



**Board of Education - Committee of the Whole Meeting  
Northwood Middle School  
945 North Ave.  
Highland Park, IL 60035**

**Tuesday, January 9, 2024 7:00 PM**

**Agenda**

**Mission Statement**

*The mission of North Shore School District 112, a community partnership committed to a world-class education, is to nurture every child to become an inspired learner, a well-rounded individual and contributing member of a global community by striving for excellence within an environment that fosters innovation, respect, engagement and intellectual inquiry*

***No Live Stream***

1. Call to Order/Roll Call (7:00 p.m.)
2. Pledge of Allegiance
3. Approval of Agenda
4. Progress Reports & Goal Updates - Equity SMART+IE Goals (Policy 6:160)
  - Goal 1 - English Learners Family Survey Progress
  - Goal 2 - Dual Language Program Review
    - ECRA Data Presentation
5. Public Comments
6. Other
7. Adjournment



**DRAFT -SMART+IE GOAL 1**  
English Language Learners  
Board of Education  
January 9, 2024

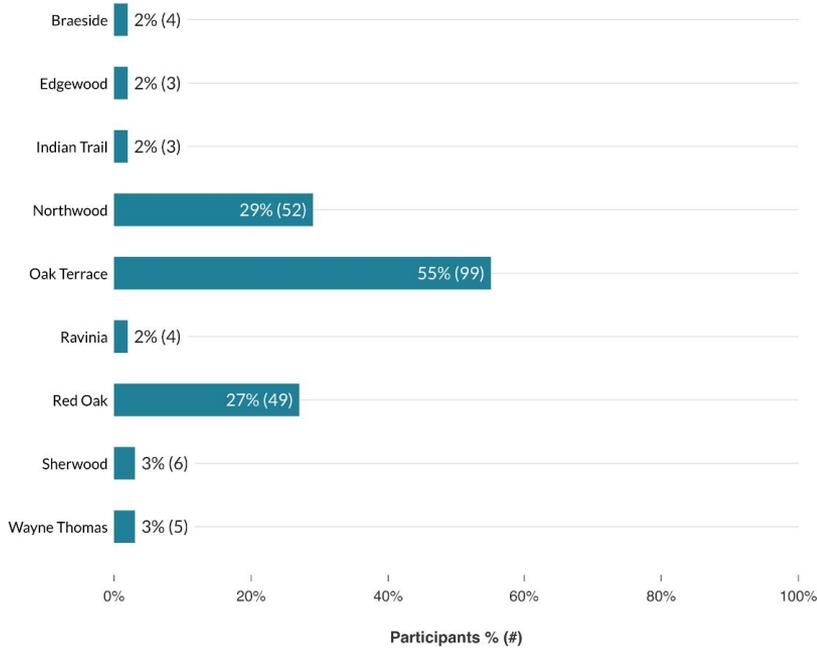
# SMARTIE GOAL 1

Goal 1:

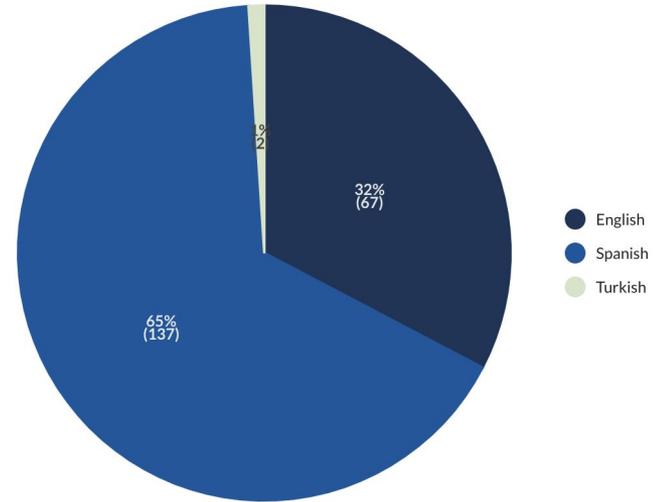
*Obtain feedback from at least 50% of EL families on their experience and overall satisfaction with their child's education and how they chose whether or not to participate in the District 112 Dual Language, Two-Way Immersion program.*

# PARTICIPATION

210 parents/guardians completed the survey



Participation Languages



# ENGLISH LEARNER ENROLLMENT

# of total students enrolled today:  
**3822**

# of EL students:  
**563 (14.7% of total)**

# of EL students enrolled in Dual Language:  
**427 (75.8% of ELs)**

23-24 Braeside Elem School	7
23-24 Edgewood Middle School	12
23-24 Indian Trail Elem School	22
23-24 Northwood Middle School	120
23-24 Oak Terrace Elem School	260
23-24 Out of District Placem	6
23-24 Ravinia Elem School	5
23-24 Red Oak Elem School	71
23-24 Sherwood Elem School	36
23-24 Wayne Thomas Elem School	24
<b>Grand Total</b>	<b>563</b>

