

# Two-Way Immersion: Implementation and Outcome Evaluation

January 2025



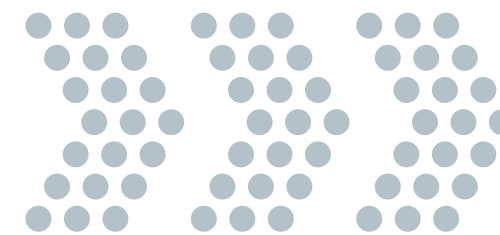
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**Shared Accountability**

Applied Research and Evaluation





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# Two-Way Immersion

## Implementation & Outcome Evaluation



## Executive Summary

### Evaluation Scope

Since the 2017–2018 academic year, Montgomery Public Schools (MCPS) has invested in the Two-Way Immersion (TWI) program, across six elementary schools, aiming to cultivate bilingualism, biliteracy, and biculturalism among students from Kindergarten through Grade 5. As part of this initiative, this comprehensive study assessed the implementation and outcomes of the TWI program, building on previous evaluations conducted by MCPS and the Center for Applied Linguistics (CAL).

### Methods

The evaluation utilized a mixed-methods approach, gathering data from teacher surveys (36% response rate), staff surveys (44% response rate), and parent surveys (8% response rate), along with interviews with school principals (n=4) and Dual Language Coaches (DLC) (n=7). Quantitative data were analyzed using descriptive statistics and statistical modeling to assess academic performance and language proficiency, while qualitative data from survey responses and interviews offered valuable insights into stakeholders' experiences and the program's implementation.

### Results

**The Two-Way Immersion (TWI) program in Montgomery County Public Schools demonstrates strong commitment to a 50/50 content and language allocation model, aiming for balanced bilingual instruction.** However, more than half of responding teachers and staff felt that the instructional schedule did not fully support the model, highlighting a need for further evaluation and refinement. Most teachers and staff reported delivering 60 minutes of daily literacy instruction in both English and Spanish, with school schedules structured to evenly distribute core content across both languages. Notably, 67% percent of teachers indicated that they consistently taught in the target language, while more than half reported that students used the target language for reading and writing. Discrepancies in implementation ratings were noted between teachers and staff, with staff reporting less consistency in the use of the target language than teachers, particularly in reading (22.5% vs. 50.9%) and writing (17.9% vs. 54.5%). These discrepancies and staff perceptions about the schedule highlight challenges in uniform implementation across schools and classrooms.

**Professional Development.** Professional development spanned central and school-level efforts, including summer training and ongoing Professional Learning Community (PLC) meetings. While staff reported positive experiences implementing various instructional strategies like the 4+1 instructional domains, Dictado, and using side-by-side texts, 60% of teachers and 42.7% of staff felt that the training did not adequately prepare them to support the TWI model. Feedback from surveys and interviews indicated a need for more targeted professional development, particularly in integrating content and language instruction, such as teaching Eureka Math across languages within the same grade level.

# Two-Way Immersion

## Implementation & Outcome Evaluation



## Executive Summary

### Implementation Results: Curriculum

The selection of the Biliteracy Unit Framework (BUF) curricular model aimed to integrate language and content instruction for the program. **More than half of the teachers (56.6%) and staff (58.5%) thought the framework was not well implemented, and additional interviews and survey feedback reported a lack of alignment between the BUF and MCPS curriculum.** Both groups reported a significant lack of appropriate instructional materials, which exacerbated curricular challenges. Educators often had to create, adapt, or find their own materials, a time-consuming and inefficient process. This reported shortage of ready-to-use, culturally and linguistically appropriate lessons and materials was said to hinder effective curriculum implementation.

### Implementation Results: Instruction

In terms of instruction, teachers generally reported greater success in implementing dual-language strategies than staff, particularly in core strategies like the 4+1 language domains and cross-linguistic transfers. These strategies were the most positively rated, with 85% of teachers and 73% of staff indicating they were implemented "Extremely Well" or "Very Well." Cross-linguistic transfer strategies also garnered favorable feedback, with 71% of teachers and 68% of staff expressing similar sentiments. Cooperative learning activities, though rated positively, showed a notable gap between teachers and staff regarding successful implementation, with 68% of teachers and 44% of staff reporting strong outcomes. **Finally, bridging activities, essential for connecting learning across languages, emerged as a key challenge.** Both teachers (53%) and staff (59%) noted that these activities did not work well, highlighting an area for improvement in the TWI program. Methods such as Literacy Squared, Lotta Lara, Dictado, and side-by-side bilingual texts received particular praise in interview feedback for their effectiveness in enhancing both language and content understanding.

### Implementation Results: Assessment

**The MCPS Two-Way Immersion (TWI) program made progress implementing assessments to measure dual-language education, particularly with Spanish math assessments which were implemented across Kindergarten – Grade 5, with more than 80% of teachers and staff rating them as effective.** However, the program faced substantial challenges in implementing Spanish literacy assessments during the 2023–2024 academic year. More than 40% of teachers and staff rated these assessments poorly, and there was no external literacy assessment in Spanish for Grades 3–5. Furthermore, 62.7% of teachers and 58.5% of staff reported that measuring literacy progress was 'Not Going Very Well' or 'Not Well at All.' One respondent emphasized the "...lack of consistent tools for monitoring Spanish literacy progress." **While English proficiency assessments were adequately provided, the absence of a dedicated assessment to measure Spanish language acquisition remains a critical gap.** Over 60% of staff identified this as a significant issue, highlighting the need for more effective tools to evaluate Spanish language skills in TWI students. Despite these challenges, teachers and staff reported positive collaboration and data-driven instructional planning, though further improvements are needed in Spanish literacy assessments and proficiency measures.

# Two-Way Immersion

## Implementation & Outcome Evaluation



## Executive Summary

### Conclusion and Recommendations

In conclusion, the evaluation of the MCPS Two-Way Immersion (TWI) program shows a strong commitment to bilingual education, but also highlights challenges in curriculum implementation, professional development, and assessment that need further attention. To fully achieve the program's goals, the program should align with the evidence-based Center for Applied Linguistics (CAL) dual language model (CAL, 2022). Enhancing teacher support, aligning instructional materials, and implementing a Spanish language proficiency assessment are essential for accurately measuring bilingual development.

While TWI students demonstrated some benefits in specific groups, overall academic outcomes suggest that non-TWI students generally outperformed their peers in literacy and math. This pattern of underperformance across multiple measures raises fundamental questions about the program's effectiveness in meeting its academic objectives. As measured by the WIDA ACCESS for English Language Learners (ELLs), growth in English language proficiency was similar across both groups. However, the lack of a Spanish language proficiency assessment for all grades, and the absence of Spanish literacy assessments for Grades 3–5, represent significant gaps that need to be addressed.

Despite these challenges, school staff reported strong collaborative structures at the school level, particularly in discussions about student achievement and interactions with English Language Development (ELD) teachers, with ratings of "Extremely Well" and "Very Well" at 88.3% for teachers and 85.0% for staff. This collaborative effort reflects a supportive school culture focused on fostering bilingual education. Teachers and staff frequently praised the "strong, supportive, and passionate school staff" as a key strength of the program. Building on the positive school environment, the TWI program extends its impact beyond the classroom by engaging well with families and the community. Through partnerships and outreach activities, the program fosters a culturally inclusive environment that supports bilingual learning and helps communication between the school and families of multilingual students.

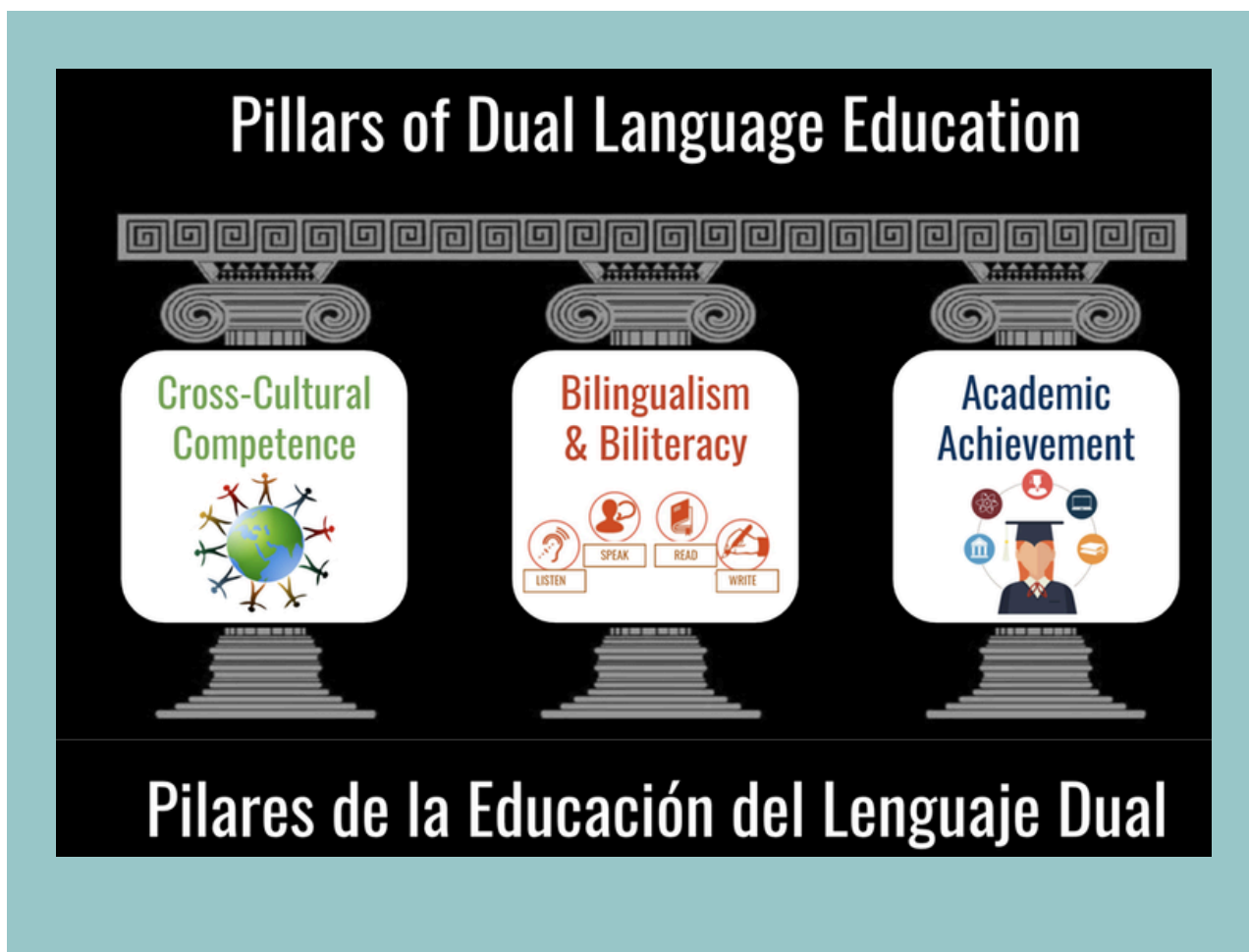
To enhance the effectiveness of the TWI program, MCPS should develop a more comprehensive assessment system by implementing both formative and standardized Spanish language proficiency assessments to evaluate and track student progress in Spanish language acquisition. Additional resources are needed for the Biliteracy Unit Framework, including curriculum-aligned materials, diverse cultural texts, and bilingual classroom libraries to support independent reading. Targeted professional development for teachers should focus on dual-language instructional strategies, emphasizing the integration of content and language instruction. Establishing a dedicated central office support team would help ensure tailored guidance is provided to TWI schools, and would promote collaboration between schools and the district. Finally, creating structured feedback loops will empower staff to share their needs and contribute to continuous program improvement, ultimately strengthening the impact of the TWI program on bilingual education.

# Background of TWI in MCPS

Among the innovative educational models introduced by MCPS in the last decade, the Two-Way Immersion (TWI) program stands out for its **emphasis on cultural and linguistic inclusivity**. The TWI initiative was launched in the 2017–2018 school year at three elementary schools—Brown Station, Kemp Mill, and Washington Grove. Initially introduced in Kindergarten, the TWI program progressively expanded to higher grades each year.

For the 2018–2019 academic year, two more elementary schools, Rolling Terrace and Oakland Terrace (K), adopted the model. By 2022–2023, the program had expanded to six schools, with Gaithersburg Elementary joining the group. At most of these schools, 70% or more of students received Free and Reduced-price Meals System during 2023–2024. See Appendix A for more school demographics.

The MCPS TWI model is grounded in a three-pillar foundation established by the Center for Applied Linguistics.



Center for Applied Linguistics. (2018). Guiding Principles for Dual Language Education – Third Edition. Washington, DC: Center for Applied Linguistics.

Pillar	Goal
<b>Cross-cultural Competence</b>	<ul style="list-style-type: none"> <li>The program places a strong emphasis on developing <b>cross-cultural competence</b>.</li> <li>Students are encouraged to develop <b>positive cross-cultural attitudes, understanding, and skills</b>.</li> <li>This includes promoting respect and appreciation for cultural diversity and <b>fostering the ability to navigate and interact in diverse cultural settings</b>, a crucial skill in our increasingly interconnected world.</li> </ul>
<b>Bilingual and Biliterate Students</b>	Students become proficient in both languages, including the ability to speak, read, write, and understand both languages.
<b>High Academic Achievement in Both Program Languages</b>	Students achieve academic proficiency in all content areas in both languages of instruction, performing at or above grade level in both languages.

# Guiding Principles for Dual Language Education

The Center for Applied Linguistics (CAL) dual language model has been instrumental in guiding the implementation of the Montgomery County Public Schools (MCPS) Two-Way Immersion (TWI) program since its inception (Center for Applied Linguistics, 2022). This widely recognized framework is a reference for effective dual-language programs across various school districts. It incorporates current knowledge, practices, and policies in dual language education, making it a relevant and practical resource for educators. The framework is organized into seven strands, each containing multiple guiding principles, which are briefly outlined below. Findings from this evaluation will be compared against this framework, and results and conclusions will be reported with reference to the identified strands whenever possible.

## Curriculum

- The curriculum is standards-based and promotes attaining the three core goals of dual language education.
- Implements a curriculum that integrates language and content instruction, ensuring alignment with educational standards and cultural relevance.



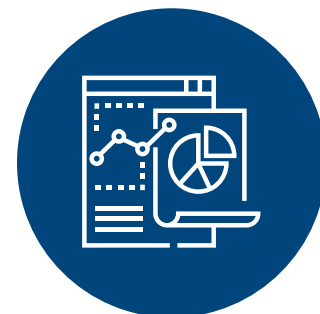
## Instruction

- Emphasizes effective teaching practices that promote bilingualism, biliteracy, and academic achievement through differentiated and culturally responsive instruction.
- Utilizes research-based methods and strategies, is student-centered, and integrates technology effectively.



## Assessment and Accountability

- It uses multiple measures in both languages of instruction for accountability, evaluation, and program improvement.
- Student assessment is aligned with program goals and state content and language standards.
- The program communicates with stakeholders about program outcomes.



## Family and Community

- Stresses the importance of engaging family and the community in the dual language program.
- The program encourages partnerships, communication, and advocacy through outreach activities and support services.



## Program Model

- Schools are expected to implement a 50/50 model where students spend 50% of their day learning in Spanish and 50% of their day learning in English.
- Ideally, students are enrolled from kindergarten through 5th grade.
- Processes are in place for continual program planning, implementation, and evaluation.



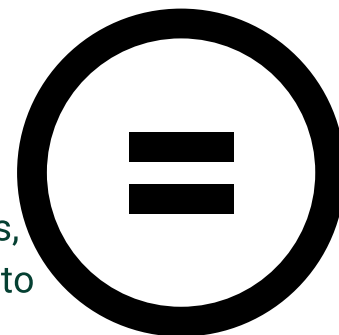
## Professional Development & Staff Quality

- The TWI program provides high-quality professional development tailored to the needs of students.
- The program recruits, trains, and retains qualified staff proficient in the target languages and knowledgeable about dual language education.



## Support & Resources

- The program has resources and support systems, including instructional materials and technology to sustain the program.
- The program ensures equitable and adequate funding and advocates for necessary support.



# Evaluation Scope

The MCPS TWI program has undergone one comprehensive evaluation by MCPS in 2019. The Center for Applied Linguistics (CAL), in an evaluation of the English Language Development programs in the district, also included a section focused on the TWI instructional model. The MCPS study found differences in program implementation across schools. While most classroom observation criteria were met, and positive outcomes were reported, such as increased student confidence and enhanced school culture, challenges included the lack of a Spanish curriculum, materials, assessments, and qualified bilingual staff (Wolanin and Wilson, 2019). The CAL report (2022) highlighted strengths in instructional methods and consistent target language use but noted the need for more language-embedded supports in upper grades. Building on the findings of these evaluations, this year's comprehensive study assessed the TWI program's implementation and academic achievement outcomes across all six schools in 2023–2024. **The goals of the evaluation were:**



**To provide information to support the development of an effective TWI program model.**



**To develop a set of baseline data to measure the future progress of students in the program related to bilingualism, biliteracy, and academic achievement.**

## Implementation Research Questions

**1** How **consistently** was the TWI model **implemented** across schools?

**2** What were the perceptions and experiences of staff in TWI schools regarding the implementation of the TWI program, and how well did it adhere to the TWI model?

**3** What were the perceptions and experiences of **parents/guardians** whose children attend a school that implements TWI?

## Outcome Research Questions

**4**

How did continuous enrollment in the Two-Way Immersion (TWI) program influence the **English language arts and math performance** of Grade 2 and 4 students compared to their peers in traditional monolingual programs?

**5**

How did **continuous enrollment** in a Two-Way Immersion program from Kindergarten to Grade 5 influence students' **English language acquisition** compared to their peers in a traditional monolingual school setting?

# TWI Program Description

From the beginning, the Two-Way Immersion (TWI) program in MCPS schools has been committed to a 50/50 model for language instruction, giving equal time to each language. Schools developed schedules for balanced bilingual instruction that fit their own situations.

The Department of English Learners and Multilingual Education (DELME) introduced a notable adjustment to the model in the 2023–2024 academic year. Starting this academic year, schools were expected to **integrate a 50/50 content allocation model and a 50/50 language model**. The 50/50 content allocation model is more deliberate about which academic content is taught in each language, aiming for a balance in both language development and content learning. The goal was to ensure that both languages were used for meaningful content instruction. Content subjects were allocated across languages in a balanced manner, with the idea that students engaged with key academic concepts in both languages equally. For more detailed information on the schedule of content allocation, please see Appendix B. The MCPS approach to implementation is detailed below and aligns with the guiding principles for dual language education.

## PROGRAM STRUCTURE

- Daily instruction for students is split equally (50/50) between English and Spanish.
- English and Spanish literacy blocks are integrated into science and social studies to immerse students in both languages while learning content.
- Social studies, science, and math instruction switch languages each year, giving students equal exposure to both languages (see Content Allocation Plan graphic below).
- Math block was taught in one language at each grade level for 60 minutes, with an additional 30-minute block in the other language.

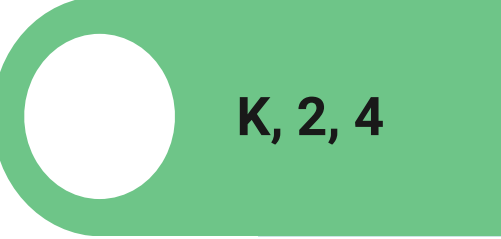

## USE OF TARGET LANGUAGE

- The classroom teacher acts as the language model and is responsible for consistently using the target language.
- Students also act as language models for their peers, engaging in academic and social interactions to enhance proficiency in both Spanish and English.

## CURRICULUM

- During 2022–2023, the BUF was implemented (Beeman & Urow, 2013).
- BUF is a structured instructional guide designed to support the development of bilingualism and biliteracy.
- Teachers are provided a template to design and deliver units that integrate content, language, and cultural learning targets.
- Current county curricula are adjusted to meet the BUF approach of interdisciplinary units.

## Content Allocation Plan

	English	Bridge (combining both languages)	Spanish
	Language Arts Math Social Studies	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>• Language Arts/Science</li> <li>• Math</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>• Language Arts/Social Science</li> </ul>	Language Arts Science
	Language Arts Social Studies	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>• Language Arts/Social Studies</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>• Language Arts/Science</li> <li>• Math</li> </ul>	Language Arts Math Social Studies



# INSTRUCTIONAL STRATEGIES

# TWI Program Description

MCPS has focused on implementing effective teaching practices that promote bilingualism, biliteracy, and academic achievement in the TWI schools. Ideally, every TWI classroom uses evidence-based instructional strategies emblematic of dual language models, detailed below.



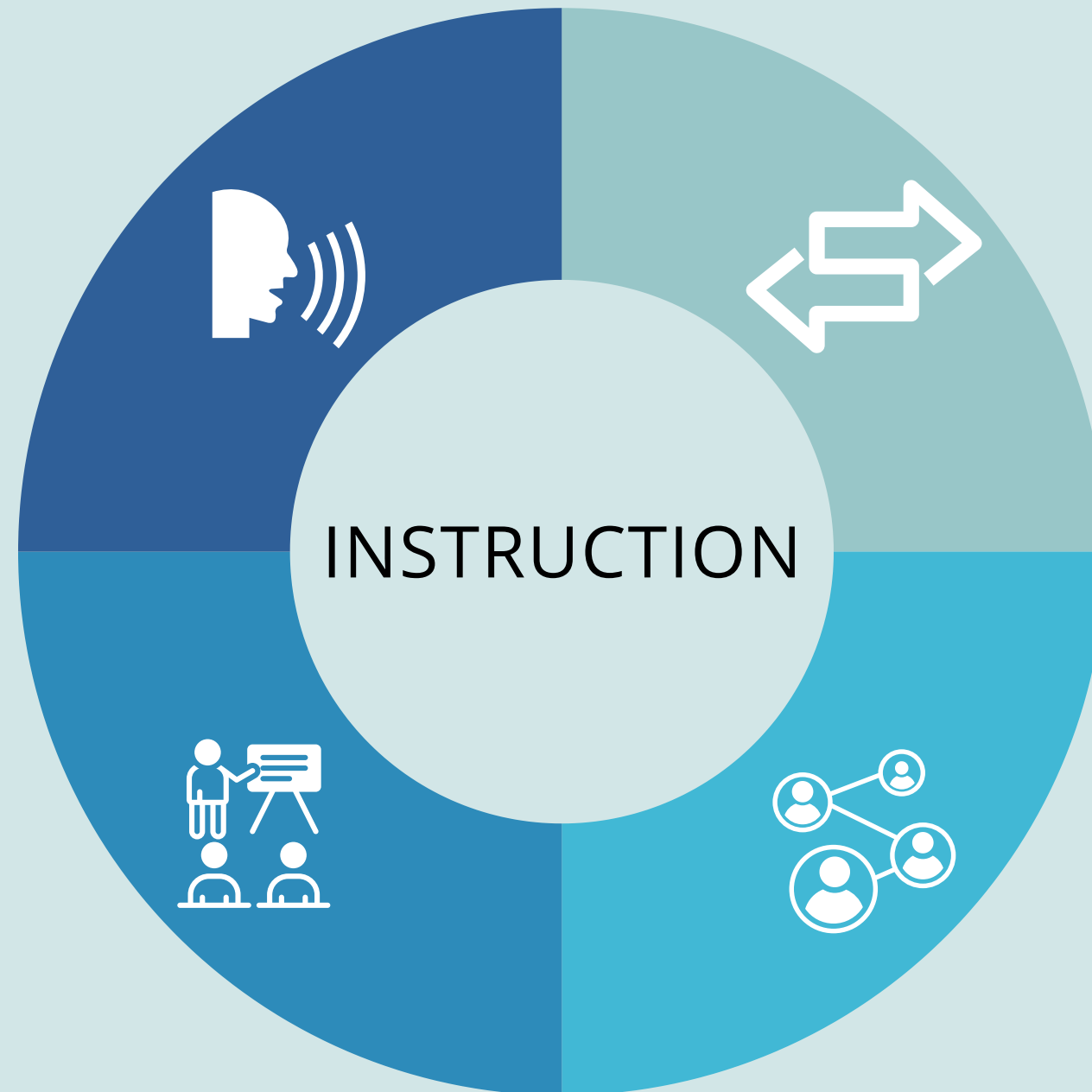
## 4+1 Core Language Domains

Schools followed a standards-based instructional model grounded in the **4 +1 core language domains\*** (reading, writing, listening, speaking, and making metalinguistic connections).



## Differentiated Instruction

All students were together for **differentiated, but not separate, instruction**. Students worked together, teaching each other and benefiting from cooperative learning activities in pairs, small groups, and learning centers.



## Cross-Linguistic Transfer



The model emphasized **cross-linguistic transfer**, where skills, knowledge, or concepts learned in one language enhanced learning in another. For example, reading comprehension strategies students learn in one language could be used to understand texts in another language.

## Bridging Opportunities



Teachers provided **bridging opportunities** by incorporating activities that explicitly teach connections between languages, including linguistic features, academic vocabulary, and content-related concepts.

\*The 4 + 1 language domains represent the way that people interact with language and help students know how they will use language to learn. Teachers used this framework to structure their lessons and activities in a way that promoted balanced language development across the domains.



## PROFESSIONAL DEVELOPMENT

TWI educators participated in professional development on the following topics during the summer and throughout the school year:

### Summer

- Onboarding for new teachers
- Specialized training on shifting from monolingual to bilingual classrooms
- Introduction to Spanish in the dual immersion program, and
- Sessions on content allocation and the Biliteracy Unit Framework resources

### School Year

- Regular PLC meetings for Dual Language Coaches combined with Math Leaders or Reading Specialists
- Monthly virtual check-ins
- TWI Dual Language Coaches' meetings
- Principals' & Directors' PLC sessions
- Training on instructional strategies for Dual Language Coaches
- Meeting with an external consultant



## ASSESSMENTS

The staff was responsible for:

- Administering **MCPS district and external assessments** based on the *FY24 Language Plan for Assessments* in TWI guidelines outlined by the program office for schools.
- **Formative Assessments within the BUF** to collect information on their students' development (refer to the Department of English Learner and Multilingual Education, FY24 Spanish/English English Language Arts Grading and Reporting Summary for TWI Schools).
- **Classroom grades** for English and Spanish reading/writing and foundational skills are only for kindergarten through Grade 3.



# Costs

Two-Way Immersion 2023-2024

Category	Allocated	Actual
Two-Way Immersion Central Office Staff <sup>1</sup>	\$4,337,313	\$4,337,313
Instructional Materials, Stipends, and Professional Development for FY24 <sup>2</sup>	\$507,452	\$340,929
Consultant Fee <sup>3</sup>	\$250,000	\$250,000
<b>Total</b>	<b>\$5,094,765</b>	<b>\$4,928,242</b>

<sup>1</sup>Includes TWI Coordinator (1), Dual Language Instructional Specialist (1), Dual Language Coaches (6), Biliteracy Instructional Specialist (1)

<sup>2</sup>Due to the budget freeze, only \$340,929 was spent in this category in FY24.

<sup>3</sup>The Center for Teaching for Biliteracy was contracted as the FY24 consultant.



## Findings

The approximate annual cost for the Two-Way Immersion program was \$5,094,765. A significant portion of the instructional materials funding was directly allocated to schools for ordering instructional materials to support specific school needs.

Due to the FY2024 budget freeze, only \$340,929 was spent for instructional materials, stipends, and professional development.



The evaluation of the Two-Way Immersion (TWI) program for the 2023–2024 academic year utilized a mixed-methods approach to assess implementation fidelity, stakeholder experiences, and program outcomes. Qualitative analysis gathered in-depth insights and perspectives on TWI program implementation and stakeholders' experiences.

### Implementation Methods



#### Data and Measures

- **Surveys** of teachers, other school staff, and parents/guardians.
- **Interviews** with school principals and dual language coaches (DLC) were conducted using a semi-structured interview protocol.
- **Program Document Review** examined the documents MCPS TWI Office provides to staff.



#### Data Collection Methods

- Online teacher and staff surveys were distributed through email on 3/14/2024 and closed on May 2, 2024. Four reminders were sent.
- Online parent/guardian surveys were distributed through email on 3/19/2024 and closed on May 2, 2024. Surveys were available in multiple languages.
- Semi-structured interviews with principals (N=4) and Dual Language Coaches (N=6) were conducted during April and May.



#### Survey Sample and Response Rates

All classroom teachers, other staff, and households with a student enrolled in a TWI school were sent a survey. Parent surveys were sent in the top six languages. Parent respondents identified as Asian (10%), Black or African American (18%), Hispanic/Latino (32%), and White (60%). (See Appendix C). Interpretation of parent survey results should be approached with caution due to the low response rate, which may limit generalizability of the findings.

