Program Review: International Schools/Dual-Language Immersion
May 11, 2017

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

Vision Statement: Our vision is to prepare students, in partnership with families and community, for global citizenship in an increasingly interdependent world.

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<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>IMPACT</th>
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<tbody>
<tr>
<td>District Leadership and Financial Support</td>
<td>Other professional development to support highly qualified, globally competent teaching staff</td>
<td>All students Academically Prepared, Culturally and Globally Competent</td>
<td>All students Graduate Ready for College and Career, and a Globally/Culturally Competent for 21st Century Life</td>
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<td>International Educational/Global Language Immersion</td>
<td>Integrate cultural global competencies and global perspectives into rigorous academic coursework for students</td>
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<td>International Schools Leadership Team (ISLT)</td>
<td>Dual Immersion with Global Perspectives in Interdisciplinary Core Classes for Students</td>
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<td>Diverse, multicultural teacher staff with endorsements</td>
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<td>Local and global partnerships</td>
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<td>Family and community support</td>
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Phase 2: Implementation 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?

Phase 3: Impact Analysis

Document Review
School Leader Interviews
Student characteristics
Teacher performance

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
## 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

## 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)
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