018 Science SOL in Grade 5?

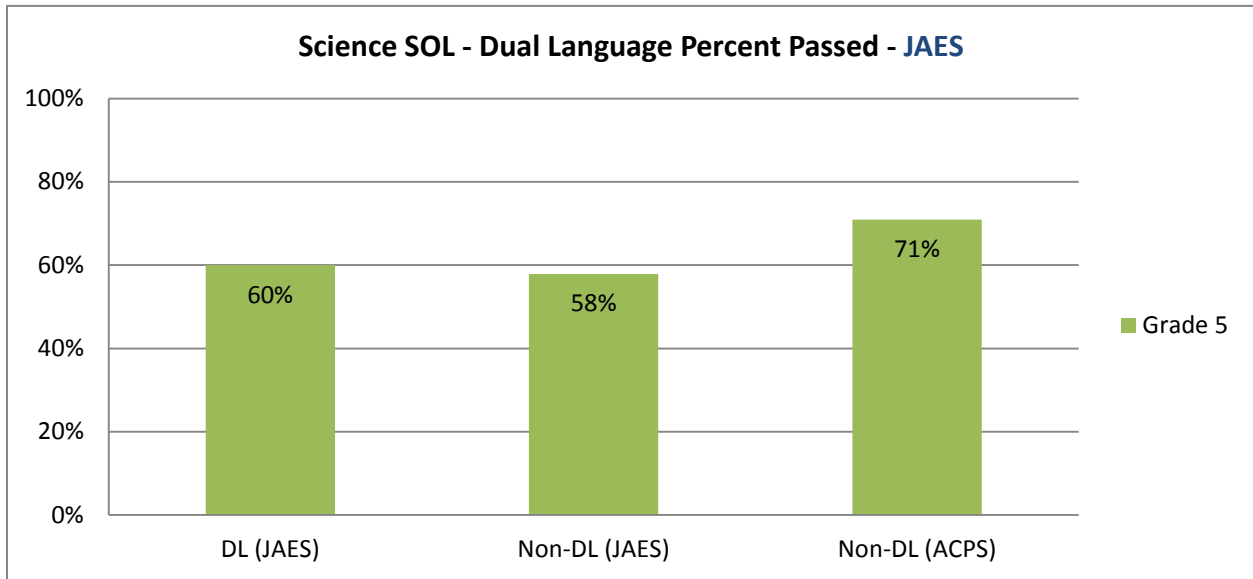


Chart 22: What percentage of all DL students scored proficient on the 2018 Science SOL in Grade 5?

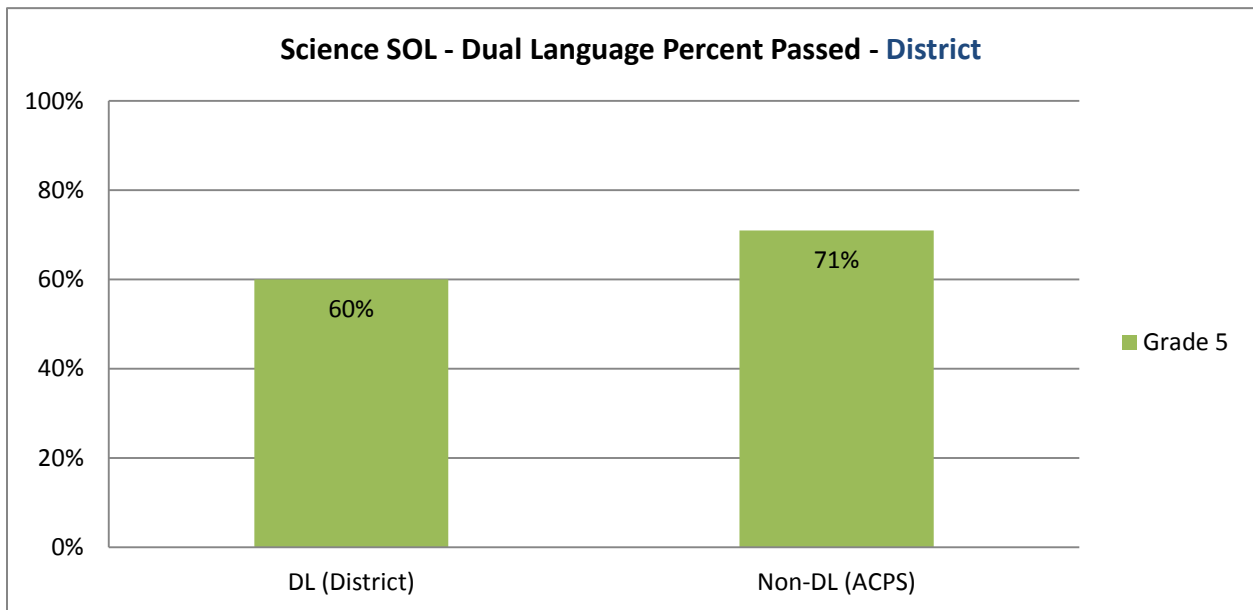


Chart 23: What percentage of Ever ELs scored proficient on the 2018 Science SOL in Grade 5?

Ever ELs are students who have at any time been identified as ELs

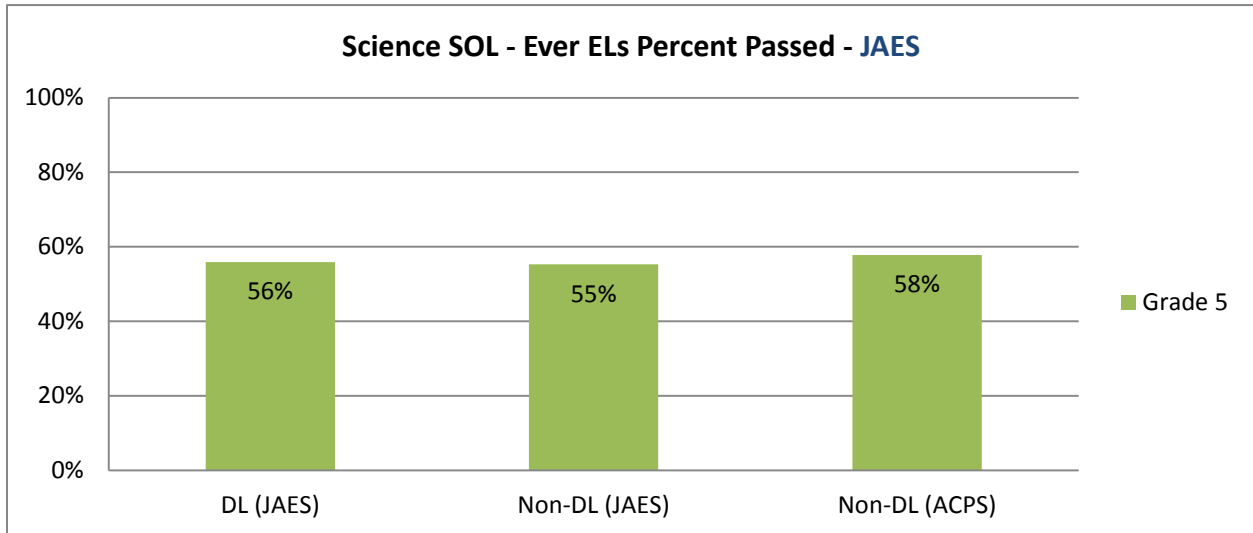
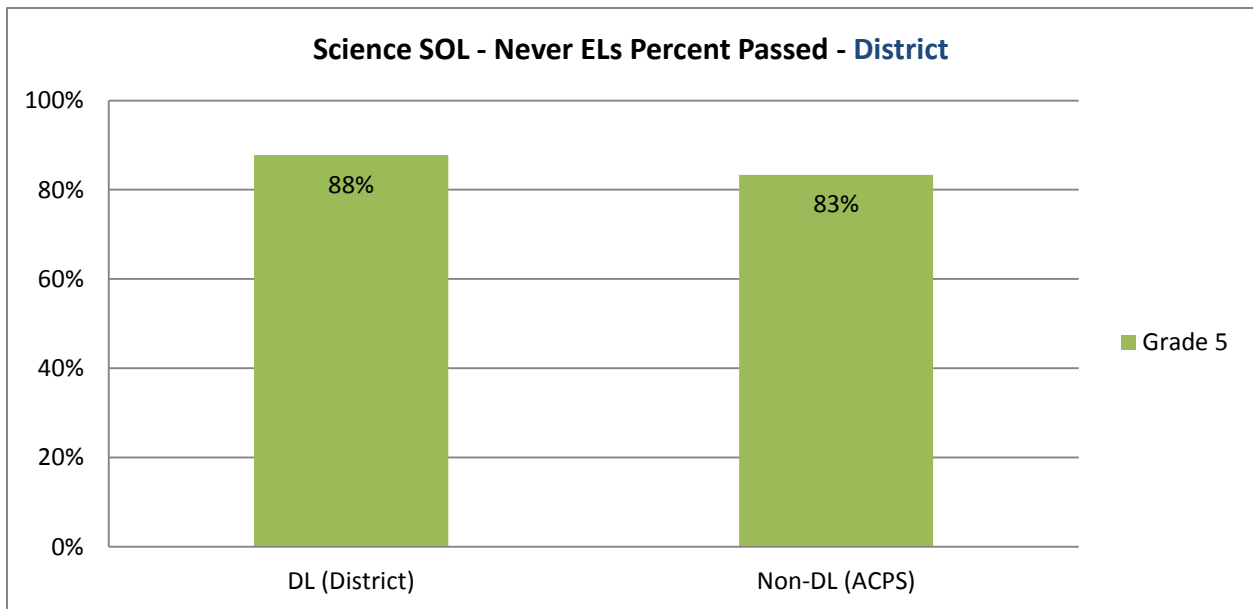


Chart 24: What percentage of Never ELs scored proficient on the 2018 Science SOL in Grade 5?

Never ELs are students who have never been identified as ELs



Insufficient data in single grade(s) and overall at John Adams Elementary School to report data at the school level

Chart 25: What percentage of JAES students scored proficient on the 2018 History SOL in Grade 4?

