Bilingual Education in MPS

August 15, 2024

Mr. Eduardo Galván
Interim Superintendent

Five Priorities for Success

Strategic Plan Driving Our Mission

Student Achievement and Graduation

Staff – Morale & Professional Learning

Rightsizing the District

Special Projects

MPS

MILWAUKEE PUBLIC SCHOOLS
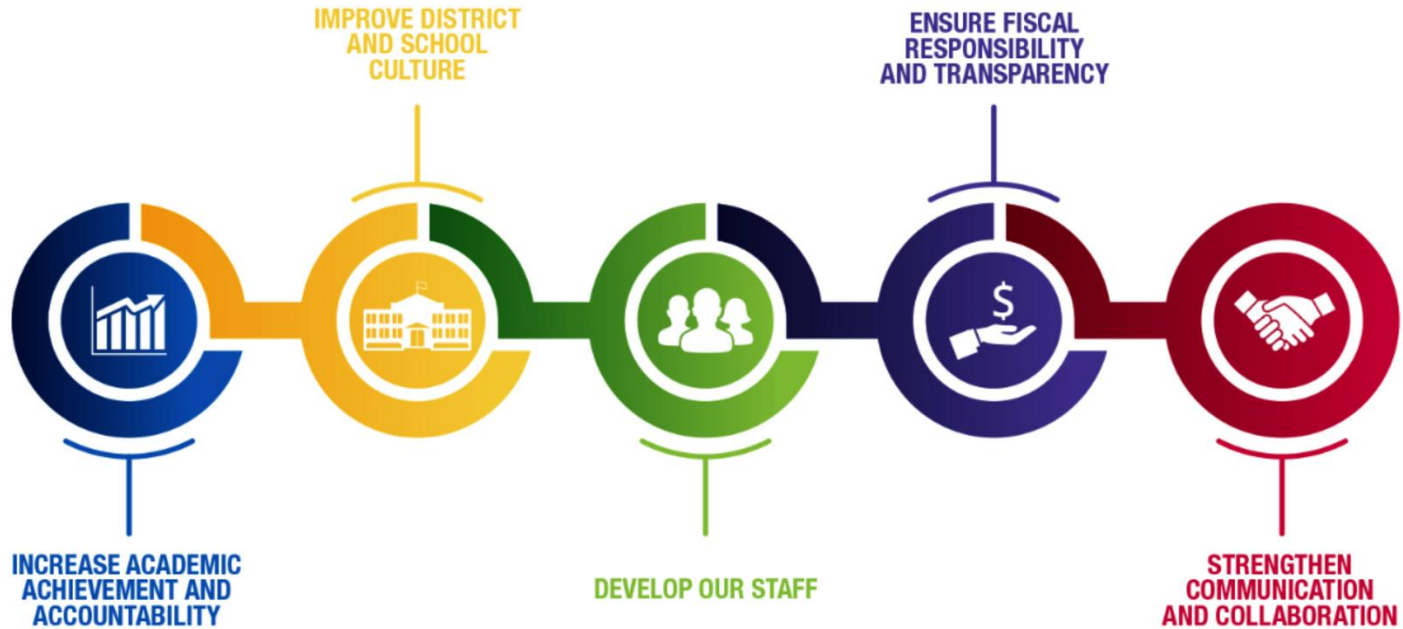
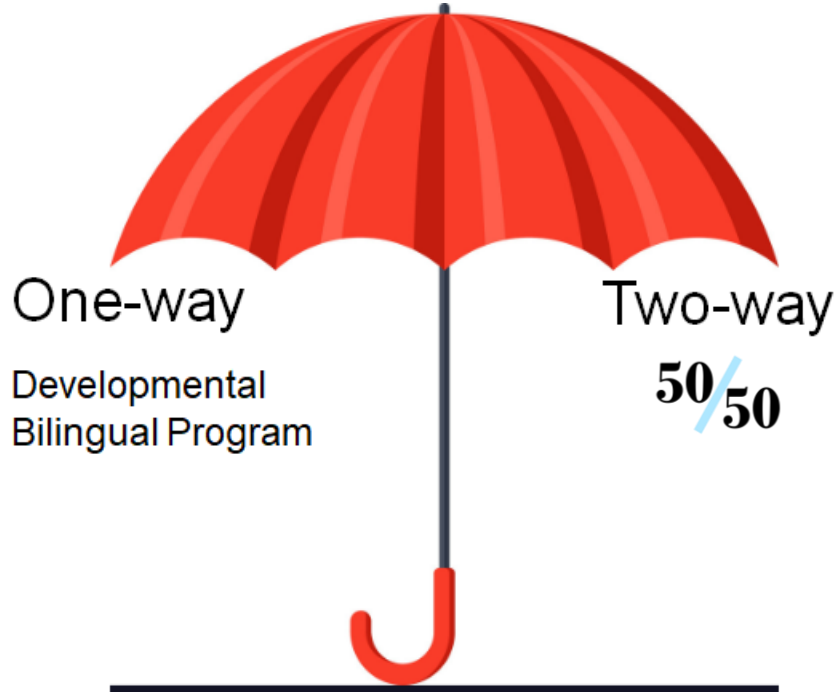**Strategic Plan Driving Our Mission:**

MPS is a diverse district that welcomes all students and prepares them for success in higher education, post-education opportunities, work, and citizenship.

