



Paridad Education Consulting

5315 Clark St., #229
Chicago IL 60640

January 23, 2026

Dr. Michael Rodrigo
Assistant Superintendent for Teaching and Learning
North Shore School District 112
445 Sheridan Road
Highwood, IL 60040

Dear Dr. Rodrigo and Members of the Selection Committee,

With over 25 years of dedicated work in multilingual education and a specialized focus on dual language program development, Paridad Education Consulting is pleased to submit this proposal for the comprehensive evaluation of North Shore School District 112's 50/50 Dual Language Program. Paridad brings rich expertise to support your district's commitment to academic excellence, bilingualism/biliteracy, and sociocultural competence

.Northshore District 112's 25-year investment in dual language education represents a remarkable commitment to equity and excellence. As you approach the significant transition of consolidating your K-5 program at Oak Terrace School for the 2027-2028 school year, this evaluation provides a critical opportunity to ensure that your program continues to meet the highest standards of effectiveness while serving all students—particularly English Learners—with culturally and linguistically sustaining practices.

Paridad is uniquely positioned to address your evaluation needs with:

Specialized Expertise in Dual Language Education: Our team includes nationally recognized leaders whose work has shaped the field of dual language education for decades. We bring deep knowledge of the *Guiding Principles for Dual Language Education* (3rd edition, Center for Applied Linguistics) and extensive experience applying these principles in real-world settings. Our evaluation framework is explicitly aligned with these research-based principles, ensuring that your program is assessed against the highest standards in the field.

PARIDAD

- **John F. Hilliard**, President of Paridad and former New York State Bilingual Teacher of the Year, with expertise in multilingual curriculum development and dual language support and program evaluation
- **Cristina Sánchez-López**, a bilingual educator with 30 years of experience supporting multilingual learners, including those with disabilities

COLLABORATING EXPERTS

- **Dr. Margo Gottlieb**, whose work on language development standards through WIDA has shaped practice in 42 states and territories
- **Dr. Fred Genesee** (professor emeritus) McGill University, primary research interests focus on bilingualism and bilingual first language acquisition in typically-developing and children with impairment. Dr. Genesee's research in the area of dual language education is renowned.

Comprehensive Approach: We will conduct a rigorous, multi-faceted evaluation that examines student achievement data, instructional practices, curriculum alignment, and stakeholder perspectives across all grade levels (K-5).

Actionable Recommendations: Our deliverables will provide clear, evidence-informed guidance on the optimal instructional model, biliteracy assessment framework, curriculum pacing, and class size considerations—all specifically tailored to District 112's context and goals.

Proven Track Record: Paridad has successfully partnered with school districts, state education agencies, and educational organizations across Illinois, the United States and internationally to evaluate and strengthen dual language programs.

We understand that this evaluation will inform critical decisions about your program's future. Our asset-based methodology is designed to highlight your program's strengths while identifying strategic opportunities for growth. We are committed to delivering findings and recommendations that are grounded in research, responsive to your community's needs, and immediately actionable.

We look forward to the opportunity to partner with North Shore School District 112 in this important work.

Sincerely,



John F. Hilliard

President, Paridad Education Consulting
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**PROPOSAL FOR A COMPREHENSIVE EVALUATION
North Shore School District 112 Dual Language Program**

Table of Contents

SECTION I: ORGANIZATION QUALIFICATIONS	p.5
About Paridad Education Consulting	
Organizational Strengths Relevant to This Project	
SECTION II: TEAM MEMBER BIOGRAPHIES	p.8
Paridad Associates	
Collaborating Experts	
SECTION III: PROPOSED METHODOLOGY	p.13
Overview	
Phase 1: Dual Language Program Documentation	
Phase 2: Quantitative Data Collection and Analysis	
Phase 3: Qualitative Data Collection – Classroom Observations	
Phase 4: Qualitative Data Collection – Stakeholder Engagement	
Phase 5: Specialized Analyses	
Phase 6: Sociocultural Competence Assessment	
Phase 7: Synthesis, Report Development, and Presentations	
Quality Assurance and Validation	
SECTION IV: DELIVERABLES	p.25
Comprehensive Written Report	
Staff Presentation	
Board of Education Presentation	
Additional Supporting Materials	
SECTION V: TIMELINE	p.27
Phase 1: Project Initiation	
Phase 2: Data Collection – Quantitative	
Phase 3: Data Collection – Qualitative	
Phase 4: Specialized Analyses	
Phase 5: Synthesis and Report Development	
Phase 6: Presentations and Final Deliverables	
Timeline Summary	
SECTION VI: DETAILED BUDGET	p.32
Budget Overview	
Personnel Costs	
Travel & Expenses	
Other Direct Costs	
Indirect Costs	
Budget Summary	
Cost Efficiency Considerations	
Payment Schedule	
SECTION VII: REFERENCES	p.37
Reference 1: WIDA Consortium	
Reference 2: State Education Agency – Dual Language Policy Guidance	
Reference 3: Independent School District	
SUMMARY	p.39

SECTION I: ORGANIZATION QUALIFICATIONS

About Paridad Education Consulting

Paridad Education Consulting is an independent professional educational consulting organization whose mission is to bring parity and educational excellence to multilingual education by providing innovative practices and expertise that improve educational experiences for language learners, including English Learners with Disabilities (ELSWDs). For more than a decade, Paridad has worked nationally and internationally to support comprehensive educational services through four interconnected areas of expertise:

1. **Consulting Services:** Technical assistance, professional learning, workshops, and program evaluation
2. **Research and Publications:** Literature reviews, white papers, and collaborative scholarly works
3. **Symposia and Institutes:** Including the annual international Multilingual Special Education Symposium
4. **Policy Guidance and Networks:** Supporting state and local education agencies in developing evidence-based policies

Organizational Strengths Relevant to This Project

Deep Expertise in Dual Language Education

Paridad's associates have contributed to seminal works in the field, including *Dual Language Handbook: A Handbook for Enriched Education* (Genesee, Cloud, & Hamayan) and *English Language Learners at School: A Guide for Administrators* (Hamayan). Our team has developed innovative frameworks such as CoCoMo (Common Core and More), a curriculum planning process for integrating content and language standards, and EL ESPEJO®, a comprehensive, and linguistically and culturally responsive curriculum framework created in collaboration with Dr. Margo Gottlieb. In addition, Paridad is one of the founding and ongoing and active members of the National Dual Language Forum.

