

**COMMUNITY CONSOLIDATED SCHOOL
DISTRICT 59
DUAL LANGUAGE
PROGRAM EVALUATION AND RECOMMENDATIONS**

**Prepared for
CCSD 59
Elk Grove Village, Illinois**

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Introduction

Adelante Educational Specialists Group conducted a program evaluation of the Dual Language Program in Elk Grove Community Consolidated School District 59 in the fall of the 2021-22 school year per the request of the district level administration based on observations regarding the data and performance of their one way and two way dual language programs. The district needs guidance and seeks recommendations on how to strengthen the program to further align with the pillars of dual language education. The district seeks to understand strategies and resources that will contribute to the success of the program. It is essential to begin with the understanding that a dual language program is an enrichment program that provides literacy and content instruction to all students using two (or more) languages and, through the pillars of dual language, promotes bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence—encompassing identity development, cross-cultural competence, and multicultural appreciation—for all students. There is a wealth of research that demonstrates that dual language programs are the most successful programs for emerging bilingual students and their monolingual peers when implemented with fidelity. Both monolingual and bilingual speakers show greater academic achievement over time in content and language than comparable students in other programs, including but not limited to strictly monolingual programs.

The purpose of this evaluation is to evaluate the current program and make recommendations for improvement based on research, data, and best practices for multilingual learners. The focus of this evaluation focused on the English/Spanish one-way dual language program as well as the two-way dual language program. The one-way dual language program is generally made of solely students speaking the same language other than English. A two-way

program generally maintains a 50/50 split of monolingual English speaking students and monolingual Spanish speaking students. The evaluation consisted of observations in six elementary schools and three junior high schools, interviews with district administrators, teachers, and parents of students who participated in the program. All focus group interviews were conducted via Zoom (virtual) as well as followed up with a survey to collect any additional information for administrators and teachers. Parent interviews were facilitated by creating a group of English speaking and a group of Spanish speaking parents. Parents had the right to choose which session to attend. In preparation for the visits, the Director of Multilingual Programs prepared classroom observation schedules for each building. Observers were scheduled in each classroom for 20-30 minutes to observe instruction as well as the classroom environment. Table 1 shows the scheduled classroom visits as evidence. In addition, the Director of Multilingual Programs provided evidence to support the language and content allocation and individual building schedules. Guidelines for program entrance were all reviewed during the course of the observations to determine strengths and targets. The following evaluation and recommendations are provided within the context that students are present in school, with Covid protocols being followed, hence, some recommendations may not be feasible during the pandemic.

Table 1: Schedule of Classroom Observations

Observer #1		Observer #2		Observer #1		Observer #2	
Time:	Class	Time:	Class	Time:	Class	Time:	Class
8:15-8:45am	SLA 8	8:15-8:45am	SLA 6	12:45-1:15pm	DL 2	1:20-1:50pm	DL 3
9:00-9:30am	Spanish Heritage Gr 7	9:00-9:30am	SLA 6	1:30-2:00pm	DL 3		
9:45-10:15am	ADV SLA 8	9:45-10:15am	SLA 7				
10:30-11:00am	ADV SLA 7	10:30-11:00am	SLA 8				
11:15-11:45am	Spanish Heritage Gr 8	11:15-11:45am	Spanish Heritage Gr 6				
Observer #1		Observer #2		Observer #1		Observer #2	
Time:	Class	Time:	Class	Time:	Class	Time:	Class
9:00-9:25am	4th	9:00-9:25am	5th	1:00-1:30pm	5th	1:00-1:30pm	4th
9:30-9:55am	Kdg	9:30-9:55am	1st	1:35-2:05pm	2nd	2:00-2:30pm	3rd
10:00-10:25am	5th	10:00-10:25am	2nd	2:10-2:40pm	1st	2:10-2:40pm	kdg
10:30-10:55am	4th	10:30-10:55am	1st				
11:00-11:20am	Kdg	11:00-11:20am	3rd				
11:25-11:45am	2nd	11:25-11:45am	3rd				
Observer #1		Observer #2		Observer #1		Observer #2	
Time:	Class	Time:	Class	Time:	Class	Time:	Class
9:00-9:30am	K/1	9:00-9:20am	K/1	1:00-1:25pm	1	1:00-1:20pm	4th
9:40-10:10am	1/2	9:25-9:45am	kdg	1:30-1:55pm	4th	1:25-1:45pm	2nd
10:30-11:00am	4/5	9:50-10:10am	4th	2:00-2:25pm	2/3	1:50-2:10pm	5th
11:10-11:40am	3/4	10:15-10:35am	3rd	2:30-2:55pm	Kdg	2:15-2:35pm	5th
		10:40-11:00am	1st	3:00-3:25pm	5		
		11:05-11:25am	3rd				
		11:30-11:50am	2nd				
Observer #1		Observer #2		Observer #1		Observer #2	
Time:	Class	Time:	Class	Time:	Class	Time:	Class
9:00-9:30am	Kdg	9:00-9:30am	4th	1:00-1:30pm	1st	1:00-1:30pm	2nd
9:35-10:05am	1st	9:35-10:05am	3rd	1:35-2:05pm	3rd	1:35-2:05pm	5th
10:10-10:40am	3rd	10:10-10:40am	4/5	2:10-2:40pm	kdg	2:10-2:40pm	4th
10:45-11:15am	4/5	10:45-11:15am	1st				
11:20-11:50am	2nd	11:20-11:50am	2nd				
Observer #1		Observer #2		Observer #1		Observer #2	
Time:	Class	Time:	Class	Time:	Class	Time:	Class
9:00-9:25am	Kdg	9:00-9:25am	kdg	12:45-1:15pm	8th	12:45-1:15pm	Spanish Heritage
9:30-9:55am	1st	9:30-9:55am	1st	1:25-1:55pm	6th	1:25-1:55pm	7th
10:00-10:25am	5th	10:00-10:25am	5th				
10:30-10:55am	4th	10:30-10:55am	4th				
11:00-11:25am	2nd	11:00-11:25am	2nd				
11:40-12:00pm	3rd	11:40-12:00pm	3rd				

District Context

Elk Grove Community School District 59 has a large English/Spanish Dual Language program in eight elementary schools and three junior high schools totaling 3,119 students overall. The program began during the 2009-2010 school year. Five of the eight elementary schools currently implement a one way program with Spanish speaking students who qualify for English Learner services based on the requirements stated in Article 14(c) of Illinois School

Code. Initial findings identified many of the classrooms with Spanish speaking students are multiage meaning there are two grade levels within one classroom facilitated by one teacher. Three out of eight elementary schools currently implement both a one-way and a two-way program. In the two-way program, students whose reported home language is English also participate. The two way classrooms are balanced with 50% of students whose home language is identified as Spanish in the home language survey and 50% of students whose language is identified as English in the home language survey. The home language survey is a legally binding document that is federally mandated to identify students in a home where a language other than English is spoken. The home language survey (HLS) identifies if a student enrolled in a school has a language other than English spoken in the home. If it is documented as such, a screener to gauge proficiency in English is administered. Depending on the score, a student may or may not qualify for bilingual education services as mandated by federal and state law.

