



Alexandria City Public Schools

# ACPS Dual Language Program Updates

Jennifer Hamilton  
DL Program Coordinator





# Agenda

1. Current Elementary Dual Language Program Models and Language Allocation Plan
2. Updates to Elementary Dual Language Program
3. Next Steps



# Current Elementary DL Program Models

ACPS K-5 Dual Language Program			
Elementary School	Program Model	Spanish Core Content	English Core Content
John Adams Elementary School	70:30 Program strand	<u>Grades K-1</u> : Spanish Language Arts, Math, Science, Social Studies  <u>Grades 2-5</u> : Spanish Language Arts, Math, Science	<u>Grades K-1</u> : English Language Arts  <u>Grades 2-5</u> : English Language Arts, Social Studies
Mount Vernon Community School	50:50 Full school	Spanish Language Arts, Math, Science	English Language Arts, Social Studies



# Changes to the Elementary DL Program

1. MVCS will transition to a 70/30 program model in K-1 over the course of two years:
  - SY23-24: Kindergarten
  - SY24-25: 1st Grade
2. Over the course of two years, MVCS and JAES will begin alternating instruction of Science and Social Studies in Spanish after 2nd grade:
  - SY23-24: 5th grade
  - SY24-25: 3rd grade



Updated ACPS Elementary DL Language Allocation Plan			
Grade Level	Model	Spanish Core Content	English Core Content
Kindergarten	70/30 (MVCS beginning SY23-24)	Spanish Language Arts, Math, Science, Social Studies	English Language Arts
1st Grade	70/30 (MVCS beginning SY24-25)	Spanish Language Arts, Math, Science, Social Studies	English Language Arts
2nd Grade	50/50	Spanish Language Arts, Math, Science	English Language Arts, Social Studies
3rd Grade	50/50	Spanish Language Arts, Math, Social Studies (JAES & MVCS SY24-25)	English Language Arts, Science (JAES & MVCS SY 24-25)
4th Grade	50/50	Spanish Language Arts, Math, Science	English Language Arts, Social Studies
5th Grade	50/50	Spanish Language Arts, Math, Social Studies (JAES & MVCS SY 23-24)	English Language Arts, Science (JAES & MVCS SY 23-24)



# Why Are We Making These Changes?

1. Improve long-term literacy outcomes for ML students participating in the DLP, and close persistent achievement gaps.
2. Improve Spanish language proficiency outcomes among all program learners, with a focus on speaking and writing.
3. Improve alignment between the ES and MS language allocation plans.
4. Align to more recent research-based recommendations for biliteracy development.
5. Better align the language of instruction with the language of high-stakes, standardized assessments required by the VDOE.



# What Is the Impact of More Spanish Instruction on English Language and Literacy Development?

- Studies have consistently shown similar outcomes for students in DLPs, in terms of English language development, regardless of students spending less time in English, but students' proficiency levels in the partner language are generally higher, including levels of reading achievement (August, McCardle, & Shanahan, 2014; Lindholm-Leary, 2016a).
- Studies have consistently demonstrated that teaching literacy through the partner language does not disadvantage native-English speaking students, and that by 3rd or 4th grade, these students score at least as high as their counterparts from monolingual classrooms on standardized reading assessments (Howard et al., 2018).
- Students who have participated in DLPs with more instructional time in the partner language have reported holding a much greater affinity for reading in the partner language, which in turn has been demonstrated to lead to higher rates of biliteracy, as measured by reading achievement tests in both languages (Lindholm-Leary 2016b).



# Next Steps

- Procurement of updated K-2 Spanish Language Arts materials is underway.
- Curriculum writing projects to support K-2 Spanish Language Arts, Kindergarten Social Studies, and 5th grade Social Studies will begin in the coming months.
- Master-schedule drafting and discussions are underway, with updates to be shared with the community in the spring.





# Questions?

Jennifer Hamilton

[jennifer.hamilton@acps.k12.va.us](mailto:jennifer.hamilton@acps.k12.va.us)

[DLP Website](#)

[Guiding Principles for Dual Language Education, 3rd Edition](#)