

**Student Assignment Project (SAP) Phase II  
Willard Series - Sep 19-20**

# Meeting Objectives



- Review the SAP process and how we got to this point
- Understand the TWI area of focus
- Review the TWI problem we're trying to solve
- Review Willard TWI data
- Engage in the SELECT decision making process
- Determine which alternatives to share with the SAP Phase II Committee
- Review next steps and provide feedback

# Norms



Take an inquiry stance.

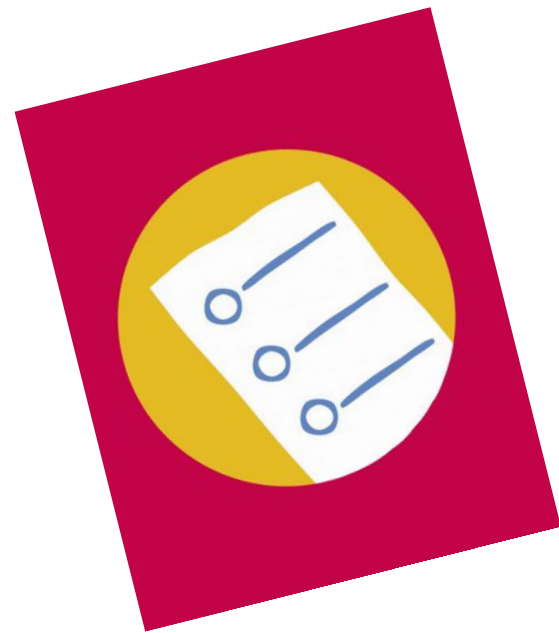
Ground statements in evidence.

Assume positive intentions and take responsibility for impact.

Stick to protocol and hear all voices.

Start and end on time.

Be here now.



# How Did We Get Here?



Phase	Big Question	The Work	Status
I	How do we modernize the student assignment process with an equitable lens and create a system to review every five years?	SAP Phase I Committee met for over a year and presented a new student assignment plan to the board. The board voted on our plan, new boundaries, the opening of a new school, and the transition of the Bessie Rhodes community to the new school.	Complete
II	How do we ensure equitable programming that are implemented consistently with fidelity across the district?	<p>SAP phase II committee met weekly for 5 months to review program data and hear from program leaders.</p> <p>We developed preliminary recommendations for each program area.</p> <p>Community feedback sessions are scheduled</p> <p>Feedback will be given to the SAP committee to review</p>	<p>Complete</p> <p>Complete</p> <p>In Progress</p> <p>In Progress</p>

# PROGRAM AREA OF FOCUS



(TWI)

# Why Do We Offer TWI in D65?



**Public schools are required by State law to provide English learning (EL) programs and supports when 20 or more English language learners of the same language are in a school (ISBE State code Section 228.25 Program Options, Placement, and Assessment).**

*The TWI program exists to serve Spanish speaking English learners*

- Transitional Bilingual Education (TBE) Programs
  - D65 educators pushed for the TWI program because TBE programs do not honor the native language.
- 2001/02 - TWI began in D65 at 1 school (Washington)
- TWI expanded to 4 more schools (Dawes, Oakton, Washington, Willard, Dewey)
- 2018 - Rhodes TWI Transition began with the Fall 2018 Kindergarten class



## **English Learners' Long-Term K-12 Achievement in Normal Curve Equivalent (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models**

(Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California (1998-2000))