Bilingual Dual Language

One-way
Developmental
Bilingual Program

Two-way
50/50

Bilingual Dual Language Goals

- High levels of bilingualism and biliteracy

- High levels of academic achievement in both languages (English and Spanish)

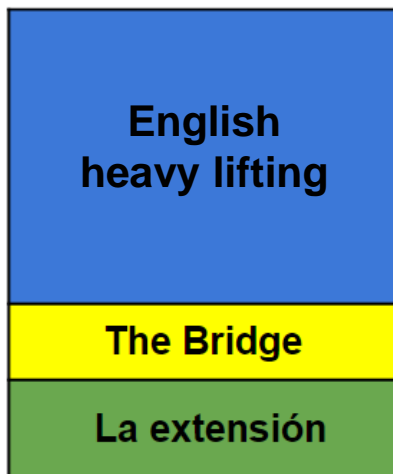- Sociocultural competence

Bilingual Dual Language Schools

K–5

Allen-Field

Forest Home Avenue

Fratney

Lincoln Avenue

K–8

ALBA

Doerfler

Greenfield

Hayes

Kagel

Longfellow

Mitchell

Riley (K–6)

Rogers

Vieau

6–8

Audubon

Lincoln Center of the Arts

Wedgewood

9–12

Hamilton (9–10)

Pulaski

Riverside (9–11)

South Division

Language Allocation

Grade	Spanish-English Allocation	Daily Spanish Instruction	Daily English Instruction
K5	90% – 10%	210 minutes	30 minutes
1st	80% – 20%	190 minutes	50 minutes
2nd	70% – 30%	170 minutes	70 minutes
3rd	60% – 40%	150 minutes	90 minutes
4th–5th	50% – 50%	130 minutes	125 minutes
6th–8th	50% – 50%	140 minutes	140 minutes
9th–12th	50% – 50%	Designated by course.	

These time allocations align to state and district expectations.

Content and Language Allocation Plan

Grade Level(s)	Language Allocation Spanish – English	Content Allocation – Spanish	Content Allocation – English
K5	90% – 10%	Mathematics Science Social Studies Spanish Language Arts	English Language Arts English Language Development
1st	80% – 20%		
2nd	70% – 30%		
3rd	60% – 40%	Mathematics Science Spanish Language Arts	Social Studies English Language Arts English Language Development
4th–5th	50% – 50%		
6th–8th	50% – 50%	Social Studies Spanish Language Arts	Mathematics Science English Language Arts English Language Development
9th–12th	50% – 50%	Social Studies Science	Mathematics English Language Arts English Language Development

Innovation Configuration Map (ICM)

Role	Ideal Use		Acceptable Use	Insufficient Use	
Students	Students self-select from/have choice within oracy strategies or supports to interact in the language of instruction (e.g., partner talk, songs/chants, choral response, TPR, ART, etc.).	Students interact in the language of instruction with the support of an oracy building strategy (e.g., partner talk, songs/chants, choral response, TPR, ART, etc.).	Students are conversing with one another about the content utilizing all their linguistic resources (not adhering to the language of instruction).	Students are conversing—however, not centered on any particular content.	Students are not conversing at any time during the lesson/class.
Teacher	Teacher layers concrete activities (e.g., shared experiences, experiments, sorts, concept attainment, etc.)/oracy building strategies with supports (e.g., sentence prompts, visuals, manipulatives, realia, language partners, etc.).		Teacher uses/refers to a concrete activity/oracy building strategy.	No evidence of a concrete activity/ oracy building strategy.	
	Teacher **consistently** models and supports the academic language essential to the lesson as they visit each group or pair of students in order to advance students' understanding of content as well as linguistic expression.	Teacher **consistently** models and supports the academic language essential to the lesson in order to advance students' understanding of content as well as linguistic expression.	Teacher models (oral/written) academic language to facilitate student learning.	Teacher inconsistently or incorrectly models (oral/written) academic language.	Teacher does not model (oral/written) academic language.
	Teacher ***consistently maintains and supports*** the language of instruction.		Teacher ***maintains*** the language of instruction.	Teacher is silent, code-switches, orally translates materials and/or instruction intermittently throughout the lesson.	

ICM Longitudinal Data

% Ideal/Acceptable Use	2017–18	2018–19	2019–20	2022–23	2023–24
Student Oracy	59%	63%	62%	56%	53%
Teacher Oracy/Concrete Activity	56%	56%	60%	55%	58%
Teacher Academic Language	80%	88%	88%	87%	90%
Teacher Language of Instruction	69%	80%	82%	86%	82%
Classroom Language Indicator	17%	46%	68%	64%	62%
Classroom Reflection of the CLAP	58%	83%	91%	93%	96%

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Thank You!