

A 2024-2025 Evaluation of One-Way Immersion Programs at MCPS

Recommendation 1: Implement Target Language Assessments and Improve Consistency of District Required Assessments

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>a. Implementing a proficiency-based language assessment in our MCPS elementary one-way immersion programs would provide a consistent and objective way to measure students’ growth in listening, speaking, reading, and writing in the target language. Unlike informal or inconsistent evaluation methods, a standardized proficiency framework ensures that all students across the county are assessed using the same expectations and benchmarks, creating greater alignment and equity among immersion programs. Such an approach would help educators better monitor language development, guide instruction, and identify areas where students may need additional support, while also providing families and school leaders with a clearer understanding of student progress toward bilingualism and biliteracy.</p> <p style="padding-left: 40px;">By establishing common proficiency standards across schools and grade levels, the county can improve consistency of implementation, strengthen program quality, and ensure immersion programs remain focused on meaningful language acquisition and long-term student success.</p> <p>b. Conducting a review of the currently inconsistent implementation and availability of district-required assessments, such as the French-language version of DIBELS, would help ensure that assessment practices are consistent, accessible, and</p>	Not Yet Implemented	<p>Some Avant STAMP 4Se testing seats have been purchased for SY 26-27. This series of assessments measure language proficiency and are specifically designed to be developmentally and linguistically appropriate for learners in world language, dual language immersion programs, or other school environments with learners aged 12 and younger.</p> <p>Moving forward, including this as a standing operating budget item for the Division of Teaching and Learning, would support continued improvement and long-term of these longstanding programs. The recommendation would be to annually test students in grades 3, 5, and 8. The approximate cost to test One-Way Immersion students in Grade 3 and 5 would be \$11,440 annually. The approximate cost to test Middle School Immersion Continuation students in Grade 8 would be \$6,640 annually.</p> <p>06/30/2028</p>

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	<p>aligned across schools and programs. Regular review would allow the district to identify gaps in administration, resource availability, or communication that may affect the reliability of assessment data and student outcomes. It also supports equitable access to required assessments, promotes consistency in implementation, and helps ensure that educators have the necessary tools and guidance to effectively monitor student progress and inform instruction.</p>		
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Recommendation 2: Provide a French Immersion Language Arts Curriculum and Translated Instructional Resources for Programs

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>a. There is agreement on the need to provide a dedicated French immersion language arts curriculum to support consistent instruction and literacy development within the program. The latest elementary English Languages Arts Request for Proposal did include</p>	Not Yet Implemented	This item would need to be budgeted for FY28 and every year thereafter to match the frequency of new ELA purchases.

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	<p>throughout the translation process, including when changes are made to existing teaching materials. It is also important to remain in compliance with the MCEA contract, which states that in cases involving new district-created curriculum, teachers must have access to instructional documents at least four weeks prior to the start of the unit being taught. Providing target language materials within this timeframe is essential to allow teachers adequate time for planning, preparation, and instructional alignment with their non-immersion colleagues. Timely access also supports equitable implementation across schools and helps ensure that both teachers and students are set up for success.</p>		
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Recommendation 3: Offer Targeted Professional Learning Opportunities to Immersion Staff

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>There is general consensus on the necessity of supporting this work. Currently, the World Languages team is the smallest unit within the Division of Teaching and Learning. With just three staff members (one supervisor and two specialists), the team is responsible for developing curriculum, designing and facilitating professional learning, leading and supporting implementation of the Maryland Seal of Biliteracy, and providing countywide support for all grades 6–12 world language programs. Additionally, this team must support 7 elementary one-way immersion sites and 8 middle school immersion continuation sites, including managing the translations; all without a designated central office immersion staff member.</p> <p>In stark contrast, the 6 elementary TWI sites have historically benefited from a dedicated coordinator or supervisor, instructional specialist(s), targeted material funding, and on-going technical support. Implementation decisions remain heavily constrained by these staffing and budget limitations.</p> <p>For instance, prior funding only allowed us to contract a consultant for a two-day summer professional development session, which was followed several years by a series of self-paced learning modules developed by another consultant. Tier II opportunities have also been provided in the past when funding was available and approved.</p>	Not Yet Implemented	07/01/2027

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	<p>The recommendation is to add a central office immersion staff member to ensure dedicated support in all the aforementioned items.</p>		
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Recommendation 4: Review Immersion Program Enrollment and Continuation Procedures, Along with Goal Alignment

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>There is agreement that MCPS should regularly review immersion program enrollment and continuation procedures to ensure they are clear, equitable, and aligned with program goals.</p> <p>This work must focus on re-establishing defined, data-informed criteria for student continuation, including a structured process to support students and, when appropriate, guide transitions out of the program. As established in the evaluation, the absence of formal benchmarks limits schools' ability to make consistent, student-centered decisions.</p> <p>MCPS should also reassess enrollment processes, such as lottery factors, sibling preference, and later-entry requirements, to ensure equitable access and alignment with program intent, as current practices may influence participation patterns.</p> <p>In addition, the district should clarify and consistently communicate program goals and expectations, ensuring families understand outcomes related to academic performance, language development, and program commitment.</p> <p>MCPS should review the program design to ensure it supports intended outcomes, particularly where concerns exist about alignment between instructional models and language proficiency goals.</p>	Not Yet Implemented	06/30/2030

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Recommendation 5: Consider Expanding the Team Leader Role

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>As immersion programs have expanded, team leaders now take on broader coordination, planning, and operational decision-making beyond their original scope, creating gaps between responsibility and formal authority.</p> <p>The role should be reclassified as a Resource Teacher-like position (or an equivalent title) with upgraded expectations that includes 20 summer days as well as a stipend for attending additional monthly meetings with the central office designated immersion staff member. This alignment would improve clarity, accountability, and overall program effectiveness.</p>	Not Yet Implemented	07/01/2027

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Recommendation 6: Plan a Future Evaluation of Middle School Immersion Programs and Student Biliteracy Pathways

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>The initial request for the program review targeted the K-8 immersion programs. The Office of Shared Accountability decided because of the overall scope to limit the initial evaluation to K-5 sites.</p> <p>There is agreement that MCPS recognizes the need to extend its evaluation efforts beyond the elementary level to better understand the effectiveness and long-term outcomes of immersion programming.</p> <p>To address this gap, MCPS should plan a future evaluation of middle school immersion programs and student biliteracy pathways.</p> <p>By conducting this evaluation, MCPS will be better positioned to ensure that immersion programs provide a continuous, K-8 aligned pathway that supports sustained biliteracy, academic success, and informed participation from elementary through secondary levels.</p>	Not Yet Implemented	06/30/2030