



NATRONA COUNTY SCHOOLS

## BASC Report: Dual Language Immersion

February 9, 2026

# Dual Language Immersion: The Early Years



EDUCATIONAL EXCELLENCE!



# DLI History

## Origination

- Work began in the early 2010s
- Surveys, Parent Advisory Board
- Studied the “Utah Model” of DLI
- Schools submitted proposals for implementation
- Board approved Spring 2013 (Chinese) to begin Fall 2013
- Professional Development for school leaders, teachers
- Originally intended for K-5 program

## Guidance

- Board Policy 6700
- SOP 6700 (1) - Transition MS to HS
- SOP 6700 (2) - Elem Assurances
- SOP 6700 (3) - MS Assurances



# DLI History

2013-14

- First DLI program - Mandarin at PV Elementary - 44 students

2014-15

- Second DLI program - Spanish at Park Elementary - grades K & 1 - 20 student per grade

2019-20

- Second Spanish DLI program - Verda James Elementary - 40 students per grade (starting at K)
- DLI reaches middle schools - Mandarin at CYMS, Spanish at DMMS

2021-22

- Spanish at Park Elementary grows to 40 per grade (starting at K)

2022-23

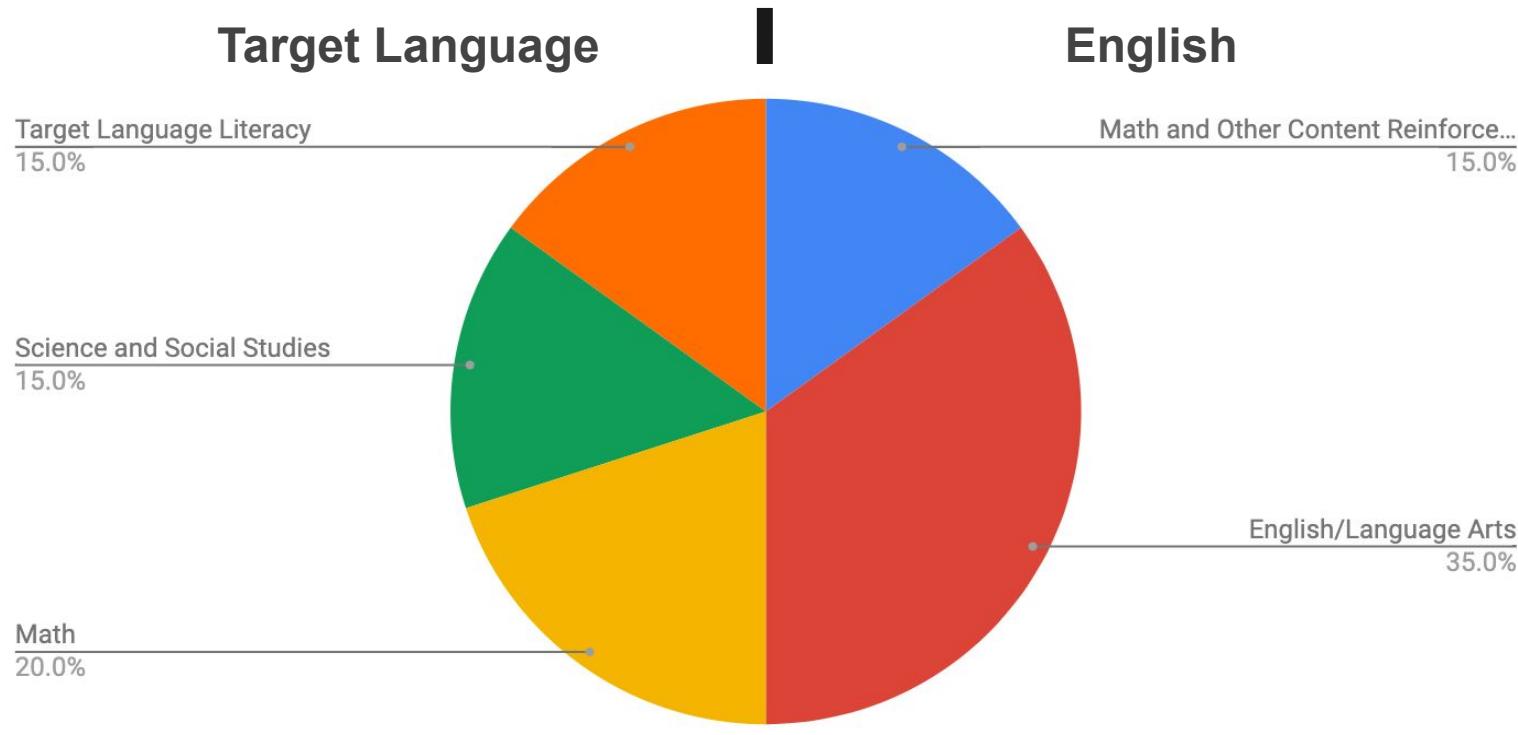
- First DLI students enter high school - Chinese & Spanish paths at both KWHS & NCHS