Foundational Dual Language Resources

Guiding Principles for Dual Language Education & Three Pillars of Dual Language

Our evaluation methodology is explicitly grounded in the seven *Guiding Principles for Dual Language Education* (3rd edition, 2018, Center for Applied Linguistics),

which represent the research-based foundation for exemplary dual language programs:

1. **Student as Language Learner:** Dual language programs promote high levels of bilingual proficiency and biliteracy
2. **Student as Learner of Rigorous Academic Curricula:** Students in dual language programs meet or exceed grade-level academic standards
3. **Student as Member of Multiliterate Learning Community:** Students develop sociocultural competence and appreciate multiple perspectives
4. **Quality of Instructional Personnel:** Dual language teachers possess specialized knowledge and skills
5. **Quality of Curriculum and Instruction:** Program provides grade-appropriate curriculum through both program languages
6. **Family Participation:** Families are active partners in their children's education
7. **Support at the School and District Levels:** Strong institutional support through leadership, resources, and accountability

These seven principles provide the framework for our evaluation, ensuring that District 112's program is assessed against the most current research and best practices in the field.

Three Pillars of Dual Language

Our evaluation will also explicitly address the three pillars that form the foundation of effective dual language programs:

- High Academic Achievement in both languages
- Bilingualism and Biliteracy development
- Sociocultural Competence

The Prism Model

Our evaluation methodology will also reference The Prism Model, in *Educating English Learners for a Transformed World* (2nd Ed.) A Guide for Professional Collaborative Learning (Collier, Thomas & Lachance, 2026)

1. Academic Development in L1 & L2
2. Language Development in L1 & L2
3. Cognitive Development in L1 & L2
4. Social and Cultural Processes in L1 & L2

Expertise in Serving English Learners

Paridad has conducted extensive reviews of language education policy in the United

States, including a multi-layered study analyzing K-12 language development models and programs across states and districts (2020). We have particular expertise in conducting needs analyses for English Learners and recommending instructional models (50/50, 80/20, 90/10) that best support specific student populations. Paridad has provided in depth evaluations of programs that serve multilingual learners with disabilities in a variety of settings.

Deep Illinois Experience

Multiple members of our team have extensive experience working in Illinois including:

- Direct support to Districts, many of which are dual language districts 15 (Palatine), 34 (Glenview), 38 (Big Hollow), 44, 50 (Harvard), 60, 112 (North Shore), 116 (Urbana), 122 (Harlem), 205, 308, 428 (DeKalb) and 205 (Rockford)
- Collaboration with Illinois State Board of Education on policy development, specifically in the development of the *Illinois Comprehensive Literacy Plan* and chairing the Illinois Committee for Effective Literacy
- Development of guidance documents for Illinois districts implementing dual language programs
- Support districts in professional learning related to the Illinois Learning Standards, WIDA ELD Standards (2020), WIDA SLD Standards Framework (2023) and state assessment systems

Experience with English Learners with Disabilities

For more than a decade, Paridad has been recognized as a national leader at the intersection of multilingual education and special education as authors, researchers and in convening national and international events. This expertise ensures that our evaluation will thoughtfully consider the needs of all learners.

Organizational Independence

As an independent entity with no institutional affiliations, Paridad maintains research integrity and objectivity. We do not currently have any contracts with Northshore District #112 and, to our knowledge, none of our proprietary literacy or curricular frameworks are implemented in the current dual language program. Our recommendations are informed by evidence and best practices.

SECTION II: TEAM MEMBER BIOGRAPHIES

PARIDAD ASSOCIATES

John F. Hilliard, M.Ed. – Project Director

Role: Overall project leadership, instructional model analysis, curriculum framework development

John F. Hilliard is the President and founder of Paridad Education Consulting. With more than 30 years of experience in bilingual and dual language education, John brings a comprehensive perspective that spans classroom teaching, university instruction, and national-level consultation.

Relevant Experience:

- **Award-Winning Bilingual Teacher:** Named New York State Bilingual Teacher of the Year (1990-91)
- **Program Development Expertise:** Co-Developer of Common Core and More! Summer Institute (CoCoMo) and the Dual Language Summer Institute (DUSI, 2007-2011)
- **Professional Learning:** Co-author and project director of **DualU**, a comprehensive professional learning curriculum for dual language program stakeholders.
- **Standards and Assessment:** National Consultant to WIDA Consortium's SALSA/PODER advisory panel for Spanish Language Development Standards
- **Curriculum Innovation:** Co-Author and Developer of EL ESPEJO, a comprehensive curriculum framework for integrating language and content standards (with Dr. Margo Gottlieb)
- **K-8 Experience:** Eight years as a bilingual elementary teacher in Buffalo, NY; current work includes supporting dual language programs from PreK through middle school

Educational Background:

- Master of Education – General/Bilingual, University of New York at Buffalo
- Bachelor of Fine Arts, University of California at Berkeley

Publications:

- Sanchez-Lopez, C., Young, T., Genesee, F. & Hilliard, J. (2022). *Welcoming bilingual learners with disabilities into dual language programs: White Paper*. Washington, DC: Center for Applied Linguistics.

- Co-author of multiple chapters in edited volumes on dual language education
- Regular presenter at La Cosecha Dual Language Conference and WIDA Annual Conference
- Co-author of EL ESPEJO©, a comprehensive, and linguistically and culturally responsive curriculum framework created in collaboration with Dr. Margo Gottlieb.

Mr. Hilliard was recruited to Illinois in 1993 by the Illinois Center to serve as a resource to many of the state's nascent dual language programs. He advised the planning and professional development of staff from programs in Schaumburg, Rockford, Elgin, Evanston, as well as the newly launched program at SD#112. This historical knowledge will offer him a unique and comprehensive perspective in the evaluation of the program at North Shore District#112.

Role in This Project: John will serve as Project Director, ensuring methodological rigor, coordinating all evaluation activities, conducting classroom observations, leading administrator interviews, facilitating student focus groups, managing data organization and coding, and leading the development of recommendations for instructional model, curriculum pacing, and class size.

Cristina Sánchez-López, MS.Ed. – Co-Principal Investigator and On-Site Evaluation

Role: English Learner needs analysis, classroom observations, teacher interviews, family engagement, special education considerations. Cristina Sánchez-López is Co-President at Paridad Education Consulting with 30 years of experience as a bilingual educator. Her expertise in supporting multilingual learners, particularly those with disabilities, brings critical perspective to this evaluation.

