



Dual Language Middle School: Expanding the Dual Language Program in District 65

SAP III UPDATE

04.07.25



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes



The SAP III Dual Language --- Process

SAP III: Dual Language Middle School Committee



Maria Abeal	Parent	Nicole Haleen	Parent/Educator	Cecilia Romero	Staff
Christine Benson	Educator	Dr. Corina Herrera	Staff	Guilherme Sessa	Parent
Amy Brown	Parent	Kim Kelly	Staff	Christina Shessler	Parent
Kirby Callam	Staff	Jessica Lang	Parent	Andrea Solario Elliott	Parent
Celia Carlino	Parent	Kelly McCabe	Parent	Brigitte Utter	Parent
Joanna Christopoulos	Educator	Jorge Perez	Educator	Julia Van Voorhies	Parent
Amy Correa	Staff	Jessica Radcliffe	Parent	Maggie Waldron	Parent
Zaya DeNardo	Parent	Peter (Luis Pedro) Rios	Parent		

Special thanks to all of our committee members for investing their time and expertise to ensure a collaborative process!

Ensuring a collaborative approach: Committee Profile



Parents/Caregivers- 16

All TWI schools
represented

Teachers - 3

Chute & Nichols

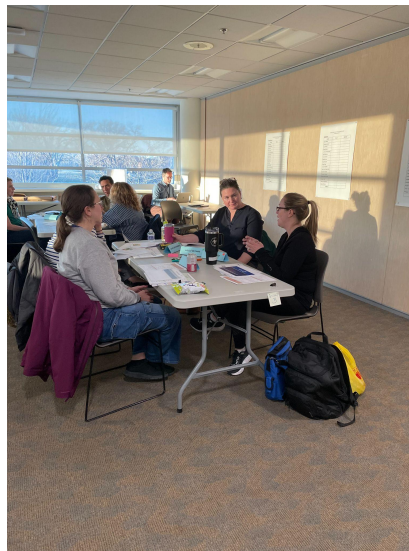
Teacher/ Parent - 1

Chute/Haven

D65 Staff - 5

25 Members

40% Native Spanish
60% Native English



SAP III DL - The BIG Question



With the goal of dual language program expansion to all three middle schools by the 2027-2028 school year...

Where will the next Dual Language Middle School program be located in the fall of the 2026-2027 school year... Chute or Nichols?

SAP III DL - The Timeline



Feb 2025

- Convene committee
2/6/25
- Analyze data
2/27/25

March

- Next DL Middle School location recommendation made by committee - 3/20/25
- Recommendation submitted to the Superintendent

Spring/Summer/ Fall 2025

- Implementation phase begins
- 2nd Dual Language Middle School program location shared with the community

SAP III DL - The Process



Meeting #1

Goal: To understand the essential question, the dual language plan and to understand our decision making process

Meeting #2

Goal: To review and analyze data related to dual language students - school enrollment, demographic projections, etc. Introduce the recommendation making process.

Meeting #3

Goal: Use a decision making process to develop recommendations



SAP III DL - Data Review: Data What, Data Who?



SAP Phase II reviewed several data points to develop recommendations. We used the data to assess highlights, challenges, and opportunities.

- Winter 2025 TWI Family Survey

- School Readiness (5Essentials & *Guiding Principles of Dual Language Education*)

- Enrollment Data

- Racial Equity Impact Assessment (REIA)



Scoring Rubric

SAP III DL - Scoring Rubric



- Scoring rubric was divided scoring into three sections, with weighted scoring

Enrollment (20 points) - 2 measure - 25%

Interest (10 points) - 1 measure - 12%

Readiness (50 points) - 5 measures - 62%

The rubric was designed as a 10-point distribution method, so it allowed committee members to register the strength of their preference for each measure they were scoring

Participants assigned points to measures in each section based on their interpretation of the data.

