

Dual Language Program Expansion Update

March 13, 2018
BOE Meeting



Outstanding Schools in an Outstanding Community

Objectives:

- To provide the Board of Education and the broader community with a brief overview/reminder of bilingual education requirements in the state of IL
- To provide a brief overview of the dual language program, highlighting areas of success and areas of improvement with data-based evidence
- To provide a rationale for dual language expansion in Spanish and French with enrollment trends
- To provide an overview of the recent Thought Exchange Survey results
 - Option A will no longer be considered due to preliminary results
- To provide the BOE with recommendations and next steps

Bilingual Education Requirements in the State of Illinois



- Any school that has 20 or more English Language Learner students who speak the same native language must provide a Transitional Bilingual Education (TBE) model
- A TBE model is a full-time program where ELL students receive all subjects from a bilingually licensed teacher across English and the native language
- IL allows for Self Contained or Pull Out TBE, however Dual Language Programming encompasses TBE requirements
- In USD116, we are required to have a TBE program in the following schools:
 - UECS: Spanish
 - (French is close to 20)
 - King: French, Mandarin
 - Leal: Spanish
 - Dr. Williams: Spanish
 - UMS: Spanish
 - (French is close to 20)
 - UHS: Spanish
 - (French is close to 20)



Rationale for Spanish DL Expansion



- Approximately 385 students in K-5 DL in 2017-2018, and projected to increase
- In 2018-2019, anticipated to have the largest incoming group of K students who speak Spanish in the history of USD116.
 - 48 students from UECS alone, plus additional move-ins and other centers
 - Previously, the largest group had been 35-37
- Wait lists from English monolingual families in both schools and from other schools across the district.
 - 2017-2018 had the largest wait list: over 20 families between both buildings
- Larger class sizes in DL classrooms at Leal and in some classrooms at Dr W
 - Need to expand to more classrooms just for current students, not even counting incoming K students for 2018-2019



Student Enrollment Trends and Projections in Spanish/English DL



2012-2013	PK 35 incoming K	K-1 n = 130	Wait List: 10+	# of classrooms 6
2013-2014	PK 35 incoming K	K-2 n=191	Wait List: 10+	# of classrooms 9
2014-2015	PK 35 incoming K	K-3 n=232	Wait List: 10+	# of classrooms 11
2015-2016	PK 35 incoming K	K-4 n=294	Wait List: 15+	# of classrooms 14
2016-2017	PK 35 incoming K	K-5 n=340	Wait List: 15+	# of classrooms 16
2017-2018	PK 50+ incoming K	K-6 n=385	Wait List: 15+	# of classrooms 16
2018-2019	PK TBD	K-7 n=400+	Wait List: 15+	# of classrooms 17+
2019-2020	PK TBD	K-8 n=425+	Wait List: 15+	# of classrooms 17+