2025-26

- Middle school expansion - Spanish at Centennial begins

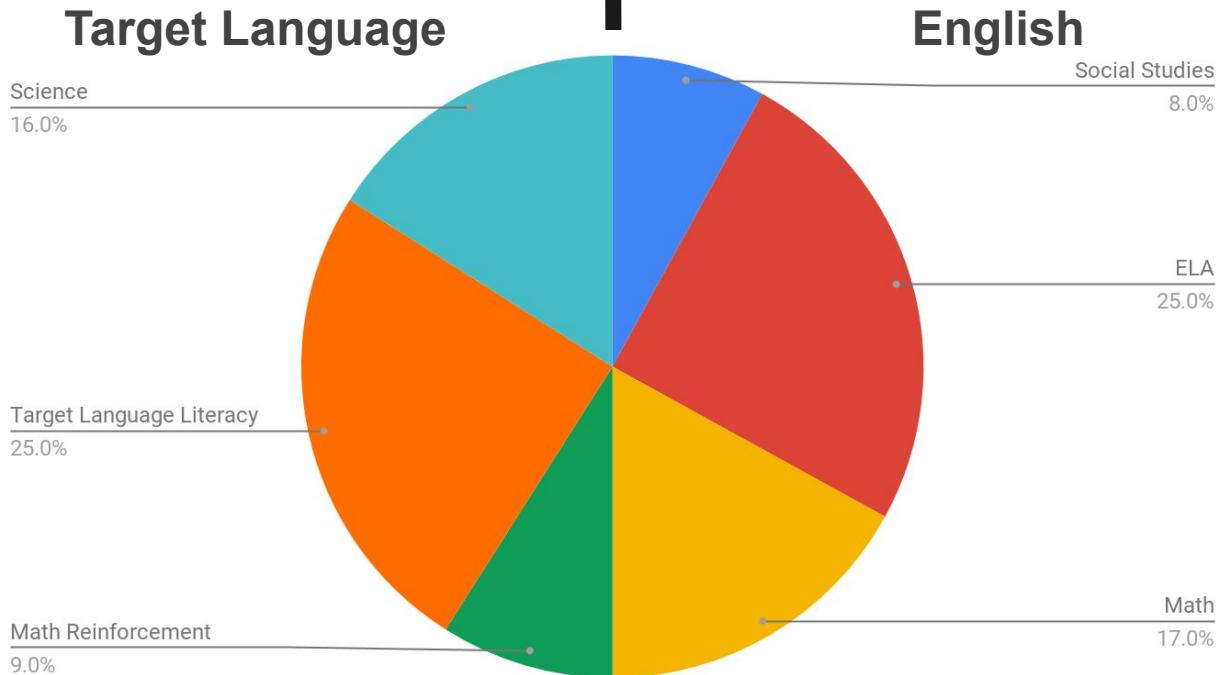


# Structure K-3 (50/50 Model)





# Structure 4-5 (50/50 Model)





# Structure Middle School

- Moves from the 50/50 model to a focus on *language and culture* in specifically designed courses
- Students must remain in one DLI course in order to stay in the DLI program
  - Language and Literature courses cannot be skipped

# Language & Literacy Courses



## Chinese

### Level I Course Units:

- Welcome back, Food vs. Tradition, Holidays, Shopping, Summer Plans

### Level II Course Units:

- School Life, Community, Technology, Health

### Level III Course Units:

- Teenage Life, Arts, Traditions/Customs, Economy

## Spanish

### Level I Course Units:

- Educational Communities, My community, Technology, Individuals & Society, Art & Creativity, Education/Professional Careers, Economy, Alienation & Assimilation

### Level II Course Units:

- Social Media, Health & Medicine, Fashion and Design, Fun and Entertainment, The Environment, Self-Esteem

### Level III Course of Units:

- Family and Community, Science and Technology, Beauty & Aesthetics, Contemporary Life, Global Challenges, Personal & Public Identities



# Culture & Media Courses

## Chinese

### Course A Units:

- Visual Arts, Calligraphy, Painting, Major Festivals, The Four Inventions

### Course B Units:

- Activities and Sports in China, Major Festivals, Idiom Stories,

### Course C Units:

- Education in China and the US, Major Festivals, Idiom Stories

### Course D Units:

- Historical and Modern Figures, China- subcultures

### Course E Units:

- Ancient China, Modern Chinese Society

### Course F Units:

- Sharing the Planet/Globalism, Chinese Cultural Influences in America

## Spanish

### Course A Units:

- Discovery of the Americas Time Period (1492- 1775)

### Course B Units:

- Pre-Columbian Time Period (Before 1941), Family and Identity

### Course C Units:

- National and Ethnic Identity

### Course D Units:

- Family & Communities, Science & Technology

### Course E Units:

- Study of Mexico, Central America, South America, and the Caribbean

### Course F Units:

- Study of Music & Dance, Celebrations, Art & Architecture, Food & Schedules



# 9-12 World Language

Students continue their DLI journey through *World Language courses* at their chosen high schools. Students test for course placement in the Spring of their 8th grade year. (FLATS, CLEP)

For Spanish students, NCSD, in conjunction with BOCES, has concurrent and dual enrollment for students to earn college credit. Courses take place at the high schools, PIC campus, and Casper College. All high school students can take these courses.

For Chinese students, NCSD has partnered with University of Wyoming for students to earn high school and college credit. Courses are taken asynchronously at the high schools.

|                | 2026/2027<br>Projection                          | 2025/2026 | 2024/2025 | 2023/2024 | 2022/2023 |
|----------------|--|-----------|-----------|-----------|-----------|
| Kindergarten   |  | 22        | 28        | 22        | 21        |
| First Grade    | 22   | 26        | 22        | 20        | 32        |
| Second Grade   | 26   | 18        | 19        | 30        | 29        |
| Third Grade    | 18   | 17        | 30        | 28        | 35        |
| Fourth Grade   | 17   | 30        | 26        | 35        | 29        |
| Fifth Grade    | 30   | 24        | 34        | 28        | 26        |
| Sixth Grade    | 24   | 32        | 24        | 25        | 30        |
| Seventh Grade  | 32   | 23        | 21        | 25        | 23        |
| Eighth Grade   | 23   | 13        | 20        | 17        | 26        |
| Ninth Grade    | 13   | 17        | 12        | 20        | 18        |
| Tenth Grade    | 17   | 11        | 17        | 9         |           |
| Eleventh Grade | 11   | 14        | 6         |           |           |
| Twelfth Grade  | 14   | 3         |           |           |           |
| <b>TOTAL</b>   | 247* <input checked="" type="button" value="▼"/> | 250       | 259       | 259       | 269       |

