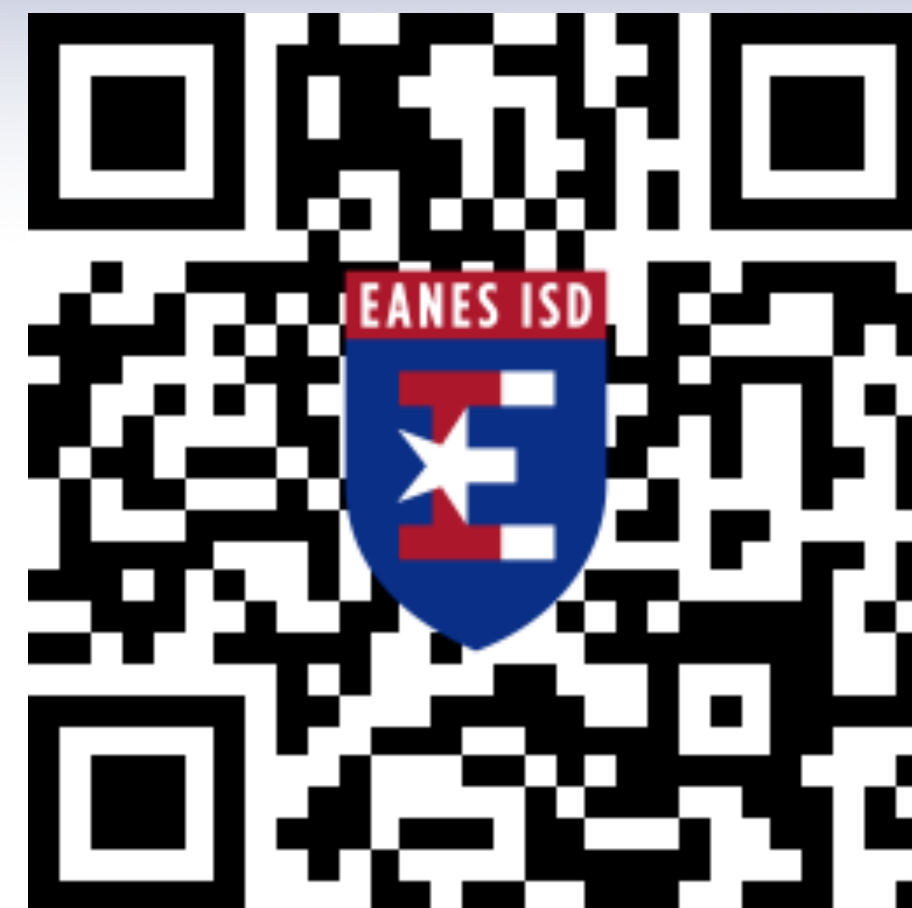


# Futuro

**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

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SPANISH IMMERSION IN EANES ISD





**your**





our





all





**long-term**

**changes &**

**implementations**







# **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



A stylized sun graphic on the left side of the slide. It features a large spiral in the center, composed of concentric, irregular yellow rings with a reddish-brown outline. Surrounding the spiral are several smaller, elongated yellow shapes, also with reddish-brown outlines, representing sunbeams or rays.

# *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)





# Eanes ISD Challenges

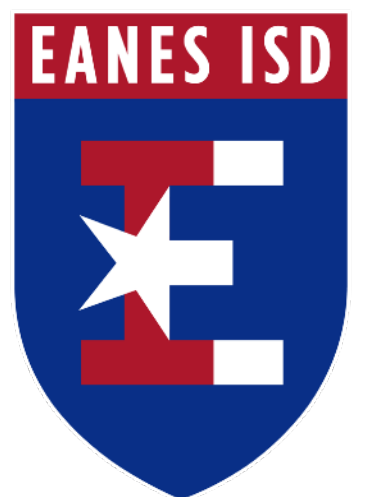
December 2017, December 2019 & October 2022