# OUTREACH

## How we reached out to our parents/guardians...

Red Oak Family Night

Oak Terrace/Northwood Family Night

Direct text

Direct email

Direct calls

## Who reached out...

Assistant Superintendent for Student Services

Coordinator for Bilingual/ESL Services

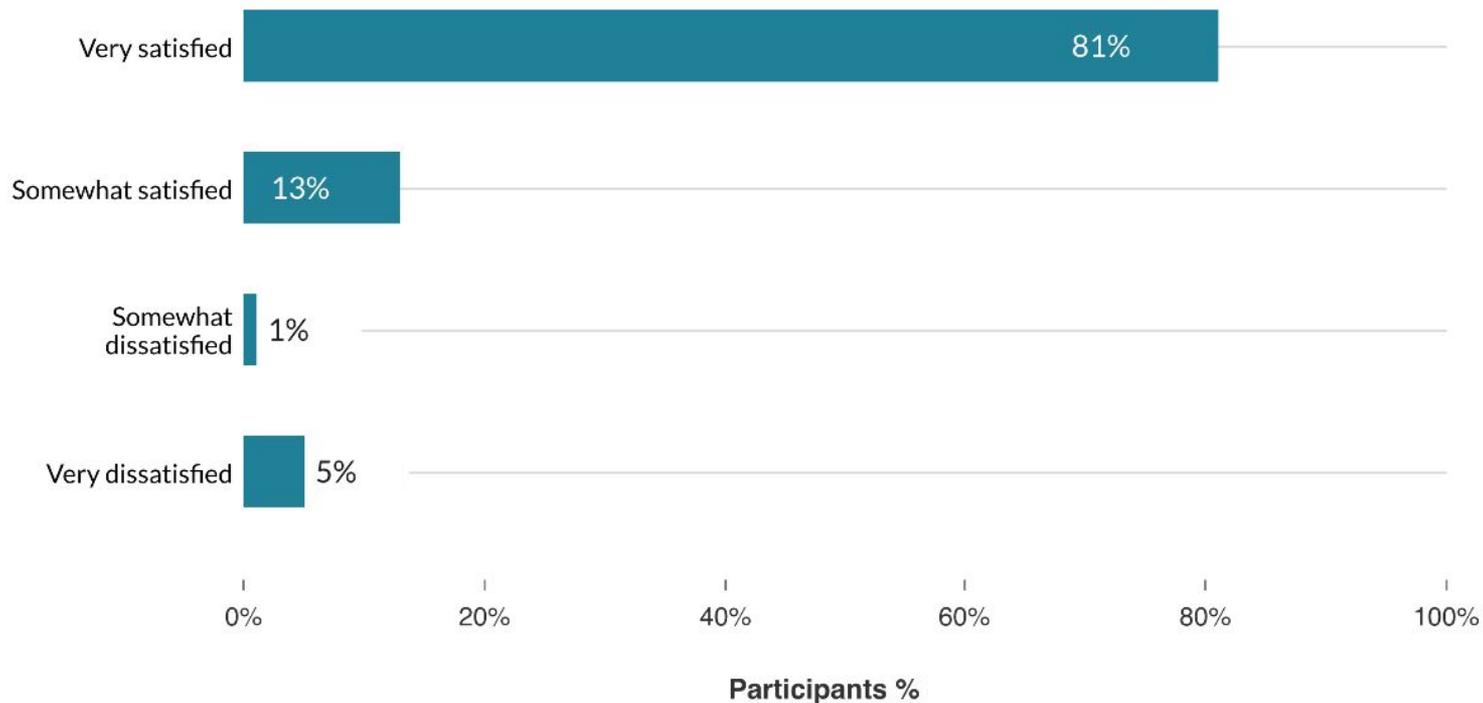
Family Engagement Specialists

English Learner teachers

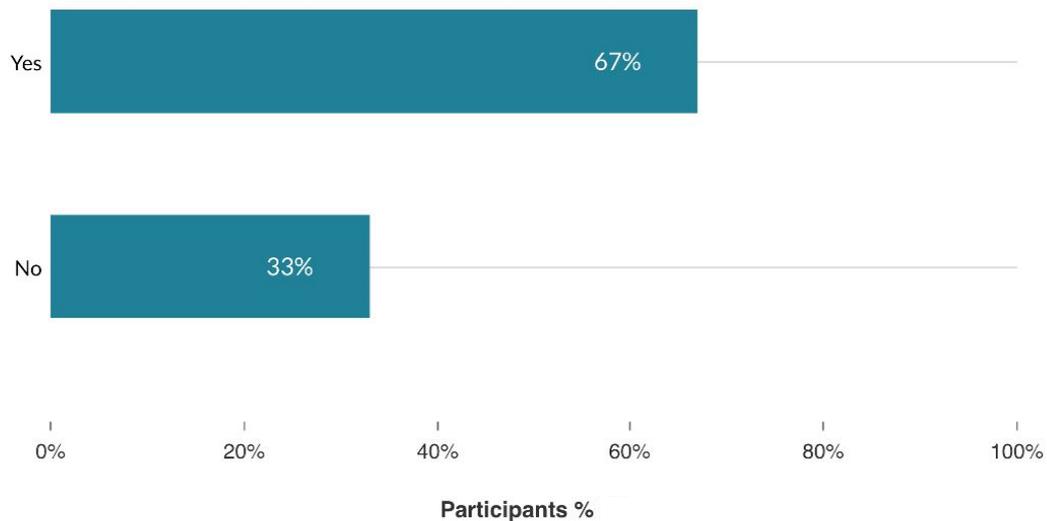
School principals

School front office staff