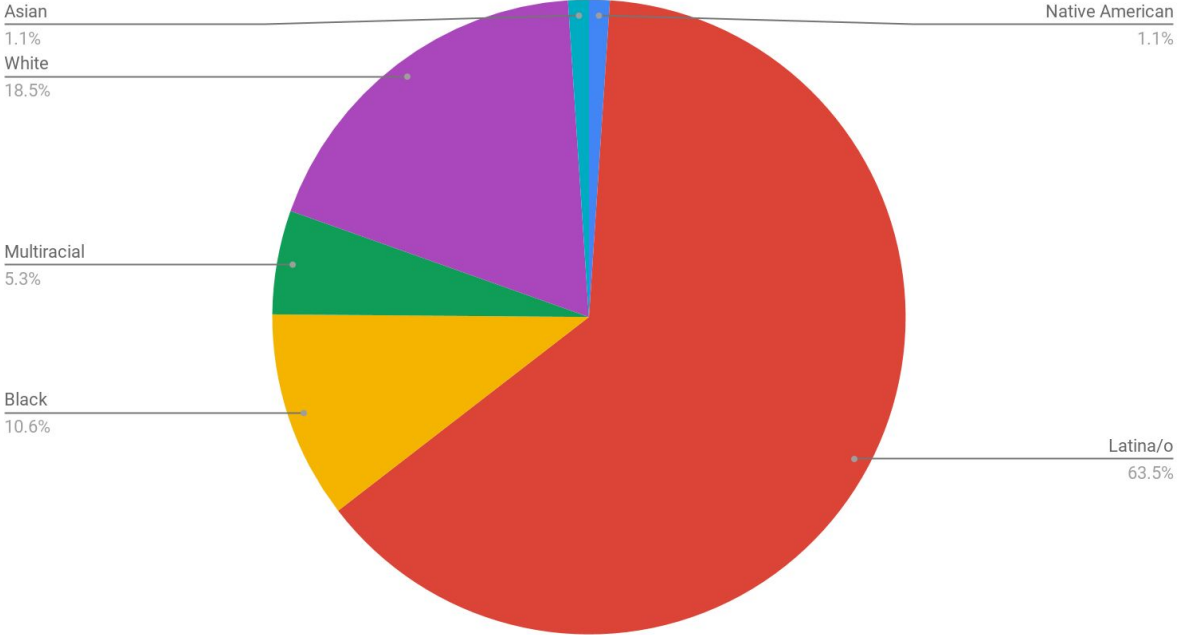
Demographics

- 64% Identify as Hispanic/Latino, across race and/or did not mark race
 - 18% Identify as White, not Hispanic/Latino
 - 11% Identify as Black, not Hispanic/Latino
 - 5% Identify as Multiracial, not Hispanic/Latino
 - 1% Identify as Asian, not Hispanic/Latino
 - 1% Native American, not Hispanic/Latino
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- 65% Identify as Spanish spoken in the home
 - 31% Identify as English spoken in the home
 - 4% Identify as a different language spoken in the home
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- 73% Qualify for Free/Reduced Lunch
 - 45% ELL
 - 14% with IEPs



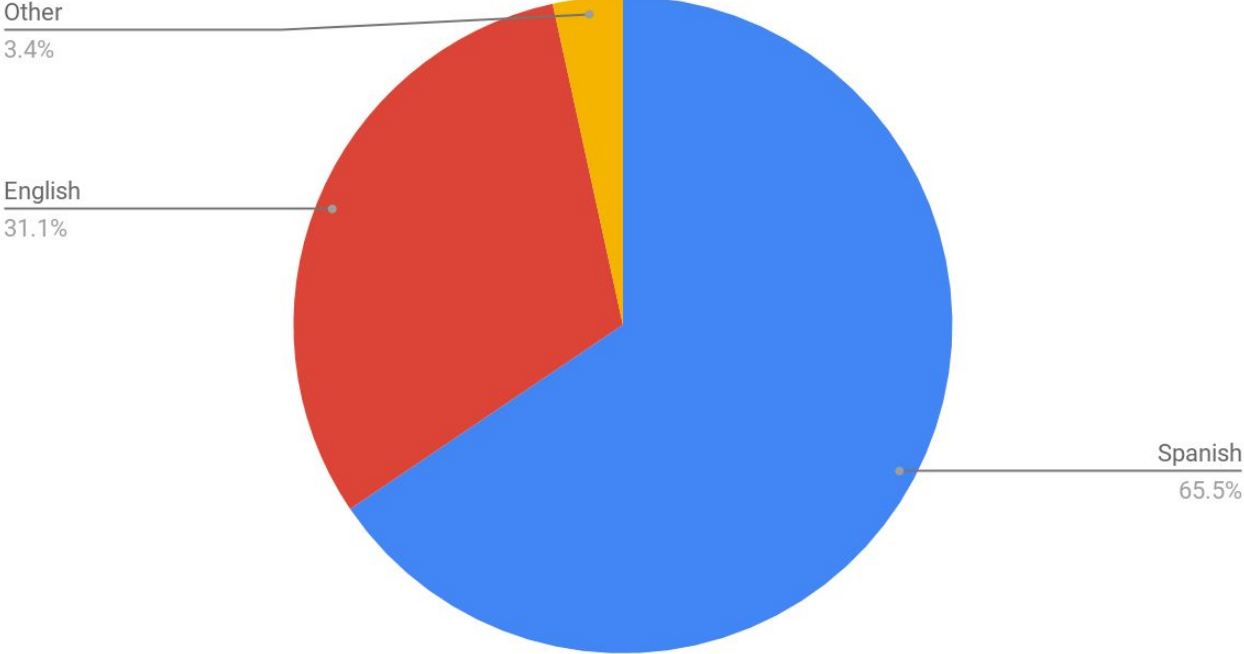
K-5 Student Demographics of Spanish/English DL Program

