DUAL LANGUAGE

CCSD59 PROGRAM REVIEW

COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

TASK FORCE MEMBERS

Presenters:

Andrea Cohn, Angie Sriver, Emily Morris, Joshua Perdomo, Katie Zulauf, Lucy Chapoy, Ross Vittore, Sandy Lombard, Susan Savage, Terri Bresnahan

Members:

Allie Ontaneda, Alyssa Kocher, Anays Hernandez, Andrea Cohn, Angie Sriver, Ann Wing, Chris Vicente, Christie Lau, Christine Ibarra, Claudia Herrera, Emily Morris, Eydie Kubitschek, Griselda Tapia, Jennifer Ventimiglia, Jessica Amaya, Katie Zulauf, Kim Barrett, Larry Ganan, Lily Smith, Lucy Chapoy, Lupe Ramirez, Maria Soto. Monika Farfan, Nicole Robinson, Paula Czajkowski, Ross Vittore, Sandy Lombard, Sarah Rodriguez, Sofia Gonzalez, Susan Savage, Terri Bresnahan, Vanessa Garay Meza
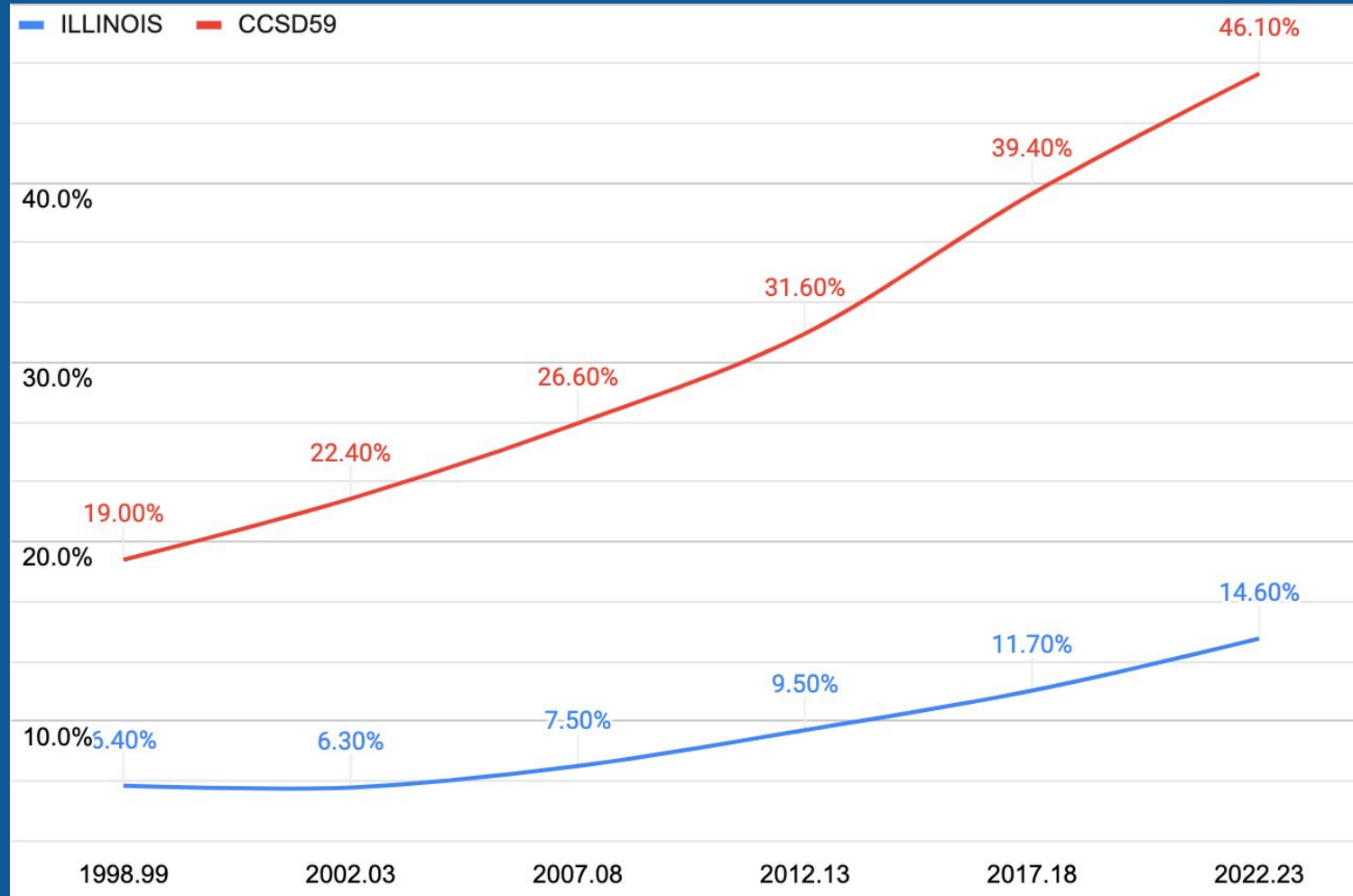
WHO IS CCSD59 TODAY?

5,660 Students

2,609 English Learners

Over 60 Languages Spoken

Over 500 Newcomers

ENGLISH LEARNER ENROLLMENT HISTORY

Legend: ILLINOIS, CCSD59

CCSD59: 19.00%, 22.40%, 26.60%, 31.60%, 39.40%, 46.10%
ILLINOIS: 5.40%, 6.30%, 7.50%, 9.50%, 11.70%, 14.60%

Years: 1998.99, 2002.03, 2007.08, 2012.13, 2017.18, 2022.23

2024-25 PROJECTED PROGRAM ENROLLMENT

2024-25 Roll-up	Northside (6 Elementary Schools)	
	Dual Language (S)	Monolingual
Kindergarten	100	238
1st Grade	100	238
2nd Grade	100	220
3rd Grade	107	231
4th Grade	106	251
5th Grade	104	232
Totals	617	1410
Number of Sections	37	58

Southside (4 Elementary Schools)		
Dual Language (S)	Dual Language (P)	Monolingual
101	29	88
101	29	88
88	38	83
95	30	96
96	34	125
93	33	104
574	193	584
32	12	34

HOW DO WE MEET OUR STUDENTS' NEEDS?

- MLP Program Options:
  - English as a Second Language (ESL)
  - Dual Language (DL)
    - one-way Polish
    - one-way Spanish
    - Blended (two-way) Spanish

ENGLISH LEARNER PROFILES IN CCSD59

Simultaneous Bilingual Learners:
Students who are exposed to more than one language from birth or who experience another language prior to age 3. These students are developing the components of language acquisition and academics in two languages at the same time, as opposed to sequential bilingualism which is having one "native language" and learning another.

Newcomers:
Students new to the country and who qualify for language services. This status applies for 3 years.

ILLINOIS ACCEPTABLE SERVICE DELIVERY MODELS

English as a Second Language (ESL):
Specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency (listening, speaking, reading, writing)

Dual Language Programming:
Instruction in both the target language and the English language with the goal for students to become **bilingual, biliterate, achieve grade level academic achievement and develop socio-cultural competence.**

Transitional Bilingual Education (TBE):
Instruction in English language acquisition using supports from the home language for a temporary time period. Required when there are 20 or more ELs from the same language background in school.

WHY DUAL LANGUAGE?

VISION

District 59 Dual Language Program Vision:
Students in the Dual Language Program will achieve the three pillars of dual language: bilingualism and biliteracy, high academic achievement in two languages, and social-cultural competency.

Core Values:
The District 59 Dual Language Program commits to the following core values:
- We value the cultural diversity that students, staff, and families bring to the school community.
- We value empowering families to work alongside educators as partners.
- We value culturally responsive curricula that validates and affirms all backgrounds
- We value high quality instruction that is authentic to the language and includes assessment and resources that supports the pillars of dual language.

Dual Language Updated Vision and Beliefs (Dual Language Leadership Team)

PILLARS OF DUAL LANGUAGE

- DL is the strongest model to meet the needs of ELs
- DL is an additive program
- 2-way or Blended DL offers the opportunity for others to participate

English-only and transitional bilingual programs of short duration only close about half of the achievement gap between English learners and native English speakers, while high quality long-term bilingual programs close all of the gap after 5-6 years of schooling through two languages (LI and L2).

Thomas & Collier, 2017

HOW DO WE MEASURE SUCCESS?

If we value students' biliteracy, then we should consider assessments that are equitable for our DL students which:

- Give us measurable information about student progress across both languages
- Reflect the linguistic resources of each student
- Are sensitive to the development of two languages simultaneously, and over time
- Allow us to compare students whole linguistic repertoire side by side

What should our data look like when students are learning two languages simultaneously?
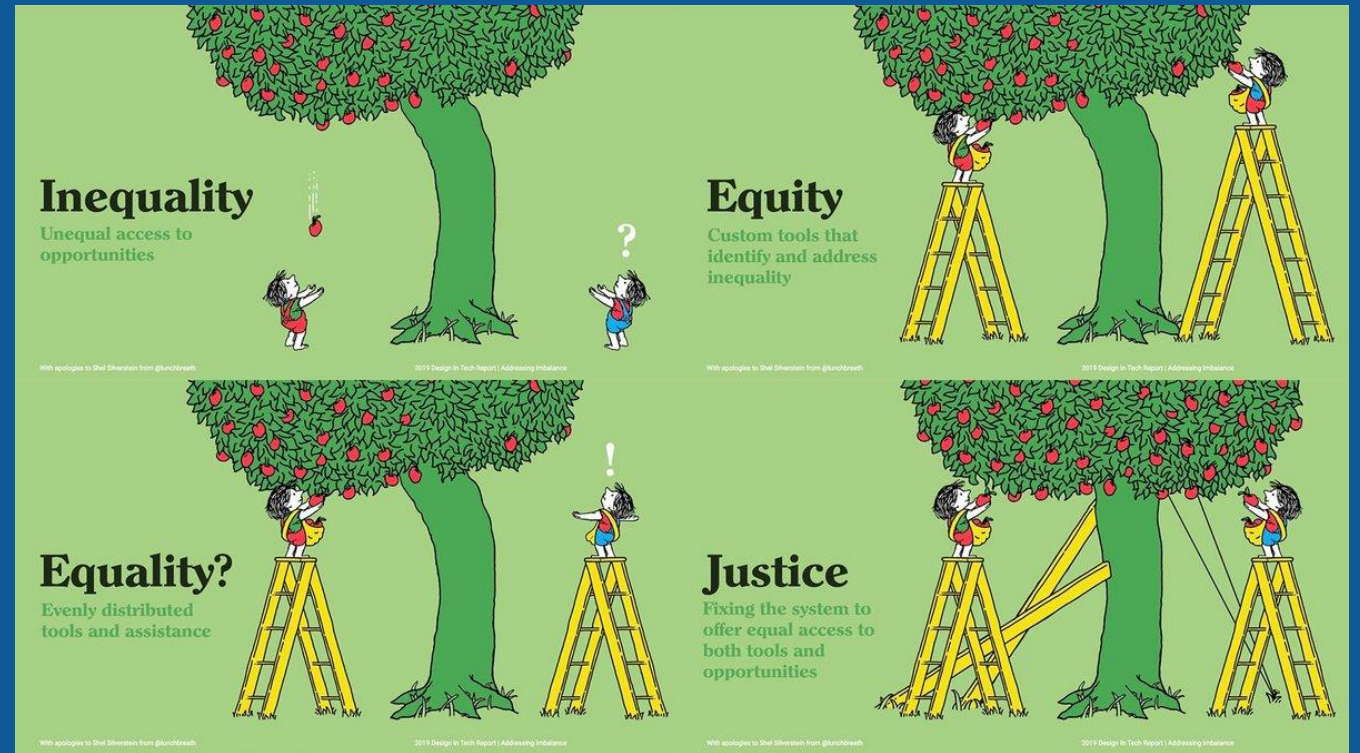
WHAT DO WE NEED TO BE SUCCESSFUL?

