FUTURE OF SEATTLE’S INTERNATIONAL SCHOOLS AND DUAL LANGUAGE IMMERSION PROGRAMS

Hamilton International Middle School
March 12, 2018
Agenda

• Welcome by International Schools Principals
• International Schools/Dual Language Immersion Program Review (Oct 2017)
• Intl/DLI Task Force Recommendations Part 2 (Winter 2018)
• Questions and Comments
In spring 2016, Seattle Public Schools initiated a process for studying the impacts, risks, and benefits of sustaining and expanding Seattle’s International Schools and Dual Language Immersion programs through the establishment of an International Schools / Dual Language Immersion Task Force. The role of the task force is to gather, analyze, review, and consider information and data and to prepare a report to the Superintendent of Schools regarding Seattle’s International Schools and Dual Language Immersion programs. The Superintendent will use this report, along with other important data, to make recommendations to the School Board for potential changes in the 2017-18 school year and beyond.
Task Force Recommendations
Part 1 (August 2016)

• Recommendation A1: Prioritize completing the SE high school Dual Language Immersion Continuation pathway.

• Recommendation A2: Complete the SW elementary international school pathway.

• **Recommendation A3:** Consider designating Lincoln High School, when it reopens, as the high school Dual Language Immersion Continuation pathway in NW for students from Hamilton International Middle School.

• **Recommendation A4:** Develop a Superintendent Procedure to accompany the International Education Board Policy that would specify the details of the pathways and other aspects of the program models at the International Schools, including the addition of a Dual Language Immersion indicator on student records to help track the students who qualify for middle and high school DLI Continuation pathways.
A3: Designate Lincoln as DLI Pathway when it reopens

Current Status:

• At the January 31, 2018 Board Meeting, the School Board voted to designate Lincoln as the DLI Pathway for DLI students at Hamilton beginning in 2019-2020

• We are working with Lincoln’s planning principal, Ruth Medsker, to determine what that program will look like
Questions You May Have

• What types of language classes will be offered to the DLI continuation students at Lincoln?
• Will AP be offered? IB?
• Will current 8th grade students who choose to attend Ingraham now be allowed to stay?
• Will current 8th graders who attend their neighborhood high school be reassigned to Lincoln in 2019-2020?
• **Recommendation B1:** Maintain the Option (GeoZone) Assignment Plan model at John Stanford International School and McDonald International School, and increase the native/heritage speaker set-aside to at least 30%.

• **Recommendation B2:** Maintain the Neighborhood Assignment Plan model at Concord International School at this time, but reevaluate it in the future.

• **Recommendation B3:** Conduct a feasibility study regarding making Dearborn Park International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan by 2018-2019, if possible, so that the school can continue to support two classes of Spanish and one of Mandarin per grade with no all-English strand and can use the native/heritage speaker set-aside to enroll children participating in the Spanish Preschool that is starting in fall 2016.

• **Recommendation B4:** Conduct a feasibility study regarding making Beacon Hill International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan at a future date with the goal of providing equitable access to Spanish and Mandarin native/heritage speakers through the 30% set-aside.

• **Recommendation B5:** Extend the Choice Open Enrollment period beyond the current two-week window in order to support outreach to families who do not have English as a home language and ensure that they have equitable access to the opportunity to opt in to an International School with Dual Language Immersion in their home language.
B1: Increase native/heritage set-aside to 30% in Option schools

Current Status:

• John Stanford and McDonald International Schools are continuing as Option schools

• The native/heritage speaker set-aside continues to be 15%. However, more native/heritage speakers are living within the GeoZone so the percentage of students who speak the partner language is higher now in many classes.
Questions You May Have

• Is it still desirable to increase the set-aside to 30%?
In accordance with Superintendent SMART Goal 3 and Policy 2090, the Board of Directors has asked that Seattle Public Schools undertake a systematic review of district programs and services.

The goal of program review is to improve decision-making by deepening understanding of program design, implementation, results/outcomes, and cost/benefits.