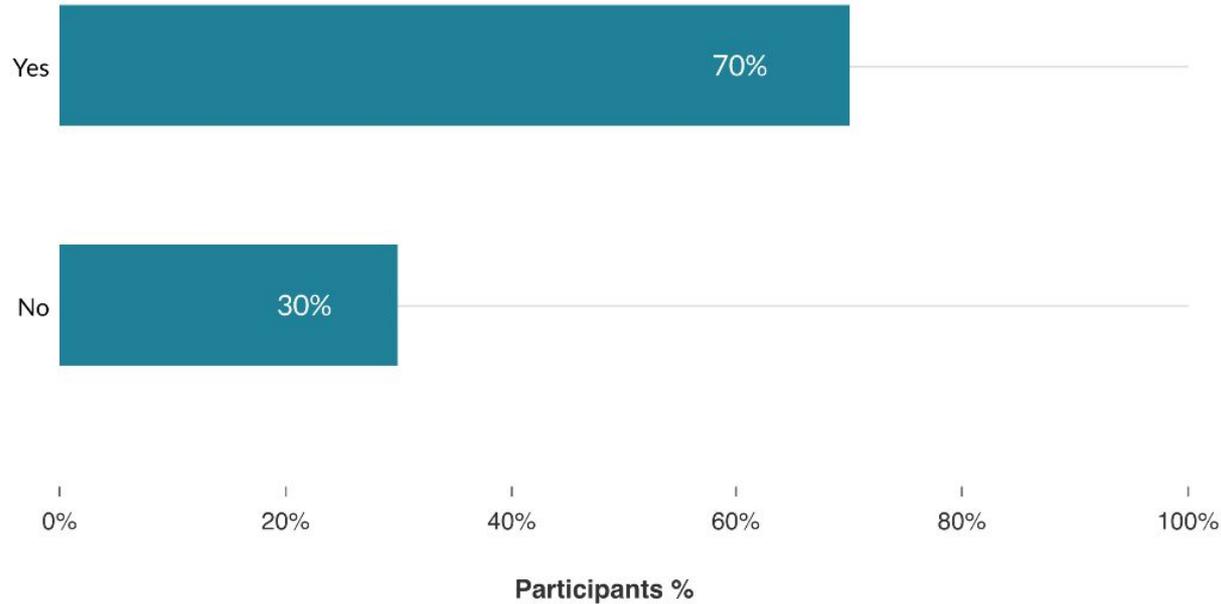
# How do you feel about your child's experience in school?



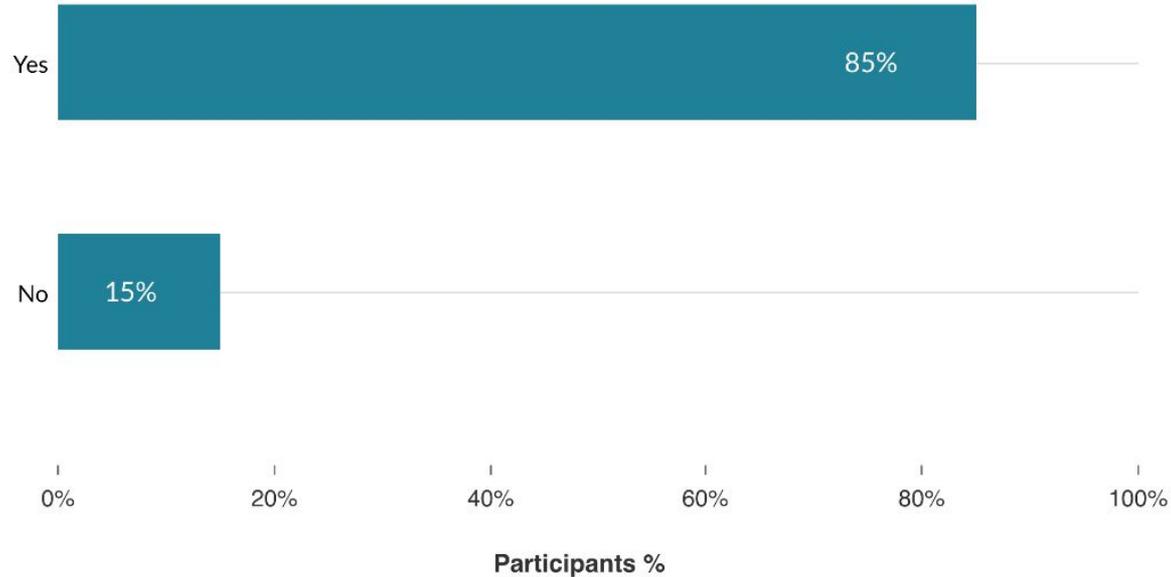
**If Oak Terrace becomes a monolingual, neighborhood school and your residence is within its boundaries, making you entitled to enroll your child there, but Red Oak becomes the only school offering a dual language program, would you choose to enroll your child in the dual language program at Red Oak School instead?**



