



Park Spanish Immersion Elementary School

*An academic bilingual community
fostering global citizenship*

Dear PSI Families,

This letter provides information about our school's programming and how it relates to the "FastBridge Reading Screener" section of the progress report. Our teachers use many sources to gather information on your child's reading development, including, but not limited to, our universal screening assessments from FastBridge™. As a part of the Minnesota READ Act 2.0, we assess students' early English literacy skills. Here at PSI, we use a universal screener three times per year (in English and in Spanish) to help us monitor and respond to the reading progress of each learner. Universal screening assessments are brief tests that provide information about your child's reading skills.

In this progress report, you will find a section at the end dedicated to communicating your child's English FastBridge score from the fall of 2024. While this data is an important piece of your child's learning portfolio, due to the unique nature of our immersion programming, families should be aware of the following when looking at the data:

- The score included in the progress report was on the English assessment. In grades K-1, literacy instruction is mainly in Spanish and students were also assessed in Spanish.
- Studies have shown that students enrolled in dual language immersion (DLI) programs like ours may experience an early lag in English reading proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language. This lag, in many cases, can be attributed to the limited literacy instruction in English during the early years. However, these studies have shown that potential delays are generally resolved through continued English study in grades K-5.
- Research also shows that increased time in the immersion language has an additive effect on English language development.
- Over time, the academic achievement of most DLI students in English literacy exceeds that of non-immersion monolingual students.

If you have questions about your child's school performance and/or screening scores and how it relates to our immersion programming, please contact Assistant Principal Megan Rangel or Principal Corey Maslowski.

Sources: 1 Swain, M., & Barik, H. C. (1976). A large scale program in French immersion: The Ottawa study through grade three. *ITL: A Review of Applied Linguistics*, 33, 1-25.

2Lindholm-Leary, K.J. & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous language immersion education *Journal of Immersion and Content-Based Language Education*, 2(2), 165-180.