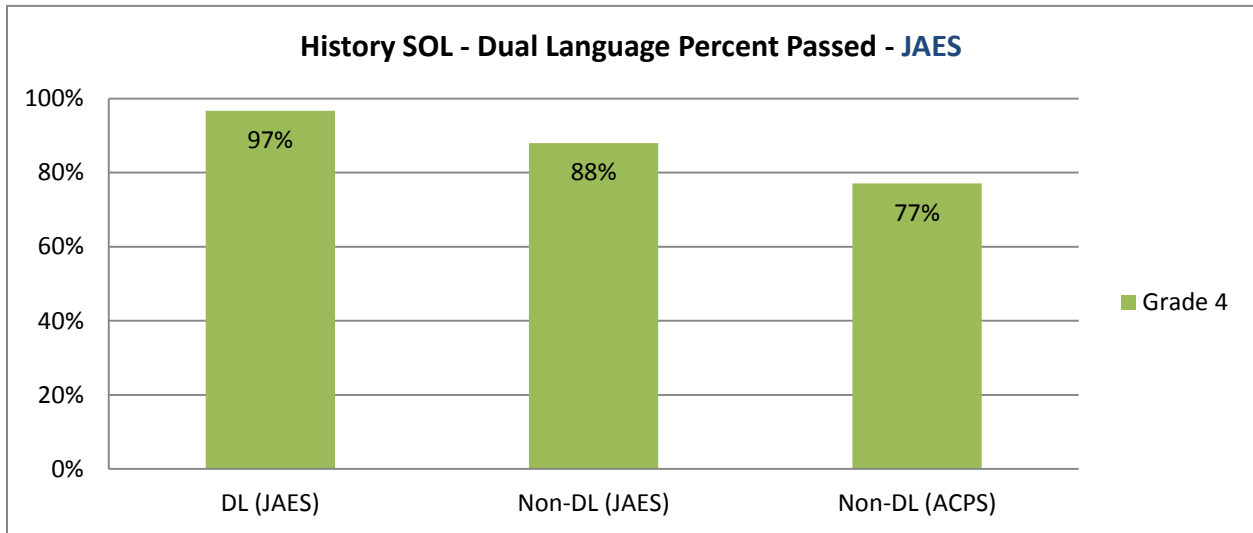


Chart 26: What percentage of all DL students scored proficient on the 2018 History SOL in Grade 4?

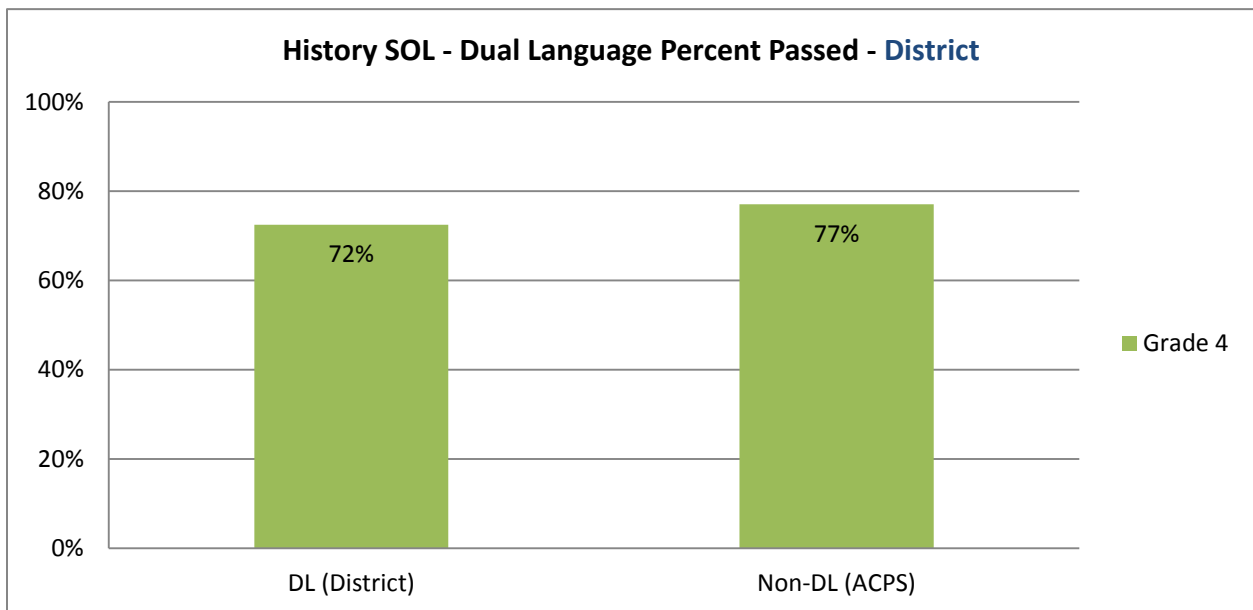
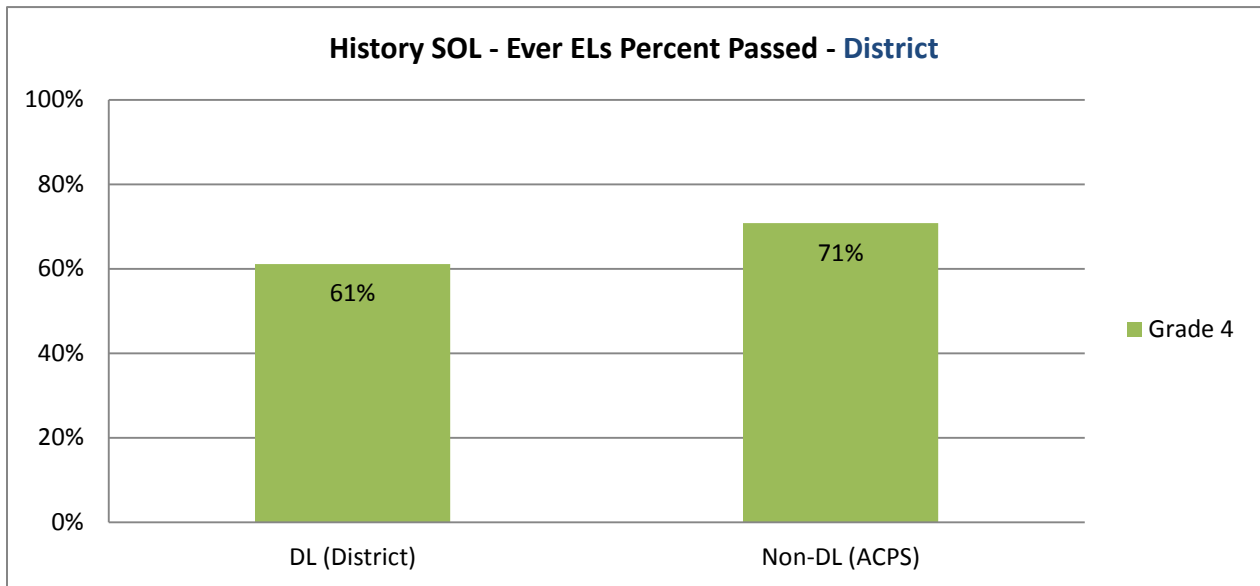


Chart 27: What percentage of Ever ELs scored proficient on the 2018 History SOL in Grade 4?

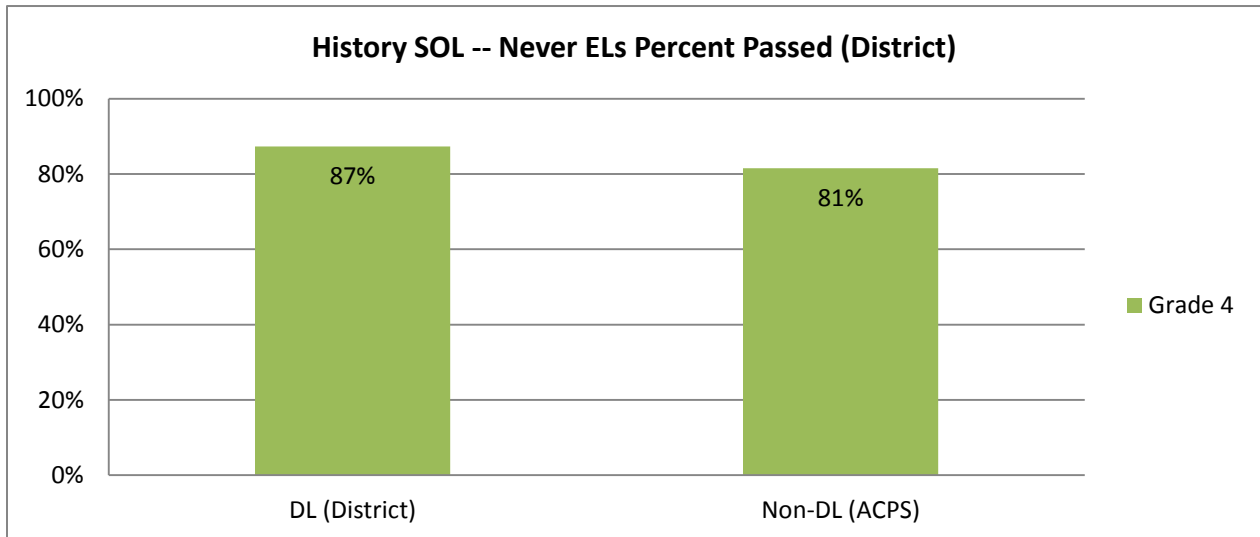
Ever ELs are students who have at any time been identified as ELs



Insufficient data in single grade(s) and overall at John Adams Elementary School to report data at the school level

Chart 28: What percentage of Never ELs scored proficient on the 2018 History SOL in Grade 4?

