



Multilingual
Multicultural &
Education Department

Dual Language Audit Report: Recommendations and Findings

Board Presentation
June 10th, 2024

Presentation Overview

01

Introduction

02

**Dual Language
Program
Celebrations**

03

**Alignment to
Current Work**

04

Next Steps





01

Introduction

Why conduct an Audit?

- 12 Years since inception of DL program
- Continue as a preeminent DL program
 - Affirm current Practices
 - Identify areas of growth

How was the data collected?



**Classroom Visits
(16 School Sample
size Pre-K-6th
Grade)**



**Dual Language
Staff
Interviews/Focus
Groups**



Online Surveys



**Administrator
Interviews/Focus
Groups**



Parent Interviews



MME Department Artifacts

Report Elements

- Introduction
- District Context
- Program Evaluation Procedures
 - ◆ Classroom Observation Procedure
 - ◆ Focus Group Procedure
- Summary of Classroom Visits, Findings, and Recommendations

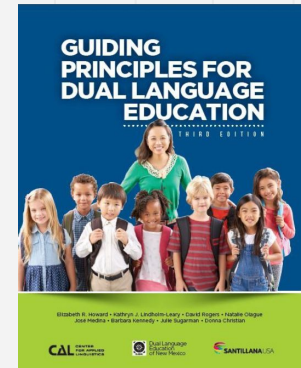
- Program Structure
- Curriculum
- Instruction
- Assessment and Accountability
- Staff Quality and Professional Development
- Family and Community Support Resources
- Conclusions and Final Thoughts
- Resources and References
- Data Sets
- Executive Summary




Narrative Format:
Findings and recommendations



Bulleted List:
Recommendations



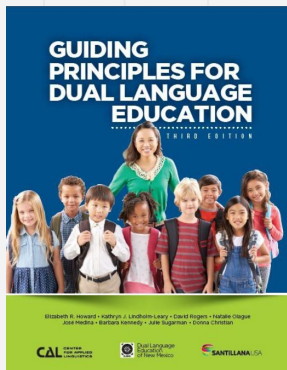


02

Dual Language Program Celebrations

Dual Language Program Celebrations

-Audit Report



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

Highlights

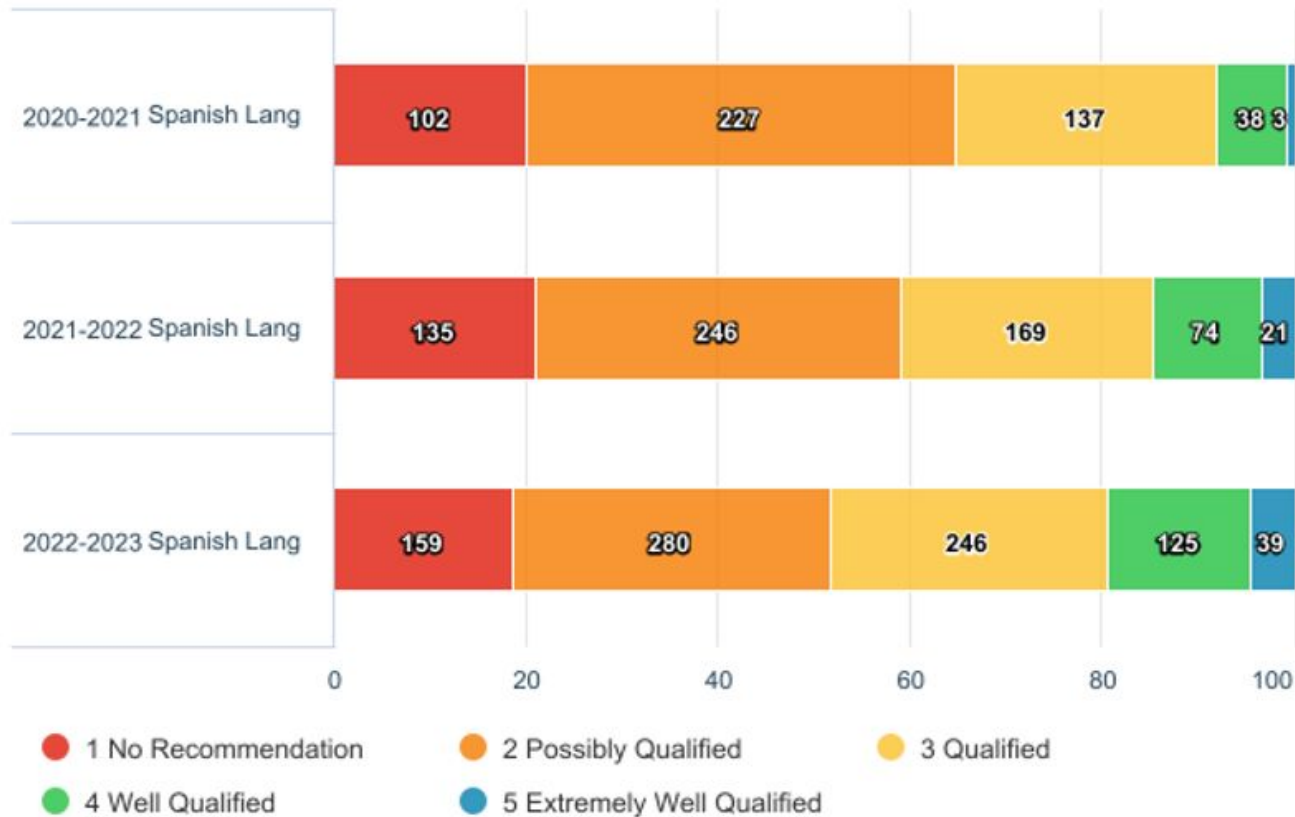
- “School District U-46 has a comprehensive plan for articulation at all grade levels that promotes additive bilingualism and has a scope and sequence that coordinates curriculum, instruction, and assessment across both languages.”
- “During the classroom observations, there was clear evidence that most dual-language classrooms follow the district-integrated units,”
- “It was clear during our observations and focus groups that School District U-46 has excellent teachers. We found many teachers who demonstrated exceptional dedication; for example, researching and implementing new strategies on their own time, attending optional professional learning sessions, and adding materials or strategies to differentiate their instruction to meet students’ needs.”