The district identifies their language allocation as an 80/20 model which signifies that 80% of the instruction is taught in Spanish and 20% of the instruction is taught in English. All content including science, social studies and math is taught in Spanish from kindergarten through second grade. In addition, phonemic awareness and phonics are also taught in English in kindergarten and first grade. Figure 1(a), shows a sample schedule for second grade which includes phonemic awareness, phonics, and one literacy unit taught in English. Beginning in third grade, the program's scope and sequence dedicates specific Language Arts units that are taught in English. Math instruction shifts to English units based on a trimester timeline. Science and Social Studies also have units identified with the language of instruction. The progression of

language allocations continues into fourth grade (Fig. 1(a)) and beyond until a 50/50 language allocation is achieved and maintained.

Figure 1(a)
Second Grade Content and Language Allocation

2	Trimester 1		Trimester 2		Trimester 3
Reading	Launch	Literature	Informational		Literature
Writing	Launch	Narrative	Informative		Opinion
PA/Phonics	PA/Phonics	PA/Phonics	PA/Phonics		PA/Phonics
PA/Phonics	PA/Phonics	PA/Phonics	PA/Phonics		PA/Phonics
Math	Mini Launch (5 days): Math Mindset Math Routines	Unit #1: Adding & Subtracting with Data (Section A) Unit #2: Subtracting within 100 Unit #3: Measuring Length (Sections A & B)	Unit #4: Representing Addition & Subtraction on the Number Line Unit #5: Working with Numbers to 1,000 Unit #6: Geometry, Time, & Money	Unit #7: Many Ways to Add & Subtract Unit #8: Working with Equal Groups Unit #9: Putting it All Together	
Science /Social Science		Science: Communicating with Light and Sound (Start 9/7/21- 40 days) Report on the Trimester 1	SS: Meeting Needs and Wants (Start Trimester 2- 40 days) Report on Trimester 2	Science: Organisms needs and Interactions (POLISH) (Start 1/31/22ish- 40 days) Report on Trimester 3	SS: Our Changing Landscape (Start?- 40 days) Report on Trimester 3
SEL	Link to Disclaimers				

This chart is a sample of the scheduled second grade units along with the language allocation which is defined as green for Spanish and blue for English.

Figure 1(b)
Fourth Grade Content and Language Allocation

4	Trimester 1		Trimester 2		Trimester 3
Reading	Launch	Literature	Informational		Literature
Writing	Launch	Narrative	Informative		Opinion
Literacy Small Groups	Small Groups	Small Groups	Small Groups		Small Groups
Math	Mini Launch (5 days): Math Mindset Math Routines	Unit #1: Factors and Multiples (Section A) Unit #2: Fraction Equivalence and Comparison Unit #3: Fraction Operations	Unit #4: Decimal Fractions and Large Numbers Unit #5: Multiplicative Comparison and Measurement (Section A & D) Unit #6: Whole-Number Multiplication and Division (Section B, C, D)	Unit #7: Angles and Angle Measurement Unit #8: Properties of Two-Dimensional Shapes Unit #9: Putting it All Together	
Science /Social Science	Optional SS: Regions of the U.S. (including natural resources)	Science: Matter and Energy Flow in an Ecosystem (Start 9/7/21- 40 days) Report on the Trimester 1	SS: Our State's History (Start Trimester 2- 40 days) Report on Trimester 2	Science: Using Energy Transformations (Start 1/31/22ish- 40 days) Report on Trimester 3	SS: Economic Decision Making (Start?- 40 days) Report on Trimester 3
SEL	Link to Disclaimers				

This chart is a sample of the scheduled fourth grade units along with the language allocation which is defined as green for Spanish and blue for English.

Classroom Observation Procedure

The classroom observation procedure is a walkthrough that combines three distinct elements to create a culmination of observations to examine instructional practice, resources within the classroom, and equitable representation of student to teacher ratio. Critical look-fors in the walkthrough determine the resources available to the teacher and the student. First, student facing materials at the time of active instruction are reviewed to identify grade-level content as it relates to the state standards. Next, the student facing material is examined to determine cultural and linguistic relevance as it pertains to the live instruction. Cultural responsiveness is determined through teacher and student engagement and behaviors (i.e., wait time, proximity, reaction, response, etc.), demographics within the class, and accessibility to accommodate various learning styles. Resources are examined to determine the authenticity of cultural relevance of classroom libraries, material posted and its availability to students that support instruction (i.e. teacher-made, student-led, store bought), and student facing materials utilized by the teacher during the instruction. Equity is also embedded and examined by determining the number of students in each classroom and number of multigrade compared to one way, two way, and monolingual. Additionally, any co-teaching models (i.e., parallel teaching, team teaching, etc.) are observed if found. For purposes of this comprehensive report. The observable findings are embedded within each section.

The instructional component of the observation (Fig. 2) time focused on time, activity, strategies, and student and teacher facing materials. Additionally, a checklist of best practices and evidence collection connected to attributes of the environment, instruction, assessment, and the learner were also reported.

**Figure 2
Observation Protocol Template**

School Name:		Grade:		Language Allocation:	
Date:	# of Students:	Content:		Time:	
Program Model:	<input type="checkbox"/> TWI <input type="checkbox"/> OWI <input type="checkbox"/> Maintenance	<input type="checkbox"/> TBE <input type="checkbox"/> ESL/ELD			
Time:	Activity:	Strategy:		Material (S facing, T facing):	

Environment	Observed	Not Observed	Not Applicable	Notes/ Evidence:
Word Walls in both languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Items clearly labeled in both languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Visuals supporting both languages available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students created anchor charts, alphabet, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student work displayed in both languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional materials are accessible and equitable in both languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bulletin boards align with language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborative classroom set-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Language Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instruction				
Teacher maintains language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students provided with authentic, meaningful opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of visuals, manipulatives, realia, during instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structured talk, Engaged in structured conversation (i.e. model)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content Objectives - Teacher introduced/review B,D,A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Language Objectives - Teacher introduced/review B, D, A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment				
Feedback Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exit Slip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Formative Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Performance Task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learner				
Structured talk, Engaged in structured conversation (i.e. learner engaged)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engaged in collaborative task, activities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students are engaged/involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student using academic vocabulary in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Observation protocol collects information during live classroom visits, inclusive of an environmental walkthrough.