Program 1: Two-way Dual Language Education (DLE), including Content ESL

Program 2: One-way DLE, including ESL taught through academic content

Program 3: Transitional BE, including ESL taught through academic content

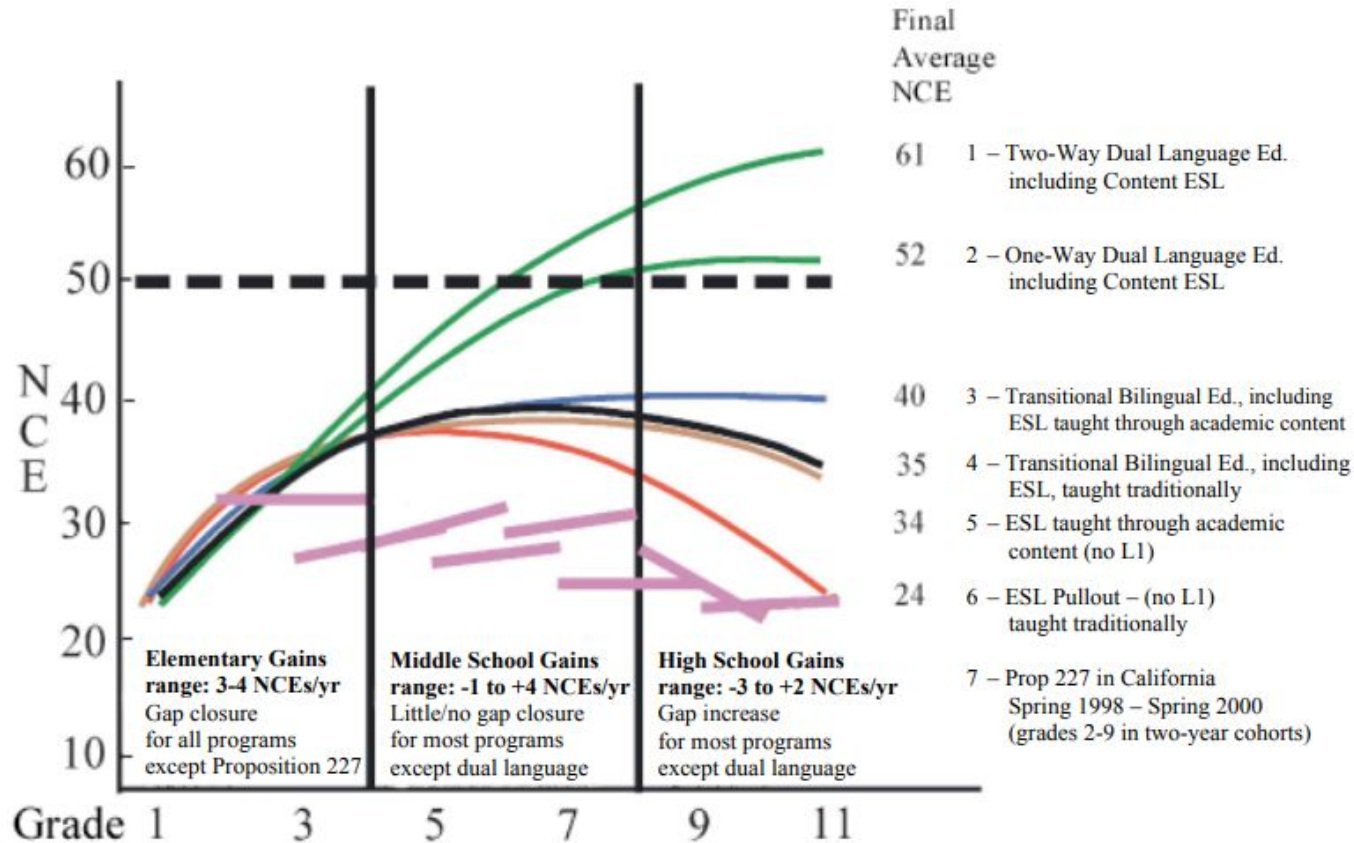
Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches with no L1 use

Program 6: ESL pullout - taught by pullout from mainstream classroom with no L1 use

Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)

# TWI RESEARCH -Thomas and Collier





PROBLEM WE'RE  
TRYING TO SOLVE

# What Are We Trying To Solve



This question was developed from the data, community feedback, and identified challenges.

**SAP Phase II**

**Where should TWI programs be placed?**

**SAP Phase I**

**Bilingual programs (such as TWI) must be provided at the local area schools of the students requiring services as mandated by the state.**

# DATA REVIEW

# TWI Enrollment Data

# TWI Data - Est. 2000



## 5 Year Enrollment Data

Dates	Enrollment
2022 - 2023*	741
2021 - 2022	763
2020 - 2021	773
2019 - 2020	847
2018 - 2019	776

\* Data from the 22-23

School	Sections/ Classes Per Grade
Bessie Rhodes	2
Dawes	1
Dewey	1
Oakton	1
Washington	2
Willard	1

# TWI Thresholds



How many TWS students determine if the district would consider a TWI program?

## TWI Single Strand

**48-60** or more TWS (Spanish English language learners) in a school

This is a projected average of 8 to 10 Spanish EL (TWS) students per grade

## TWI Double Strand

**70 - 100** or more TWS (Spanish English language learners) in a school

This is a projected average of 12 to 20 Spanish EL (TWS) students per grade

# New Boundary Projections - 22/23 Data



The (-) Means the data is below 10 and too identifiable.