Relevant Experience:

- **Multilingual Learner Support:** Extensive experience developing culturally and linguistically sustaining multi-tiered systems of support (MTSS) for multilingual learners and multilingual learners with disabilities
- **Curriculum and Instruction:** Expertise in mathematics instruction for multilingual learners, literacy across content areas, and unit planning
- **Assessment:** Specialization in appropriate assessment models and tools for special education services eligibility within MTSS frameworks
- **Bilingual Teaching:** Taught at elementary, middle school, and university levels in the U.S. and Mexico for 30 years

- **Professional Learning:** Facilitator of professional learning communities and technical assistance nationally and internationally
- **Policy and Practice Influence:** Advisor to states and ministries of education, school districts, and educational organizations on multilingual education effectiveness and policy recommendations.

Educational Background:

- M.S., Literacy Education, Northern Illinois University
- ESL/Bilingual Endorsement, National Louis University/Illinois Resource Center
- Graduate Studies, Applied Linguistics, Universidad de las Américas, Puebla, México
- B.A., English/Political Science, Illinois Wesleyan University

Publications:

- Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2022). *Special Education Considerations for Multilingual Learners: Delivering a continuum of services*, 3rd Edition. Philadelphia, PA: Caslon Brookes Publishing.
- Sanchez-Lopez, C., Young, T., Genesee, F. & Hilliard, J. (2022). *Welcoming bilingual learners with disabilities into dual language programs: White Paper*. Washington, DC: Center for Applied Linguistics.
- Sanchez-Lopez, C. & Young, T. (2018). *Focus on Special Educational Needs*. Oxford University Press.

Language Proficiency: Bilingual and biliterate in Spanish and English

Role in This Project: Cristina will conduct classroom observations, develop the needs analysis for English Learners, lead all family engagement activities (focus groups in English and Spanish), conduct stakeholder engagement activities with educators, and provide specialized guidance on supporting students with diverse learning needs.

COLLABORATING EXPERTS

Margo Gottlieb, Ph.D – Senior Evaluation Consultant

Role: Assessment framework design, data analysis, biliteracy evaluation

Dr. Margo Gottlieb is one of the nation's foremost experts on language development standards and assessment for multilingual learners. Her work has shaped state and national policy for more than three decades.

Relevant Experience:

- **WIDA Leadership:** Co-founder and Lead Developer of the WIDA Consortium, creating language frameworks for standards-referenced assessment systems (2004, 2007, 2012, 2020, 2021, 2023) used by 42 states and territories
- **Assessment Expertise:** Author of *Assessing Multilingual Learners: Bridges to Empowerment* (3rd ed., 2024), *Assessment in Multiple Languages: A Handbook for School and District Leaders* (2022) and *Classroom Assessment in Multiple Languages: A Handbook for Teachers* (2021) among others
- **Dual Language Assessment:** Co-author of *Collaborative Assessment for Multilingual Learners and Their Teachers: Pathways to Partnerships* (2025, with A. Honigsfeld)
- **Policy Guidance:** Member of U.S. Department of Education's Inaugural National Technical Advisory Council (2008); Fulbright Senior Specialist in Assessment and Evaluation
- **K-12 Experience:** Extensive work with states and school districts nationally on developing appropriate assessment systems for multilingual learners in both English and Spanish

Educational Background:

- Ph.D., Public Policy Analysis, Evaluation Research and Program Design, University of Illinois-Chicago
- M.A., Applied Linguistics, Northeastern Illinois University
- B.A., Teaching of Spanish, High Honors, University of Illinois, Urbana-Champaign

Recognition:

- 2025: Inducted into inaugural class of the Multilingual Education Hall of Fame
- 2016: Corwin/Sage One Million Dollar Author
- 2016: TESOL International Association's 50@50 recognition for significant contribution to the profession

Dr. Gottlieb will design the comprehensive biliteracy assessment framework, analyze student achievement data in both languages, and provide expert guidance on appropriate assessment instruments and practices.

Fred Genesee, Ph.D – Dual Language Researcher & Data Analyst

Role: Research design consultation, interpretation of bilingualism and biliteracy outcomes, data-informed program analysis

Dr. Fred Genesee is Professor Emeritus at McGill University and one of the world's most respected scholars in bilingualism, dual language education, and second language acquisition. His research has shaped the theoretical and empirical foundations of dual language programs internationally for more than four decades.

Relevant Experience:

- **Foundational Research in Dual Language Education:** Internationally recognized for seminal research on immersion and dual language programs, including long-term outcomes for academic achievement, bilingual proficiency, and biliteracy development
- **Bilingualism and Language Acquisition Expertise:** Extensive research on bilingual first language acquisition, second language development, and the relationship between language proficiency and academic achievement
- **Data Interpretation and Program Evaluation:** Deep expertise analyzing and interpreting quantitative and longitudinal data from dual language and immersion programs to inform program design, refinement, and policy decisions
- **Equity and Learner Variability:** Research addressing outcomes for diverse learners, including English Learners, students with learning difficulties, and students from varied linguistic and socioeconomic backgrounds
- **Policy and Practice Influence:** Advisor to ministries of education, school districts, and educational organizations worldwide on bilingual education effectiveness and evidence-based program models

Education:

- Ph.D., Psychology (Language and Cognitive Development), McGill University

Selected Publications and Contributions:

- Co-author, *Dual Language Instruction from A to Z* and *Educating English Learners*
- Author of more than 200 peer-reviewed articles, book chapters, and research reports on bilingualism and immersion education
- Frequent keynote speaker at international conferences on dual language education and bilingualism

Dr. Genesee will serve as Dual Language Data Analyst, providing expert interpretation of student achievement, language proficiency, and biliteracy outcomes. His role will ensure that all data analyses and instructional model recommendations are grounded in the strongest available research evidence and aligned with best practices in the field of dual language education.

SECTION III: PROPOSED METHODOLOGY

Overview

Paridad proposes a comprehensive, mixed-methods evaluation grounded in the Dual Language Resources (see section above) *Guiding Principles for Dual Language Education* (3rd edition, Center for Applied Linguistics, 2018). Our methodology is designed to address all requirements in the RFP Scope of Services and provide actionable, evidence-based recommendations that will guide the program and inform the upcoming consolidation at Oak Terrace School .

Our evaluation is explicitly designed to assess District 112's program against the seven research-based Guiding Principles:

1. **Student as Language Learner:** To what extent do students develop high levels of bilingual proficiency and biliteracy?
2. **Student as Learner of Rigorous Academic Curricula:** To what extent do students meet or exceed grade-level academic standards?
3. **Student as Member of Multiliterate Learning Community:** To what extent do students develop sociocultural competence?
4. **Quality of Instructional Personnel:** To what extent do teachers possess specialized dual language knowledge and skills?
5. **Quality of Curriculum and Instruction:** Is curriculum grade-appropriate and delivered effectively in both languages?
6. **Family Participation:** To what extent are families active partners in education?
7. **Support at School and District Levels:** To what extent is there strong institutional support?