- 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

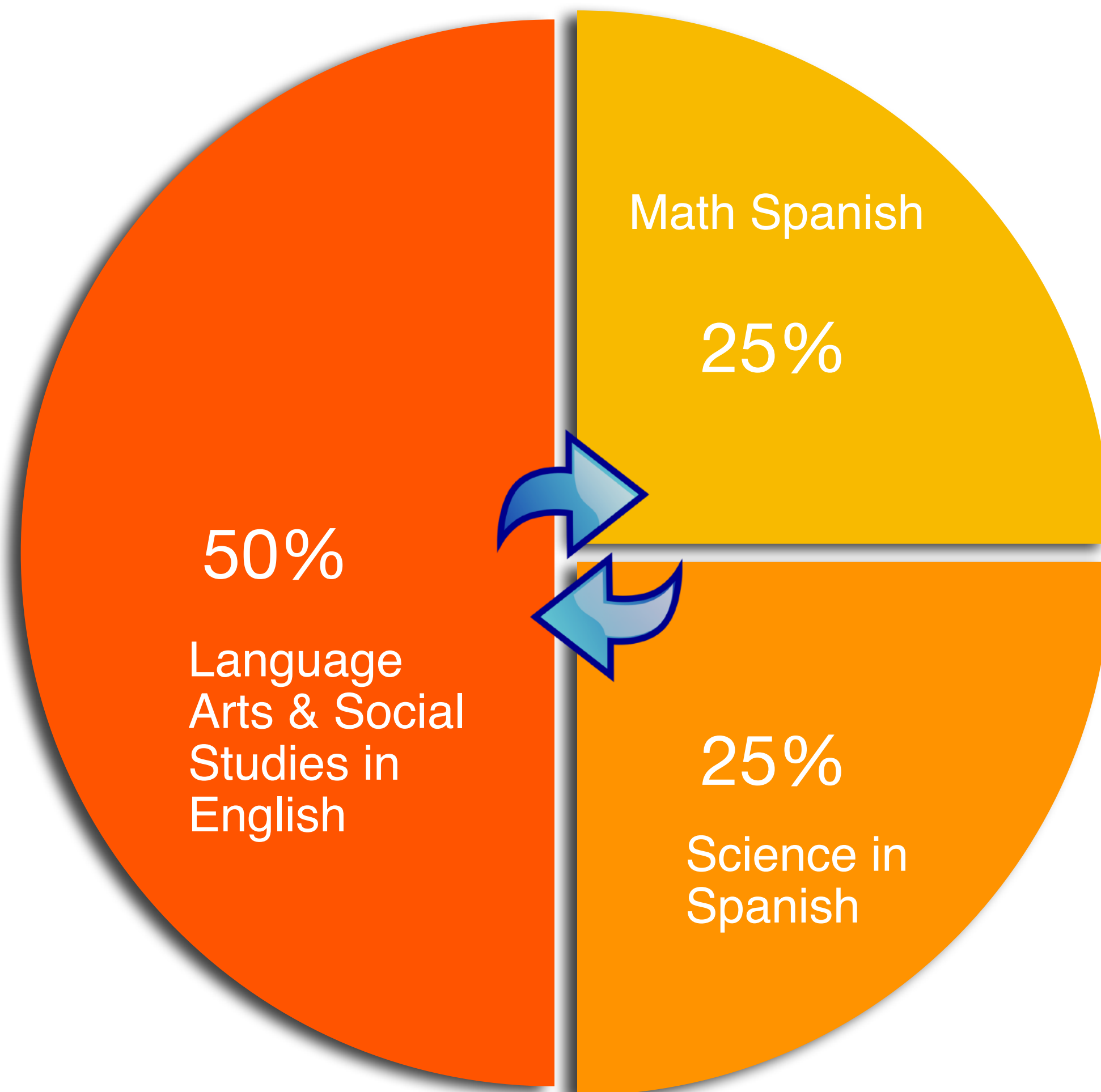


# CHALLENGES: INSTRUCTIONAL TIME



# Challenges: Instructional Time

December 2019  
50/50 Model



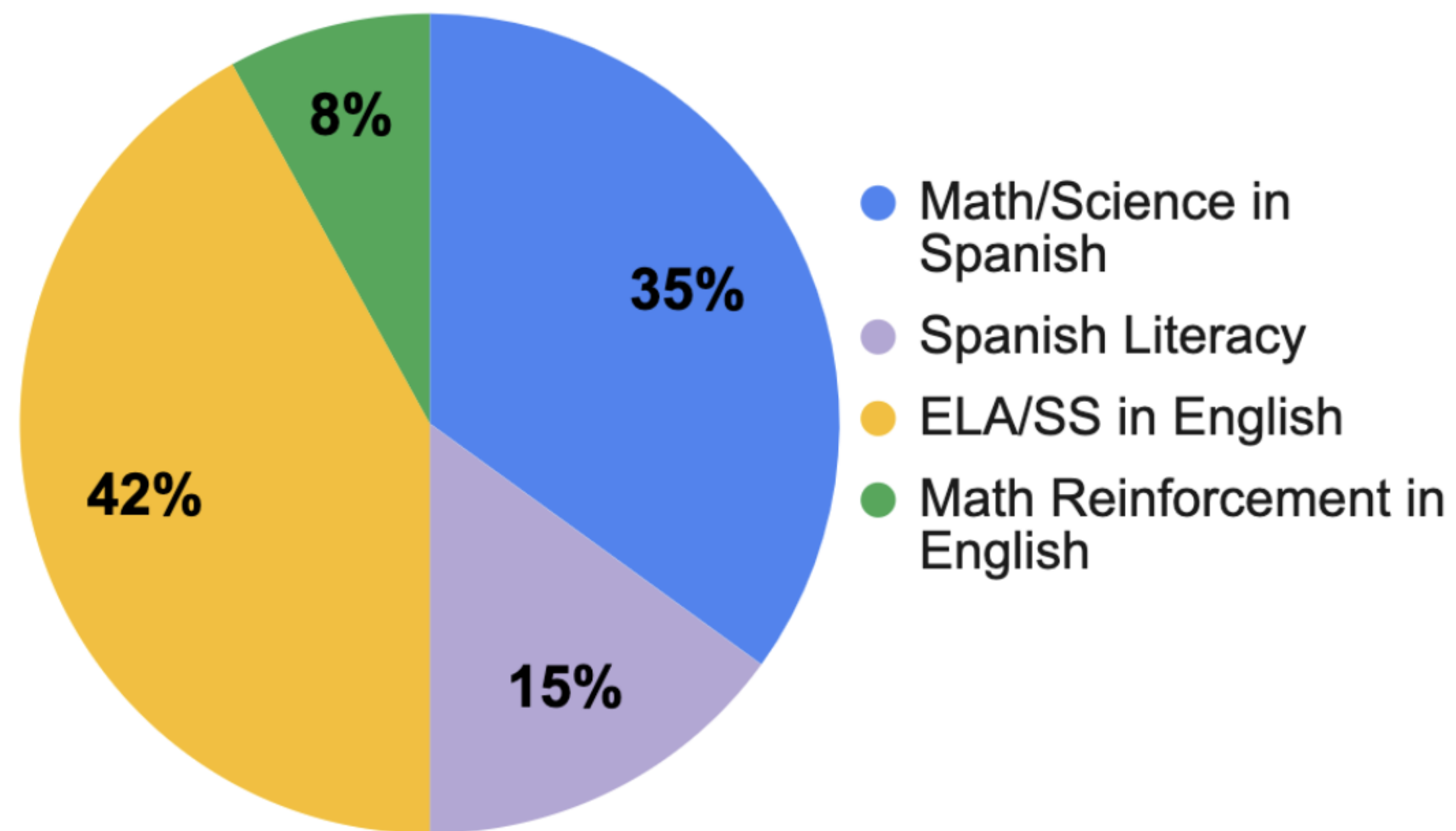
- Need for literacy in Spanish
  - Vocabulary and language
  - Shift in 5th grade (compacted math)
- Need for math reinforcement



# Challenges: Instructional Time

2020 - 21  
50/50 Model

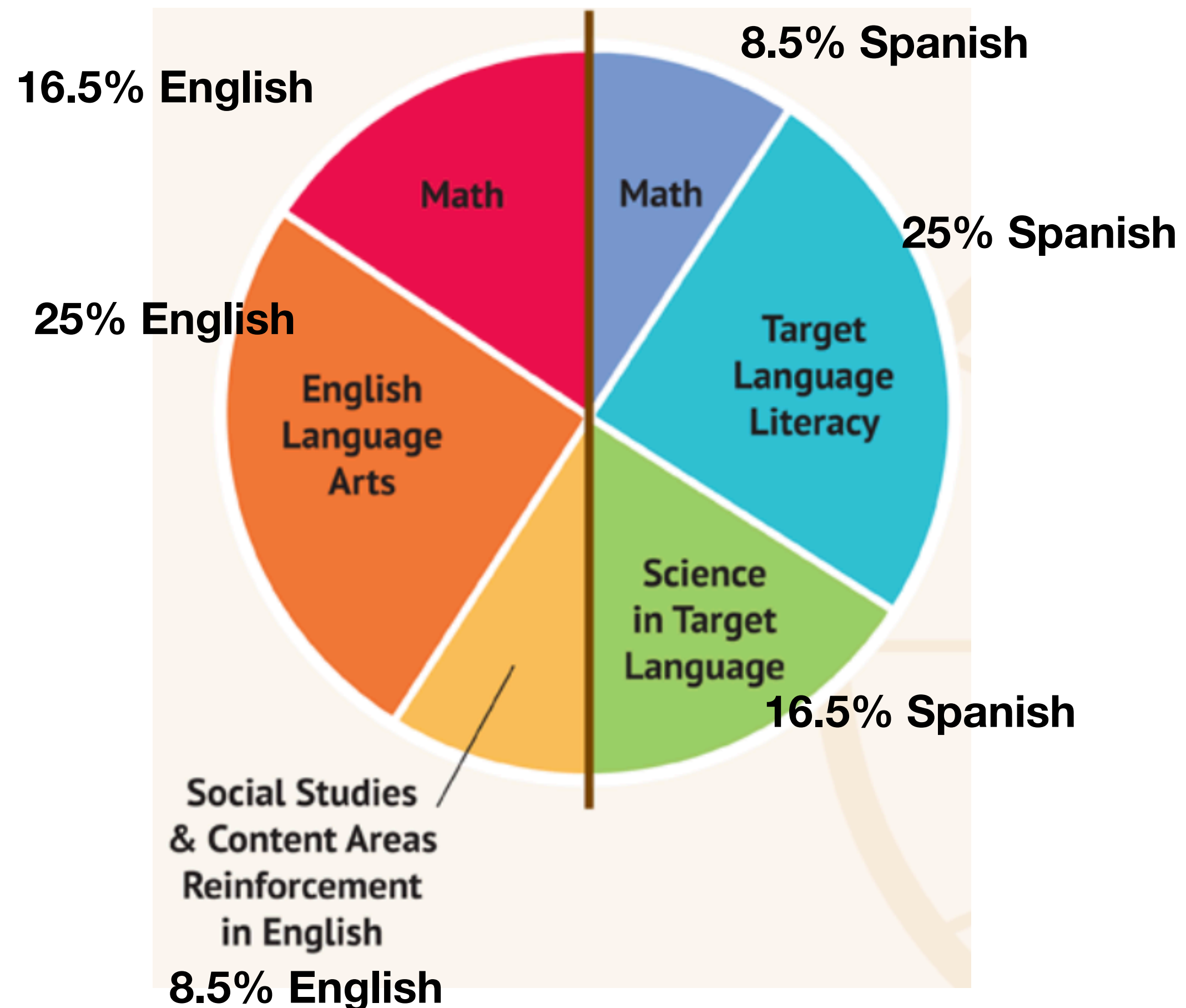
**EISD Spanish Immersion Program  
K-3rd Instructional Model**