Never ELs are students who have never been identified as ELs



Insufficient data in single grade(s) and overall at John Adams Elementary School to report data at the school level

MOUNT VERNON COMMUNITY SCHOOL

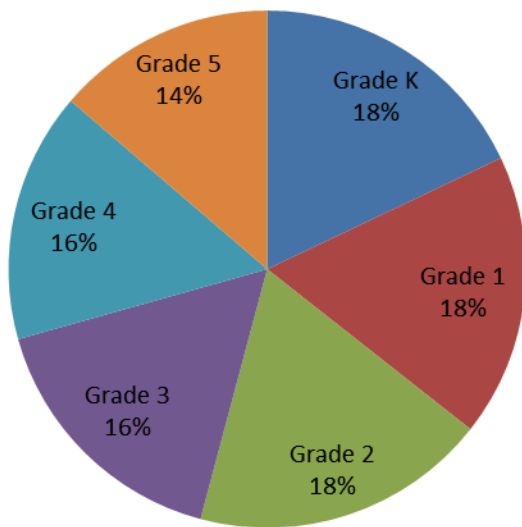
STUDENT ENROLLMENT AND ACADEMIC ACHIEVEMENT DATA

Mount Vernon Community School: Student Enrollment Data

Table 2: Dual Language vs. Non-Dual Language Program Student Enrollment

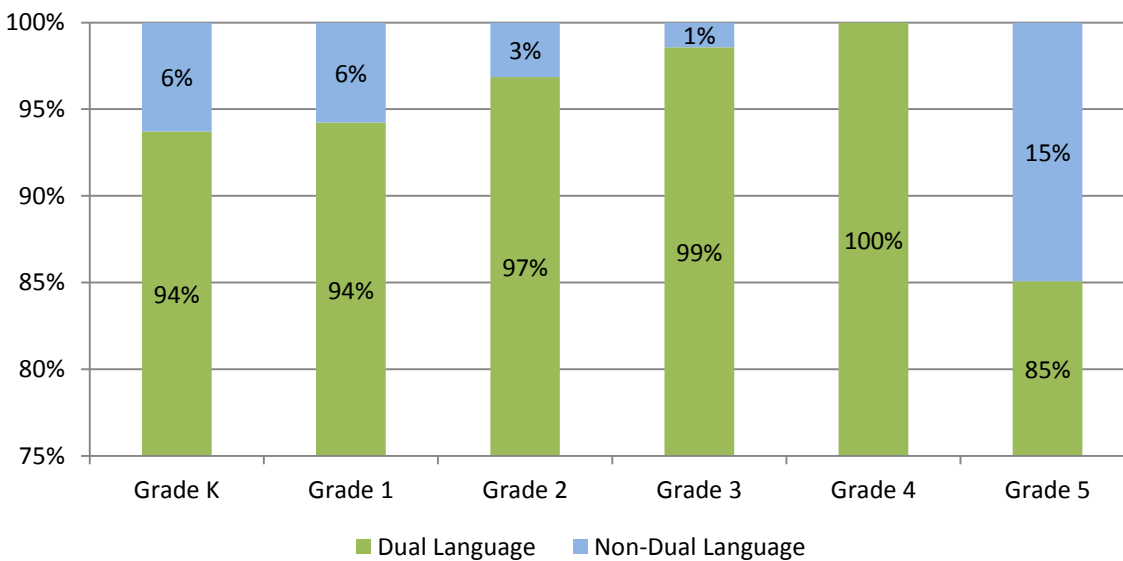
Grade Level	Dual Language	Non-Dual Language
K	149	10
1	147	9
2	154	5
3	137	2
4	130	0
5	114	20
Total	831	46

Chart 29: Dual Language Program Student Enrollment Distribution



Enrollment in the Dual Language Program at Mount Vernon Community School is levelly distributed amongst each grade level.

Chart 30: Dual Language vs. Non-Dual Language Program Grade Level Distribution



Mount Vernon Community School: Student Enrollment Data

Chart 31: Dual Language Program Student Enrollment by Home Language

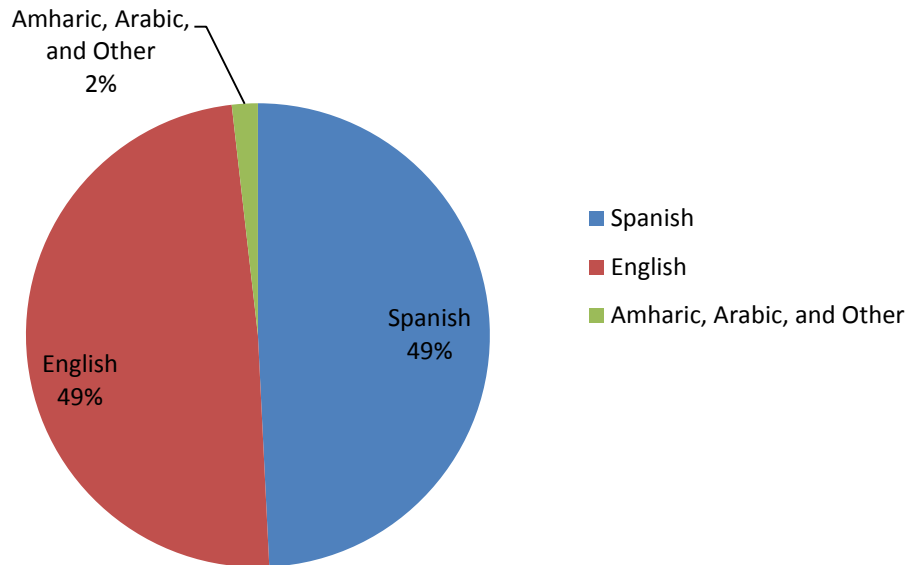


Chart 32: Dual Language Program Student Enrollment by Ethnicity

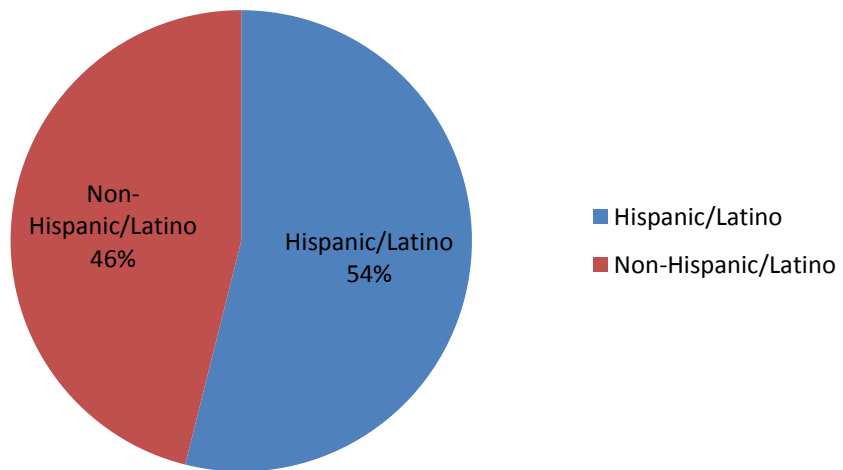


Chart 33: Dual Language Program Student Enrollment by EL History

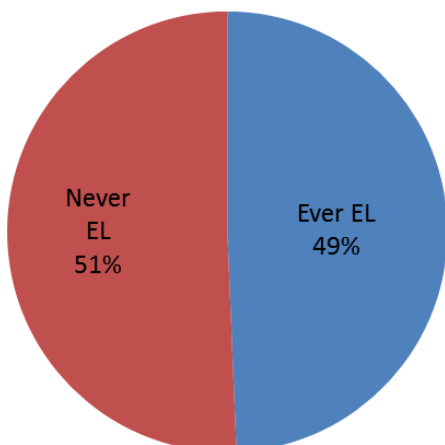
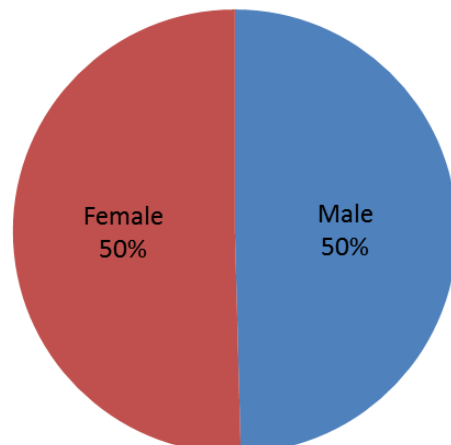


Chart 34: Dual Language Program Student Enrollment by Gender



Mount Vernon Community School: Student Academic Achievement Data

Chart 35: What percentage of students in the DL program at MVCS pass the PALS assessment?