This framework ensures that all elements essential to dual language program success are thoroughly examined.

Phase 1: Dual Language Program Documentation Collection and Planning (Weeks 1-2)

Activities:

- Collect existing program documentation, including:
 - Program goals, philosophy, and historical documentation, and connection to the Guiding Principles
 - Current curriculum maps, pacing guides, and instructional materials
 - Assessment data in English and Spanish and bilingual protocols pre and post Covid
 - Dual Language Teacher rosters, qualifications and professional development records
 - Parent communication and engagement materials
 - Policies related to student placement, language allocation, and program transitions
 - Class language rosters (without identifying information) & reclassification data
- Conduct initial planning meetings with district & school leadership to:
 - Clarify evaluation questions and priorities
 - Identify key stakeholders for engagement
 - Establish data access protocols
 - Coordinate site visit schedules
 - Refine timeline and deliverables

Deliverables:

- Comprehensive evaluation plan with finalized timeline
- Pending Northshore team approval
- Data request list
- Tentative stakeholder engagement schedule

Phase 2: Quantitative Data Collection and Analysis (Weeks 3-8)**Student Achievement Data Analysis**

We will conduct a comprehensive analysis of student academic achievement in two languages to assess whether the program is meeting its goal of high academic performance in both languages. One notable constraint in this analysis will be the validity of data impacted by the COVID pandemic.

Aligned with Guiding Principle #2: Student as Learner of Rigorous Academic Curricula

Data to be Analyzed:

- **Standardized Assessment Results:** Multiple years of data (minimum 3 years) including:
 - **Assessments in English:** Illinois Assessment of Readiness (IAR) for ELA and Math, NWEA MAP (English); **Assessments in Spanish:** Spanish language arts assessments (e.g., Evaluación del desarrollo de la lectura, or other instruments used); NWEA MAP (Spanish);
 - **Language Proficiency:** ACCESS scores for English Learners; Spanish language proficiency assessments
- **Menu for Disaggregated Analysis:**
 - Grade level (K-5)
 - Student language background (native Spanish speakers, native English speakers)
 - English Learner status
 - Students with IEPs or 504 plans
 - Years in the program (program continuity)
 - Gender, socioeconomic status, and other relevant demographics
- **Menu for Longitudinal Analysis by School Site:**
 - Growth trajectories for cohorts of students over time
 - Comparison of outcomes for students who have remained in the program vs. those who have left the program
 - Reclassification rates for English Learners
 - Grade retention and promotion patterns

Bilingualism/Biliteracy Assessment Menu

Aligned with Guiding Principle #1: Student as Language Learner

We will evaluate the extent to which students are achieving bilingualism and biliteracy as measured by:

- English language proficiency scores
- Performance on Spanish language arts assessments
- Rates of earning the Illinois Seal of Biliteracy
- Reading & Writing proficiency in both languages across grade levels
- Oral language development reported for both languages separately

Analysis Menu:

- Descriptive statistics
- Trend analysis for bilingualism, biliteracy and achievement over time by selected variables (3 years post Covid pandemic)

Phase 3: Qualitative Data Collection – Classroom Observations (Wks 4-5)

Classroom Observations Across All Grade Levels

To assess implementation of language allocation and instructional quality, our team will conduct structured classroom observations at Red Oak and Oak Terrace across K-5 with follow-up focus groups to validate findings.

Observation Protocol:

Based on research-based dual language instructional practices and the Guiding Principles:

- **Grade Level Coverage:** Minimum of 2 classroom observations per grade level per school **Duration:** 30 minute observations
- Literacy and Mathematics Instruction Classroom observations conducted by John Hilliard and Cristina Sanchez-Lopez
- **Focus Areas:**
 - Language allocation and adherence to 50/50 model
 - Quality of instruction in both languages
 - Student engagement and language use
 - Differentiation for English Learners and students with diverse needs
 - Use of authentic, culturally relevant materials
 - Classroom assessment practices

Observation Tools:

- Structured observation rubric aligned with research-based dual language instructional practices (Customized with district team)
- Documentation of language of instruction by subject/time
- Field notes on instructional strategies and student interactions
- Collection of artifacts (anonymized student work samples, lesson plans, assessment examples)

Additional Focus:

- Special attention to literacy instruction in both languages (reading, writing, phonics, comprehension)
- Mathematics instruction and language support strategies
- Transitions between languages and use of language

Phase 4: Qualitative Data Collection – Stakeholder Engagement (Weeks 5-10)

Comprehensive Stakeholder Engagement Plan

We will conduct extensive interviews, focus groups (teachers, students, families, administrators), and administer surveys to gather perspectives from all the following stakeholder groups (in person and virtual options).

Teacher Interviews and Focus Groups Menu

Participants:

- Dual language teachers (K-5)
- Special education teachers and specialists (SLPs, School Psychs, Physical Ed., etc.) serving dual language students
- ESL/Bilingual specialists
- Instructional coaches and teacher leaders

Methods:

- Individual semi-structured interviews (30-45 minutes each)
- Grade-level focus groups (60 minutes each)
- Anonymous online survey for all dual language program teachers

Menu of Topics:

- Perceptions of program strengths and challenges
- Curriculum and pacing experiences
- Assessment practices and tools used
- Support for English Learners and ELs with IEPs
- Professional development needs
- Resources and materials (adequacy, quality, cultural relevance)
- Language Allocation

Administrator and Instructional Leader Interviews and Focus Groups

Participants:

- Building principals at Oak Terrace and Red Oak
- Assistant Superintendent for Teaching and Learning
- Director of Multilingual Learners
- Curriculum directors
- Special education directors
- Incoming Superintendent

Methods:

- Individual semi-structured interviews (30 minutes each)
- Focus Groups (60 mins each)

Topics Menu:

- Program vision and goals
- Leadership structures and support systems
- Resource allocation and budgeting
- Staffing and recruitment
- Program monitoring and accountability
- Professional development planning
- Language Allocation

Student Engagement (Grade-Appropriate)

Participants:

- Students across dual language classrooms

Methods:

- Focus groups with students (30 minutes, conducted by grade level)
- Student work samples and portfolio review
- Review existing grade level / school information

Topics:

- Attitudes toward bilingualism and biliteracy
- Sense of belonging and cultural identity
- Self-perception of language abilities
- Favorite aspects of the program
- Challenges or areas where they need more support
- Goals for language learning

Phase 5: Specialized Analyses (Weeks 6-12)

5A: Instructional Model Analysis and Recommendation

Objective: Conduct a needs analysis of English Learners in the current 50/50 model and recommend the instructional model (50/50, 80/20, 90/10) that best supports the district's English Learner population.