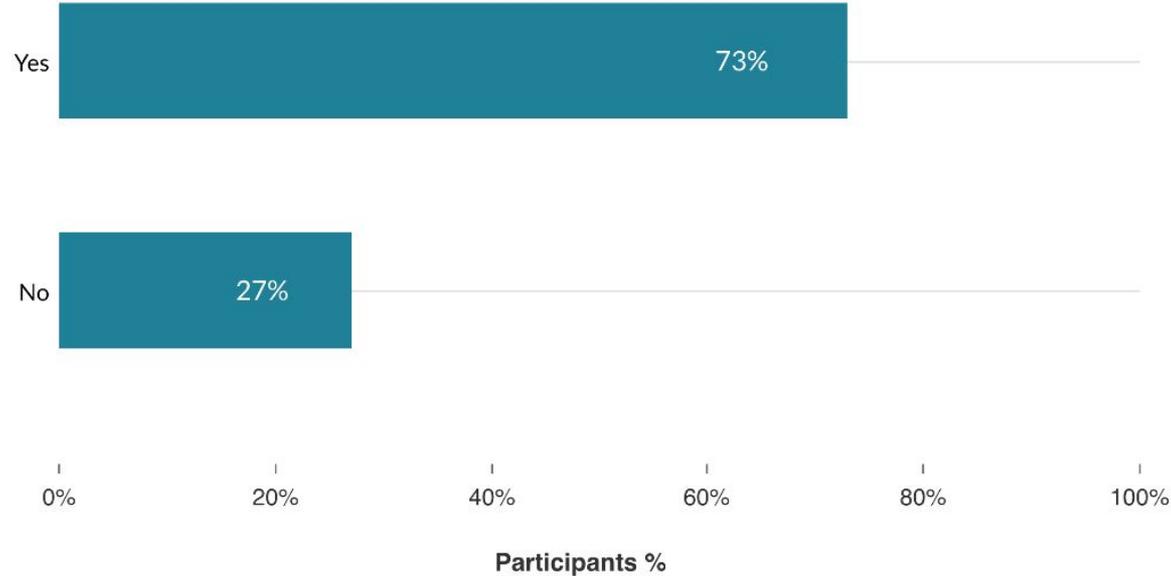
# I receive guidance and resources from the school to help support language development at home.



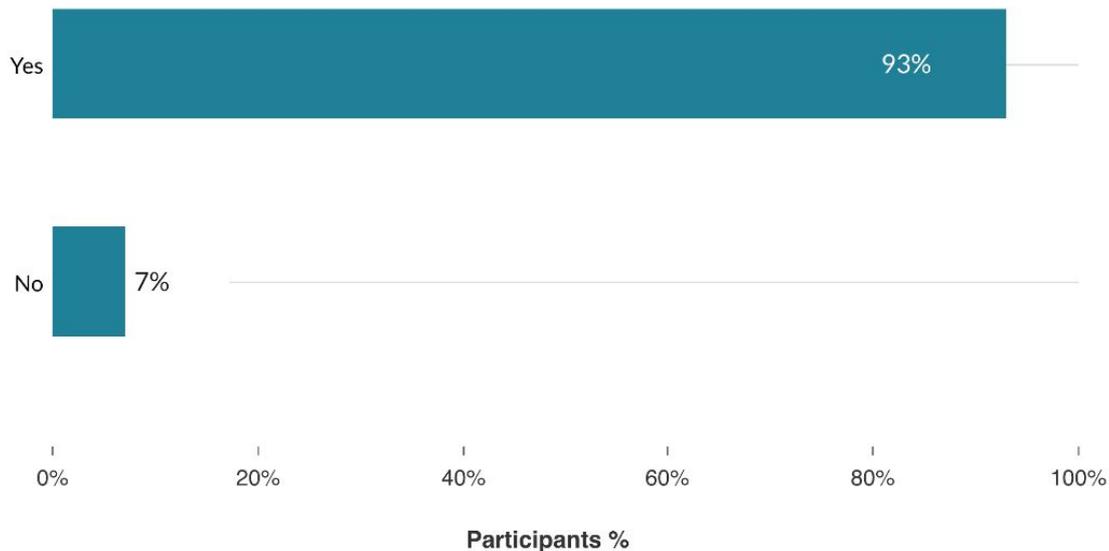
# I feel my voice is heard and valued in the decision-making processes related to the ELL program.