# Historical Chinese Enrollment & Projections

|                | 2026/2027<br>Projection | 2025/2026  | 2024/2025  | 2023/2024  | 2022/2023  |
|----------------|-------------------------|------------|------------|------------|------------|
| Kindergarten   |                         | 77         | 79         | 80         | 80         |
| First Grade    | 77                      | 80         | 79         | 77         | 83         |
| Second Grade   | 80                      | 79         | 72         | 79         | 60         |
| Third Grade    | 79                      | 69         | 75         | 55         | 58         |
| Fourth Grade   | 69                      | 67         | 53         | 57         | 23         |
| Fifth Grade    | 67                      | 52         | 57         | 22         | 21         |
| Sixth Grade    | 52                      | 52         | 20         | 19         | 16         |
| Seventh Grade  | 52                      | 17         | 18         | 16         | 17         |
| Eighth Grade   | 17                      | 19         | 14         | 15         | 15         |
| Ninth Grade    | 19                      | 14         | 15         | 12         | 17         |
| Tenth Grade    | 14                      | 10         | 11         | 7          |            |
| Eleventh Grade | 10                      | 5          | 4          |            |            |
| Twelfth Grade  | 5                       | 2          |            |            |            |
| <b>TOTAL</b>   | <b>571*</b>             | <b>573</b> | <b>497</b> | <b>439</b> | <b>390</b> |

# Historical Spanish Enrollment & Projections



# Staffing

The K-8 model is budget neutral as the language teacher replaces a general education teaching position rather than adding staff, resulting in no additional personnel costs except for 1 FTE (DLI funding) split between CYMS and the high schools.

High school staff teach concurrent courses (Spanish), no additional staff currently.



# Assessment

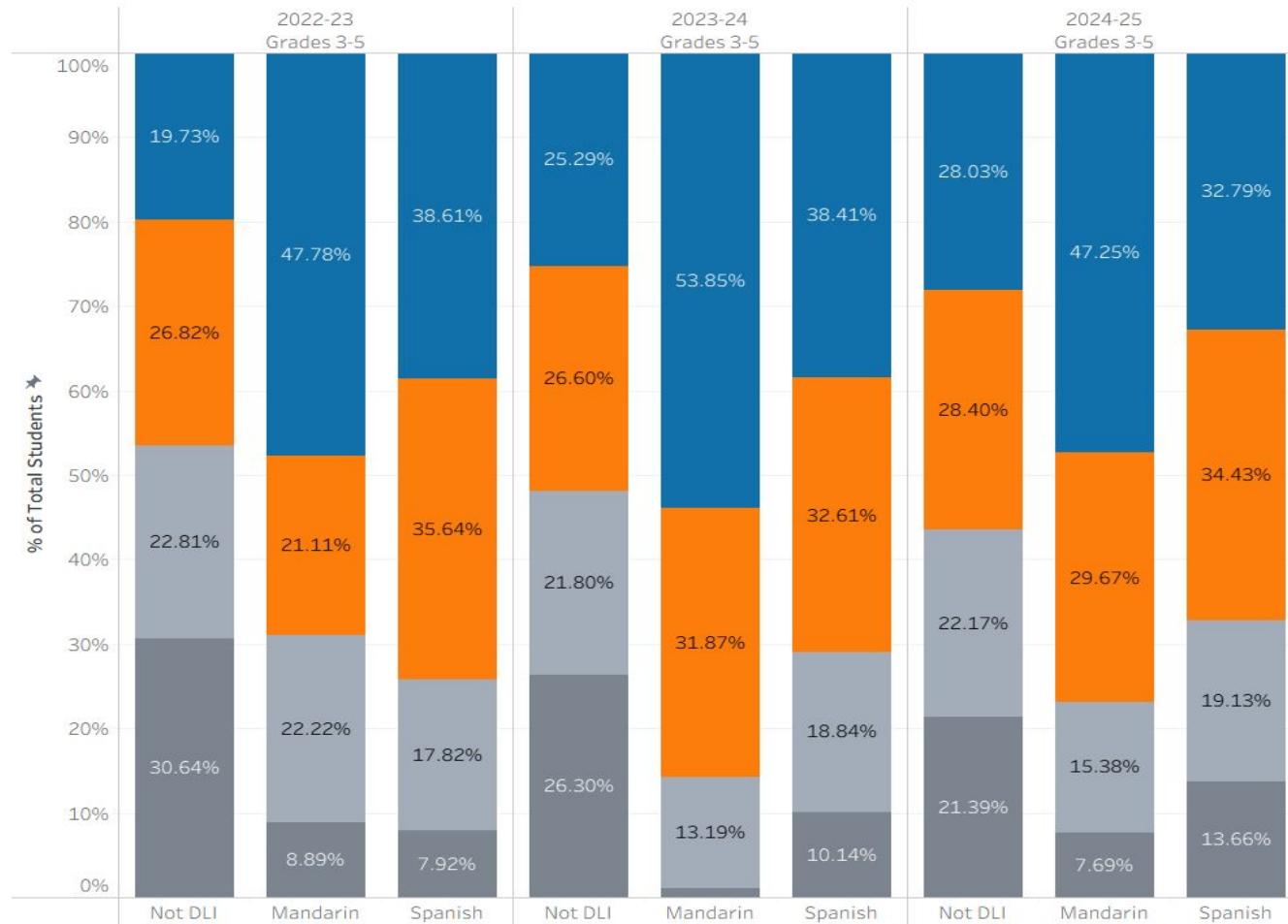
## Continuous review of student data

- **AAPPL** - ACTFL Assessment of Performance toward Proficiency in Languages - Grades 3-8
- **CLEP** - College-Level Examination Program - Spanish Grade 8
- **FLATS** - Foreign Language Achievement Testing Service - Mandarin Grade 8
- **WY-TOPP** - Wyoming Test of Proficiency and Progress - All Students Grades 3-10