Analysis Components:

1. **Current English Learner Population Analysis:**
 - Demographic profile of English Learners in the Dual Language program
 - Entry proficiency levels and language backgrounds
 - Dual Language Program Rate of English and Spanish language proficiency development over time
 - Academic achievement (Language Arts & Mathematics) for English Learners compared to native English speakers
 - Reclassification data
2. **50/50 Model Fidelity Review:** Utilizing Paridad's Allocation Fidelity Analysis Tool
 - Actual time allocation to Spanish vs. English instruction (based on observations and schedules)
 - Consistency of language allocation across grades and sites
 - Quality of instruction in both languages
 - Student engagement and comprehension in each language
3. **Research Review:**
 - Analysis of research on 50/50, 80/20, and 90/10 models
 - Outcomes for English Learners in dual language programs
 - Contextual factors that influence model effectiveness
 - Alignment of models with District 112's specific goals and student population
4. **Comparative Analysis:**
 - Analysis of programs serving similar demographics
 - Review of instructional models used by high-performing programs

Deliverable: Clear, data-informed recommendation on whether to continue the 50/50 model or transition to an alternative model (80/20 or 90/10), with detailed rationale, implementation considerations, and projected outcomes.

5B: Comprehensive Biliteracy Assessment Framework

Objective: Analyze and provide recommendations of the assessment system for mathematics and language arts in both English and Spanish.

Menu of Framework Components:

1. **Assessment Inventory:**
 - Current assessments used in English and Spanish
 - Alignment with program goals and grade-level expectations

- Frequency and purposes of assessments
- 2. **Assessment System Menu:**
 - **Screeners:** Universal screening tools for language proficiency and early literacy (Spanish and English)
 - **Benchmark Assessments in Language Arts and Mathematics:** Progress monitoring tools administered 2-3 times per year in both languages
 - **Formative Assessments in Language Arts and Mathematics:** Classroom-based assessments for ongoing instructional decision-making
 - **Summative Assessments in Language Arts and Mathematics:** End-of-year assessments to measure achievement in both languages
 - **Language Proficiency Assessments:** Tools to measure oral language (ACCESS), reading, and writing proficiency in Spanish and English
- 3. **Specific Instrument Recommendations:**
 - Recommended assessment tools with justification based on:
 - Validity and reliability for bilingual populations
 - Alignment with curriculum and standards
 - Cultural and linguistic appropriateness
 - Ease of administration and data interpretation
 - Cost-effectiveness
- 4. **Review of Data Use and Reporting Protocols:**
 - District guidelines for interpreting assessment data for bilingual students
 - Reporting structures for teachers, families, and administrators
 - Integration with district data systems

Deliverable: Comprehensive Biliteracy Assessment Framework document with recommended instruments, administration schedules, data use guidelines, and implementation timeline.

5C: **Curriculum and Pacing Framework Recommendations

Objective: Create actionable recommendations for establishing unified K-5 pacing guides that ensure curricular coherence and vertical alignment.

Menu of Analysis Components:

1. **Current Curriculum Review:**
 - Curriculum materials used in Spanish and English

- Content coverage and scope/sequence by grade level
 - Alignment with Illinois Learning Standards (including IL SLA standards) and WIDA ELD & SLD Standards
 - Needs and redundancies in curriculum across grades
 - Quality and cultural relevance of materials
2. **Pacing Analysis:**
- Current pacing documents (if available)
 - Teacher perceptions of pacing appropriateness
 - Time allocation to different content areas in each language
3. **Vertical Alignment Review (K-5):**
- Progression of standards-referenced skills and concepts (K-5)
 - Use of high quality of instructional materials (Spanish & English)
 - Allocation of language across grades (Spanish & English)

Framework Recommendations:

1. **Pacing Guide Structure:**
- Pacing recommendations by grade level
 - Content and language allocation by subject
 - Integration of literacy across content areas (Language Arts & Mathematics)
 - Thematic connections and authentic learning opportunities
 - Flexibility for differentiation, multimodal supports & responsive teaching
2. **Key Components for Each Unit:**
- Content objectives aligned with standards
 - Language objectives & Key Language Uses (KLUs) aligned with WIDA ELD & SLD Standards
 - Sociocultural Connections
 - Essential questions
 - Dimension of Language
 - Recommended instructional strategies
 - Instructional feedback
 - Resources and materials
3. **Implementation Guidance:**
- Professional learning needs to support implementation
 - Collaborative planning structures
 - Monitoring and adjustment processes based on feedback

Deliverable: Curriculum and Pacing Framework Recommendations document for:

- Grade-level pacing
- Language Arts and Mathematics Curriculum

- Vertical alignment charts K-5 (if available)
- Implementation timeline and professional development plan

5D: Dual Language Class Size Analysis and Recommendation

Objective: Provide evidence-based recommendations for optimal K-5 class sizes, including student composition ratios.

Analysis Components:

- 1. Current Class Size Review:**
 - Class sizes by grade level and site
 - Student composition (ratio of native Spanish speakers to native English speakers to speakers of other languages)
 - English Learner representation and proficiency levels
 - Students with IEPs or 504 plans
- 2. Impact Analysis:**
 - Relationship between class size and student outcomes
 - Teacher perceptions of workload and ability to differentiate
 - Space and resource considerations
 - Comparison with research-based recommendations
- 3. Best Practice Research Review:**
 - Recommended class sizes for dual language programs from research
 - Optimal ratios of language groups
 - Considerations for including English Learners and students with disabilities
 - Program models used by high-performing dual language programs

Deliverable: Dual Language Class Size Analysis document with:

- Specific recommendations for optimal class sizes by grade level
- Recommended student composition ratios
- Guidelines for balancing native language speakers
- Enrollment management strategies

Phase 6: Sociocultural Competence Assessment (Weeks 8-12)

Objective: Evaluate the extent to which the program develops positive cross-cultural attitudes and sociocultural competence.