Focus Group Procedure

Focus group interviews were scheduled by the district to ensure the voices of all stakeholders were included in the assessment. Anonymity was guaranteed to participating stakeholders, thus no names were collected during interviews. All focus interviews were held virtually via Zoom. Questions were designed to engage stakeholders in dialogue regarding their experiences as members of the dual language program community. The three focus groups consisted of administrators, teachers, and parents. The parent interview was not sufficiently advertised by the district, thus, the Board requested a second date be added. Each focus group was granted an hour to share. In all three groups, the time was extended to an additional 30 minutes. The focus for the groups were concentrated in the following considerations: programmatic, curricular, instructional, and family/community outreach.

The administrators focus group consisted of school leadership team members. Through the lens of the aforementioned considerations, open-ended questions focused on the mission and vision of the program, strengths and targets, district collaboration and support, professional development opportunities, teacher quality and training, culturally responsive pedagogy, program criteria, policies. Administrators were given the opportunity to also submit written responses regarding processes that are functioning well, challenges, and other input they found to be important to share.

The teacher focus group consisted of teachers from the two-way immersion and one-way immersion programs. Through the lens of the aforementioned considerations, open-ended questions focused on proficiency levels, planning for instruction, classroom environment, curriculum, professional development, assessment, teacher qualifications, and family

communication and involvement. Teachers were provided the opportunity to also submit written responses to identify strengths, targets, and any additional feedback they deemed necessary following the interview.

The parent focus group gathered information over two scheduled interview dates. The first date was scheduled for October 27th, with a request for a second interview scheduled for December 14th. The request for a second date was due to poor distribution of notice to parents throughout the district. In alignment with the considerations stated, questions focused on the communication from school/district to home, knowledge of the program and goals, culture, environment. In order to protect the confidentiality of parents, this group was not provided with the option to provide additional feedback through a written format.

Summary of Classroom Visits, Findings, and Recommendations

Program Structure

Successful dual language programs offer a consistent program throughout a student's educational endeavor with a clear commitment to the vision of the program. These successful programs are based on equity and a positive school environment that has effective leadership who can advocate for the program to ensure it is equitable and of high quality.

The 80/20 program structure has been designed and sustained consistently over the past decade with a Pre-K through 8th grade pathway. The demographics of the district warrant this program structure. It is recommended that this program structure remain in place. When entering into each school building, it was evident that there was a safe and positive school environment. However, when entering into many of the buildings, it was not evident that there was a dual language program. Many schools did have student work and bulletin boards displayed in the

target language as well as sufficient signage in two languages. There is a need to focus on equity among all groups in the two types of programs. In observing both the one way and the two way program, it was evident that while the district offers a lottery system for all families who wish to participate in the two way dual language program, the one way program was looked at and reported as “the dumping ground” for those who did not make it into the lottery. Many of the one way classrooms were multiage, combining two grade levels into one classroom. The teachers of these multiage classrooms did not have a specific multiage curriculum to follow. The majority of the instruction was a small group. In a few cases, instruction was split with a teacher assistant teaching one grade level and the classroom teacher with another grade level group. The district has 49 one way classrooms and 16 two way classrooms. The class sizes when comparing the one way to the two way program were also inequitable. Class sizes in the one way program ranged from 9 to 30 students with an average class size of 17 students. There are 16 two way classrooms district wide. Class sizes in the two-way ranged from 9 to 25 students with an average class size of 19 students. In the two way classrooms, there were not any multiage classrooms, even though some grade levels dropped below the 90% of the district average class size between 20-25 students. When asked if students from a one way can transfer into a two way if there is availability, it was reported that students stay in the program that they are placed in, hence, they are tracked in the same program throughout their elementary experience. Elk Grove Community School District 59 has approximately 43% of their student body identified as English Learners. Their programming does reflect this percentage. The district does place a high value on students attending their home school in order to receive services, however, in some schools, it is not in the best interest of the district to offer a program at that school based on the class sizes. Many

schools reported a lack of support services in their building. By offering the program at all sites and not having enough students at each grade level to fill a classroom, the district is spreading their resources thin and creating inequities school to school, district-wide.

Effective leadership is crucial to the success of a dual language program. The district does have a structure in place at the district level to coordinate the program with a Director of Multilingual Programs, a Multilingual Program Facilitator and three ELL Screeners. In addition, the building leadership team (principal and assistant principal) is a key advocate for the program. However, most of the administrators were not able to articulate the vision or mission of the dual language program. Many building leaders reported that they do not receive consistent professional development or support with running an effective program in their building. Several reported that they have not received any professional development regarding programming but have received a lot of resources to look through. Many reported that they partnered with the Director of Multilingual Programs for teacher observations and evaluations. However, many reported they only worked collaboratively with the director once a year or only on request. When asking the building administrators the process for admittance into the program, many reported that they did not know, and that we needed to inquire about that with the Multilingual Director. When asked how they balance the classrooms and decide if a student is to enter into the one way or the two way program, they reported that the district level administrator tells them which program to place the student in. If there is an insufficient number of students in a grade level, they are directed to add that student to the next grade level and create a multi-age classroom. The building leaders who have the two way program reported that their classes are determined

through the lottery system and are balanced between English speaking students and Spanish speaking students.

The language allocation for the district has been identified as an 80/20 model with 80% of the instruction being delivered in Spanish and 20% of the instruction being delivered in English. This ratio adjusts until the program reaches a 50/50 allocation at the elementary level. At the junior high level, the language allocation is not as clear. Figure 3 provides an overview of the language allocation in kindergarten through eighth grade. Non-negotiables of dual language programming at the secondary level state that Spanish Language Arts and one other subject taught entirely in the target language is required. The dual language language arts class instructs two literacy units in Spanish and two in English. For many students, this was their only dual language class for the day. If the unit was in English, the students were not instructed in Spanish at any other point during their day.

Figure 3
Language Allocation in Kindergarten - 8th Grade

Language Allocation CCSD59	
Kindergarten	80/20
1st Grade	80/20
2nd Grade	70/30
3rd Grade	60/40
4th Grade	50/50
5th Grade	50/50
6th Grade	Mixed
7th Grade	Mixed
8th Grade	Mixed

Teachers were aware of the language allocation for their grade level/program. Many teachers had physical color coded objects to reflect the language allocation (Green for Spanish

instruction and Blue for English instruction) as well as designated linguistic spaces in the classroom that reflected the language allocation (Spanish, English, The Bridge). While it was evident that teachers knew the language allocation and honored it, the linguistic spaces and physical color coded objects were inconsistent across the district. Building consistency across the district and across the program models will ensure the language allocation is followed with fidelity. Expectations must remain consistently high between the two languages. It was reported several times in various grade levels and buildings that students are not able to keep up with the grade level expectations and are reading several years behind grade level. In a few instances, the language allocation was not adhered to; for example, the teacher would provide instruction in Spanish, the student would respond in English, and the teacher would continue in English.