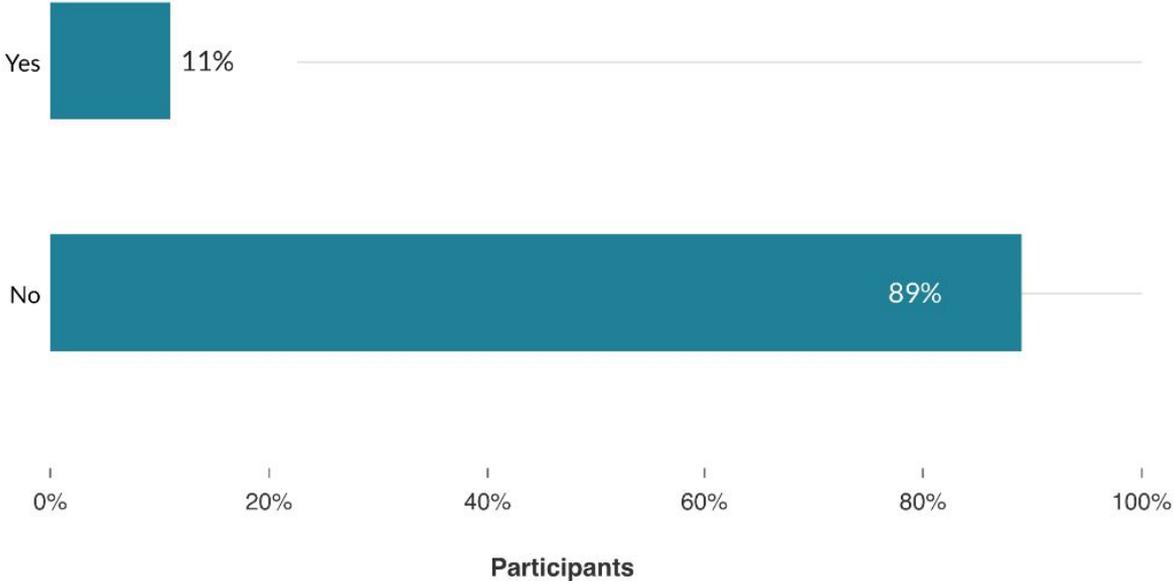
# I am involved in my child's school activities, such as parent-teacher meetings, school events, or volunteering.



# I am satisfied with the communication between the school and my family regarding my child's progress and school activities.



# Do you currently participate in the Bilingual Parent Advisory Committee (BPAC)?



# What made you decide to enroll your child in the Dual Language Program?

- “Porque aprender los dos idiomas es mejor para ellos para que en el futuro tengan más oportunidades.”  
*“Because learning both languages is better for them so that they have more opportunities in the future.”*
- “Primero que no perdiera el lenguaje de sus padres y segundo porque es una doble oportunidad para ellos en encontrar un trabajo cuando se gradúe y sobre todo que va a tener oportunidad de una mayor comunicación con las personas.”  
*“First, they would not lose their parents’ language and second, because it is a double opportunity for them to find a job when they graduate and, above all, they will have the opportunity for greater success.”*
- “Porque en el país donde vivimos el inglés es importante, pero no quiero que pierdan su lengua materna que es el español.”  
*“Because English is important in the country we live in, however, I don’t want them to lose their mother tongue which is Spanish.”*
- “I want to ensure my kids are bilingual when reading, writing and speaking.”

# What challenges or barriers has your child faced in their English language learning and adaptation to the school environment, and how can the school assist in mitigating these?

- “Mi hijo se frustraba por no saber inglés, pero gracias a los maestros de Oak Terrace, el ha avanzado.”  
*“My son was frustrated because he didn’t know English but thanks to the teachers at Oak Terrace he has made progress in learning.”*
- “Aprender a escribir el inglés y creo que la escuela tiene todos los recursos necesarios para apoyar a cada estudiante aprender correctamente.”  
*“Learning to write in English but I believe the school has all the correct resources to support each student learning correctly.”*
- Los retos han sido que a nosotros como padres necesitamos aprender el idioma del inglés para ayudar a nuestros hijos.  
*“The challenges have been that we as parents need to learn the English language to help our children.”*
- “Difficulty communicating with classmates, not understanding assignments in class. Additional English language time would be beneficial.”
- “He has a hard time writing a strong essays and using more complicated words. One-on-one help will be beneficial whenever possible.”

# Can you share what hopes and goals you have for your children's future?

- “My goal is for my son to become English proficient.”
- “I hope my child keeps working hard learning and understanding both languages so later in his future he achieves his set goals without struggle.”
- “Espero en Dios que sea muy feliz, aprenda todo lo que se proponga y en su momento trabajé en lo que le guste.”  
*“God willing, I want them to be happy, to learn everything they’re supposed to, and one day work in what they like.”*
- “I hope my children successfully develop bilingual skills and graduate from college, opening the doors to diverse opportunities in the future.”
- “Aside from wanting him to be successful and happy, I'd want for my child to grow up speaking two languages and to feel comfortable with two different cultures.”
- “Mi esperanza es ver a mis hijos triunfar con un buen titulado y que sean personas de bien que les guste ayudar a la comunidad.”  
*“My hope is to see my children succeed with a good degree and become good people who like to help the community.”*

## What events have you attended?

- Chess championships
- Cinco de Mayo celebration
- Día de Muertos celebration
- Hispanic Heritage events
- Math Night
- Movie Night
- PTO (Parent-Teacher Organization) meetings
- Reading Night
- BPAC meeting

# NEXT STEPS

- Presentations to the Board 1/9 & 1/16
- Share data with all Principals, EL Teachers
- Work with BPAC to meet needs of EL Families based upon their input (time, topics, inclusivity of EL families)
- Continue teacher support, curriculum review, support each child at each school/classroom
  - Dual Language - all three pillars
  - Non Dual Language - high expectations & support

# Summary From Thought Exchange

**For most questions, the majority of parents who responded are satisfied (by 80% or higher) with the resources, communication, engagement by the district and levels of support.**

Overall, the feedback on the ELL program is positive, with participants appreciating the focus on bilingualism and the support provided by the school. However, there are areas for improvement, such as increasing program awareness and providing more opportunities for children to practice writing in English. The feedback also highlights the need to consider the time constraints of participants when scheduling program events.