	Teachers	Other Staff	Parents/ Guardians
Number surveys sent	147	100	2,070
Number of responses	55	44	167
<b>Response Rate</b>	<b>36.1%</b>	<b>44.0%</b>	<b>8.1%</b>



#### Analysis Procedures

- Survey analysis used descriptive statistics for closed-ended items. Open-ended survey responses were coded for common themes and reported if 10% of those leaving comments mentioned the theme.
- Analysis of interview data included content analysis for common themes and categorization into descriptive coding based on a pre-established set of codes. The themes identified from these two groups were combined for reporting purposes due to the low number of interviewees and the similarity of questions asked.

<sup>1</sup>Other school staff surveyed included English language development, focus, and staff development teachers, math leaders, and reading specialists.



To assess outcomes, quantitative analysis measured and compared students' academic and language outcomes in the TWI program with a matched comparison group. Quantitative measures were not available for the third pillar of cross-cultural competence. A quasi-experimental design compared reading and mathematics achievement and English proficiency scores between students in TWI programs and a matched comparison group where possible. The analysis used advanced statistical procedures to examine academic and language outcomes.

## Outcome Methods



### Data & Measures

For **research question 4** regarding **academic achievement**, measures included:

- End-of-Year Evidence of Learning Measures for classroom and district
- FY 2024 spring DIBELS data for Grade 2
- FY 2024 spring MAP-R data for Grade 4
- FY 2024 spring MAP-M data for Grades 2 and 4

For **research question 5** regarding **English language acquisition**, measures included:

- FY 2018–FY2024 English Language Proficiency Level (ELP) (Level 1, 2, 3, or 4) for Grade 5 students receiving ELD services and WIDA ACCESS scores.



### Sample

- TWI: Students in Grades 2, 4, and 5 who were continuously enrolled in a TWI school since kindergarten.
  - Grade 2 (N= 320), Grade 4 (N= 251), Grade 5 (N= 261)
- Non-TWI Students: A matched sample of students from schools with similar demographics to schools implementing the TWI model.
  - Grade 2 (N= 337), Grade 4 (N = 227), Grade 5 (N=261)



### Analysis Procedures

- Research Question 4: A chi-square test of independence was performed to compare students enrolled in a Two-Way Immersion (TWI) program with a matched comparison group by grade level. The analysis included classroom, district, and external measures, and overall Evidence of Learning (EOL) (i.e., met two or more for EOL.) Additionally, a generalized linear model was used to assess adjusted mean differences in literacy and mathematics scores between the TWI students and the comparison group, controlling for prior achievement, demographics, and service receipt.
- Research Question 3: Descriptive statistics were used to summarize the percentage of Grade 5 students in each English Language Development level. A mixed model was used to test for group differences across 2022, 2023, and 2024 school years.



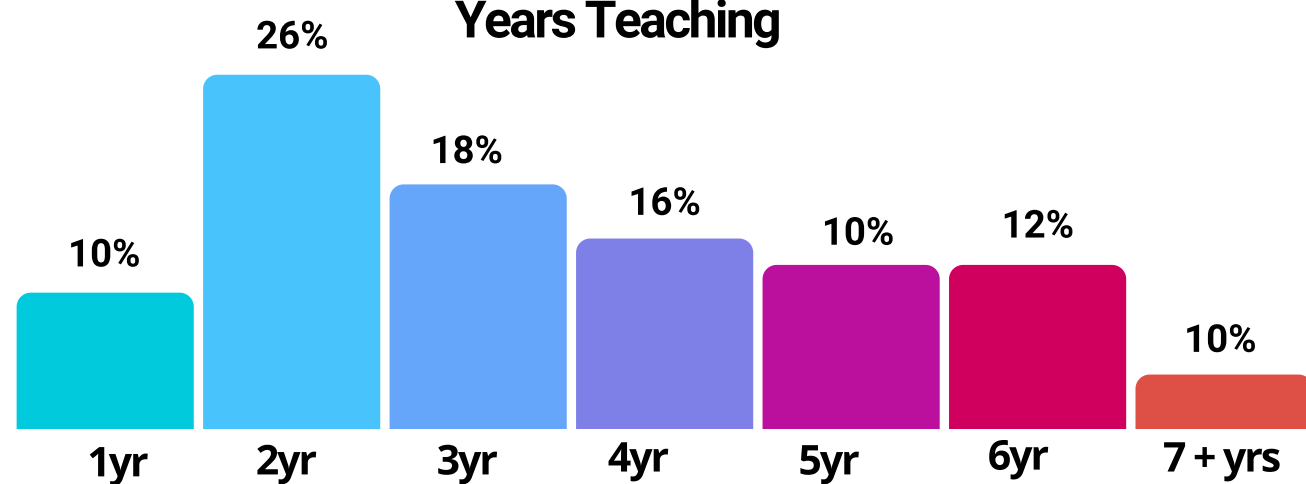
# Characteristics of Respondents: Teacher Survey (N=55)

## Background Information

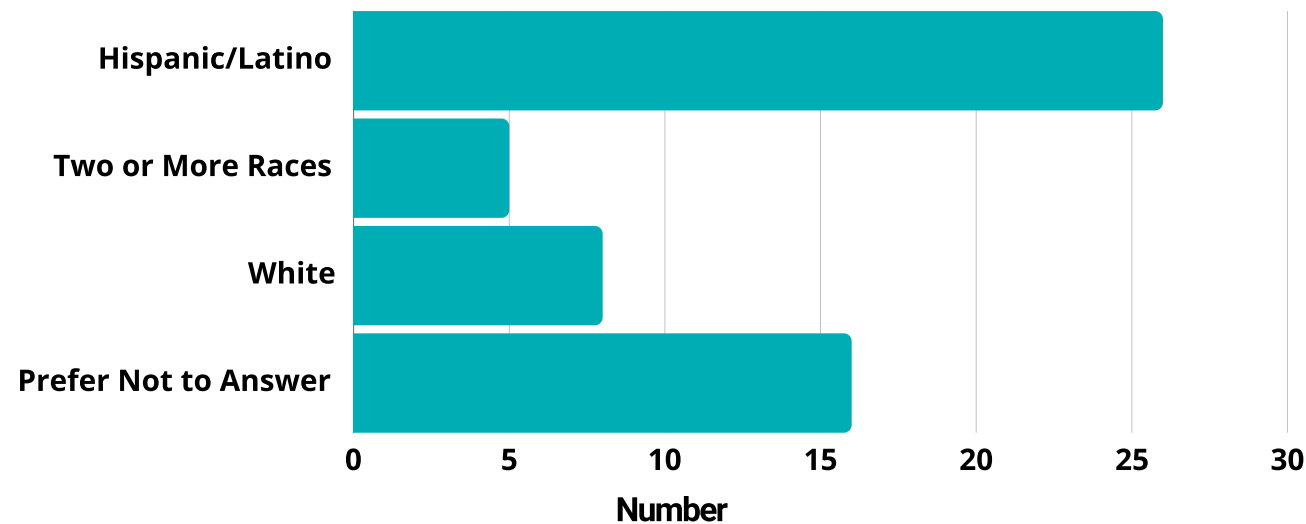
### Primary Language of Instruction



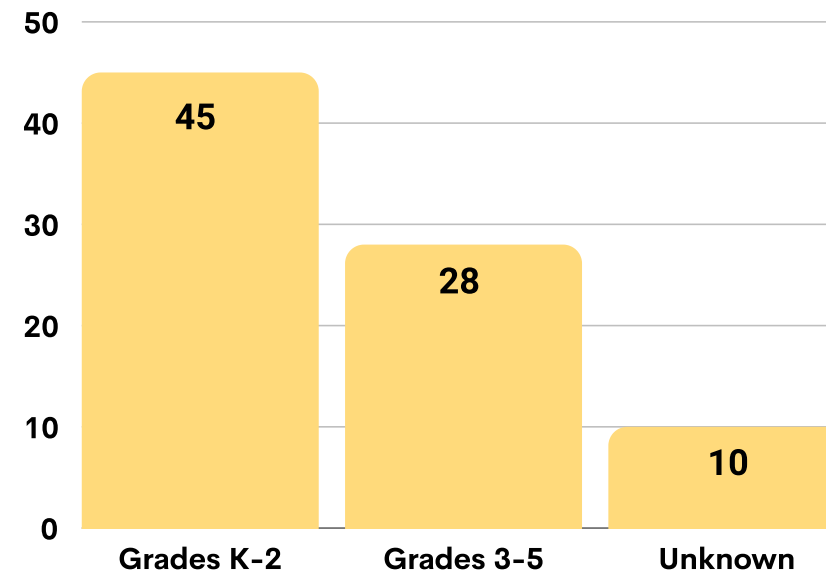
### Years Teaching



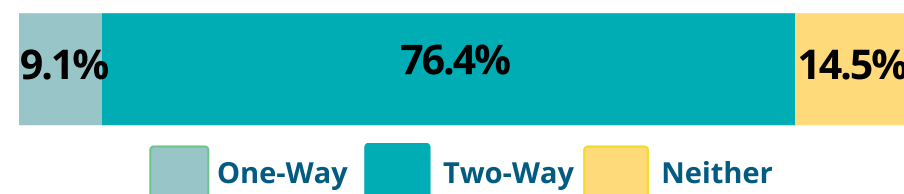
### Racial/Ethnic Group



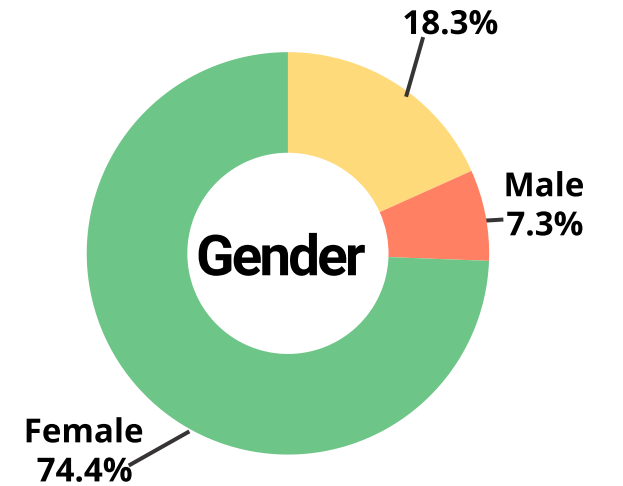
### Grade Level Taught



### Prior Experience Teaching in Immersion



### Gender



## Findings

Among teacher respondents, the primary language of instruction was about evenly split, with 26 (47.3%) instructing in Spanish and 29 (52.7%) instructing in English.

Most had 2 to 3 years of experience in Two-Way Immersion in MCPS, with 25.5% having two years and 17.6% having three years; a few had five or more years, including 2% with 24 years. A large majority had experience teaching in Two-Way Immersion (76.4%), 9.1% in One-Way Immersion, and 14.5% with no prior immersion experience.

In terms of racial/ethnic group, most teacher respondents were Hispanic/Latino (26), with smaller numbers identifying as White (8) or Two or More Races (5); 16 preferred not to disclose. No respondents selected Asian or Black/African American. Most teachers taught in Grades K-2 (45), while fewer taught in Grades 3-5 (28), and ten cases were not reported.

Most teachers were female (74%), with a small number of males (7%), and 18% preferred not to disclose their gender; no teachers identified as non-binary or other.

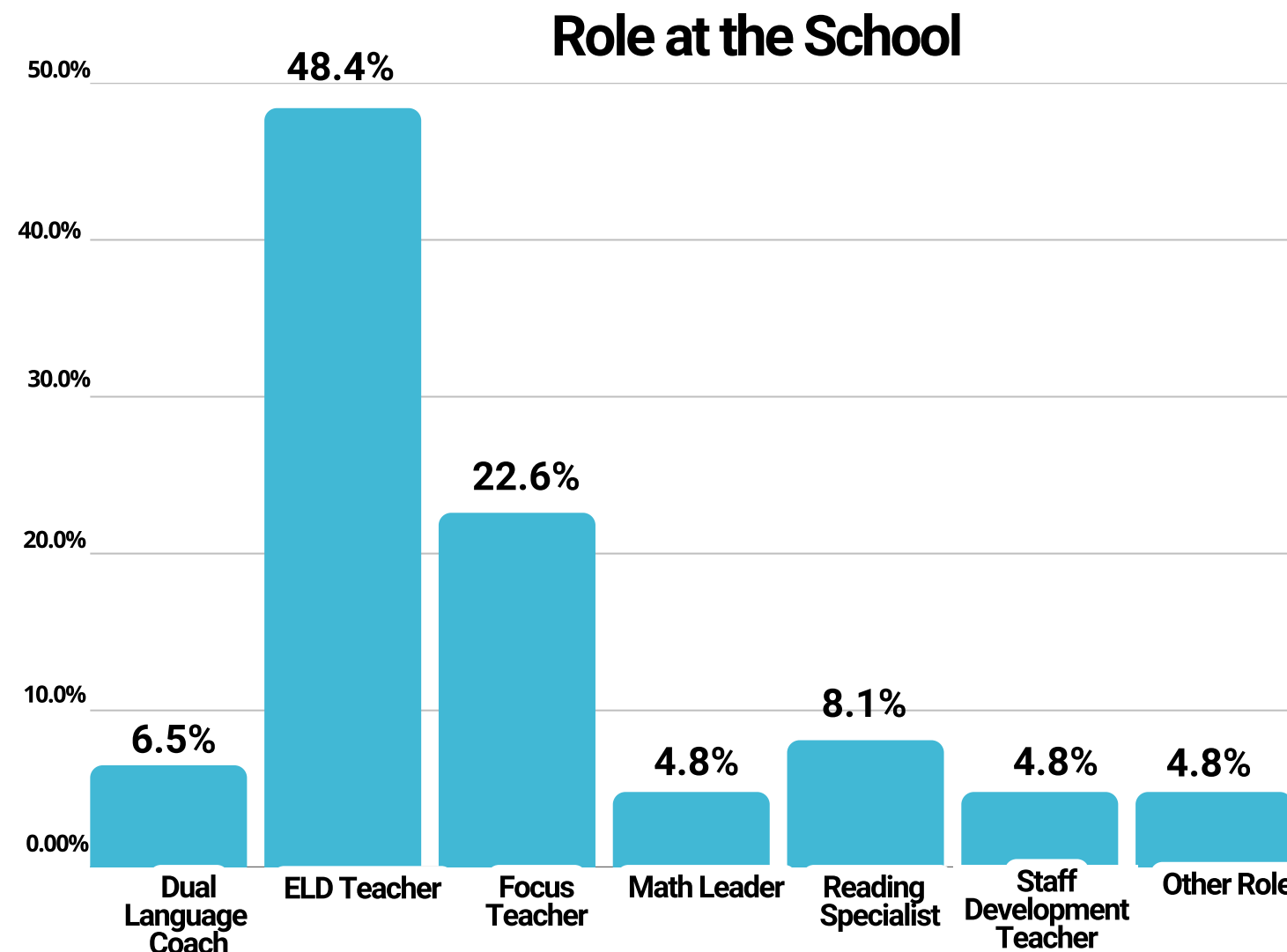
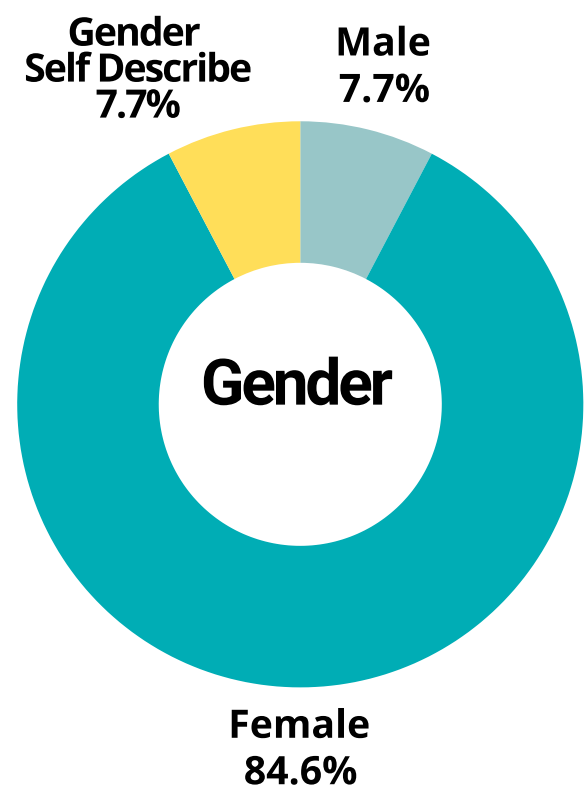


# Characteristics of Respondents: Other Staff Survey (N=44)

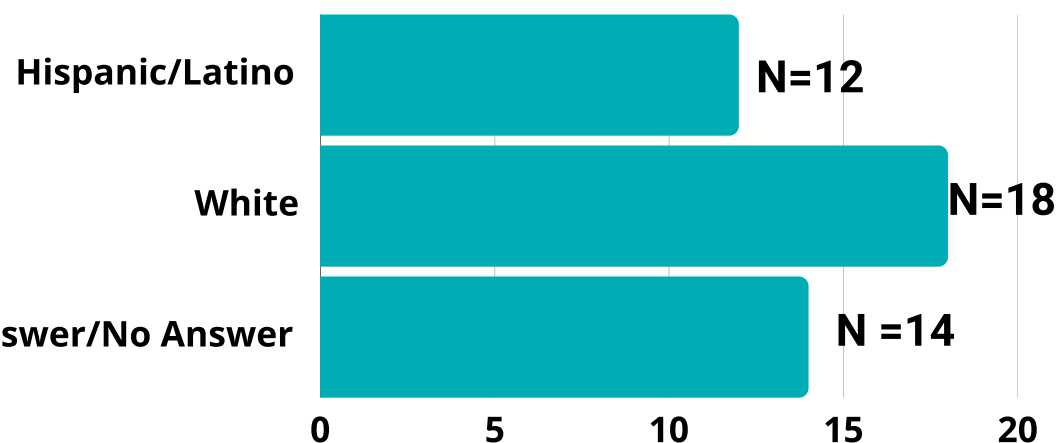
## Background Information



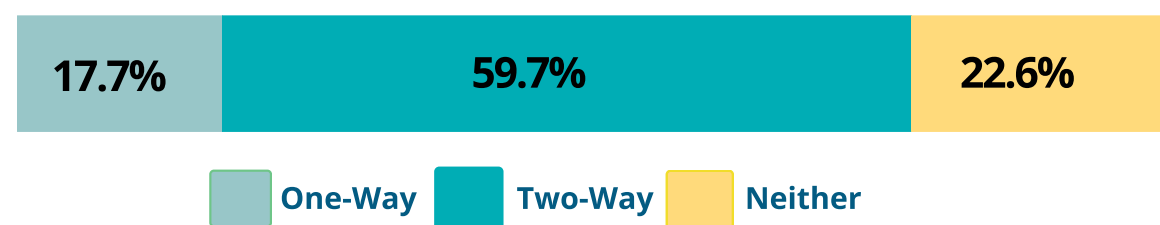
## Findings



### Racial/Ethnic Identification



### Prior Experience Teaching/Working in Immersion



Among other staff respondents, the predominant racial/ethnic groups were White (N=18) and Hispanic/Latino (N=12), with few identifying as Asian or Two or More Races.<sup>1</sup>

Most had experience teaching in a Two-Way Immersion school (60%), while fewer had experience with One-Way immersion (18%) or none (23%).

The majority of respondents were female (85%), with a small number of males (8%) or other gender identities (8%).

The most common role among the other staff respondents was ELD Teacher (48%), followed by Focus Teacher (23%) and Reading Specialist (8%), with other roles being less common.

<sup>1</sup> Numbers for certain categories are not reported to comply with federal reporting requirements.



# Program Model: Staff Survey Results

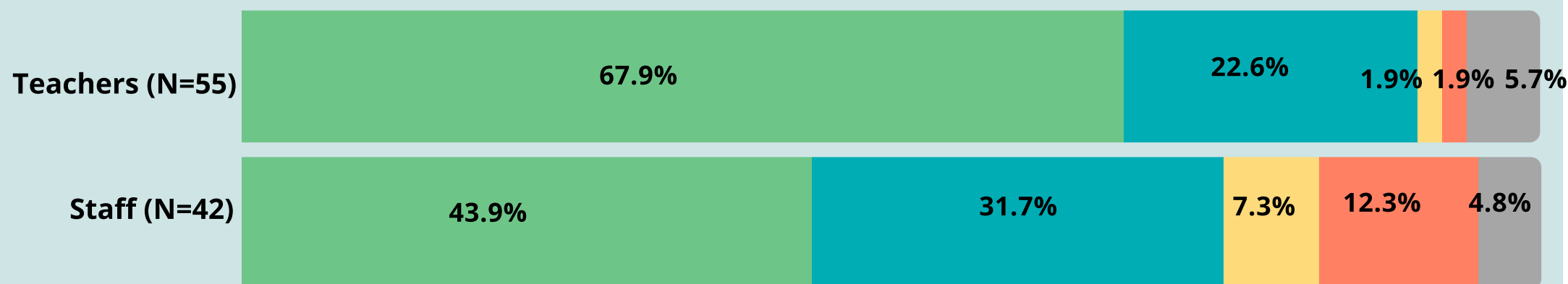
Amount of Literacy Instruction in Both Languages



## Findings



Students receive 60 minutes of ENGLISH literacy instruction every day.



Students receive 60 minutes of SPANISH literacy instruction every day.



Based on teacher and staff surveys, most respondents reported that 60 minutes of English and 60 minutes of Spanish literacy instruction occurred always or most of the time.

A higher percentage of teachers (68%) indicated that 60 minutes of daily English instruction was happening consistently, compared to 44% of other staff. Similarly, 56% of teachers reported that 60 minutes of daily Spanish instruction occurred all the time, while 44% of staff confirmed this level of consistency. These findings reveal slight discrepancies between teacher and staff perceptions regarding implementing daily literacy instruction in both languages.

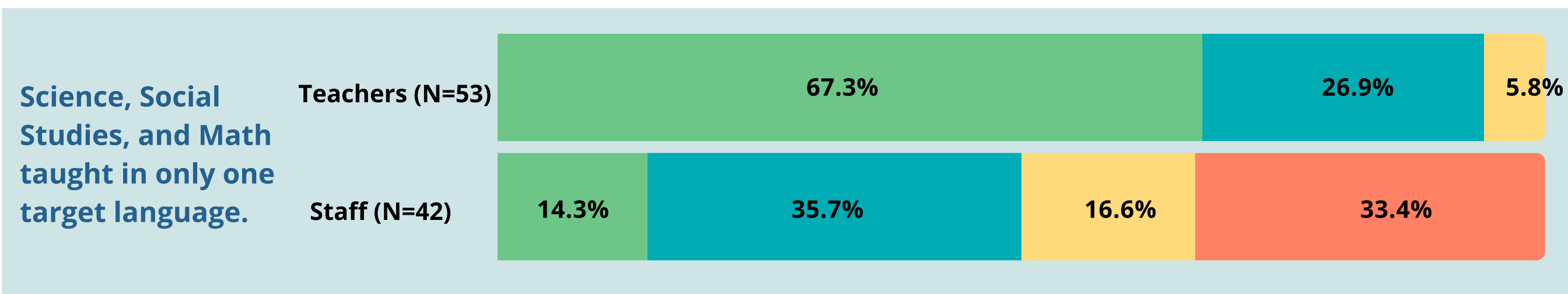


# Program Model: Survey Results

## Language Allocation in Content Areas and Instructional Schedule



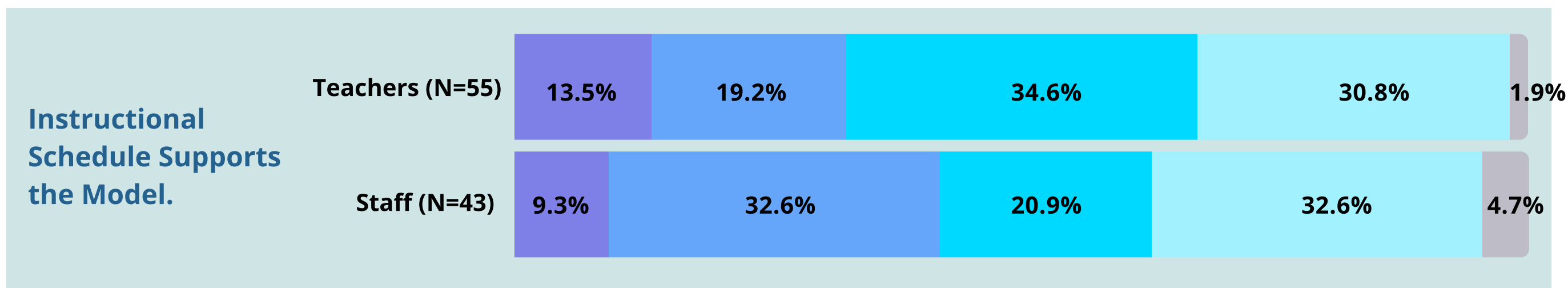
### Findings



In terms of teaching core subjects in the target language, there were substantial discrepancies between teacher and other staff responses.

A higher percentage of teachers (67%) reported consistently teaching core subjects in one language, compared to only 14% of other staff who reported this.

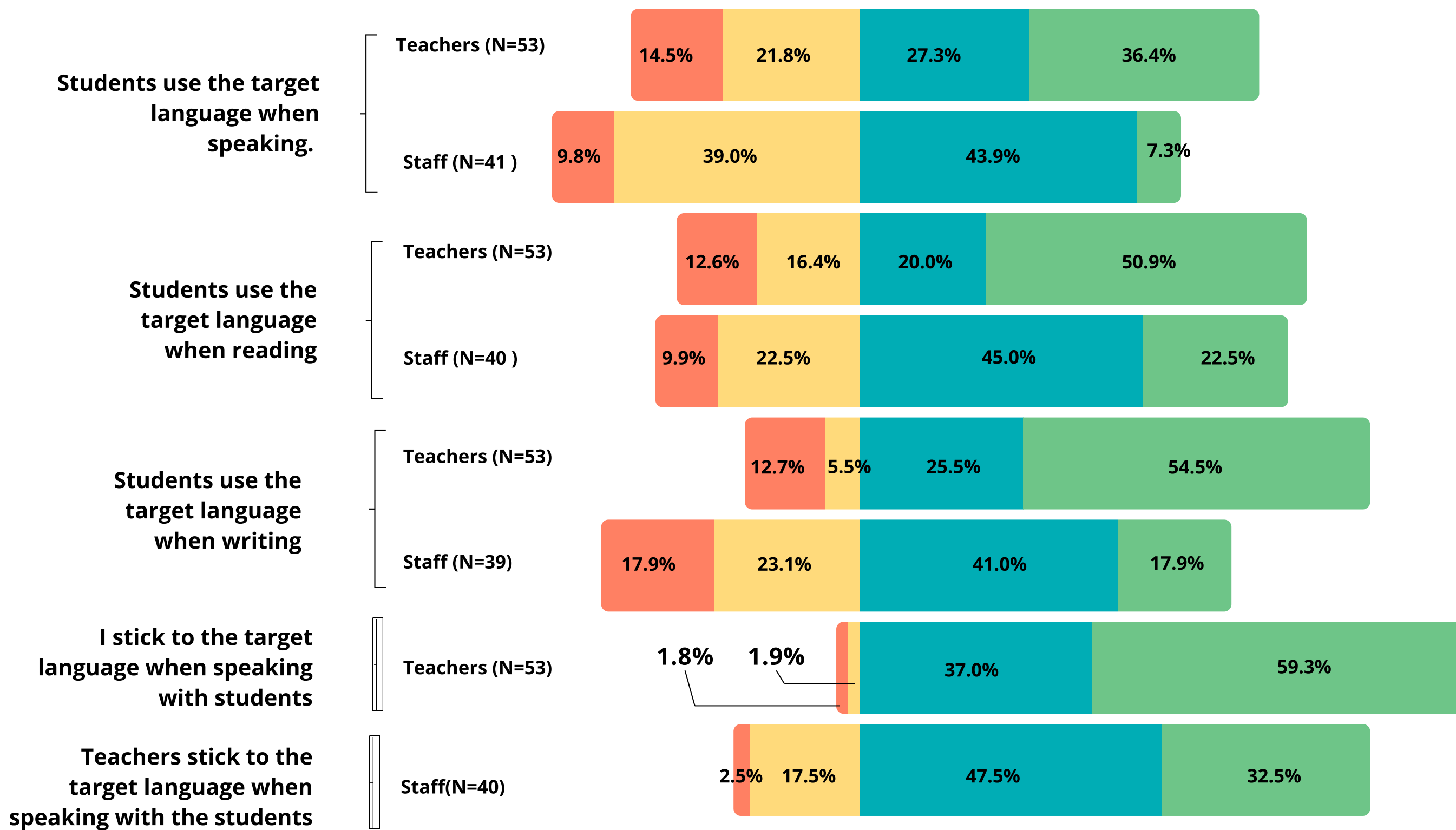
Additionally, more than half of teachers (65%) and staff (54%) disagreed that the instructional schedule supports the model.





