



# Spanish Dual Language Programming In Urbana School District #116

Part II  
May 17, 2022

# Committee Members



## District Staff:

Adriana Ochoa - Leal  
Danielle Jackson - DPW  
Darienue Ciuro' Sanchez - UMS  
Elizabeth Nieto - UMS  
Elizabeth Smith-Andree - UHS  
Taren Nance - UHS  
Lily Jimenez - UECS/CO  
Jeanette Delgado - DPW  
Jennifer Ivory-Tatum - CO  
Janice Nolan - UHS  
Yavonnda Smith - CO  
Kathleen Carter - DPW  
Kim Norton - CO  
Lucia Maldonado - UMS/UHS  
Mariela Agrawal - UHS  
Maggie Byrne - DPW  
Martha Churukian - UEA/YR  
Molly Headtke - Leal  
Rodrigo Scofield - UMS  
Sherry Gittens - DPW

## DL Parents:

Brianna Lawrence - Leal/UMS  
Cristina Alvarez Mingote - Leal  
Idalia Nuñez Cortez - Leal  
Ricardo Diaz - UMS/UHS  
Dulce Cortés Macías - UMS

## District Staff/DL Parents

Shawna Scherer - CO and UMS  
Keishla Rivera Toledo - UMS and DPW/UHS  
Joseph Wiemelt - UMS and DPW/UMS  
Emily Aguilar - Leal and Leal  
Gabriel Nardie - Leal and Leal



## **Committee Selection Criteria**

- **Completed the advertised application**
- **Be available for all meetings**
- **Be a current parent of a student in the DL program**
- **Committee facilitators sought representatives across all DL buildings (i.e., elementary, middle, high)**
- **Included parents from multiple grade levels within the program across all DL buildings (Leal, Dr. Williams, UMS and UHS), and an equitable balance between both elementary schools**
- **Included District and building staff that work directly within the program**
- **Included a racially diverse representation of members**



## Focus of Committee Work

- **Committee met regularly beginning in late January**
- **Topics Discussed:**
  - **Recruitment of new staff for multiple positions and levels**
  - **Retention of our current multilingual teachers and staff**
  - **Strategically planning time for dual language teachers to collaborate together across elementary buildings and across the different levels**
  - **Expanding the UMS schedules due to an increase in enrollment with a large 6th-grade class entering UMS**
  - **Planning for a culturally and linguistically responsive school community for multilingual learners and families at UHS**
  - **Planning for additional space needs for a large number of multilingual incoming kindergarteners and overall increased elementary program size**
  - **Collecting data using the Guiding Principles of Dual Language in order to evaluate the current successes and improvement needed in each of the 7 strands**



# Summary of Student Survey Feedback



- **255 students responded**
  - **128 responded in English, 127 in Spanish**
  - **21 DPW, 37 Leal, 136 UMS, 61 UHS**
- **Home Language of Students/Families**
  - **48 English**
  - **25 English/Spanish**
  - **11 Indigenous Language**
  - **171 Spanish**

# Summary of Student Survey Feedback



- **Response to: “Currently our elementary Spanish DL program is split between Leal and Dr. Williams schools. Which of the following is your preferred option for the future of the elementary Spanish DL program?”**
  - **Administered to DL students 5th - 11th**
  - **Responses:**
    - **56 “Combine the DL classes”**
      - **40 Hispanic/Latino; 3 DPW, 6 Leal, 26 UMS, 5 UHS**
    - **24 “I cannot answer at this time”**
      - **18 Hispanic/Latino; 0 DPW, 0 Leal, 11 UMS, 7 UHS**
    - **54 “I have no preference”**
      - **36 Hispanic/Latino; 0 DPW, 5 Leal, 21 UMS, 10 UHS**
    - **121 “Keep the program at two schools”**
      - **91 Hispanic/Latino; 6 DPW, 11 Leal, 43 UMS, 32 UHS**
  - \*\*18 students did not select a racial identification**