- 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

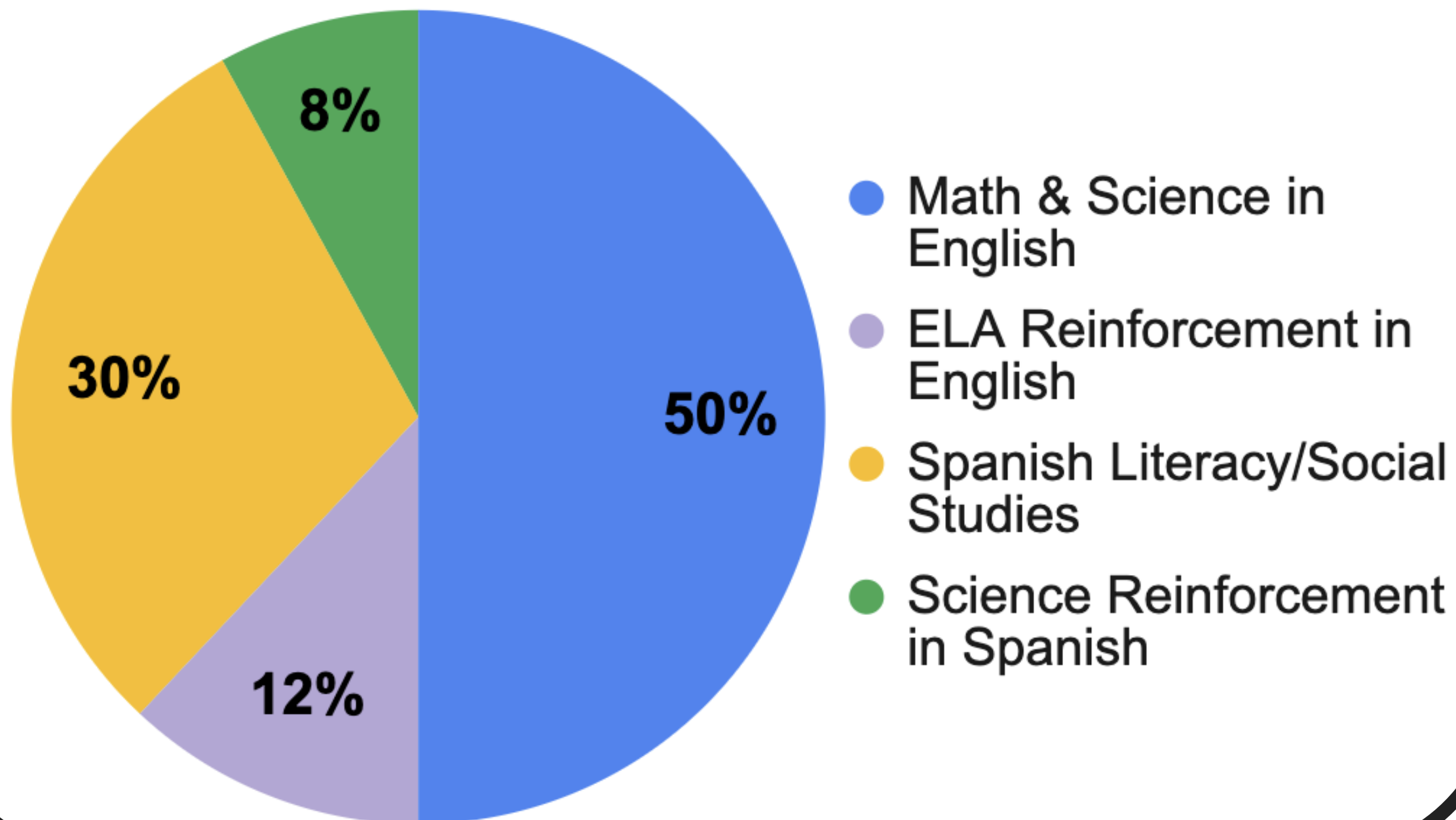


5th grade different math courses  
(5th and 5th/6th compacted)

# Challenges: Instructional Time

2022 - 2023  
5th Grade Model

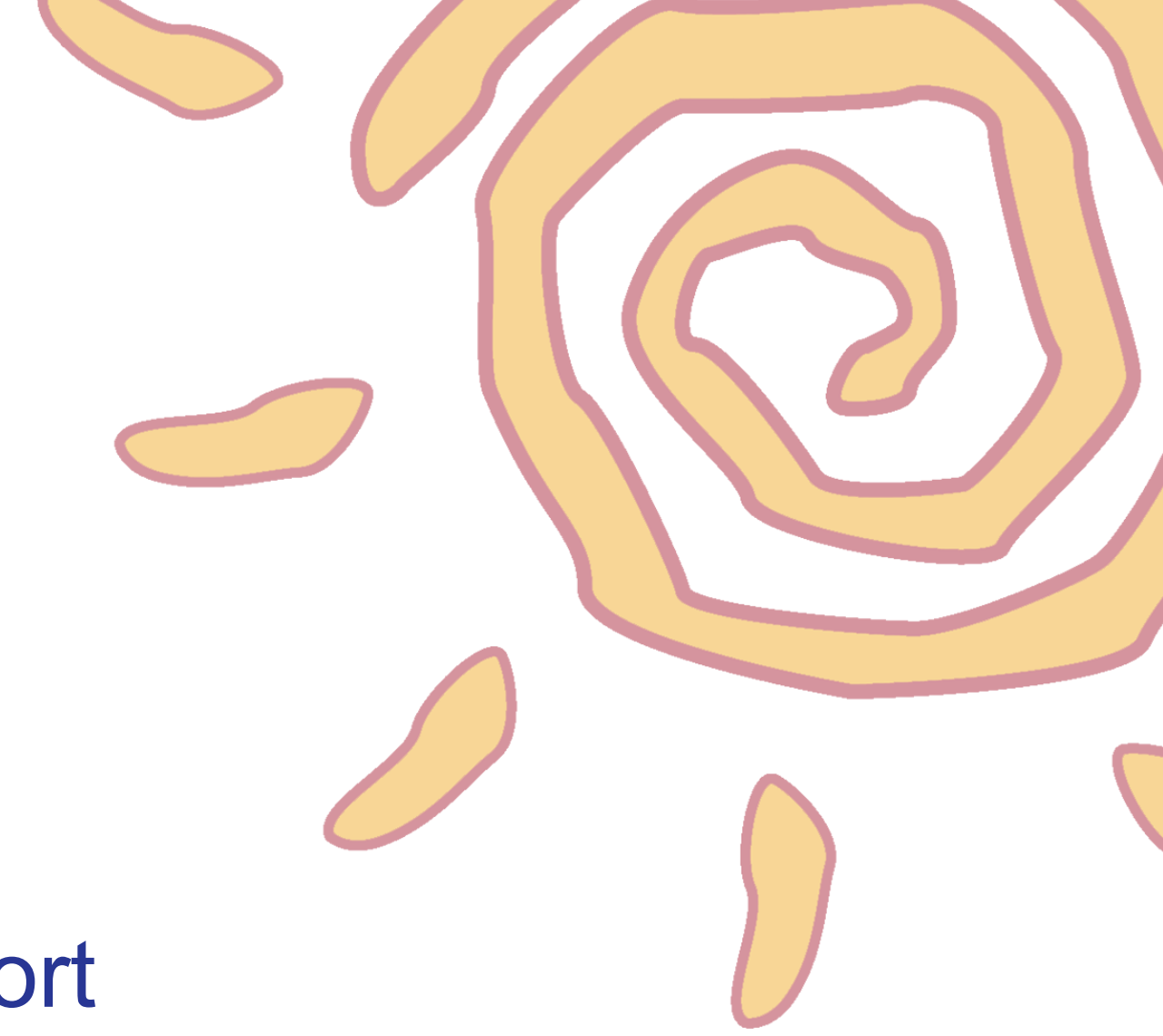
**EISD Spanish Immersion Program  
5th Grade Instructional Model**