	<b>GenEd</b>	<b>TWS/X</b>	<b>TWE</b>	<b>TWI Totals</b>	<b>Totals</b>
<b>FWS</b>	475	113	21	134	609
<b>Dawes</b>	190	50	51	101	291
<b>Dewey</b>	300	36	37	73	373
<b>Kingsley</b>	160	-	-	7	167
<b>Lincoln</b>	391	43	16	59	450
<b>Lincolnwood</b>	192	-	-	9	201
<b>Oakton</b>	264	59	35	94	358
<b>Orrington</b>	251	-	-	7	258
<b>Walker</b>	363	29	20	49	412
<b>Washington</b>	267	90	86	176	443
<b>Willard</b>	207	-	-	21	228
<b>Totals</b>	<b>3060</b>	<b>435</b>	<b>295</b>	<b>730</b>	<b>3790</b>

**TWI In Most Schools, Is  
It A Possibility?**



# Is It Possible to Offer TWI in Most Schools?



School	Current TWI Educators	If we offered TWI at more schools
Dawes Elementary School	6	6
Dewey Elementary School	6	6
Kingsley Elementary School	0	6
Lincoln Elementary School	0	6
Lincolnwood Elementary School	0	6
Oakton Elementary School	6	6
Orrington Elementary School	0	6
Walker Elementary School	0	6
Washington Elementary School	12	6
Willard Elementary School	6	6
Dr. Bessie Rhodes of Global Studies	12	6
	<b>44</b>	<b>66</b>

# Is It Possible to Offer TWI in Most Schools?



## Intersection of equitable access and financial implications

### Model

- To offer a Two-Way Immersion program we need an equal amount of English learners (EL) who speak Spanish to Native English speakers (as close as possible)
  - We would offer Native Spanish speakers priority enrollment

## Intersection of equitable access and financial implications

### Educator

- There is a shortage of educators with a bilingual endorsement
  - ISBE is currently offering short term approvals for these educators to start teaching mid-way through their program
- Based on the number of Spanish speaking English language learners, we wouldn't have enough specialized educators to meet their needs

# Community Survey

# Reviewing Data

## Phase I - Community Survey Demographics (Fall 2021)



### Geo Coded Survey

- 94% families speak English
- 26% students receive IEP or 504 services

### Parent Race

Evanston Ward 1	3.8%
Evanston Ward 2	8.0%
Evanston Ward 3	9.6%
Evanston Ward 4	10.8%
Evanston Ward 5	6.2%
Evanston Ward 6	19.2%
Evanston Ward 7	13.0%
Evanston Ward 8	5.6%
Evanston Ward 9	10.9%
Skokie	9.4%
I don't know	3.5%

### Voluntary Survey

- 94% families speak English
- 22% students receive IEP or 504 services

### Parent Race

Evanston Ward 1	4.4%
Evanston Ward 2	10.5%
Evanston Ward 3	9.0%
Evanston Ward 4	9.1%
Evanston Ward 5	6.6%
Evanston Ward 6	19.7%
Evanston Ward 7	15.5%
Evanston Ward 8	5.5%
Evanston Ward 9	10.6%
Skokie	6.8%
I don't know	2.3%

# Reviewing Data

## Phase I - Relevant Community Survey Data (Fall 2021)



### Geo Coded Survey

#### TWI

- 68% of families are familiar with the TWI program
- 86% of families know how to apply for TWI
- 40% believe it TWI should be offered at fewer school with double stands and 60% believe it should be offered at more schools with single strands
- When asked to select the top 3 factors most important for the School District to consider when assigning students to specific schools - Ensuring students can attend a school where their learning and social emotional needs can be met was #2

### Voluntary Survey

#### TWI

- 69% of families know familiar with the TWI program
- 82% of families know how to apply for TWI
- 47% believe TWI should be offered at fewer school with double stands and 53% believe it should be offered at more schools with single strands
- When asked to select the top 3 factors most important for the School District to consider when assigning students to specific schools - Ensuring students can attend a school where their learning and social emotional needs can be met was #2

# Discovery Tours

# Reviewing Data



## Phase II - TWI Discovery Tour

Participants: 52 total

- Demographics
  - About 60% white, 35% Latinx/Hispanic, 5% multi-ethnic racial or preferred not to answer
  - About 40% said a primary language other than English is spoken at home
  - About 95% parents, 5% D65 educators
  - Variation across wards (next slide)
  - 16% of all comments were written in Spanish

