

# Hawthorn School District 73



**DUAL LANGUAGE PROGRAM EVALUATION**

**AUGUST 24, 2015**



# Program History



- Initiated in 2000
- Single strand at Elementary North and South (Approximately 50 students per grade)
- Two Way Immersion
- 80/20 - 50/50 Core Instructional Program Model
- Moved to Townline Building in 2005
- Became a school in 2010 (Approximately 75 students per grade)





## **Dual Language Goals**

Bilingualism

Bi-literacy

Biculturalism

We expect students to be bilingual, bi-literate and bicultural in Spanish and English by the the time they leave the Dual Language in 5<sup>th</sup> grade.





## Dual Language Evaluation Purpose

Provide  
information for:

strategic  
planning for the  
school and  
district

adjustment of  
program  
components in  
need of  
improvements

strengthening  
those areas in  
alignment with  
best practices

DL evaluation to address four main questions:

1. What are the strengths of the program's design and implementation?
2. What are potential areas of improvement for the program's design and implementation?
3. What are the academic, language and literacy outcomes for the district?
4. What additional professional development, administrative support, resources or assessments would be useful for the district/school to increase alignment of program with best practices in curriculum, instruction, assessment and program design?



# Dual Language Evaluation



Center for Applied Linguistics, Washington D.C

Independent Evaluation aligned to best practices in Dual Language Programming

Centered on the following areas:

- Assessment policies and procedures, data use
- Curriculum (and alignment with standards, dual language goals, and support services)
- Instructional practices and materials, student grouping
- Staffing (recruitment and staff qualifications) and professional development
- Program design, goals, and leadership
- Family and community involvement
- Support from the district and the community, equity of resource allocation



# Methodology



## Quantitative Data

- ◆ Review of standardized assessments
  - ◆ ISAT
  - ◆ NWEA/MAP
  - ◆ ACCESS
- ◆ Review of program documentation
- ◆ Archival reports
- ◆ Additional assessment data
  - ◆ Early Literacy Assessment (AIMSweb)
  - ◆ Fountas & Pinnell
  - ◆ Curriculum Based Measurements

## Qualitative Data

- ◆ Interviews
  - ◆ Principal
  - ◆ Teachers (Rep from each grade level/learning center)
  - ◆ Students (Rep from 3rd-5th)
  - ◆ District Administration
- ◆ Parent focus group
- ◆ Classroom observations



## Areas of Strength:

### Classroom Instruction



- **Instructional Model**
  - Student Interest
  - Connections
  - Background knowledge
  - Scaffolding
  - Linguistic Connections
  - Classroom Management
  - Bridging
  - Vocabulary Review
  - Extension Activities
  - Student Advocacy
    - “Could be a model for other Dual Language programs.”



## Areas of Strength:

### Program Model

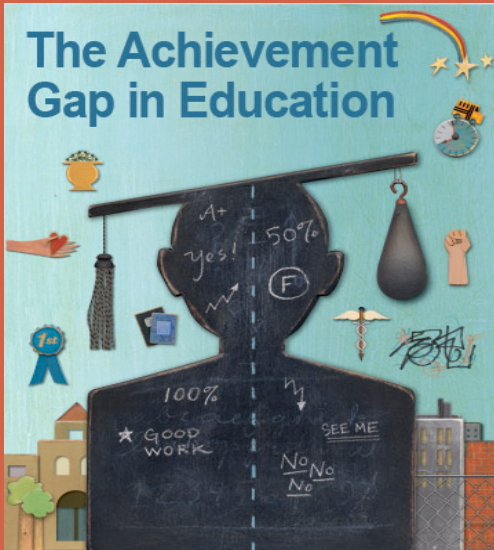


- Program Model
  - At least 50% of instruction in Spanish
  - Integration of Social Studies and Science into language arts instruction in English and Spanish
  - Strong value and commitment to bilingualism, bi-literacy and biculturalism
  - Program Advocacy
  - Students are overwhelmingly satisfied with the dual language experience



## Areas of Concern:

### Achievement Gap



- Overall growth is noted within both populations regarding academic achievement in math and reading, however:
- Achievement Gap
  - Hispanic/LEP students not closing academic gap with native English and non-Hispanic peers
  - Evidenced in standardized assessment in Reading and Math
    - ✦ MAP Testing
    - ✦ Fountas and Pinnell
    - ✦ ISAT Testing



# Addressing the Achievement Gap

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## **PROGRAM MODEL**

### **CURRENT REALITY:**

**INCONSISTENT LANGUAGE ALLOCATION  
BASED ON RESOURCES/PERSONNEL**

### **RECOMMENDATION:**

**THINK ABOUT WHETHER HSDL WILL MOVE  
TO A 90/10 OR 50/50 PROGRAM MODEL AND  
IMPLEMENT WITH FIDELITY**



# Addressing the Achievement Gap



## Curriculum

### Current Reality:

District is working on Guaranteed Viable Curriculum for all students.

### Recommendation:

Prioritize the (continued) development of a scope and sequence that aligns English language, Spanish language, academic content standards and multicultural appreciation outcomes within and across grades in the Guaranteed and Viable Curriculum.

## Instruction

### Current Reality:

Student grouping practices interfere with program fidelity and effectiveness.

### Recommendation:

Investigate and develop a plan to instruct, intervene and provide special services according to individual student needs while implementing the constructs of an effective Dual Language program with fidelity.



# Addressing the Achievement Gap



## Assessment/Data

### Current Reality:

Lack of assessments in Spanish

### Recommendation:

Select one or more Spanish assessments that will give teachers, parents, and the program important information on students' growth in language development and literacy, including all four skills (listening, speaking, reading, writing) for both language groups.

## Leadership

### Current Reality:

There is a perceived lack of support and confusion about leadership for the Dual Language program from the staff with regard to building and district leadership.

### Recommendation:

District and building leadership will develop a plan to coordinate their efforts more seamlessly in an effort to provide staff with the necessary support in order to achieve their goals for the program and communicate that plan to the Dual Language staff and community.



# Addressing the Achievement Gap



## Parent Support

### Current Reality:

Parents and community wish to participate more in their child's education and feel they can do so with more and more consistent communication.

### Recommendation:

Building and district leadership will develop a plan to communicate more and more consistently with the Dual Language community.

The evaluation recommended that we develop a middle school Dual Language program utilizing the recommendations that exist in this evaluation and that will provide the most effective middle school program for our students.

## Resources

### Current Reality:

Lack of PD, curricular resources and time.

### Recommendation:

District and building leadership will develop a plan to implement consistent professional development, increase instructional appropriate instructional resources in order to support their use of time more effectively.



# What we have accomplished:

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- The evaluation has been outlined and presented to the Dual Language staff. They provided feedback to the administration with regard to priorities and next steps.
- The district will continue to work on a Guaranteed Viable Curriculum that includes Spanish Language Arts standards and multicultural appreciation objectives.
- The district has secured a MAP Spanish assessment pilot for this year.



# What we have accomplished:



- The Director of Bilingual Education will be joining the Dual Language School Leadership Team in order to coordinate building and district efforts more seamlessly.
- The Illinois Resource Center has been contacted as a potential supportive organization for our efforts to plan for and implement the recommendations in this evaluation.
- The Dual Language staff have received new SLA resources and Science resources to support their efforts in planning more efficiently
- Committed to hiring bilingual educators at the School of Dual Language



# Questions?

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