## Math Achievement Percentages for All for 2022-23, 2023-24, 2024-25

# 3-5 Math WyTopp Achievement

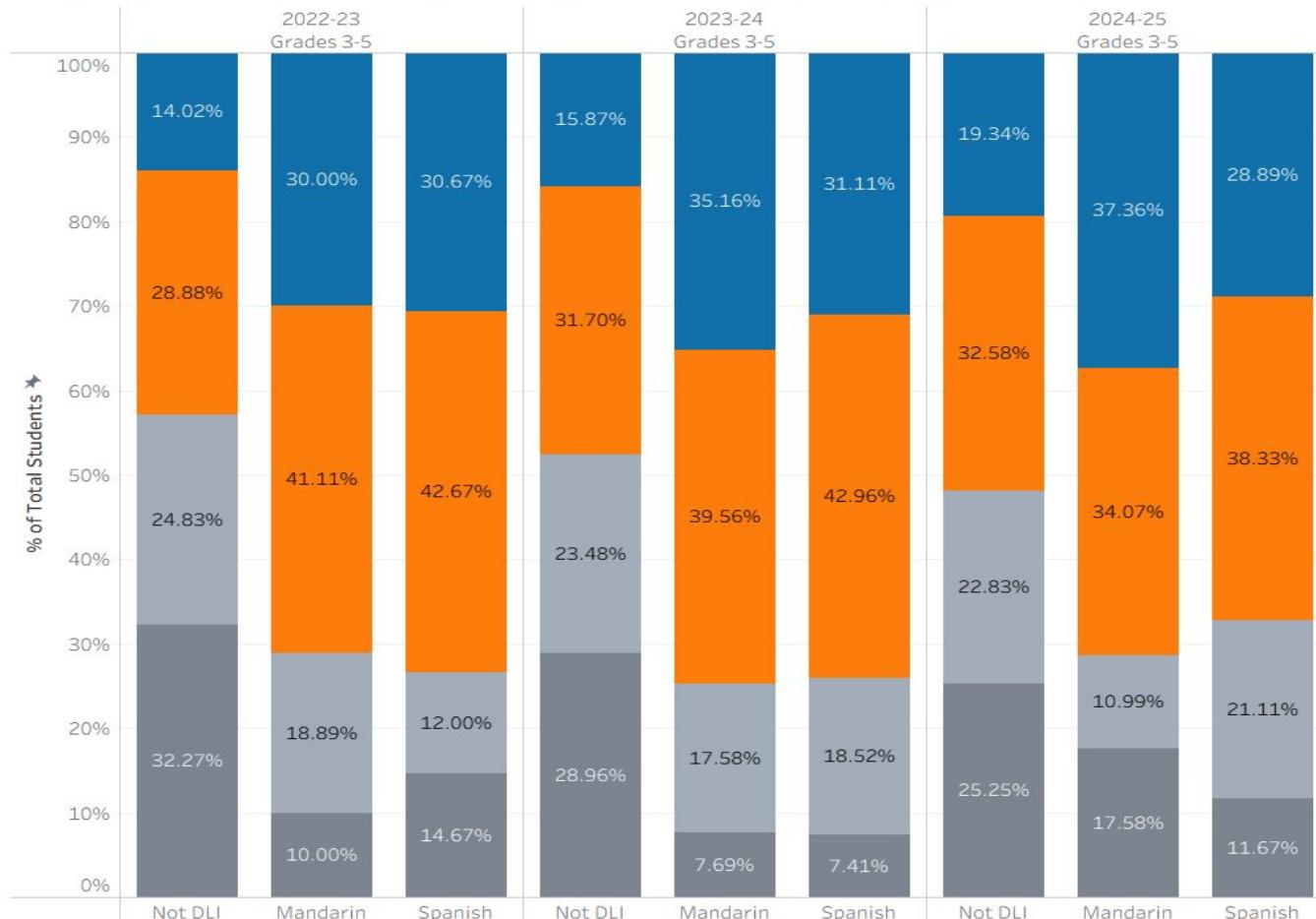
KEY: Advanced (Blue)  
Proficient (Orange)  
Basic (Grey)  
Below Basic (Dark Grey)