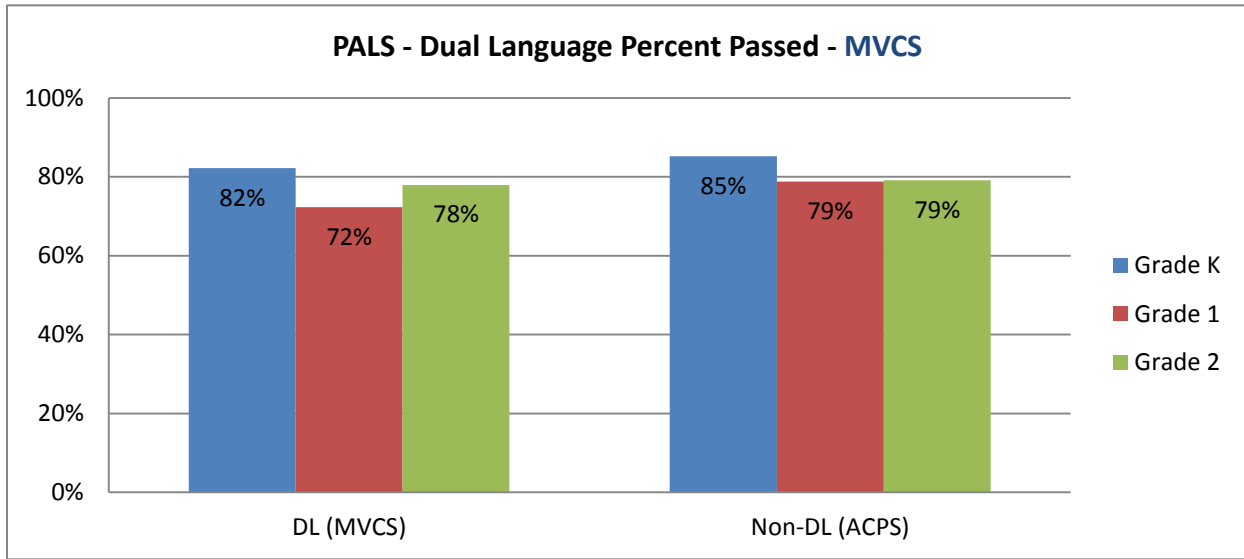
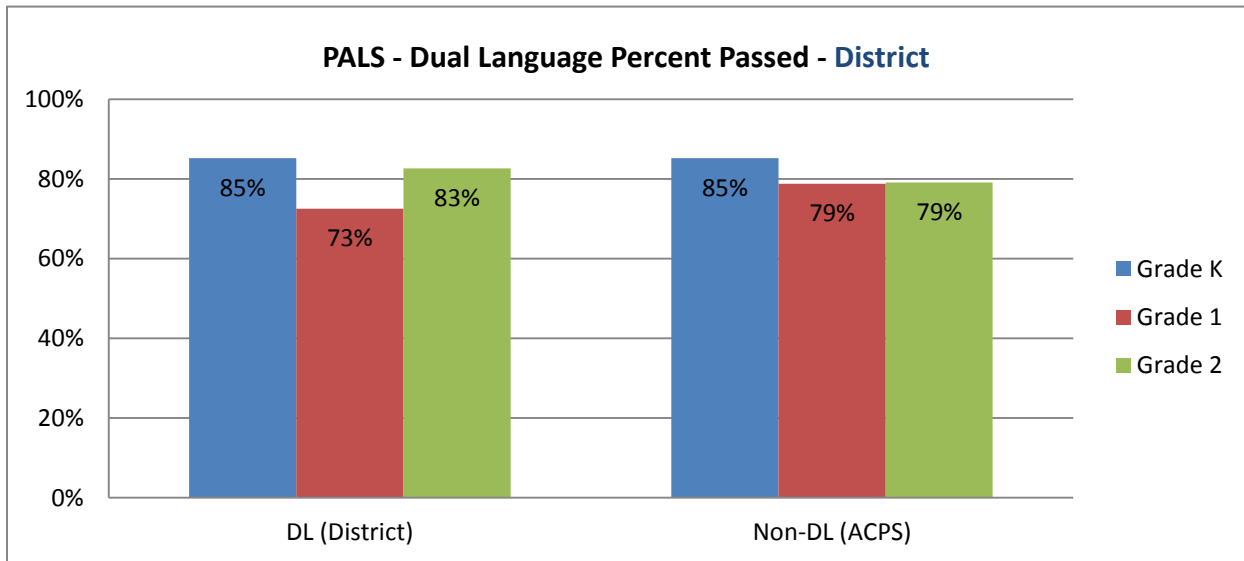


Chart 36: What percentage of all students in the DL programs pass the PALS assessment?



Mount Vernon Community School: Student Academic Achievement Data

Chart 37: What percentage of Ever ELs in the DL program at MVCS pass the PALS assessment?

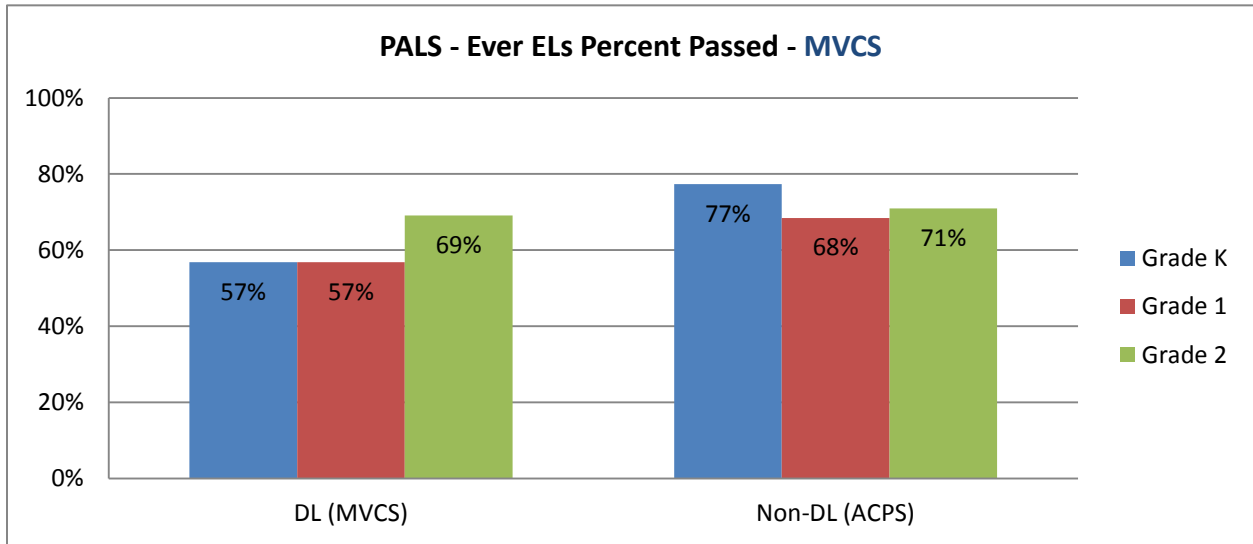
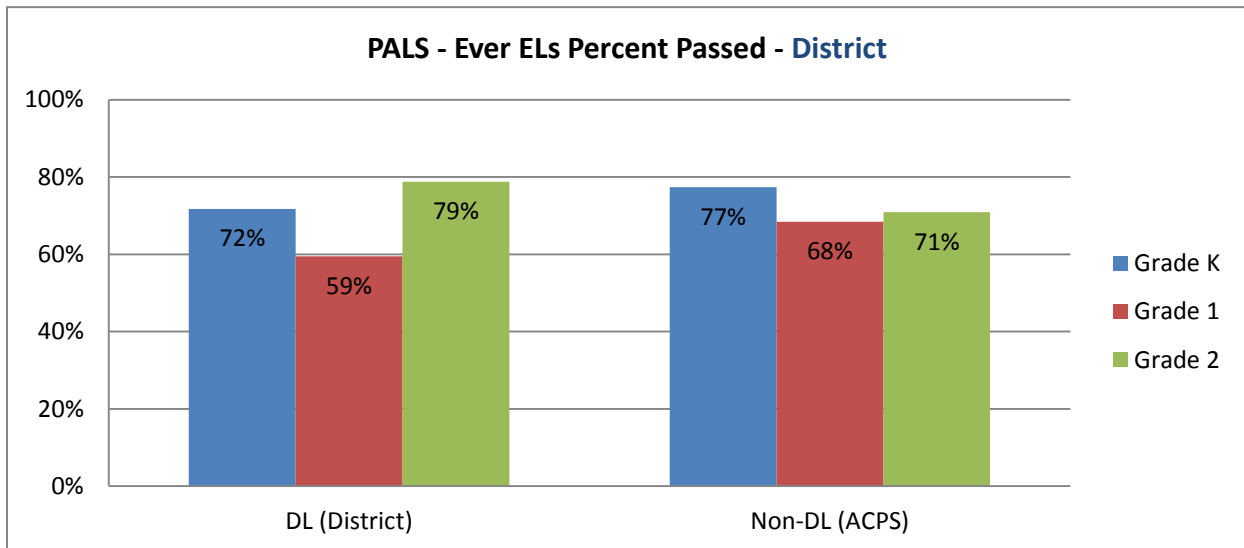


Chart 38: What percentage of all Ever ELs in the DL programs pass the PALS assessment?



Mount Vernon Community School: Student Academic Achievement Data

Chart 39: What percentage of Never ELs in the DL program at MVCS pass the PALS assessment?

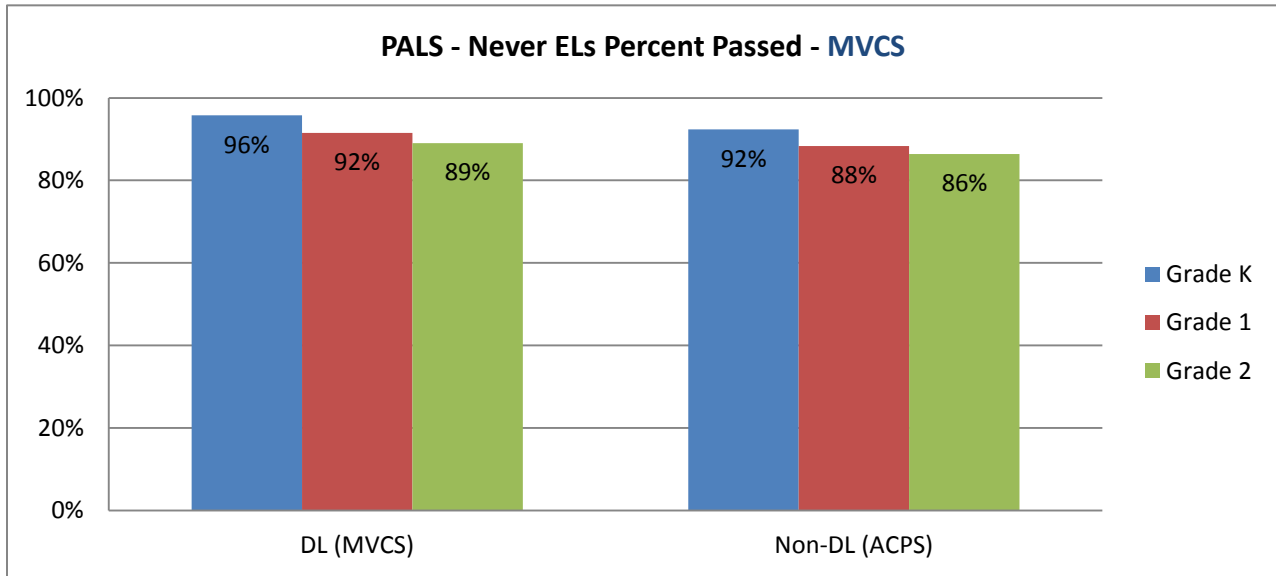
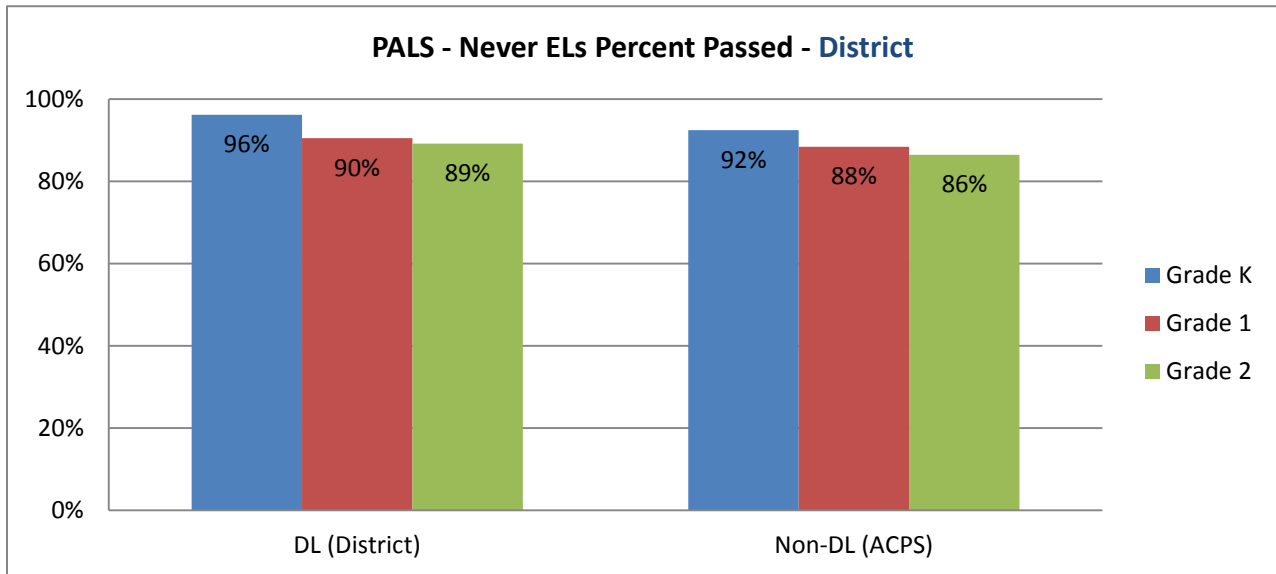