# Program Model: Survey Results

## Fidelity to the target language



## Findings

Fidelity to the target language is crucial in Two-Way Immersion (TWI) programs, as it fosters proficiency in both languages, enhances cognitive benefits associated with bilingualism, and develops sociocultural competence. Consistent language usage among teachers and students promotes cross-linguistic transfer and boosts academic performance, supported by research (Center for Applied Linguistics, 2018).

Notably, no teachers or staff reported "never" using the target language in speaking, reading, or writing.

Teachers indicated higher consistency in students' use of the target language, particularly in reading, compared to other staff (50.9% vs. 22.5%) and writing (54.5% vs. 17.9%). Similarly, a greater percentage of teachers reported adherence to the target language than other staff members (59.3% vs. 32.5%).



DELME's content allocation plan for 2023–2024 requires that students divide their learning time equally between English and Spanish, ensuring a balanced exposure to both languages. In addition to this equal time split, the plan specifies which subjects are taught in each language by grade level. This approach ensures that certain subjects, such as language arts, are taught in both languages daily, while others like math, science, and social studies alternate languages depending on the grade level, providing a structured framework for bilingual content delivery.

### 1 Key Theme: Scheduling Issues and Adjustments

- All principals highlighted **significant scheduling difficulties** and the necessity for modifications to fit the new 50/50 language and content allocation model. They provided examples of multiple schedule adjustments required to maintain consistent implementation of language learning and content.
- Additionally, participants across interviews reported **difficulty building a schedule with appropriate planning time, preparation time, and collaboration.** They refined the content allocation plan to overcome scheduling challenges and ensured that each language received sufficient instructional time.

"We had to adjust our schedule multiple times to ensure that both languages received adequate instructional time and that teachers had enough planning periods."

"Scheduling has been a logistical challenge, especially ensuring that there is enough planning time for teachers. We've had to be creative with our schedule to allow for collaborative planning and to accommodate the 50/50 language and content allocation model."

### Key Theme: Additional Training and Literacy

### 2 Instruction Time

- Participants stressed the **need for teachers to receive additional training** to successfully implement this new model and how to effectively use dual language instructional techniques in the classroom. They maintained it was essential for teachers to understand how to adjust their teaching approaches to align with the 50/50 content allocation model.
- Additionally, principals and coaches underlined the **importance of providing extra literacy instruction time** since the current content allocation plan did not offer sufficient time for fundamental skills in the early grades.

"I've had teachers come to me and advocate for more time. The content allocation model does not allow time to practice being literate [in either language]."

"Teachers struggled with the dual language instruction, particularly in balancing the curriculum requirements and managing classroom dynamics in two languages."

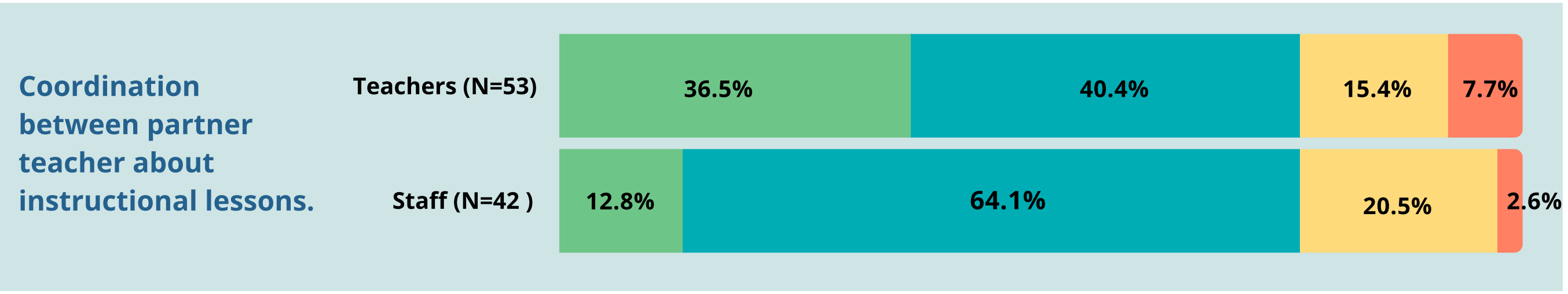
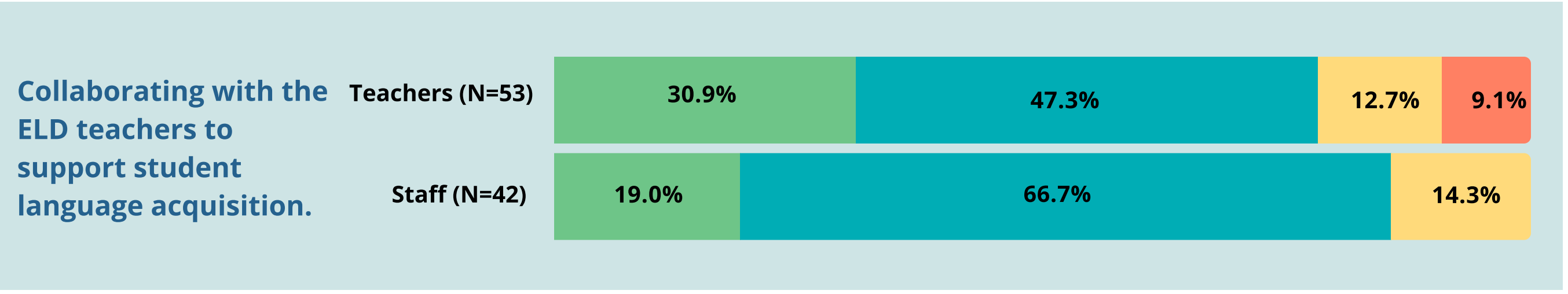
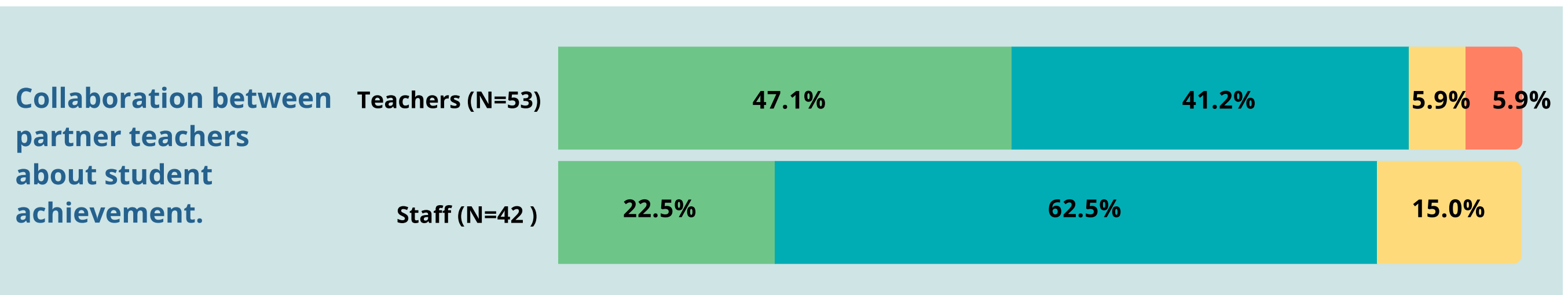


# Program Model: Survey Results

Collaborative Practices



## Findings



Both teachers and staff respondents generally agreed that collaboration practices were implemented well, particularly when collaborating about student achievement and with ELD/SLD teachers.

Regarding collaboration on student achievement, 88.3% of teachers and 85% of staff reported high levels of effective collaboration with partner teachers, categorizing it as "Extremely Well" or "Very Well."

Both groups of respondents reported well-implemented collaboration with ELD/SLD teachers, with staff slightly higher at 85.7% compared to teachers at 78.2%.

Both teachers and staff had identical combined ratings of 76.9% for coordinating with partner teachers about instructional lessons, reflecting strong agreement on how well this practice was implemented.



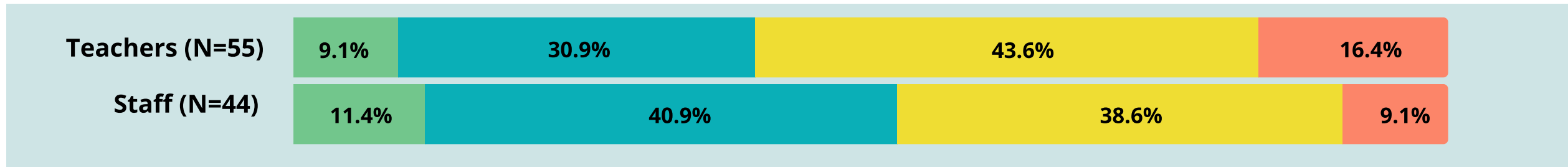
# Professional Learning, Support and Resources: Survey Results



## Findings

Strongly Agree Agree Disagree Strongly Disagree

Professional learning received adequately prepared me to support TWI.



Both teachers and staff reported substantial disagreement that the professional learning prepared them to support TWI. A majority of responding teachers (60%) disagreed (combining "Strongly Disagree" and "Disagree") that the professional learning adequately prepared them. In contrast, staff had a somewhat more favorable view, with 52.3% affirming their preparation (combining "Strongly Agree" and "Agree"), compared to only 40.0% of teachers.

Always/Close to always Most of the time About half of the time Sometimes Never

I am provided ongoing support from other school staff, as needed.



I am provided ongoing support from district-level staff, as needed.



Most teachers felt relatively supported, with 67.2% reporting they received support "Always/Close or "Most of the Time." Staff indicated a different experience, with only 30.9% reporting they received support "Most of the time," while 0% indicated they received support "Always/Close to Always."



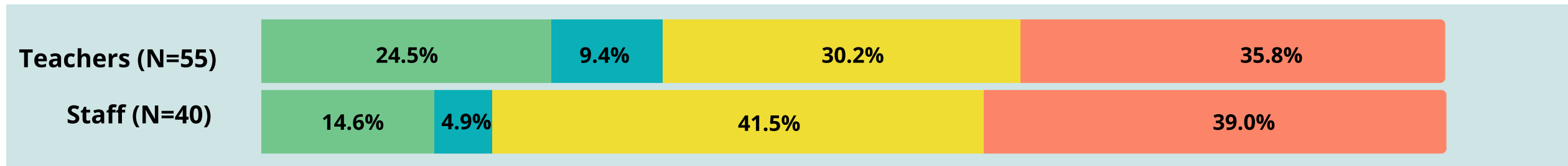
# Professional Learning, Support and Resources: Survey Results



## Findings



### Teachers have access to adequate instructional materials.



### Why did you disagree?

Accessing Spanish Materials (N=10)

- “ We do not have enough Spanish materials, and what is provided often requires purchasing additional resources from external vendors like Amazon. ”
- “ It is incredibly time-consuming to search for appropriate resources in Spanish, and many of the links provided in the BUF are not helpful. ”
- “ Teachers should not have to spend their own money to get the necessary resources for teaching. ”

### Knowledgeable about advantages of instruction from multilingual perspective.



Teachers and staff expressed significant dissatisfaction with access to adequate instructional materials in their language of instruction, with high percentages of "Disagree" and "Strongly Disagree" responses (teachers: 66%, staff: 80.5%).

In a follow-up question asking why they disagreed, ten staff members cited the lack of readily available and appropriate Spanish materials, causing staff to spend an excessive amount of time and resources to obtain them.

A majority of both staff and teachers strongly agreed or agreed that they understood the advantages of instruction from a multilingual perspective, with staff showing a higher percentage of "Strongly Agree" (55.8%) compared to teachers (21.8%).



A significant theme across the interviews was the necessity for ongoing and comprehensive professional development to support dual language educators. Participants reported various professional learning aimed at enhancing teachers' skills in bilingual instruction, including cross-disciplinary training and specific methodologies like GLAD (Guided Language Acquisition Design). However, challenges persisted, such as insufficient training, one-way communication during monthly coaching sessions, and the need for more interactive, hands-on professional development for teachers, and opportunities that allow for feedback and collaborative learning.

### Theme: Enhance Professional Learning for Curriculum Integration and Instructional Strategies

- Participants expressed the challenges faced due to the lack of structured professional development and guidance, particularly as the program transitioned and experienced leadership changes.
- They emphasized the need for specific professional development directly tied to curriculum implementation, especially in **helping teachers effectively integrate language learning objectives with literacy and math instruction**. Additionally, there was a strong call for targeted training on specific instructional strategies, such as language supports, visual aids, and bridging activities.
- The role of the dual language coach was identified as essential to delivering ongoing, school-level professional learning for teachers. However, participants also underscored the need for more professional learning opportunities provided by the central office and external consultants for teachers.

### Quotes

“ Our teachers have access to both central office professional development and school-based learning opportunities. We've found that ongoing support from both levels is crucial for the successful implementation of the TWI program. ”

“ We didn't have any guidance; when the last person left there was nobody...We had theory about conversational and academic language and our staff had zero training on this; no PD and no guidance. ”

“ They [central office] give us PD that is helpful; but the county meeting is more informational and one way; there is information I'd like to dialogue with other coaches about what's working and where we need support with each other.” ”

“ Professional development focused on both content knowledge and instructional strategies. Collaboration among teachers across languages and disciplines is strongly encouraged. ”

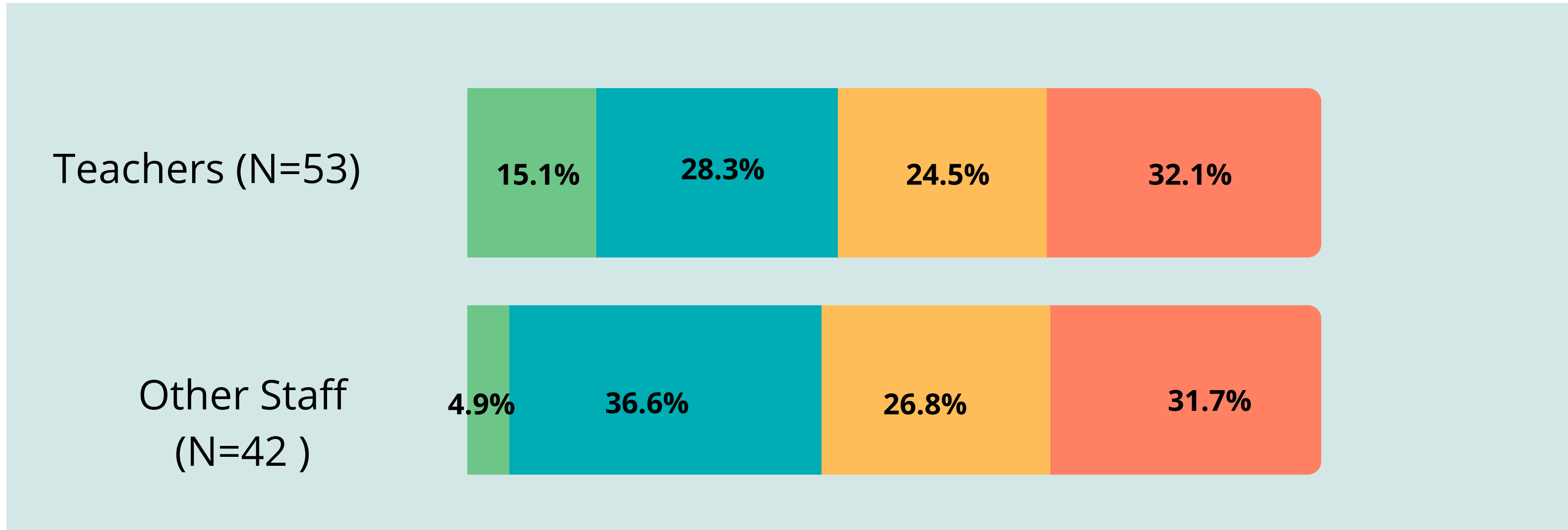
“ One of the major, or I would say, one of my most important roles in the school is supporting staff. It's planning strategies modeling those strategies and coaching the teachers. ”



# Curriculum: Survey Results

Implementing the Biliteracy Unit Framework

Extremely well    Very well    Not very well    Not well at all



## Findings

Survey data indicated that a significant portion of both teachers and staff believed the implementation of the BUF was not going well. Over half of teachers (56.6%) and staff (58.5%) thought the framework was not well implemented. Teachers were slightly more positive (43.4%) than staff (41.5%). When asked why they disagreed with this question, teachers and staff reported (N=12) that the BUF was challenging to implement, citing vagueness, lack of alignment with standards, and insufficient resources. For example, one respondent noted, "The BUF needs more resources and better alignment with Maryland standards; it's not developmentally appropriate."



Both the principals and Dual Language Coaches interviewed discussed the Biliteracy Unit Frameworks at length, focusing on various aspects where they had concerns. Participants appreciated the breadth of BUF and its project-based focus but mainly reported the lack of necessary resources and significant effort to obtain or have new materials approved. Challenges included the need to customize the BUF for Montgomery County and Maryland, addressing the amount of planning necessary to develop the lessons, lack of alignment with MCPS curricula, and the need for more professional development needs. All of this impacted the ability to teach the curriculum as it was designed.

## Theme: Resource Challenges

- Every participant discussed the **curriculum’s lack of appropriate resources**, such as books and materials that align with language and content learning. Adequate resources for the BUF were often not available, including authentic texts and culturally responsive materials.
- Staff **had to create their own materials or adapt existing ones**, which was time-consuming and challenging.
- The **BUF does not provide lessons** so staff were **spending a significant amount of time creating lessons**. The unavailability of resources impacted staff ability to teach the curriculum as designed and required significant effort to create or obtain needed materials.

## Quotes

“Teachers are working hard but exhausted with hunting for materials or creating them. They need authentic texts.”

“And I feel like I’m back to trying to find the resources. And we just don’t have the resources in the building. They recommend books, but we don’t have those books.”

“Every year, staff have been set up for failure because not given resources to implement what is best for kids. You have to create the conditions to implement with fidelity.”

“It’s awesome but skeletal, it’s [the BUF] not user friendly; it’s not laid out like Benchmark with all the pieces there for staff to use.”

“We got the BUF and realized we don’t have any of the books recommended; and we had to get approvals from MCPS and that process often took a very, very long time and was unclear at points.”



## Theme: Significant Need for Professional Learning related to the Biliteracy Unit Framework

- Participants reported a need for more targeted professional development related to the BUF, citing that many teachers felt inadequately prepared to implement it due to the rushed rollout and insufficient training and support. They emphasized the necessity for specific training to help schools and staff effectively understand and apply the BUF framework and curriculum.
- Coaches specifically discussed the need for **PD to effectively merge the BUF with the reading curriculum** to ensure that the instructional strategies meet the dual goals of language and content learning.
- **Schools implemented professional development programs**, sometimes with support from the central office. Collaborative planning sessions and peer coaching also were used to enhance teacher readiness and effectiveness.

## Quotes

“

“It was rushed; was June 17th we saw the first BUF. We had to start teaching on October 28th.”

”

“

“One of the biggest challenges we've faced with the TWI program is ensuring that all teachers are adequately trained and comfortable with the bilingual curriculum.”

”

“

“We provided professional development and as much collaborative planning time as we could to help teachers adjust to the BUF requirements.”

”

“

“We used Title 1 money to allow teachers a full day of planning twice a quarter.”

”



The BUF aim to integrate language and content instruction, particularly through project-based learning and thematic units that combine literacy standards with science or social studies content. This integration is seen as crucial for promoting biliteracy and bilingualism.

## Theme: Curriculum Alignment Challenges

- Staff reported the **alignment between the BUF and other curricula and instructional materials (such as Amplify) is complex requiring substantial adjustment and additional planning** to align dual language instructional goals with state standards and other curriculum requirements.
- Coaches discussed the **difficulties in aligning new curriculum initiatives like Structured Literacy with dual language goals**, particularly in terms of pacing, sequencing, and ensuring that materials are appropriate and engaging for students.
- Staff reported concerns that the BUF elevates content standards, but **reading and writing are not being taught for transfer** due to the amount of time spent on content.
- Both groups expressed **concerns about how the BUF will integrate** with the new Spanish language arts products and the overall reading curriculum.

### Quotes

“My concern is that we’ve been using some components of Amplify, but the amount of MCPS resources that don’t align with the BUF is a lot.”

“There is scope and sequence for reading, writing and content but there is other language vocabulary and grammar not written in the BUF, like it is for other ELA curriculum.”

“Teachers come in over the summer and wrote lessons using Benchmark resources. However, if the curriculum refers to a lesson from unit 6 in Benchmark and its unit 1 in the BUF, students miss the content from units 1 through 5. That’s a lot of content subsumed in there that students should know and be able to do, but are not ready for yet because they haven’t had the first five units.”

“We’re writing our own curriculum in the TWI Immersion Schools. Benchmark is supplement. If we choose to use it.”

“BUF elevates the content standards, but writing and reading are not being taught for transfer due to the large amount of time being spent on content.”

“When I saw that we were utilizing Amplify, I was excited: but my excitement quickly deflated when I knew we were going to be using the Biliteracy unit frameworks because they do not align.”

Eureka Math is implemented in English beginning in Kindergarten, with the language of instruction alternating at each grade level. Theoretically, 90 minutes of time is used for mathematics, with 60 minutes in the main language of instruction for math for that grade and the other 30 minutes delivered during the other half of the day in the partner language. For example, a first grader would have math in Spanish for 60 minutes, and later in the day math in English for 60 minutes.

Participants reported that the integration of Eureka Math within dual language programs was complex and involved careful alignment of curriculum, strategic scheduling, and additional professional development. They noted that ensuring instructional consistency across languages and grades is essential to ensure that math instruction met the goals of both content mastery and language development.

## Theme: Split math block creates challenges for instruction

To achieve the goals, the staff dedicated considerable effort to alignment and adaptation, which involved:

- Merging Eureka Math instruction with language learning to better align with the BUF and instructional model required additional effort and planning time.
- Maintaining consistent math instruction across two languages and different time slots presented significant obstacles. School leaders and coaches highlighted the challenges of maintaining instructional quality and ensuring staff coordination across languages.
- School-level professional development played a crucial role at some schools by focusing on the strategies necessary to effectively teach math in two languages.

## Quotes

“The Math Content Coach has done a fabulous job of breaking the Eureka curriculum up so it works; so whole group application and concept development; that happens during 60 minute block; 30 minutes block do small groups and skills”

“Eureka's not a bad curriculum, but there are certain aspects of it that are flying over. So, I like that they've shifted the application problems in math back over to the 60-minute block. I think it makes a connection there rather than pulling it out in the 30-minute block.”

“Math is taught in one language in one grade and in another language in the next grade. This requires careful planning to ensure that students can transfer their math skills between languages.”

“Our teachers needed support in integrating the Eureka Math curriculum with the TWI model. Professional development focused on bilingual instruction was essential.”



## Theme: Balancing Equity in Biliteracy Education

Two equity themes related to the BUF curriculum emerged from the interview feedback. Several participants noted that allocating equal instructional time to each language has helped **level the playing field** between Spanish and non-Spanish speakers. Both groups are learning to read, write, and communicate in both languages. This ensures that neither group is linguistically disadvantaged as they progress through elementary school.

The other equity theme that emerged was the implementation of the BUF, which **introduced inequities**. A concern was raised about the lack of access to an evidence-based English Language Arts (ELA) curriculum—a resource available to other students within the district. Moreover, it was reported that the program's inconsistent implementation and ongoing evolution are particularly impeding the progress of Black students and non-native Spanish speakers, contributing to widening disparities.

### Quotes

“What was initially intended to be an equity move for students unintentionally become an inequity. Our African American students are not making progress.”

“It’s unfair for the whole county to get access to the same research-based curriculum but we don’t; no one else uses the BUF.”

“They do not have the same access to the curriculum as all of their other peers in the county. That is inequitable.”

“If a student does not have same amount of time to practice being successful in the language they are being assessed on, that is inequity.”



## Theme: Positive Attributes of the Biliteracy Unit Framework

Several participants expressed their appreciation for the flexibility of the BUF, highlighting its adaptability to local contexts to deliver content that is relevant to their students. They also praised how it integrates language and content learning, which aids multilingual students in understanding the content more deeply. Additionally, there were numerous positive comments about the project-based learning component of the BUF, which participants found particularly beneficial.

### Quotes

“I will say there is some flexibility. There's some activities happening that are really cool.”

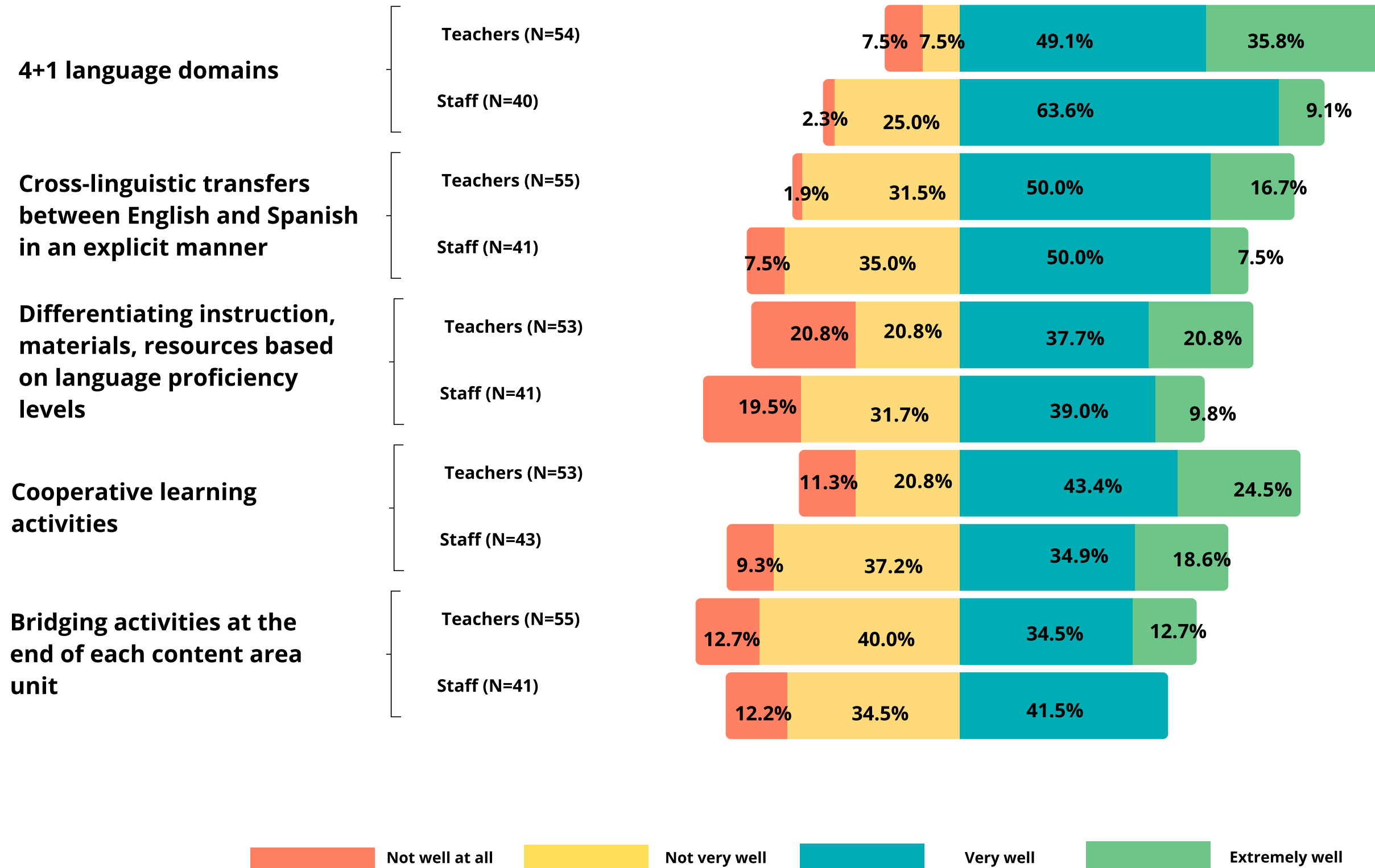
“The belonging piece is embedded in the BUF, but belonging and rigor must happen simultaneously.”

“The BUF are project based. They've done a poem, started a petition about the Chesapeake Bay. The BUF give space to bring all that in and make it relevant to our kids.”

“I've seen multilingual students really grasp the content because we are anchoring language learning to the content and the standards.”



### How well are the following instructional strategies being implemented?



Teachers generally reported higher success in implementing dual-language instructional strategies than staff, with strong ratings for specific strategies but lower ratings for bridging activities.

The 4+1 language domains and explicit use of cross-linguistic transfers were reported as most successfully implemented, with 85% of teachers and 73% of staff rating them "Extremely Well" or "Very Well." Similarly, for cross-linguistic transfer strategies, both groups gave strong positive feedback—68% of teachers and 58% of staff rated the implementation favorably.