Methods:

1. **Cultural Relevance Audit:**

- Review of curriculum materials for cultural representation
- Analysis of culturally relevant pedagogy in classroom observations
- Assessment of school environment (displays, celebrations, multilingual signage)
- Family engagement practices and cultural inclusivity

2. **Student Perspective Analysis:**

- Analysis of student focus group data related to cultural identity
- Student survey data on attitudes toward bilingualism and diversity
- Review of opportunities for cultural exploration and exchange

Deliverable: Assessment of program effectiveness in developing sociocultural competence, with recommendations for strengthening cultural responsiveness

Phase 7: Synthesis, Report Development, and Presentations (Weeks 10-16)

Data Integration and Analysis

All quantitative and qualitative data will be synthesized to identify:

- Areas of strength and celebration
- Patterns and themes across data sources
- Areas for growth and improvement
- Root causes of challenges
- Opportunities for enhancement

Report Development

The final comprehensive report will include:

1. **Executive Summary:** High-level findings and prioritized recommendations
2. **Program Overview:** Description of current program structure and goals
3. **Methodology:** Detailed description of evaluation approach and data sources
4. **Findings:**
 - Student Achievement and Biliteracy Outcomes
 - Instructional Model Analysis
 - Curriculum and Assessment Practices
 - Stakeholder Perspectives
 - Sociocultural Competence Development
5. **Deliverables:**
 - Instructional Model Analysis and Recommendation
 - Comprehensive Biliteracy Assessment Framework

- Curriculum and Pacing Framework
- Dual Language Class Size Analysis and Recommendation
- 6. **Prioritized Recommendations:** Short-term, medium-term, and long-term action steps
- 7. **Implementation Timeline and Resources**
- 8. **Appendices:** Data tables, observation protocols, interview guides, survey instruments

Presentations

1. **Committee Presentation (Week 15):**
 - 30 minute webinar with findings for school staff
2. **Board of Education Presentation (Week 16):**
 - 30 minute formal public presentation
 - Executive summary of findings
 - Key recommendations and implementation considerations
 - Q&A session
 - Final report provided to Board members

Quality Assurance and Validation

Throughout the evaluation, Paridad will ensure:

- **Triangulation:** Findings will be corroborated across multiple data sources
- **Member Checking:** Preliminary findings will be shared with key stakeholders for validation
- **Peer Review:** All analyses and recommendations will be reviewed by multiple team members
- **Cultural Responsiveness:** All data collection and analysis will be conducted with cultural humility and awareness of power dynamics
- **Confidentiality:** All data will be handled in accordance with FERPA and district policies

SECTION IV: DELIVERABLES

Paridad commits to providing all deliverables specified in the RFP, with additional supporting materials to ensure the district has actionable guidance.

1. Comprehensive Written Report

Components:

- **Executive Summary:** Summary of all findings, data analysis, and prioritized actionable recommendations
- **Instructional Model Analysis and Recommendation:** Comprehensive analysis of the current 50/50 model's effectiveness with specific, data-driven recommendation to continue 50/50 or transition to alternative model (80/20, 90/10)
- **Comprehensive Biliteracy Assessment Framework:** Recommended instruments for tracking student progress in both English and Spanish literacy, including screeners, benchmarks, and summative assessments
- **Curriculum and Pacing Framework:** Actionable recommendations for establishing unified K-5 pacing guides ensuring curricular coherence and vertical alignment
- **Dual Language Class Size Analysis and Recommendation:** Evidence-based recommendations for optimal K-5 class sizes with student composition models
- **Full Findings and Analysis:** Detailed presentation of all quantitative and qualitative findings
- **Appendices:** Data tables, observation protocols, stakeholder engagement tools, sample pacing guides, implementation resources

Format: report with executive summary, table of contents, figures, tables, and appendices

2. Committee Presentation

Format: 30-minute interactive presentation to the school staff

Content:

- Overview of evaluation methodology
- Key findings from data analysis
- Detailed presentation of all four major deliverables:
 - Instructional model recommendation
 - Biliteracy assessment framework
 - Curriculum and pacing framework
 - Class size recommendations

- Prioritized recommendations
- Discussion and Q&A

Materials Provided:

- Slide deck (PowerPoint/PDF)
- Draft final report (distributed one week in advance)
- Handouts with key findings and recommendations

3. Board of Education Presentation

Format: 30 minute formal public presentation followed by Q&A

Content:

- Executive summary of findings
- Highlights of key data (student achievement, biliteracy outcomes, stakeholder perspectives)
- Summary of four major recommendations:
 - Instructional model
 - Assessment framework
 - Curriculum and pacing
 - Class size
- Implementation timeline and next steps
- Response to Board questions

Materials Provided:

- Slide deck (PowerPoint/PDF)
- Executive summary handout for Board members and public
- Final comprehensive report (distributed in advance)

4. Additional Supporting Materials

To maximize the utility of this evaluation, Paridad will also provide:

- **Implementation Roadmap:** Timeline and action steps for implementing recommendations
- **Professional Development Plan:** Outline of PD needed to support recommended changes
- **Resource List:** Recommended curriculum materials, assessment tools, and professional resources
- **Data Dashboard Templates:** Tools for ongoing program monitoring

- **Communication Tools:** Sample messages for sharing findings with staff and families.

SECTION V: TIMELINE

Proposed Project Timeline: March 2026 – September 2026

Phase 1: Project Initiation (Weeks 1-2: March 2-13, 2026)			
Date	Activity	Team Members	Deliverable
March 2-6	Kickoff meeting with district leadership; Document review	Hilliard, Gottlieb, Sánchez-López	Evaluation plan finalized
March 9-13	Data request and access setup; Stakeholder engagement planning	Hilliard, Sánchez-López	Data protocols established

Phase 2: Data Collection – Quantitative (Weeks 3-8: March 16 – April 24, 2026)			
Date	Activity	Team Members	Deliverable
March 16-27	Request and receive student achievement data (3-5 years)	Hilliard	Data files received
March 30 – April 10	Quantitative data analysis	Gottlieb & Genesee	Preliminary data report

	(achievement, language proficiency, longitudinal trends)		
April 13-24	Disaggregated analysis by subgroups; gap analysis	Gottlieb & Genesee	Data analysis complete

Phase 3: Data Collection – Qualitative (Weeks 4-6 : April 13 – May 2 2026) Classroom Observations			
Date	Activity	Team Members	Deliverable
April 13 (Beginning in primary grades) Week of April 20 (Intermediate grades)	Classroom observations at Oak Terrace & Red Oak Schools (K-5: 12 observations)	Hilliard	Data files received
April 13 (Beginning in primary grades) Week of April 20 (Intermediate grades)	Classroom observations at Oak Terrace & Red Oak School (K-5: 12 observations)	Sanchez-Lopez	Preliminary data report
April 20-30	Synthesis of observation data	Hilliard, Sánchez-López	Observation analysis report

