

# Overview and Update of 80:20 Dual Language Program 

February 1, 2016

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Common Core
Bilingual and
English Language Learners

## Local and National Recognition

A Resource for Educators
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Knte Menken
Nate Menken
Mariman Cotro

- Promoting Bilingualism Award-District of Distinction Two-Way CABE June 27, 2012
- "U-46 is the model to follow for districts who are wanting to start a district-wide dual language initiative. In my opinion, they did everything right. DLeNM continues to highlight U-46 best practices in its consulting work with

U-46 Administrators Considered National Leaders in Dual Language Education
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other districts and holds up the district's work as important and rare."

Dr. David Rogers, Executive Director, Dual Language Education of New Mexico

Columns updated: 3/27/2013 2:16 PM

## U-46 dual language program encourages bilingualism, biliteracy



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Egin
sducation
Nsws.
schools.
U-46 language program
serves Spanish, English
speakers


## Dual Language Education

"Dual language programs use two languages for literacy and content instruction for all students. In the United States, programs use English and a partner language, often Spanish. The programs provide the same academic content and address the same standards as other educational programs...Instruction is in the partner language at least $50 \%$ of the time."

- Center for Applied Linguistics (CAL)-Two-way Immersion Toolkit


| WHO BENEFITS WHEN STUDENTS ACHIEVE PROFICIENT BILINGUALISM/MULTILINGUALISM? |  |  |
| :---: | :---: | :---: |
| Students | Families/Communities | The World |
| - Healthy identity formation <br> - Enhanced cognitive flexibility <br> - Enhanced communication skills <br> - Enhanced metalinguistic awareness <br> - Expanded capacity to think divergently <br> - Greater creativity <br> - Healthier minds | - Increased family cohesion <br> - Enhanced communication <br> - Smarter citizens: <br> - Strong identity and confidence in their abilities <br> - More flexible and creative thinkers <br> - Better problemsolvers and communicators <br> - More skilled at working across differences | - Greater economic opportunities <br> - Increased scientific/cultural creativity and knowledge development <br> - More effective international collaboration and understanding <br> - Enhanced communication among diverse populations |



- DL Project Charter
- Monitoring and Support
- DL Curriculum Alignment Plan (CAP), Language Allocation, Sample Schedules
- ELL Thematic Units
- CCSS, English Language Development

80:20
DUAL LANGUAGE

2013-2016
$3^{\text {RD }}-6^{\text {TH }}$ GRADE Standards, Spanish Language Arts and Spanish Language Development Standards

- Depth of Knowledge (DOK)
- Text-Dependent Questions
- Close Reading
- Instructional Core
- DL BOE Policy
- DL Academy
- DL Differentiated Professional DevelopmentNationally recognized DL experts
- DL Informational Meetings
- DL Learning Environment Support Module
- Resources: Bookrooms-Fiction and NonFiction English and Spanish, SENDEROS
- Resources for teachers -Professional Books


## Language Allocation 80:20 Dual Language Program

- Program Design 80:20 Dual Language
. 80\% in Spanish
- 20\% in English


|  | PreK | $\begin{aligned} & \text { K (half } \\ & \text { day) } \end{aligned}$ | 1st |  | $2^{\text {nd }}$ |  | $3{ }^{\text {rd }}$ |  | $4^{\text {th }}$ |  | $5^{\text {th }}$ |  | $6^{\text {th }}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 100\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 90\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 80\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 70\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 60\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 50\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10\% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

$\square$
English
$\square$ Spanish

## Dual Language Programs in U-46

## One-Way Dual Language

One Way Dual language programs are implemented in demographic contexts where only one language group is available


## $\uparrow$ Dual Language Programs in U-46 <br> TWO <br> WAY

## Two-Way Dual Language

Two-Way Dual Language programs have the demographics to invite English-dominant students to join their Ell peers in an integrated bilingual classroom. There should be an approximate balance of students of each language background.


One language sets you in a corridor for life. Two languages open every door along the way.