Chart 40: What percentage of all Never ELs in the DL programs pass the PALS assessment?



Mount Vernon Community School: Student Academic Achievement Data

Chart 41: What percentage of MVCS students scored proficient on the 2018 Math SOL in Grades 3-5?

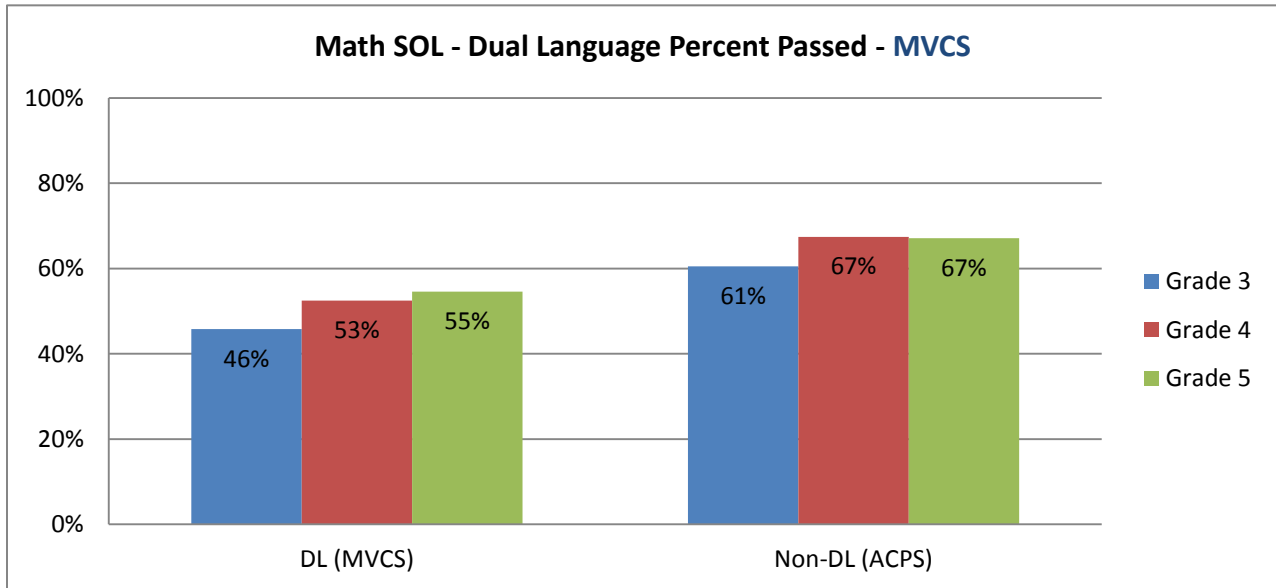
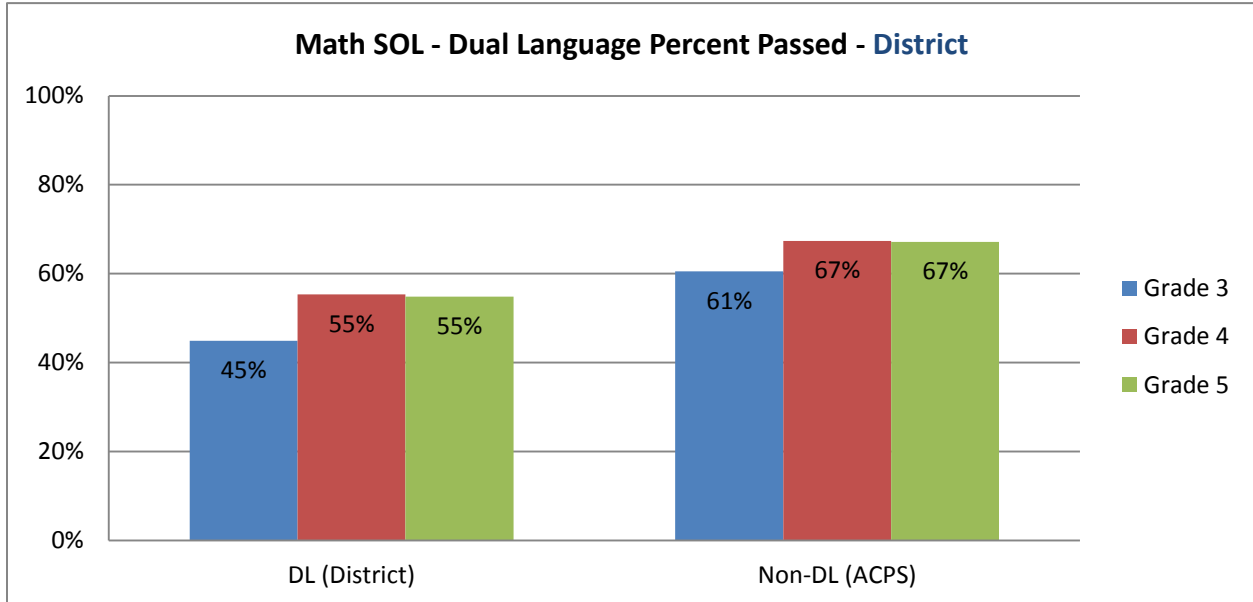


Chart 42: What percentage of all DL students scored proficient on the 2018 Math SOL in Grades 3-5?



Mount Vernon Community School: Student Academic Achievement Data

Chart 43: What percentage of Ever ELs scored proficient on the 2018 Math SOL in Grades 3-5?

Ever ELs are students who have at any time been identified as ELs

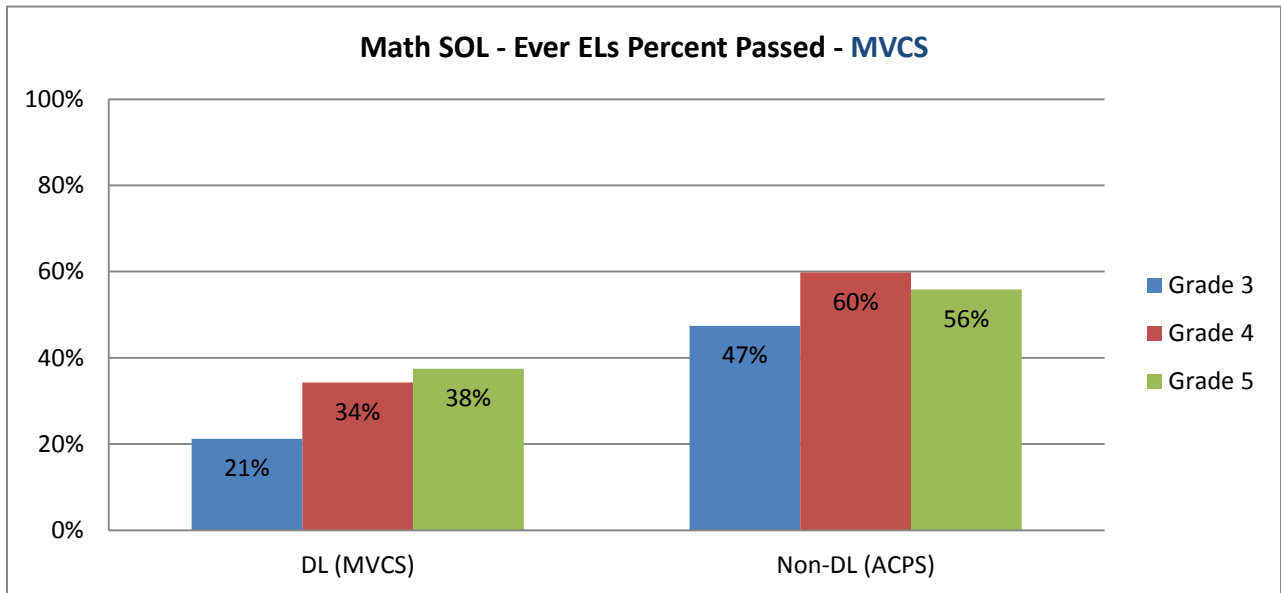
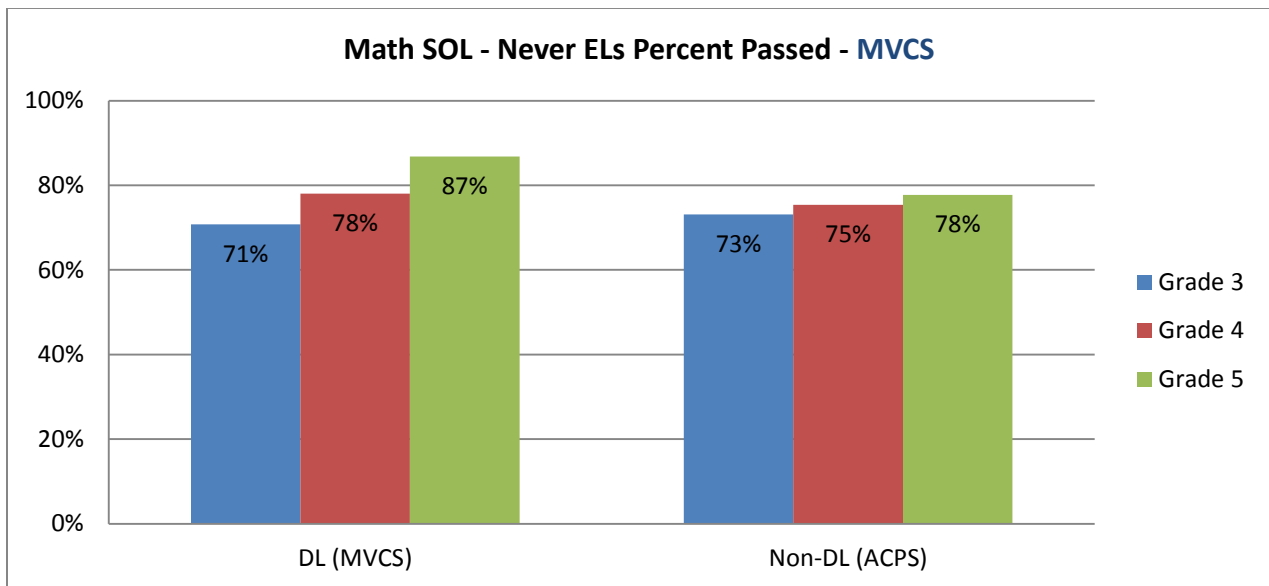