# DL Teacher-Led Small Group Feedback



- Teachers conducted morning meetings with their classes with the topic focused on the DL Strand vs. Whole;
- **Not all students voted, this was more of an open conversation; for classrooms that did vote, the students were split**
  - **Teachers felt that student hesitation to combining the program came from discomfort about having to change schools**
  - **When students were asked about whether future students starting the program for the first time, students felt this would provide a better experience for the students**
    - **Students felt it would have been more comfortable speaking Spanish in front of peers (ML)**
    - **It would have been more of an opportunity to learn from more peers**
    - **Could have talked to more people within buildings the if there was an issue, more Spanish support**
    - **Would have learned more Spanish because it would have been everywhere in the building**
  - **Students felt in current setting they do not hear much Spanish outside of the classroom**
  - **Students felt that there is not an overall welcoming community across the two classroom strands**
  - **Some students expressed concern about segregation if DL combined; others felt like current environment was more segregating**
  - **Students did not always feel that they had friends outside of the program**
    - **Students that did have peers outside of the classroom were predominantly English dominant or families with access to after school opportunities (ASCCP or 21st Century)**
  - **Students felt that an all DL building would have had more of a universal understanding of cultural differences**

# Summary of Teacher Survey Feedback



- **52 responses**
  - **26 DPW**
    - **11 classroom teachers (7 DL, 4 non-DL)**
    - **2 ESP (2 DL)**
    - **8 specialized teachers (5 DL, 3 non-DL)**
      - (include FA, Library, PE, Art, IC, Literacy Interventionist)
    - **5 support teachers (3 DL, 2 non-DL)**
      - (includes Special Education, Counselor, Social Work, etc.)
  - **19 Leal**
    - **9 classroom teachers (6 DL, 3 non-DL)**
    - **6 specialized teachers (4 DL, 2 non-DL)**
    - **4 support teachers (3 DL, 1 non-DL)**
  - **4 UMS**
    - **3 classroom teachers (3 DL)**
    - **1 administrator (1 DL)**
  - **3 UHS**
    - **3 classroom teachers (3 DL)**



# Summary of Teacher Survey Feedback

Response to: "Currently our elementary Spanish DL program is split between Leal and Dr. Williams schools. Which of the following is your preferred option for the future of the elementary Spanish DL program?"



- **DL Classroom Teachers**
  - 9 "Combine the DL classes"
  - 2 "I cannot answer at this time"
  - 4 "I have no preference"
  - 4 "Keep the program at two schools"
- **DL ESP**
  - 1 "Combine the DL classes"
  - 0 "I cannot answer at this time"
  - 0 "I have no preference"
  - 1 "Keep the program at two schools"
- **DL Specialized Teacher**
  - 2 "Combine the DL classes"
  - 2 "I cannot answer at this time"
  - 1 "I have no preference"
  - 4 "Keep the program at two schools"
- **DL Student Support Teachers**  
(includes sped, counselor, social work)
  - 1 "Combine the DL classes"
  - 1 "I cannot answer at this time"
  - 0 "I have no preference"
  - 4 "Keep the program at two schools"
- **Non-DL Classroom Teachers**
  - 2 "Combine the DL classes"
  - 0 "I cannot answer at this time"
  - 0 "I have no preference"
  - 5 "Keep the program at two schools"
- **Non-DL Specialized Teacher**  
(include FA, Library, PE, Art, IC, Literacy Interventionist)
  - 1 "Combine the DL classes"
  - 2 "I cannot answer at this time"
  - 0 "I have no preference"
  - 2 "Keep the program at two schools"
- **Non-DL Student Support Teachers**  
(includes sped, counselor, social work)
  - 0 "Combine the DL classes"
  - 0 "I cannot answer at this time"
  - 0 "I have no preference"
  - 3 "Keep the program at two schools"
- **Building Administrator**
  - 1 "Combine the DL classes"

# Summary of Parent Survey Feedback



- **127 parents responded**
  - **86 in English, 41 in Spanish**
  - **Language Predominantly Used in the Home**
    - **72 English**
    - **37 Spanish**
    - **13 Spanish/English**
    - **5 Other**
- **Breakdown by School**
  - **29 DPW -**
    - **6 African American, 6 Latino/Hispanic, 10 White, 7 Multiracial**
  - **95 Leal**
    - **2 Asian, 28 Latino/Hispanic, 50 White, 14 Multiracial, 2 Prefer Not to Answer**
  - **16 UMS**
    - **7 Latino/Hispanic, 6 White, 3 Multiracial**
  - **6 UHS**
    - **5 Latino/Hispanic, 1 Multiracial**

# Summary of Parent Survey Feedback

Response to: “Currently our elementary Spanish DL program is split between Leal and Dr. Williams schools. Which of the following is your preferred option for the future of the elementary Spanish DL program?” (sorted by racial identifier; DL Parents K-5 Only)