Race



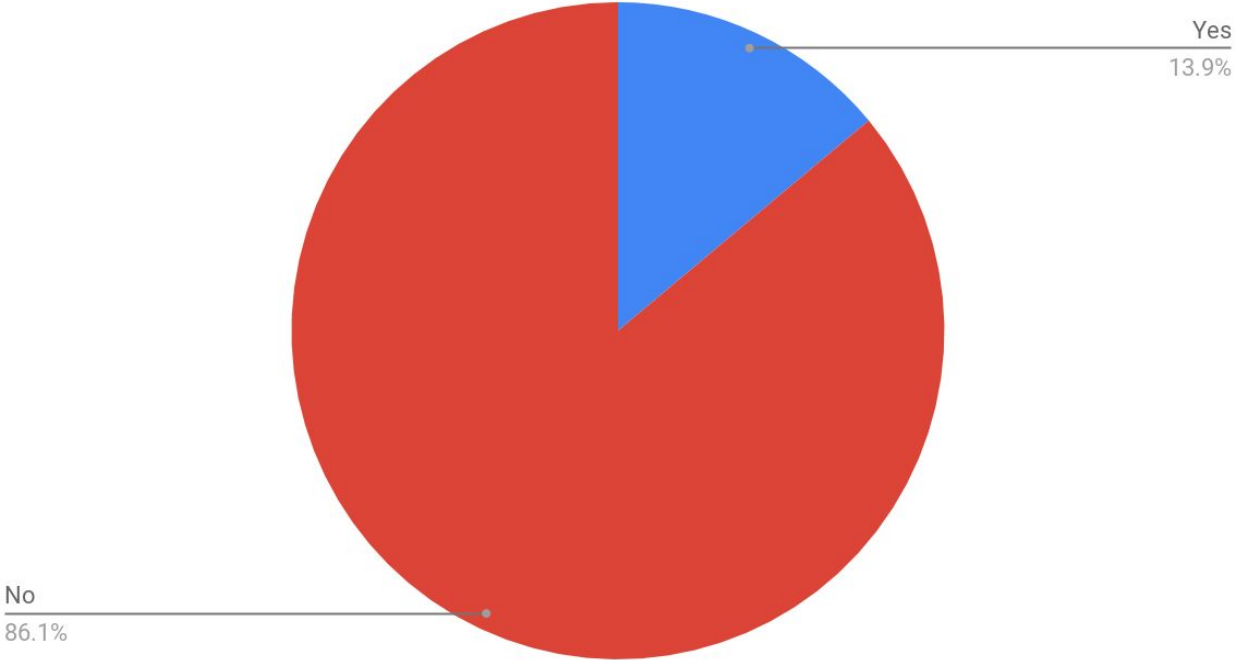
K-5 Student Demographics of Spanish/English DL Program