EQUITY OF RESOURCES

- Staff
  - Compliance 90%
  - Certified interventionists K-5
    - Literacy
    - Math

- Curriculum
  - Math - Illustrative Math
  - Literacy - Benchmark

  - iReady Reading
    - English "My Path" - Spanish - linear
    - Diagnostic, adaptive / not adaptive
    - Reports - English vs Spanish

COMPLIANCE

		Juliette Low	
K	MONO	Monica Gola	21
	DUAL	Gabriela Lopez	13
	DUAL	Angie Sriver	13

1st	MONO	Vandana Pardiwala	20
	DUAL	Odilia Nanetti	17
	DUAL	Carolina Ipjian	17

2nd	MONO	Cheryl Schulz	24
	DUAL	Patricia Croce	14
	DUAL	Manely Rojas	13

3rd	MONO	Healther Sukow	19
	DUAL	Claudia Herrera	23

4th	MONO	Nicole Chatel	18
	DUAL	Diana Guarardos	20
	DUAL		

5th	MONO	Kristen Russo	19
	DUAL	Gina Mendez	13
	DUAL	Liliana Mora	14

		John Jay	
K	MONO	Sharon Hess	20
	DUAL	Katherine Self	24
	DUAL	Lucy Chapoy	24

1st	MONO	Julie Gallagher	18
	DUAL	Patricia Ramirez	23
	DUAL	Fabiola Dolezil	22

2nd	MONO	Katarzyna Kulesza	23
	DUAL	Evelia Sotelo	16
	DUAL	Mayra Nava	15

3rd	MONO	Marta Kuklik	25
	DUAL	Angela Papeo	17
	DUAL	Isolina Severiche	18

4th	MONO	Jason Boudreau	13
	DUAL	Venus Kim	23
	DUAL	Guadalupe Ramirez	23

5th	MONO	Cindy Czarnik	20
	DUAL	Kassandra Segura	26

NEW HIRE
TRANSFER
RESOURCE
SINGLETON
< 13 & 23 <

9.25.2023

COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

COMPLIANCE

Brentwood				Frost			
K	MONO	Kristy LaCost	21	K	MONO	Catherine Glombicki	14
	MONO	Jessica Sweeney	21		MONO	Danuta Les	14
	MONO	Victoria Mozack	20		DUAL	Laura Zarate	11
					DUAL	Matilde Mangialardi	12
1st	MONO	Emily Jordan	20	1st	MONO	Colleen Briggs	16
	MONO	Lisa Greenberg	19		MONO	OPEN	16
	MONO	Ivana Bousheh	19		DUAL	Connie Rosero	16
					DUAL	Christian Morales	15
2nd	MONO	Agnieszka Gorski	21	2nd	MONO	Pamela Schakowsky	20
	MONO	Lindsay Siegel	21		MONO	Amy Derken	19
	MONO	Jennifer Swarbrick	20		DUAL	Sofia Gonzalez	15
	DUAL	Michele Langford	17				
3rd	MONO	Elizabeth Whiteside	18	3rd	MONO	Josephine Anyfiotis	16
	MONO	Janine Stein	18		MONO	Elizabeth Loverde	17
	MONO	Anna Treutler	19		DUAL	Sarah Cruce	11
	DUAL	Estefania Proaño	16				
4th	MONO	Jessika Homann	21	4th	MONO	Laura Meehan	17
	MONO	Jessica Goczkowski	21		MONO	Olivia Middleton	16
	MONO	Joanne Wasiak-Lisy	20		DUAL	Ivette Medina	21
	DUAL	Chris Vicente	15				
5th	MONO	Rhae Bell	21	5th	MONO	Jennifer Ohlson	17
	MONO	Lisa Lang	21		MONO	Alexandra Zajac	16
	MONO	Jen Ramamoorthi	22		DUAL	Rosa Cappetta	15
	DUAL	Shirley Morales	8		DUAL	Maria Soto	16

NEW HIRE
TRANSFER
RESOURCE
SINGLETON
< 13 & 23 <

9.25.2023

COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Dual Language COTW Meeting 1.22.24

COMPLIANCE

Rupley			
K	MONO	Lewton, Stephanie	12
	DUAL	Mauricio Gonzalez	12
	DUAL	Madeline Ortiz	12
1st	MONO	Carlson, Catherine	19
	DUAL	Lombard, Sandra	20
2nd	MONO	Sarah Levin	16
	DUAL	Ontaneda, Allie	22
3rd	MONO	Perez, Stephanie	21
	DUAL	Porroa, Vanesa	22
4th	MONO	Margaret Hulligan	14
	DUAL	Phil Lewis	22
5th	MONO	Margaret Figura	13
	MONO	Carey Towne	13
	DUAL	Arzeta, Diana	21

Salt Creek			
K	MONO	Rebecca Urban	21
	DUAL	Brigitte Torres	23
	DUAL	Rocio Bolanos	22
1st	MONO	Kara Safina	13
	DUAL	Brenda Lima	24
	DUAL	Karen Styzinski	25
2nd	MONO	Andrea Lenahan	13
	MONO	Carly Longobardi	12
	DUAL	Cynthia Mendivil	16
	DUAL	Estefania Cervantes	16
	DUAL	Lisa Berlingeri-Zimmer	17
3rd	MONO	Kalliroe Petrides	16
	MONO	Sarah Madden	17
	DUAL	Jacqueline Huerta	20
	DUAL	Katherine Sardena	19
4th	MONO	Debra Brand	15
	MONO	Nicole Hain	12
	DUAL	Norma Brambila	22
	DUAL	Vanessa Garay Meza	20
5th	MONO	Bianca Murad	19
	MONO	Samantha Cecchin	20
	DUAL	Raquel Caneva	22
	DUAL	Marilin Marzan	15

BYRD			
K	MONO	Michelle Castle	25
	DUAL	Amy DeLuca	16
	DUAL	Juanita Cortes	16
1st	MONO	Sara Magnafichi	22
	DUAL	Lluvia Cruz	19
2nd	MONO	Ariana Thomas	22
	DUAL	Alicia Herrera	23
3rd	MONO	Cynthia Darga	24
	DUAL	Jessica Lopez	17
	DUAL	Rocio Alvarado	17
4th	MONO	Elizabeth Greenberg	25
	DUAL	Elizabeth Nuñez	14
	DUAL	Lucia Gutierrez	15
5th	MONO	Carolyn Duffy	25
	DUAL	Eliana Esparza	14
	DUAL	Paula Czajkowski	13

NEW HIRE
TRANSFER
RESOURCE
SINGLETON
< 13 & 23 <

9.25.2023

COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Dual Language COTW Meeting 1.22.24

IMPACT ON INSTRUCTIONAL GROWTH (iREADY)

Assessment of Spanish Reading (ASR)

Status	Overall Spanish Placement	Phonological Awareness	Phonics	Comprehension: Literature	Comprehension: Informational Text	Vocabulary
Completed 12/20/23	🟡 Partially Met	57%	57%	50%	57%	50%

Assessment of Reading (English)

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency.

— Mid On Grade Level (458)
◻ On Grade Level (434-536)

450

Stretch 439

Typical 421

+52

330

Overall Reading   🟡 Grade K (424)
Standard Error +/- 9

Domain	Placement
Phonological Awareness*	🟢 Late 1
Phonics*	🟢 Mid 1
High-Frequency Words*	🟡 Grade K
Vocabulary	🟡 Grade K
Comprehension: Literature	🟡 Grade K
Comprehension: Informational Text	🟡 Grade K

* Foundational Domains

IMPACT ON INSTRUCTIONAL GROWTH (iREADY)

Assessment of Spanish Reading (ASR)

Status	Overall Spanish Placement	% Correct By Domain ⓘ				
		Phonological Awareness	Phonics	Comprehension: Literature	Comprehension: Informational Text	Vocabulary
Completed 09/05/23	🔴 Not Met	29%	29%	38%	43%	67%
Completed 12/20/23	🟡 Partially Met	57%	57%	50%	57%	50%

Subject

Reading ▾

Year-to-Date Growth Learn More About Growth

Progress to Annual Typical Growth
Scale Points: 49/54

91%

50% ——— 100%

This student has made 91% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®
Scale Points: 49/96

51%

50% ——— 100%

This student has made 51% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

Overall Diagnostic Growth

Stretch 418

400

Typical 376

280

— Mid On Grade Level (458)
↑ On Grade Level (434-536)

+49

Diagnostic 1†
322
🔴 Emerging K
08/25/23

Diagnostic 2
371
🟡 Grade K
12/20/23

†This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

Domain	Diagnostic 1	Diagnostic 2
Overall Reading ↑	🔴 Emerging K	🟡 Grade K
Phonological Awareness* ↑	🔴 Emerging K	🟡 Grade K
Phonics*	🟡 Grade K	🟡 Grade K
High-Frequency Words* ↑	🔴 Emerging K	🟡 Grade K
Vocabulary ↑	🔴 Emerging K	🟡 Grade K
Comprehension: Literature ↑	🔴 Emerging K	🟡 Grade K
Comprehension: Informational Text ↑	🔴 Emerging K	🟡 Grade K

Assessment of Reading (English)

HIGHLY QUALIFIED STAFF

- Teachers being shifted around every year to different grade levels makes it hard for teachers to feel confident about the curriculum that they are teaching
  - Impacts planning and instruction
  - Impacts student learning
- Minimizes opportunities for DL teachers to move into new positions
  - Job satisfaction/teacher retention/teacher burnout
- Limited how we can move around DL teachers throughout our schools based on need.
- Teacher grade level collaboration
  - DL workload makes it easier when teachers are working and planning together.
- Inconsistencies impacts credibility of the dual language program.
- Ultimately, high quality teachers lead to student success.