- **36 Latino/Hispanic responses (Leal/DPW):**
  - 3 “Combine the DL classes”
    - 2 Leal, 1 DPW
  - 3 “I cannot answer at this time”
    - 1 Leal, 2 DPW
  - 3 “I have no preference”
    - 1 Leal, 2 DPW
  - 27 “Keep the program at two schools”
    - 25 Leal, 2 DPW
- **58 White responses (Leal/DPW):**
  - 7 “Combine the DL classes”
    - 5 Leal, 2 DPW
  - 7 “I cannot answer at this time”
    - 6 Leal, 1 DPW
  - 1 “I have no preference”
    - 1 Leal, 0 DPW
  - 43 “Keep the program at two schools”
    - 36 Leal, 7 DPW
- **6 African American responses (Leal/DPW):**
  - “Combine the DL classes”
    - 0 Leal, 1 DPW
  - “Keep the program at two schools”
    - 0 Leal, 5 DPW
  - “I cannot answer at this time” and “I have no preference” had no response
- **21 Multiracial responses (Leal/DPW):**
  - 3 “Combine the DL classes”
    - 0 Leal, 3 DPW
  - 1 “I cannot answer at this time”
    - 0 Leal, 1 DPW
  - 3 “I have no preference”
    - 2 Leal, 1 DPW
  - 14 “Keep the program at two schools”
    - 12 Leal, 2 DPW
- **4 Other/Did Not Identify responses (Leal/DPW):**
  - 4 “Keep the program at two schools”
  - “Combine the DL Classes”, “I cannot answer at this time”, “I have no preference” had no response

# Summary of Parent Survey Feedback



**If you are a family that applied to participate in the Spanish DL program, would you choose to continue participation in the program if the program was not in your home school? (Include all non-Latinx, non-Spanish speaking responses from Leal/DPW only)**

- **No**
  - **46 (43 Leal, 3 DPW)**
- **Yes**
  - **21 (11 Leal, 10 DPW)**



# Summary of Parent Liaison Small Group Feedback



- **52 Responses (all Latinx families)**
  - **35 Leal, 14 DPW**
- **Response to: “Currently our elementary Spanish DL program is split between Leal and Dr. Williams schools. Which of the following is your preferred option for the future of the elementary Spanish DL program?”**
  - **4 “Combine the DL classes”**
    - **3 Leal, 1 DPW**
  - **3 “I cannot answer at this time”**
    - **1 Leal, 1 DPW, 1 unidentified**
  - **13 “I have no preference”**
    - **10 Leal, 3 DPW**
  - **32 “Keep the program at two schools”**
    - **21 Leal, 9 DPW, 2 unidentified**

## Frequently Asked Questions/Concerns

*“This will be a form of segregation.” “Children will no longer be able to be exposed to other races and cultures as they are now at a mixed (DL & Monolingual) school”*

- **As you will see from the demographic information on the next slide, this is not true.**
- **Currently the racial demographics between Leal and Dr. Williams are drastically different.**
- **Combining the DL classrooms would actually provide more diversity among a DL building**
  - **The percentage of white students would increase from what is currently at Dr. Williams**
  - **The percentage of American-Indian students would increase from what is currently at Leal**
  - **The percentage of students with IEPs would decrease for both buildings**
  - **The number of emergent bilingual students will increase, but a whole building model will allow for more support as all teachers will be trained to serve their needs.**
- **The lottery process would be open to students from all over the District.**

# Elementary Demographic Comparison

	Dr. Williams	Leal	All K-5 DL
ELL	26.00%	35.00%	63.00%
Special Education/IEP	15.00%	12.00%	11.00%
Home Language			
English	66.00%	55.00%	27.00%
Spanish	33.00%	39.00%	66.00%
Other	1.00%	6.00%	7.00%
Racial Demographic			
White	16.00%	36.00%	20.00%
Latino/Hispanic	31.00%	37.00%	67.00%
African American	41.00%	10.00%	5.00%
Multiracial	11.00%	12.00%	6.00%
American Indian	0.50%	0.00%	1.00%
Asian	0.50%	5.00%	1.00%
Total Enrollment	427	397	387
% Student of Color	84.00%	64.00%	80.00%

# Frequently Asked Questions/Concerns



*“This will increase class sizes.”*

- **This is false.**
- **While the plan is to spend 2022-2023 planning for a shift, had we done this next year, the number of students per classroom could be more balanced across dual language within each grade level**
  - **For example, currently the 2nd grade DL classes at Leal are at 15 and 16, while the 2nd grade at Dr. Williams has 25.**
- **Combining the program will also allow for multiple monolingual classes per grade and will create smaller classes for this student group as well.**
- **The overall number of classrooms per building will be reduced if current grade level bands combine and they will still be under CBA class limits and allow for additional growth.**