Home Language



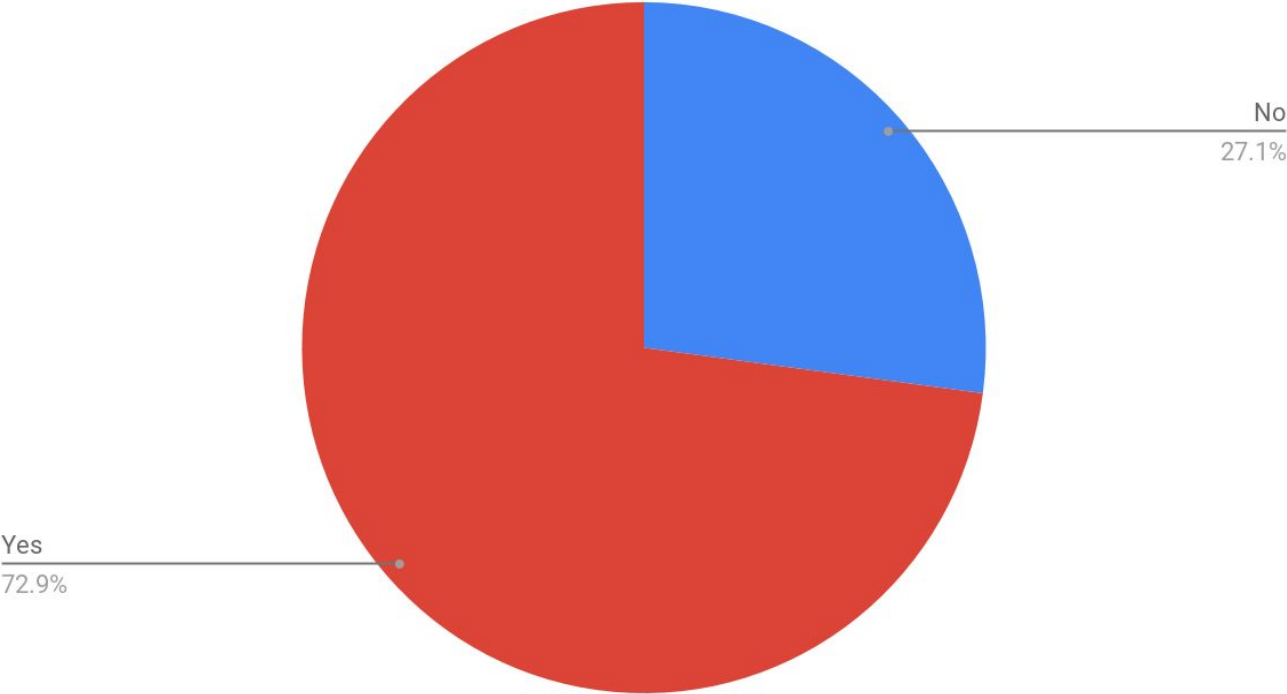
K-5 Student Demographics of Spanish/English DL Program

Special Education



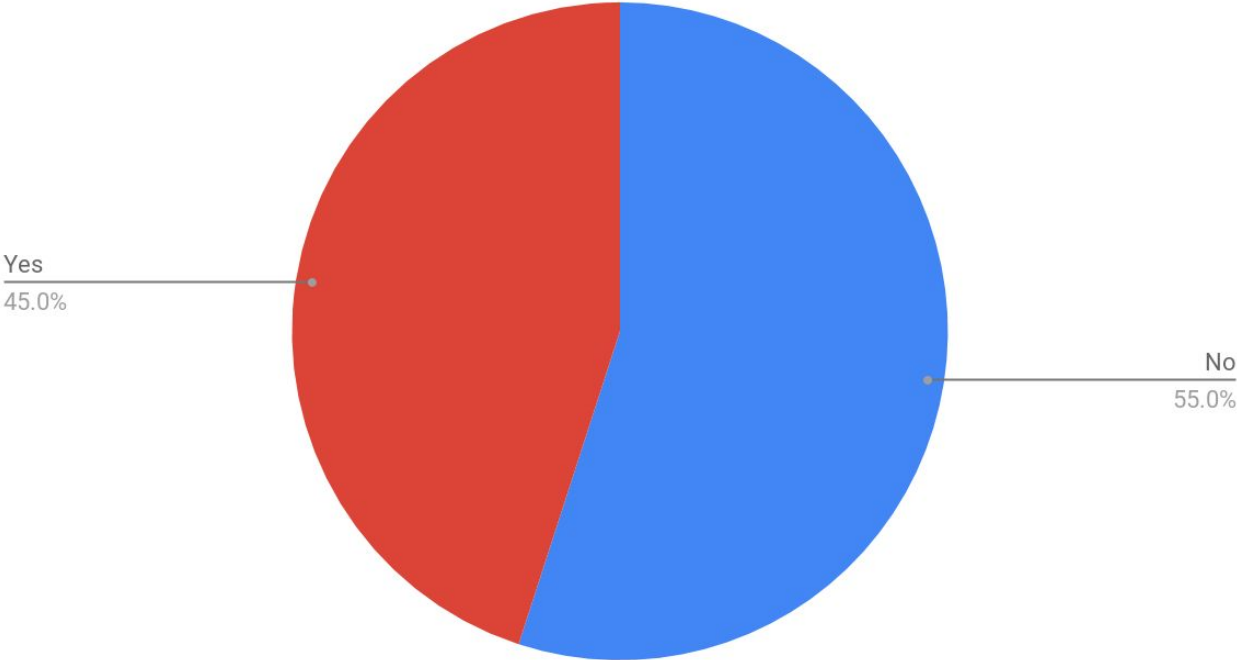
K-5 Student Demographics of Spanish/English DL Program