COLLABORATION & PROFESSIONAL LEARNING

Class Sectioning:

Re-assigning teachers to fill classes for added sections
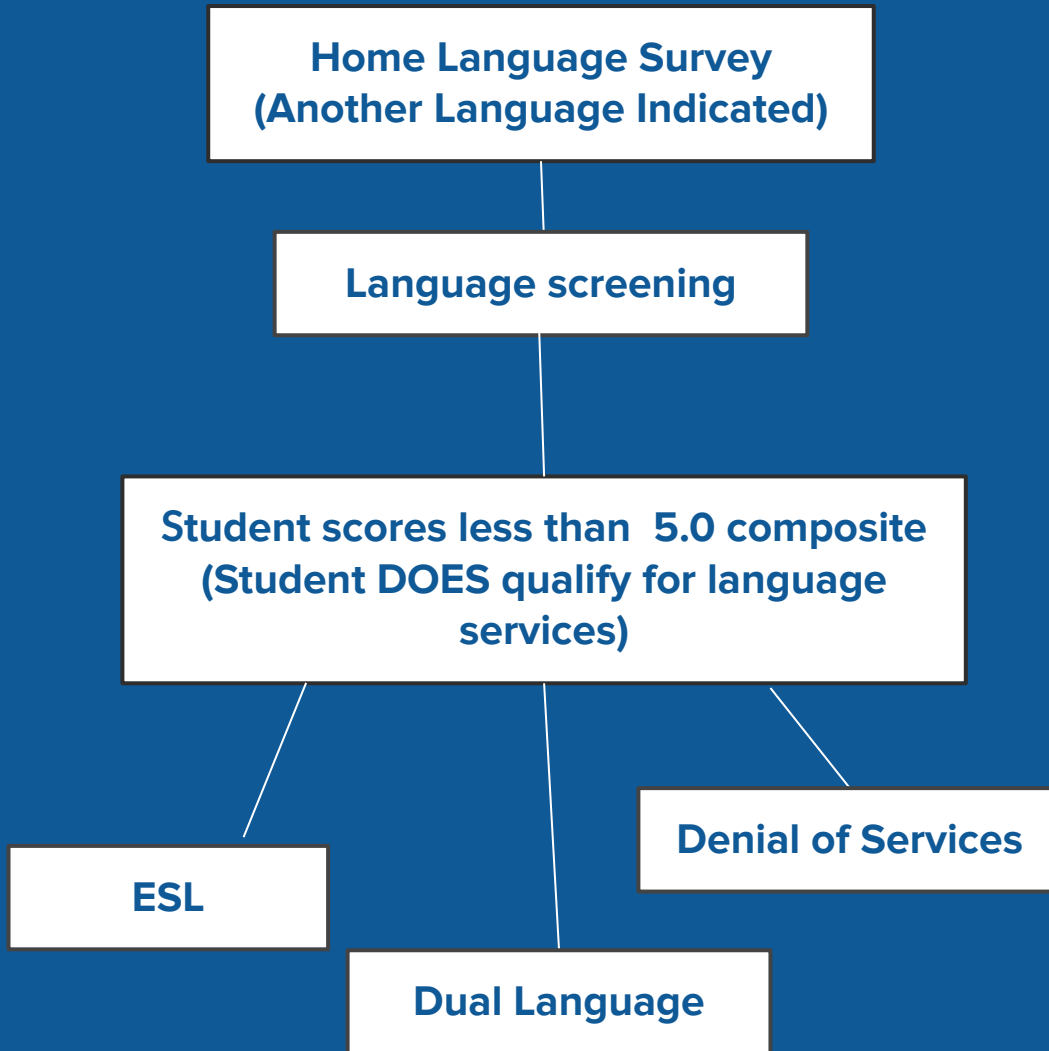
Singletons:

Absence of a grade level counterpart from the same programming

Professional Learning Communities:

Challenges with collaborating on our Tier 1 literacy, science, and social science curricular resources

EQUITABLE ACCESS TO PROGRAMS

Home Language Survey
(Another Language Indicated)

Language screening

Student scores less than 5.0 composite
(Student DOES qualify for language services)

ESL

Dual Language

Denial of Services

Dual Language Not Offered At:
- Brentwood (K-1)
- Clearmont
- Devonshire
- Forest View

COMMITMENTS:
WHAT DO WE NEED TO BE SUCCESSFUL?

- Equity of Resources
- Highly Qualified Staff
- Collaboration and Professional Learning
- Equitable Access to Programs

DO THE BEST YOU CAN UNTIL YOU KNOW BETTER.

THEN WHEN YOU KNOW BETTER, DO BETTER.

MAYA ANGELOU

NEXT STEPS

- Commit to the philosophy of Dual Language as a district.
- Develop a shared plan for how to achieve an effective program that meets the standards of Dual Language.
- Recommend and adopt a long-term solution that:
  - provides opportunities for collaboration, stability, and professional learning for our highly qualified staff;
  - prioritizes the needs of our students;
  - defines clear measures for success;
  - and meets the same high standards as our monolingual programs.

DISCUSSION

Appendix: Additional Information & Data

ENGLISH LEARNER ENROLLMENT HISTORY

CCSD59 English Learner Enrollment % History

School / Year	1998.99	2002.03	2007.08	2012.13	2017.18	2022.23	+/- 25 Year Change #	+/- 25 Year Change %
ILLINOIS	6.4%	6.3%	7.5%	9.5%	11.7%	14.6%	+8.2	128%
CCSD59	19.0%	22.4%	26.6%	31.6%	39.4%	46.1%	+27.1	143%
EARLY LEARNING CENTER	n/a	n/a	n/a	n/a	n/a	62.60%	n/a	n/a
BRENTWOOD	24.4%	33.1%	29.5%	31.6%	43.5%	52.7%	+28.3	116%
BYRD	22.2%	33.5%	40.9%	46.6%	52.4%	62.0%	+39.8	179%
CLEARMONT	7.7%	10.5%	19.7%	24.7%	41.1%	46.6%	+38.9	505%
DEVONSHIRE	22.6%	17.8%	17.5%	27.7%	44.5%	36.3%	+13.7	61%
FOREST VIEW	26.2%	22.1%	26.4%	33.3%	39.6%	29.6%	+3.4	13%
FROST	32.8%	47.2%	58.5%	49.0%	50.3%	60.5%	+27.7	84%
JOHN JAY	55.6%	62.9%	57.3%	59.7%	65.7%	63.0%	+7.4	13%
JULIETTE LOW	22.3%	40.9%	39.6%	44.0%	56.7%	52.3%	+30.	135%
RIDGE	n/a	9.2%	23.2%	23.7%	37.1%	26.7%	+17.5*	*190%
RUPLEY	0.0%	0.0%	16.2%	51.0%	60.0%	66.6%	+50.4^	^311%
SALT CREEK	18.7%	35.4%	45.8%	43.0%	52.4%	49.6%	+30.9	165%
FRIENDSHIP	16.7%	13.2%	11.1%	13.1%	11.9%	35.0%	+18.3	110%
GROVE	5.9%	7.3%	9.50%	11.8%	16.1%	32.4%	+26.5	449%
HOLMES	19.1%	14.9%	7.7%	17.6%	37.3%	41.2%	+22.1	116%

All Data is from IL School Report Card Database / *Based on 2022.03 EL% of 9.2% / ^Based on 2004.05 EL% of 3.7%

Early Childhood Data included in Schools that housed EC prior to the ELC opening in 2015.16 / 2017.18 ELC data included with HJH

CCSD59 English Learner Program Enrollment Information	2022.23 Count	2022.23 %
Denied Services	109	4.4%
Dual Language 1-Way Spanish	619	25.0%
Dual Language 2-Way Spanish	654	26.5%
Dual Language Polish	142	5.7%
ESL	948	38.3%
District Total	2472	-

DUAL LANGUAGE CLASS SIZE AVERAGE & RANGE

Elementary School	Class Size Average	Class Range	Class Range DIFF
Brentwood	13.8	8 - 16	8
Byrd	16.6	14 - 24	10
Frost	14.7	12 - 24	12
John Jay	21.8	16 - 29	13
Juliette Low	16.9	12 - 24	12
Rupley	18.7	11 - 23	12
Salt Creek	20.1	15 - 25	10
Clearmont	15.8	13 - 19	6

STAFFING ALLOCATION IMPACT WITH THE STATUS QUO

- 2023-24 DL Classroom Teachers needed = 63
- 2024-25 DL Classroom Teachers needed = 65

Examples
- Salt Creek will gain an additional section of 3rd Grade and lose a section of 5th Grade resulting in the involuntary transfer of a DL teacher
- Rupley will gain an additional section of 1st Grade resulting in the need to hire an additional DL teacher or reallocate a DL teacher from the resource team

SALT CREEK			
2023-24		2024-25	
K	14	K	14
K	14	K	14
1	16	1	14
1	16	1	14
2	14	2	16
2	14	2	16
3	24	3	14
4	20	3	14
5	13	4	24
5	13	5	20