# Frequently Asked Questions/Concerns



*“This will increase busing.”*

- **Currently the majority of emergent bilingual children are bused to either Leal or Dr. Williams.**
- **Historically, the District has always bused students that were in special programs, such as for special education programs, ESL and dual language.**
- **This may be an increase of busing for monolingual students, depending on which school is selected as the whole-school site.**
- **Many students at both Leal and Dr. Williams live in under the 1.5 mile range to other elementary schools and may not require a bus.**

# Frequently Asked Questions/Concerns



*“What does the research say regarding whole school vs. strand model?”*

- **There is limited research that analyzes outcomes comparing whole school versus strand models.**
  - **Most literature focuses on the pros and cons of each setting and language allocation models, not specifically whether a whole school versus strand is better.**
- **School improvement research suggests that structural components of school change create the context for more meaningful instruction, student learning, etc., but alone do not affect change/improvement the most. The most important areas of school improvement are related to the relational aspect, such as standards (expectations for student learning), strategy (instructional strategies to engage students in meaningful learning), and self (the set of beliefs teachers and students have about their capacity to be effective) If the structure of a program limits the ability to improve the standards, strategy, and self levers, then a change in structure should be considered in how to improve those areas.**
  - **In this particular context (dual language), there are concerns related to how the strand model limits the support systems for DL teachers to more effectively improve standards, strategy, and self.**

Frontier, T., & Rickabaugh, J. (2014). *Five levers to improve learning: How to prioritize for powerful results in your school*. ASCD.

# Frequently Asked Questions/Concerns



*“How will this affect DL teacher retention?”*

- **The DL teachers have not been polled for their individual desire to stay or leave Urbana.**
- **Verbally, the committee has heard DL teachers express to the committee an overwhelming frustration with how the structure of the program is affecting them - lack of collaboration, school within a school feeling, lack of bilingual supports, etc.**
  - **If we were to combine to all DL in one building this would allow the program to address all of those concerns raised by the teachers.**
- **We have had DL teachers express to their building principals that they would consider teaching in a monolingual classroom if it meant they would avoid these frustrations.**
- **DL Teachers are being directly contacted by other districts to be recruited and being offered significant bonuses to do so.**

## **SDL Certified Staff Turnover K-12 (By Year):**

- **Summer 2021 - 9 teachers (2 stayed in District)**
- **Summer 2020 - 5 teachers (2 stayed in District)**
- **Summer 2019 - 6 teachers (2 stayed in District)**
- **Summer 2018 - 5 teachers (1 stayed in District)**
- **Summer 2017 - 4 teachers**





# Frequently Asked Questions/Concerns

*“The survey data does not align with this recommendation”*

- **This is true.**
- **However, the response rate from all stakeholders was not equitable across the demographic groups and buildings.**
  - **Most parent responses were from Leal**
    - **Most Leal families were against leaving Leal**
  - **There were only 127 parent responses; there are approximately 660 students enrolled in dual language Kinder-11th**
- **Narrative responses in all of the surveys frequently stated misconceptions about what a whole model would mean for students and families.**
  - **Such as:**
    - **Students will no longer be amongst diverse peers.**
    - **Combining DL classes will increase the class sizes**
- **It was apparent that stakeholders were not fully aware of impacts changing the model would mean.**



# Frequently Asked Questions/Concerns



*“Why weren’t the voices of the families from monolingual classrooms heard by this committee?”*

- **The specific charge of the DL Committee was to review the current program strengths and challenges that are affecting the program and discuss how to make improvements.**
- **One component of that discussion was to review the current strand model and compare it to other possible models that would address the space and staffing concerns.**
- **The feedback needed in order to have these discussions could only be provided by direct stakeholders - teachers, DL parents/families and DL students.**
- **Updates and information about the committee’s work have been shared with the entire District via Weekly Superintendent Updates and previous BOE meetings held on December 7th and May 3rd.**

# Frequently Asked Questions/Concerns



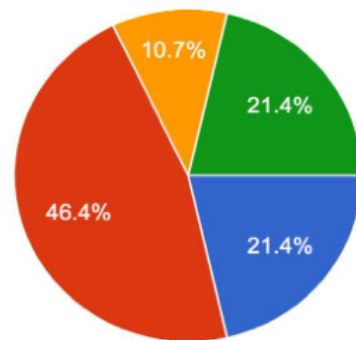
*“Why isn’t student academic data being reviewed as a part of this decision?”*