*This report presents the feedback received from participants regarding our English Language Learner program (ELL). The feedback was diverse, reflecting the different experiences and perspectives of our participants.*

## **High academic expectations for children**

**Importance:** Parents have high academic aspirations for their children, including bilingual proficiency, high grades, and college education. Parental expectations can impact children's motivation and achievement.

**Value:** *The value associated with this concern is the importance of setting high expectations to motivate children to strive for academic success.*



# Dual Language Program Evaluation

2018 - 2023

# Program Evaluation Objectives

**1**

## Student Characteristics

**Document student characteristics for students in the Dual Language (DL) program compared to students not in the program.**

**2**

## Impact on Student Growth

**Evaluate the program's impact on student growth by comparing student growth for students in the Dual Language (DL) to comparable students not in the program.**

**3**

## Spanish Language Acquisition

**Assess Spanish language competency for students in the Dual Language (DL) program compared to students not in the program.**

# Executive Summary of Findings

**1**

## Student Characteristics

Students in the DL program were more likely to be low income, English Language Learners, lower achieving, and at a higher SEL risk than students not in the program.

**2**

## Impact on Student Growth

Overall, students in the DL program experienced equivalent rates of growth in Math, ELA, English Proficiency and SEL when compared to students not in the program. Some variation was observed in lower grade levels, most notably during the COVID years, and for EL students in SEL. The findings were consistent across native and non-native English speakers.

**3**

## Spanish Language Acquisition

AAPPL Spanish scores show that by 8th grade, students in the DL program are significantly more proficient in Spanish listening and reading compared to students not in the DL program.



# 1. Student Characteristics

# 2023 Program Descriptives

## *Demographics*

### Total District

3,919 total students  
(~400/grade)

23% Low Income

16% ELL

### DL Program

1,059 total students  
(~100/grade)

54% Low Income

40% ELL

### Not in DL Program

2,860 total students  
(~300/grade)

11% Low Income

7% ELL

# 2023 Program Descriptives

*Spring MAP National Percentiles and SEL Risk*

<b>2023 Grade</b>	<b>Dual Language</b>			<b>Not Dual Language</b>		
	<i>MAP Math NP</i>	<i>MAP Reading NP</i>	<i>SEL % at Risk</i>	<i>MAP Math NP</i>	<i>MAP Reading NP</i>	<i>SEL % at Risk</i>
Grade 4	44	36	25%	74	69	15%
Grade 5	50	49	34%	71	65	12%
Grade 6	55	59	27%	70	67	15%
Grade 7	51	36	36%	73	71	18%
Grade 8	49	50	26%	70	61	19%



## **2. Impact on Student Growth**

# Methodology to Measure Impact on Student Growth

The analysis was comprised of three major components:

- 1. Growth models were trained using data from students who did not participate in the DL program. Separate models were developed by school year to account for variation over COVID years and other school-year differences. Since the growth model was developed on students that did not participate in the program, the model serves as the control group.**
- 2. Data for students who participated in the DL program were run through the control model. The model created a projection for each student, which served as a student's own control data point and represents the growth rate that likely would have happened without the DL program.**
- 3. Differences in observed performance for students in the program compared to projected performance from the growth model was converted to effect sizes and compared to well-established thresholds.**

# Growth Thresholds

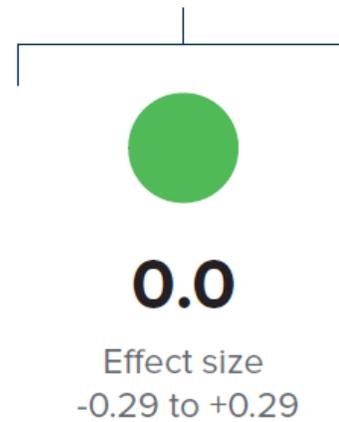
## Program Impact as Effect Size

# Effect Size

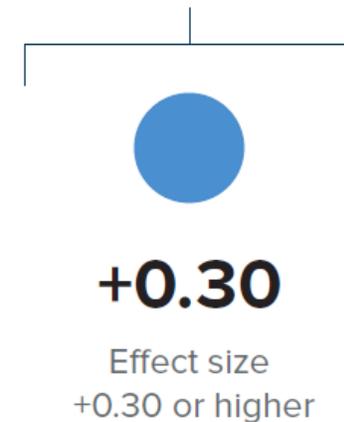
Students in the DL program  
grew at **slower** rates to  
students not in the program



Students in the DL program  
grew at **equivalent** rates to  
students not in the program



Students in the DL program  
grew at **accelerated** rates to  
students not in the program