Phase 3: Data Collection – Qualitative (Weeks 4-10: April – May 22, 2026)			
Stakeholder Engagement			
Date	Activity	Team Members	Deliverable
April 6-10	Teacher interviews (individual and focus groups)	Sanchez-Lopez	Interview transcripts
April 6-10	Administrator interviews	Hilliard	Interview transcripts
April 20-24	Family focus groups (English and Spanish)	Sanchez-Lopez	Focus group notes
April 21-May 2	Student focus groups (grades 3-8)	Sanchez-Lopez	Focus group notes
April 7 – April 25	Online surveys (teachers, families)	Sánchez-López	Survey data
April 28 - May 2	Qualitative data coding and analysis	All team members	Themes and patterns identified

Phase 4: Specialized Analyses (Weeks 6-12: March 30 – June 3, 2026)			
Date	Activity	Team Members	Deliverable
March 30 – May 9	Instructional model analysis (50/50 fidelity, EL needs analysis, research review)	Hilliard, Gottlieb & Genesee	Draft instructional model

April 13 – May 23	Biliteracy assessment framework development analysis	Gottlieb& Genesee	Draft assessment framework analysis
April 21 – May 30	Curriculum and pacing framework development analysis	Hilliard, Sánchez-López	Draft curriculum framework analysis & recommendation
May 12 – June 3	Class size analysis	Hilliard	Draft class size recommendations
May 12 – June 3	Sociocultural competence assessment	Sánchez-López	Draft sociocultural findings & recommendations

Phase 5: Synthesis and Report Development (Weeks 10-16: May 19 – June 26, 2026)			
Date	Activity	Team Members	Deliverable
May 19 – June 6	Data synthesis across all sources	All team members	Integrated findings
June 2-20	Report writing (all sections)	All team members	Draft final report
June 9-20	Internal review and revisions	All team members	Revised draft
June 23-26	Final report preparation	Hilliard	Complete draft for committee review

Phase 6: Presentations and Final Deliverables (August – September 2026)			
Date	Activity	Team Members	Deliverable
August 25-28	Draft report submitted to district	Hilliard	Draft report
August 28	Committee presentation to Student Success Subcommittee	All team members	Presentation slides; Discussion
September 2-12	Incorporate feedback; finalize report	All team members	Final report revisions
September 2026 (TBD)	Board of Education presentation	Hilliard, Gottlieb	Public presentation; Final report
September 2026	Delivery of all final materials	All team members	Complete deliverables package

Timeline Summary			
	Phase	Duration	Key Milestones
Phase 1:	Initiation	2 weeks	Kickoff meeting; Data access
Phase 2:	Quantitative Data Collection	6 weeks	Student achievement data analysis
Phase 3:	Qualitative Data Collection	7 weeks	24 + classroom observations; 40+ (align with focus group categories) stakeholder interviews/focus groups

Phase 4:	Specialized Analyses	7 weeks	Four major deliverable components drafted
Phase 5:	Synthesis and Report	6 weeks	Draft report completed
Phase 6:	Presentations and Finalization	2 weeks	Committee and Board presentations; Final report
Total Project Duration: 24 weeks (March 2, 2026 – September 2026)			

SECTION VI: DETAILED BUDGET

Budget Overview

Total Project Cost: \$141,612.38

This budget reflects a comprehensive, multi-faceted evaluation that includes extensive data collection (30+ classroom observations, 40+ stakeholder interviews/focus groups, surveys), rigorous quantitative and qualitative analysis, development of four major deliverable frameworks, and two formal presentations. All costs are itemized below to ensure transparency.

Personnel Costs

Role	Rate	Hours	Total
John F. Hilliard, Project Director	\$200/hr	235hrs	\$47,000
Margo Gottlieb, Ph.D Senior Evaluation Consultant	\$200/hr	120 hours	\$24,000
Cristina Sánchez-López, On-Site Project Coordinator, Teacher Observation	\$200/hr	185 hours	\$37,000

Fred Genesee, Ph.D Dual Language Program Data Analyst	\$200/hr	40 hrs	\$8,000
Subtotal: Personnel		620 hrs	\$116, 000

Personnel Hours Breakdown:

John F. Hilliard (235 hours):

- Project management and coordination: 30 hours
- Document review and planning: 15 hours
- Instructional model analysis: 30 hours
- Class size analysis: 10 hours
- Report review and contributions: 25 hours
- Committee and Board presentations: 10 hours
- Classroom observations (24 observations): 35 hours
- Administrator interviews: 7 hours
- Student focus groups: 15 hours
- Data organization and coding: 20 hours
- Survey data entry and initial analysis: 20 hours
- Student achievement analysis and reporting: 20 hour

Dr. Margo Gottlieb (120 hours):

- Planning and consultation: 10 hours
- Quantitative data analysis: 40 hours
- Biliteracy assessment framework development analysis: 10 hours
- Student achievement analysis and reporting: 25 hours
- Report writing and synthesis: 30 hours
- Board presentation: 5 hours

Cristina Sánchez-López (185 hours):

- Planning and stakeholder engagement logistics: 15 hours
- Biliteracy assessment framework development review: 40 hours
- Curriculum and pacing framework development review: 35 hours
- Survey development and analysis: 10 hours
- Sociocultural competence assessment: 15 hours
- Report writing and contributions: 40 hours
- Staff and Board presentation: 5 hours
- Family focus groups (English and Spanish): 25 hours

Fred Genesee (40 hours)

- Planning and consultation: 10 hours
- Review of relevant research: 10 hours
- Conduct analysis & synthesis and report writing: 20 hours

Travel & Expenses		
	Calculation	
John F. Hilliard, Project Director - Nashville to Chicago	2 trips X 500 + per diem of 2 X \$69	\$1,138.00
Margo Gottlieb, PH. D., Senior Evaluation Consultant- Florida to Chicago	1 trip X 500 + per diem of \$69	\$569.00
Cristina Sánchez-López, Co-Principal Investigator and On-Site Evaluation-Vernon Hills to Highland Park	10 trips X 17.42 + 10 days of per diem for lunch at 10 X \$26	\$434.20
Fred Genesee, PH.D., Data Analysis Support)	N/A	\$0.00
Subtotal: Travel		\$2,141.20

Travel Notes:

- John F. Hilliard (is based in Tennessee but has a home in Michigan, so no accommodation costs are added for these 2 trips): 2 on-site trips for observations and meetings
- Dr. Margo Gottlieb (Florida resides but travels to Northfield, IL from May thru November): only 1 on-site trips (initial planning, data review)
- Cristina Sánchez-López is based in Illinois and her mileage is calculated in the chart above : 10 on-site trips Dr Fred Genesee's contributions will be remote, so no travel costs will be incurred.

All travel will be coordinated efficiently to minimize costs while ensuring adequate time for data collection.