SAP III DL - Scoring Rubric



Enrollment	The enrollment data points to expanding the dual language program to this middle school first.
	When looking at the data and isolating data on English Language learners , I recommend expanding the dual language program to this middle school first.
Interest	Based on the data from current TWI families interested in a DL Middle School program, I believe this middle school is the best choice for opening first.
Readiness	Program Structure/Effective Leaders - Based on the two measures presented, this is the school I recommend expanding the dual language program to first.
	Staff Quality and PD/Collaborative Teachers - Based on the one measure presented, this is the school I recommend expanding the dual language program to first.
	Instruction/Ambitious Instruction - Based on the two measures presented, this is the school I recommend expanding the dual language program to first.
	Instruction/Ambitious Instruction - The measure for Academic Press gathered data from students and allowed for a breakout of EL students experiences. Which school showed more readiness for EL students related to teacher expectation of student performance
	Family and Community/Involved Families - Based on the two measures presented, this is the school I recommend expanding the dual language program to first.



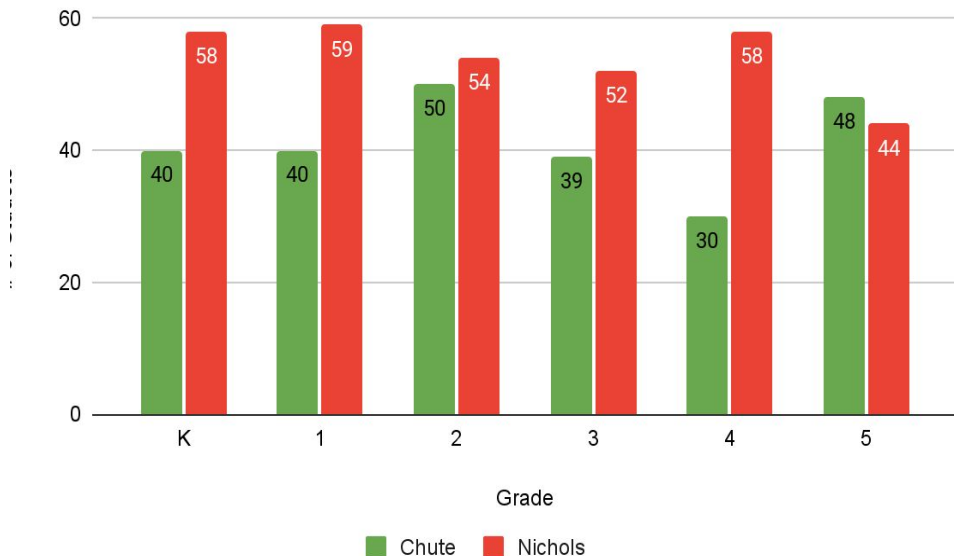
SAP III Data Analysis

SAP III DL - Students by Future Middle School



Projections from current TWI enrollment were analyzed. The data pointed to the largest number of students going to Nichols in school year SY 25/26, especially for the number of English Learners (EL) students