Free or Reduced Lunch

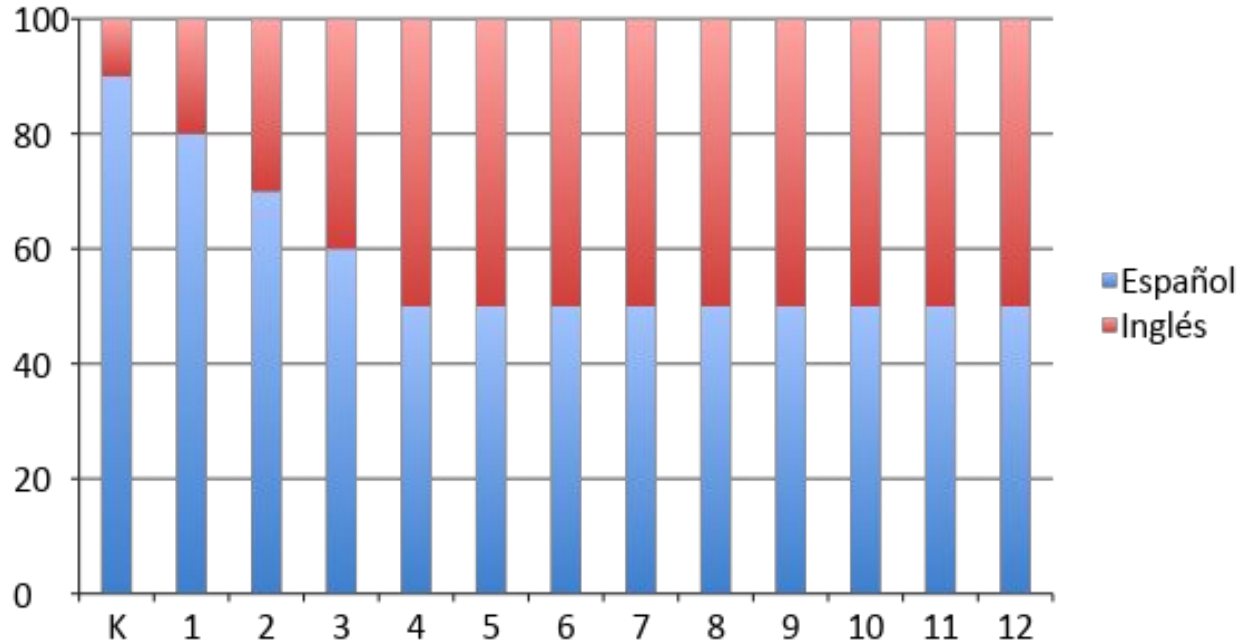


K-5 Student Demographics of Spanish/English DL Program

ELL



Program Design and Grade Levels (Plus PreK)



Rationale for French DL Expansion

2010-2011: n=30

2017-2018: n=100

- Need for Transitional Bilingual Programming at EC and K-5 (6-12 coming)
 - We'd prefer to move to DL rather than a self contained French TBE program
- French Speaking Parents are Highly Interested in French DL
- Wait lists from English monolingual families in both schools and from other schools across the district for Spanish/English DL, thus providing French could open up more opportunities for these families.
- 2017-2018 had the largest wait list: over 20 families

ThoughtExchange Survey Preliminary Data



599 Participants; 1,187 Thoughts Shared; 17,591 Stars/Ratings Assigned

Of the three options, participants prefer Option C, followed by Option B. Option A was the least preferred options.