While cooperative learning activities also received fairly high ratings of implementation from both groups of respondents, a higher proportion of teachers reported better implementation (68%) compared to staff (54%).

In contrast, bridging activities, which are vital for connecting learning across languages, showed the lowest positive responses from both groups—53% of teachers and 47% of staff reported implementation did not work well, suggesting a significant area for development within the TWI program.



# Instruction: Survey Results

Reasons Why 'Not Well At All' or 'Not Very Well' Were Selected (N=23)



## Findings

Theme	Description	Quotes
<b>Differentiating Instruction, Materials, Resources (N=9 times)</b>	Differentiation was difficult due to a lack of instructional materials tailored to students' varying language proficiency levels.	<p>"There is a lack of differentiated resources for different language proficiency levels, making planning even more challenging."</p> <p>"The BUF doesn't provide enough specific guidance for differentiating instruction, and creating these resources ourselves is very labor-intensive."</p>
<b>Implementing a Bridging Activity (N=8 times)</b>	Bridging activities were often skipped or rushed due to time constraints. Teachers also felt that bridging would be more effective if done earlier in the unit.	<p>"Finding time for bridging at the end of units is tough, and we sometimes have to skip it to keep up with the curriculum."</p> <p>"Bridging would be more effective if done during the middle of a unit, rather than at the end when students have already learned the content."</p>
<b>Cooperative Learning (N= 6 times)</b>	Cooperative learning activities were difficult to implement due to time restrictions.	<p>"There is very little time to implement cooperative learning strategies due to the demands of the BUF and scheduling constraints."</p> <p>"We don't have enough time in the day for small group work or cooperative learning in a meaningful way."</p>

In a follow-up question asking teachers and staff why they disagreed with questions about instruction, twenty-three responses provided details about why the disagreement.

Responses indicated the lack of resources for differentiation and having enough time to deliver bridging or cooperative learning activities.

Integrating language and content instruction in classrooms and delivering content in the partner language, in this case Spanish, is central to the effectiveness of Dual Language programs. Principals and coaches were asked to describe the strategies used to implement this key practice for dual language development. Both groups reported that most classrooms strive to implement this method, albeit with varying degrees of success due to challenges such as resource limitations and teacher training. The strategies reported are explained below.

## 1 Key Theme: Biliteracy Unit Framework and Sequenced Instructional Blocks

- Several participants discussed how, if implemented well, the BUF essentially integrates content and language instruction. The BUF teaches language through content rather than teaching it as a separate subject. Subjects like Social Studies (SS) and Science were to be infused with literacy standards for reading and writing.
- Additionally, participants reported that some classrooms often plan their weeks to focus initially on language development (oracy), followed by a deep dive into content, which is strategically designed to ensure students grasp the subject matter effectively. This approach is supported by summative evaluations, primarily through writing, which assess comprehension and application of both language and content

## 2 Key Theme: Collaborative Planning with the DLC

- All participants noted that teachers regularly engaged in collaborative planning sessions attended by DLC. These sessions focused on cross-linguistic strategies, bridging activities, and integrating foundational skills into the content. They were critical in helping teachers understand and implement strategies. DLC's also provided structure to meetings

Despite the challenges the Biliteracy Unit Frameworks (BUF) can integrate language into social studies and science content. They weave literacy standards for reading and writing into project-based learning.

We have sequences. This week, we're focusing on oracy to enhance language skills, and we are preparing to delve into content next week. I've seen multilingual students really grasp the content because we are anchoring it to the content and the standards.

That's where coaching comes in and being present at planning meetings so we can build in moments that go along with what we are trying to achieve.

We made a checklist. What collaborative planning will look like, and we had to make it super structured because we didn't have much structure with this new model.

The following themes emerged from small group interviews with TWI principals (N=4) and ELD coaches (N=7) when asked which instructional strategies were successful in supporting the attainment of TWI goals. All participants emphasized the strategies below as helpful in enhancing both linguistic and content understanding.

#### 1

### Key Theme: Literacy Squared, Lotta Lara\*, Dictado and Side by Side Texts

- Participants found Literacy Squared, Lotta Lara, Dictado, and side-by-side texts to be effective strategies when well-executed. Lotta Lara engages students in repeated reading to build oracy skills like vocabulary and dialogue, while Dictado, adapted from Latin American classrooms, reinforces grammar and language functions through writing exercises, promoting bilingual writing across all K-5 grades. The use of side-by-side bilingual texts was highlighted as a valuable method for helping students directly compare and connect languages, deepening their understanding of linguistic structures.

Dictado – That comes out of Latin American classrooms; we are adapting it into our TWI. We do it different ways depending on teachers' comfortability. Writing fluency paired with language and grammatical functions, so it's like a layered approach with kids, and it's K-5. It's definitely innovative.

We really like Literacy Squared out of Colorado. So we have Lara Lotta; it's a foundational reading strategy, so it's fluency paired with oracy. It's a structure. You can model it with a classroom teacher and have them try it out. The sweet spot is 2nd and 3rd grade, getting beyond emergent literacy and into reading fluency paired with content with a theme."

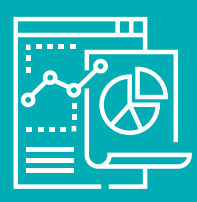
#### 2

### Key Theme: Variability in the implementation of cross-linguistic connections

- Participants noted significant variability in the effectiveness of cross-linguistic connections across classrooms and grade levels, often influenced by teachers' linguistic abilities and comfort with bilingual instruction. Planning for cross-linguistic integration was identified as particularly challenging, with the need to balance curriculum requirements and language instruction. Additionally, integrating the BUF with MCPS curricula was seen as requiring more professional development and planning.

We have coaches meetings where we get together with Carol [central office specialist], and those have been invaluable. Developing the knowledge and application of cross-linguistic connections.

Dictado is a great strategy for cross linguistic connections. It's a great strategy for students to improve their writing. It's a great strategy to in incorporate phonic skills that you're teaching you.



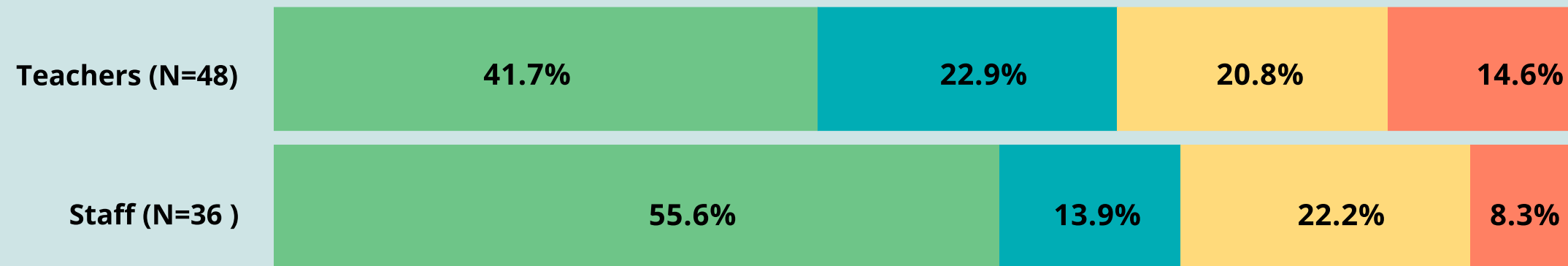
# Assessments & Accountability: Survey Results



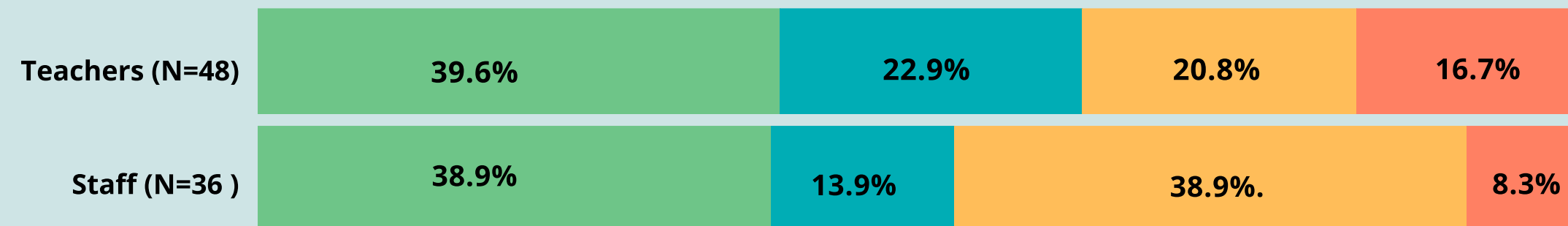
## Findings



### MCPS offers **academic assessments** in English and Spanish



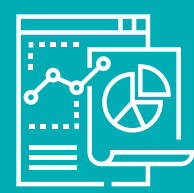
### MCPS offers **language proficiency assessments** for English and Spanish



Teachers and staff reported mixed perceptions about the availability of academic and language proficiency assessments in English and Spanish.

More than 60% of teachers and staff agreed that MCPS offered academic assessments in both languages, with staff showing stronger agreement (55.6% strongly agreed, 13.9% agreed). A notable portion of teacher respondents disagreed (20.8%) or strongly disagreed (14.6%), indicating mixed perceptions about the availability of these assessments.

In contrast, more than 60% of teachers agreed that MCPS offered language proficiency assessments in both languages, while 47.2% of staff disagreed, indicating less confidence among staff in the availability of these assessments.

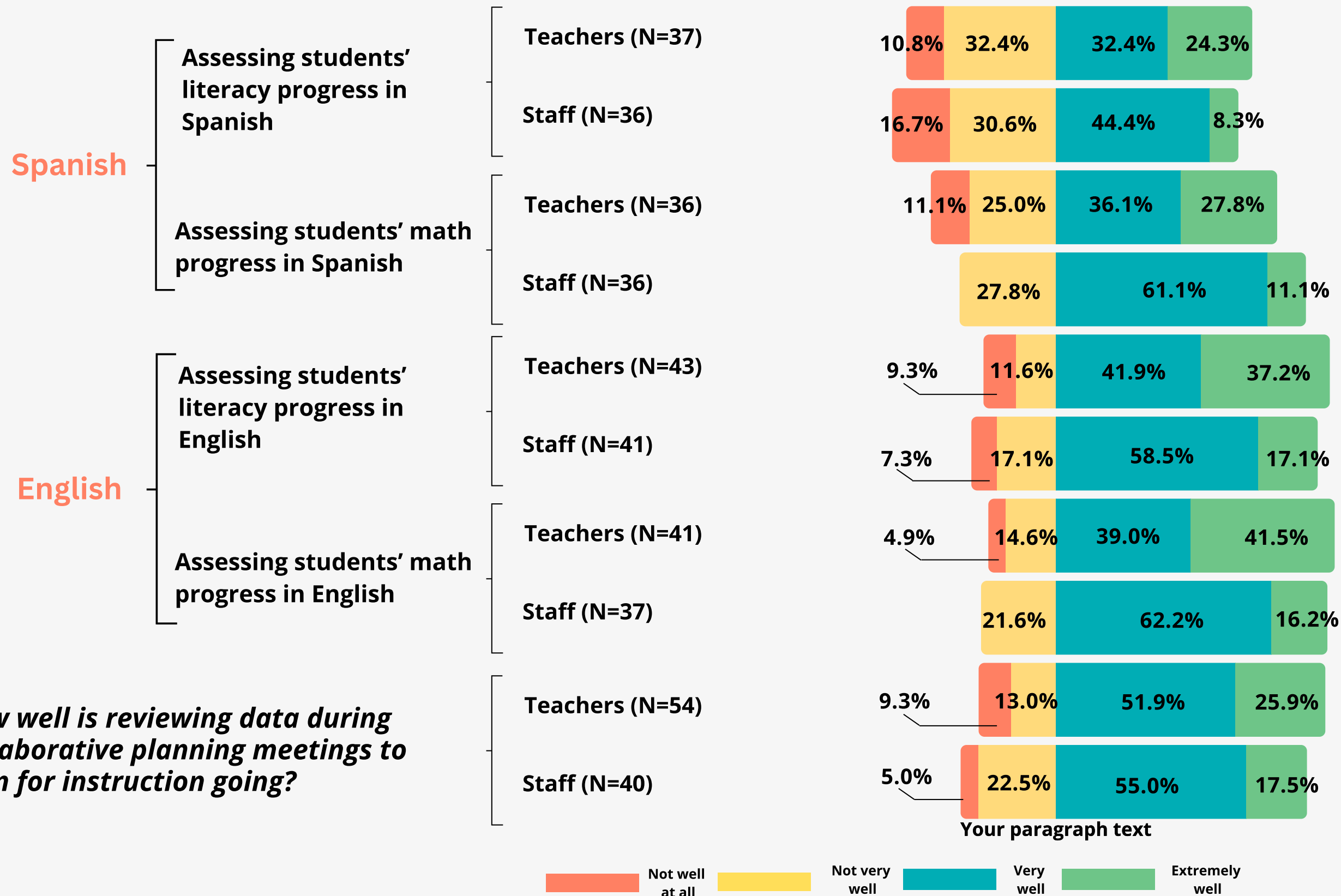


# Assessments & Accountability: Survey Results



## Findings

**How is the progress monitoring with assessments in each language going?**



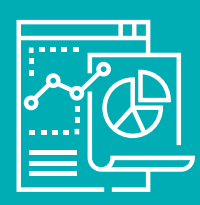
**How well is reviewing data during collaborative planning meetings to plan for instruction going?**

Teachers and staff provided mixed feedback on the effectiveness of assessing student progress in TWI classrooms, with stronger ratings for literacy and math progress in English and collaborative data review but room for improvement in assessing literacy progress in Spanish.

The data indicated that the assessment of literacy progress in Spanish had the lowest ratings among all areas surveyed. Over 40% of responding teachers and staff rated the assessment practices for Spanish language proficiency as going "Not Very Well" or "Not Well At All" (teachers: 43.2%, staff: 47.3%).

In contrast, progress monitoring in English was viewed more favorably, with high percentages of respondents, 79.1% of teachers and 75.6% of staff, rating it "very well" or "extremely well". Math progress in English was rated the highest by both teachers (80.5%) and staff (78.4%).

About three-quarters of teachers and staff reported that reviewing data during collaborative planning meetings went "Extremely Well" or "Very Well" (teachers: 77.8%, staff: 72.5%). This suggests that collaborative data review was an ongoing practice in the schools' instruction planning in the TWI program.



# Assessments & Accountability: Survey Results

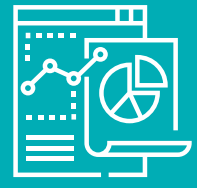


## Findings

***If you selected 'Not Well at All' or 'Not Very Well' for any of the items, please explain why.***

Theme	Description	Quotes
<p><b>Assessing Literacy Progress in Spanish and English (N=8)</b></p>	<p>Teachers and staff reported a need for consistent assessment tools to track literacy progress in Spanish. While assessing English literacy was more accessible, staff noted it could overshadow the assessment of Spanish literacy.</p>	<p>"We don't have consistent tools for assessing Spanish literacy, and the lack of specific assessments makes it hard to monitor progress."</p> <p>"We were recently introduced to DIBELS in Spanish, but it's still not widely used for consistent assessment."</p> <p>"It's challenging to assess literacy progress in Spanish because we don't have the necessary resources."</p> <p>"English assessments are more established, but the focus on English sometimes dominates and diminishes Spanish literacy."</p>

In a follow-up question asking teachers and staff to elaborate why they disagreed with the effectiveness of progress monitoring, nineteen staff members responded. The majority (N=8) highlighted a need for more resources to adequately monitor student progress in Spanish. They also pointed out a strong focus on English language assessments that can overshadow Spanish assessments.



### Theme: Collaborative and Informed Assessment Practices

- All schools reported reviewing data with their Instructional Leadership Team.
- All participants mentioned WIDA, MAP, and DIBELS, as well as MCPS formative assessments, as the ways they measure progress.
- Participants discussed the importance of collaborative assessment practices that involved regular teacher discussions about student progress and addressing student learning gaps.
  - All participants reported regular data reviews and collaborative sessions.
  - Structures for data review varied among schools, with some conducting reviews during grade-level team planning and other schools having partner teachers review the data.

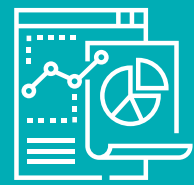
### Quotes

“Assessments like DIBELS and MAP are crucial in tracking students' academic and bilingual progress. Regular data reviews and collaborative planning sessions help us address any gaps”.

“Regular formative assessments and data analysis sessions are conducted to ensure that students are meeting their academic goals in both languages”.

“It's a goal to have teachers together look at student's writing; we say let's sit down together, review the work, and analyze the writing.”

“That's another actually aspect of professional learning that we focused on starting at the end of last year. How do you look at data through a biliterate lens and not a monolingual lens? That's how we've all been trained for a monolingual lens in this county. So now we have to look at the data differently. And so that's something we've been working on with staff as well.”



Staff utilize various assessment tools, including formative assessments, DIBELS results, grades, and MAP Growth data in reading and math, to track academic progress. Additionally, they discussed the use of data from WIDA ACCESS assessments to further support language development.

## Theme: Assessment Needs in Two-Way Immersion Schools

- The majority of participants (N=10) expressed the need for enhanced formative assessments, increased use of authentic assessments, and greater availability of assessments in both languages. Many (N=6) acknowledged the progress that MCPS has made in this area.
- Many participants (N=6) emphasized the importance of monitoring the trajectory of academic growth for students learning two languages, which differs from the monolingual learning trajectory.
- All participants reported the need for a Spanish language proficiency measure in addition to report card grades.

### Quotes

“ We've gotten better at having the assessments be in both languages and thankfully grading and reporting is in both languages. ”

“ "There is so much testing; need something brief; we need a snapshot of kids learning Spanish but we need some kind of measure of their Spanish language acquisition." ”

“ “So when you're instructing in two languages, learning is working take more time. And that's okay. So that's why I say, the [learning trajectory is different. And that's why the research says that you don't really start to see the results until the grades later on.” ”

“ “The standardized high stakes testing, over and over again, is not always the best choice when you are assessing content, reading comprehension, and language development. You have to create something more authentic that takes into account that biliteracy trajectory. And you can't change it up every year.” ”

“ "There is so much testing; need something brief; we need a snapshot of kids learning Spanish but we need some kind of measure of their Spanish language acquisition." ”



The dual language guiding principals around family and community to promote the importance of engaging family and the community in the dual language program. The model encourages partnerships, communication, and advocacy through outreach activities and support services to enhance student learning and program success. Interview feedback highlighted school-based activities that align with those principals and attempted to foster a supportive educational environment.

### Theme: Inclusivity, Support and Engagement

- Interview feedback detailed strategies such as bilingual communication, parent coffees, community resource fairs, careers showcases, and parent workshops that actively involved families.
- Others emphasized how the school acts as a hub linking the school to the community, establishing it as a hub that offers various supports and services.
- One school noted the parent volunteers from English-speaking and Spanish-speaking families and reimagining Back to School night in collaboration with the parent community.
- Participants noted the positive impacts of cultural diversity and increased sociocultural awareness that students and staff derive from these activities.

### Quotes

“We've organized various events and workshops to keep parents informed and involved. Bilingual communication channels are maintained to ensure inclusivity”

“Community engagement is key. We hold workshops and informational sessions for parents to help them understand the TWI program and how they can support their children at home”

“Engaging parents and the community through events and regular communication has been instrumental in the success of our TWI program”

“I love the inclusive nature of the TWI program. I love how most our families are invested and involved in their children's education because they can communicate with someone in their first language.”

“Last year we had a job fair and all the parent's came; involvement of community and the BUF helped piece it together and flesh it out.”



# Survey Results: What Worked Well

Number of Respondents Providing a Suggestion (N=68)



## Findings

Theme	Teachers	Staff
<p><b>Strong, supportive, passionate school staff (N=25)</b></p>	<p>“The teachers at my school care about the kids and go far out of their contracted time to be able to help kids. “</p> <p>“The teachers at my school are strong in their language and cultural skills. They provide an excellent base for those beginning to learn Spanish.”</p>	<p>“We have great passionate and dedicated staff.”</p> <p>“Our teachers are dedicated to student success and have done an amazing job transitioning to the content allocation model.”</p> <p>“Our TWI Coach is phenomenal and so knowledgeable about the TWI program and linguistic learning. She is a great resource, especially for Spanish facilitators [teachers].”</p>
<p><b>Collaboration Among School Staff (N=20)</b></p>	<p>“When the reading specialist and Spanish coordinator know how TWI works, When they are prepared to teach and demonstrate how partners work together, and have experience (in the classroom).”</p> <p>“ It’s most effective, when partners work as a team for the benefit of students.”</p>	<p>“The development of sense of community with coaches this year has been a game changer!”</p> <p>“Partner teachers are making the most of their efforts collaborating.”</p>

In an open-ended survey, teachers and staff were asked what worked well in the TWI program.

The staff feedback highlighted several areas of strength and success within the TWI program, focusing primarily on the dedication and expertise of teachers, the effectiveness of collaboration, and the positive influence of key support roles such as coaches and coordinators.

The role of support staff, particularly the TWI coach, was also highlighted as a positive influence. Coaches were recognized for their deep knowledge of the TWI program and their ability to provide valuable linguistic support. Their contributions were seen as a "game changer," helping to foster a stronger sense of community among staff.



# Survey Results: What Worked Well

Number of Respondents Providing a Suggestion (N=68)

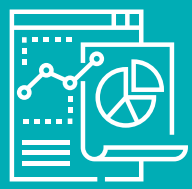
Theme	Teacher (N=42)	Staff (N=41)
<b>Community Engagement (N=10 )</b>	"The Latino/Latina/ Hispanic community are more involved with school than in other schools that are not TWI schools. "	"Families are more engaged at school and with their student's learning."
<b>Cultural Validation and Cross-Cultural Competence (N=10)</b>	<p>"The emphasis on different cultures is highly promoted at our school. The parents are excited about their children learning two languages and the culture that goes with it."</p> <p>"Students who speak Spanish at home, for instance, used to be considered ESOL students and somewhat deficient in language. At the same time, students who were learning Spanish at school were considered special or exceptional. Now, both groups are seen as being the same: language learners. "</p>	<p>"Students feel validated in their home language and culture through the use of Spanish. All children feel a sense of pride in their bilingualism and biliteracy."</p> <p>"Our students are uplifting differences between them instead of allowing those differences to cause a riff."</p>
<b>Dual Language Learning Creates Opportunities for Learning (N= 6)</b>	<p>"Learning two languages really develops their brains."</p> <p>"Students are getting the opportunity to learn a new language or strengthen the language they already speak. "</p>	<p>"The language learning supports provided by TWI teachers have created a stronger teaching model overall."</p> <p>"Providing students instruction in their home language so they can access the content."</p>



## Findings

The teachers and staff also pointed out the program's positive impact on community engagement, cultural validation, and the development of cross-cultural competence among students.

Both groups also mentioned that the program effectively involves parents, makes them feel at ease, and provides additional learning opportunities for students through language support for learning.



# Survey Results: Additional Suggestions for Improving Implementation

Teacher Responses (N= 24); Staff Responses (N=44)



## Findings

Teacher and staff feedback highlights the critical need for a cohesive curriculum, sufficient resources, and ongoing professional development to support the effective implementation of the TWI program.

### Need for a Cohesive Curriculum and Related Resources

The absence of an integrated curriculum and resources was mentioned most often, with teachers and staff calling for standardized materials, including aligned books and teaching tools. The current reliance on staff to create their own materials has led to time-consuming efforts and inconsistent results, underscoring the need for a well-supported, comprehensive curriculum.

### Professional Development

Teachers and staff emphasized the need for ongoing professional development tailored to TWI programs. There is a strong demand for training in bilingual instruction and modern educational strategies, with a request for expert-led sessions to enhance the program's effectiveness.

### Theme

### Description

### Quotes

#### Need a Cohesive Curriculum and Related Resources (N= 28)

Teachers and staff highlighted the need for a robust, well-integrated curriculum with sufficient resources, like books and materials aligned with the content. The absence of a cohesive curriculum often forces staff to create materials from scratch, which is time-consuming.

"This TWI structure is not a full curriculum. There is a ton of planning to do and resources to acquire."

"We need a research-based, authentic curriculum with resources for students in both Spanish and English."

"Provide a curriculum for us to follow with resources."

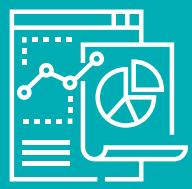
"More resources are needed for the BUF to assist the teachers with planning and instruction."

#### More Professional Development (N=18)

Feedback emphasized the necessity for ongoing professional development, specifically tailored to the needs of TWI programs. Teachers expressed the need for training in the latest educational strategies and bilingual instruction.

"For our school to grow and develop a strong Dual Language program, I'm advocating for my teachers to have more PD from the Consultants and experts in the area."

"The program needs to give teachers enough PD so we can integrate language development and content."



# Survey Results:

## Additional Suggestions for Improving Implementation

Teacher Responses (N= 24); Staff Responses (N=44)

Theme	Description	Quotes
<p><b>Assessment Tools in Both Languages Needed (N=12)</b></p>	<p>There is an explicit request for a language proficiency measure for Spanish language acquisition that is appropriate for dual language settings to fairly evaluate students' progress in both languages. Also, there is a need for more equitable use of the assessment tools provided.</p>	<p>"The only we can measure Spanish proficiency is at the classroom level. I don't want another assessment but how are we supposed to measure if they know Spanish?"</p> <p>"We have assessments in Spanish and English, but we don't use them equally."</p>
<p><b>Program Structure &amp; Communication (N=10)</b></p>	<p>Responses frequently pointed out issues with the overall structure and administration of the TWI programs, including the need for better program planning and administrative support.</p>	<p>"Communication! The TWI office needs to provide clear, precise, and timely communication."</p>
<p><b>Equity and Accessibility a Concern (N=7)</b></p>	<p>Concerns were raised about equitable access to the TWI program, suggesting that not all students benefit equally, particularly those with limited initial language skills or those from different demographic backgrounds.</p>	<p>"Should ALL students be in the TWI program? We have a lot of students with learning needs and often times the learning in both languages is overwhelming for these students."</p> <p>"Why should they go through the grades only understanding ½ of the curriculum.?"</p>



## Findings

The findings highlight key areas for improvement, including assessment tools, program structure, communication, and equity in access, with concerns about the program's effectiveness and suitability for all students.

### Assessment Tools

Staff expressed a need for better tools to assess progress in both languages fairly, calling for more balanced assessment and resources to support instruction.

### Program Structure and Communication

Teachers and staff raised concerns about the program's lack of a comprehensive curriculum, leading to heavy planning demands. They also requested clearer and timelier communication from the TWI office.

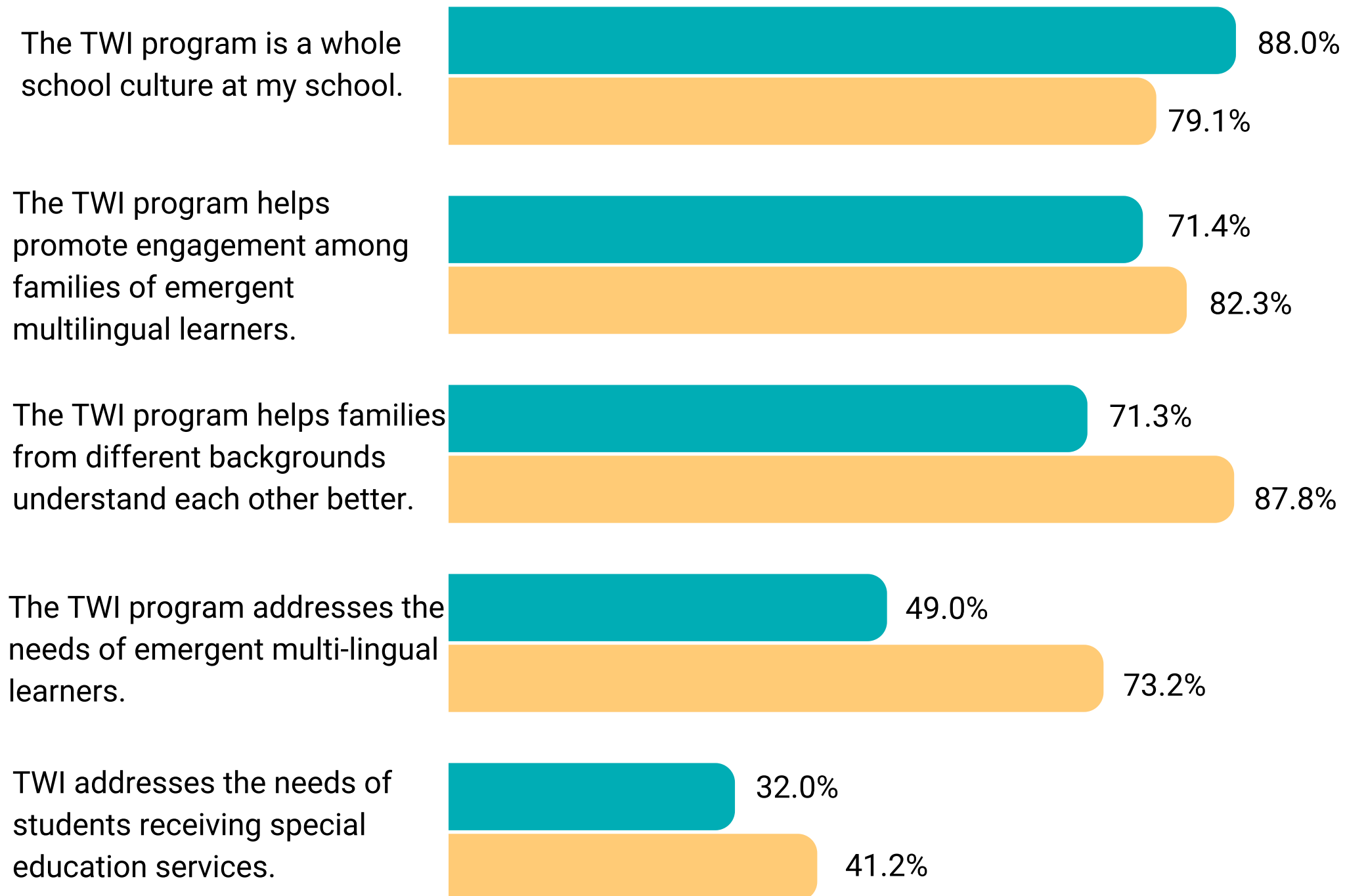
### Equity and Accessibility

Concerns about equitable access to the TWI program were raised, particularly for students with limited language skills. Some students may advance through grades with only partial understanding, highlighting the need for better support to ensure all students benefit equally.