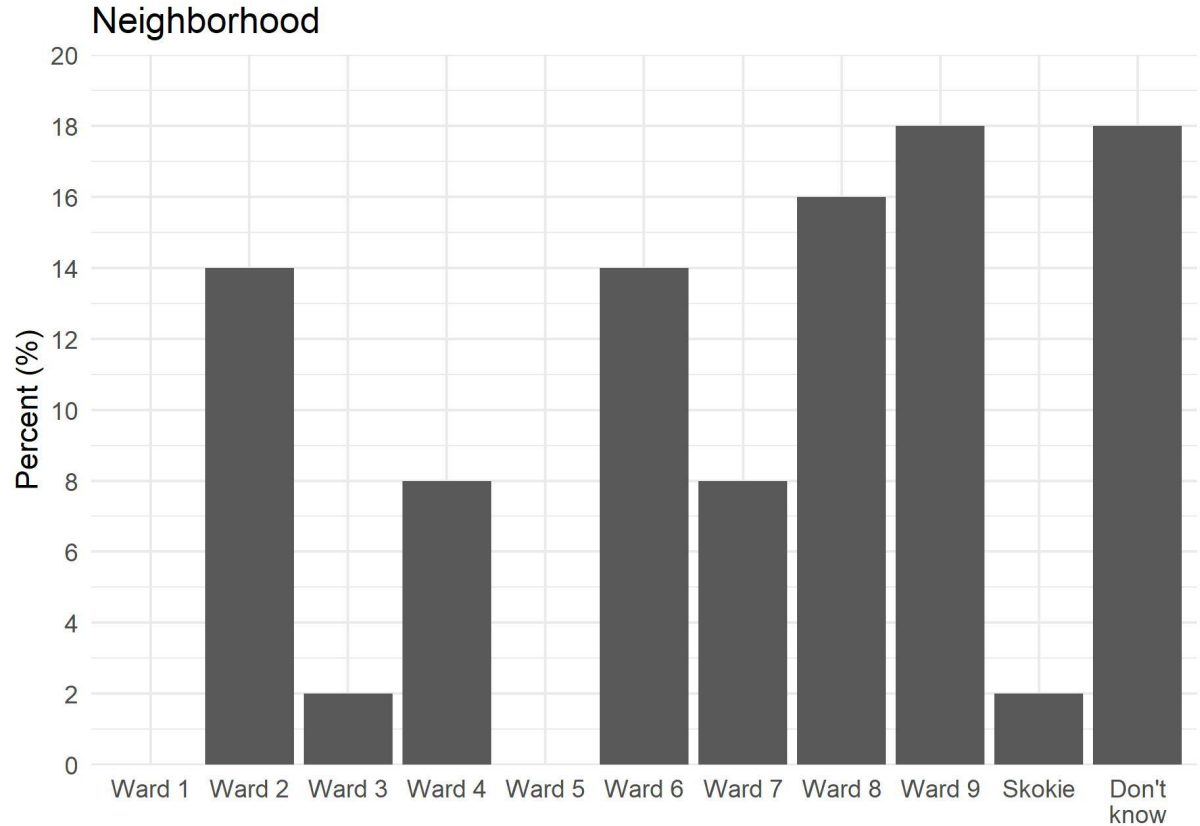
	# Participants	# Thoughts	# Ratings
<b>Q1. Program location</b>	53	55	495
<b>Q2. Program attractiveness</b>	24	31	123
<b>Q3. Miscellaneous</b>	21	20	89

# Reviewing Data



## Phase II - TWI Discovery Tour

Wards 2, 5, 8, and 9 are where most Spanish speaking families live.