Other Direct Costs		
Expense Category	Description	Total
Transcription Services	Professional transcription of 30+ interviews and focus groups (approximately 40 hours of audio)	\$2,500
Survey Platform	Survey design, distribution, and analysis with bilingual capability	\$600
Presentation Materials	Slide decks, handouts for Committee and Board presentations (English and Spanish)	\$300
Translation Services (if needed)	Professional translation of executive summary and key materials into Spanish for families	\$800
Communication and Technology	Video conferencing (Zoom Pro), file sharing and collaboration tools, project management software	\$500
Assessment and Curriculum Examples	Purchase of sample assessment tools or curriculum materials for review and recommendation	\$300
Subtotal: Other Direct Costs		\$5,000

Indirect Costs (Overhead)

Expense Category	Calculation	Total
Indirect Costs	15% of direct costs	\$18,471.18

Budget Summary

Category	Amount
Personnel Costs	\$116,000
Travel and Expenses	\$2,141.20
Other Direct Costs	\$5,000
Indirect Costs (10%)	\$18,471.18
Total Project Cost	\$141,612.38

Payment Schedule

Paridad proposes the following payment schedule aligned with project milestones:

Payment	Timing	Amount	% of Total
Payment 1	Upon contract execution (March 2026)	\$42,483.71	30%
Payment 2	Upon completion of data collection (mid-May 2026)	\$42,483.71	30%
Payment 3	Upon delivery of draft report (August 28, 2026)	\$42,483.71	30%

Payment 4	Upon delivery of final report and presentations (September 2026)	\$14,161.24	10%
Total		\$141, 612	100%

Budget Notes

1. **All costs are inclusive:** No additional charges beyond the agreed scope of work
2. **Changes to scope:** Any requested additions to the scope of work will be negotiated separately
3. **Invoice and payment terms:** Invoices will be submitted according to the payment schedule above; payment due within 30 days of invoice date in accordance with the Local Government Prompt Payment Act

SECTION VII: REFERENCES

Paridad Education Consulting is pleased to provide the following references from recent clients for whom we have completed similar dual language program evaluation and consultation work.

Reference 1: WIDA Consortium

Client: WIDA & WCEPS

Location: Madison, WI

Project: Spanish Language Development Standards; WIDA RtI2 Guidance Document

Contact Person:

Samuel Aguirre

Senior Director of the Consortium and State Relations Department at WIDA
WIDA Consortium

Phone: (608) 262-1493

email: saaguirre@wisc.edu

Project Description: Paridad associates contributed to the initial development of the WIDA SLD Can Do descriptors, and examined the relationship between ELD and SLD Can Do documents. Paridad was contracted to deliver professional development of the Spanish Language development standards in Puerto Rico. Paridad associate, Cristina Sanchez-Lopez, co-developed the WIDA RtI2 Guidance Document and Planning Guide to support SEAs and LEAs in developing culturally and linguistic

responsive MTSS processes. WIDA and Paridad collaborated to present the Spanish Language Development Standards Framework, Marco DALE at the Oaxaca Summer Art, Culture and Language Institute in Oaxaca, Mexico.

Project Date: 2013-2017

Reference 2: State Education Agency – Dual Language Policy Guidance

Client: Illinois State Board of Education

Location: Springfield, Illinois

Project: Development of guidance documents for dual language and multilingual learner programs

Contact Person:

Dr. Carmen Ayala (Former State Superintendent)

Illinois State Board of Education

Phone: 630-258-4555.

Email: ciayala@comcast.net

Project Description: Paridad collaborated with the Illinois State Board of Education to develop comprehensive guidance documents addressing dual language program design, implementation, and evaluation. Our work included policy analysis, stakeholder engagement, and creation of resources for districts across Illinois. This project directly informed statewide best practices for bilingual and dual language programs.

Project Date: 2020-2022

Reference 3: Independent School District

Client: Niles Township District for Special Education #807

Location: Morton Grove, IL

Project: Program Evaluation: Services for multilingual learners with disabilities
PreK - Grade 8

Contact Person:

Tarin Kendrick

Executive Director
Phone: (847) 965-9040 Ext 800
Email: tkendrick@ntdse.org

Project Description: Paridad provided consultation on curriculum, cultural relevance, instructional and intervention practices, assessment for a PreK-8 and teacher qualifications and compliance. Our work included needs analysis for English Learners, classroom observations, teacher and administrator interviews, recommendations for appropriate communication, instructional and assessment practices and tools in multiple languages and English. The project resulted in a comprehensive report on existing strengths and recommendations across all areas involved in the evaluation.

Project Date: 2023

Additional References Available Upon Request

Paridad has worked with numerous school districts, state education agencies, and educational organizations across the United States and internationally. We are happy to provide additional references specific to any aspect of our proposed work (e.g., English Learner needs analysis, assessment framework development, stakeholder engagement) upon request.

SUMMARY

North Shore School District 112's 25-year commitment to dual language education represents an extraordinary investment in student success, equity, and global citizenship. This evaluation provides a pivotal opportunity to celebrate the program's strengths, address areas for growth, and ensure that every student—particularly English Learners—achieves high academic performance, bilingualism/biliteracy, and sociocultural competence.

Paridad Education Consulting brings unmatched expertise to this important work. Our team of nationally recognized experts in dual language education, assessment, and multilingual learner support will conduct a rigorous, comprehensive evaluation that honors your program's legacy while providing actionable, evidence-based recommendations for the future.

We are committed to:

- **Deep Analysis:** Examining student outcomes, instructional practices, curriculum, and stakeholder perspectives across all grade levels
- **Clear Recommendations:** Providing specific, data-driven guidance on instructional model, assessment, curriculum, and class size

- **Actionable Deliverables:** Creating frameworks and tools that can be immediately implemented
- **Collaborative Partnership:** Working closely with district leadership, teachers, families, and students throughout the process

As you prepare for the consolidation of your K-5 program at Oak Terrace School, Paridad stands ready to support your vision. Our methodology is designed to answer your most pressing questions while providing the comprehensive picture needed to make informed decisions about your program's future.

We look forward to the opportunity to partner with North Shore School District 112 in this critical work. Thank you for your consideration of this proposal.

Submitted by:

Paridad Education Consulting

John F. Hilliard, President

Email: jhilliard@paridad.us

Phone: (312) 919-8980

Submission Date: January 23, 2026 (Revised on February 11, 2026)

This proposal has been prepared in response to the Request for Proposals issued by North Shore School District 112 on December 20, 2025. All information contained herein is accurate and complete to the best of our knowledge. This proposal remains valid and binding for a minimum of 60 days following submission.