In the early grades, literacy instruction in the partner language (Spanish) should be the priority with a designated English Language Development time (ELD) that is literacy and language focused. English Language Development time (ELD) components should pair and connect with Spanish literacy components in an effort to teach students to read in two languages simultaneously. Spanish literacy should consist of equal parts oracy, reading, writing and cross linguistic awareness. ELD should consist of oracy, reading, writing, phonemic awareness and cross linguistic awareness in a cohesive and integrated approach. When reviewing the grade level schedules there is no evidence of a designated ELD time at each grade level. When teachers were asked about the ELD time, many were unaware of this need and non-negotiable of dual language programming. Phonics is designated in both languages as well as one content unit (science or social studies) depending on the grade level. Scheduling isolated units to be taught in the second language without implementing a language development time prevents teachers from teaching

literacy according to the pedagogical principles of that language. (ie: teaching Spanish literacy using monolingual English pedagogy).

Instructional quality is not comparable in the two languages. The district curriculum that is used (Lucy Calkins) was not available in Spanish. The district translated the curriculum materials to Spanish. Lack of quality resources and mentor text that are grade level appropriate and linguistically and culturally relevant were not readily available. Teachers utilized and projected translations of mentor texts from the curriculum program, many with errors or writing that reflected English grammar rules. Many teachers reported that they are translating the materials or that the materials were translated for them. In some cases, student writing samples from years past were used as the high quality mentor texts. These translations of mentor texts lacked visuals and support, grade level appropriateness, and cultural relevance for multilingual learners.

Evidence of sociocultural competence teaching practice and material was minimal. Culturally and linguistically relevant materials were sporadically found, did not align to the teaching, or were lacking in classroom libraries. Outdated and Eurocentric material used with students was evident in several classrooms. In a few classrooms evidence of cultural celebrations (i.e., ofrenda) was displayed; however, in the facilitation of instruction, culture remained at the surface level. Hammond (2015) defines surface level culture as observable and concrete typical of dress, food, music, and holidays. A few elements of shallow culture were evident in the rapport between teacher and student that was respectful and trustworthy. Deep culture was more difficult to assess. Deep culture is rooted in notions of fairness, spirituality, concepts of self, preference for competition or cooperation, and decision-making.

Evidence of an established vision, mission, values, and goals for dual language are clearly defined in individual schools and across the district as evidenced by the dual language handbook. Establishing a vision should be rooted in the values that define the district's approach to equity, connection with internal and external stakeholders, and should connect to the strategic plan at the school and district level. By laying the groundwork and firmly committing to the program, higher levels of achievement will begin to show in the data.

The district's mission is to prepare students to be successful for life. Currently, the mixture of programs within each school and throughout the district, does not ensure the success of students. During the site visits, it was evident that the district is appealing to stakeholders from all angles by offering programming at most schools through the presence of one-way and two-way programming with Salt Creek, Jay, and Low also offering multigrade dual language. By continuing to provide all three programming structures in these buildings and throughout the district, inequities have been created in the way funding and resources are spread. More concerning is the spread of resources between one-way and two-way, and multigrade classes in these three particular buildings.

Program Structure Recommendations

- Create a shared mission that aligns with the goals of the program. This mission should drive all programming decisions and there is an awareness of this mission with all stakeholders
- Restructure and clarify content allocation across all grade levels, ensuring that consistency and equitable resources are available for the selected content allocation.

- Continuously offer professional development for all building administrators in the areas of effective dual language programming and leadership.
- Improve communication between the administrators at the district level and the building level. Develop shared responsibility between the Multilingual department and the building administrators for entrance into the program and classroom placement. Establish consistent collaboration and visibility of both the building administrator and the multilingual director in classrooms.
- Implement a two way dual language program in the buildings where there are multiage classrooms in an effort to balance class sizes and also remain equitable in the services provided.
- Identify schools whose enrollment has declined and it is no longer fiscally responsible to offer a program in that building. Collapse programs together in one building to provide equitable services for all multilingual students (Special Education, intervention, reading specialists, etc.)
- Restructure the elementary schedule to reflect biliteracy instruction. Identify the spaces for daily Spanish literacy instruction as well as English Language Development time.
- Restructure the program at the Junior High to reflect the non-negotiables of secondary dual language programming, offering a Spanish Language Arts and one other subject taught entirely in Spanish.

Curriculum

Curriculum in a dual language program should be aligned with all state standards, is content integrated with the inclusion of thematic or cross disciplinary approaches. The content

and language should be linked across languages. It is necessary to have a scope and sequence that identifies literacy development in both English and Spanish. Specific attention should be given to the development of biliteracy in the scope and sequence. The curriculum should be content integrated and avoid segregating instruction and learning by subject matter. In addition, it should promote multiculturalism, linguistic diversity, and equity. Students should be provided multiple opportunities to develop a positive attitude about themselves and others. A strong dual language curriculum reflects and values students' languages and cultures while exposing them to high quality linguistically and culturally relevant literature in both English and Spanish to promote bilingualism, biliteracy and multiculturalism. The curriculum should also be clearly articulated and aligned across grade levels to ensure high expectations and vertical alignment at each grade level.

The district is currently undergoing a literacy audit and took this into consideration when evaluating the curriculum for the dual language program. Curriculum resources used in the program were Lucy Calkins Units for Reading and Writing (translated), Fonetica (phonics), Heggerty (phonics), and LearnZillion (Math). There was a lack of quality (linguistically and culturally relevant) mentor texts that teachers used during the reading instruction portion of their day. Teachers were provided with mentor texts in Spanish that align with the mentor texts used in English. Most of these texts were translations and lacked cultural relevance and authenticity to Spanish. Teachers reported the need to translate the Lucy Calkins materials. Many of the translations were reported as incorrect. Teachers felt as if they were taking a monolingual curriculum and trying to make it fit for their emerging bilingual students. Parents voiced concern that teachers are responsible for heavy translation of curriculum resources.

Parents also stated that the Spanish materials are an afterthought and lack quality and authenticity. A couple of parents stated that this is a showcase program and that Spanish materials are left behind, but Spanish materials should be just as high quality as English material.

There is currently a heavy focus on phonic instruction. During the classroom observations, phonics instruction was observed throughout. Teachers did report that they were given two phonics programs in Spanish (Fonetica and Heggerty). One building reported that 30 minutes was dedicated to phonics instruction in Spanish, 30 minutes was dedicated to language arts in Spanish and 40 minutes of instruction was dedicated to phonics in English. Teachers were all using the provided materials with fidelity, but in isolation.