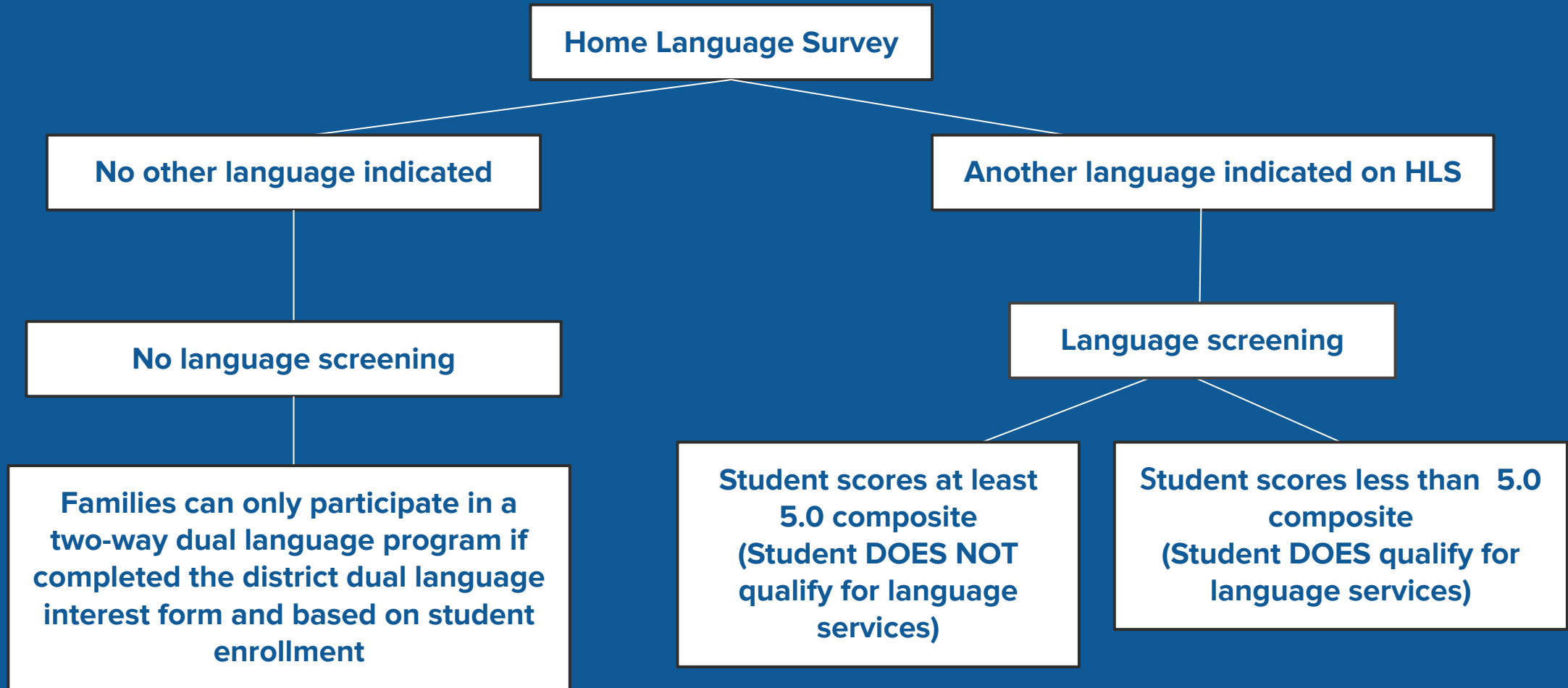| RUPLEY			
2023-24		2024-25	
K	12	K	12
K	12	K	12
1	20	1	12
2	22	1	12
3	22	2	20
4	22	3	22
5	21	4	22
		5	22

State Requirements

Districts are required to provide services to students who quality as EL. The State of Illinois sets forth guidelines on the type and intensity of instruction based on the proficiency level of the students based on ACCESS. CCSD59 has established a "Spectrum of Services" plan that aligns to state requirements to ensure we are meeting the needs of language learners at all levels.
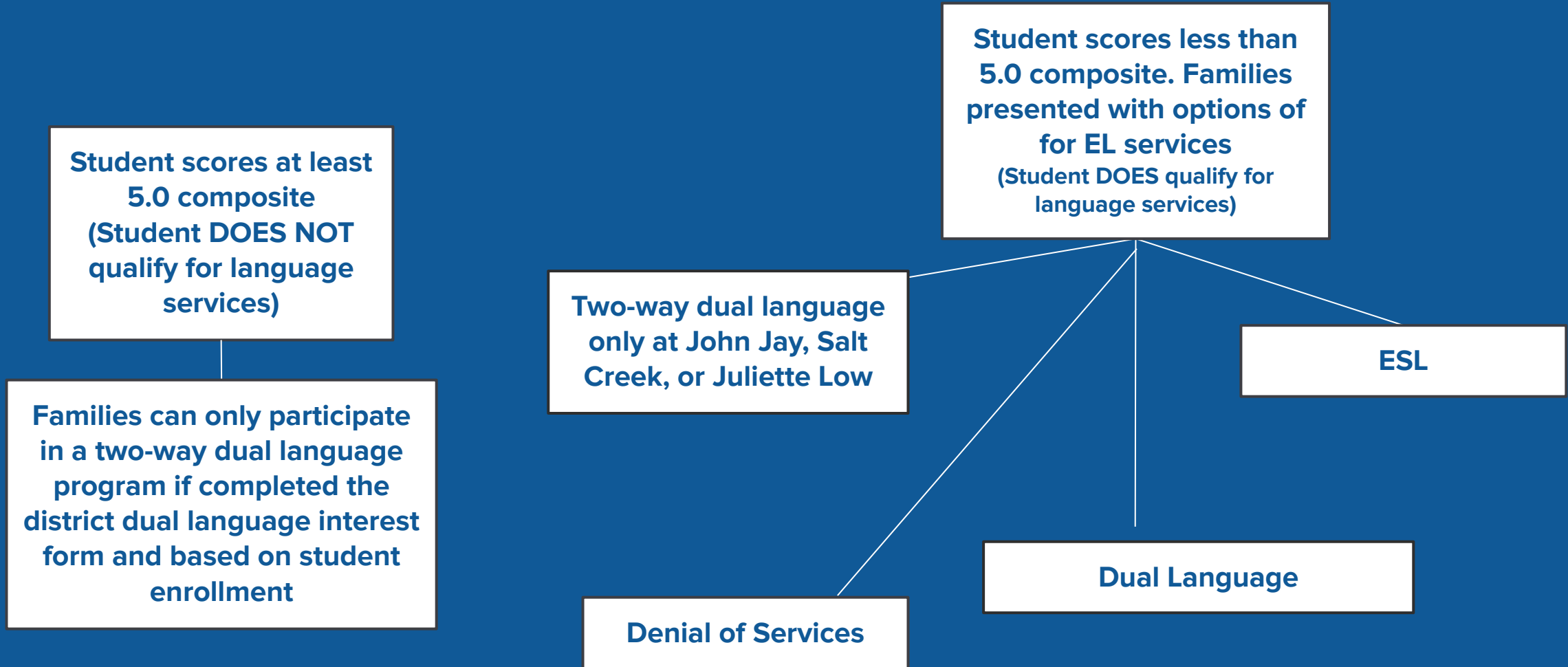
ACCESS is federally mandated assessment that assesses English language proficiency. All students are required to take the ACCESS test annually until they reach a composite score of 4.8

Dual Language Decision Chart

Home Language Survey

No other language indicated

Another language indicated on HLS

No language screening

Language screening

Families can only participate in a two-way dual language program if completed the district dual language interest form and based on student enrollment

Student scores at least 5.0 composite (Student DOES NOT qualify for language services)

Student scores less than 5.0 composite (Student DOES qualify for language services)

Dual Language Decision Chart (cont'd)

Student scores at least 5.0 composite
(Student DOES NOT qualify for language services)

Families can only participate in a two-way dual language program if completed the district dual language interest form and based on student enrollment

Student scores less than 5.0 composite. Families presented with options of for EL services
(Student DOES qualify for language services)

Two-way dual language only at John Jay, Salt Creek, or Juliette Low

ESL

Dual Language

Denial of Services

CCSD59 Current Program Options for Students Who Qualify

Type of Program	Program Details	School Sites 2023-24
Dual Language	• Strategic and sustained use of both English and a language other than English (i.e. Spanish or Polish) across the curriculum • Minimum of 50% of the instructional time must be spent in the language other than English. • Students interact socially and academically in English and another language with the goal of developing both <u>social and academic proficiency</u> in two languages.	Spanish Dual Language • South Side - Byrd, Rupley, Salt Creek, • North Side- John Jay, Juliette Low, Robert Frost Polish Dual Language - Clearmont
ESL	• Supports English classroom instruction • Provides students who are not English language proficient additional opportunities to develop their English skills.	All Schools

English Learner Programming History

SCHOOL YEAR	MULTILINGUAL PROGRAM ACTIONS
1992-93	District-Wide Multilingual (Bilingual Spanish) 1/2 day program at Ridge closed with students attending boundary or designated program school full time
2000-01	Site changes for Multilingual student: K-5 Frost ESL students return to Frost, K-5 Bilingual Spanish from Byrd & Clearmont attendance areas attend Byrd, K-5 Bilingual Spanish from Salt Creek & Rupley attend Salt Creek, Grove Cluster K-5 ESL to attend Clearmont
2007-08	Dual Language Spanish Oasis shared attendance area established between Salt Creek & Rupley (qualified students formerly attended Salt Creek only)
2009-10	2-Way Dual Language Spanish Program Established @ Salt Creek
2013-14	Replaced the Transitional Bilingual Education (TBE) program model with Dual Language in the Spanish & Polish Bilingual Programs, starting at grades K-3
2014-15	Return to "Home School" Plan Implemented (Dual Language & ESL) for students to attend boundary school (Except DL students from Forest View & ESL from Byrd)
2015-16	Consolidation of Multilingual Dual Language Polish Program @ Clearmont
2016-17	2-Way DL Spanish expanded to Juliette Low & John Jay
2022.23	1-way DL Spanish shifted from Devonshire (K-5) & Brentwood (K) to Frost. 2-Way DL Spanish Programs shifted to a "blended" model
2023.24	ESL Students return to Byrd & Brentwood 1-Way DL Spanish K & 1 attend Frost

Information outlined is based on research of school report cards, historical documents, Board minutes, and D59 communications and may not fully reflect all multilingual programming changes that have occurred over time.