### Percent Strongly Agree and Agree

● Teacher (N=53) ● Staff (N=43)



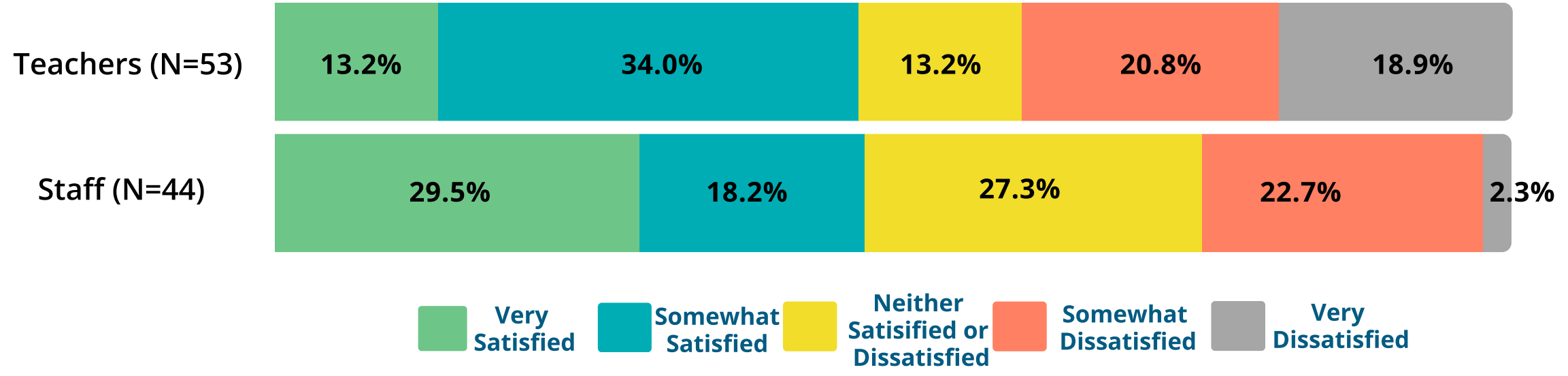
Both groups largely agreed that the TWI program was a whole school culture and helped promote engagement among families of emergent multilingual learners, with more than 70% of teachers and staff agreeing.

The program was perceived positively in helping families from different backgrounds understand each other, though staff showed greater agreement (87.8%) than teachers (71.3%).

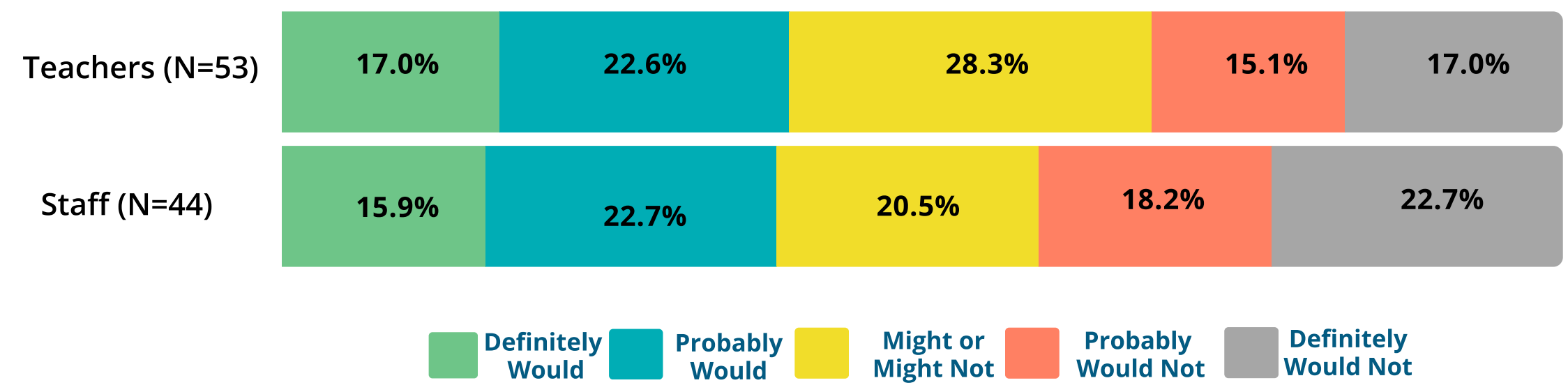
Although 73% of staff agreed that the TWI program addressed the needs of emergent multi-lingual learners, only 49% of teachers agreed.

Both teachers and staff had low percentages of agreement about TWI addressing the needs of students receiving special education services. Staff (41.2%) were slightly more positive than teachers (32.0%) but still reflected a substantial lack of agreement that the model meets the needs of diverse learners.

### Overall Satisfaction with the TWI Program



### Likelihood of Recommending the TWI Program to Another Elementary School



Teachers and staff were asked about their overall satisfaction with the TWI program and their likelihood of recommending it to other elementary schools. The results were mixed, with less than half of respondents expressing satisfaction or a willingness to recommend the program.

#### Overall Satisfaction with the TWI Program

Among teachers (N=53), 47.2% were satisfied with the TWI program (either very or somewhat), 13.2% were neutral, and 39.7% were dissatisfied (either somewhat or very). Among staff (N=44), 47.7% were satisfied, 27.3% were neutral, and 25% were dissatisfied.

#### Likelihood of Recommending the TWI Program to Another Elementary School

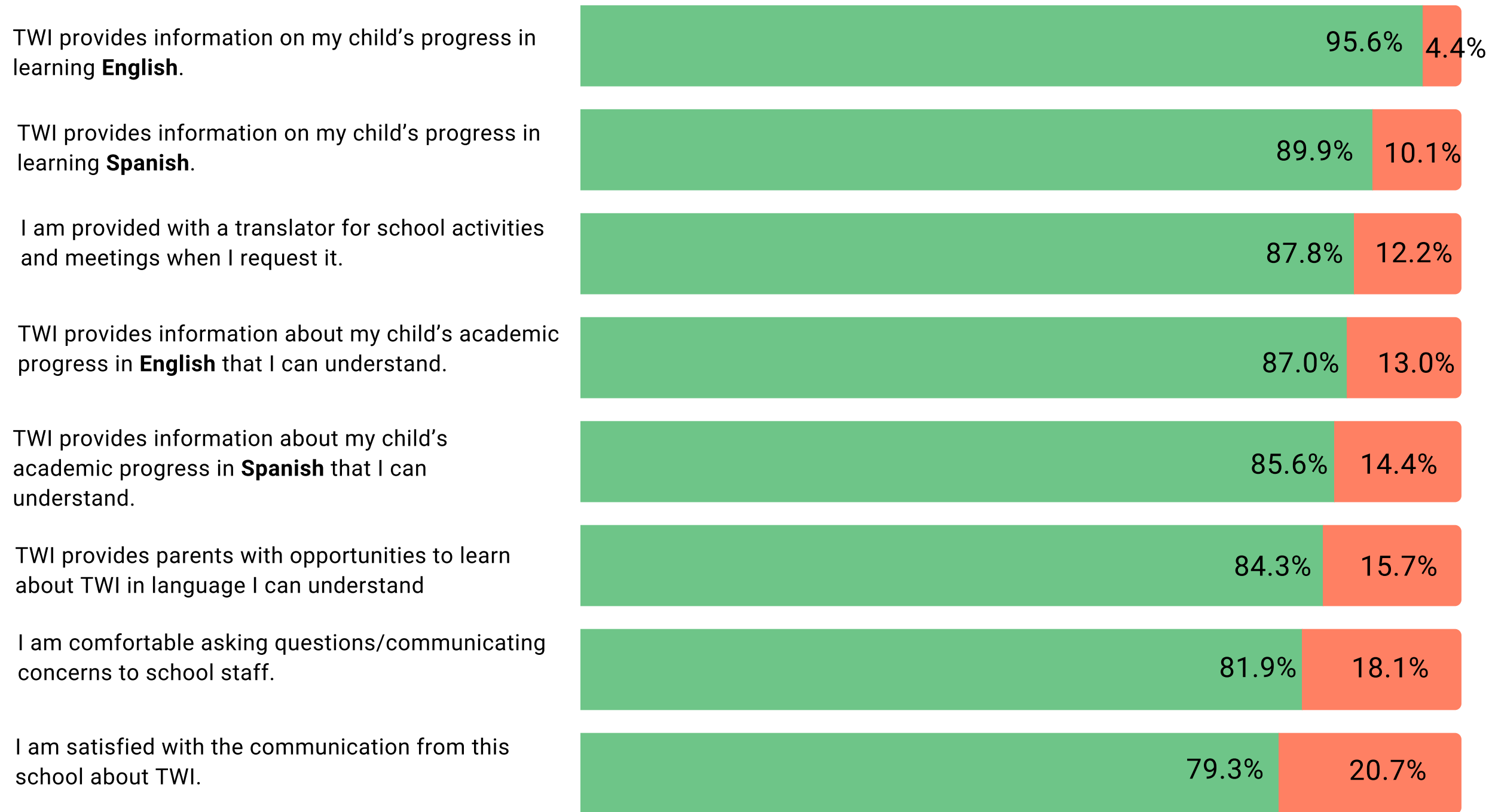
Among teachers, 39.6% would definitely or probably recommend the TWI program, 32.1% would definitely or probably not, and 28.3% were unsure. Among staff, 38.6% would or probably recommend the program, 40.9% definitely or probably would not recommend it, and 20.5% were uncertain.



# Parent/Guardian Survey

## Communication Between Home and School (N=167)

### Percentage of Parents That Strongly Agree or Agree



## Findings

### Communication on Child's Progress:

Most parents felt informed about their child's academic progress in English (95.6%) and Spanish (89.9%).

Most parents (87%) also believed the school provided understandable information about their child's academic progress.

### Access to Translators and Resources:

**Most parents** (87.8%) agreed that they were provided a translator for school activities and meetings when requested.

Most parents (84.3%) also agreed that the school provided resources and opportunities to learn about TWI in a language they understood.



# Parent/Guardian Survey

Academic and Cultural Learning (n=167)



TWI enables families of **diverse languages and cultures** to participate in activities together.



TWI effectively helps my child learn to **speak** an additional language.



TWI is effectively helping my children **read** in another language.



TWI is effectively helping my children **write** in another language.



I am **satisfied with my child's learning** in academic subjects (e.g., mathematics, language arts, social studies, science)



## Findings

### Cultural and Language Engagement:

A significant majority (86.4%) of parent respondents agreed that the TWI model allowed families of different languages and cultures to engage in activities together.

### Language Proficiency:

High percentages of parent respondents believed TWI was effective in helping their children with language skills:

- 80.8% agreed it helped their child understand and speak an additional language.
- 79.6% agreed it helped their children read and write in another language.

### Academic Satisfaction:

Three-quarters of parent respondents (74.7%) were satisfied with their children's learning in academic subjects such as mathematics, language arts, social studies, and science within the TWI model.

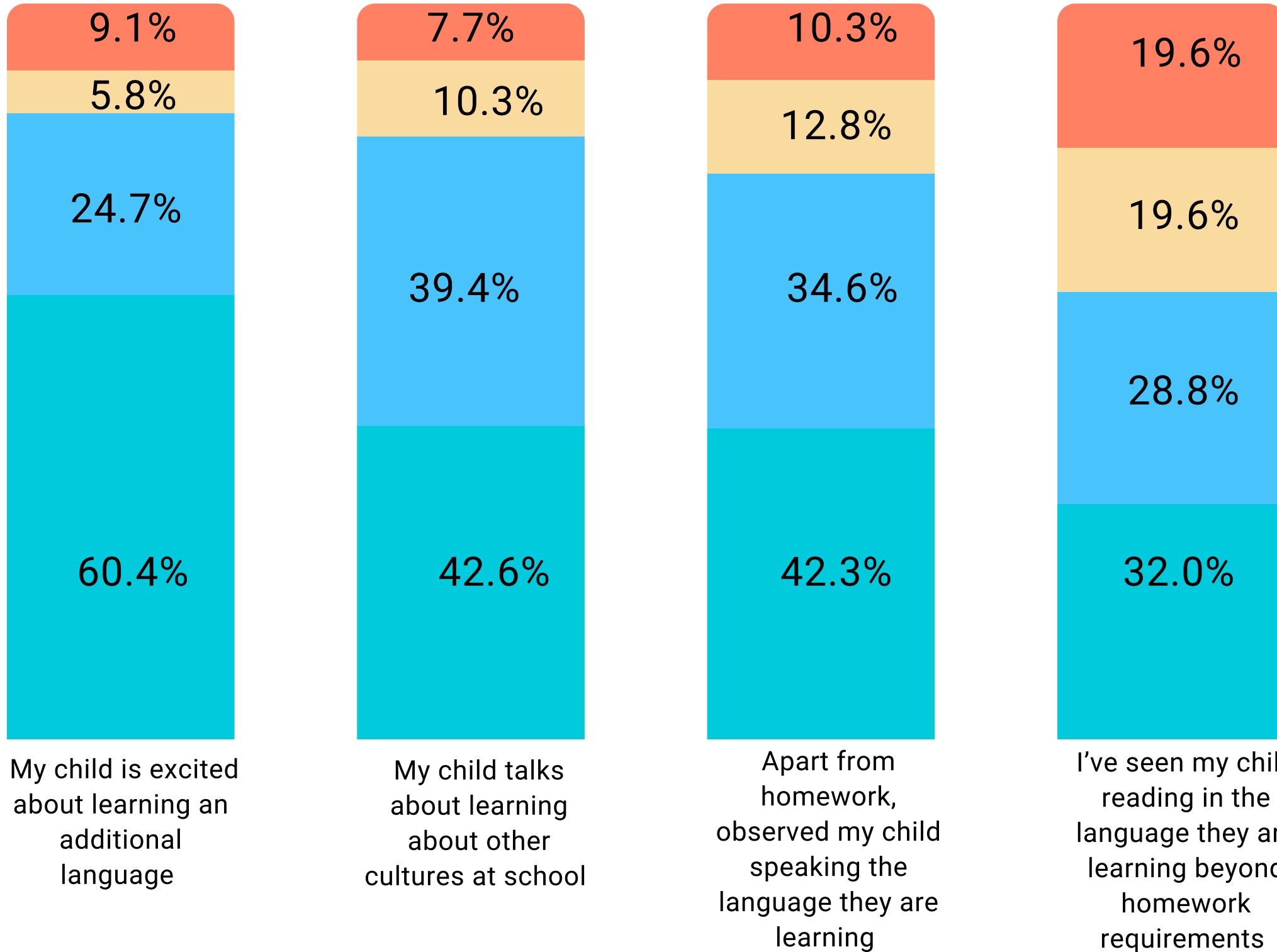


# Parent/Guardian Survey

Feedback on Excitement, Cultural Awareness and Language Use (N=167)



## Findings



### Cultural Awareness and Excitement for Language Learning:

Combining "Often" and "Occasionally," 85.1% of parents indicated that their child shows excitement about learning an additional language and 82.0% of parents indicated that their child discusses learning about other cultures at school.

### Use of Language Beyond Homework:

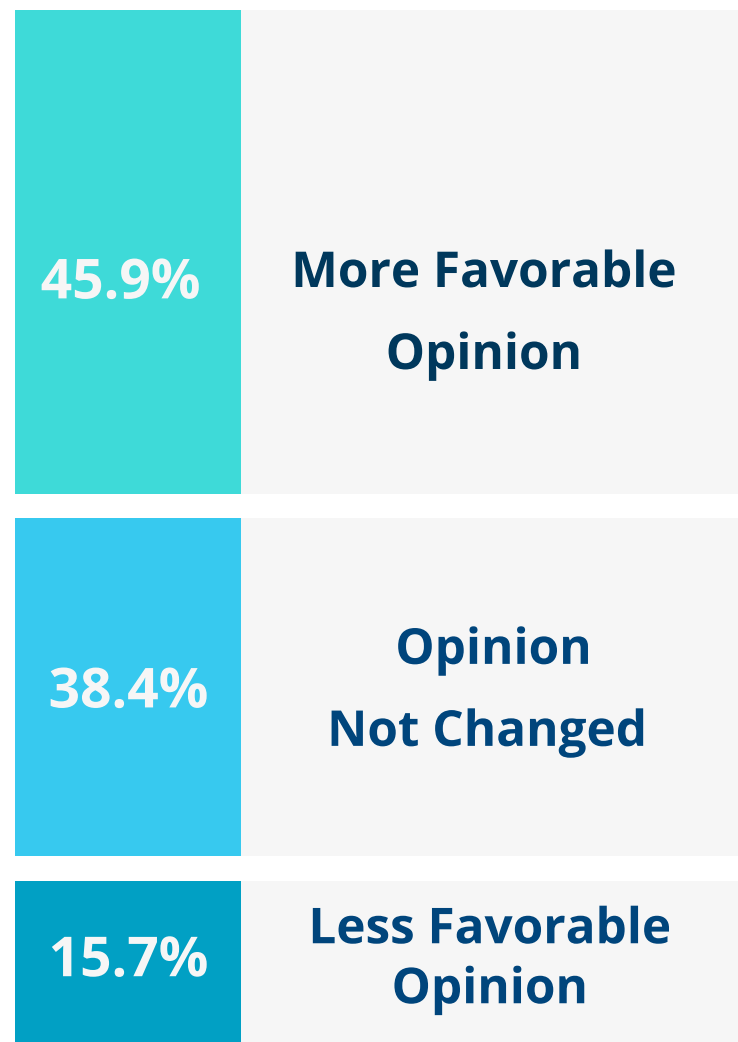
About three-quarters (76.9%) of parents have observed their child speaking the language they are learning often or occasionally.

### Reading Beyond Homework:

A smaller proportion of parents (60.8%) reported observing their child reading in the language they are learning outside of homework requirements, while one-fifth (20%) indicated they had never observed this happening.

The majority of parent respondents either had a more favorable opinion (45.9%) or their opinion did not change (38.4%) since they first learned about the TWI program. Respondents answering 'less favorable' (15.7%) were asked to explain their rating. Parents' explained their less favorable perception (15.7%) stems from concerns about insufficient progress in language proficiency and academic performance, inconsistent and frequent changes in the program and curriculum and lack of resources and support.

### How has your opinion about TWI changed from when you first learned of the program? (N=159)



### Reasons for Less Favorable Rating (N=26)\*

\*Respondents could answer across multiple categories.

#### Perceived insufficient progress in language proficiency and academic performance (N=15)

“  
*My child does not seem like she knows Spanish as well as she should after 6 years. I think that she is given a good grade even though her knowledge of the language is not where it should be.*  
 ”

#### Inconsistency and frequent changes in the program (N=8)

“  
*Each year there have been more and more changes. The curriculum has changed numerous times as has the schedule.*  
 ”

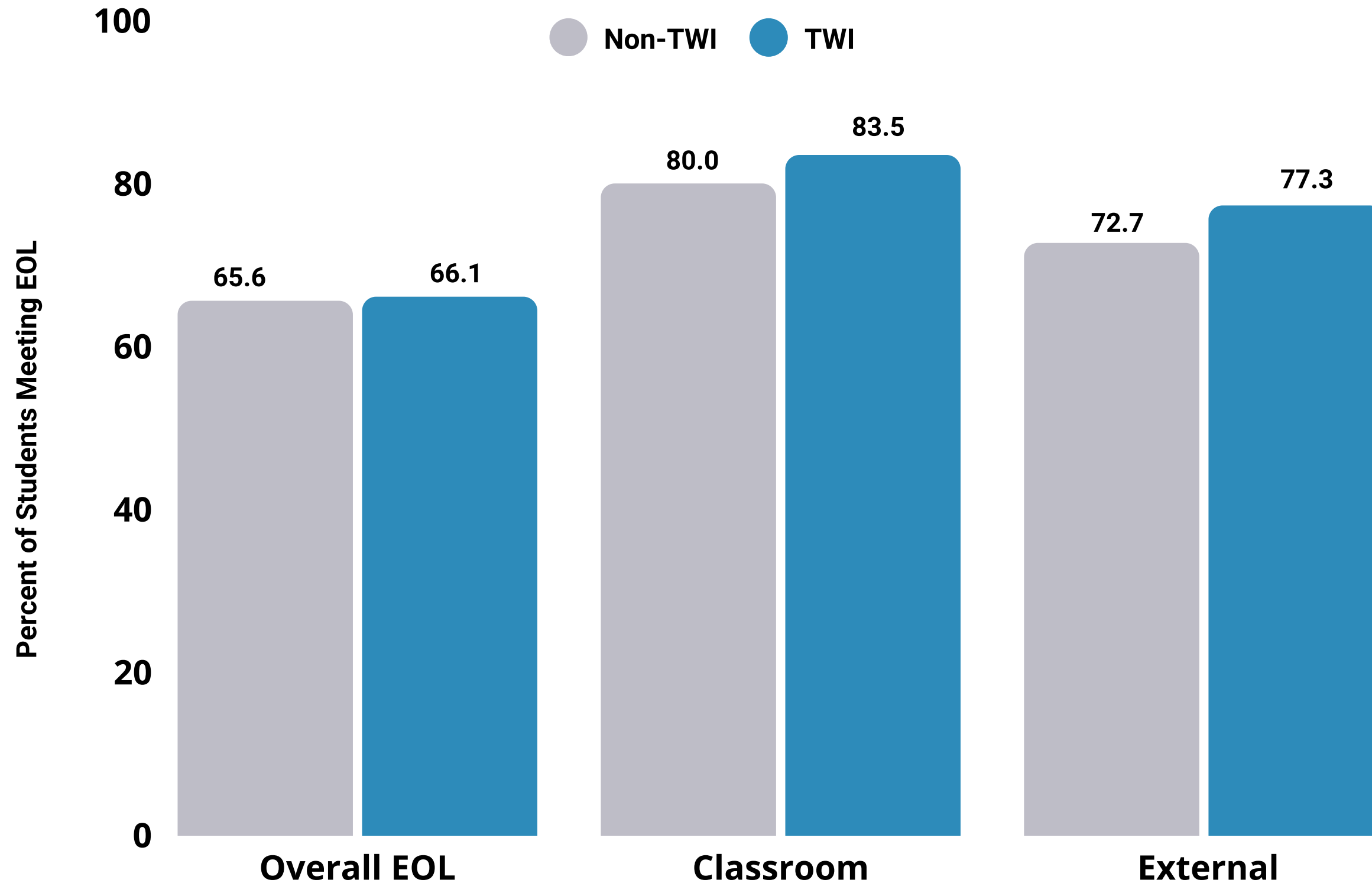
#### Lack of resources and support especially for students with special needs (N=5)

“  
*I really wish that the TWI program was structured so that children with special educational needs (and speech/language deficiencies in particular) receive additional support when being taught in Spanish.*  
 ”



# Results: Literacy

Percentage of **Grade 2** Students Meeting End-of-Year Evidence of Learning (EOL)



## Findings

The Evidence of Learning (EOL) measures reported here are part of the MCPS accountability framework, consisting of classroom-based, district-level, and external assessments. Students need to meet two of the three measures to achieve overall EOL.

This is the first year of administration for district assessments in TWI schools. Data from the 2023-2024 administration will inform standard scores, so district assessment measures for TWI schools were not incorporated into the EOL framework for this academic year.

While the percentages are similar, students in TWI schools demonstrated a slightly greater percentage of students attaining the EOL literacy benchmark than their peers in Non-TWI schools. However, none of the differences were statistically significant. Key findings include:

- Sixty-six percent of students in TWI schools attained the overall literacy benchmark, compared to 65.6% in Non-TWI schools.
- The percentage of students meeting the classroom measure was greater in TWI schools at 83.5%, compared to peers in Non-TWI schools (80.0%).
- The largest difference between the groups was in external measure performance (DIBELS), with 77.3% of TWI students meeting the Grade 2 EOL benchmark versus 72.7% in Non-TWI schools.



# Results: Literacy

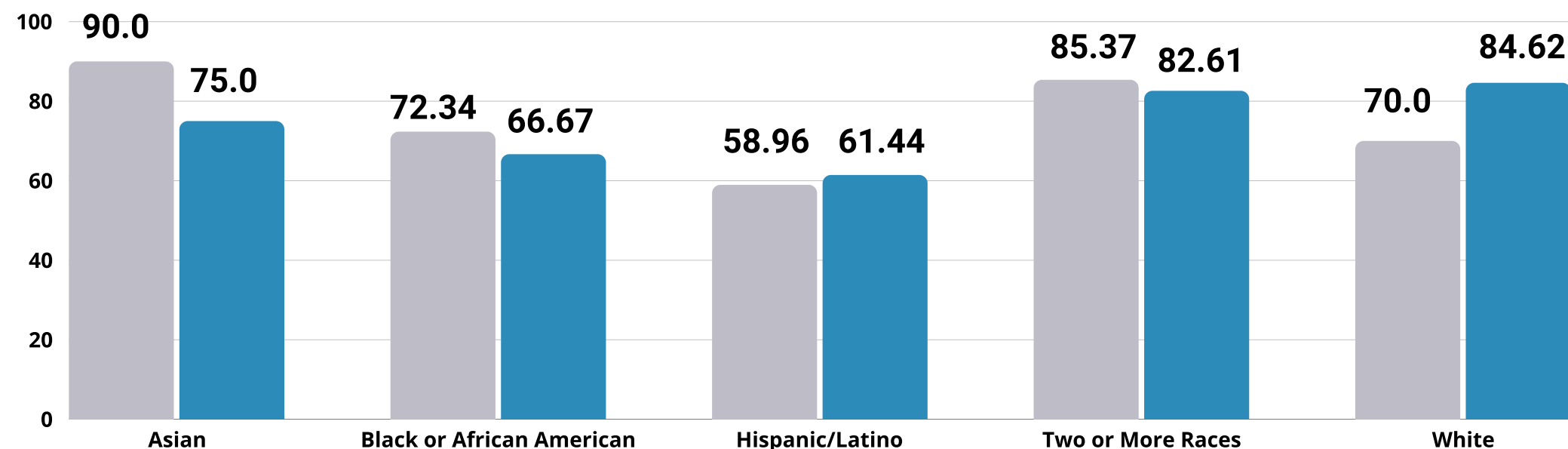
## Percentage of Grade 2 Students Meeting End-of-Year Evidence of Learning by Student Characteristics



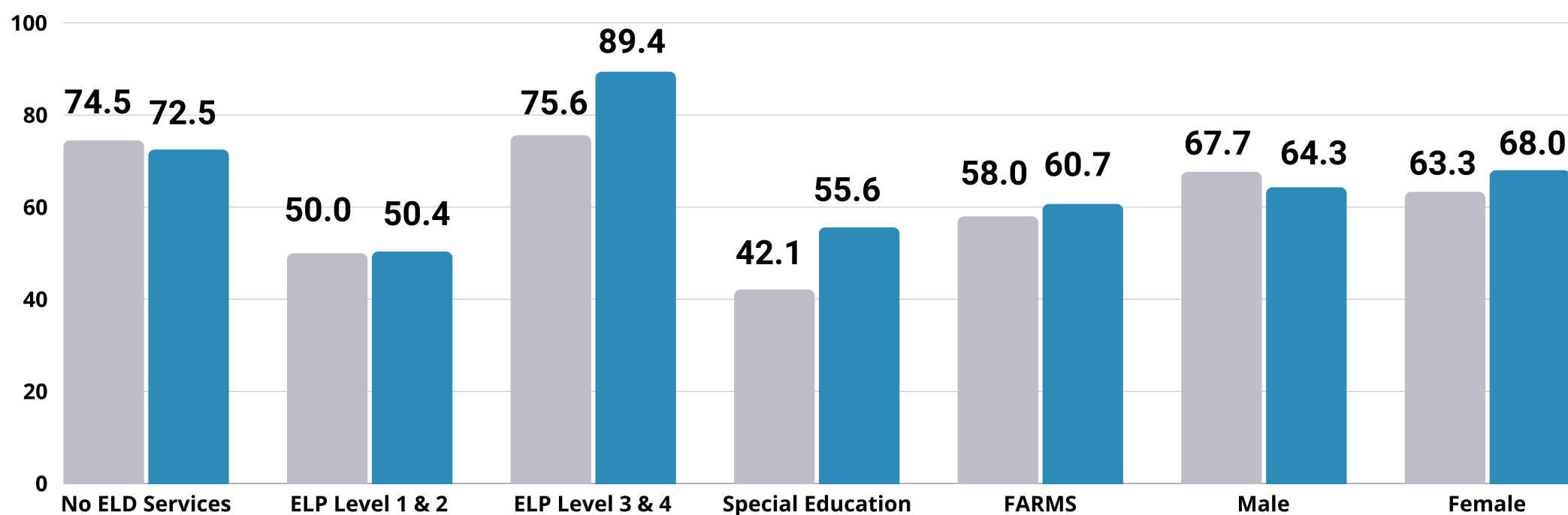
## Findings

### Racial/Ethnic Group

● Non-TWI ● TWI



### Student Groups



The percentage of students attaining the literacy benchmark varied across student groups. Students in TWI schools outperformed the comparison group in Non-TWI schools across certain demographic groups.