This year, the district adopted a new math curriculum, LearnZillion. It is evident that teachers are following this program with fidelity. There were many consistencies between grade levels with the math instruction. This curriculum originally was not provided in Spanish but the publisher agreed to translate it for the district. Many of the translations are literal which also affects the readability and transferability of the program. Teachers did report that the word problems were a challenge for students to read and understand. The publisher does not have all of the grade level materials translated for each grade level. It was observed in some classrooms, teachers were passing out packets they had to print out for students to use as their math workbook since the publisher had not completed printing of the books. Teachers did not seem bothered by the delay of the translated workbooks. They were pleased that they did not have to translate the materials. Many classrooms had materials and visuals supporting both English and Spanish for the math curriculum. Math instruction is defined by the content allocation since

teachers can teach the math curriculum according to the content allocation and bridge the vocabulary to the other language while also providing a brief extension activity. It is suggested that the content allocation remains in one language of instruction for a grade level instead of teaching a unit or two in the second language to provide consistency with instruction and cross linguistic connections with the extension. For example, 3rd grade math content can be taught in Spanish with a bridge extension to English and in 4th grade, math can be taught in English with a bridge extension to Spanish. This creates consistency with instruction but also eliminates the need for the district to purchase all of the math materials in two languages which preserves fiscal expenditures that may be utilized elsewhere.

When reviewing the district curriculum documents, the district has identified grade level targets that align with the state literacy standards as well as measurable learning outcomes. Missing from these specified targets was the Spanish language arts standards that are specific to the Spanish language. Many of the targets have been translated from the English targets. For example, in the Spanish 2nd Grade Literacy Learning Targets (Fig. 4(a)) document a target to measure RF3 is to identify the sounds of the short vowels and long vowels in one syllable words.

Figure 4(a)

RF2.3a -Second Grade Foundational Skills, Common Core Spanish Language Arts Standards

- **RF.3** Puedo identificar los sonidos de las vocales cortas y largas en palabras de una sílaba.
 Puedo leer palabras de dos sílabas con vocales largas.
 Puedo leer palabras con equipos de vocales.
 Puedo leer palabras con prefijos y sufijos.
 Puedo leer palabras de alta frecuencia escritas de forma irregular.

Long and short vowels are essential in English phonics, but not in Spanish. In this Spanish target, it is not mentioned that students should identify the vowel sounds and diphthongs when

reading one syllable words. The reading foundational standards in practice by the district are direct translations from the English Language Arts Common Core Standards. This aligns with the current practice in the district of taking a monolingual curriculum and adapting it to a Spanish curriculum while using the rules of English language development. Figure 4(b) distinguishes in blue the difference between English language arts and Spanish language arts through the Illinois Learning Standards. The rules of English and Spanish differ. Spanish should not mirror English.





Figure 4 (b)
Illinois Learning Standards
Spanish Language Arts
Grade 2

Phonics and Word Recognition	Fonética y reconocimiento de palabras
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words. See example in Spanish.</p> <p>b. Distinguish the sounds of vowels in triphthongs while reading familiar words (Paraguay, Uruguay) paying attention to the use of y as a vowel.</p> <p>c. Decode multisyllable words.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words that have the same phoneme but have distinct graphemes (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).</p> <p>f. Recognize and read grade-appropriate irregularly spelled words with h, which is always silent, except in the digraph chm and that the u is silent with the syllables que, qui, gue, gui.</p>	<p>3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.</p> <p>a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).</p> <p>b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la y (y) como vocal.</p> <p>c. Decodifican palabras multisilábicas.</p> <p>d. Decodifican palabras con prefijos y sufijos de uso frecuente.</p> <p>e. Identifican palabras que contienen el mismo fonema pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).</p> <p>f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con h, que es siempre muda, excepto en el dígrafo ch, o con las sílabas que, qui; gue, gui.</p>
Accent Marks	Acentuación
<p>g. Identify the last, penultimate, and antepenultimate syllable in multi-syllabic words and recognize in which syllable the tonic accent falls.</p> <p>h. Classify words according to their tonic accent into categories based on the written accent spelling rules of sharp, grave, and stressed on the third-to-last syllable.</p> <p>i. Recognize and use written accent to indicate that there is hiatus and not diphthong in familiar words.</p>	<p>g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico.</p> <p>h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.</p> <p>i. Reconocen y usan acento escrito para indicar que hay hiato y no diptongo, en palabras conocidas (María, baúl, maíz).</p>

Source: Illinois Learning Standards, Spanish Language Arts (2021)

Many classrooms displayed learning targets but no language targets were available. By connecting learning and language targets, teachers are able to effectively plan and apply language usage and language development that align to the learning target. Emphasis on preparation and application of language development time in both English and Spanish is critical to biliterate language acquisition. Figure 5 shows the objectives for language and learning displayed in a classroom; however, the language targets are incomplete and clearly not an integral part of the instruction.

Figure 5

	Objetivo de Lenguaje 	Objetivo de Aprendizaje  Yo puedo
Fonética		- leer palabras de una o dos sílabas
Lectura		- contar la idea principal y los detalles clave de un texto
Escritura		- escribir un texto informativo que incluya un tema claro, hechos de apoyo, y un final.
Matemáticas		- jugar para practicar sumas y restas.
Ciencia	Los animales usan su sentido de _____ para _____	- Puedo explicar como los animales usan sus sentidos para responder a su ambiente.
Ciencias Sociales		 U
SEL	Comparto _____ con _____.	- Compartir con otros
Phonics	Language Outcome 	Learning Outcome  I Can identify short and long vowel sounds in one-syllable words

Evidence of culturally relevant material differed in quality and quantity from school to school and when compared with one-way and two-way. In the case of the one-way program, culturally and linguistically relevant materials were sporadically found, did not align to the teaching, or were scarce in classroom libraries. Outdated and Eurocentric material used with students was visible in several classrooms. In two primary classrooms, students received a

graphic organizer with pilgrims and Native Americans (Fig. 6). The purpose of the graphic organizer was for students to write about the book they selected to read, including: title, characters, scenario, plot, likes/dislikes, and their favorite part of the story. Although the purpose of the graphic organizer is standards-based, the images depicted disregarded the importance of cultural responsiveness by focusing on a Eurocentric and outdated historical representation.

Figure 6

The graphic organizer is a worksheet with a central illustration of a turkey, a Native American, and a Pilgrim. The organizer is divided into sections for writing:

- Nombre:** A small box at the top left.
- Titulo:** A large cloud-shaped box at the top center.
- Personajes:** A cloud-shaped box on the middle left.
- Ambiente:** A cloud-shaped box on the middle right, with the sub-label "Donde estaban" below it.
- El libro se trató de:** A circular box at the bottom left.
- ¿Te gustó el libro? ¿Por qué?:** A circular box at the bottom center.
- Mi parte favorita es:** A circular box at the bottom right.

Student facing graphic organizer depicting outdated images.

Evidence of sociocultural competence was superficial within the observations. The focus of the sociocultural component relied heavily on general holidays as opposed to the deep dive of differentiated cultural norms, observable and non-observable. It is imperative that the curriculum used in a dual language program promotes the appreciation of multiculturalism and linguistic diversity and that it reflects the students that it serves. Sociocultural competence promotes

awareness of self and identity. Curriculum materials should provide opportunities for students to engage in such discovery.