- 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

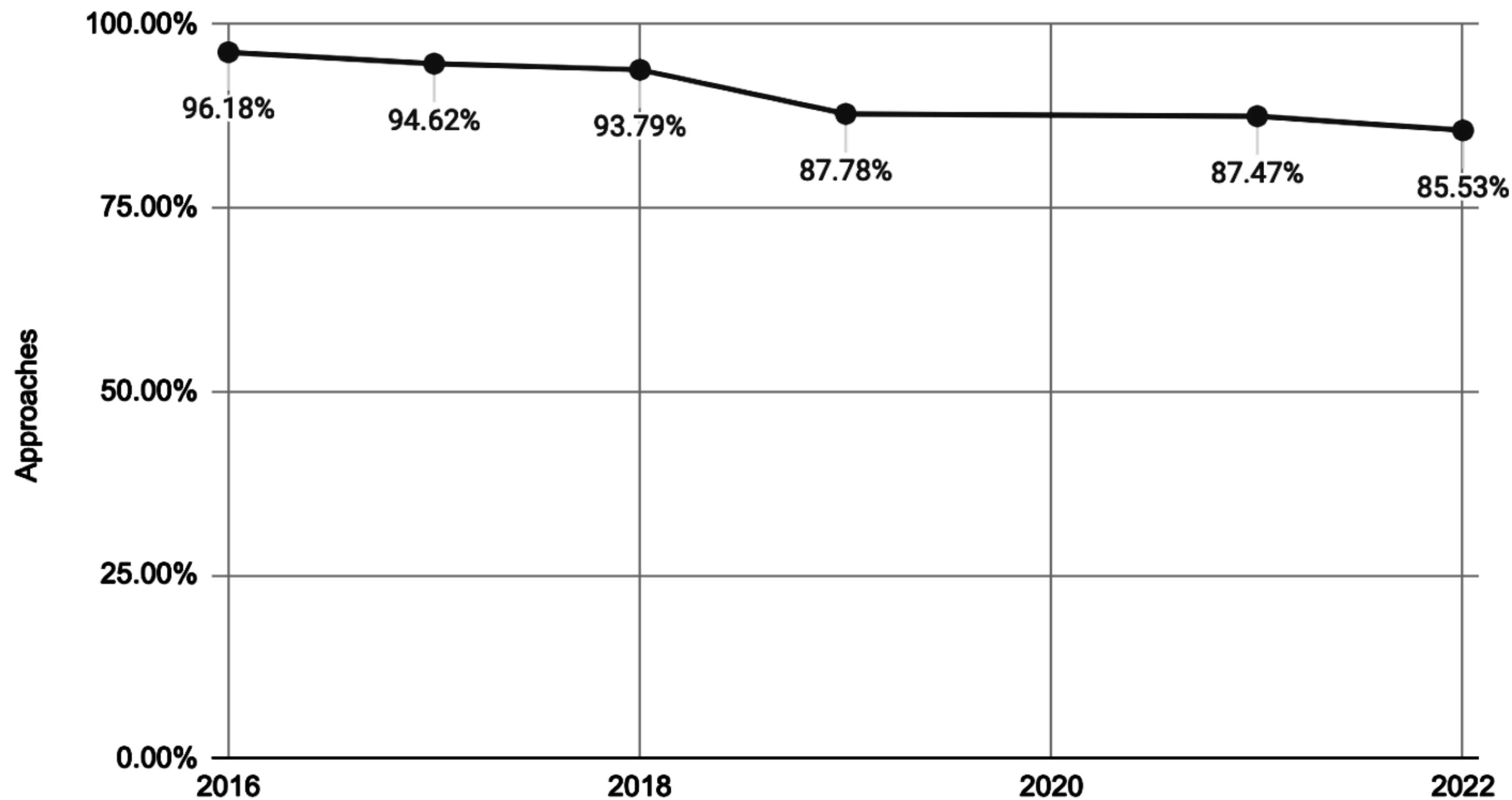


# IMPLICATIONS: INSTRUCTIONAL TIME



# Implications: Instructional Time

5th Grade Science STAAR Passing Rate



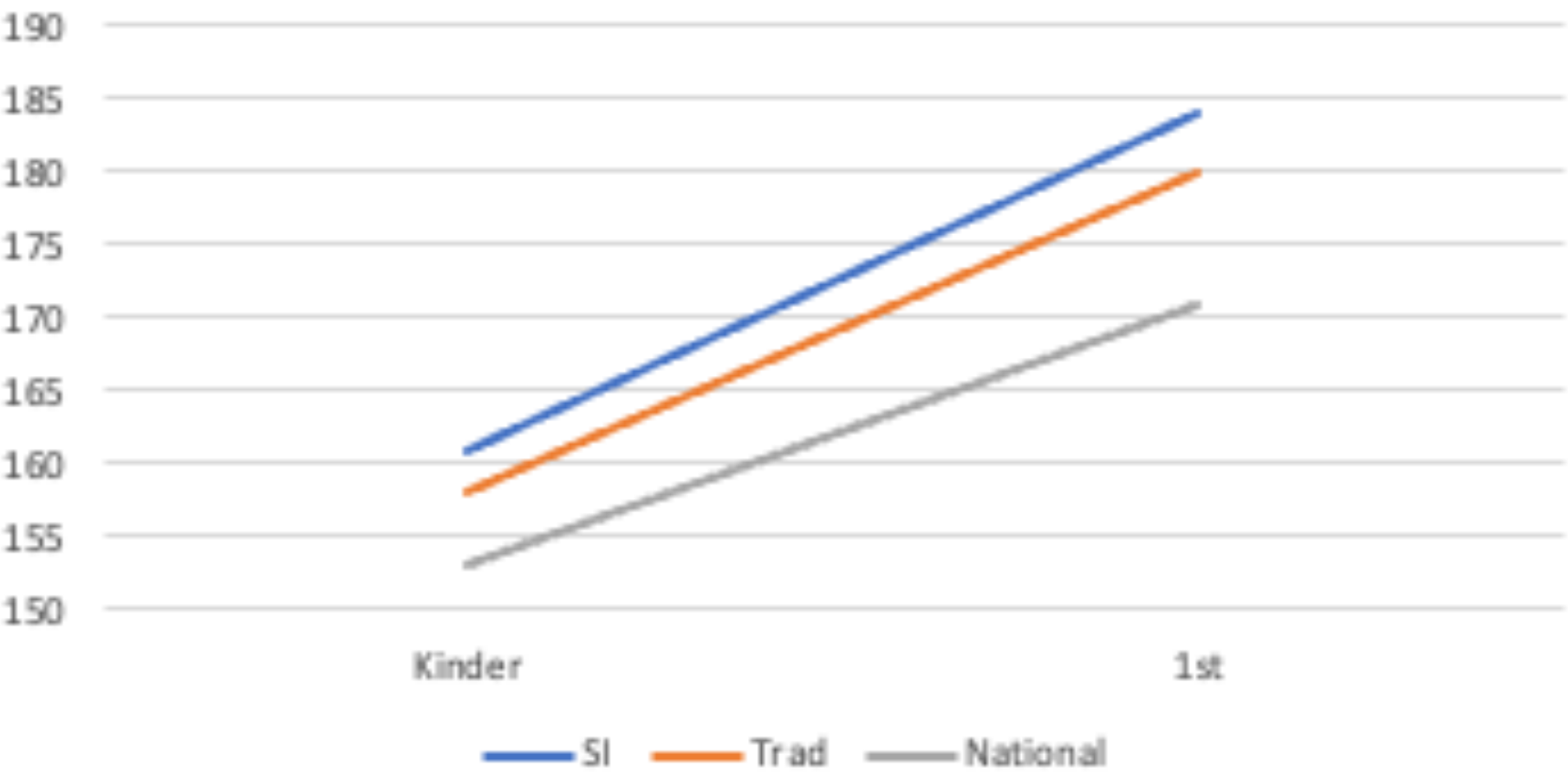
- Cumulative STAAR assessment
- Instructional minutes
- STAAR 2.0 test items
- Instructional materials