- Among Hispanic/Latino students, 61.4% in TWI schools met the EOL for Literacy, compared to 59.0% of their peers in Non-TWI schools.
- Furthermore, 84.6% of students who identify as White in TWI schools attained the Literacy EOL, compared to 70% in the Non-TWI group.
- Additionally, a greater percentage of TWI students classified at English Language Proficiency (ELP) Levels 3 or 4 achieved the Literacy EOL at 89.4%, while only 75.6% of Non-TWI students reached this benchmark.

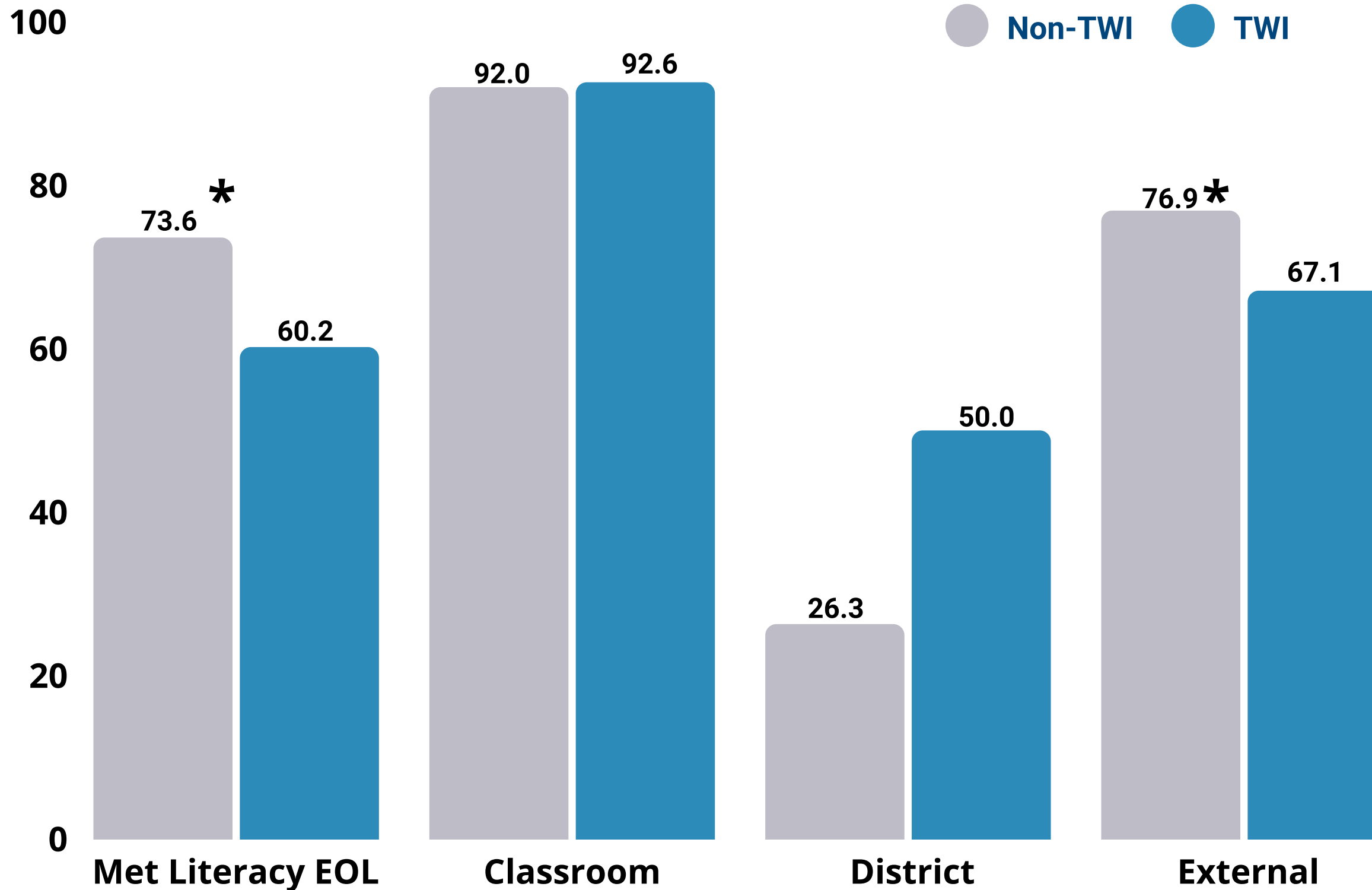
However, students identifying as Asian, Black, or African American in TWI schools showed lower percentages of attaining the Literacy EOL compared to their peers in Non-TWI schools (75% vs. 90% for Asian students and 66.7% vs. 72.3% for Black or African American students).

None of the differences were statistically significant.



# Results: Literacy

Percentage of **Grade 4** Students Meeting End-of-Year Evidence of Learning (EOL) in Literacy



\* Chi-square test significant at  $p < .05$



## Findings

Overall, a greater percentage of Non-TWI students attained the literacy EOL benchmark at 73.6% compared to TWI students at 60.2%. The difference was statistically significant ( $p < .05$ ).

Classroom performance was comparable between the two groups, with 92% of Non-TWI students and 92.6% of TWI students attaining the classroom benchmark.

A larger proportion of TWI students, at 50.0%, passed the district assessments, while only 26.3% of Non-TWI students did. However, this was the inaugural year for administering district assessments in TWI schools. Data collected from the 2023–2024 assessments will provide insights for standard scores, meaning that district assessment results for TWI schools were not included in the Evidence of Learning framework for this academic year.

More than three-fourths (76.9%) of Non-TWI students attained the external measure (i.e., MAP-R), surpassing 67.1% of TWI students and the differences were statistically significant ( $p < .05$ ).

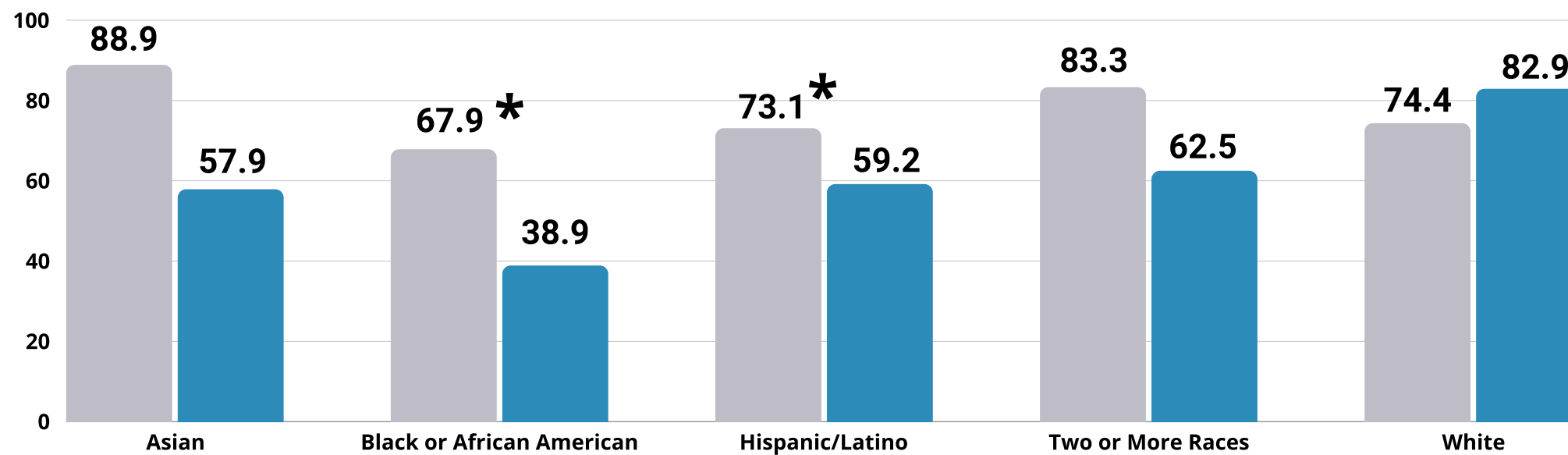


# Results: Literacy

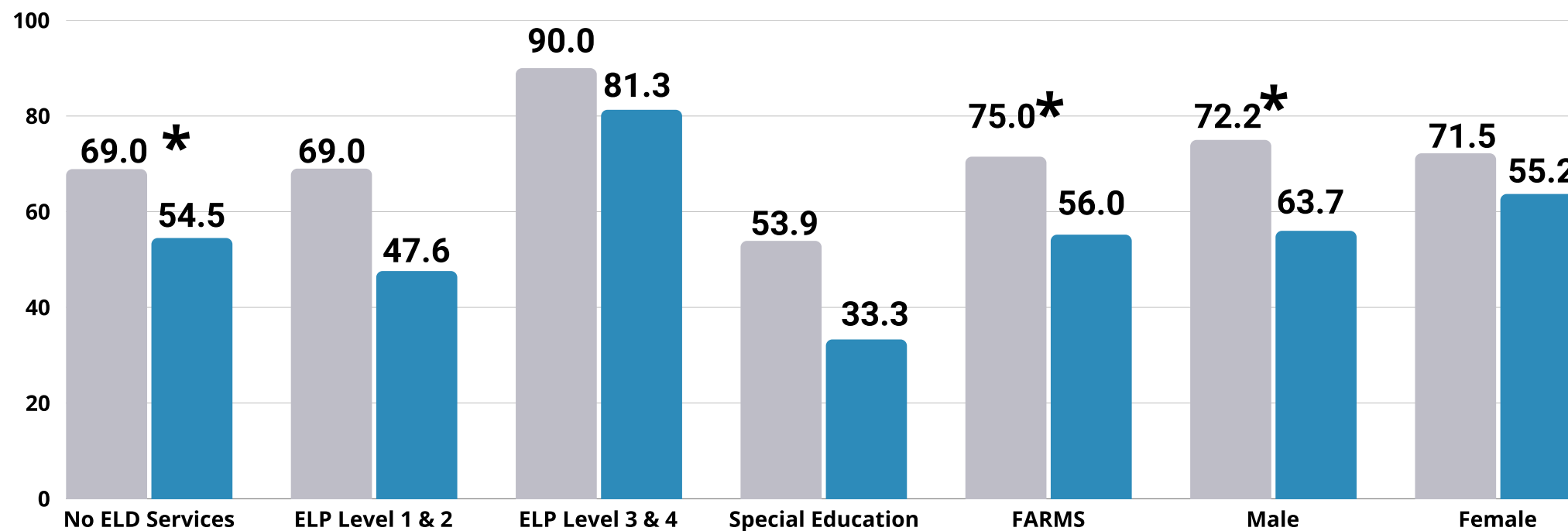
## Percentage of Grade 4 Students Meeting End of Year Evidence of Learning (EOL) by Student Characteristics

### Racial/Ethnic Group

● Non-TWI ● TWI



### Student Groups



\* Chi-square test significant at  $p < .05$



## Findings

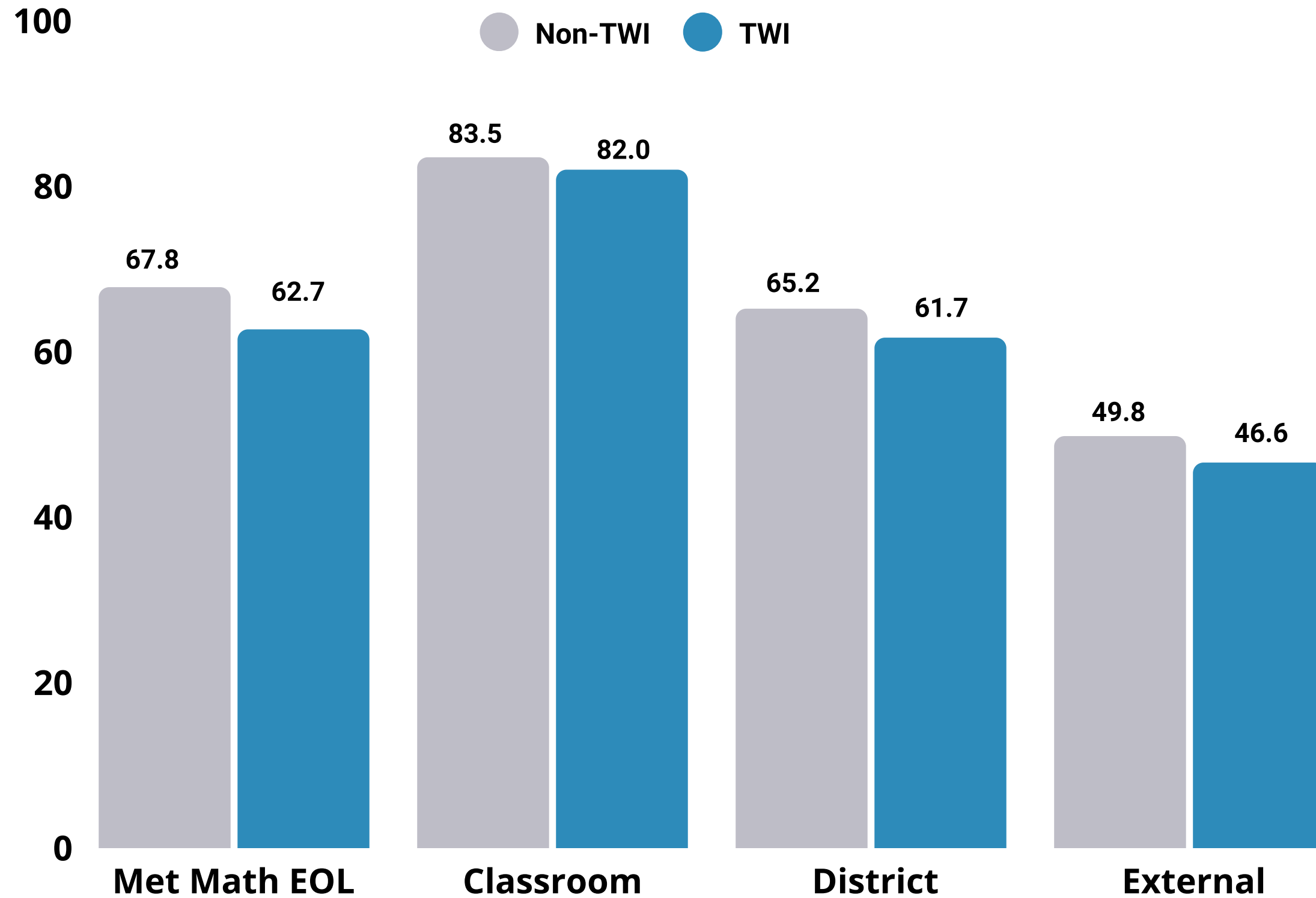
Overall, students enrolled in Non-TWI schools outperformed students enrolled in TWI schools among all service groups and most racial/ethnic groups, except White students, who had better results in TWI schools (82.9% vs. 74.4%), although the results were not statistically significant.

Among various racial/ethnic and service groups, non-TWI students had a higher percentage of students meeting or exceeding the literacy benchmark, with statistically significant differences. Specifically, the percentages were as follows: Black or African American students (67.9% vs. 38.9%), Hispanic/Latino students (73.1% vs. 59.2%), students not receiving ELD services (69.0% vs. 54.5%), students receiving FARMS (75.0% vs. 56.0%), and male students (72.2% vs. 63.7%).



# Results: Mathematics

Percentage of **Grade 2** Students Meeting End-of-Year Evidence of Learning (EOL) in Math



## Findings

Overall, the percentage of students attaining the Math EOL benchmark was lower among TWI students (62.7%) than Non-TWI students (67.8%).

This trend was consistent across measures: for the classroom measure, 83.5% of Non-TWI students met the criteria compared to 82.0% of TWI students; for the district measure, 65.2% of Non-TWI students versus 61.7% of TWI students; and in the external measure (MAP-M), 49.8% of Non-TWI students compared to 46.6% of TWI students.

None of these findings were statistically significant.



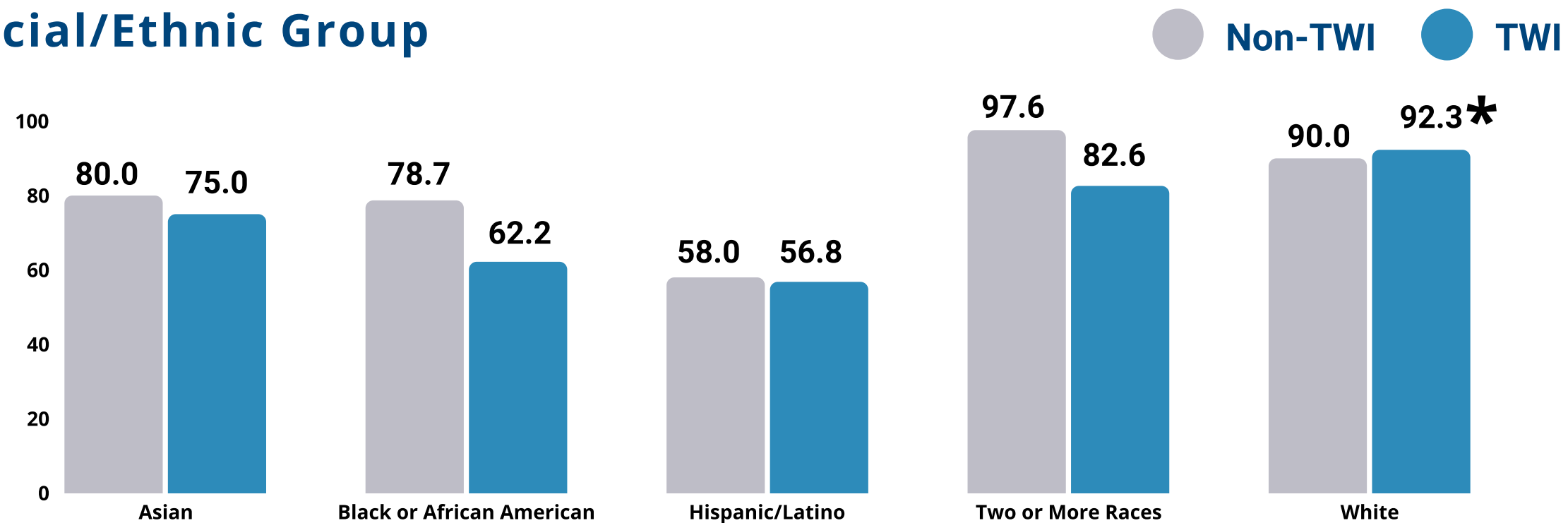
# Results: Mathematics

## Percentage of Grade 2 Students Meeting End-of-Year Evidence of Learning by Student Characteristics



## Findings

### Racial/Ethnic Group

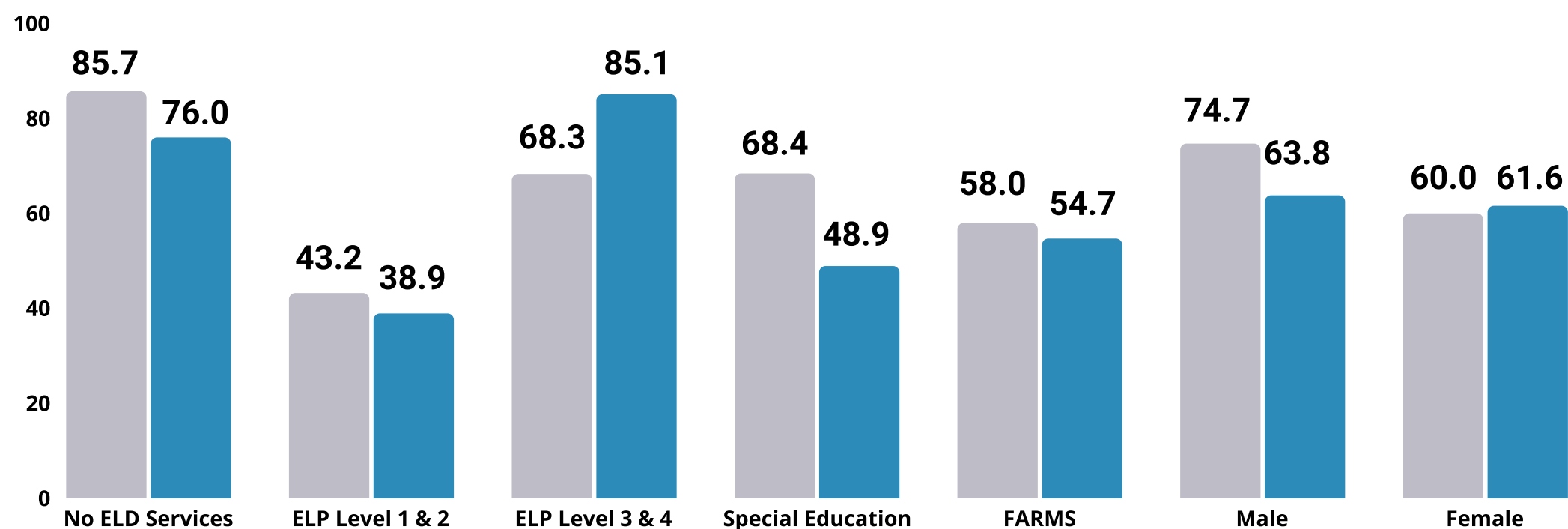


Among various racial and ethnic groups and different service groups, students in the Two-Way Immersion (TWI) program peers in Non-TWI schools.

However, students enrolled in TWI outperformed Non-TWI students in two student groups.

- TWI students who identified as White achieved slightly higher EOL attainment (92.3%) compared to their peers not enrolled in a TWI program (90.0%). This difference was statistically significant ( $p < .05$ )
- TWI students classified at English Language Proficiency (ELP) levels 3 or 4 attained higher EOL percentages in Math, reaching 85.1% compared to just 68.3% for Non-TWI students, however the difference was not statistically significant.

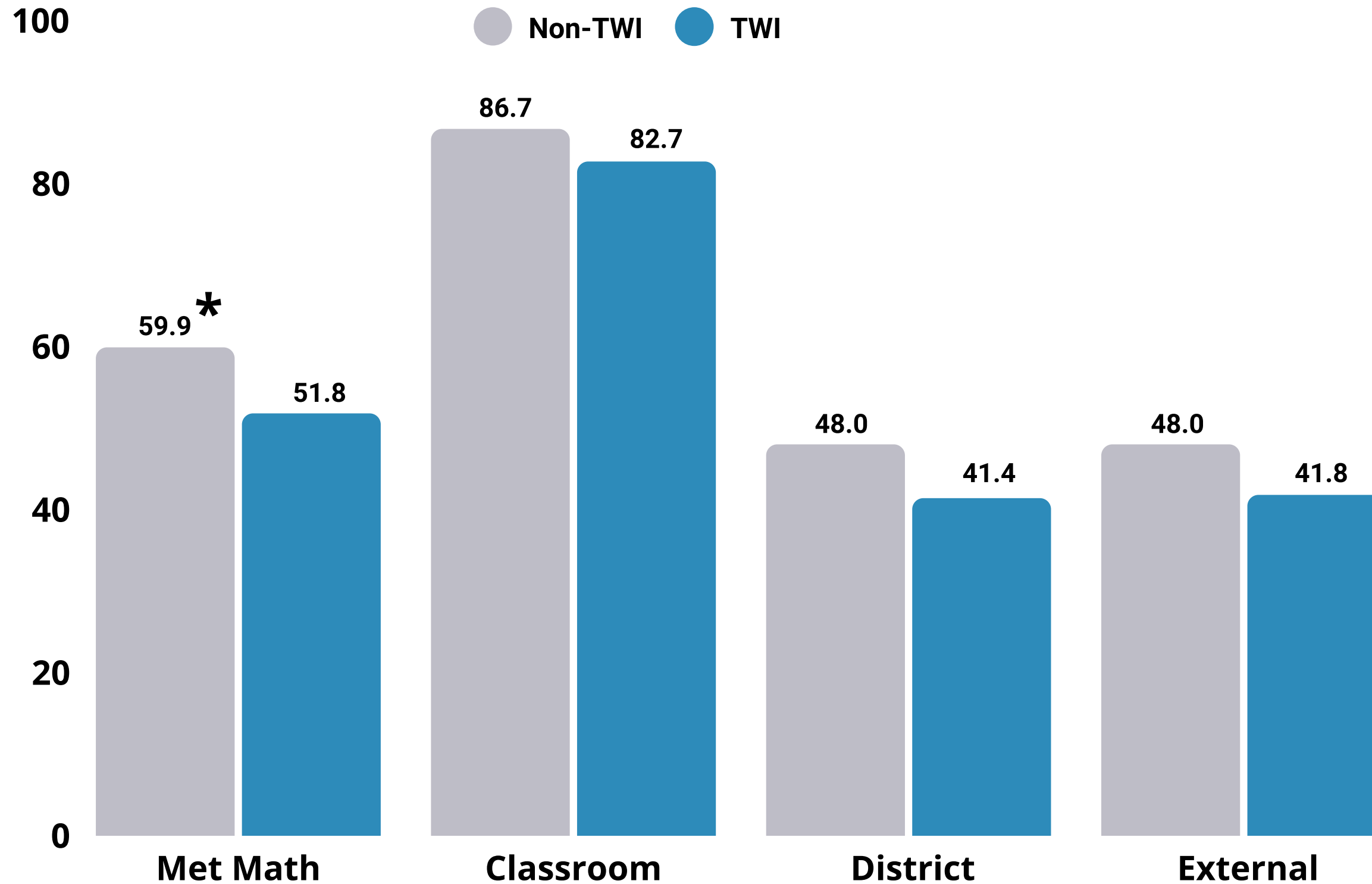
### Student Groups





# Results: Mathematics

Percentage of **Grade 4** Students Meeting End-of-Year Evidence of Learning (EOL)



\* Chi-square test significant at  $p < .05$



## Findings

Overall, the total percentage of students meeting the Math EOL benchmark was lower for students enrolled in TWI schools (51.8%) compared to matched peers in Non-TWI schools (59.9%) and the difference was statistically significant. This pattern held at the classroom level (86.7% Non-TWI vs. 82.7% TWI), district level (48.0% Non-TWI vs. 41.4% TWI), and the external level (MAP-M) (48.0% Non-TWI vs. 41.8% TWI), although findings were not statistically significant.