Curriculum Recommendations

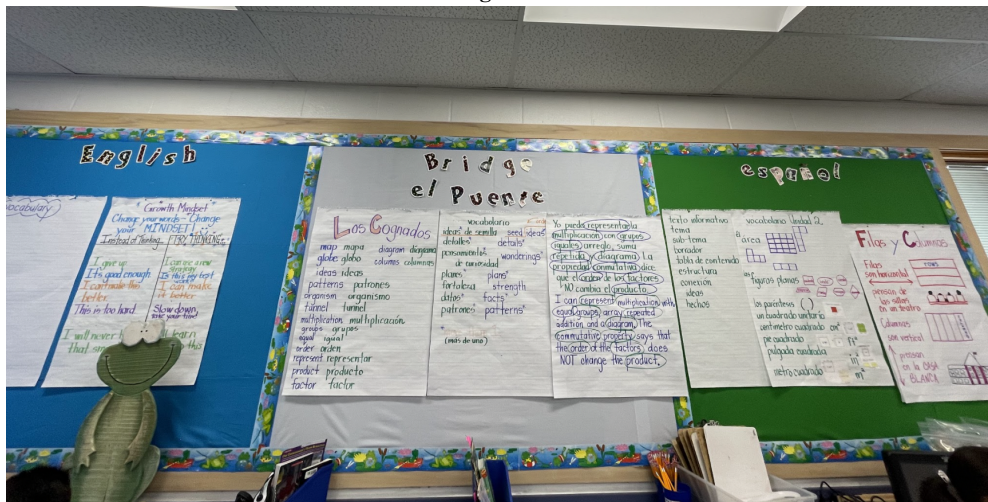
- Develop a process for developing and revising high-quality biliteracy curriculum (Center for Applied Linguistics, 2018)
- Develop a scope and sequence that reflects biliteracy development and is specific to the dual language program. This scope and sequence should be content integrated and aligned to all state standards, including the Spanish Language Arts Standards and WIDA English Proficiency Standards. This scope and sequence can reflect what the general education classrooms follow, but should be specific for the dual language program in that it should reflect the three pillars of dual language education: bilingualism and biliteracy, grade level academic achievement in English and Spanish and Sociocultural Competence (Center for Applied Linguistics, 2018).
- Align and pair the scope and sequence between Spanish and English Language Development time to ensure connections between languages is evident and connected. Provide vertical articulation within and across grade levels to ensure a rigorous curriculum is developed and promotes language and literacy development in both languages while maintaining equal status of both languages.
- Provide quality grade level mentor texts for teachers to use during literacy instruction in both Spanish and English.

- Audit classroom libraries to ensure equity between English and Spanish texts. Spanish texts should include authentic literature as well as translated texts and bilingual books. These texts should be culturally and linguistically appropriate.

Instruction

Observations included every English/Spanish dual language classroom in the district. During classroom observations, it was evident that teachers have had professional development district wide in regards to dual language instruction and the importance of maintaining three distinct spaces in the classroom. In the majority of the classrooms, there was a space for English instruction and class made anchor charts, a space where resources were available to students in Spanish, and a distinct space for the Bridge as shown in Figure 7.

Figure 7

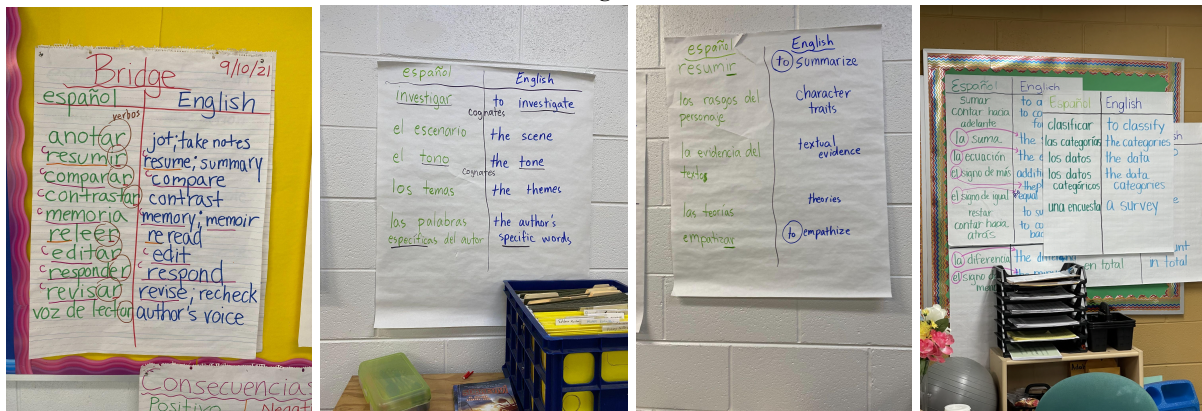


Classroom with a designated space for English, Spanish, and the Bridge.

This is an important instructional practice that promotes self-efficacy. Students need to have a variety of resources available that are accessible throughout the instruction in both languages. Students also need a space where the two languages come together through a meta-analysis. The majority of classroom anchor charts in the bridging section focused solely on

cognates. This was a common trend throughout all grade levels across the district. There was minimal evidence of a deeper analysis between the two languages. Escamilla et al (2014) clearly define that the development of metalanguage includes the ability to identify, analyze, and manipulate language forms and to analyze sounds, symbols, grammar, vocabulary, and language structures between and across languages. Classrooms throughout the district clearly displayed anchor charts focused on cognates, but very few showed a deep analysis of metalanguage. In fact, there was little difference between a bridging chart in kindergarten when compared to one in a sixth grade classroom.

Figure 8



Samples of anchor charts found in classrooms across the district focused on cognates.

When asked if teachers used el Dictado as an effective method to teach grammar, language, spelling, conventions and metalinguistic awareness, the teachers reported that many were trained on the dictado but did not use it as the district did not require that as a component of instruction within the program. There was evidence of el Dictado found in only two classrooms district-wide. Continued professional development is essential to build capacity in the area of biliteracy strategies that enhance cross linguistic transfer which would include: el Dictado, Asi se dice, translanguaging, the Bridge, and metalinguistic transfer. In order to enhance biliteracy

development, Freeman et al (2018) suggest the importance of promoting the transfer of literacy between the two languages through the use of translanguaging. Dual language programs should include a Spanish literacy block that has oracy development, reading, writing, and phonics instruction. In addition, it is important to include an English Language Development time that is language and literacy based and also includes oracy, reading, writing, and phonics; however, phonics instruction should be limited to primary grades as it is a foundational skill that is essential to early language acquisition. Scaffolding strategies for comprehensible input, coupled with oracy development, will lead to increased language acquisition resulting in gains in proficiency levels. Evidence of scaffolding strategies includes visuals, differentiated sentence frames, and word banks. Evidence showed teachers reverted to total physical response (TPR), cognates, and direct translation during instruction. When teachers were asked what they taught during English Language Development time (ELD), they stated phonics as the primary focus. Their schedules reflect a specific time dedicated to phonics instruction in Spanish as well as in English. Part of the district's language allocation is to teach a designated literacy unit in English as part of their English Language Development. Teachers were observed teaching these units in English using pedagogy that is specific to English. Unfortunately, there was insufficient evidence during observation to suggest these practices were in place. Quality oracy instruction was not evident in the majority of classrooms.