Based on this preliminary data and the overwhelming feedback from the community, the district has decided to NOT pursue option A (one Dual Language School).

We will be exploring Option B and/or C with the Board of Education moving forward.

A more detailed report and website are being created by the Thought Exchange organization with final results. No additional options came out of the report, other than an overall concern for class size reduction across the district.



Outstanding Schools in an Outstanding Community

ThoughtExchange Survey Preliminary Data



599 Participants; 1,187 Thoughts Shared; 17,591 Stars/Ratings Assigned

Option A: One Dual Language School

Option B: Expand within Dr. Williams and Leal to create more DL classes where needed

Option C: Start DL in a Third School



Outstanding Schools in an Outstanding Community

Teacher/Personnel Demographics: PK-12



22 bilingual DL classroom teachers

3 biliteracy interventionists

7 bilingual special educators (SLP, Social Workers, Psychologist, etc.)

Current DL Program PK-8

24 total licensed bilingual teachers

- 17 of 24 identity Latina/o (with a variety racial categories categories): 71%

*This is on of the few academic program where the staff demographics closely match the student demographics



Data points for Program Evaluation



- BAS: Biliteracy Assessment
 - 2016-2017 Comparative Data
 - The graph below show the percent of students meeting end of year benchmarks in English and Spanish language and literacy assessments. DL students area assessed in both English and Spanish.
 - Monolingual classrooms are only assessed in English.

**On average, DL classrooms are on par or above average in comparison to monolingual classrooms across Dr. W and Leal and the broader district. This monolingual averages listed below are similar across USD116.

	All DL students in Spanish	DL Spanish Speakers in Spanish	All DL students in English	DL English Speakers in English	LEAL & Dr. W Monolingual Classrooms in English
K-2 Average	65%	62%	72%	97%	62%
3-5 Average	66%	66%	59%	86%	59%
K-5 Average	65%	64%	64%	91%	61%



UMS Dual Language Program 2017-2018



- 3 Dual Language Teachers
- Students at 6th and 7th grade
- 50/50 Program
 - Sample Schedule (Students are encouraged to continue in the full 50/50 program, however students have flexibility in which classes they choose in which language)
 - English LA
 - English Math
 - English PE
 - English Elective
 - DL Spanish LA
 - DL Spanish Science
 - DL Spanish Social Studies



Family Outreach & Engagement

- Dual Language Parent Meetings 4 times per year
- Science & Supper night monthly
- Parent newsletters bimonthly
- Home visits as needed
- Social emotional support for families and students in need
- Family coordinators are available as needed for communication and liaison work
- Social media outlets: DL Facebook page, Latino USD116 Families Facebook page, Department twitter

Parent Feedback/Evaluation

- While we have had a variety of informal and formal family feedback opportunities, we want to create a more systematic way to monitor family feedback as part of our ongoing program improvement.
- At the upcoming Parent Teacher Conferences, we plan on conducting family surveys to gather more feedback about the DL program.
- We also plan on students feedback surveys to take place later this school year from 5th grade students.

Ongoing Areas of Improvement

- Continued professional development related to bilingual language development in DL programming, rather than monolingual focused professional development
- Continued focus on bilingual staff recruitment and retention. In comparison to years 1-3, we have drastically improved the retention of bilingual staff. However, this is a continued area of focus with our new teacher mentoring program and other initiatives.
- Continued focus on improving family engagement and effective communication.
- Continued focus on equity issues within, and outside of, the DL programs, related to student outcomes across student groups
- Continued development of the DL programs up the grade levels in UMS and UHS
- Continued collaboration and understanding by and with district staff and the community related to DL programming

Recommendations & Next Steps

- We do not recommend pursuing one Dual Language School
- Monitor number of enrollment applications for Spanish speaking K students attending Kindergarten Connection, as well as the number of DL applications received
- Explore a combination of Option B and C based on enrollment projections in order to expand DL programming and reduce current and projected large DL class sizes
- Focus on the minimal amount of movement of people possible
- Consider starting French DL in August 2018
- Form working advisory groups to explore a French DL model
- Present Updates to the BOE in April with additional recommendations and next steps