Components of an Effective Dual Language Program
Dual Language Audit

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and Resources

Guiding Principles for Dual Language Education
Center for Applied Linguistics

SY 22 Audit Recommendations	D59 Actions Taken from 2022-23
- Create a Dual Language Leadership Team - Align curriculum with state standards for both Spanish and English - Review and adopt authentic curricular resources - Expand professional development for teachers and administrators around effective dual language instructional strategies - Identify ways to consolidate dual language programming	- Creation of DL Leadership Team - Vision/Action Plan - Realigned state standards curriculum framework for both Spanish and English - Adoption of authentic curriculum resources in both Spanish and English - Added Spanish Proficiency Assessment (LASLinks 2nd and 5th grade) - Review of alignment K-8 and beyond - Screening and placement process - Increased staffing - Elimination of Multi-grade classrooms - Resource staff to support dual teachers (coaches, interventionists) - Consolidated some programming based on facility issues

Continuing Challenges:

- Large and inconsistent class sizes
- Teacher and staff mobility
- Singletons/lack of collaboration opportunities
- Inconsistent support staff resources
- New curriculum implementation and ability to collaborate
- Enrollment fluctuations
- Newcomer enrollment
- Facility inconsistencies
- Program movement creating student mobility
- Ease of providing professional learning
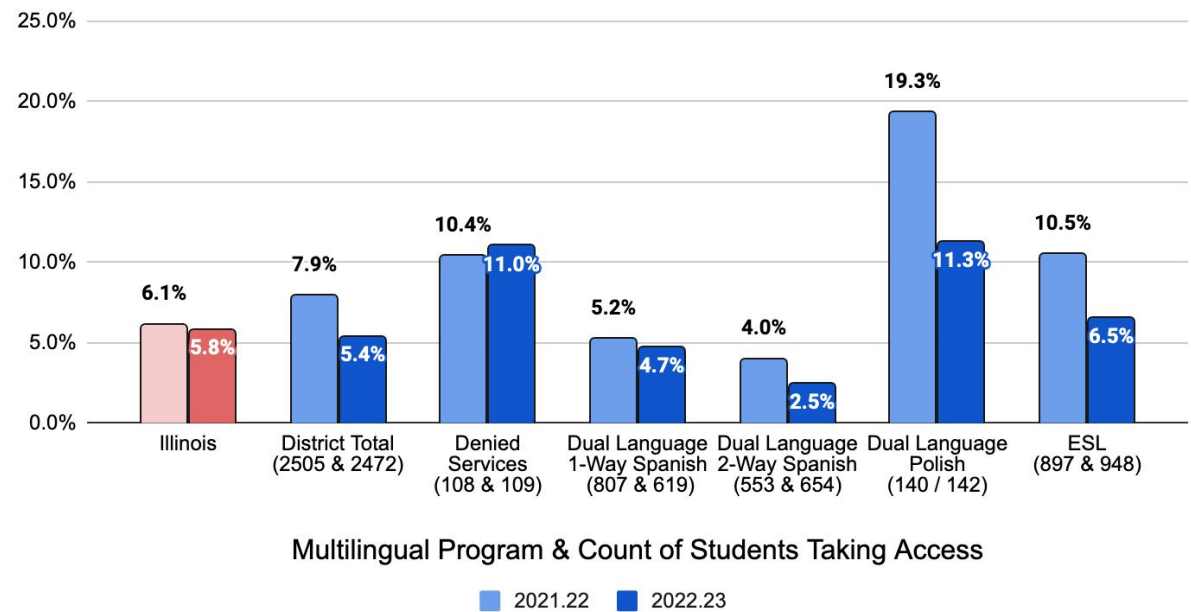
Equity Audit: District Management Group 2022

"Strengthening the one-way Spanish dual language program by rezoning attendance boundaries, placing sections more strategically around the district, or redesigning the program."
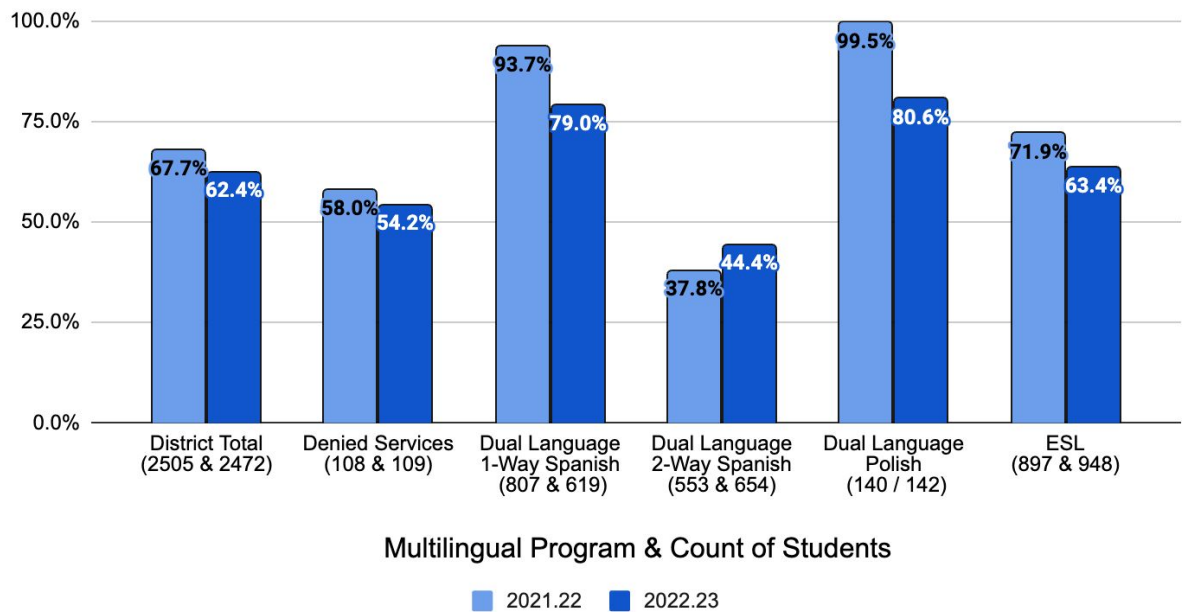
"The effort to equally distribute one-way Spanish dual-language programming to all schools has led to inequitable opportunities for students and staff."

K-8 Multilingual Program: English Learner ACCESS Exit & English Learner Progress to Proficiency (ELPtP) Rates

K-8 English Learner ACCESS Exit Rate 2021.22 & 2022.23

Multilingual Program & Count of Students Taking Access	2021.22	2022.23
Illinois	6.1%	5.8%
District Total (2505 & 2472)	7.9%	5.4%
Denied Services (108 & 109)	10.4%	11.0%
Dual Language 1-Way Spanish (807 & 619)	5.2%	4.7%
Dual Language 2-Way Spanish (553 & 654)	4.0%	2.5%
Dual Language Polish (140 / 142)	19.3%	11.3%
ESL (897 & 948)	10.5%	6.5%

Grades K-8 English Learner ELPtP Rates 2021.22 & 2022.23

Multilingual Program & Count of Students	2021.22	2022.23
District Total (2505 & 2472)	67.7%	62.4%
Denied Services (108 & 109)	58.0%	54.2%
Dual Language 1-Way Spanish (807 & 619)	93.7%	79.0%
Dual Language 2-Way Spanish (553 & 654)	37.8%	44.4%
Dual Language Polish (140 / 142)	99.5%	80.6%
ESL (897 & 948)	71.9%	63.4%

K-8 Grade Level: English Learner ACCESS Exit & ELPtP Rates

Grades K-8 English Learner ACCESS Exit Rate 2021.22 & 2022.23

Grade Level & Count of Students Taking ACCESS
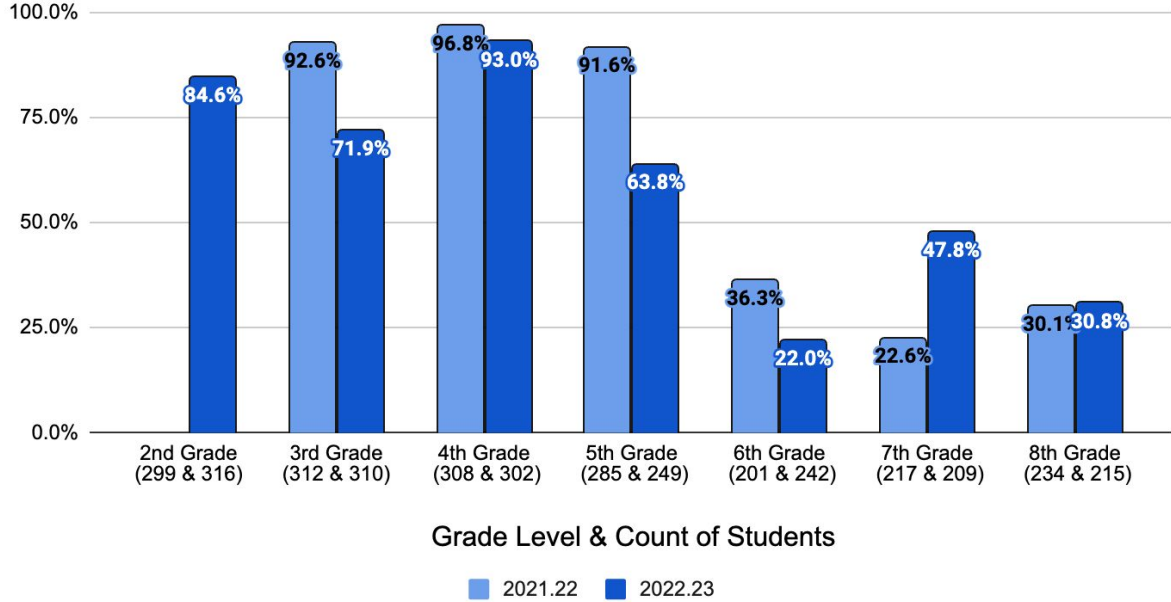
- Kindergarten (319 & 303): 1.6% / 0.7%
- 1st Grade (328 & 326): 2.7% / 0.9%
- 2nd Grade (299 & 316): 4.0% / 2.2%
- 3rd Grade (312 & 310): 6.4% / 2.6%
- 4th Grade (308 & 302): 23.1% / 20.5%
- 5th Grade (285 & 249): 21.4% / 14.5%
- 6th Grade (201 & 242): 1.5% / 2.1%
- 7th Grade (217 & 209): 3.2% / 4.3%
- 8th Grade (234 & 215): 3.4% / 1.4%
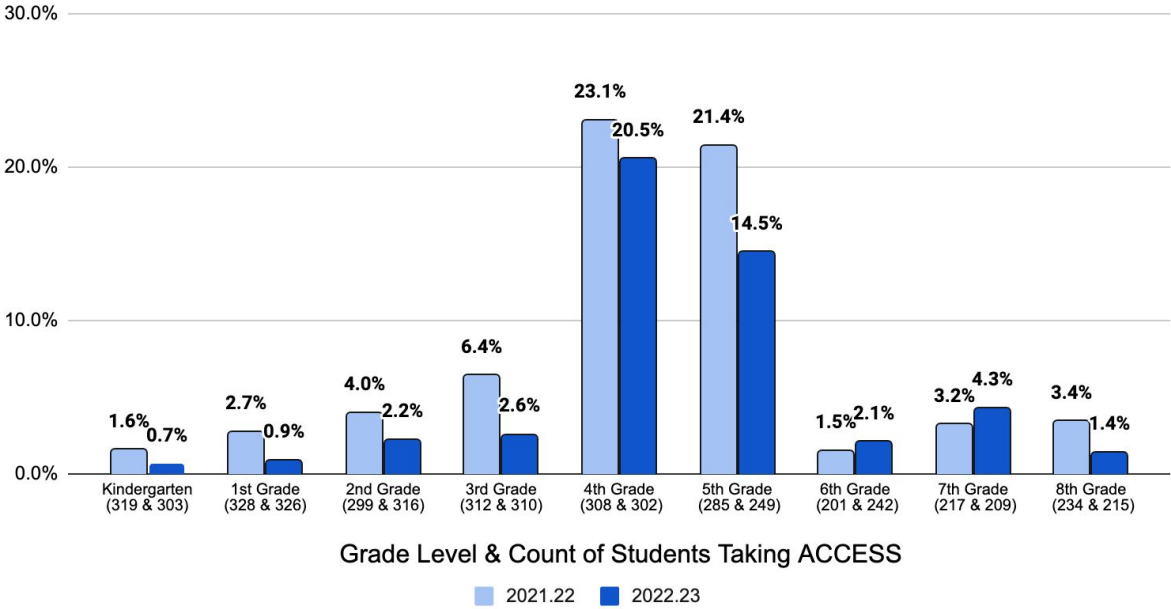
2021.22 / 2022.23