During classroom observations, there was a strong focus on isolated phonics instruction in both Spanish and English. Phonics instruction differs in Spanish and English. Teachers were teaching phonics with fidelity to the program that the district provided (Heggerty or Fonetica); however, the instruction was taught in isolation and not within context. Students were repeating

sounds and, at times, engaging in total physical response activities (gestures) which showed some engagement, but students were not engaged in structured oracy activities that lead to authentic reading and writing. Small group instruction observed was also focused on primarily on phonics instruction.

At the junior high level, teachers were using the translated mentor texts from Lucy Calkins. During the whole group instruction, teachers were reading the text aloud to students and students were quietly followed along. When asked to turn and talk to discuss what was read, many students were confused as to what to say or did not comprehend what was read aloud to them. Students were not observed reading the text either independently or collaboratively. There was a lack of oracy development that led into authentic reading and writing activities. Teachers at the junior high level were observed using sentence stems and total physical response which are strong strategies that align with best practices in dual language instruction. Many of the sentence stems used basic language structures and did not elevate students' language use. Turn and talk was observed, but not many other cooperative structures were recorded as being used to engage students in language use (possibly a limitation due to Covid restrictions).

Several teachers did report that they were given the flexibility this year to plan literacy as they see fit. Many followed the structure of Lucy Calkins but chose different mentor texts and activities to teach the learning targets. Teachers developed lessons that were appropriate for the grade level, but the teachers did not facilitate learning that was student-led and defaulted to engaging in direct instruction. When asked if the teachers had enough books (mentor texts) for students, many responded that they did not. One teacher was reading aloud *Holes*. She chose this

text because it was the only book that all students had a copy readily available in order to follow along with the reading.

Instruction Recommendations

- Restructure Spanish Language Arts to reflect oracy, reading, writing development and design schedules for teachers to ensure students are reading, writing and speaking in both languages daily.
- Continued professional development and support for teachers in the areas of second language development, differentiation, literacy and English Language Development time.
- Provide professional development to all dual language teachers in effective biliteracy strategies (Cross Linguistic strategies, el Dictado, Lotta Lara, Asi se dice, etc)
- Ensure instructional coaches are included in professional development regarding dual language instructional practices.
- Engage evaluators in professional development to build capacity to identify best practices during formal and informal observations.

Assessment and Accountability

The district has formed a Dual Language Leadership Team which will consist of a variety of stakeholders. The purpose of this team is to use this evaluation report and begin to design a process for program improvement based on recommendations from Adelante Educational Specialists Group, as well as analyze their assessment data through a protocol based data dive. This assessment data will include analysis of how students in each program model are performing in bilingualism and biliteracy as well as grade level academic achievement. This

team will evaluate the assessment and accountability process for the dual language program to ensure that there are multiple assessments used and that these assessments not only measure the program goals but also are used to guide and inform instruction. In addition, the Dual Language Leadership Team will evaluate the current report card used for the dual language program in an effort to update it and present it in a parent friendly manner as many parents reported that the report card was difficult to understand how their child was progressing in both languages and felt the comments and grading was very surface level. Several parents expressed frustration with the format of the current report card. Parents stated that the graphs and the layout was difficult to understand and they depend on direct teacher contact to gather information on their child's biliteracy progression.

Assessment and Accountability Recommendations

- Create an assessment calendar for dual language that outlines the assessment, purpose of assessment, language of assessment and assessment window.
- Develop biliteracy zones for literacy assessments to guide and inform reading instruction in both Spanish and English.
- Increase equity across languages and ensure there are assessments that can provide information to parents, teachers, and students across the languages of the program.
- Create a dual language report card committee for the purpose of redesigning the dual language report card to report on bilingualism and biliteracy. This report card should be created for the purpose of communicating to parents and should be developed in a parent friendly manner.

Staff Quality and Professional Development

Overall, the district has very dedicated and passionate staff. Teachers reported that they, overall, are very dedicated and work hard to provide a safe learning environment for their students. This was evident during the classroom observations. The classroom and school environment was welcoming and warm across the district. Both the administrator and teacher stakeholder groups reported that there was an inequitable amount of support when it comes to bilingual interventionists, reading specialists, and bilingual special education teachers to support student needs. In order to provide the necessary support in a program, it is important to develop a recruiting plan that relies on a variety of strategies and sources. This plan should be a collaborative effort between district, school leadership, and human resources to develop an ongoing recruitment plan that can include short term and long term recruitment and marketing.

Teachers understood language acquisition and reported that the focus in years past was on language acquisition and language use, however, this was not reflected in the instruction. Staff quality findings show that professional development opportunities are scarce for dual language teachers. Historically, a strong emphasis has been placed on internal training of the Bridge. According to a dual language teacher, the professional development on the Bridge is the extent of training received which the district tends to repeat; however, it was stated that no training has occurred in quite some time (likely due to Covid restrictions). Several teachers reported the need for professional development and support in the refinement of the current dual language program. Teachers expressed the need to receive continuous support on how to teach in a dual language classroom using biliteracy methods in addition to the Bridge. Teachers reported that the last external professional development conference attended was two years ago (more than likely

due to Covid). Another teacher stated they offered to pay their own way to a dual language training and was denied the time off to attend. According to teachers, the options for professional development are reliant on building based or summer training opportunities, which are optional. No district wide collaboration is experienced by teachers, thus, creating a district of schools that function in silos. Several teachers stated they want to receive training through university partnerships, have district wide collaboration, and opportunities to take a lead in their professional learning. Any time there is professional development offered, it is important to include job-embedded deliverables, coaching, and ongoing support. This can be done several ways with either a Dual Language Instructional Coach, the Multilingual Coordinator or providing collaboration time for teachers assigned to the same building and across the district. This job embedded coaching and support should be continuous for all teachers. Training is most successful when it is sustained and embedded in the daily routines and planning/instructional practices.

While finding time is always a challenge in education, it is imperative that the dual language teachers have common collaboration time district wide. Opportunities for collaboration, planning and professional learning communities (PLC) work must become part of the culture of the district. Dual Language programs need to not only collaborate on programming and best practice instruction in biliteracy, but also must have the opportunity to discuss how to effectively implement other district initiatives that are based on monolingual pedagogy. When collaboration time is not a priority, districts tend to translate monolingual curriculum for use in the dual language classrooms, and instruction reflects a monolingual lens instead of a multilingual lens.