## One-Way 80:20 Dual Language Program

 Implementation Timeline| SY 2011-2012 | SY 2012-2013 | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 | SY 2016-2017 | SY 2017-2018 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Pre-Kinder | Pre-Kinder | Pre-Kinder | Pre-Kinder | Pre-Kinder | Pre-Kinder | Pre-Kinder |
| Kindergarten | Kindergarten | Kindergarten | Kindergarten | Kindergarten | Kindergarten | Kindergarten |
| $1{ }^{\text {2 }}$ Grade | ${ }^{14}$ Grade | ${ }^{12}$ Grade | ${ }^{12}$ Grade | ${ }^{12}$ Grade | ${ }^{12}$ Grade | ${ }^{12}$ Grade |
| $2^{\text {24a Grade }}$ | ${ }^{24} \mathrm{Grade}$ | ${ }^{\text {ma }}$ Grade | $2^{\text {ma }}$ Grade | $2^{\text {ma }}$ Grade | ${ }^{\text {ma }}$ Grade | ${ }^{24}{ }^{\text {G }}$ rade |
|  | $3^{30}$ Grade | $3^{30}$ Grade | $3^{00}$ Grade | $3^{* 0}$ Grade | $3^{30}$ Grade | $3^{30}$ Grade |
|  |  | 4* Grade | 4* Grade | 4* Grade | 4* Grade | $4^{3}$ Grade |
|  |  |  | 5º Grade | 5" Grade | 50 Grade | 50 Grade |
|  |  |  |  | 6" Grade | 6" Grade | $6^{27}$ Grade |
|  |  |  |  |  | $7{ }^{70}$ Grade | $7{ }^{7}$ Grade |
|  |  |  |  |  |  | $8^{\text {a }}$ Grade |
|  |  |  |  |  |  | 10 |

## Two Way 80:20 Dual Language Program

 Implementation Timeline


## U-46 ELL Department 80:20 Dual Language Schools 2015-2016

- Centennial (Early Learner Center) * Hillcrest
- CenturyOaks
- Channing
- Coleman
- Creekside
- Garfield
- Glenbrook
- Hanover Countryside
- Harriet Gifford
- Heritage
- Highland
- Hilltop
- Horizon (Early Learner Center)
- Huff
- Illinois Park (Early Learner Center)
- Independence (Early Learner Center)
- Laurel Hill
- Lincoln
- Lords Park
- Lowrie
- McKinley
- More At 4 (Early Learner Center)
- Nature Ridge
- Oakhill
- Ontarioville
- Otter Creek
- Parkwood
- Ridge Circle
- Ronald D. O'Neal
- Sunnydale
- Timber Trails
- Washington

Two Way Dual Language Satellite Schools

| SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| :---: | :---: | :---: |
| - Channing <br> - Glenbrook <br> - Hanover Countryside <br> - Harriet Gifford <br> - Heritage <br> - Huff <br> - Otter Creek <br> - Timber Trails | - Channing <br> - Glenbrook <br> - Hanover Countryside <br> - Harriet Gifford <br> - Heritage <br> - Huff <br> - Otter Creek | - Channing <br> - Glenbrook <br> - Hanover Countryside <br> - Harriet Gifford <br> - Heritage <br> - Huff <br> - Otter Creek <br> - Timber Trails |

## Total DL Students Per Year

| 9000 | Includes English Dominant |  |
| :---: | :---: | :---: |
| 8000 |  |  |
| 7000 |  |  |
| $\because 6000$ |  |  |
|  |  |  |
| $4000$ |  |  |
| $\begin{array}{ll} \text { \# } & 4000 \end{array}$ |  |  |
| $2000$ |  |  |
| 1000 |  |  |
| 1000 |  |  |
| - 2010-2011 | 275 |  |
| - 2011-2012 | 3904 |  |
| - 2012-2013 | 5106 |  |
| - 2013-2014 | 6315 |  |
| - 2014-2015 | 7350 |  |
| - 2015-2016 | 8382 |  |

## U-46 Dual Language Program Data

- The amount of students in the Dual Language program has been increasing every year
- By the end of $1^{\text {st }}$ grade, $87 \%$ of students in the Dual Language program read at or above grade level in their native language
- At the same time, $52 \%$ of the students can read at grade level in their second language


## 2014-2015 Winter to Winter MAP



## Grade Level

## Summary of MAP Data

- The national average is 50
- The Dual Language Program had above average growth at all grade levels $(3,4, \& 5)$ in reading and math ( $5^{\text {th }}$ grade math had a nearly average score of 47)
- The MAP test is designed for English dominant students and is administered in English.