# Dual Language Program Impact by Grade ELA & Reading Growth

*(Spring IAR & MAP)*

	2018-19	2020-21	2021-22	2022-23
Kindergarten	-0.17	-0.22	0.00	-0.33
Grade 1	-0.17	-0.68	-0.22	+0.06
Grade 2	-0.42	-0.73	+0.07	+0.28
Grade 3	-0.03	-0.55	-0.28	-0.33
Grade 4	+0.35	-0.28	-0.19	-0.32
Grade 5	+0.33	+0.12	+0.17	+0.10
Grade 6	+0.31	+0.07	-0.12	+0.34
Grade 7	+0.43	+0.03	+0.24	+0.15
Grade 8	+0.35	+0.27	+0.24	+0.39
<b>Overall</b>	<b>+0.07</b>	<b>-0.22</b>	<b>0.00</b>	<b>+0.05</b>

# Dual Language Program Impact by Grade

## Math Growth

*(Spring IAR & MAP)*

	2018-19	2020-21	2021-22	2022-23
Kindergarten	-0.22	-0.35	+0.05	-0.10
Grade 1	-0.11	-0.34	-0.10	+0.01
Grade 2	-0.64	-0.54	+0.04	+0.13
Grade 3	+0.11	-0.45	-0.33	-0.40
Grade 4	+0.17	-0.38	-0.37	-0.23
Grade 5	+0.75	+0.09	-0.11	+0.13
Grade 6	-0.21	-0.01	+0.06	+0.33
Grade 7	+0.46	+0.25	+0.32	-0.19
Grade 8	+0.20	-0.10	+0.01	-0.32
<b>Overall</b>	<b>+0.02</b>	<b>-0.21</b>	<b>-0.05</b>	<b>-0.06</b>

# Dual Language Program Impact on Student Groups

## ELA & Reading Growth

*(Spring IAR & MAP)*

	2018-19		2020-21		2021-22		2022-23	
	<i>Dual Language</i>	<i>Non-Dual Language</i>						
Native English Speaker	+0.22	0.01	-0.04	0.01	+0.08	0.01	+0.01	0.00
Non-Native English Speaker	-0.11	-0.05	-0.42	-0.06	-0.09	-0.01	+0.11	-0.08
Former EL	+0.43	0.15	+0.09	0.09	+0.13	0.09	+0.23	-0.06
Current EL	-0.13	-0.13	-0.58	-0.19	-0.16	-0.07	-0.05	-0.11
Low Income	-0.01	-0.02	-0.43	-0.20	-0.05	-0.15	-0.02	0.00
Not Low Income	0.18	0.01	-0.01	0.02	0.05	0.02	0.14	-0.01

# Dual Language Program Impact on Student Groups Math Growth

*(Spring IAR & MAP)*

	2018-19		2020-21		2021-22		2022-23	
	<i>Dual Language</i>	<i>Non-Dual Language</i>						
Native English Speaker	+0.11	0.00	-0.11	0.00	+0.02	0.01	-0.04	0.00
Non-Native English Speaker	-0.08	-0.09	-0.31	0.02	-0.12	-0.14	-0.08	0.01
Former EL	+0.04	-0.08	-0.14	0.23	+0.14	0.00	-0.08	0.20
Current EL	-0.11	-0.09	-0.40	-0.15	-0.18	-0.22	-0.13	-0.14
Low Income	0.00	-0.04	-0.32	-0.27	-0.11	-0.26	-0.16	-0.10
Not Low Income	0.05	0.00	-0.09	0.03	0.02	0.03	0.06	0.01

# Dual Language Program Impact on Non-Native English Speakers ELA & Reading Growth

*(Spring IAR & MAP)*

	2021-22 & 2022-23	
	<i>Dual Language</i>	<i>Non-Dual Language</i>
Kindergarten	-0.39	+0.03
Grade 1	-0.11	-0.37
Grade 2	-0.03	+0.10
Grade 3	-0.28	+0.04
Grade 4	-0.48	-0.25
Grade 5	+0.12	+0.03
Grade 6	+0.12	-0.06
Grade 7	+0.18	+0.07
Grade 8	+0.39	+0.06
<b>Overall</b>	<b>0.00</b>	<b>-0.04</b>

# Dual Language Program Impact on Non-Native English Speakers Math Growth

*(Spring IAR & MAP)*

	2021-22 & 2022-23	
	<i>Dual Language</i>	<i>Non-Dual Language</i>
Kindergarten	-0.42	-0.18
Grade 1	-0.09	-0.40
Grade 2	+0.04	+0.01
Grade 3	-0.41	+0.04
Grade 4	-0.33	-0.22
Grade 5	-0.07	0.00
Grade 6	+0.17	+0.12
Grade 7	-0.03	+0.09
Grade 8	-0.14	-0.08
<b>Overall</b>	<b>-0.10</b>	<b>-0.06</b>

# Dual Language Program Impact on Non-Native English Speakers English Language Growth

*(Growth on ACCESS for ELLs against state control model)*

	2018-19 & 2019-20	
	<i>Dual Language</i>	<i>Non-Dual Language</i>
Grade 1	-0.13	0.13
Grade 2	0.17	0.22
Grade 3	0.23	0.17
Grade 4	0.43	0.58
Grade 5	0.14	-0.01
Grade 6	0.12	*
Grade 7	0.46	-0.04
Grade 8	0.24	0.29
<b>Overall</b>	0.21	0.17

\*Effect size is not statistically significant at  $P < .05$ , but is greater than .3 in absolute value.