Chart 44: What percentage of Never ELs scored proficient on the 2018 Math SOL in Grades 3-5?

Never ELs are students who have never been identified as ELs



Mount Vernon Community School: Student Academic Achievement Data

Chart 45: What percentage of MVCS students scored proficient on the 2018 Reading SOL in Grades 3-5?

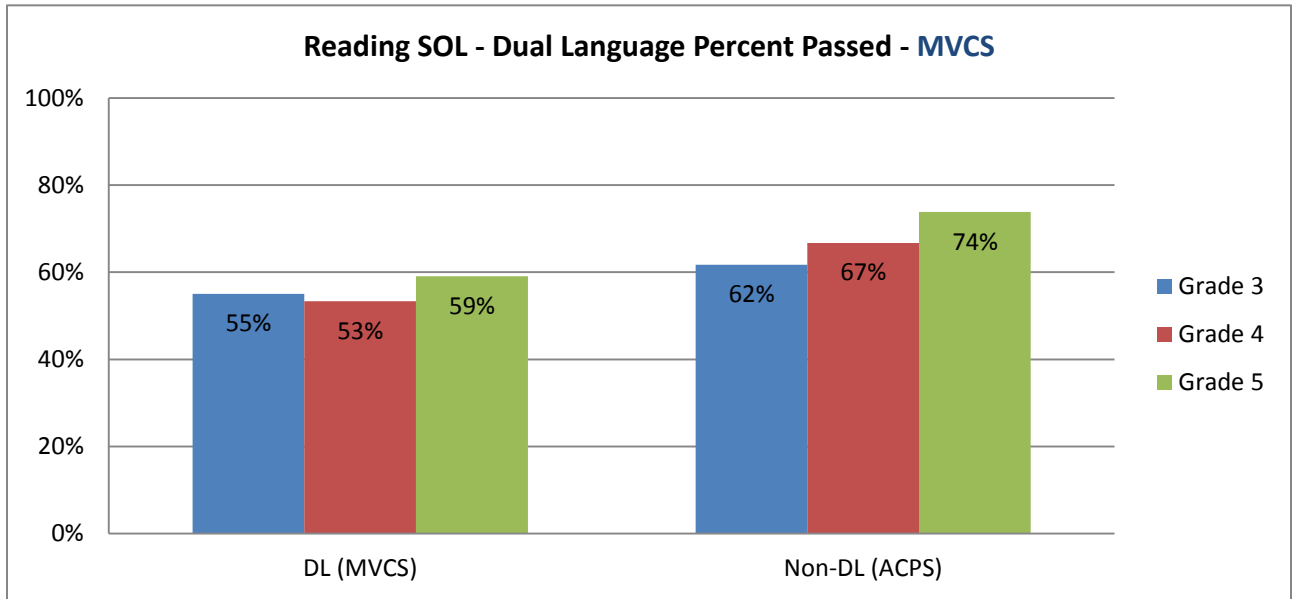
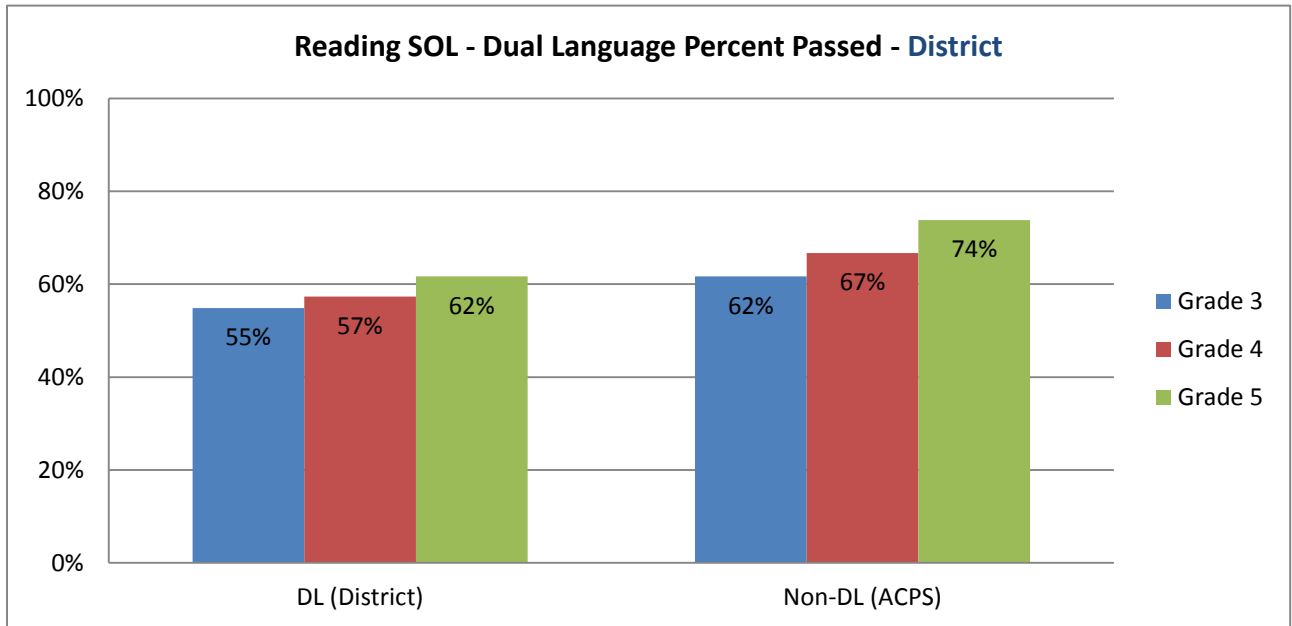


Chart 46: What percentage of all DL students scored proficient on the 2018 Reading SOL in Grades 3-5?



Mount Vernon Community School: Student Academic Achievement Data

Chart 47: What percentage of Ever ELs scored proficient on the 2018 Reading SOL in Grades 3-5?