## ELA Achievement Percentages for All for 2022-23, 2023-24, 2024-25

# 3-5 ELA WyTopp Achievement

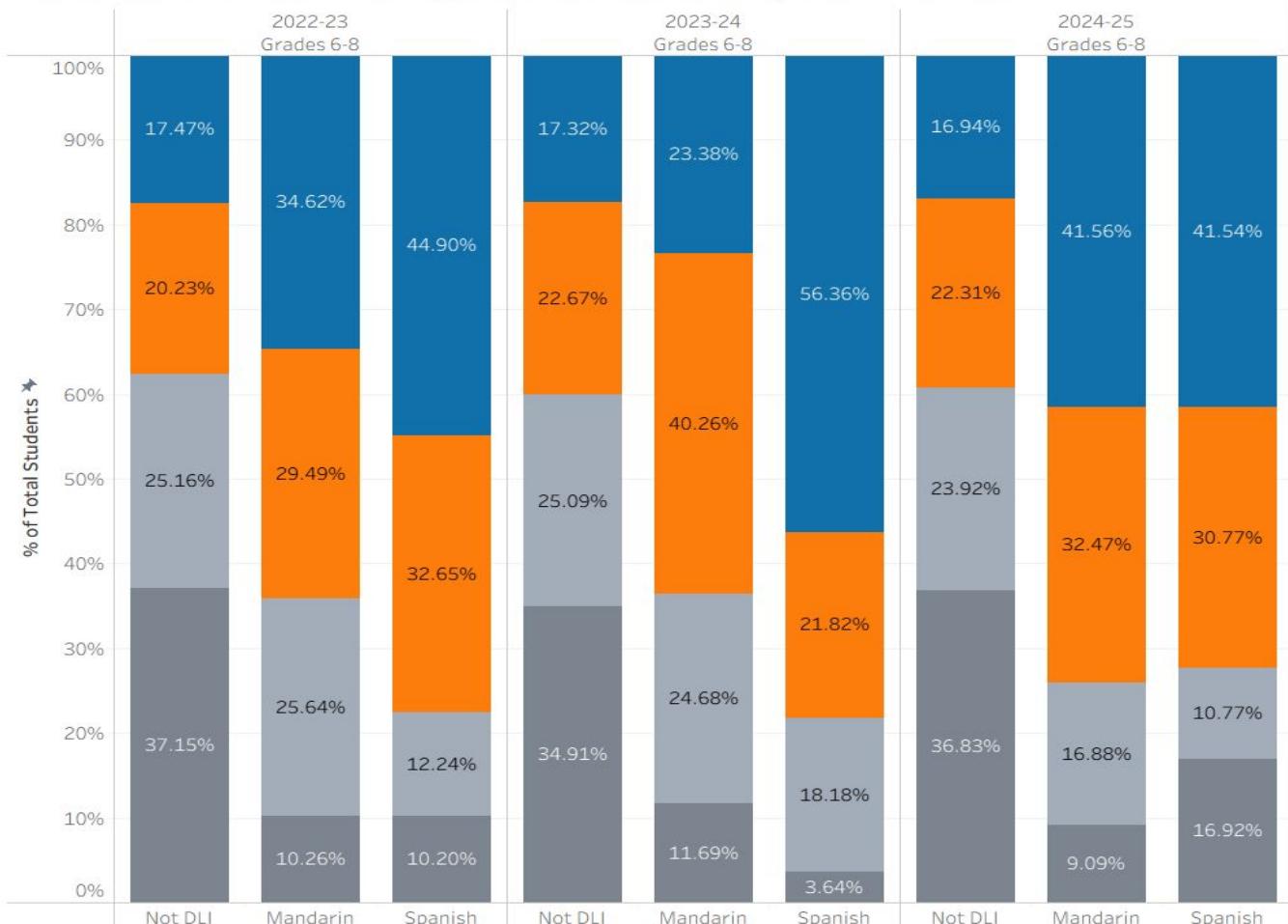
KEY: Advanced (Blue)  
Proficient (Orange)  
Basic (Grey)  
Below Basic (Dark Grey)



# Math Achievement Percentages for All for 2022-23, 2023-24, 2024-25

## 6-8 Math WyTopp Achievement

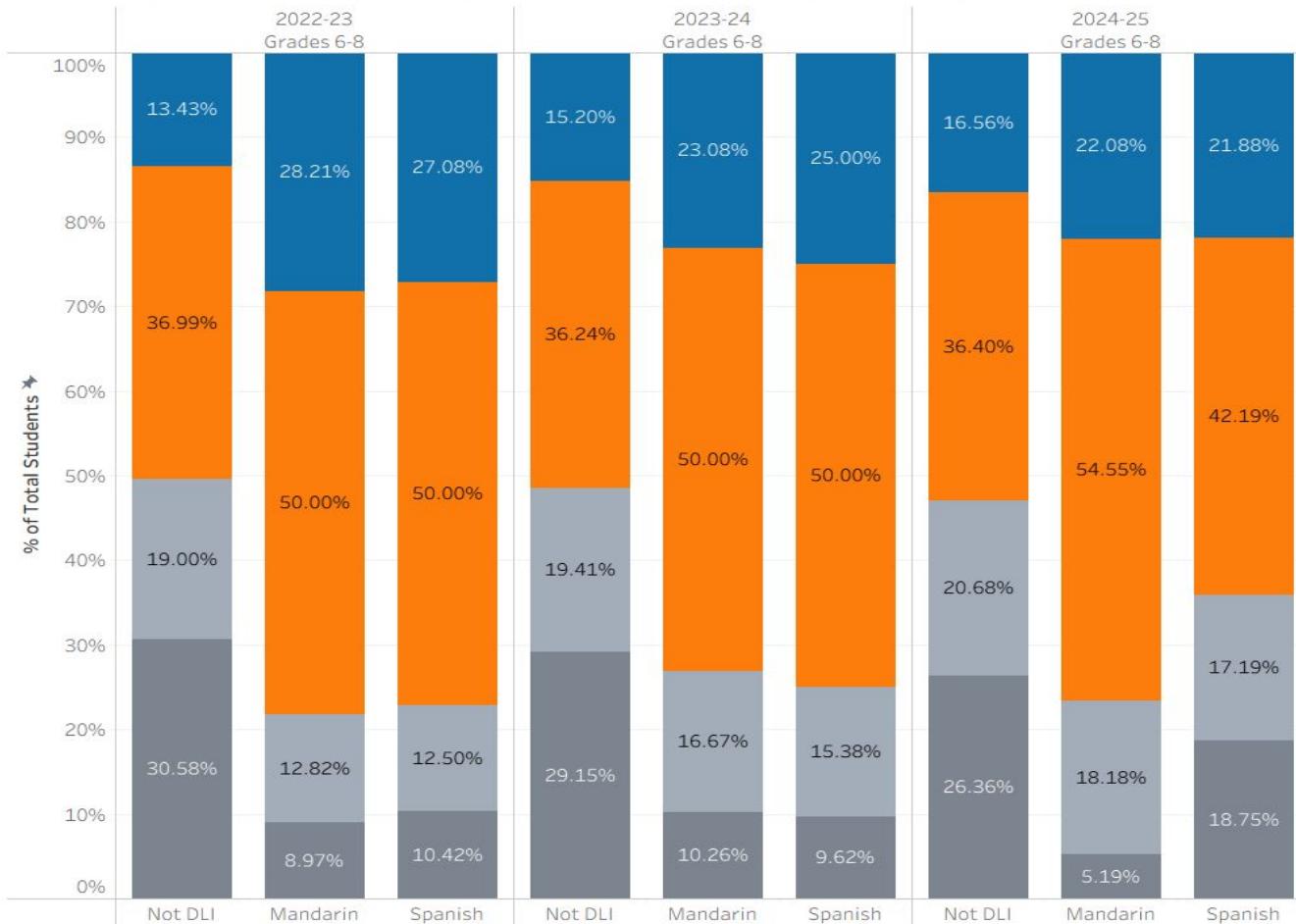
KEY: Advanced (Blue)  
Proficient (Orange)  
Basic (Grey)  
Below Basic (Dark Grey)