TWS, TWX, TWE by Grade -- S25

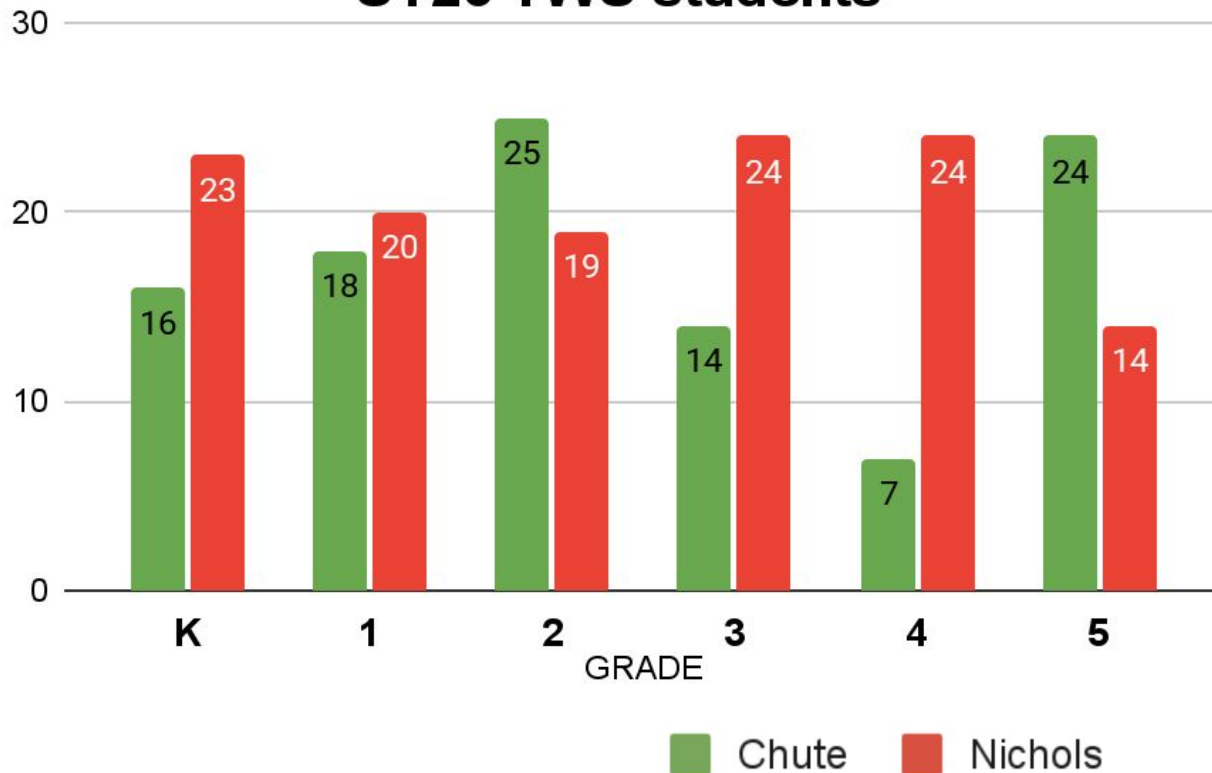


	Chute Address	Nichols Address
K	40	58
1	40	59
2	50	54
3	39	52
4	30	58
5	48	44
TOT	247	325

SY25 TWS/TWX/TWE Students by Future Middle School



SY25 TWS students



	Chute Address	Nichols Address
K	16	23
1	18	20
2	25	19
3	14	24
4	7	24
5	24	14
TOT	104	124

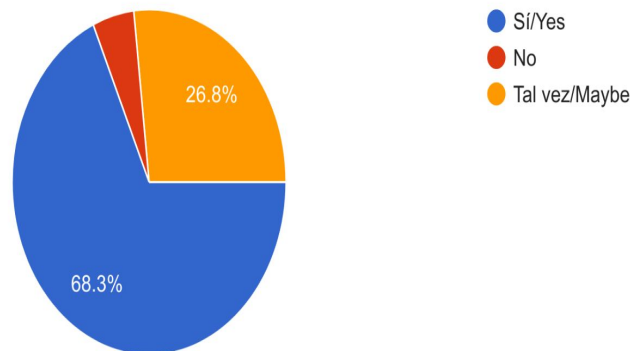
SAP III DL - Interest in Dual Language Middle School



From the TWI Parent/Guardian survey, there is significant interest in enrolling TWI students in the Dual Language Middle School program. Of 269 responses, 95% were positive; with 68% of respondents saying yes, they would enroll in the DLMS program, 27% said maybe, and 5% saying no, they would not enroll in the DLMS program when it opened in their neighborhood.

3. ¿Planea que su hijo continúe en el programa de lenguaje dual de la escuela secundaria cuando esté listo para pasar a la escuela secundaria? D...gram once they are ready to move to middle school?

265 responses



Interest in DL Middle School by Elementary School



3. ¿Planea que su hijo continúe en el programa de lenguaje dual de la escuela secundaria cuando esté listo para pasar a la escuela secundaria?

Do you plan on having your child continue in the Middle School Dual Language program once they are ready to move to middle school?

<i>School</i>	No	Sí/Yes	Talvez/ Maybe	Grand Total
Bessie Rhodes	4	26	13	43
Dawes	1	26	14	41
Dewey	1	25	13	39
Oakton	2	26	6	34
Washington	4	46	15	65
Willard	1	15	11	47
Grand Total	13	184	72	269

SAP III DL - School Readiness



A crosswalk of Chute and Nichols' "5 Essentials" data and its connection to the *Guiding Principles of Dual Language Education*, a dual language best practice tool, as an indicator of school readiness. Committee members scored Chute higher in this category.