## Phase II - TWI Discovery Tour Suggestions

- Improve recruitment of Spanish-speaking families into TWI
  - Provide in-depth information about TWI program before kids reach kindergarten\*
  - Some believe Spanish-speaking families would want TWI if they had adequate information \*
  - Meet people where they are (daycares, pre-K, churches, sports, etc.) to share TWI information\*

“More outreach before kindergarten... There seems to be confusion about getting...[Spanish-speaking] kids enrolled and without them, there is no program...”\*

“More education about what it does and who it serves and how. Many people don't fully understand the program.”\*

“...Lots of comments at TWI parent meeting that Spanish-speaking families don't know about TWI, which risks losing the program in schools where they are”\* (Similar comment in Spanish)

“...make sure the families know about the programs equity”\*

“Get the word out to the parents. Work with all the preschools (including private)...”\*



## Phase II - TWI Discovery Tour Suggestions

- Spanish-speaking students should be able to attend a TWI program in their neighborhood school\*

“Open more strands where we already have TWI programs, and more TWI programs in schools that don’t have them. Spanish speaking kids have the right to walk to their school, just as much as kids in the fifth ward”\*

“Have neighborhood schools that provide those services. Neighborhood schools provide a sense of community.”\*

“Have smaller programs if necessary, don’t abandon entire parts of the district if it’s supported. If it’s important to the district, have it at every school”

“Tener TWI cerca donde viven las familias latinas / hispanas. Todos tienen derecho de asistir a una escuela en su barrio. [Having TWI close to where the Latino/Hispanic families live. Everyone has the right to attend a school in their neighborhood.]”



## Phase II - TWI Discovery Tour Suggestions

- Expand the program so all students can benefit\* and to the middle and high schools\*

“You should make the program bigger, prioritize hiring bilingual teachers, and grow TWI classes in middle schools.”\*

“Bilingual education is good for everyone; everyone should have the opportunity to participate in bilingual education”\*

“mas programas TWI en las escuelas de D65 (en lugar de reducir programas) [more TWI programs in D65 schools (instead of reducing programs)]”

“Be more open about the district’s future plans to expand TWI to middle to high school. Parents would be more enticed to invest in the bilingual programs if they knew it was for the long term.”\*

“Tener TWI en todas las escuelas del distrito, incluyendo los "middle schools". Una educación bilingüe de calidad debe durar al menos 7 años. [Have TWI in all district schools, including middle schools. A quality bilingual education must last at least 7 years.]”



## Phase II - TWI Discovery Tour Suggestions

- Improve registration procedures and policies to...
  - Encourage more Spanish-speaking families to consider enrolling in TWI\*

“To invest in education of front line registration team members. First question: do you speak Spanish or are you bilingual Proper screening”\*

“Make registration form more inclusive. If "yes" to speaking Spanish, ask if parents want to learn more about bilingual instruction/enroll in it. The term "selective enrollment" itself could be a barrier to entry, let's make it as simple as possible for ppl to learn TWI is an option.”



## Phase II - TWI Discovery Tour Suggestions

- Improve registration procedures and policies to...
  - Clarify/prioritize bilingual students' access to TWI (get rid of lottery for balanced bilinguals)\*

“Seems like the form questions should be reviewed by both Spanish and bilingual parents. Bilingual parents unsure if they should check Spanish or not. Proper screening”\*

“Make sure balanced bilingual kids have access and don't have to go through the lottery And don't count balances bilinguals on the English side when you aim for 50% Spanish speakers and 50% English speakers.”\*

“Dar prioridad a los estudiantes bilingües a acceder al programa antes de los estudiantes angloparlantes monolingües. Estudiantes...no tienen garantizada la entrada al programa. [Prioritize bilingual students to access the program before monolingual English-speaking students...[They're] not guaranteed entry into the program.]”

“How do you define who needs the program? Are bilingual students considered in those number? Bilingual students may be working toward Spanish fluency such that they aren't considered “required” but how will you account for them as you plan?”



## Phase II - TWI Discovery Tour Suggestions

- Collect and use data about Spanish-speaking families to make decisions re: TWI location

“Ask Hispanic and Spanish speaking parents where they want the program That’s where the program should be. But need to survey parents to know the answer. Can’t just assume.”\*

“Find out why Spanish speaking families opt out and get them to opt in. The stronger TWI is the stronger District 65 is as a whole. If you make this program a bastion of D65 you will have the resources to help all students”\*

“Use the data map and prioritize the TWI programs in the neighborhoods that Spanish speaking and latinx families live The more marginalized students should be prioritized”

“Where do population statistics originate and when were they calculated. How have things changed during the last 2 years? Is this accurate data given all of the changes in the last two years?”



## Phase II - TWI Discovery Tour Suggestions

- Consider families in existing TWI programs when making decisions re: TWI location

“I think it's important to consider families of the programs now and trying to maintain some consistency.”\*

“If decide to take twi out of some schools, fade it out the way the district is fading in twi at Bessie rhodes Allows students currently in the program to complete through fifth grade in their school/community while phasing out younger grades.”