Ever ELs are students who have at any time been identified as ELs

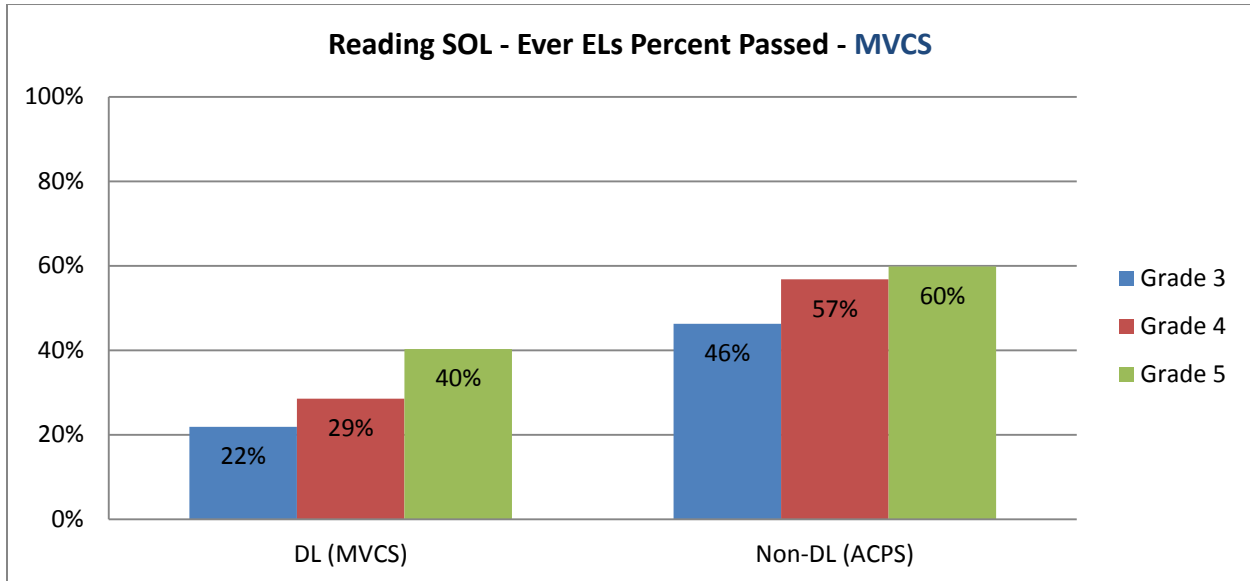
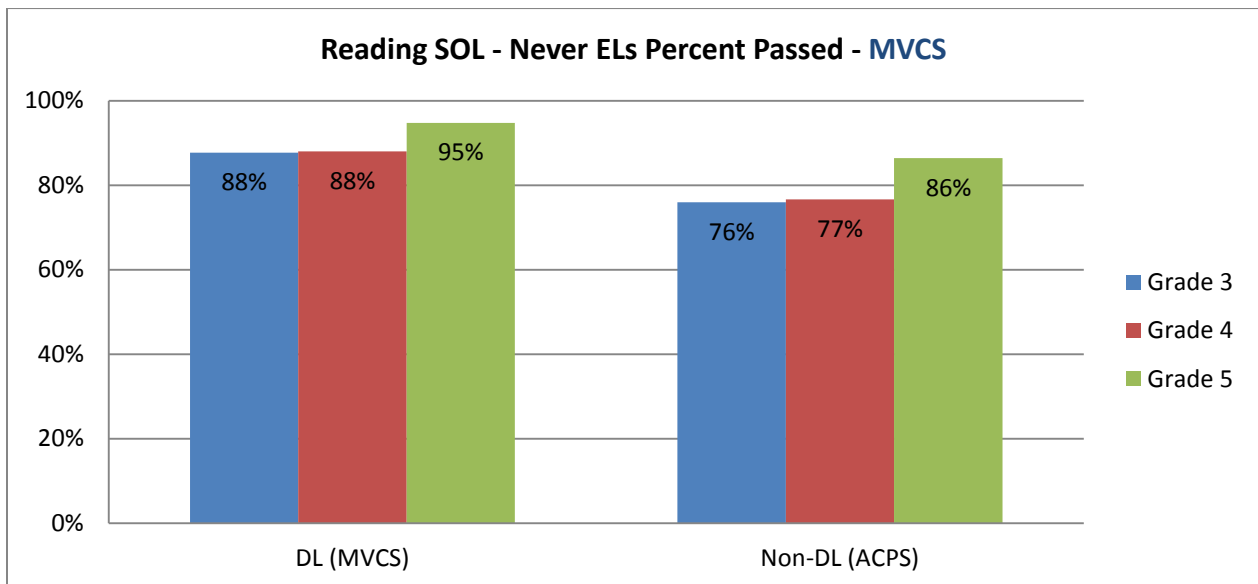


Chart 48: What percentage of Never ELs scored proficient on the 2018 Reading SOL in Grades 3-5?

Never ELs are students who have never been identified as ELs



Mount Vernon Community School: Student Academic Achievement Data

Chart 49: What percentage of MVCS students scored proficient on the 2018 Science SOL in Grade 5?

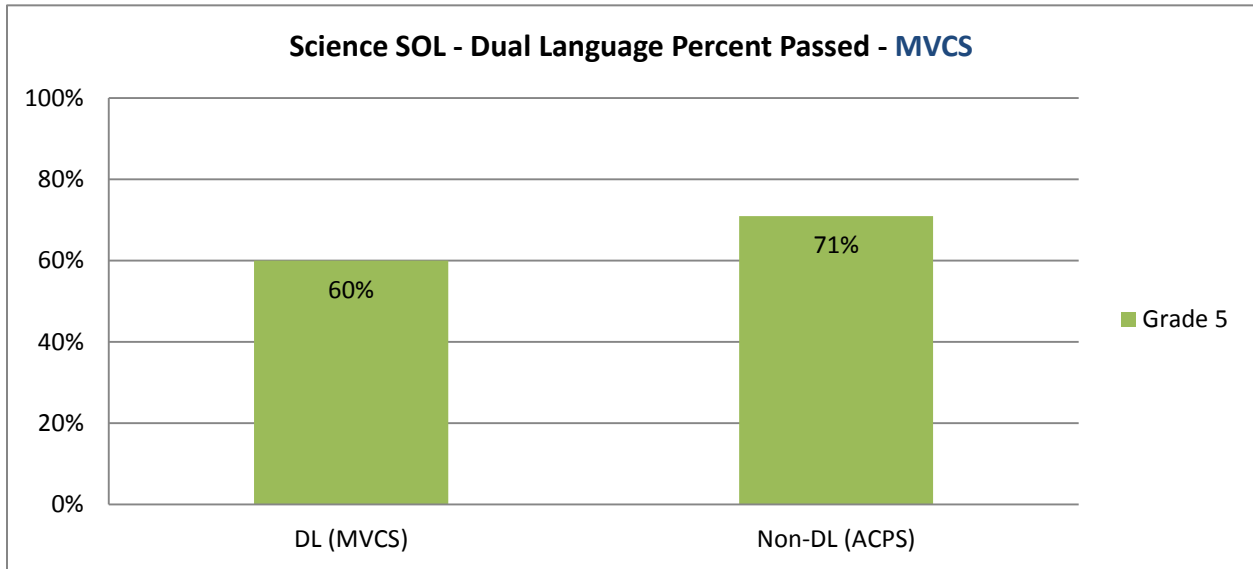


Chart 50: What percentage of all DL students scored proficient on the 2018 Science SOL in Grade 5?

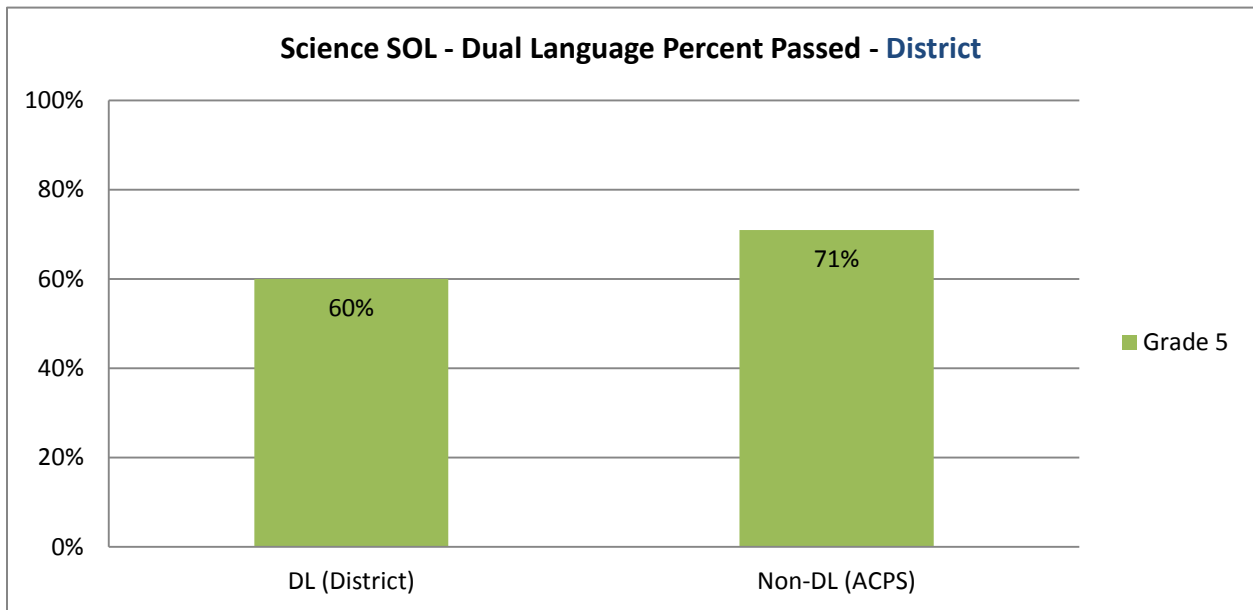


Chart 51: What percentage of Ever ELs scored proficient on the 2018 Science SOL in Grade 5?

