



Questions for Dual Language Academies

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Quick Recap of this engagement ◆

Summary

The district originally created a stand-alone dual language school to streamline services and educational models, with the belief that full school models are more successful than strand models. Participants noted improvements in outcomes, instruction, staffing, collaboration, and program quality after consolidating services into a stand-alone school. Concerns were raised about the distance to the new school, but overall, the focus on serving multilingual learners through dual language was seen as beneficial. Success is tracked using district and state assessments, as well as social-emotional data. However, there is a challenge in retaining bilingual dual language staff due to competition with the Chicago area.

Categories

Creation and Purpose of the Dual Language School: The stand-alone dual language school was created to streamline services and focus on dual language education, which is perceived as more successful than strand models. Participants believe this approach maximizes resources and supports marginalized students by allowing them to attend schools closer to their homes.

Improvements Post-Consolidation: Participants reported improvements in various areas such as outcomes, instruction, staffing, collaboration, and program quality after consolidating services into a stand-alone school. The unified focus on dual language education has created a supportive atmosphere for teachers and students.

Community Concerns and Tracking Success: While there were concerns about the distance to the new school, the community generally supports the dual language focus. Success is tracked through district and state assessments and social-emotional data, which helps demonstrate the academy's effectiveness to the Board of Education and community.

Staff Retention Challenges: Retaining bilingual dual language staff is challenging due to competition with the Chicago area. This issue highlights the difficulty in maintaining a stable workforce in central Illinois.

Areas to investigate

- **Distance Concerns:** Further investigation into the impact of school location on community satisfaction and student access could be beneficial.
- **Staff Retention:** Understanding the factors contributing to the higher turnover rate of dual language teachers compared to other staff could help address retention challenges.

Participation Stats

Responded	9
Completed	2 (22%)

Languages

Language	#	%
English	9	100%

Comment Lists

Q1: Why did the district originally create a stand-alone dual language school/academy?

Answered: 2 | Not answered: 7

Comments:

- The goal was to streamline services and educational models. Research shows that full school models are more successful than strand models. This has focused all decisions made in the building on dual language versus competing with monolingual pressures.
- To maximize resources (FTE, curricular resources, bilingual support, etc) and to allow low-income and marginalized students to attend the school closest to their homes.

Q2: What changed after you consolidated services into a stand-alone school/academy? (improved outcomes, instruction, staffing, collaboration, program quality)

Answered: 2 | Not answered: 7

Comments:

- All of the above have improved. Teachers are more supported by providing an atmosphere where the entire building is focused on the same goals with priorities of serving multilingual learners through dual language.
- Gained collaboration of staff and improved student outcomes

Q3: If you could start over, what would you do differently?

Answered: 1 | Not answered: 8

Comments:

- I would have implemented a 90:10 versus a 50:50 model from the beginning. We changed our program model to reflect this three years ago.

Q4: Did or have families/the community raise concerns about having one location for the dual language students?

Answered: 1 | Not answered: 8

Comments:

- There were some concerns on distance to the new school versus previous schools but that was the main concern.

Q5: How do you track or show the success of the academy when asked by the Board of Education or community?

Answered: 1 | Not answered: 8

Comments:

- We track success using data from both district level and state level assessments as well as social emotional data gathered through Panorama Surveys.

Q6: Did or do you lose dual language teachers at a greater rate than other staff? Why?

Answered: 1 | Not answered: 8

Comments:

- Yes, we compete with the Chicago area greatly. It is hard to maintain a bilingual dual language staff in central Illinois.