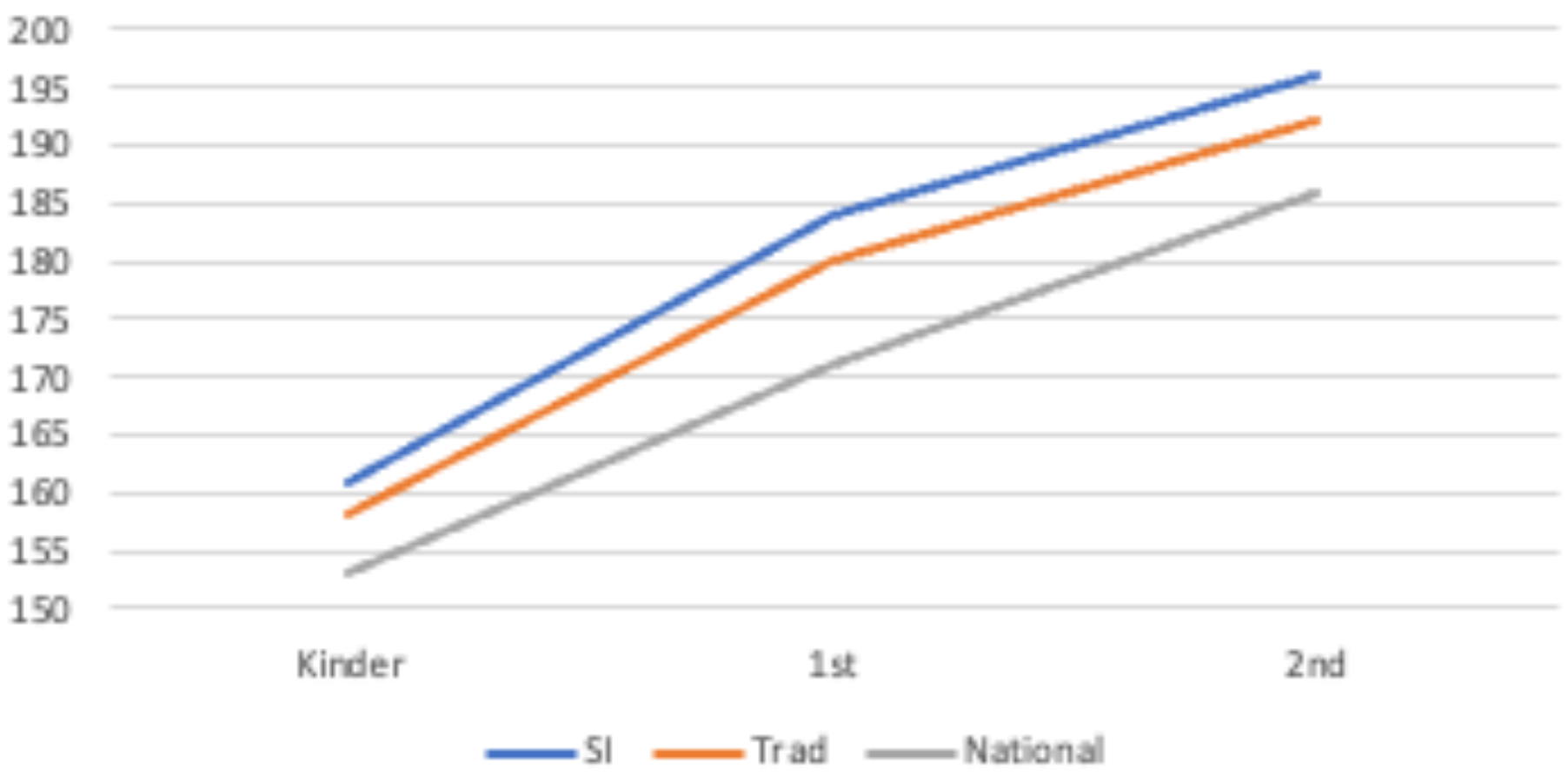


# Implications: Instructional Time

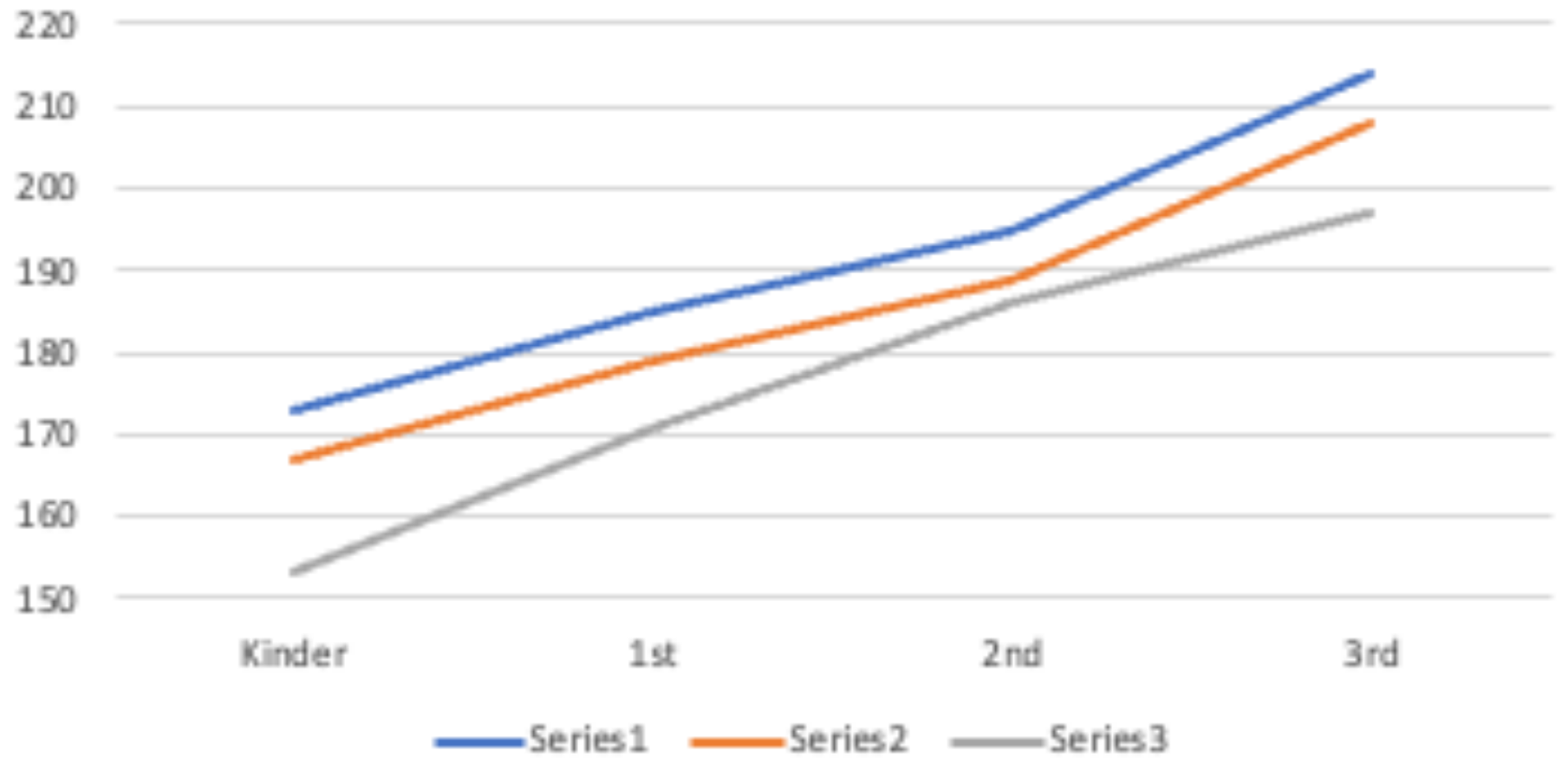
Current 2nd ELA MAPS RIT



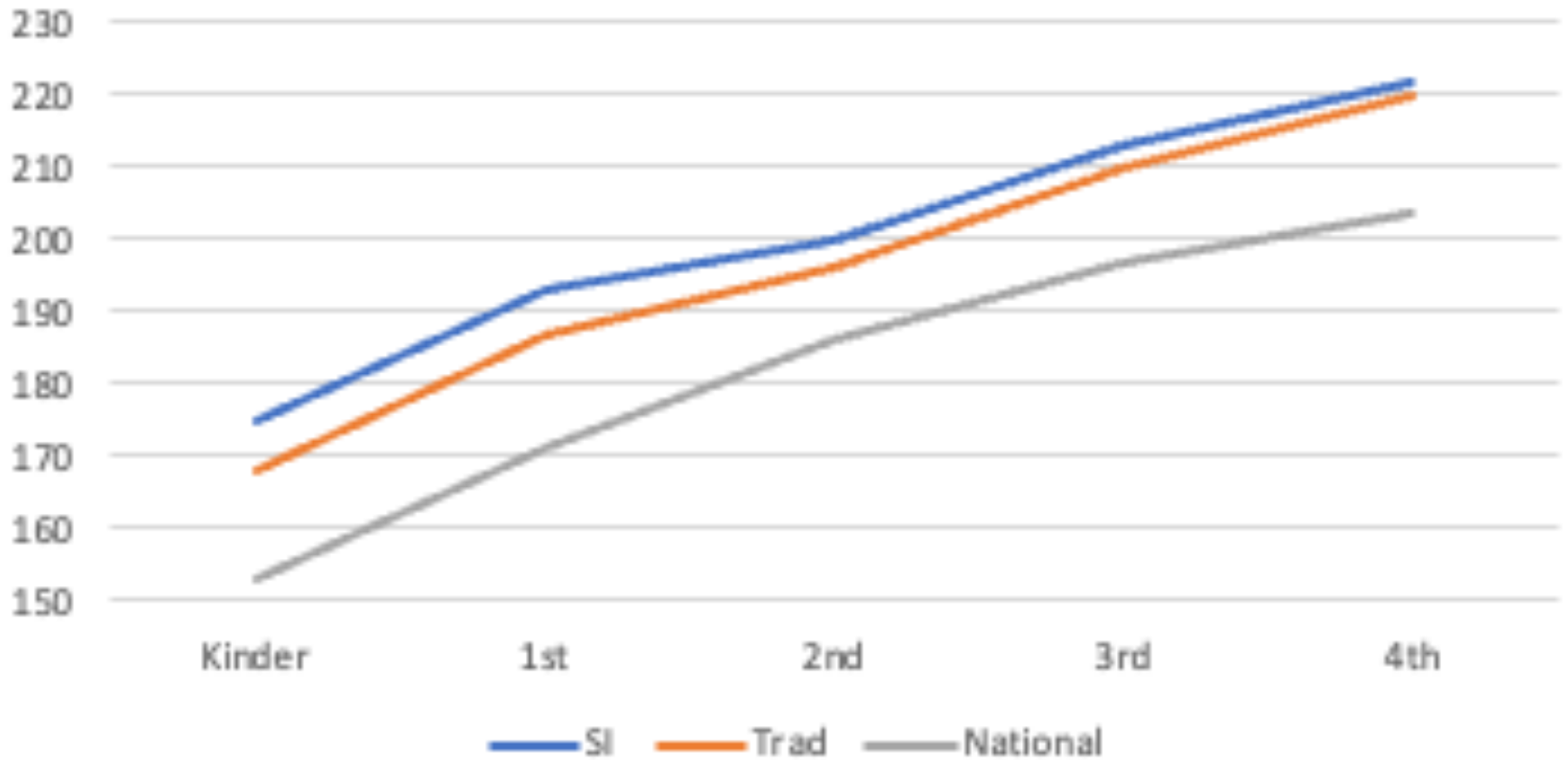
Current 3rd ELA MAPS RIT



Current 4th ELA MAPS RIT

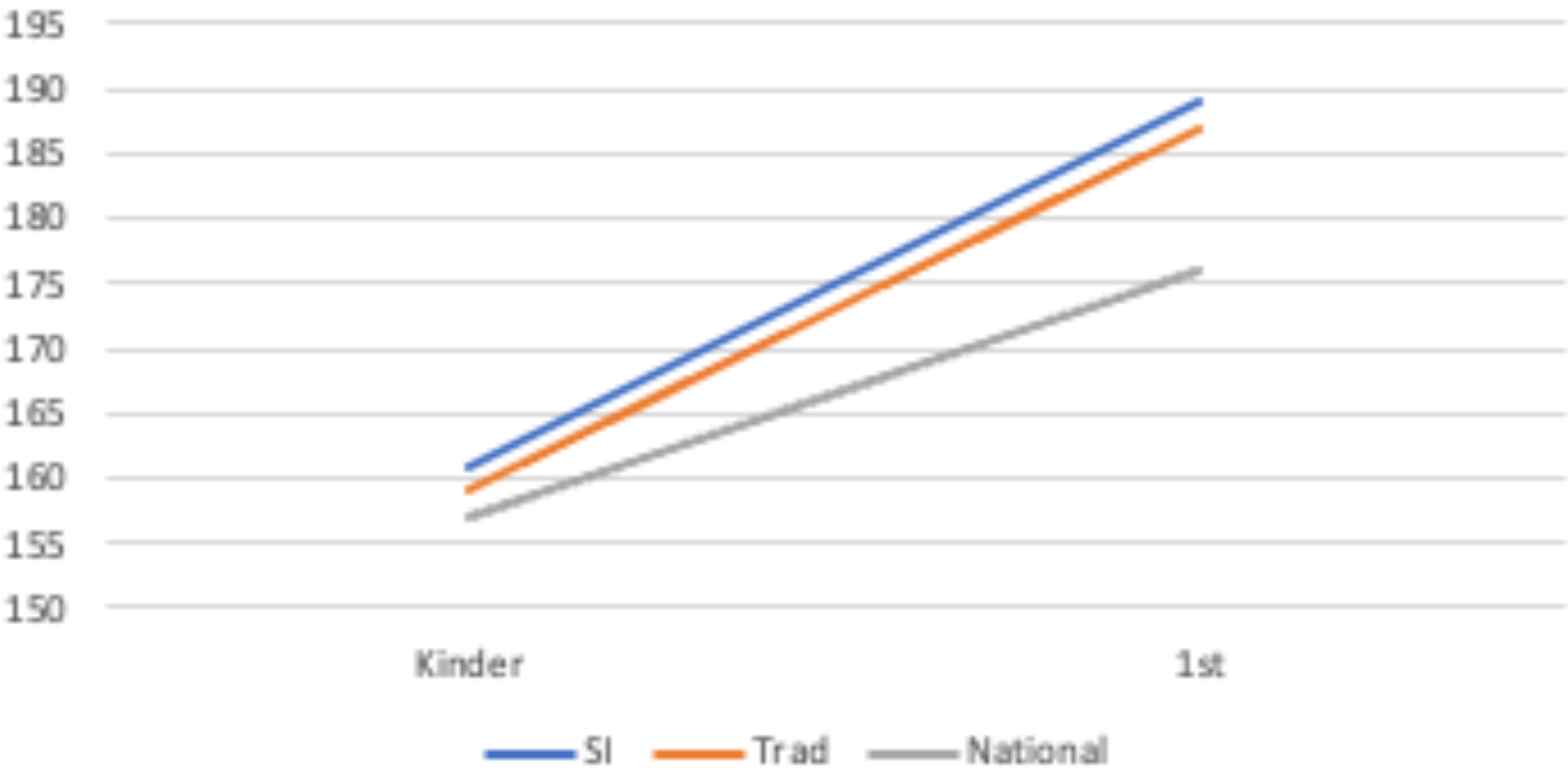