Staff Quality and Professional Development Recommendations

- Create a 3 year professional development calendar that builds on practices specific to biliteracy development, curriculum, assessment and dual language programming.
- Provide opportunities for teachers to receive professional development in the target language.
- During planning, incorporate cross-campus professional learning communities to engage in collaboration.
- Plan for collaboration district-wide on a continual basis. This can be in person or virtual.
- Incorporate state and national conferences into the the calendar and budget accordingly through funding sources (i.e. Title II, III, etc). Have a selection and rotation process for staff interested in attending.
- Hire Dual Language Instructional Coaches who are able to support dual language teachers and help to create consistency between buildings.
- Create a recruitment plan with District and Building Leadership that focuses on recruitment and retention.

Family and Community

Parent interviews were conducted in three groups made up of two Spanish speaking forums and two English speaking forums. Parents were invited by the district through the use of flyers, social media, email and Seesaw. The first set of forums was insufficiently advertised, thus the Board of Education requested to immediately schedule a second date for parent forums. This was crucial to obtaining a wide array of parent input and experiences; however, there was low

attendance in all interview sessions. The first scheduled forum on October 27th resulted in 9 parents attending the English session and 6 parents attending the Spanish session. The second scheduled forum on December 14th resulted in 13 participating parents in the English session and 0 parents in the Spanish session. With a total of 65 dual language classrooms across 11 buildings, attendance was significantly low for these forums. These findings indicate a lack of access and engagement which supports the insufficient understanding of programmatic structures in the community.

The majority of parents expressed having a trustworthy relationship and communication with teachers and administration, feel welcomed at their schools, and are respected by staff. Parents reported that at the time of enrollment parents were given a welcome meeting to provide an overview of the programs offered; however, parents vocalized that no follow-up meetings have occurred.

Communication to parents is limited and often missed. It was reported that communication is sent through Seesaw and emails. One parent gave the example that a bilingual parent advisory committee meeting was scheduled the night before, but was poorly advertised and attendance was low. Also, the parent interview date was scheduled concurrently to literacy night and parents attended one or the other. Parents expressed that most outreach to bilingual parents is initiated by the Parent-Teacher Organization (PTO). Parents have the opportunity to participate at book fairs, math nights and literacy nights. Another parent stated that when he wanted to partake in the PTO meetings he was told there was no more space available. A different parent indicated that they volunteered to visit a classroom as a surprise reader and never received a follow up confirming a date and time.

Multiple parents stated that the reporting of academic progress is confusing and lacks clarity. Parents are unaware of the benchmarks at each grade level. Parents are interested in learning about the indicators as they vertically align to the benchmarks at each grade level. They stated that the report card includes graphics that are not clear and they have difficulty interpreting the information. They agree that the attempt for reporting progress is evident, but they have not been trained on how to interpret the information.

Parents with students in multigrade classrooms do not have a clear understanding as to why their child is assigned to this type of classroom. As mentioned earlier, multigrade in a dual language program is an inequitable practice that creates lower expectations of students by not providing them with grade-level material. A parent shared that when comparing their child's home assignment to the monolingual neighbor in the same grade, it was evident that the learning expectation was not the same.

Parents also reported that they have not received much information regarding the transition to Junior High and what the options are at that level, thus, they are unsure if their child is making adequate progress in both languages to be successful at the secondary level. Parents reported that they were kept informed, to an extent, early in the program, but as their child progressed through the grades, the communication began to drop off. They all felt that they were putting a lot of trust into the district that the program was doing what it was intended to do.

The parents whose children participate in the two way program seem to have a better understanding of the program. The district also reported the parents whose children participate in the one way program did not have the same understanding as their peers in the two way program.

Overall, parents reported that they did feel welcome in the school and that there are bilingual staff in the offices to effectively communicate with Spanish speaking parents. Many parents did report that when they do come to school, they are greeted by staff members and feel welcome when they hear other staff members greet their child by name.

Family and Community Recommendations

- Provide opportunities for family education in regards to dual language programming through an annual Dual Language Family Education Night. This event should focus on programming district wide in an effort to educate and advocate for the program.
- Provide parent education nights at various points throughout the grade levels K - 8 to explain the program goals at that level and the expectations for progress in both languages.
- Develop a Dual Language Parent Leadership Academy in an effort to build parent leaders in the community that can work closely with the community outreach specialist in the district.

Support and Resources

Support of the dual language program by all stakeholders is vital to its success. There is a clear commitment to continued improvement of the program and a clear pathway through eighth grade. At the building level, administrator knowledge and support is necessary. During the administrator focus interview, all administrators expressed support for the program and understood that it was the bilingual service model. They were proud of the program and how it celebrated different cultures and languages. They also felt that it elevated all students and the

power of being bilingual. However, they feel an urgency to provide additional professional development in the area of dual language programming and best practice. They reported that in years past they did receive professional development and support but that has not occurred lately. They feel that additional support from the multilingual department is needed on a consistent basis. Several administrators reported that they collaborated with the district level leadership only when requested or when the language allocation was being revisited. There was also frustration regarding class sizes and the inequitable distribution between the one way and the two way program. Overall, administrators were knowledgeable about the program, knew where some noticeable improvements needed to be made but did not have the deeper knowledge or collaboration to make the changes take effect. A dual language program takes shared leadership and advocacy by all stakeholders, administrators, instructional staff, support staff, parents and community members. These stakeholders must be knowledgeable about the program goals and the benefits of dual language education.

This program evaluation did not evaluate the program budget to ensure that the funding is allocated appropriately to meet the goals of the program. This will be evaluated by the District Dual Language Leadership Team during the spring of 2022.

Support and Resources Recommendations

- Provide professional development regarding dual language programming for all administrators, instructional staff and support staff on a consistent basis.
- Provide job embedded professional development for building administrators through monthly visits and classroom walkthroughs.

- Provide an opportunity for collaboration between district level leadership and building leadership to create and section equitable classrooms.
- Assure funds are equitably and adequately funded in order to meet the program goals for English Learners.

Conclusions and Final Thoughts

Overall the district is implementing a strong dual language program model with passionate administrators, teachers and families who participate in the program. With the implementation of the Dual Language Leadership Team and a focus on continuous improvement, the program will continue to strengthen and raise student achievement in both languages and achieve the three pillars of dual language education: bilingualism and biliteracy, grade level academic achievement in both English and Spanish and Sociocultural competence. In collaboration with the Dual Language Leadership team, we will develop a comprehensive three year plan that will focus on the recommendations in this report. We also recommend that the Board of Education and the Community is updated on a regular basis regarding the progress that the team has made. This may be accomplished through various means of communication to the community including but not limited to, public forums, bilingual parent advisory meetings, email, website, letters, etc. It is crucial that information on the progress be shared in an effort to engage the community in the improvement process and build transparency.

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