DL Program Frequently Asked Questions



- How is student placement determined in DL programs?
 - Students who meet the criteria, as developed by the State of IL, to be identified as English Language Learners and identify Spanish as one of their primary language receive an automatic enrollment option.
 - Students who are proficient in English and have Spanish proficiency according to Spanish assessments also receive an automatic enrollment option.
 - Students who do not meet that criteria must submit an application. Applications have been open to incoming kindergarten and 1st grade students. Selections are based on a lottery system. Students who live in the school's attendance area are given priority in the lottery. Once the first round lottery is complete, students who live in other attendance areas are selected using the same lottery system. These students enter the program as petitioners and are required to provide their own transportation.



DL Program Frequently Asked Questions



- What does staff development look like for DL staff?
 - In addition to the staff development for all staff across the district, the DL teachers are offered additional PD focused on DL via state bilingual conferences and workshops, plus in district workshops focused on Spanish language development and other areas focused on DL education.
- How does/will this program impact non-DL teachers/staff?
 - Because the district is not pursuing one Dual Language School, the non-DL teachers will be minimally affected because the DL classrooms are only strands throughout the school.
 - Teachers in the DL program are licensed teachers that are a part of each building's number of allotted FTEs based on enrollment.
 - By expanding the program and offering placement opportunities to additional students in the district, the DL teachers will meet the need to have an FTE for students who would have otherwise been in a traditional classroom.



DL Program Frequently Asked Questions



- How does/will this program impact non-DL class sizes?
 - Student who do not receive automatic enrollment as ELLs typically enter into a school in which they are assigned. Since students are placed in a DL classroom, the class size of the traditional classrooms is usually reduced.
- What is the timeline for expansion?
 - Currently we anticipate our largest incoming class of kindergarten students who speak Spanish in the home and qualify for automatic enrollment. Based on the preliminary number, we would need to add an additional kindergarten classroom for the 18-19 school year.
- What will the model look like for Spanish and for French?
 - The Spanish DL model will continue as is, using a 90-10 model.
 - The French DL model is to be determined, but we are also exploring the option of a 50-50 model.



DL Program Frequently Asked Questions



- What have been the areas of weakness and improvement of the program over time?
 - Recruiting and hiring staff has improved. We have also done regular evaluation of instructional practices and made improvement that better align with the overall scope & sequence of the program.
 - A challenge has been to develop a consistent, ongoing opportunity for staff across buildings to collaborate. Additionally, establishing clear lines of communication with all families through a variety of formats has been challenging.
- How can we ensure that we have bilingual subs available for more DL classrooms?
 - Human resources has consistently focused on recruiting applicants to be a part of our substitute pool, specifically for candidates that speak another language. Many of these applicants have filled TA positions over time.



DL Program Frequently Asked Questions



- How is the district able to recruit and retain DL teachers?
 - The district has seen a continued increase in the number of bilingual candidates applying directly to our open positions. Additionally, the district is increasing recruitment and retention efforts broadly, thus, this will positively affect DL teacher recruitment as well. Retention is a continued focus, and we have seen a great increase in the retention rates of bilingual staff over the past two - three years. Recently, all new bilingual staff now have the option of having bilingual mentors, which has improved retention.

*The district no longer participates in exchange programs with Spain and/or other countries due to the increased success of recruitment and retention of local bilingual teachers.



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DL Program Frequently Asked Questions



- Has the district seen a drop in enrollment via students withdrawals due to the program?
 - Over the six years of the program, the district has had three students from English monolingual home and two students from a Spanish speaking (and/or bilingual) home withdraw from the DL program for the monolingual program in K-5. This does not include any students who have moved out of Urbana School District 116.
 - The district has seen a net increase at every grade level from when students start in Kindergarten to when they matriculate up the grade level. The net increase is primarily of new students who are from Spanish speaking homes (and/or bilingual) who move in from neighboring districts, other US districts, and immigrant students.