The program review for International Education includes three phases of work: 1) Descriptive Analysis; 2) Implementation Analysis; and 3) Outcomes/Impact Analysis. Phase 1 was delivered in June 2017; Phases 2 and 3 were delivered in October 2017.
Intl/DLI Program Review: Descriptive Findings

• International Schools serve a higher percentage of Historically Underserved students in the district.

• Compared to the district overall, International Schools have higher percentages of current and exited English Language Learner (ELL) students (33% vs. 23%).

• Descriptive data on biliteracy suggest that the majority of students are adequately progressing in learning their partner language.
Intl/DLI Program Review: Implementation Findings

• Stakeholders want a district-supported vision for the future of International Schools.
• Stakeholders believe that “cultural and global competence” is just good teaching.
• Dual Language Immersion models differ widely among schools.
Intl/DLI Program Review: Implementation Findings

- Implementation of DLI is moderately aligned to nationally-recognized best practices.
- Stakeholders believe in DLI as a gap closing practice, particularly for ELL/Heritage language students.
- Fundraising sources and expenditures vary from school to school.
• Impact analysis findings demonstrate statistically significant, positive effects on student achievement for students enrolled in all three DLI language programs, although results vary by year and subject.

• We found statistically significant, positive effects on Math (.29 effect size) achievement in both years and in ELA achievement (.18 effect size) in 2016-17 for Hispanic/Latino students in the Spanish DLI program. The effects of the DLI program, where they exist, are the same magnitude for different student groups (ELL, low-income, heritage speakers).
Longitudinal analysis – following cohorts of students across multiple years – did not reveal statistically significant effects of DLI enrollment on student achievement or ELL reclassification rates. We do see descriptive evidence that DLI ELL students on average spend more time in ELL program than non-DLI students.

We did not find any statistically significant differences on probability of graduating High School between our treatment and control groups. Due to difficulties of flagging DLI students in secondary schools, we could only examine the effects of attending an International School on graduation, regardless of DLI status.
Questions You May Have

• In what ways is a Dual Language Immersion Program a “gap closer”? 

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Task Force Recommendations Part 2 (Winter 2018)

• Recommendation C1: Program Time Allocation Model Elementary. Ensure that the current model in Seattle of elementary Dual Language Immersion programs using the 50:50 time model (half-day English, half-day Spanish, Japanese, or Mandarin) is truly providing 50% of the school day in the partner language and explore the 90:10 time model as an option when future DLI programs are opened.
Task Force Recommendations
Part 2 (Winter 2018)

• Recommendation C2: Program Time Allocation Model Secondary: Fully implement the current recommended model at SPS for secondary level Dual Language Immersion continuation programs of two periods a day taught in the partner language.
Task Force Recommendations Part 2 (Winter 2018)

- Recommendation C3: Number of Languages Taught Per School: Encourage John Stanford International and McDonald International to engage with their staff and parents and Enrollment Planning and Services to review the pros and cons of keeping the current model or splitting into separate language schools.
Task Force Recommendations
Part 2 (Winter 2018)

• Recommendation C4: Content Taught in the Partner Language: Develop a consistent SPS DLI Program Model K-5 across all schools with DLI programs. Schools that would like to depart from the standard model should consult with other DLI programs and district leadership, as well as families and community members, to explain and gain consensus for the alteration. All programs should provide explicit time for developing biliteracy, i.e. strong literacy skills in both English and the partner language.
Recommendation C5: Language of Initial Literacy: Provide initial literacy instruction in both English and the partner language starting in kindergarten, with a focus on teaching for biliteracy and careful consideration of the language development needs of both heritage speakers and second language learners of the partner languages (Spanish, Japanese, and Mandarin).
Questions You May Have

• How can the elementary schools continue to manage multiple languages?
• How can we distribute content teaching responsibility across languages to maximize academic achievement and literacy development in both English and the partner languages?
Looking Ahead

• The Intl/DLI Task Force will be ending in the next few weeks
• The issues and challenges are not all resolved yet and there will be new ones

What kind of structure would help the district and International Schools continue to identify and address these issues and challenges?
THANK YOU
FOR PARTICIPATING!

For more information, visit:

https://www.seattleschools.org/academics/international_education/international_dual_language_task_force/