Grades 2-8 English Learner ELPtP Rates 2021.22 & 2022.23

Grade Level & Count of Students

- 2nd Grade (299 & 316): 84.6%
- 3rd Grade (312 & 310): 92.6% / 71.9%
- 4th Grade (308 & 302): 96.8% / 93.0%
- 5th Grade (285 & 249): 91.6% / 63.8%
- 6th Grade (201 & 242): 36.3% / 22.0%
- 7th Grade (217 & 209): 22.6% / 47.8%
- 8th Grade (234 & 215): 30.1% / 30.8%

2021.22 / 2022.23

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Dual Language COTW Meeting 1.22.24

Grades K-5 KPI Reading

K-5 (All Students) KPI Tier 1 Reading 2021.22 & 2022.23

Student Group & Count Taking i-Ready	2021.22	2022.23
District K-5 (3563 & 3546)	65.3%	68.5%
General Education (1521 & 1482)	82.4%	85.2%
Denied Services (57 & 66)	68.4%	68.2%
Dual Language 1-Way Spanish (727 & 633)	37.0%	41.9%
Dual Language 2-Way Spanish (446 & 483)	54.7%	64.6%
Dual Language 1-Way Polish (180 & 193)	73.9%	80.3%
ESL (632 & 689)	61.7%	56.5%
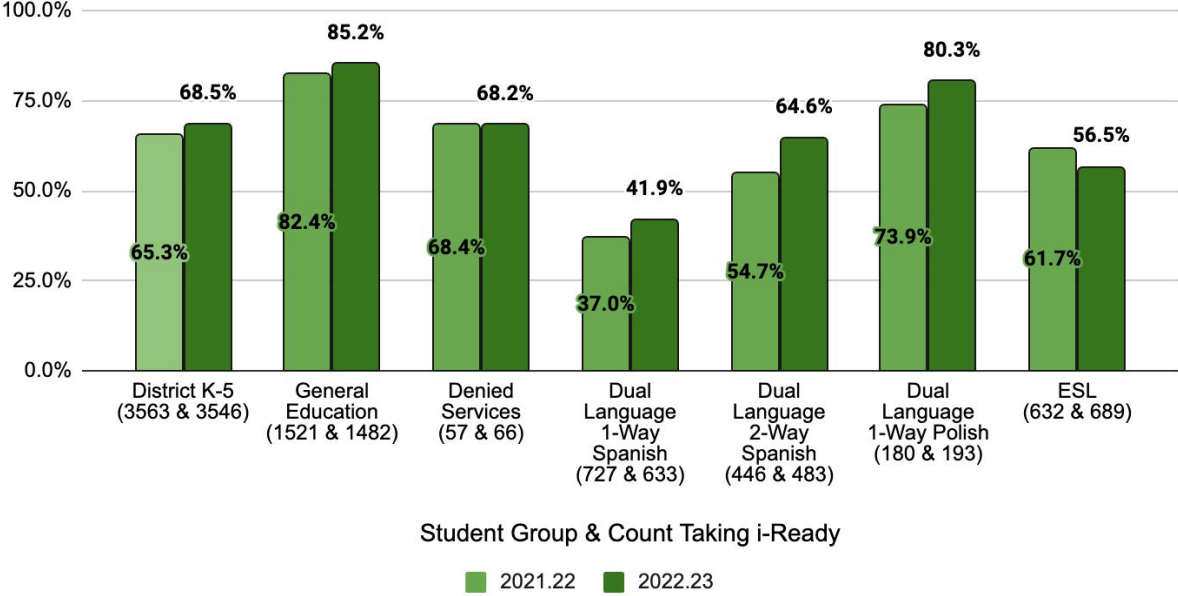
K-5 (DL Spanish) KPI Tier 1 Reading 2021.22 & 2022.23

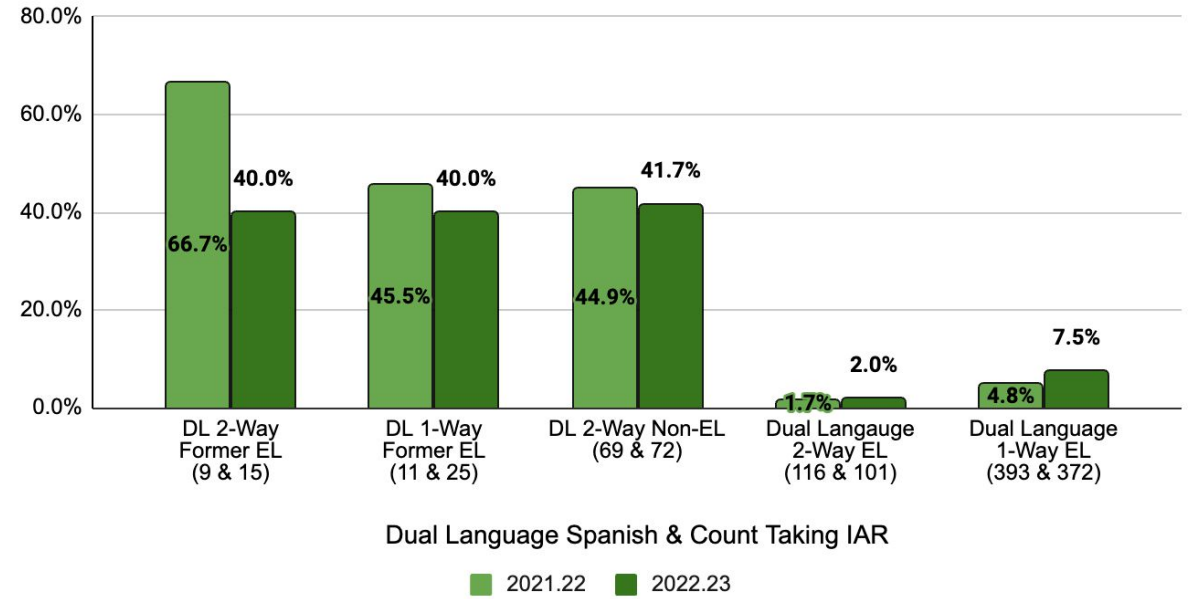| Dual Language Spanish & Count Taking i-Ready	2021.22	2022.23
DL 2-Way Former EL (13 & 20)	100.0%	100.0%
DL 1-Way Former EL (13 & 24)	100.0%	95.8%
DL 2-Way Non-EL (147 & 159)	87.1%	91.8%
Dual Language 2-Way EL (286 & 304)	36.0%	48.0%
Dual Language 1-Way EL (727 & 633)	37.0%	41.9%
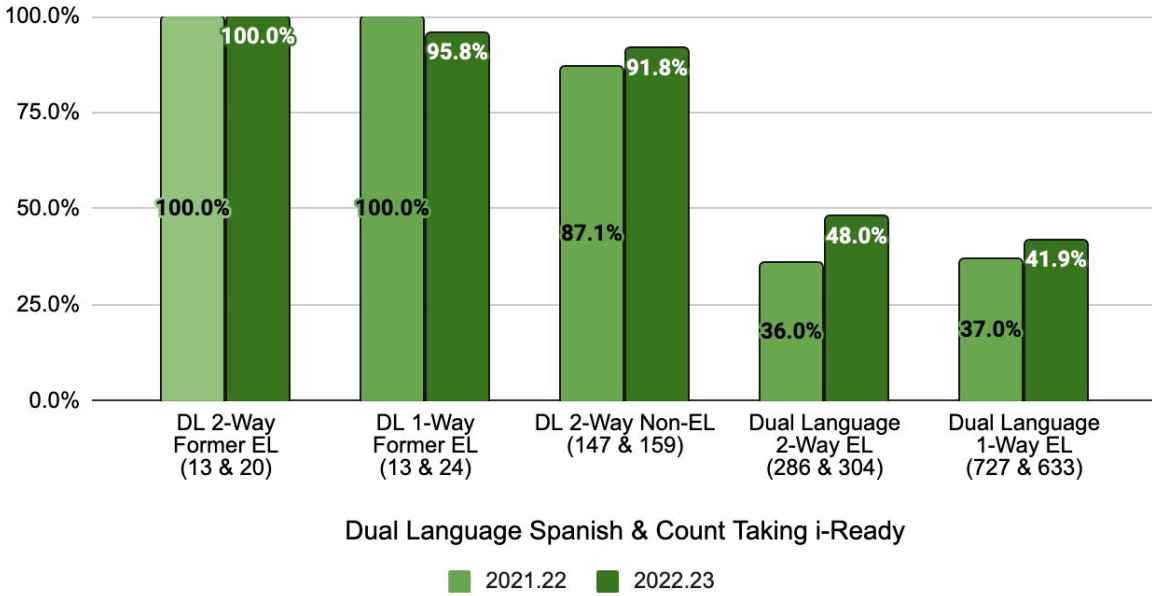
Grades 3-5 Illinois Assessment of Readiness (IAR) Reading