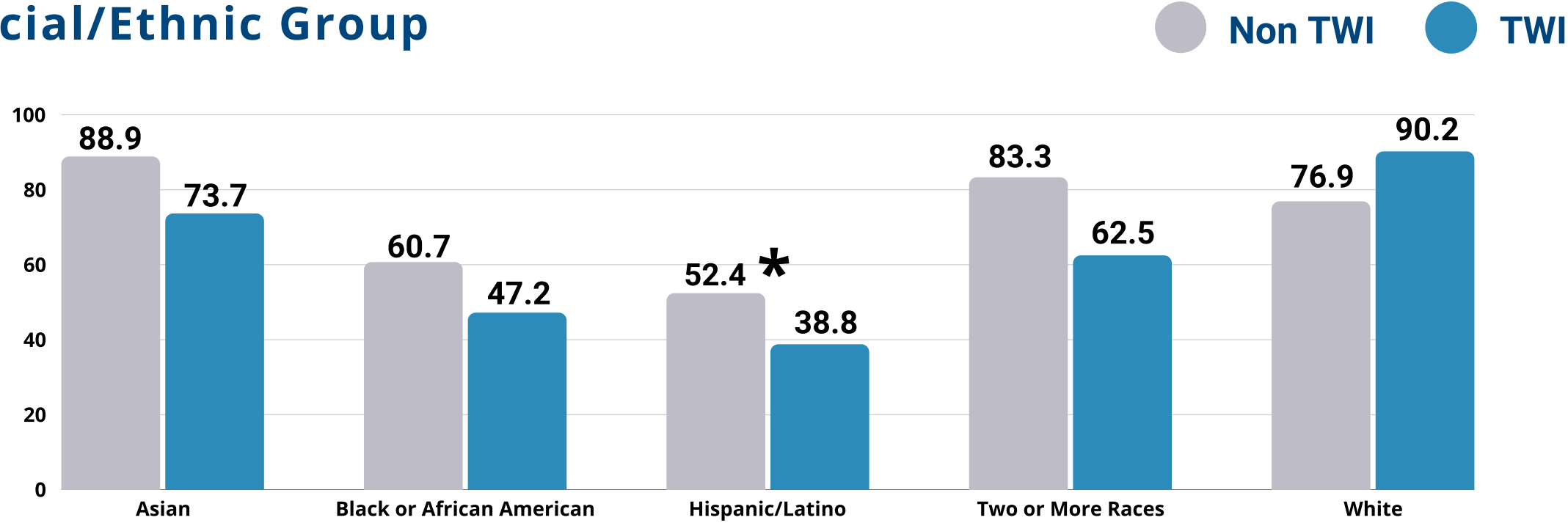
Overall, the proportion of students attaining the Math EOL was lower among those enrolled in TWI schools (51.8%) than their matched peers in Non-TWI schools (59.9%). This trend was consistent across various levels: at the classroom level, 86.7% of Non-TWI students met the standard versus 82.7% of TWI students; at the district level, 48.0% of Non-TWI students compared to 41.4% of TWI students; and on the external assessment (MAP-M), with 48.0% of Non-TWI students versus 41.8% of TWI students.



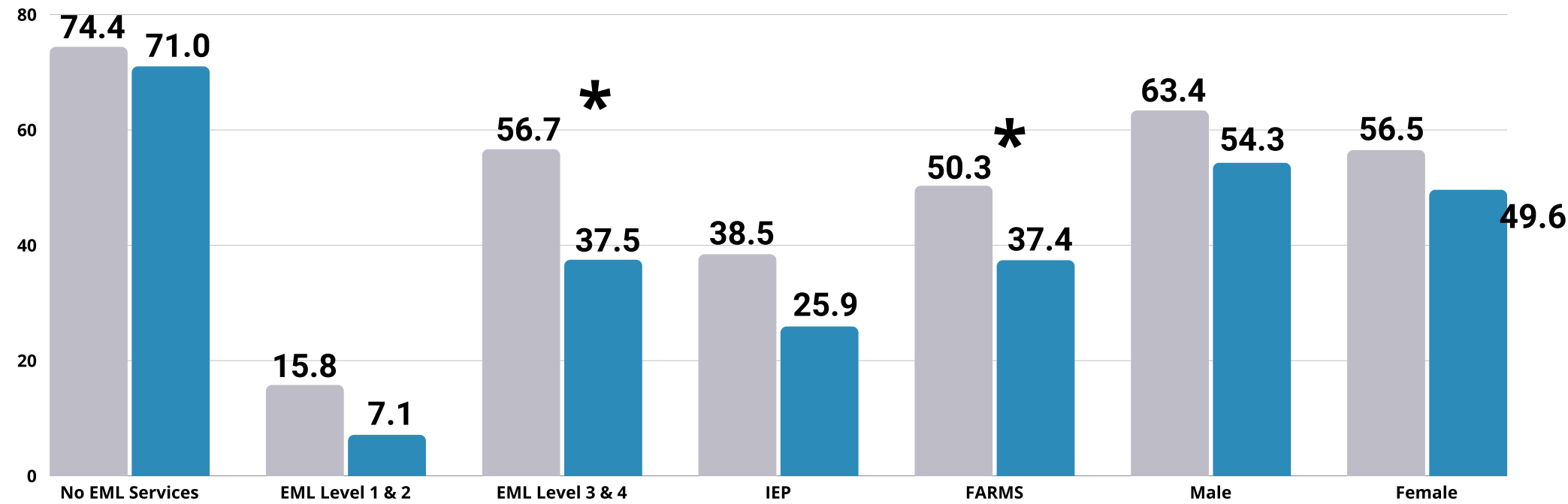
# Results: Mathematics

## Percentage of Grade 4 Students Meeting End-of-Year Evidence of Learning by Student Characteristics

### Racial/Ethnic Group



### Student Groups



\* Chi-square test significant at  $p < .05$



## Findings

In Non-TWI schools, the percentages of students attaining the math EOL benchmark were notably higher for those identified as Asian, Black or African American, Hispanic/Latino, or of two or more races.

The only results that were statistically significant were for students who identified as Hispanic/Latino (52.4% vs. 38.8%). Conversely, a larger percentage of White students attained the benchmark in TWI schools, 90.2%, compared to 76.9% in Non-TWI institutions.

When examining educational services, notable gaps emerged, particularly for students in ELP Levels 3 and 4 (56.7% in Non-TWI vs. 37.5% in TWI), these results were statistically significant. Furthermore, students receiving FARMS also showed a higher percentage of EOL attainment in Non-TWI schools (71.5%) than TWI schools (55.2%) and the results were statistically significant.



# Results: Literacy Analysis

Adjusted Mean Differences in Spring 2024 Literacy Scores

## Grade 2 DIBELS Composite Score

	Non-TWI	TWI	Difference
<b>ALL</b>	<b>452.0</b>	<b>445.8</b>	-6.2
Asian	453.7	445.9	-7.8
Black/African American	455.0	447.7	-7.3
Hispanic	433.7	437.4	3.7
Two or more	465.8	451.8	-14.0
White	451.9	446.2	-5.8
No ELD Services	455.7	450.3	-5.3
ELP Levels 1 and 2	430.3	423.7	-6.6
ELP Levels 3 and 4	468.8	460.6	-8.2
FARMS	442.6	436.0	-6.6
Non-FARMS	461.4	455.6	-5.8
Special Education	444.6	435.0	-9.6
Non-Special Education	459.4	456.5	-2.9
Male	455.0	444.0	-10.9
Female	449.1	447.6	-1.5
<b>Benchmark</b>		<b>439.0</b>	

## Grade 4 MAP-R RIT Score

	Non-TWI	TWI	Difference
<b>ALL</b>	<b>197.7</b>	<b>194.6</b>	-3.1
Asian	200.3	196.5	-3.8
Black/African American	196.0	191.7	-4.3
Hispanic	193.1	192.7	-0.4
Two or more	199.3	190.3	-9.0
White	200.0	202.0	2.0
No ELD Services	195.2	192.4	-2.8
ELP Levels 1 and 2	184.4	180.1	-4.3
ELP Levels 3 and 4	194.9	195.2	0.3
FARMS	196.1	191.3	-4.8
Non-FARMS	199.4	198.0	-1.4
Special Education	194.1	192.5	-1.6
Non-Special Education	201.4	196.8	-4.6
Male	197.8	194.3	-3.5
Female	197.7	195.0	-2.7
<b>Benchmark</b>		<b>191.0</b>	

## Grade 2 and Grade 4

This analysis compared the performance of students enrolled in a Two-Way Immersion (TWI) school to a matched set of peers in a Non-TWI school while controlling for various factors that can affect student outcomes.

Overall, TWI students scored lower in literacy than Non-TWI students, with Grade 2 scores of 445.8 compared to 452.0, and Grade 4 scores of 194.6 versus 197.7. However, in Grade 2, TWI students performed slightly better among Hispanic students, scoring 437.4 compared to 433.7, although these results were not statistically or practically significant.

In Grade 4, TWI students outperformed their Non-TWI peers among students who identify as White, with scores of 202.0 compared to 200.0; however, this difference did not reach statistical significance.



# Results: Mathematics Analysis

Adjusted Mean Differences in Spring 2024 Mathematics Scores

## Grade 2 and Grade 4

	Grade 2 MAP-P RIT Score			Grade 4 MAP-M RIT Score		
	Non-TWI	TWI	Difference	Non-TWI	TWI	Difference
<b>ALL</b>	<b>191.5</b>	<b>189.3</b>	-2.2	210.2	207.8	-2.4
Asian	194.8	189.2	-5.6	218.6	209.8	-8.8
Black/African American	188.5	185.9	-2.6	206.1	201.9	-4.2
Hispanic	186.2	187.9	1.7	207.2	204.5	-2.7
Two or more	192.5	191.4	-1.1	207.5	207.9	0.4
White	195.2	191.8	-3.5	211.6	214.7	3.1
No ELD Services	195.2	192.4	-2.8	219.4	217.5	-1.9
ELP Levels 1 and 2	184.4	180.1	-4.3	198.0	195.7	-2.3
ELP Levels 3 and 4	194.9	195.2	0.3	213.2	210.1	-3.0
FARMS	189.9	185.9	-4.0	207.4	204.8	-2.6
Non-FARMS	193.0	192.6	-0.4	213.0	210.7	-2.3
Special Education	189.17	186.94	-2.23	207.5	205.2	-2.3
Non-Special Education	193.77	191.55	-2.22	212.7	210.3	-2.4
Male	194.3	190.4	-3.8	213.1	210.9	-2.2
Female	188.7	188.1	-0.6	207.3	204.6	-2.6
<b>Benchmark</b>		<b>187.0</b>			<b>206.0</b>	

Overall, TWI students scored lower than Non-TWI students in Grade 2 (189.3 vs. 191.5) and Grade 4 (207.8 vs. 210.2) in mathematics. The same holds true across student groups. Several groups had comparable achievement scores with only a slight differences in mean achievement scores.

For Grade 2, TWI students who identify as Hispanic outperformed their peers (187.9 vs. 186.2) as did students classified at EML levels 3 and 4 (195.2 vs. 194.9). In Grade 4, TWI students outperform Non-TWI students among White students (214.7 vs. 211.6).

Average scores for TWI students are relatively close to Non-TWI students for students who identify with two or more races (**207.9 vs. 207.5**) and students receiving IEP services (**205.2 vs. 207.5**).

None of these results demonstrated statistical significance.



# Results: English Language Proficiency

## Grade 5: Change in English Language Proficiency Levels from 2022 to 2024

### Grade 5

### Non-TWI Students ELP Level 2024

	2022 Starting Total	Level 1	Level 2	Level 3	Level 4	Exit (RELP1/ RELP2)
Level 1	38	5	11	15	6	1
Level 2	75	0	7	40	21	7
Level 3	95	0	0	29	29	37
Level 4	8	0	0	0	0	8

### TWI Students ELP Level 2024

	2022 Starting Total	Level 1	Level 2	Level 3	Level 4	Exit (RELP1/ RELP2)
Level 1	41	5	13	12	6	5
Level 2	84	2	7	49	18	7
Level 3	95	0	2	26	30	37
Level 4	5	0	0	0	1	4

ELP Level 2022

## Findings

These tables illustrate changes in ESOL proficiency levels among Grade 5 students receiving ELD services from 2022 to 2024. They compared students enrolled in TWI schools (right-side table) with a matched group in Non-TWI schools (left-side table). It is anticipated that the number of students in lower proficiency levels (ELP levels 1 and 2) will decrease over time, while the percentage of students in higher levels (ELP levels 3 and 4) will increase as their language skills improve.

- **Overall Trends:** TWI and Non-TWI students exhibited similar progressions, with notable transitions from lower proficiency levels (ELP levels 1 and 2) to higher levels (ELP levels 3 and 4) observed from 2002 through 2024. Both groups exited 53 students by the end of the 2024 school year.
- **Transition from ELP 1:** Approximately 87-88% of Level 1 TWI and Non-TWI students progressed to higher ELP levels by 2024 (33 Non-TWI students/36 TWI students).

**Transition from ELP 3:** A considerable number of students in ELP Level 3 transitioned to RELP1 and RELP2 by 2024 in both the TWI (n=37) and the Non-TWI groups (n=37).

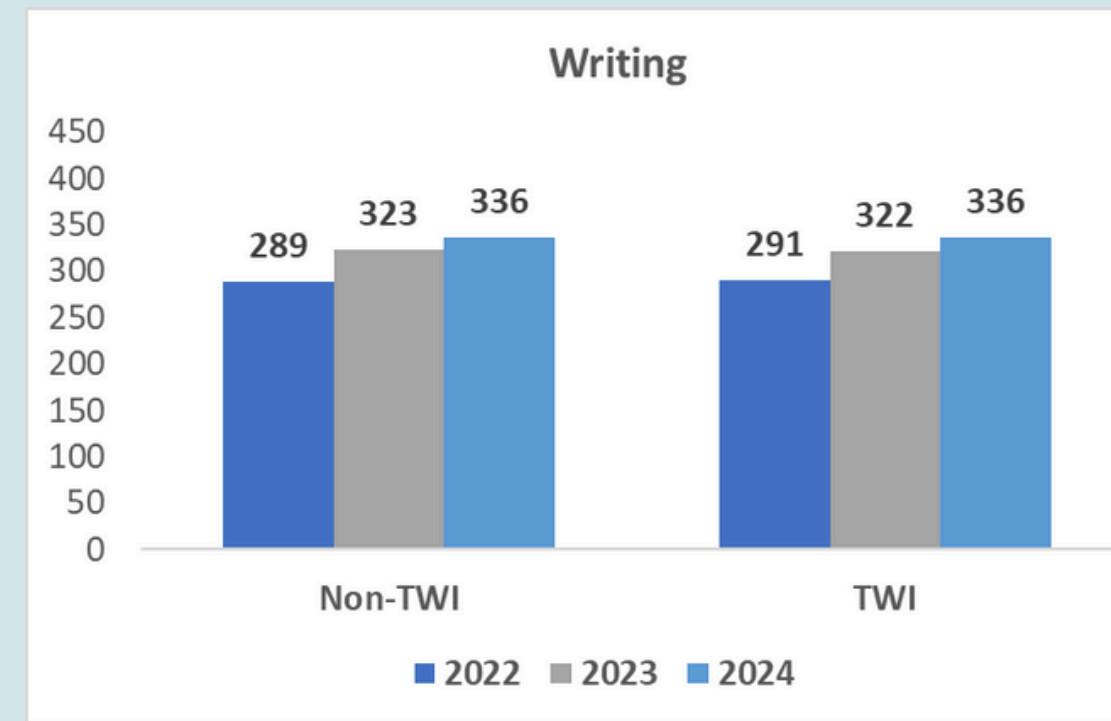
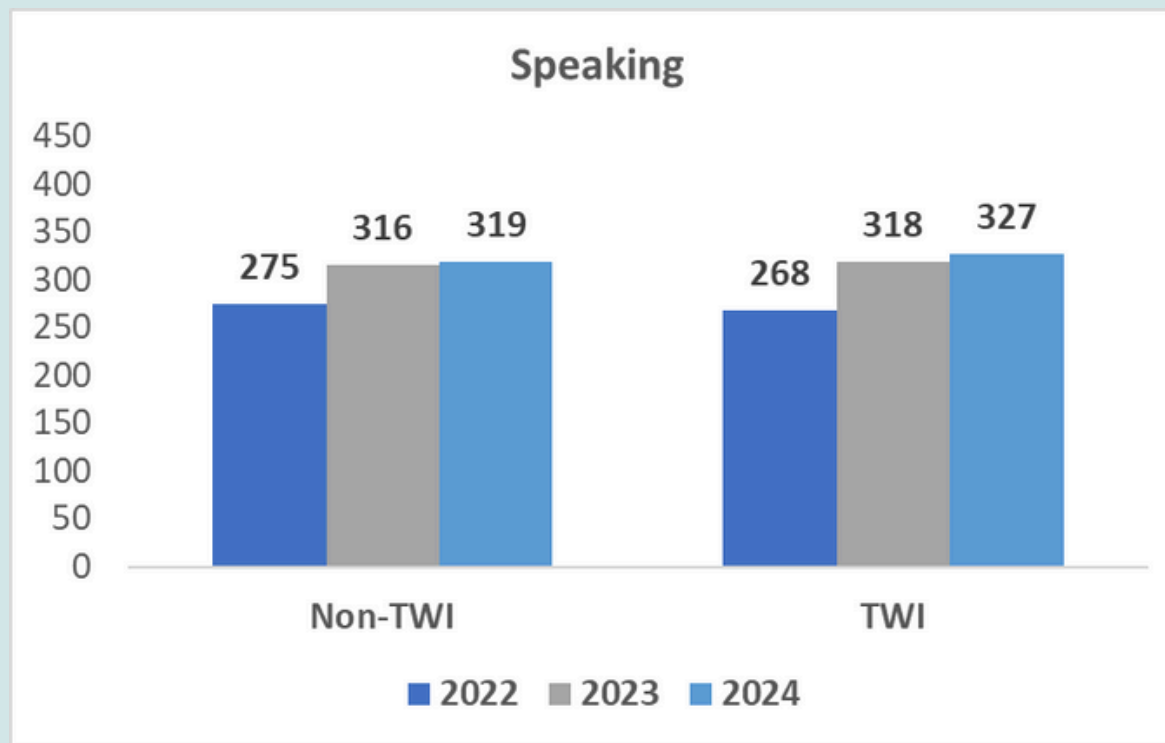
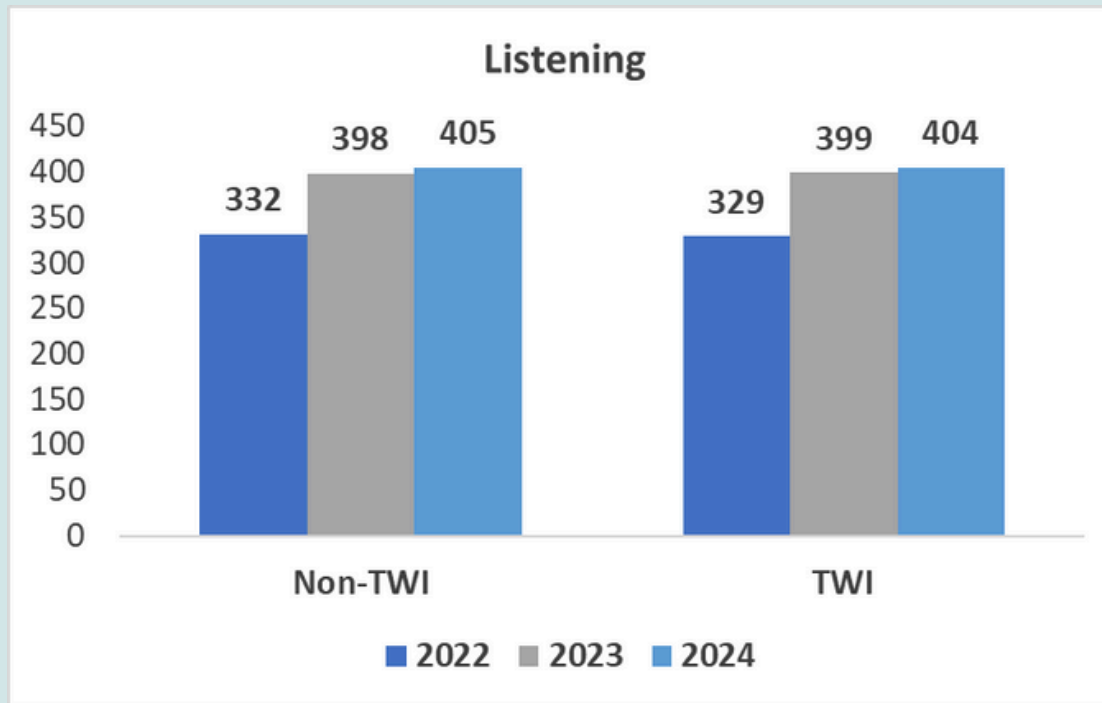


# Results: English Language Proficiency

## Grade 5: Comparative Analysis of Mean WIDA ACCESS Subtest Scores for Two-Way Immersion (TWI) and Non-TWI Students (2022-2024)



## Findings



This analysis examined average scores of 5th graders from the WIDA ACCESS subtests over the period from 2022 to 2024. The goal was to identify any differences in the development of English language skills among students. Specifically, it compares students in dual language programs with their peers in traditional English Language Development (ELD) classes.

Performance levels between Grade 5 TWI and Non-TWI students on the WIDA ACCESS subtests were similar each year. TWI students scored slightly higher in speaking (327 vs. 319) and reading (349 vs. 348), while writing scores were the same (336 each). However, these differences were not statistically significant, indicating comparable language proficiency progress across both groups.



# Conclusion

## Summary and Conclusions of Key Findings



### PROGRAM STRUCTURE AND MODEL

- **The TWI program maintains a firm commitment to a 50/50 content and language allocation model, but it is still in the early stages of implementation.** Teachers reported consistently providing 60 minutes of daily literacy instruction in English and Spanish, ensuring an even split in core content instruction between the two languages. However, there was a noticeable disparity between teachers and staff in their perceptions of consistent language use; teachers reported a high consistency (67.3%) in using a single target language for core subjects at their grade level, whereas other staff reported significantly lower consistency (14.3%). Teachers observed higher student consistency in using the target language (50.9% in reading, 54.5% in writing) than staff who observed lower consistency (22.5% in reading, 17.9% in writing). This variance suggests potential gaps in uniform program implementation related to language instruction, which could impact the goals of equal instruction in each language.
- Challenges with adherence to the 50/50 model were reported in the scheduling difficulties indicated by principals and coaches, leading to frequent adjustments to maintain equitable language exposure. Despite these adjustments, **more than half of the teachers and staff believed that the instructional schedule did not fully support the 50/50 model, highlighting a crucial area for further development.**
- Teachers and staff reported strong collaboration at the school level, particularly in student achievement discussions and interactions with teachers providing ELD services. With high ratings in the "Extremely Well" and "Very Well" categories at 88.3% for teachers and 85.0% for staff, **it's evident there was a strong culture that supported the success of bilingual education** and demonstrated significant commitment despite some operational challenges.



### PROFESSIONAL LEARNING, SUPPORT AND RESOURCES

- The professional learning for TWI schools encompassed an approach that included central-level and school-level learning as interviews, surveys, and program document data detailed. There was summer training on a variety of topics. Throughout the school year, professional learning continued with regular professional learning community meetings involving school and central office staff. Additional support included monthly virtual check-ins and meetings with external consultants. This model integrated both internal and external training resources, emphasizing collaborative learning and application of bilingual instructional strategies.



# Conclusion

## Summary and Conclusions of Key Findings



### PROFESSIONAL LEARNING, SUPPORT AND RESOURCES - CONTINUED

- However, it's important to note that **60.0% of teachers and 42.7% of staff disagreed that their professional learning prepared them to support the model.** In terms of ongoing support during the school year, the data suggests that most teachers feel they have access to support from staff within their school when needed (67.2%). However, other school staff indicated a more varied experience with support; only 30.9% reported receiving support from the central office "Most of the time," while 0% indicated they received support "Always/Close to Always." Moreover, teachers and staff expressed considerable dissatisfaction with the accessibility of adequate instructional materials in their respective languages, with 66% of teachers and 80.5% of staff indicating dissatisfaction.
- Principals and coaches emphasized the necessity for additional training to help teachers effectively implement the TWI programs 50/50 content allocation model and use dual language instructional techniques in the classroom. They maintain that it is essential for teachers to have the tools to adjust their teaching approaches to shift their approaches to instruction successfully, and they believe that more specific professional learning is needed. Some school staff suggested more direct interaction with the staff, including modeling and feedback on strategies.
- Another major challenge identified was the critical need for adequate bilingual resources, such as textbooks and instructional materials that support language and content learning. Both teachers and staff expressed considerable dissatisfaction with the accessibility of adequate instructional materials in their respective languages, with 66% of teachers and 80.5% of staff indicating dissatisfaction. Educators often had to create their materials or adapt existing ones, which was time-consuming and inefficient. The need for better resource support from the central office regarding bilingual materials was emphasized and is critical to the success of TWI programs.
- This feedback highlights a critical area for improvement in ensuring that professional learning resources align more closely with the needs of bilingual classrooms and that additional professional learning is provided to help staff implement the newer content allocation model. Specific areas mentioned include learning around integrating content and language instruction, teaching Eureka math across languages in the same grade, bridging strategies and focused time from external consultants at the school level.



# Conclusion

## Summary and Conclusions of Key Findings



### CURRICULUM

- The Two-Way Immersion (TWI) schools have adopted the Biliteracy Unit Framework (BUF) to address the main goals of the Two Way immersion program. In theory, the BUF seeks to integrate language and content instruction, ensure alignment with educational standards, and provide cultural relevance for students. Despite its comprehensive design, **survey data reveals significant dissatisfaction with the BUF implementation; 56.6% of teachers and 58.5% of staff reported it was not implemented effectively.** Reports from the interview data revealed some positive perceptions, with one interview participant noting, "I've seen multilingual students really grasp the content because we are anchoring language learning to the content and the standards.
- Survey and interview feedback detailed major challenges in aligning BUF with existing curricula, particularly in dual language programs. The participants noted that the rushed rollout and lack of adequate training led to concerns about the effective implementation of BUF. Additionally, the curriculum's lack of appropriate resources, such as authentic texts and culturally responsive materials, forced staff to create or adapt their own, which was time-consuming and difficult. Staff had to invest considerable time and energy in developing and writing comprehensive lesson plans for the units, which also involved additional planning time and additional coordination among teachers.
- The integration of Eureka Math within this framework presented challenges, particularly maintaining consistent math instruction across two languages and in different time slots, thereby reducing instructional quality. There is a need for more specific professional learning at the school level focused on integrating Eureka Math within the Biliteracy Unit Framework.
- These issues and the need for more targeted professional development impacted the staff's ability to teach the curriculum as designed. Schools have attempted to address these challenges through professional development, collaborative planning, and peer coaching, with some support from the central office.



# Conclusion

## Summary and Conclusions of Key Findings



### INSTRUCTION

- **The TWI program has implemented certain core instructional strategies that support its goals of bilingualism and biliteracy, such as the 4+1 language domains and cross-linguistic transfers.** These strategies are essential for fostering linguistic competence across both languages. Overall, teachers tended to rate implementation of these strategies more favorably than other staff members.
- High implementation success was noted in the 4+1 language domains, with 85% of teachers and 72.7% of staff reporting the strategies as “Extremely Well” or “Very Well” implemented, and 70% of teachers and 67.5% of staff rated explicit teaching of cross-linguistic transfers as implemented “Extremely Well” or “Very Well”. However, interviews with TWI principals and ELD coaches revealed that the implementation of cross-linguistic connections varied across classrooms and grade levels.
- Cooperative learning activities also saw relatively high success according to teachers (67.9%) compared to staff (53.5%). However, implementing bridging activities—which are crucial for connecting learning across languages—received the lowest positive feedback, with only 47.2% of teachers and 41.5% of staff seeing effective implementation.
- In interviews with TWI principals and ELD coaches, several instructional strategies were highlighted as successful in supporting TWI goals, including Literacy Squared, Lotta Lara, Dictado, and side-by-side bilingual texts. These methods were praised for enhancing both linguistic and content understanding.
- Participants noted the extra planning required and the difficulty in balancing curriculum requirements with integrated language instruction. Staff reported they are seeking better strategies and additional professional development in this area to make this integration smoother and more effective.



# Conclusion

## Summary and Conclusions of Key Findings



### ASSESSMENT AND ACCOUNTABILITY PROGRAM

Although the MCPS TWI program demonstrated a commitment to dual-language education through its improved availability of appropriate assessments, important gaps remain, particularly in assessing Spanish language proficiency.