Ever ELs are students who have at any time been identified as ELs

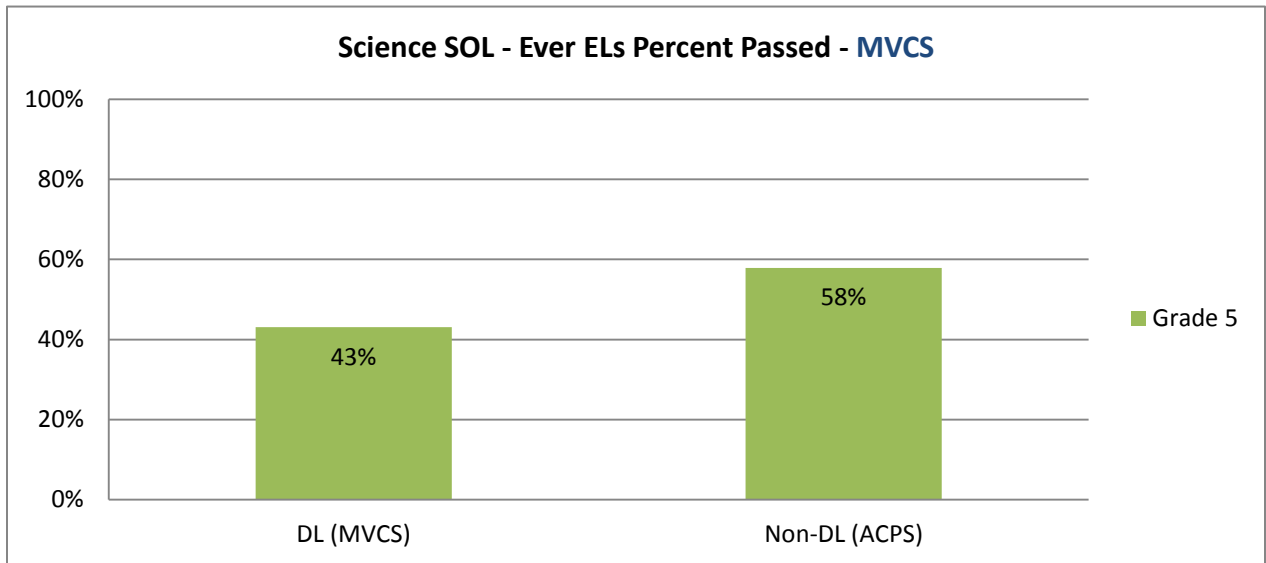
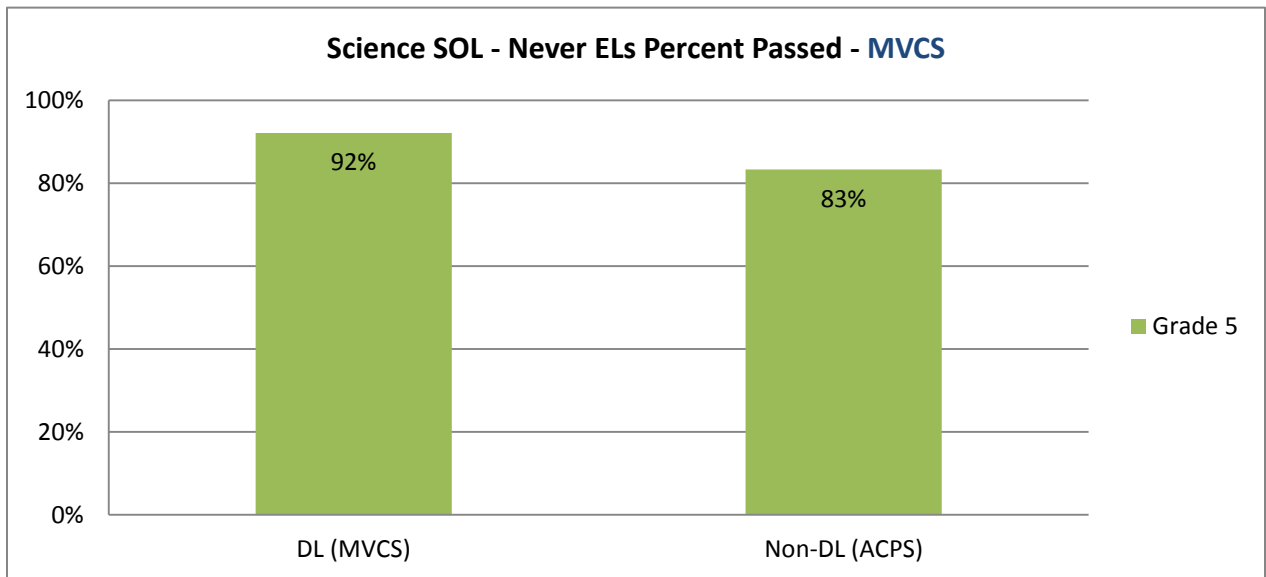


Chart 52: What percentage of Never ELs scored proficient on the 2018 Science SOL in Grade 5?

Never ELs are students who have never been identified as ELs



Mount Vernon Community School: Student Academic Achievement Data

Chart 53: What percentage of MVCS students scored proficient on the 2018 History SOL in Grade 4?

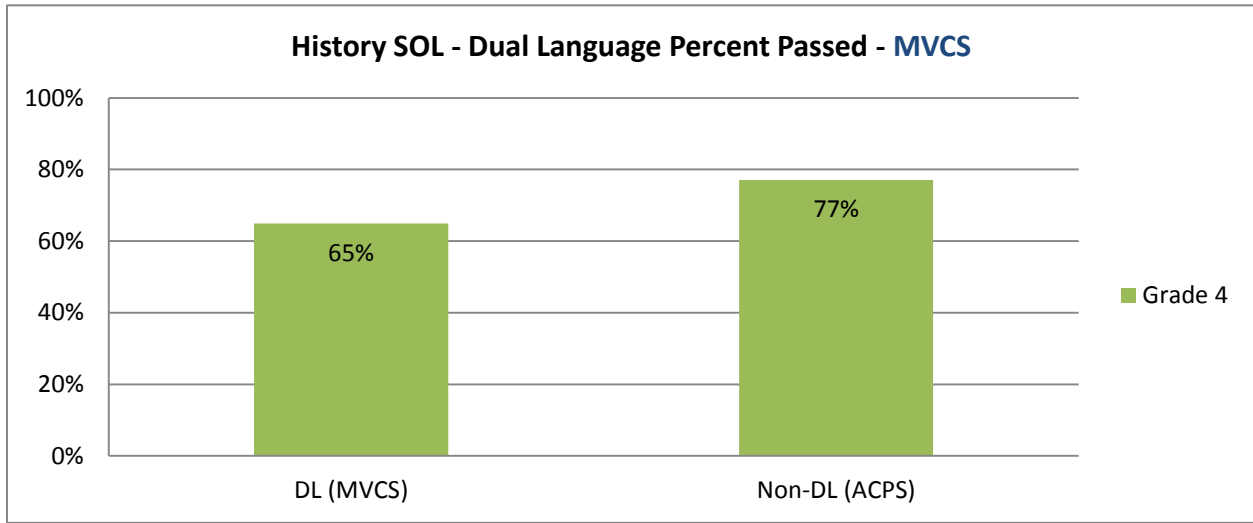


Chart 54: What percentage of all DL students scored proficient on the 2018 History SOL in Grade 4?

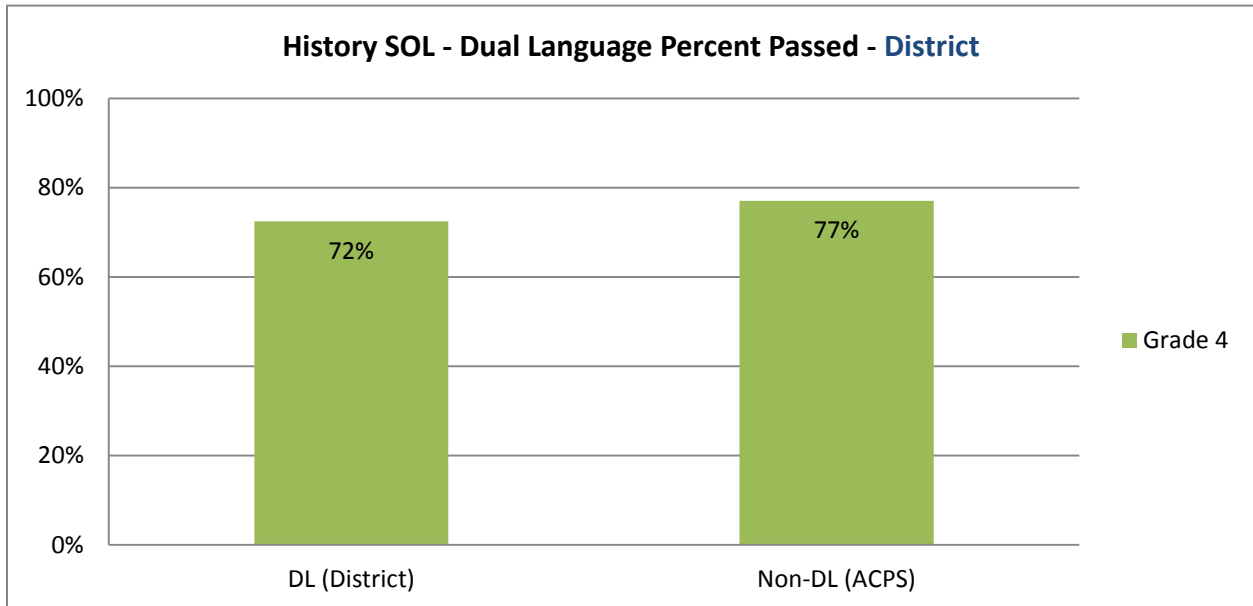


Chart 55: What percentage of Ever ELs scored proficient on the 2018 History SOL in Grade 4?

Ever ELs are students who have at any time been identified as ELs

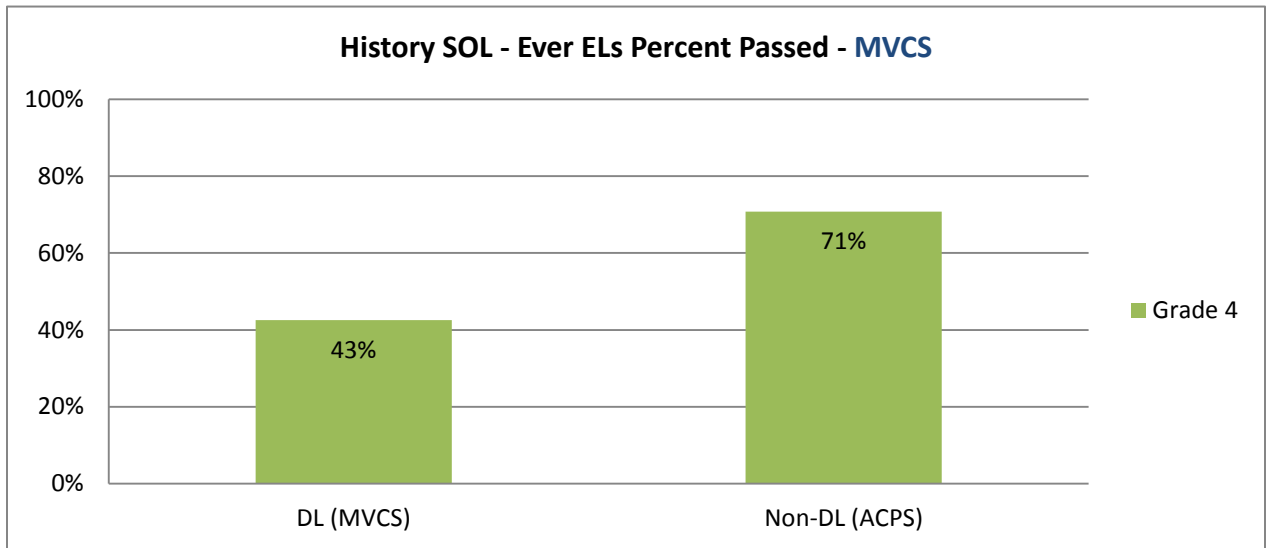


Chart 56: What percentage of Never ELs scored proficient on the 2018 History SOL in Grade 4?

Never ELs are students who have never been identified as ELs