Grades 3-5 (All Students) IAR Reading Proficiency 2021.22 & 2022.23

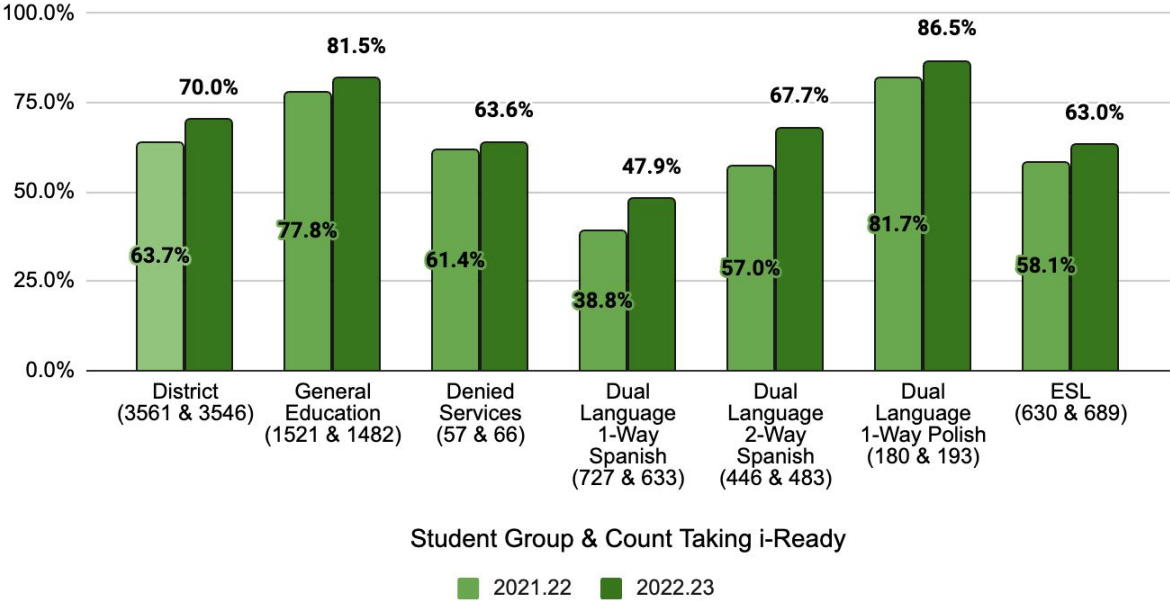- Illinois: 30.1%, 35.4%
- District (1841 & 1802): 24.9%, 28.4%
- General Education (803 & 781): 37.0%, 41.6%
- Denied Services (35 & 34): 20.0%, 11.8%
- Dual Language 1-Way Spanish (393 & 372): 4.8%, 7.5%
- Dual Language 2-Way Spanish (194 & 188): 20.1%, 20.2%
- Dual Language 1-Way Polish (79 & 93): 41.8%, 40.9%
- ESL (337 & 334): 13.4%, 11.7%

Student Group & Count Taking IAR
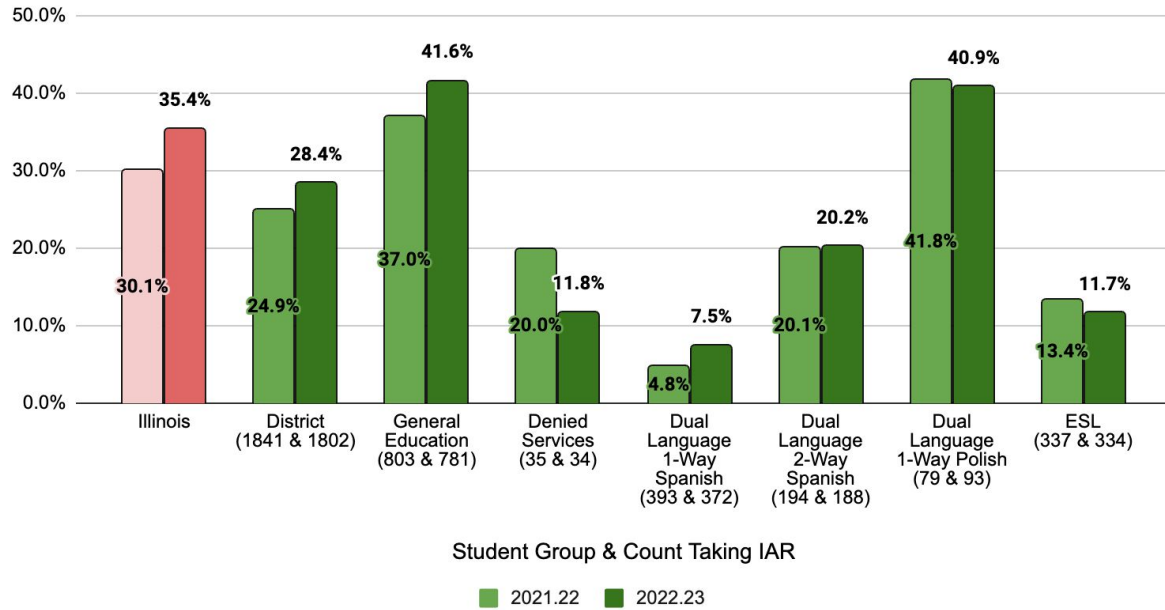
2021.22   2022.23

Grades 3-5 (DL Spanish) IAR Reading Proficiency 2021.22 & 2022.23

- DL 2-Way Former EL (9 & 15): 66.7%, 40.0%
- DL 1-Way Former EL (11 & 25): 45.5%, 40.0%
- DL 2-Way Non-EL (69 & 72): 44.9%, 41.7%
- Dual Langage 2-Way EL (116 & 101): 1.7%, 2.0%
- Dual Language 1-Way EL (393 & 372): 4.8%, 7.5%

Dual Language Spanish & Count Taking IAR

2021.22   2022.23

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Dual Language COTW Meeting 1.22.24

Grades K-5 KPI Math

K-5 (All Students) KPI Tier 1 Math 2021.22 & 2022.23

Student Group & Count Taking i-Ready

- District (3561 & 3546): 63.7%, 70.0%
- General Education (1521 & 1482): 77.8%, 81.5%
- Denied Services (57 & 66): 61.4%, 63.6%
- Dual Language 1-Way Spanish (727 & 633): 38.8%, 47.9%
- Dual Language 2-Way Spanish (446 & 483): 57.0%, 67.7%
- Dual Language 1-Way Polish (180 & 193): 81.7%, 86.5%
- ESL (630 & 689): 58.1%, 63.0%

K-5 (DL Spanish) KPI Tier 1 Math 2021.22 & 2022.23

Student Group & Count Taking i-Ready

- DL 2-Way Former EL (13 & 20): 92.3%, 95.0%
- DL 1-Way Former EL (13 & 24): 92.3%, 87.5%
- DL 2-Way Non-EL (147 & 159): 83.7%, 90.6%
- Dual Language 2-Way EL (286 & 304): 41.6%, 54.0%
- Dual Language 1-Way EL (727 & 633): 38.8%, 47.9%

Legend: 2021.22, 2022.23

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Grade 3-5 IAR Math

Grades 3-5 (All Students) IAR Math Proficiency 2021.22 & 2022.23
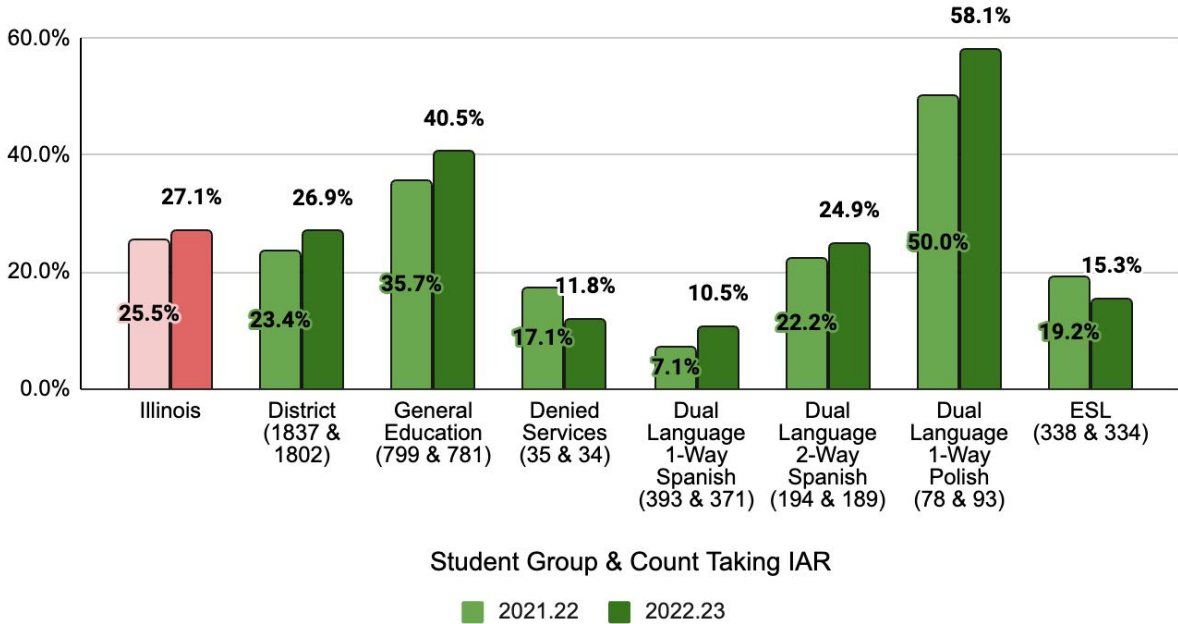
Grades 3-5 (DL Spanish) IAR Math Proficiency 2021.22 & 2022.23