Guiding Principles of Dual Language	5 Essentials
Program Structure	Effective Leaders
Staff Quality and Professional Development	Collaborative Teachers
Instruction	Ambitious Instruction
Family and Community	Involved Families

SAP III DL - Readiness - 7 Measures



Guiding Principle for Dual Language: PROGRAM STRUCTURE	Chute	Nichols
An effective process in place for continual program planning, implementation, and evaluation	65 strong	43 neutral
5 Essentials: EFFECTIVE LEADERS		
Program Coherence - School programs are coordinated and consistent with its goals for student learning.		
Guiding Principle for Dual Language: PROGRAM STRUCTURE	85 very strong	41 neutral
The program has strong effective, and knowledgeable leadership		
5 Essentials: EFFECTIVE LEADERS		
Instructional Leadership - The school leadership team sets high standards for teaching and student learning.	92 very strong	51 neutral
Guiding Principle for Dual Language: STAFF QUALITY AND PROFESSIONAL DEVELOPMENT		
The program provides high quality professional development		
5 Essentials: COLLABORATIVE TEACHERS	92 very strong	51 neutral
Quality Professional Development - Professional development is rigorous and focused on student learning.		

SAP III DL - Readiness



Guiding Principle for Dual Language: INSTRUCTION	Chute	Nichols
Instructional strategies build interdependence and ownership of the learning process	50 Neutral	47 neutral
5 Essentials: AMBITIOUS INSTRUCTION	EL only	EL only
Academic Press - Teachers expect students to do their best and to meet academic demands.	67 Strong	20 weak
Guiding Principle for Dual Language: INSTRUCTION		
Student grouping maximizes opportunities for students to benefit from peer models	50 neutral	48 neutral
5 Essentials: AMBITIOUS INSTRUCTION		
Quality of Student Discussion - Students participate in classroom discussions that build their critical thinking skills		
Guiding Principle for Dual Language: FAMILY AND COMMUNITY		
The program partners with families to promote home-school connection	42 neutral	49 neutral
teachers and parents at this school think of each other as partners in educating children		
5 Essentials: INVOLVED FAMILIES		
Parent Involvement in School - Parents are active participants in their child's schooling.		

SAP III DL - Readiness



Guiding Principle for Dual Language: FAMILY AND COMMUNITY	Chute	Nichols
The program establishes an advisory structure for input from families members and community member		
5 Essentials: INVOLVED FAMILIES	42	54
Parent Influence on Decision Making in Schools - The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.	neutral	neutral

SAP III DL - Scoring Results



Essential Question: *Where will the next Dual Language Middle School program be located in the Fall of school year 2026...Chute or Nichols?*

	Chute	Nichols
Enrollment	60	260
Interest	64	96
Readiness	436	364
Total Score:	560	720

The committee also calculated scores based on equally weighting each section (33% each) and the outcome was the same.

Recommendation



SAP III: Middle School Dual Language Expansion Committee: *Our recommendation for the next Dual Language Middle School program in the Fall of school year 2026-2027 is*

NICHOLS MIDDLE SCHOOL

With Chute Middle School beginning the Dual Language Middle School program in the fall of school year 2027-2028*

*Should there be enough students enrolled for at least one strand of 25 students.

6 Year Dual Language Expansion



2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Bessie Rhodes 6th Grade Dual Language		Nichols 6th Grade Dual Language	Chute 6th Grade Dual Language		
	Bessie Rhodes 6th- 7th Grade Dual Language	<i>FOSTER SCHOOL OPENS!</i>	Nichols 6th - 7th Grade Dual Language	Chute 6th - 7th Grade Dual Language	
		Haven* 6th-8th Grade Dual Language		Nichols 6th -8th Grade Dual Language	Chute 6th - 8th Grade Dual Language

Haven Program

Building #2 Program

Building #3 Program



Next Steps

Next Steps of the Implementation Process



- Regular planning meetings between Nichols Administration team and the Multilingual team
 - Professional Learning Plan to meet the needs of the particular school
 - Cohort of Dual Language Middle School Teachers
 - Administrator learning
 - Monolingual educator
 - General staff learning
 - Collaboration with Nichols staff to have a successful program
 - Program Structure
 - Curriculum & Instruction
 - Instruction
 - Assessment & Accountability
 - Staff Quality and Professional Development
 - Family and Community
 - Support and Resources



Questions?