Dual Language Program Celebrations

Historical DL Students Graduation

School Year	# of Students
2021-2022	471
2022-2023	567
2023-2024	654
Grand Total	1,692

Dual Language Program Celebrations





03

Alignment to Current Work

Alignment: Equity

3 PILLARS OF DUAL LANGUAGE EDUCATION



BILINGUALISM AND BILITERACY

Students will be able to listen, speak, read and write in each of the two program languages as a support for the other and at high proficiency levels.



SOCIOCULTURAL COMPETENCE

Students will value themselves and others and will strive for a more equitable and just society.



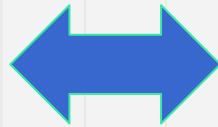
HIGH ACADEMIC ACHIEVEMENT

Students will excel in all content areas and develop high levels of metacognitive proficiency.

Alignment: Elementary Foundational Skills

Steps/Actions

- Foundational Skills program - English and Spanish: Grades Prek-2



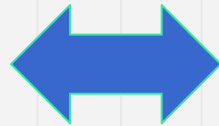
Recommendation(s)/ Finding(s)

- We recommend the District develop a scope and sequence that outlines which skills should be taught in Spanish and English throughout the grade levels, which resources can support implementation.(p.50)
- Develop a scope and sequence for foundational skill development and word work for both Spanish and English.

Alignment: Relaunching Dual Language Structures

Steps/Actions

- Elementary Dual Language Program updates to Language and Content Allocation



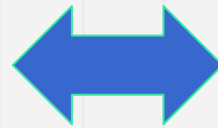
Recommendation(s)/ Finding(s)

- Students in Dual Language Programs should be reading, writing and speaking in both program languages daily beginning in kindergarten level.
- Language Arts instruction should be coordinated between the two languages at all grade levels

Alignment: Newcomers

Steps/Actions

- **Newcomer Support**



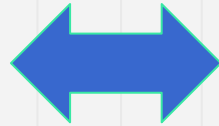
Recommendation(s)/ Finding(s)

- Create a comprehensive plan of action for family engagement. This plan should include additional support for newcomer immigrant and/or EL families.
- Provide extensive professional learning on the instructional implications for newcomer students.

Alignment: Biliteracy Trajectory

Steps/Actions

**Biliteracy
Reading
Trajectory**



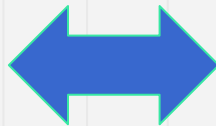
Recommendation(s)/ Finding(s)

- SD U-46 have started collecting district data using Fountas and Pinnell benchmarking and have outlined Biliteracy Trajectory Instructional Guidance for teachers.
- Develop a Biliteracy Reading Trajectory based on SD U-46 student data.

Alignment: Professional Development

Steps/Actions

- Ongoing Professional Development sessions: Biliteracy & DL Program Structures & Strategies
- DL Conditions Walks



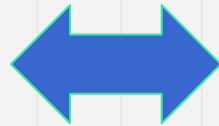
Recommendation(s)/ Finding(s)

- Professional Development:
 - Contrastive analysis
 - Translanguaging
 - Analysis of students' reading skills across languages and make instructional decisions
 - Structured oacy in both languages
- Continue to build the knowledge, skills and cohesion of the leadership team.

Alignment: Parents

Steps/Actions

- Parent Informational Meetings
- Bilingual Parent Advisory Committee
- DL Parent and Newcomer Support groups



Recommendation(s)/ Finding(s)

- Offer additional locations for parent meetings throughout the District. Provide consistent opportunities to provide updates regarding programming opportunities at the transition levels.



04

Next Steps

Dual Language Leadership Team (DLLT)

Fall 2024-5 Sessions



Members-18 Total

MMED Director

**Director of
Early Learner
Initiatives**

**Elementary
Principal**

**Coordinators of
MMED:
Elementary**

**Director of
Curriculum and
Instruction**

**Elementary
Assistant
Principal**

**MMED
Instructional
Coaches**

**Pre-K-6th
Grade DL
Teacher**

**Elementary
Executive
Director**

DLLT Work

- Work in alignment with the Strategic Planning Process
- This committee will carefully ***review the findings and recommendations*** from the Pre-K-5th grade Dual Language Program Audit report
- ***Develop a 3 year implementation plan*** to address the findings and recommendations



iGracias!

**Thank
you!**