# Dual Language Program Impact by Grade

## SEL Risk Growth

Grade	Dual Language Student SEL Growth
Grade 4	0.31
Grade 5	-0.07
Grade 6	0.04
Grade 7	0.28
Grade 8	0.27
<b>Overall</b>	<b>0.17</b>

# Dual Language Program Impact on Student Groups

## SEL Risk Growth

Student Group	Dual Language	Non-Dual Language
Native English Speaker	0.04	-0.01
Non-Native English Speaker	0.29	0.04
Former EL	0.16	*
Current EL	0.36	*
Low Income	0.32	0.23
Not Low Income	-0.02	-0.03

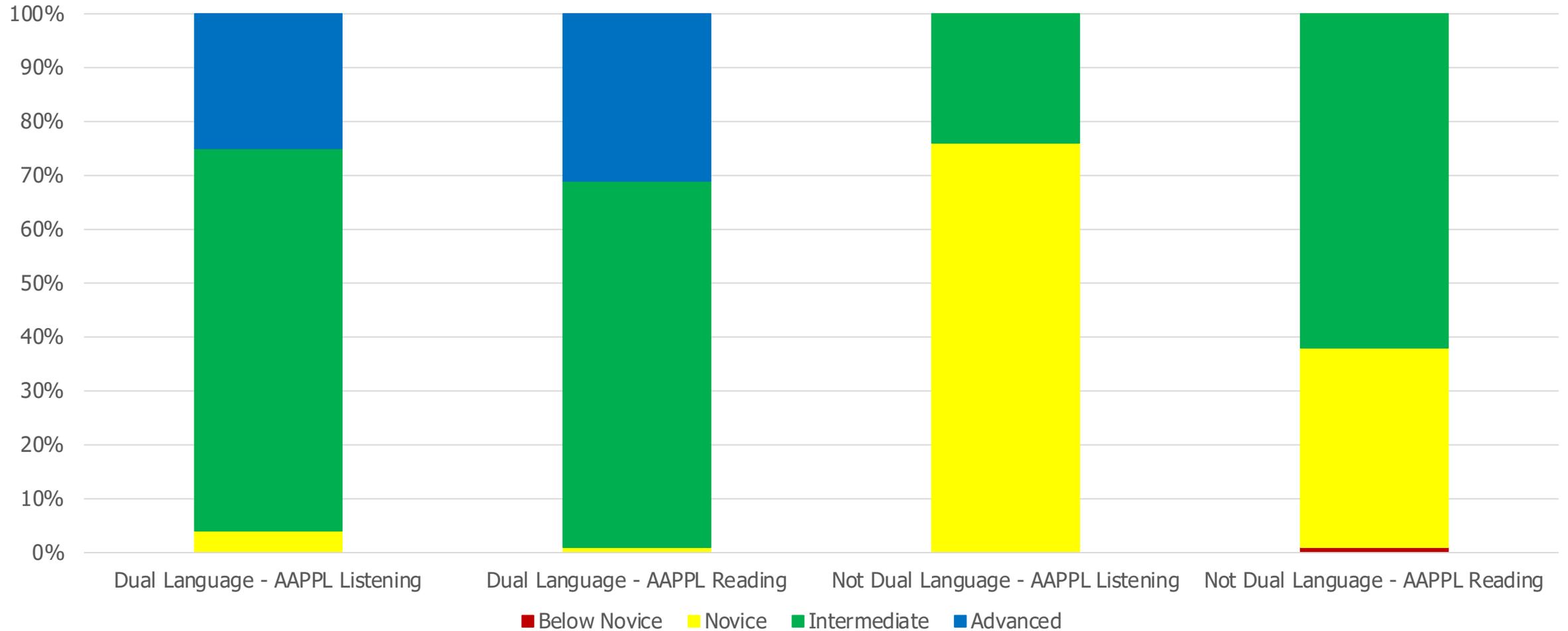
\*Effect size is not statistically significant at  $P < .05$ , but is greater than .3 in absolute value.



# 3. Spanish Language Acquisition

# AAPPL Spanish Performance

*8th Grade 2022-2023*



# AAPPL Spanish Performance – Percent Intermediate or Advanced by Student Group

*8th Grade 2022-2023*

<b>Listening</b>	<b>Dual Language</b>	<b>Non-Dual Language</b>
Native English Speaker	100%	23%
Non-Native English Speaker	93%	46%
Former EL	100%	33%
Current EL	85%	75%
Low Income	94%	38%
Not Low Income	100%	23%
<b>Reading</b>	<b>Dual Language</b>	<b>Non-Dual Language</b>
Native English Speaker	100%	61%
Non-Native English Speaker	98%	86%
Former EL	100%	78%
Current EL	97%	100%
Low Income	98%	71%
Not Low Income	100%	61%



**Questions?**