## 2015 SUPERA Results



Source: U-46 Business Objects, Reference Percentiles are from the Fall SUPERA Norms used to compare students to other Spanish-speaking students nation-wide

## Summary of SUPERA Data

- At all grade levels, U-46 Dual Language students scored above the national average in Reading, Math, Language, and Overall when compared to other Spanish-speaking students.
- The national average is 50 , and $\mathrm{U}-46$ grade level medians ranged from 60 to 79 across all grades and subjects.


## Next Steps 2016-2017 School Year

- Dual Language Middle School Implementation
- Professional Development
- $7^{\text {th }}$ Grade DL Curriculum Alignment Plan (CAP)
- Program Design/Language Block
- Spanish Language Arts Curriculum (SLA) aligned with content and language standards
- SLA Writing Committee
- Alignment with English Language Arts curriculum
- Evaluation of Spanish instructional resources that meet the rigor of language and content development of the Spanish Language Arts Curriculum (Artes de Lenguaje en Español).
- Instructional Council
- BOE presentation
- ELL Informational Meeting
- BPAC



## MS Instructional Program

| ELIGIBLE ELLs - TBE Below 3.50 <br> Literacy Composite (TBE Full-Time) | ELIGIBLE ELLs -TBE <br> 3.50 or Above Literacy Composite (TBE Part-Time) | RECLASSIFIED ELLsl <br> ENGLISH DOMINANT (NOT LEP)/ NATIVE ENGLISH <br> ACCESS 5.00 Overall Composite AND 4.2 Reading AND 4.2 Writing | Transitional Program of Instruction ESL |
| :---: | :---: | :---: | :---: |
| Bilingual Licensed Teacher | Bilingual Licensed Teacher | Bilingual Licensed Teacher | ESL Licensed Teacher |
| Sheltered Spanish Instruction Spanish Language Arts Social Studies | Sheltered Spanish Instruction Spanish Language Arts Social Studies | Sheltered Spanish Instruction Spanish Language Arts Social Studies | Sheltered English Instruction Social Studies |
| Bilingual Licensed Teacher | Bilingual and/or ESL Licensed Teacher | Bilingual and/or ESL and/or General Ed. Licensed Teacher | Math |
| Sheltered English Instruction Math <br> Science <br> ESL/Reading (1 period) | Sheltered English Instruction Math <br> Science <br> ESL/Reading (1 period) | Math <br> Science <br> English LA | Science <br> ESL/Reading (1 period) |
| Gen. Ed. Licensed Teacher* | Gen. Ed. Licensed Teacher | Gen. Ed. Licensed Teacher | Gen. Ed. Licensed Teacher |
| Physical Education <br> *Health (Spanish) <br> Rotation/Elective(1) | Physical Education <br> Rotation/Elective(1) | Physical Education <br> Rotation/Elective(1) | Physical Education <br> Rotation/Electives |


| Middle School Dual Language Implementation SY 2016-2017 |  |  | Middle School <br> Dual Language Implementation SY 2017-2018 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SCHOOL | DL $7^{\text {th }}$ Grade | $8^{\text {th }}$ Grade TBE \& TPI | SCHOOL | DL $7^{\text {th }}$ <br> Grade | $8^{\text {th }}$ Grade <br> DL \& TPI |
| Abbott MS | $\checkmark$ |  | Abbott MS | $\checkmark$ | $\checkmark$ |
| Canton MS |  | $\checkmark$ | Canton MS |  |  |
| Ellis MS | $\checkmark$ | $\checkmark$ | Ellis MS | $\checkmark$ | $\checkmark$ |
| Kimball MS | $\checkmark$ | $\checkmark$ | Kimball MS | $\checkmark$ | $\checkmark$ |
| Larsen MS | $\checkmark$ | $\checkmark$ | Larsen MS | $\checkmark$ | $\checkmark$ |
| Tefft MS | $\checkmark$ |  | Tefft MS | $\checkmark$ | $\checkmark$ |