“Please think very hard about the impact on kids and communities of pulling a program from any school. Think about the transition period. Kids invest in TWI. It’s hard and can be a sacrifice. They should be honored and able to finish at the school where they began.”

“Families are stressed! We have been through so much with the pandemic and now worry if our kids will have to change schools? Please think of social emotional impact of this process? Please think of potential negative recruiting for the program with this uncertainty.”



## Phase II - TWI Discovery Tour Suggestions

- Comments about existing TWI programs
  - Concerns about TWI leaving Oakton (4), Dewey (2)

“Creo que debemos trabajar en la difusión del programa TWI. No puede ser que en Oakton donde hay más latinos, el programa sea el mas pequeño. Porque la diversidad y la inclusión debe ser prioridad para una comunidad que se identifica con esos valores. La riqueza de las diferentes culturas. [I think we should work on spreading the TWI program. It cannot be that in Oakton, where there are more Latinos, the program is the smallest. Because diversity and inclusion must be a priority for a community that identifies with those values...]”

“...[D]ual strands at Dawes and Oakton..in south evanston where Spanish speaking residents live..will allow more Spanish speakers to do the program nearby their homes”

“...I feel very strongly that Oakton needs to retain a TWI strand...I am speaking up as an ally for the Spanish-speaking community in the 8th ward. I'm well aware that many or most of them do not feel comfortable approaching District 65 with demands and they are suffering from not having their voices heard...”

“My child will have to change schools if Dewey stops offering TWI”





## Phase II - TWI Discovery Tour Suggestions

- Miscellaneous comments
  - Resources: seek internal/external funding for more events in Spanish, partner with Northwestern to grow the pipeline of certified bilingual teachers
  - Embrace TWI as entire school's identity by integrating Spanish in school's culture\*
  - Support bilingual teachers, promote teacher/parent relationships
  - Allow families to choose the language in which their children are tested (MAP)
  - More cultural learning in TWI classrooms
  - Promote TWI connections across schools through special events
  - Allow families the choice of where to send their children. Close to work may be more convenient than close to home

# Educator and Admin Data



## Staff Survey - Fall 2021 (Phase I)

*(Anyone with a D65 email address)*

- 55% of staff are satisfied with the placement of TWI, ACC, Rice, Park, RISE, and STEP)
- 90% of staff agree or strongly agree that opportunity hoarding impacts the most marginalized students
- 93% of staff agree or strongly agree that student assignment plan should be designed to minimize transportation
- 64% of educators want TWI at fewer school with double strands

## All Staff Across the District - Fall 2022

*(Anyone with a D65 email address)*

- Support and provide locations for native Spanish speakers to participate in TWI\*
- Support needs of marginalized students; tap “unheard” voices
- Cap English dominant students to less than 50% in TWI classrooms
- Make class sizes in monolingual and TWI classrooms equal
- Share language to explain for whom and what purpose does TWI exist
- Expand TWI to all schools

# DECISION MAKING TOOL

# What is Decision Analysis?



## Definition:

A systematic process for making a choice

## Purpose:

To help us assess benefits and risks and arrive at the best balanced choice

## Key Steps:

**S**

State the  
Decision

**E**

Establish &  
Classify  
Criteria

**L**

List  
Alternatives

**E**

Evaluate  
Alternatives

**C**

Consider  
Risks

**T**

Trust Your  
Work

# SAP Preliminary Recommendation



## TWI Programs

All TWI strands should be located in schools where there are high numbers of Spanish-English Language Learners.

- D65 need to meet with educators and other community members to determine where the TWI strand will be placed.

## Considerations

We looked for opportunities to meet the criteria (48-60 eligible students) by combining all Spanish Speaking EL students from Willard, Orrington, Lincolnwood, and Kingsley. However, the total number of eligible students did not meet the threshold.

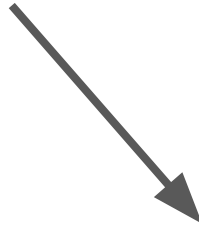
SAP would like the district to phase out TWI one grade at a time, beginning when the new school opens.

# Next Steps

# Feedback



Please share your feedback about this series and any information you would like to share with SAP Phase II committee.





# Next Steps



1. Your feedback will be shared with the SAP committee to review for consideration.
2. The SAP committee will share all program recommendation with the board on Monday, November 6th.

**Thank You!**