- **English Language Arts Assessments:** A key aspect of the Dual Two-Way Immersion (TWI) program is the accurate measurement of literacy progress in both languages, which is essential for assessing the achievement of biliteracy and academic goals within framework for dual language instruction (CAL, 2022). In MCPS, the effectiveness of these assessments varied during 2023–2024. The implementation of Spanish literacy assessments had substantial shortcomings during 2023–2024; more than 40% of teachers and staff reported that these assessments were implemented poorly ('Not Very Well' or 'Not Well At All'), with specific ratings from teachers at 43.2% and staff at 47.3%. Despite conducting Spanish reading assessments (Lectura) for Kindergarten–Grade 2, MCPS did not administer comparable assessments for Grades 3–5 in the 2023–2024 academic year. One respondent noted, "We don't have consistent tools for assessing Spanish literacy, and the lack of specific assessments makes it hard to monitor progress."
- **Math Progress Assessments:** In contrast to literacy, math assessments demonstrated more robust implementation. Eureka Math and the MAP Growth assessments were provided in Spanish across Kindergarten–Grade 5. English math assessments received the highest implementation ratings, with 80.5% of teachers and 78.4% of staff rating their implementation as "Extremely Well" or "Very Well."
- **Language Proficiency Assessments:** At the classroom level, TWI schools regularly report grades for reading and writing in both English and Spanish each quarter. At the district level, the MSDE WIDA ACCESS test is administered annually to evaluate the English Language Proficiency of multilingual learners. However, the state does not provide a proficiency assessment for Spanish. More than half of teachers (62.5%) and staff (52.8%) reported that language proficiency assessments were adequately provided. However, the lack of Spanish language proficiency assessments for Spanish learners remains a crucial shortfall, complicating the evaluation of the program's effectiveness in fostering Spanish language skills. Interview feedback from principals and DLCs and survey feedback from open-ended questions supported establishing a Spanish proficiency assessment.

This analysis suggests that while some MCPS assessments align well with dual-language objectives and state standards, gaps in Spanish language proficiency assessments and uneven implementation of Spanish literacy measures, such as MAP-R in Grades 3–5, indicate areas that undermine the effective and full implementation of the TWI model. Nevertheless, most teachers and staff positively reported the collaborative review of data in surveys and interview feedback, highlighting a strong, data-driven instructional planning process across schools.



# Conclusion

## Summary and Conclusions of Key Findings



### ASSESSMENT AND ACCOUNTABILITY RESULTS

- **Language Proficiency.** This study found that students in Two-Way Immersion (TWI) programs and their peers in traditional English Language Development (ELD) models exhibited similar English language proficiency growth from 2022 through 2024. While TWI students demonstrated marginally higher scores in speaking (327 vs. 319) and reading (349 vs. 348), these differences were not statistically significant, suggesting comparable progress by the end of Grade 5 between the two groups in English language acquisition. Between 2002 and 2024, TWI and Non-TWI students demonstrated similar progress in English language proficiency, notably advancing from lower levels (ELP1 and 2) to higher levels (ELP3 and 4). By the end of the 2024 school year, both groups had 53 students who successfully exited the program.
- **English Language Arts Achievement.** The analysis showed that students in Two-Way Immersion (TWI) programs generally scored lower than their Non-TWI peers in literacy for Grades 2 and 4, although the results for Grade 2 literacy were notably comparable. In Grade 2, 66% of TWI students met the overall EOL literacy benchmark, compared to 65.6% of Non-TWI students. This minimal difference suggests that performance was largely similar. These results were not statistically significant. Among student groups in Grade 2, TWI students demonstrated particular strengths within certain subgroups. For instance, 89.4% of TWI students at English Language Proficiency (ELP) Levels 3 and 4 met the literacy benchmark, compared to 75.6% in Non-TWI schools. Additionally, 61.4% of Hispanic students in TWI schools met the literacy benchmark, compared to 59.0% of their Non-TWI peers. Among White students, TWI students outperformed Non-TWI students, with 84.6% meeting the literacy benchmark compared to 70.0%. None of these differences were statistically significant. In Grade 4, literacy performance was lower for TWI students than for their Non-TWI peers in several student groups, including Black or African American, Hispanic/Latino, males, and students receiving FARMS, and these results were statistically significant. Specifically, the percentages were as follows: Black or African American students (67.9% vs. 38.9%), Hispanic/Latino students (73.1% vs. 59.2%), male students (72.2% vs. 63.7%), and students receiving FARMS (75.0% vs. 56.0%).



# Conclusion

## Summary and Conclusions of Key Findings



### ASSESSMENT AND ACCOUNTABILITY RESULTS, CONTINUED

- **Mathematics Achievement.** In mathematics, **Non-TWI students consistently outperformed TWI students in both Grade 2 and Grade 4.** In Grade 2, 62.7% of TWI students met the math benchmark, compared to 67.8% of Non-TWI students, although this difference was not statistically significant. The trend continued in Grade 4, where 51.8% of TWI students met the EOL in math, compared to 59.9% of Non-TWI students, which was statistically significant. Across nearly all racial, ethnic, and service groups, TWI students consistently showed lower math attainment when compared to their Non-TWI peers. The only exception was among White students, where a higher percentage of TWI students met the EOL in both grades (Grade 2: 90.0% vs. 92.3% and Grade 4: 76.9% vs. 90.2%). The results for Grade 2 were statistically significant.
- The data raises serious concerns about the TWI program's effectiveness, particularly for specific student populations. Students in non-TWI schools consistently outperformed their TWI peers across multiple measures. Although initial EOL analysis suggested potential benefits for students at ELP Levels 3 and 4 in Grade 2 literacy and math, these apparent advantages did not withstand rigorous statistical scrutiny. When controlling for additional variables, the perceived benefits disappeared entirely, calling into question the fundamental premise and effectiveness of the TWI program for these student groups. The absence of statistically significant positive outcomes, combined with the pattern of lower performance for compared to non-TWI schools, suggests a critical need to reevaluate the program's approach and implementation.

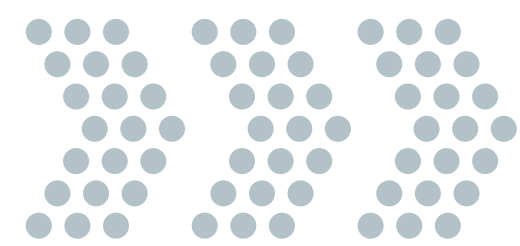


### FAMILY AND COMMUNITY

- **The TWI program is effectively engaging families and the community, with a strong emphasis on fostering partnerships, communication, and advocacy through various outreach activities and support services.** Interview participants highlighted numerous efforts, such as parent coffees and community resource fairs, that were designed to involve families in the educational process and position the school as a community hub. This has created a reciprocal relationship between the school and its surrounding community, with cultural and language integration widely celebrated.
- The program was perceived positively for promoting cultural diversity and bilingual education, with over 70% of teachers and staff agreeing that TWI fosters a whole-school culture and enhances engagement among families of emergent multilingual learners. Additionally, a significant majority of responding parents felt well-informed about their child's progress in both English and Spanish, appreciated the resources and translators provided, and felt comfortable communicating with the school. Despite some concerns among a small percentage of parents regarding insufficient progress in outcomes and issues with program consistency, the TWI program generally was viewed by parent respondents as successful in creating a culturally inclusive environment that supports language learning and cross-cultural understanding.



# Recommendations



The following recommendations are based on data collected through teacher and staff surveys, and interviews with principals and dual language coaches. These recommendations aim to optimize the implementation of the TWI program and evaluation and monitoring.

## Implement Assessments that Measure Spanish Language Proficiency

The assessment approach for language proficiency should include formative assessments to evaluate students' Spanish language skills, allowing teachers to monitor progress and make immediate instructional adjustments. Implementing a standardized measure of Spanish proficiency also would enable MCPS to track students' development over time and make informed decisions about the TWI program. Currently, the Maryland State Department of Education (MSDE) only administers assessments for English proficiency, emphasizing the need for a comprehensive Spanish language proficiency assessment. It is essential that MCPS offers training for educators on using these assessments effectively to guide instruction and monitor student progress. Without Spanish proficiency data, MCPS cannot accurately measure students' progress in learning Spanish, which is essential for evaluating the program's effectiveness in supporting Spanish language development, not just English language development.

## Implement Literacy Assessments in Spanish for Grades 3–5

Accurate measurement of literacy progress in both languages is crucial for assessing the biliteracy goals of the Dual Two-Way Immersion (TWI) program. In MCPS, the effectiveness of Spanish literacy assessments showed significant gaps during the 2023–2024 school year, with more than 40% of teachers and staff indicating poor implementation. Despite administering Spanish reading assessments for Kindergarten–Grade 2, no comparable assessments were conducted for Grades 3–5, limiting the ability to track literacy progress comprehensively. This inconsistency in assessment tools was highlighted as a challenge in effectively monitoring students' Spanish literacy development.



## Provide Needed Resources to School Staff Particularly for the Biliteracy Unit Framework

As highlighted by survey and interview data, the lack of suitable bilingual materials and resources is a significant barrier to effective implementation. To improve the effectiveness of the Two-Way Immersion (TWI) program and better align with the 50/50 language and content allocation model, central office staff should collaborate with educators to identify gaps and upgrade resources in the following areas:

1. **Curriculum-Aligned Resources for Biliteracy Unit Framework (BUF):** Develop materials explicitly aligned with the BUF to support the integration of language and content instruction. This should include a detailed scope and sequence for literacy, math, and supplemental content related to Maryland. Suggested materials include lesson plans, worksheets, and multimedia resources tailored to the BUF's objectives (Goldenberg & Wagner, 2015; Palmer & Martínez, 2016). Provide detailed guides or modules to demonstrate effective BUF implementation within the dual-language framework, particularly for integrating content areas like math and science.

2. **Provide Authentic Texts:** Create or source a collection of authentic texts that reflect diverse cultural perspectives and are available in both target languages. These texts should be age-appropriate and aligned with curriculum themes to enhance both content learning and language development (Sugarman & Christian, 2003). Ensure these texts are readily accessible to all teachers, potentially through a centralized digital library or repository, facilitating easy access and consistent use (WIDA, 2012).

3. **Bilingual Classroom Libraries:** Equip each classroom with a diverse library of bilingual books and resources to support independent reading and language practice in both languages. These libraries should include materials catering to various reading levels and interests to engage all students (Escamilla et al., 2014).

By upgrading and expanding bilingual materials and resources, the TWI program can more effectively support dual-language instruction, foster a richer bilingual learning environment, and increase efficiency.



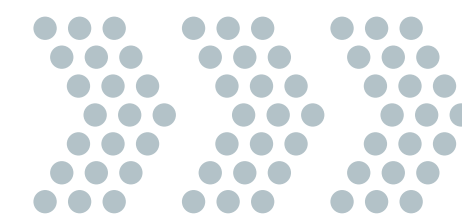
## Provide Additional Targeted Professional Learning for Classroom Teachers

Feedback from surveys and interviews highlighted the need for more specific professional development. The TWI program should continue offering training focused on dual-language instructional strategies to improve implementation, aligning with the quality criteria for the TWI model identified by CAL. Key topics should include

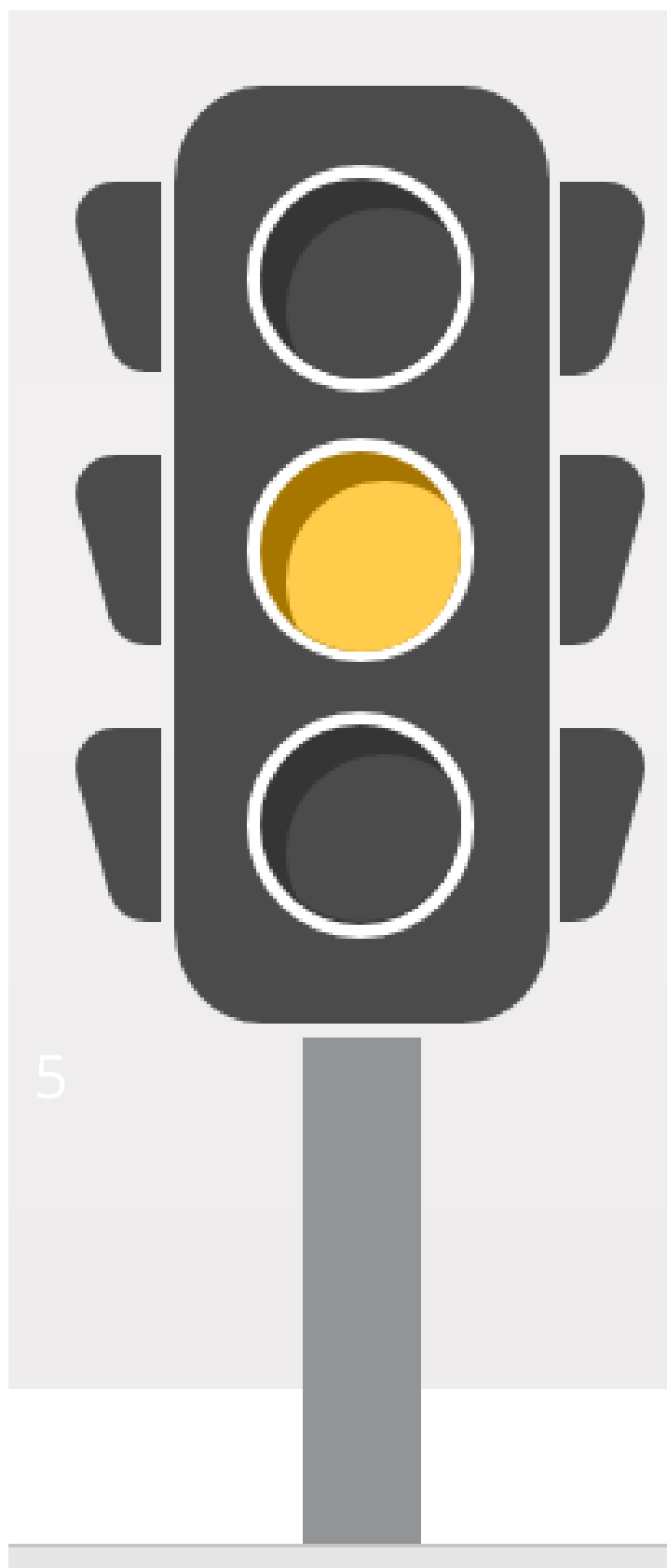
- Integrating content and language instruction.
- Implementing bridging activities.
- Ensuring consistent math instruction across languages.

Professional development should emphasize evidence-based practices. Effective implementation requires classroom-level behavior changes supported by ongoing training and coaching (Fixsen et al.; Darling-Hammond, 2017). Efforts should be made to enhance the consistency and availability of support for teachers and staff, ensuring that everyone feels adequately supported in their roles.

To strengthen the TWI program, assigning a dedicated central office support team to work closely with schools would be highly beneficial. This team could provide tailored guidance on curriculum alignment, professional development, and assessment practices, drawing on expertise from various curriculum departments. Research shows that programs without coaching teams achieve only 14% implementation, while those with coaching teams reach 80% (Honig, 2006; Fixsen et al., 2012; Darling-Hammond, 2017). Implementation science indicates that for a program to succeed, it must focus on enhancing staff skills and have strong organizational and leadership support, refining the program through all stages—from exploration to full implementation (Bryk et al., 2015; Metz et al., 2015). Establishing structured feedback loops also is crucial for gathering staff input and making timely adjustments (Bryk, 2015). Staff expressed a desire for a more interactive structure in PLCs and monthly meetings. Regular collaborative planning sessions between the central office and school teams could help provide implementation information, create strategies, address challenges, and share best practices, ensuring alignment with the TWI program's goals (Harris, 2019). Strengthening communication through this structured support could also address another key area identified for improvement by staff.



## MAINTAIN CURRENT IMPLEMENTATION FOR ONE YEAR



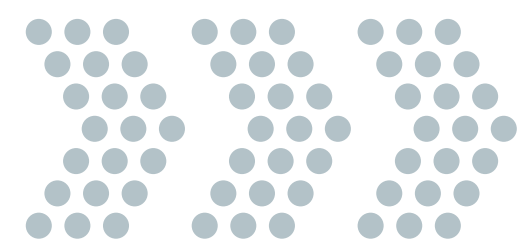
The Two-Way Immersion (TWI) program, while demonstrating strengths in fostering cultural inclusivity, certain dual language instructional strategies, and improving English language proficiency, requires cautious progression due to several areas needing substantial improvement. The program faces challenges with inconsistent implementation and requires significant enhancements in professional development and curriculum alignment. Additionally, TWI students consistently underperformed in mathematics and literacy compared to their peers in Non-TWI schools, further underscoring the need for targeted instructional design and delivery improvements.

The challenges with the curriculum, particularly in literacy, could mean that students are missing out on literacy instruction driven by the Science of Reading. While the TWI program does well in promoting cultural diversity and cross-cultural awareness, it needs focused investment in aligning the curriculum with the MCPS curriculum. Given the less-than-ideal mathematics outcomes and staff concerns about math instruction, a review of current math instructional strategies and structures seems necessary.

Another important concern is the need for suitable bilingual instructional materials and language proficiency assessments in Spanish to strengthen the dual-language model. Addressing these areas will enhance the program's effectiveness and ensure it fulfills its promise of inclusivity and comprehensive bilingual education.



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# Appendix A: TWI Schools Demographics

	Brown Station	Gaithersburg	Kemp Mill	Oakland Terrace	Rolling Terrace	Washington Grove
<b>Total Enrollment</b>	617	717	422	530	709	434
<b>All Other Student Groups</b>	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0
<b>Asian</b>	10.4	≤5.0	≤5.0	5.3	≤5.0	6.2
<b>Black or African American</b>	14.4	19.2	11.1	15.8	13.5	22.4
<b>Hispanic/Latino</b>	64.5	72.1	84.6	35.3	78.6	58.1
<b>Two or More Races</b>	≤5.0	≤5.0	≤5.0	7.9	≤5.0	≤5.0
<b>White</b>	7.1	≤5.0	≤5.0	35.5	5.8	9.7
<b>EML/ (ESOL)</b>	41.7	53.8	56.6	14.3	60.1	40.6
<b>FARMS</b>	73.4	82.8	87.4	36.0	87.7	71.0
<b>Special Education</b>	16.7	12.3	5.2	22.8	10.0	10.6
<b>Female</b>	54.1	52.3	51.7	53.0	50.9	48.6
<b>Male</b>	45.9	47.7	48.3	47.0	49.1	51.4

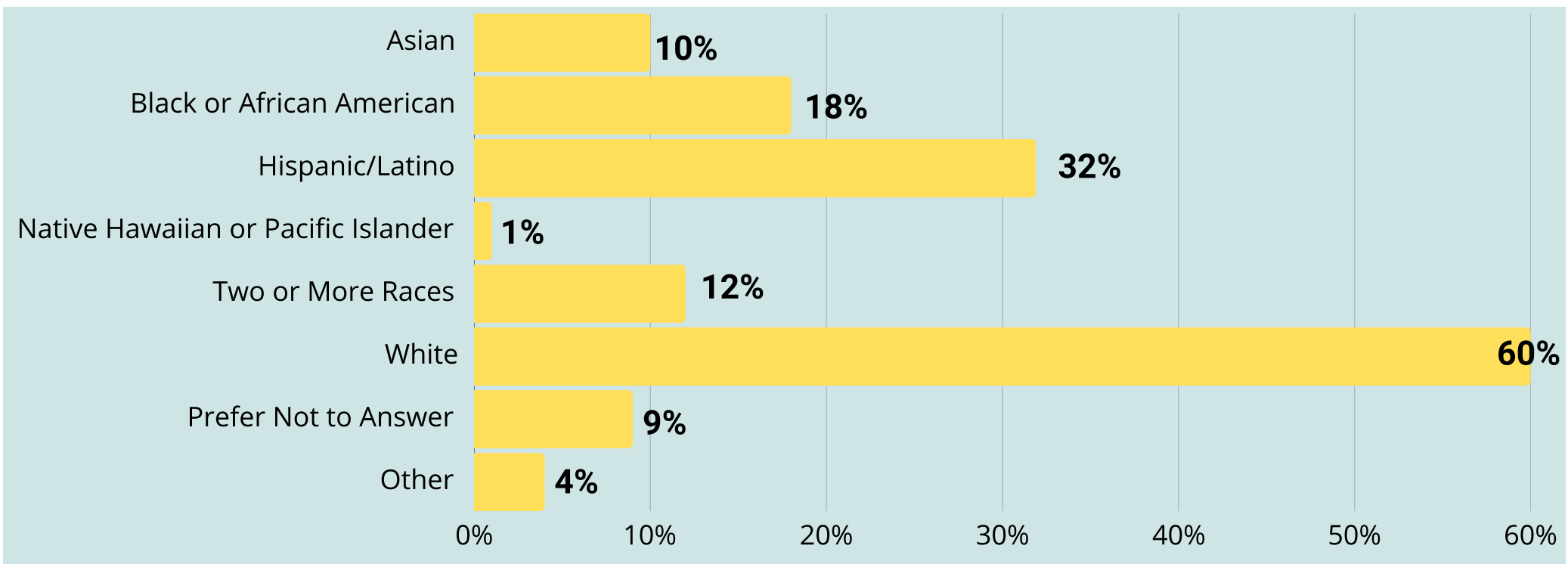
# Appendix B: DELME Content Allocation Model

Content Allocation Model

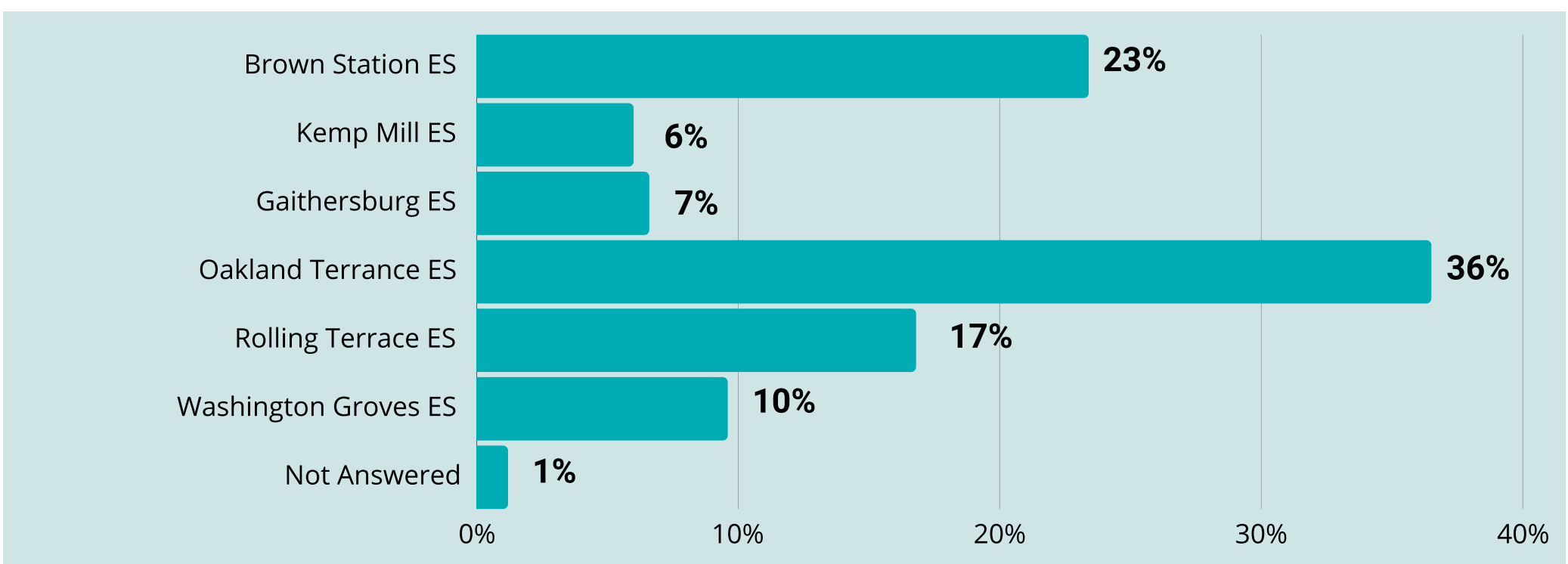
	Spanish	Bridge	English
K	Language Arts Science Extended Math Health SEL	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Science</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> <li>Math</li> </ul>	Math Language Arts Social Studies
1	Math Language Arts Social Studies	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> <li>Math</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Science</li> </ul>	Language Arts Science Extended Math Health SEL
2	Language Arts Science Extended Math Health SEL	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Science</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> <li>Math</li> </ul>	Math Language Arts Social Studies
3	Math Language Arts Social Studies	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> <li>Math</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Science</li> </ul>	Language Arts Science Extended Math Health SEL
4	Language Arts Science Extended Math Health SEL	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Science</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> <li>Math</li> </ul>	Math Language Arts Social Studies
5	Math Language Arts Social Studies	Spanish to English (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Social Studies</li> <li>Math</li> </ul> English to Spanish (end of every unit) <ul style="list-style-type: none"> <li>Language Arts/Science</li> </ul>	Language Arts Science Extended Math Health SEL

# Appendix C: Parent Survey Respondents Demographics

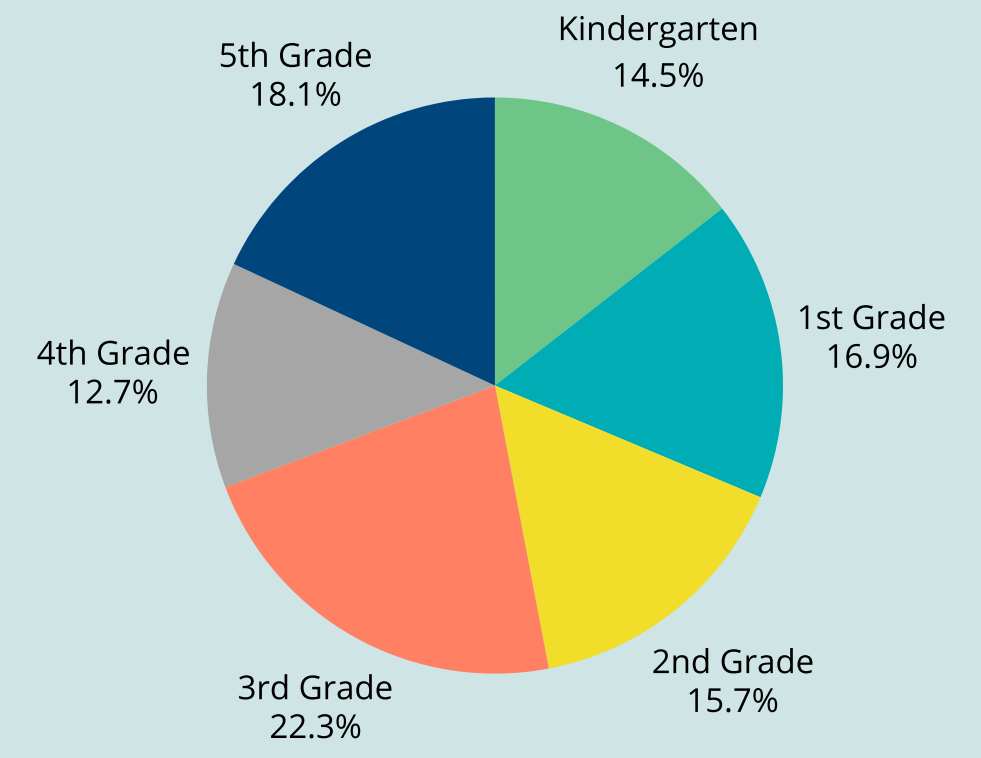
## Racial/Ethnic Group



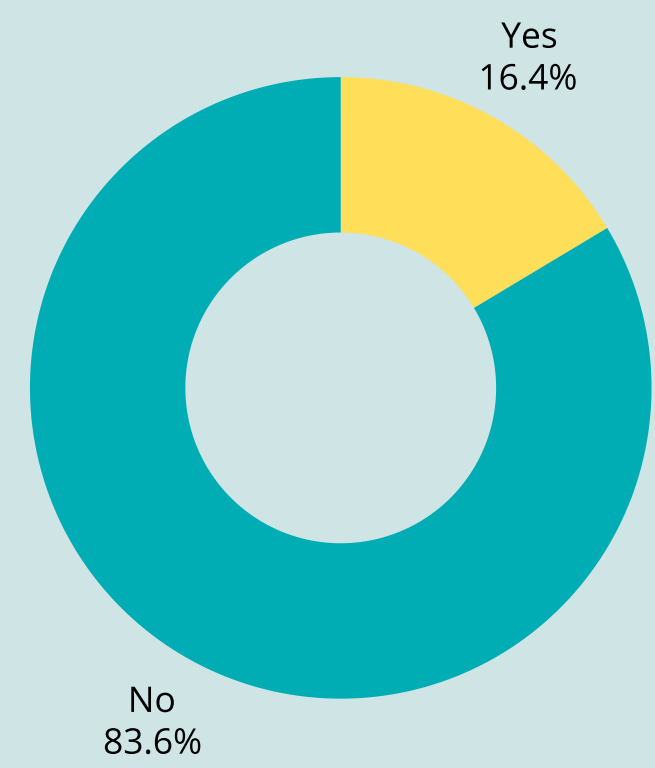
## What school does your oldest child attend?



## What grade is your oldest elementary child?



## Does your child receive special education services?



## Does your child receive English language development services?

