



TO: Board of Education

CC: Dr. Angel Turner

FROM: Amy Correa, Director of Multilingual Programs and Services; Cecilia Romero and Kim Kelly, Multilingual Coordinators

DATE: June 2, 2025

RE: SAP III Two-Way Immersion (TWI) Committee Update

Objective: Information Discussion X Follow-up Decision

This memo provides a comprehensive update on the Student Assignment Plan (SAP) III Two-Way Immersion (TWI) Priorities Committee. This committee was convened to develop guidance for the Structural Deficit Reduction Plan (SDRP) Programs Committee as it evaluates school structures and program placements. The TWI Priorities Committee's goal was to identify and rank key priorities for the Two-Way Immersion program that should help inform future decisions.

Background

The SAP III TWI Committee met three times, beginning April 22, 2025, to identify TWI priorities that would guide the SDRP committees' exploration of the District's future landscape. We received 22 applications for committee membership, and all applicants were invited to join. Of those, 17 stakeholders attended at least one meeting.

The committee's demographics were as follows:

- Parents/Caregivers: 12 (representing five TWI buildings)
- Administrators/Educators: 4 (from two TWI buildings and two middle schools)
- Parent/Educator: 1 (representing a TWI building and a middle school)
- Multilingual Team Staff: 3
- Language Representation: 30% native Spanish speakers, 70% native English speakers

The Communications team supported outreach for committee membership through email, text messages, website, sharing information with building principals and TWI teachers, and inviting previous SAP III: Dual Language Middle School Committee members to participate.

Goal/Guiding Principles

The essential question of this committee was: *"What key priorities related to the TWI program should guide the SDRP committee's efforts in right-sizing the District?"*

The following considerations were within the committee's purview:

- We are developing inputs to be used in the larger SDRP Steering Committee processes.
- We are looking at existing data to develop a ranking of priorities to consider for TWI strand placement.
- We are considering dual language best practices, TWI enrollment data, and program quality in our process.

The following considerations were not within the committee's purview:

- We are not making any decisions or recommendations for potential school closures/consolidations
- We are not determining building leadership, staffing, climate and culture of a building, the TWI language allocation model, curriculum or instructional strategies.

Input Sought/Received

The committee's task was to evaluate four TWI priorities through data analysis and rank-order them to guide SDRP committees. These priorities were selected based on their connection to past SAP processes, dual language best practices, relevance to TWI strand placement, and current District considerations (e.g., enrollment changes, principal and teacher input, and middle school dual language expansion).

The four priorities are as follows:

- **Priority A: TWI programs should be walkable for enrolled students.**
 - Rationale: Walkability was identified as a priority in SAP II.
 - Data Analyzed: TWI enrollment processes, current TWI enrollment data, and student locations by enrollment address, with breakdowns by Two-Way Spanish EL (TWS), Two-Way Exited EL (TWX), Two-Way English (TWE), and students not attending their home school (EL vs. non-EL).
- **Priority B: There should be at least one TWI program in every middle school feeder pattern.**
 - Rationale: To ensure equity and continuity for dual language students, all feeder patterns must offer a TWI program.
 - Data Analyzed: Student locations (current and projected elementary/middle) by TWS, TWX, and TWE, and middle school program interest survey results.
- **Priority C: Double TWI strands for TWI buildings.**
 - Rationale: Two strands allow for enrollment fluctuations, maintain at least one classroom if a grade level is under-enrolled, and offer more opportunities for educator collaboration.
 - Data Analyzed: Minimum class size guidelines for the District and TWI classrooms, principal/School Improvement Team (SIT) opinions on strands (Journey Jams), and results of a TWI teacher survey on double strands.
- **Priority D: Maintain the two-way model through classroom composition.**
 - Rationale: When revising school boundary lines during consolidation, the residential location of TWI students (TWS/X and TWE) should be considered to preserve the TWI model.
 - Data Analyzed: Student locations by TWS, TWX, TWE, 2026-2027 enrollment boundaries, demographic trends in Evanston, and school building capacity.

The committee examined these priorities through the lens of TWI program accessibility, impact on English Language students, and support for program quality. Data, often disaggregated by TWS, TWX, and TWE, was presented across all three sessions for analysis and discussion.

The final SAP III TWI meeting on May 6, 2025, focused on finalizing the ranking of priorities and determining guidance for each. A pre-meeting work session was offered for participants to review materials and ask clarifying questions; three members attended. Fourteen committee members were present for the final meeting, facilitated by the Multilingual team.

Options Considered

An overview of the scoring rubric provided a consistent framework for evaluating priorities. Committee members could also write one guiding statement per priority to contextualize their recommendations for the SDRP committees. Members were given 50 minutes of collaborative work time in two small groups to score each priority, record final results, and draft their guidance statements.

A total of 14 members scored the rubric. The final tabulation of scores is as follows:

Rank	Priority	Score
#1	C (Double Strands)	130
#2	D (Classroom Composition)	120
#3	A (Walkability)	91
#4	B (Middle School Feeder Pattern)	83

Participants were invited to share any guidance they deemed relevant to the identified priorities to support informed decision-making. All responses were collected, summarized, and synthesized.

Recommendation/Guidance

Consolidated Guidance Statements

Priority A: TWI programs should be walkable for enrolled students
● Ensure TWS students are prioritized for placement in walkable TWI programs, especially across hazard zones like McCormick. ● Minimize school changes for students by winding down programs rather than relocating strands. ● Plan for neighborhood placement of TWI programs to support student safety, family access, and community building without compromising program quality. ● Consider multiple forms of access—walkability, transit, bike routes, and availability of bilingual support staff—when evaluating student accessibility.

Priority B: There should be at least one TWI program in every MS feeder pattern

- **Ensure** that each middle school feeder pattern includes a TWI program to support equity and belonging for TWS students across all neighborhoods.
- **Prioritize** placement in Haven's feeder and consolidate Nichols/Chute into a shared TWI pathway if a program in every feeder is not feasible.
- **Avoid** creating geographic gaps in TWI access that send a message that TWS/TWX students are less welcome in certain areas.

Priority C: Double TWI strands for TWI buildings

- **Establish** double strands in TWI buildings to enhance collaboration, program quality, and student identity development.
- **Prioritize** double strands in each middle school feeder pattern to promote continuity, instructional depth, and equitable access to services.
- **If** double strands are not feasible, **create** structures for cross-building planning and collaboration among TWI staff.

Priority D: Maintain the two-way model through maintaining classroom composition

- **Ensure** TWI classroom composition stays within a 67/33% range to preserve the integrity and research-based benefits of the two-way model.
- **Protect** access to instruction in students' home languages by maintaining balanced TWS/TWE enrollment.
- **If** adjusting composition, **consider** how increased TWS representation could positively impact language equity and identity.

The meeting concluded with a summary of next steps, including ongoing communication regarding final recommendations and the SDRP planning process.

On May 21, 2025, the Multilingual Team presented these priority rankings to the SDRP Programs Committee. The presentation also included background information on the TWI model, analyzed data shared by the SAP III Committee, and reviewed guidance to support the committee's consideration of the identified priorities. With the delivery of this guidance, the SAP III process for the TWI model is now complete.