Program Review:
International Schools/
Dual-Language Immersion

May 11, 2017
Phases of Evaluation Plan

1. Descriptive Analysis
   - Logic model
   - Description of program
   - Demographics of students served/equity analysis

2. Implementation Analysis
   - Implementation fidelity
   - Stakeholder feedback and perceptions
   - Cost analysis

3. Impact Analysis
   - Descriptive outcomes analysis
   - Impact analysis
Phase 1: Descriptive Analysis

RQ1: What is the logic model that serves as the foundation for International Schools and DLI programs?

Collaboration with program manager, Task Force, principals
The resources an organization needs to accomplish the work

the intentional parts of program implementation

The evidence that a program or project is being executing with fidelity

the shorter-term changes that are expected given the outputs

the ultimate change that is typically aligned to the vision statement

**District:**
- Alignment to SPS Strategic Plan, commitment to eliminating opportunity gaps
- District administrative staff member
- Programmatic funding for conferences, PD
- Intl/DLI Taskforce

**Schools:**
- Diverse, multicultural teacher staff with Cert/Endorsements and demonstrated language proficiency

**Community:**
- Local and global partnerships (e.g., Confucius Institute)
- Strong levels of parental involvement and financial support

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**For All**

- Offer professional development to support a highly qualified, globally competent teaching staff
- % student participation in global issues conferences
- # students earning competency-based credits
- Global Leadership Class Enrollment
- # teachers receiving Intl Ed Categories
- Completion rates for DLI or GCEN Modules PD

**Students are Academically Prepared**
- SBAC proficiency
- AP/IB Enrollment
- Exiting ELL Status
- STAMP proficiency
- School Climate Survey (Pedagogical Effectiveness)

**Students are Culturally and Globally Competent**
- School Climate Survey (Healthy Community, SEL)
- Seal of Bi-literacy
- Global Competence Certificate

**Students Graduate Ready for College and Career, and are Globally/Culturally Competent for 21st Century Life**
- Graduation rates
- College-going rates
- College language placement

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**Additional for DLI-enrolled students**

- Provide Dual Language Immersion (DLI) in Japanese, Mandarin or Spanish
- DLI models fidelity checklists
- # ELL, heritage students served
- # students earning competency-based credits
- Retention in DLI programs
Vision Statement: Our vision is to prepare students, in partnership with families and community, for global citizenship in an increasingly interdependent world.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
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<td>the resources available to accomplish the work</td>
<td>the intentional parts of program implementation</td>
<td>the changes that are expected for students</td>
<td>the ultimate change that is aligned to the vision statement</td>
</tr>
</tbody>
</table>

**For All Teachers**
- Offer professional development to support a highly qualified, globally competent teaching staff

**For All Students**
- Integrate cultural/global competency and global perspectives into rigorous academic content classes for students

**For DLI students**
- Provide Dual Language Immersion (DLI) in Japanese, Mandarin or Spanish

**All Students are Academically Prepared, Culturally and Globally Competent**
- SBAC proficiency
- Perception data on Cultural/Global Competence
- School Climate Survey
- Global Competence Certificate

**DLI Students Make Academic Gains Relative to Peers, Achieve Dual Literacy**
- SBAC proficiency
- AP/IB enrollment
- Exiting ELL status
- STAMP proficiency

**All Students Graduate Ready for College and Career, and are Globally/Culturally Competent for 21st Century Life**
- Graduation rates
- College-going rates

**District Leadership and Financial Support**
- International Education/Dual Language Immersion Task Force
- International Schools Leadership Team (ISLT)
- Diverse, multicultural teacher staff with endorsements
- Local and global partnerships
- Family and community support
Phase 1: Descriptive Analysis

RQ2: 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?

RQ3: What are the characteristics of International Schools/DLI students and teachers? How do enrolled students perform academically compared to their peers?
DLI Flags - Demographics

2016-17 Students Enrolled on October 1

Elementary Schools

John Stanford – All K-5 students
McDonald – All K-5 students
Dearborn Park – All K-2 students
Beacon Hill – Any K-5 students linked to DLI teachers
Concord – Any K-2 students linked to DLI teachers, plus 3-5 graders with a Fall 2016 STAMP test

Middle Schools

Any student enrolled in Spanish/Japanese/Chinese Language Arts and/or has a Fall 2016 or Spring 2017 STAMP test score
DLI Flags – Smarter Balanced

2015-16 Test Results

Elementary Schools

John Stanford – All 3-5 students
McDonald – All 3-5 students
Beacon Hill – Any 3-5 students linked to DLI teachers
Concord – Any 3-5 students with Fall 2015 or Fall 2016 STAMP test score

Middle Schools

Students with STAMP test scores (any test period)
<table>
<thead>
<tr>
<th></th>
<th>John Stanford</th>
<th>McDonald</th>
<th>Beacon Hill</th>
<th>Southeast</th>
<th>Dearborn Park</th>
<th>Southwest Concord</th>
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*Preliminary Data. Do not redistribute.*
## 2016-17 Race/Ethnicity - Middle

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<th>Southwest Denny</th>
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*Preliminary Data. Do not redistribute.*
2016-17 ELL - Elementary

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<th>Region</th>
<th>School</th>
<th>Non-ELL</th>
<th>ELL</th>
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<td>John Stanford</td>
<td>88% (380)</td>
<td>12% (50)</td>
</tr>
<tr>
<td></td>
<td>McDonald</td>
<td>93% (424)</td>
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<tr>
<td>Beacon Hill</td>
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<td></td>
<td>ELL 42% (52)</td>
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<td></td>
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<td></td>
<td>ELL 38% (113)</td>
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<tr>
<td>Southeast</td>
<td>Dearborn Park</td>
<td></td>
<td>ELL 34% (59)</td>
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<td></td>
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<td></td>
<td>ELL 43% (78)</td>
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<tr>
<td>Southwest</td>
<td>Concord</td>
<td></td>
<td>ELL 48% (55)</td>
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<td>ELL 60% (147)</td>
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# 2016-17 ELL - Middle

<table>
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<tbody>
<tr>
<td>Not DLI</td>
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<td>Not DLI</td>
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<tr>
<td>Non-ELL 98% (967)</td>
<td>ELL 15% (160)</td>
<td>ELL 14% (95)</td>
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<tr>
<td>DLI</td>
<td>Non-ELL 85% (888)</td>
<td>ELL 37% (60)</td>
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<td>Non-ELL 89% (112)</td>
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<td>Non-ELL 63% (104)</td>
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Preliminary Data. Do not redistribute.
2015-16 Smarter Balanced Data

NOTE:

Preliminary Data slides with Smarter Balanced English Language Arts (ELA) and Math Data by School were shared at the meeting.

Final versions will be shared with the School Board by June 2017 and posted on the Intl/DLI Task Force web page at that time.
DLI Flags – Next Steps

• Flag High School DLI students
• Identify and explore data by DLI language (Spanish, Japanese, Mandarin)
• Look at other data – STAMP, ELPA21, AP Courses, Growth
• Look at data for DLI teachers (e.g., years of experience)
• Identify a longitudinal cohort (pathway)
• Perform quasi-experimental analysis comparing DLI students to students who have similar characteristics but are not receiving DLI instruction