## ELA Achievement Percentages for All for 2022-23, 2023-24, 2024-25

# 6-8 ELA WyTopp Achievement

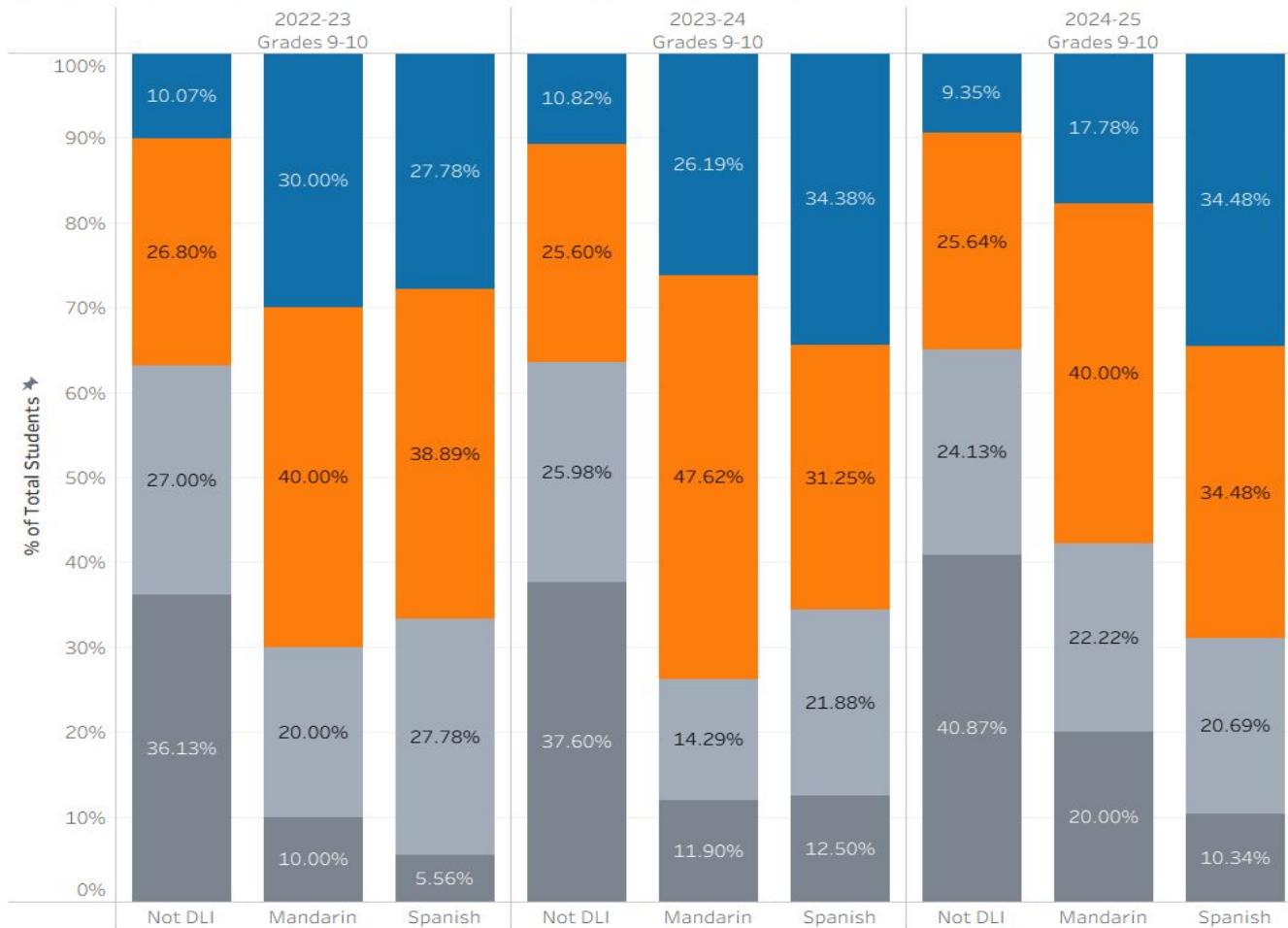
KEY: Advanced (Blue)  
Proficient (Orange)  
Basic (Grey)  
Below Basic (Dark Grey)