Current 5th Grade ELA MAPS RIT

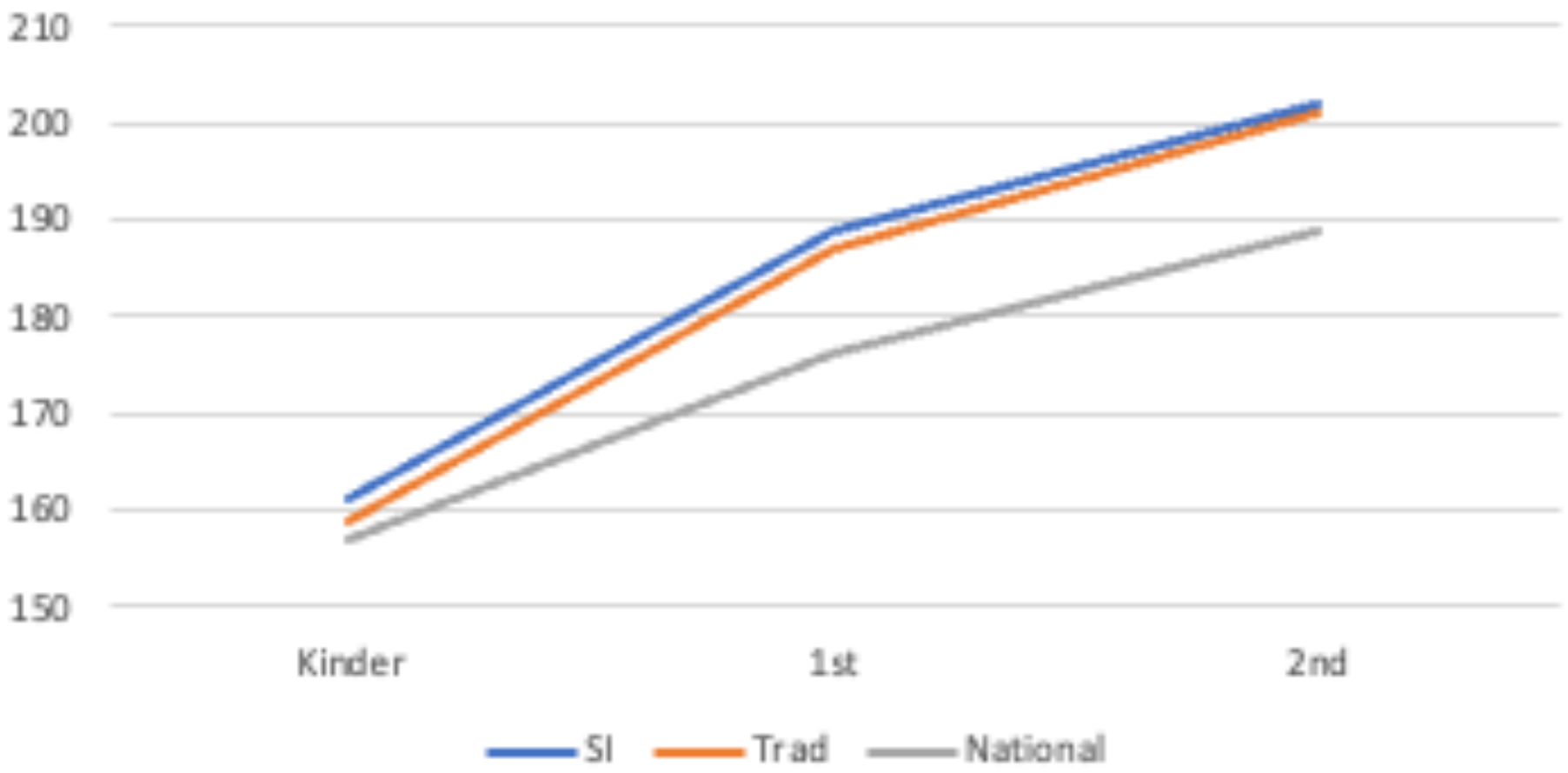


# Implications: Instructional Time

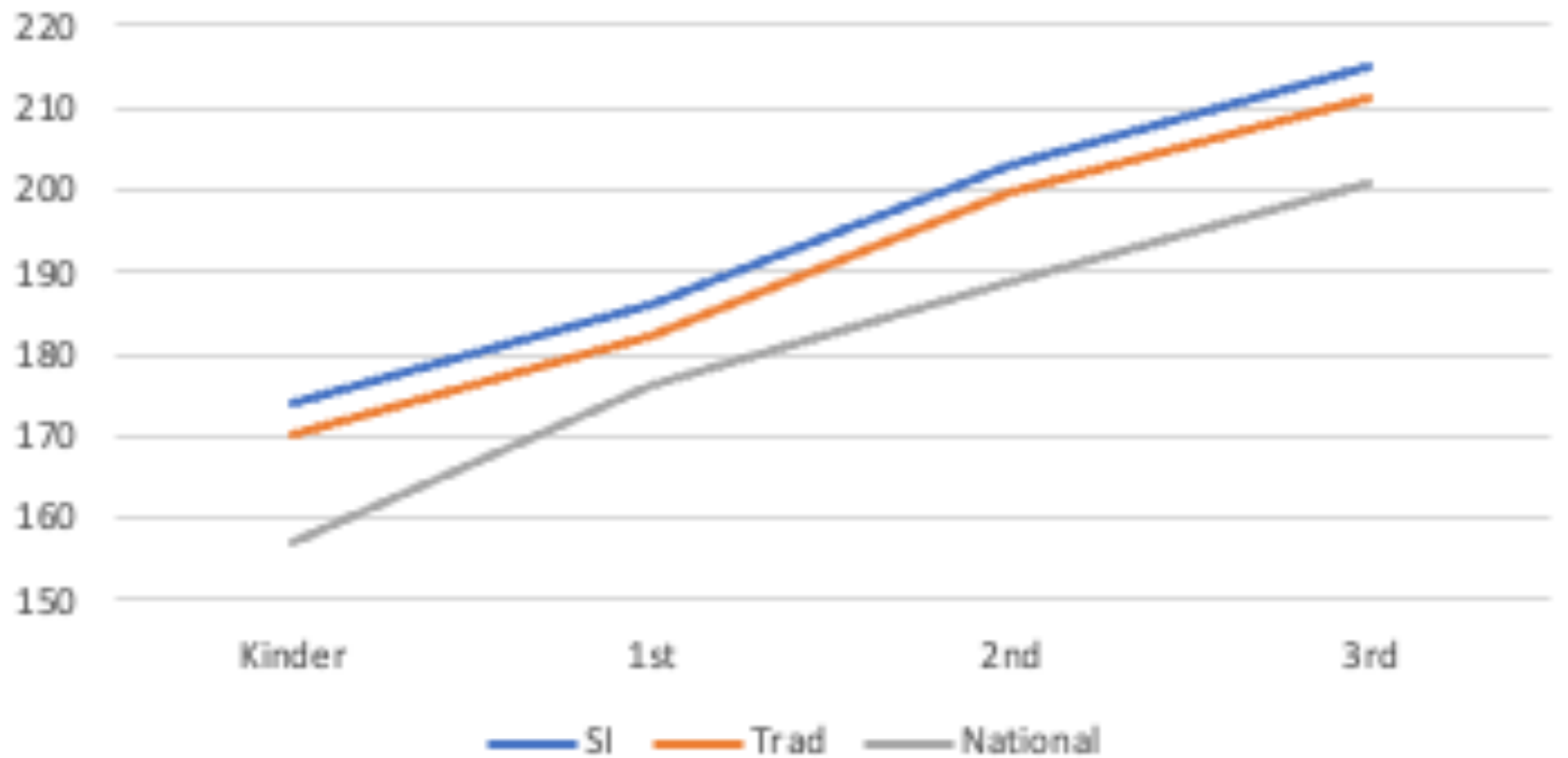
Current 2nd Math MAPS RIT



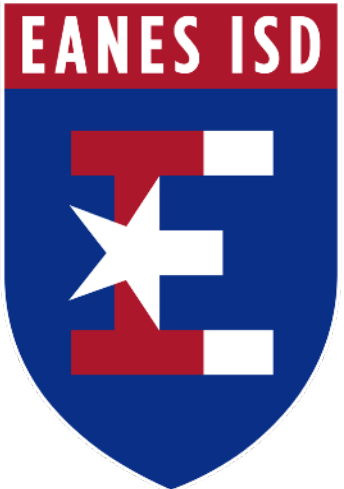
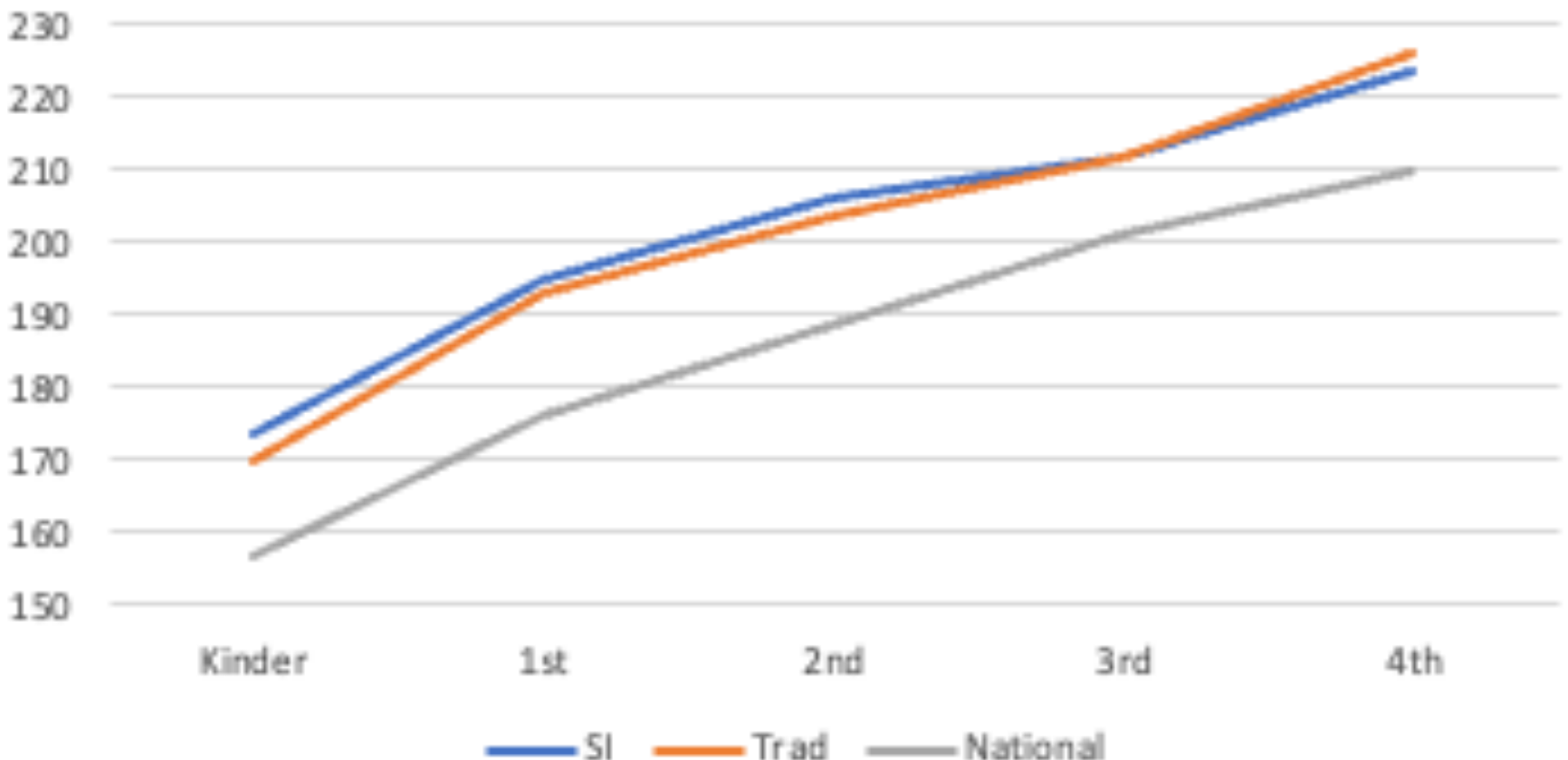
Current 3rd Math MAPS RIT



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**

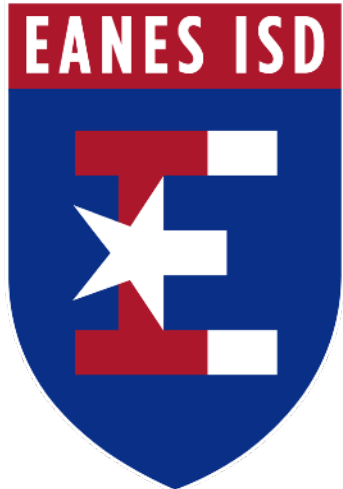


# Challenges: Financial

## 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](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.<sup>[i]</sup>

This finding applies to students from a range of socioeconomic and ethnic backgrounds,<sup>[ii]</sup> as well as diverse cognitive and linguistic abilities.<sup>[iii]</sup> 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!*