- **State assessment results from the past two years have been impacted by the pandemic for all students across the District.**
- **For the 2021-2022 school year the District has adopted a new benchmark assessment system. It will take multiple years to establish a baseline.**
- **Historically, State assessments have not provided sufficient accommodations for emergent bilingual students, especially for newcomer students.**
- **As the DL Committee continues to plan during the 2022-2023 school year, we will have the opportunity to look at more longitudinal assessment data from the last ten years.**
- **As we move forward with our Equity Audit, all BIPOC student data will be reviewed and analyzed.**

# Committee Recommendation

- Based on the all of the information that was reviewed and the discussion had among the committee and subgroups, at this time we are recommending that the elementary Spanish dual language program move to a whole building model.
- In order to plan for all needed adjustments, a continuation of the committee with collaborate during the 2022-2023 school year to develop next steps for ensuring a smooth transition for all .
- No structural changes to the current dual language model will occur for the 2022-2023 school year.
- The location of the whole-school model will be determined during the 2022-2023 school year.
- 28 of 31 Committee members voted; Dr. Ivory-Tatum, Mrs. Norton and Mrs. Ricconi did not vote.
- The rationale for some members not selecting a specific option varied from wanting more information to not being a stakeholder at the elementary level.

Currently our elementary Spanish DL program is split between Leal and Dr. Williams schools.  
Based on the feedback that you have reviewed, w...he future of the elementary Spanish DL program?  
28 responses



- Keep the elementary Spanish DL program as strands in BOTH Dr. Williams and Leal
- Combine the Spanish DL program classes into one whole Spanish DL school (Leal or Dr. Williams) that will only include DL classrooms.
- I have no preference
- I am unable to answer at this time. I need more information.





# Projected Impacts of Whole-School Model

- **Increased DL teacher retention**
  - **Balanced class sizes, increased collaboration, increased bilingual support**
- **Budgetary**
  - **Reduced FTE**
    - **(i.e, could have moved from 21 classrooms to 18 classrooms in 22-23)**
- **Transportation**
  - **Routes for current emergent bilingual students could be combined as they are in the same neighborhoods**
  - **Additional routes may be needed for non-DL students at the unselected school**
- **Application Procedure**
  - **All student in USD 116 would have an equal opportunity in the lottery process**





## **Future Committee Work (2022-2023 SY)**

- **Expanding our recruitment and retention efforts**
  - Working on funding sources for incentivizing positions
  - Addressing current staff concerns in order to improve retention
- **Year-long planning phase to support transition to recommended program model**
  - Financial impact study of any changes
  - Determining how to address any impacts across the entire District
  - Including all voices (monolingual & DL) from both Dr. Williams and Leal
- **Developing a Strategic Plan for Improvements based on the the results of the Guiding Principles of Dual Language rubrics including a programmatic evaluation**
  - Those strands are: Program Structure, Curriculum, Instruction, Assessment & Accountability, Staff Quality & Professional Development, Family & Community, and Support & Resources.
    - Reimagining curriculum delivery or thematic approaches
    - Intentionally supporting “newcomers” at every level
    - Creation of a comprehensive Professional Development Strand specifically for DL

# How Do We Move Forward If We Do Not Combine?



- **Building Capacity**

- Student enrollment in monolingual and DL classes will not be balanced and could continue to be at capacity.
- Both Leal and Dr. Williams will continue to evaluate the need for students overflow reassignment once a monolingual classroom is at full capacity.
  - Dr. Williams reassigned 53 students (over the entire school year)
  - Leal reassigned 5 students (since January)
    - Do we stop posting for adjustment TAs and immediately reassign students once a classroom has reached capacity?
    - Do we stop accepting monolingual petitioners to both Leal and DPW?
- As classroom spaces are needed due to overall growth, buildings will need to continue to evaluate space for Fine Arts, Music, Dance/Drama, ASCCP classroom/office space and other enrichment activities.
- If DL enrollment continues to increase in subsequent years, we will need to reevaluate the linguistic makeup of the DL classrooms.

- **Staff Retention**

- Anticipated continuation of DL teacher-turnover and need for long-term subs.
- Dual language certified teacher positions will continue to be a challenge to hire.



Questions?