## Math Achievement Percentages for All for 2022-23, 2023-24, 2024-25

# 9-10 Math WyTopp Achievement

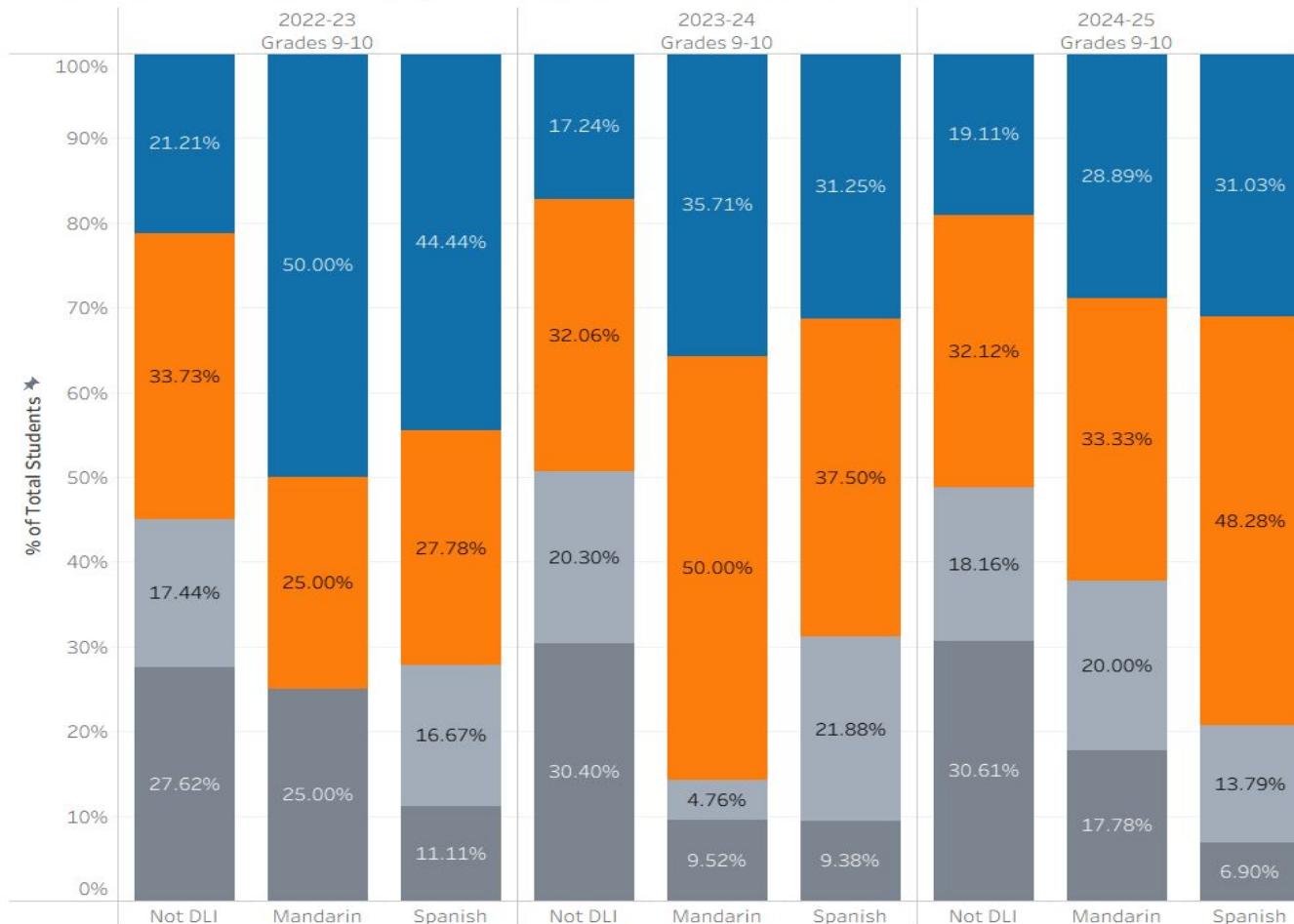
KEY: Advanced (Blue)  
Proficient (Orange)  
Basic (Grey)  
Below Basic (Dark Grey)



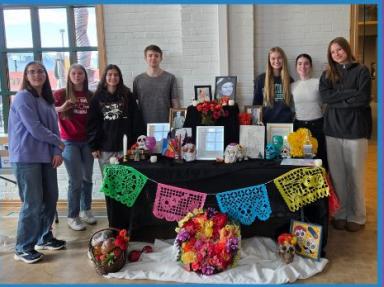
## ELA Achievement Percentages for All for 2022-23, 2023-24, 2024-25

# 9-10 ELA WyTopp Achievement

KEY: Advanced (Blue)  
Proficient (Orange)  
Basic (Grey)  
Below Basic (Dark Grey)



# Dual Language Immersion - World Language - Middle and High School





# High School & College Opportunities

## Chinese

Pre AP Chinese / AP Chinese Courses @ PIC

CHIN 2030 - No longer offered

CHIN 2040 - Second Year Chinese II (3CR)

CHIN 3055 - Business Chinese and Culture (3CR)

LANG 4975-I - Writing in Chinese (3CR)

LANG 4975-II - Writing in Chinese (3CR)