## Dual Language Hosting Schools

DL 7th Grade Projection SY 2016-2017 - Five Buildings


## Informing Stakeholders

| MS DL Implementation Presentations |  |  |
| :---: | :---: | :---: |
| Date | Audience | Sites |
| August 20, 2015 | ETA Members | Educational Services Center |
| August 25, 2015 | ELL Coordinators | Educational Services Center |
| August 26, 2015 | MS Dual Language Principals | Educational Services Center |
| August 28, 2015 | Teaching \& Learning Directors and Coordinators | Educational Services Center |
| September 9, 2015 | Elementary Principals | Educational Services Center |
| September 21, 2015 | Board of Education C\&I Committee | Educational Services Center |
| September 24, 2015 | MS ELL Lead Teachers | Larsen Middle School |
| September 28, 2015 | Tefft Staff Members | Tefft Middle School |
| October 1, 2015 | ELL Informational Meeting | Educational Services Center |
| October 13, 2015 | Secondary Principals | Educational Services Center |
| October 13, 2015 | Citizens Advisory Council C\&I Committee | Educational Services Center |
| October 14, 2015 | Bilingual Parent Advisory Committee | Educational Services Center |
| October 15, 2015 | Instructional Council | Educational Services Center |
| October 17, 2015 | Dual Language Academy - DL Teachers | Kenyon Woods Middle School |
| October 21, 2015 | Abbott MS Staff Members | Abbott Middle School |
| October 22, 2015 | Canton MS Staff Members | Canton Middle School |
| October 22, 2015 | Larsen MS Staff Members | Larsen Middle School |
| October 26, 2015 | Kimball MS Staff Members | Kimball Middle School |
| November 5, 2015 | Kenyon Woods MS Staff Members | Kenyon Woods Middle School |
| November 9, 2015 | Ellis MS Staff Members | Ellis Middle School |
| November 23, 2015 | DCD Secondary Teachers | Larkin High School |

## Communication Plan

## - Informational Letter

Target Audience:

- DL $5^{\text {th }}$ and $6^{\text {th }}$ grade parents

Target Message:

- DL Middle Schools

- DL Instructional Program / Language allocation
- Meeting with stakeholders
- DL 5 ${ }^{\text {th }}$ and $6^{\text {th }}$ Grade Parents at DL Middle School Sites
- Bilingual Parent Advisory Committee (BPAC)
- DL Advisory Committee
- Principals
- ELL Lead Teachers
- ELL Middle School Teachers
- ELL Website www.u-46.org/ell
- Frequently Asked Questions (FAQs)
- ELL Quarterly Newsletters
- DL Informational Posters and Flyers
- Libraries
- Churches
- Childcare Centers
- Park Districts
- Recreational Centers
- Elgin Hispanic Network
- Connect-Ed messages
- Schools' Websites
- Print/TV media
- ELL Parent Handbook


Dual Language Middle School Communication Plan for Incoming $7^{\text {th }}$ Graders

| Event | Dates | School/Location | Time |
| :--- | :--- | :--- | :--- |
| BOE C\&I DL Middle <br> School Implementation <br> PowerPoint | October 2015 | Posted on ELL website | N/A |
| FAQs for Parents and <br> Educators | January 2016 | ELL Website, District <br> Homepage | N/A |
| Informational Letter <br>  <br> 6th grade parents | Week of <br> February 8, <br> 2016 | All Dual Language Sites | N/A |
| Dual Language Middle <br> School Informational <br> Meeting | March 22, <br> 2016 | Larsen Middle School | 6:00-7:00 <br> pm |
| Dual Language Middle <br> School Informational <br> Meeting | March 23, <br> 2016 | Kimball Middle School | 6:00-7:00 <br> pm |
| Dual Language Middle <br> School Informational <br> Meeting | April 5, 2016 | Ellis Middle School | 6:00-7:00 <br> pm |
| Dual Language Middle <br> School Informational <br> Meeting | April 6, 2016 | Abbott Middle School | 6:00-7:00 <br> pm |
| Dual Language Middle <br> School Informational <br> Meeting | April 7, 2016 | Tefft Middle School | 6:00-7:00 <br> pm |



# Thank You Board Members and U-46 Community! 

sin una lengua común no es posíble hablarle a un puebloo entenderlo: no se pueden compartír sus esperanzas y aspíraciones, captar su historía, apreciar su poesía y sus cancíones. De nuevo me dí cuenta de que no éramos pueblos distíntos con lenguas diferentes, sino que formábamos un solo pueblo con distintas lenguas.
Nelson Mandela

Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs. I again realized that we were not different people with separate languages; we were one people, with different tongues.
Nelson Mandela

# Many languages, one message: 

 ACADEMIC SUCCESS FOR ALL!
¡Muchos Lenguajes, un Sólo Mensaje, Éxito Académico para TODOS!