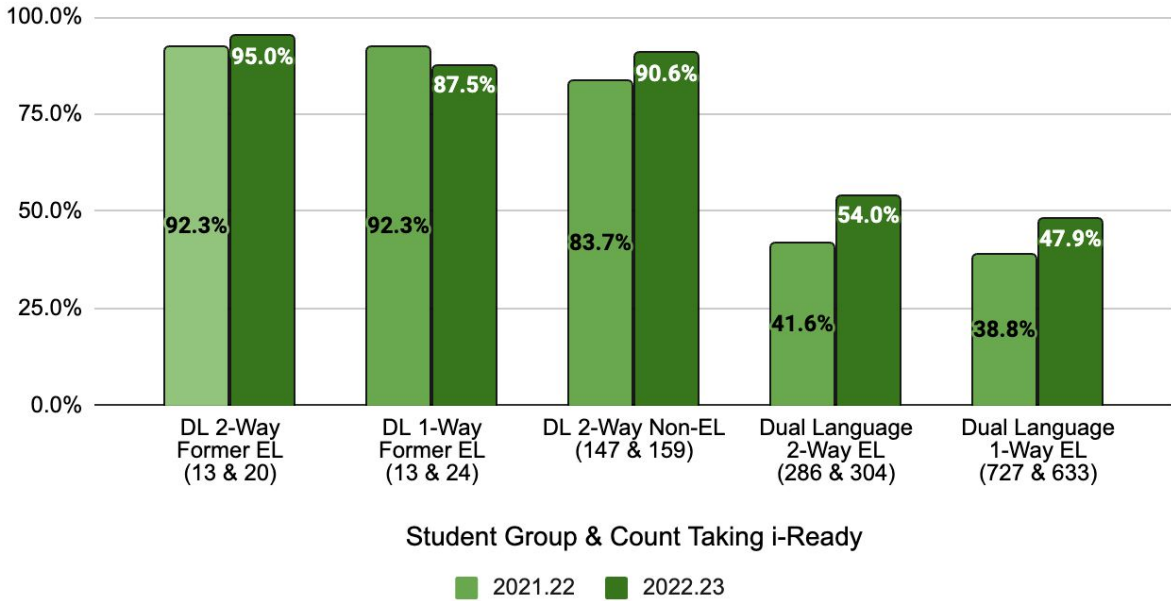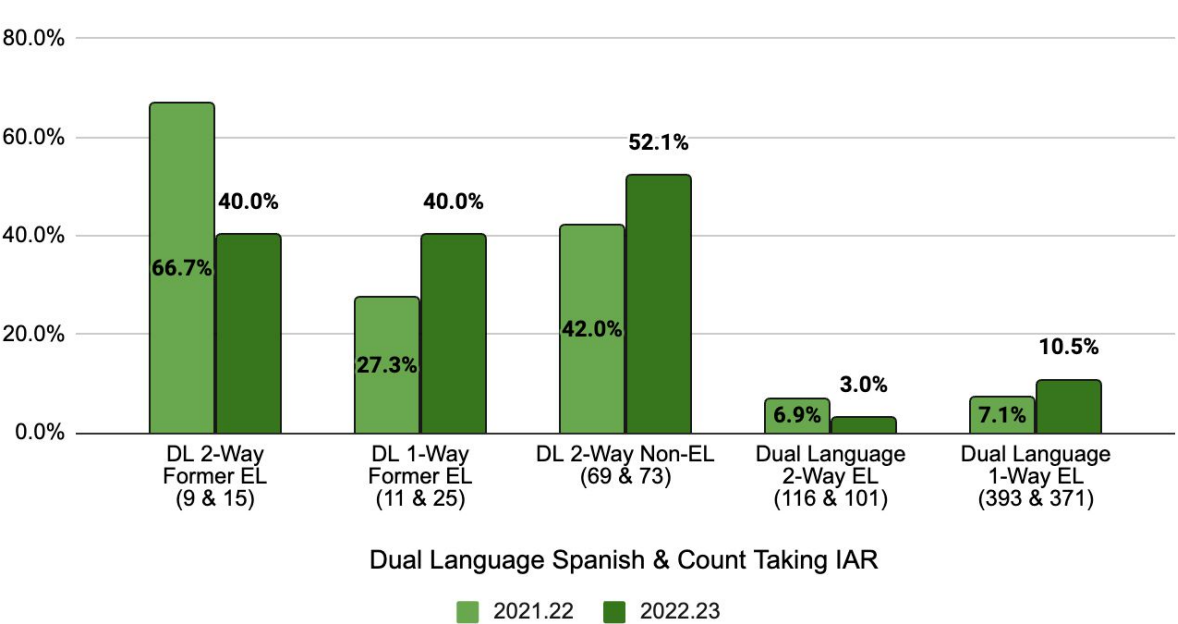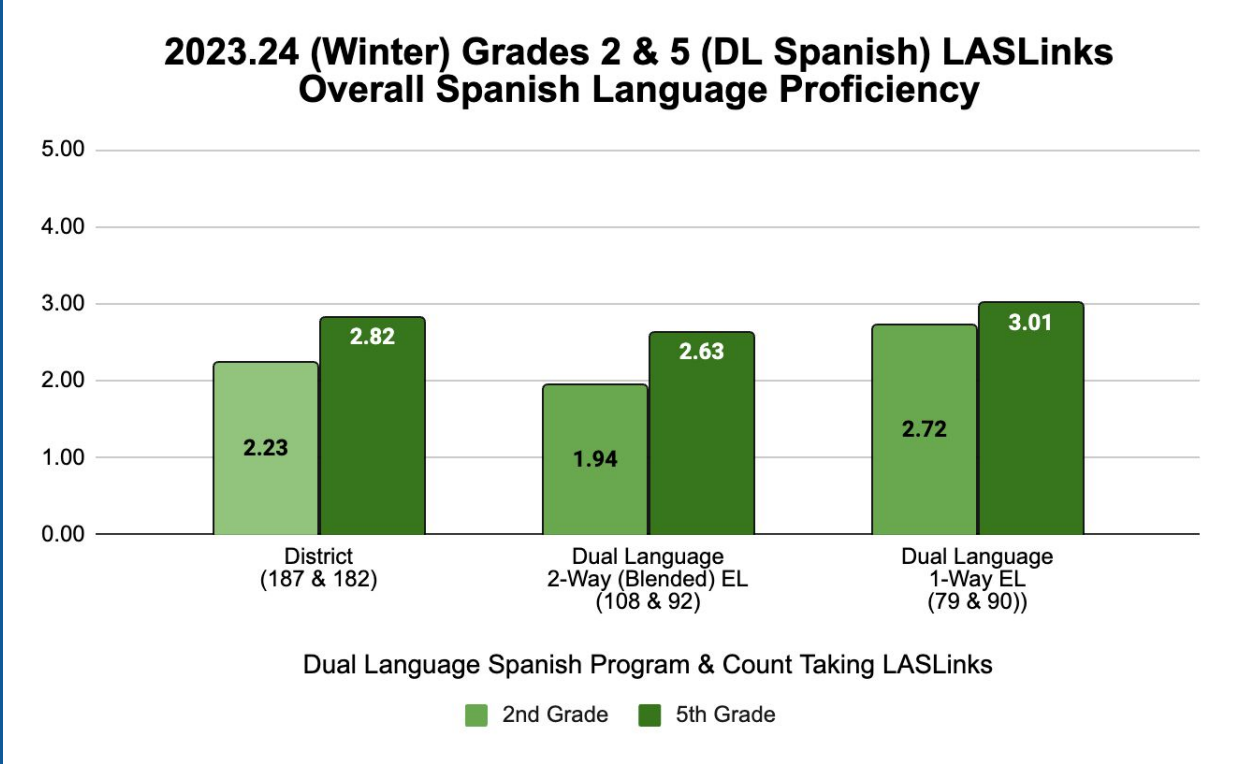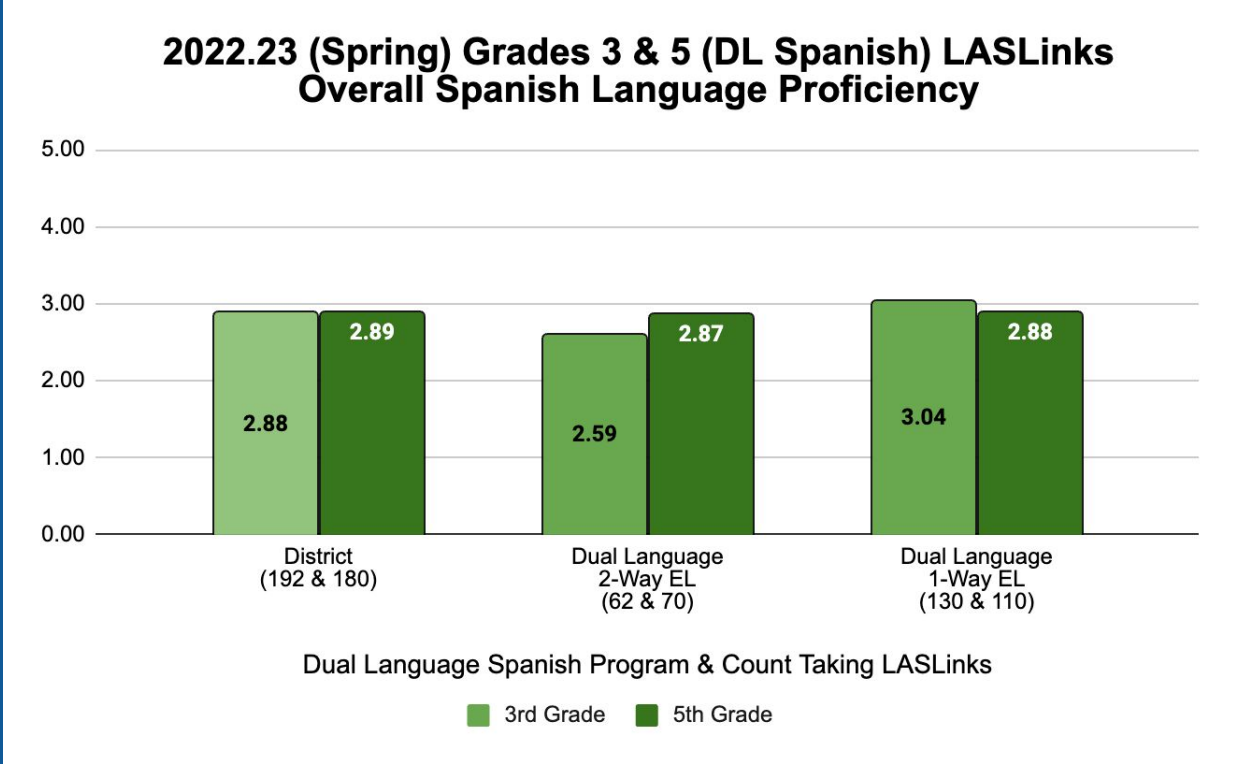# Spanish Language Assessment Scale (LAS) Links

2022.23 (Spring) Grades 3 & 5 (DL Spanish) LASLinks Overall Spanish Language Proficiency

Dual Language Spanish Program & Count Taking LASLinks	3rd Grade	5th Grade
District (192 & 180)	2.88	2.89
Dual Language 2-Way EL (62 & 70)	2.59	2.87
Dual Language 1-Way EL (130 & 110)	3.04	2.88

2023.24 (Winter) Grades 2 & 5 (DL Spanish) LASLinks Overall Spanish Language Proficiency

Dual Language Spanish Program & Count Taking LASLinks	2nd Grade	5th Grade
District (187 & 182)	2.23	2.82
Dual Language 2-Way (Blended) EL (108 & 92)	1.94	2.63
Dual Language 1-Way EL (79 & 90))	2.72	3.01

Multilingual Program Outcomes Highlights

Positives / Strengths

- DL Spanish (1W & 2W) showed improved results in IAR & KPI for both reading and math over the last 2 years, in most categories
- DL Polish IAR and KPI results outperform the district average
- A majority of EL students are meeting their progress to proficiency targets

Opportunities / Further Study

- Achievement gaps across programs & student groups remain large
- Inconsistent Exit Rates across programs & grade levels
- Denied Service student Exit Rate outpaces most EL groups
- ELPtP discrepancy between K-5 and 6-8 is quite large