International Schools/Dual-Language Immersion Research & Evaluation Plan

Overview
The Research & Evaluation Department (R&E), in collaboration with Michele Aoki, International Education Administrator, will conduct a program review of International Schools and Dual Language Immersion programs. The evaluation will encompass a review of International Schools as a whole, as well as the subset of students enrolled in Dual Language Immersion (DLI) programs in Spanish, Japanese, or Mandarin.

The evaluation will build on the work of the International Schools/Dual Language Immersion Task Force (established in 2016), which issued a comprehensive report in August 2016 on program history, program models, and pathways. The program review will also specifically measure progress toward the three goals outlined in Board Policy 2177 (May 2012) that sets forth the unique characteristics of International Schools: While all schools share the attributes of striving for academic excellence, using technology, strong partnerships and innovative teaching, there are three components unique to International Education: World Languages; Global Perspective; and Cultural/Global Competency.

Accordingly, the evaluation contains three key components:

- Phase 1: Descriptive Report
- Phase 2: Implementation Analysis
- Phase 3: Impact Analysis

The timeline for evaluation activities is outlined below:

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Phase 1: Descriptive Report
This phase of the evaluation will provide descriptive analysis of program goals, resources and activities.

- Research Question 1: What is the logic model that serves as the foundation for International Schools and DLI programs?

The research team will develop a logic model that outlines programmatic goals, resources, activities, outputs, and outcomes. The logic model will receive input from the International Schools/DLI Task Force, which includes central office administrators, school leaders, teachers, and community members.
Research Question 2: What district, school, and community resources are currently in place to support International Education/DLI? What are the programs and services provided by International Education/DLI?

To answer this question, the research team will rely on two data sources:

- **Document Review.** Examples include sources from the SPS central office, individual schools, the International Education/DLI Task Force, and outside partners such as the Confucius Institute of the State of Washington (a partnership of Seattle Public Schools and the University of Washington).
- **School Leader Interviews.** Comprehensive interviews with the 10 International Schools principals that focus on school-level descriptions of International Schools programs, courses, DLI models.

Analyzed together, documents and interview data will provide comprehensive descriptions of the types of support that International Schools receive, as well as the programs in place to serve students enrolled in International Schools and DLI programs.

Research Question 3: What are the characteristics of International Schools/DLI students and teachers? How do enrolled students perform academically compared to their peers?

The research team will conduct descriptive quantitative analyses using the following data sources:

- **Student characteristics** – Demographics, ELL/SPED status, ELPA-21 scores, DLI pathway retention
- **Student performance** – SBAC proficiency/growth, ELL status, School Climate Survey findings, STAMP (language proficiency assessments for Spanish, Mandarin, and Japanese)
- **Teacher characteristics** – Experience, education, certifications, retention rates

Results will be reported for students and teachers affiliated with International Schools in general, DLI programs in particular, and the district average. (*Note: The Impact Report will contain deeper quantitative analysis to assess programmatic impact using matched comparison groups of students.*)

Phase 2: Implementation Report

The Implementation Report seeks to understand three key issues related to program implementation: fidelity of implementation, stakeholder perceptions of implementation, and a cost analysis.

Research Question 4: To what extent is International Education/DLI delivered with fidelity?

By reviewing internal data, the research team will analyze the degree to which programs have been delivered with fidelity to stated program goals. Specifically, we will examine teacher preparation, general classroom instruction, and DLI programs using the following sources:

- **School Leader Interviews** – (Detailed in Research Question 2)
- **Internal Data** – (Detailed in Research Question 3)
- **Teacher Survey** – Survey of all International Schools teachers (with supplement for DLI teachers)
- **Student and Parent Focus Groups** – Structured conversations that probe on perceptions of program implementation

Research Question 5: What are stakeholder perceptions of International Education/DLI programs? What successes and barriers exist to successful implementation?

Using the same qualitative data sources as above – school leader interviews, teacher survey, and student/parent focus groups – we will provide a comprehensive picture of the strengths and challenges associated with the implementation of International Schools/DLI programming.

Research Question 6: What are the cost implications of International/DLI programs?
With assistance from the SPS Budget Office, we will report on the various costs and expenditures associated with the implementation of International Schools/DLI programs. Data may include:

- Per-pupil expenditures
- Program Budget
- Staffing Mitigation Costs
- Alternative Funding Sources (e.g. PTA funds, Families and Education Levy, external grants)

**Phase 3: Outcome/Impact Report**

Using sophisticated quasi-experimental research methodology, the research team will analyze the relative impact of enrollment in International Schools/DLI programs. The research team will find pockets of students for which there are well-matched comparison groups of students, as this will allow us to look at student outcomes for enrolled students in both DLI and non-DLI programs relative to their peers. Specifically, we will examine two research questions, one of which examines students’ outcomes during their time in school, and the other focused on college and career readiness (“Seattle Ready”).

- **Research Question 7:** Does enrollment in International Education/DLI lead to higher levels of academic and global competence preparedness relative to one’s peers?

  The research team will look at the following student outcomes to gauge program impact:
  
  - SBAC proficiency
  - AP/IB Enrollment Data and Test Data
  - Language proficiency (STAMP)
  - Exiting ELL Status
  - School Climate Survey
  - Seal of Biliteracy and Global Competence Certificate

- **Research Question 8:** Does enrollment in International Education/DLI lead to improved graduation rates? College and career readiness?

  The research team will look at the following student outcomes to gauge program impact:

  - Graduation rates (SPS data)
  - College-going rates (National Student Clearinghouse data)

**Deliverables**

There are two reporting windows for this project: June 2017 and November 2017. The June report will consist of the standalone report for Phase 1 (Descriptive Analysis), as well as a progress report for activities related to Phase 2 (Implementation Analysis) and Goal 3 (Impact Analysis). The final report will be a comprehensive report with all three phases included.

**Research Team**

The research team will be led by Drs. Eric Anderson (Director) and Jessica K. Beaver (Senior Research Scientist) in Research & Evaluation, with close collaboration from Dr. Michele Anciaux Aoki, International Education Administrator. The quantitative lead on the project will be Anna Cruz, Lead Statistical Analyst within R&E.

Additionally, at no additional cost to SPS, Dr. Chan Lü, Assistant Professor in the Department of Asian Languages and Literature at the University of Washington, will collaborate in qualitative instrument development, qualitative data collection and analysis, and descriptive quantitative analysis. Two graduate students in the College of Education at the University of Washington, Erica Bailey Ramos and Nancy Cline, will provide support with document review and qualitative data collection and analysis.