LANG 4975-III - Writing in Chinese (3CR)

LANG 4800-I - Comprehension I (3CR)

LANG 4800-II - Comprehension II (3CR)

## District funded (up to 7)

All current UW Chinese courses count towards a minor at UW (customized for NCSD)

## Spanish

Concurrent Courses taught @ high schools (**BOCES funded**)

SPAN 1010 - Spanish II (4 CR)

SPAN 1020 - Spanish III (4 CR)

SPAN 2030 - Spanish IV (4 CR)

SPAN 2040 - Spanish V (4 CR)

Dual Courses taught @ PIC/Casper College (**BOCES funded**)

SPAN 2140 - Intro to Reading/Comp and Conversation (3CR)

SPAN 2220 - Intermediate Comp and Conversation (3CR)

SPAN 2495\* - Workshop Topics

Opportunities @ University of Wyoming (**District funded**)

SPAN 3030, SPAN 3060, SPAN 3300, SPAN 3140

# Funding High School/Dual Credits @ UW



## HISTORICALLY:

- \$54,200 - C&I budget
- \$105,000 - Title IV Grant\* (could be cut federally)

2022-23 (approx. \$700 tuition/fees, \$150 books)

- \$17,850 - 11 students (Sem 1), 10 students (Sem 2) - Chinese

2023-24 (approx. \$700 tuition/fees, \$150 books)

- \$37,400 - 22 students (Sem 1), 22 students (Sem 2) - Chinese

# Funding High School/Dual Credits @ UW



2024-25 (approx. \$1049 tuition/fees, \$44/\$175 books)

- \$66,388 - 32 students (Sem 1), 27 students (Sem 2) - Chinese  
1 student (Sem 1), 0 students (Sem 2) - Spanish

2025-26 (approx. \$966 tuition/fees, \$67/\$100 books)

- \$83,950 - 42 students (Sem 1), 38 students (Sem 2) - Chinese  
0 students (Sem 1), 0 students (Sem 2) - Spanish

## BUDGET SUMMARY 2025-26

\$159,200 (C&I + Title IV) - \$83,950 projected tuition/fees/books = ~\$75,250  
remaining in Title IV

# Funding High School/Dual Credits @ UW



## PROJECTED ENROLLMENT BUDGET 2026-27

2026-27 (approx. \$1049 tuition/fees, \$150 books)

- \$135,002 - 50\* students (Sem 1), 40\* students (Sem 2) - Chinese  
13\* students (Sem 1), 13\* students (Sem 2) - Spanish

\*Students have not yet registered for 26-27 courses

## BUDGET SUMMARY 2026-27

\$159,200 (C&I + Title IV) - \$135,002 projected tuition/fees/books = ~\$24,198  
remaining in Title IV



# Dual/Concurrent Grades

Students in concurrent/dual classes at CC have a high pass rate:

- 99% concurrent (A-D) and 94% dual - Casper College BOCES (all courses)

Students enrolled at UW Chinese courses struggle during their first year of courses:

- 79% (average) pass rate for those who complete the courses (no drops/withdrawal)
- 98% (average) pass rate for the remaining years and courses

Note: D/F's negatively impact UW GPA and can cause probationary status at UW (GPA below 2.0 - student will be placed on academic suspension for 1 semester, parents can petition for reinstatement, if sub-2.0 continues, can be a 5 year penalty with no admission to UW)



# Capturing the Story

NCHS:

Principal Wilson

KWHS:

Principal Britt

CYMS:

Randall Bower

UW:

Valerie Brus



# UW Students Reflections from Chinese Writing Course

“This course was definitely a challenging and helpful one that improved many of my skills other than writing and provided the next steps in my progression of learning Chinese.”

“There were three skills that I improved throughout this course. The first skill is discipline, one that I improved late into the course. As previously stated, I found that working in the school to finish assignments allowed me to focus and get them done on time, especially on top of sports and other homework. The other improvement would have to be my Chinese vocabulary skills. Throughout the weeks, working through the lessons, I’ve picked up new Chinese words and phrases to use in my writing and speaking. The last improvement would be in my general Chinese writing skills such as grammar like subject-verb orders and the proper way to implicate new vocabulary.”

“This course aligns with my personal goal of possibly traveling or living abroad. Furthering my Chinese skills would allow me to potentially one day live there and integrate into the culture. Learning Chinese is also great because of the relatives that I have who can only speak Chinese. By furthering my Chinese skills I’ll hopefully be able to communicate with them more and develop deeper relationships blocked by a language barrier. For the future and specifically developing my Chinese skills, I will continue to take these classes offered by UW. Another would have to be going to Asia over the summer with my family, in which I’ll have lots of opportunity to practice and further my Chinese skills.”



# Celebrations

- Seal of Biliteracy
  - All 50 states have adopted the Seal of Biliteracy for high school students who demonstrate proficiency in English and another World Language.
  - This school year (2025-2026) will be the first year our initial group of DLI students will eligible to earn the Seal of Biliteracy.
    - 2022-2023 - 11 recipients
    - 2023-2024 - 13 recipients
    - 2024-2025 - 22 recipients
  - Languages represented through the three years the Seal of Biliteracy has been available:
    - Spanish, French, and Japanese
- Strong post-secondary relationships with Casper College & University of Wyoming.
  - Potential for NCSD students entering college with a completed minor (21 credits) in Mandarin & Spanish as well as completed Associate's Degrees from CC





# Continuous Improvement

Recommendation to study the program further with an Ad-Hoc to review K-12 programming, assurances, high school courses, and college opportunities.



## Dual Language Immersion at NCSD



NATRONA COUNTY SCHOOLS

**Thank You**