APPENDIX

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Teacher Professional Development

Michele Anciaux Aoki, author

Background

Professional Development of teachers in International Schools and Dual Language Immersion programs is vital to ensuring the all-school commitment to globalizing the curriculum and creating the environment to support Dual Language Immersion programs. Seattle has emphasized home-grown professional development led by teacher leaders in the schools in order to maximize the long-term impact. Teacher leaders are given the opportunity to attend regional and national conferences in order to learn from experts throughout the country and to build their confidence of leaders of professional development in Seattle Schools.

Seattle has also have been able to leverage the relationship with the University of Washington to partner on professional development workshops, trainings, and institutes. This has given Seattle teachers access to an array of high-qualify PD.

Professional Development Opportunities in 2015-2016

Here is a snapshot of PD opportunities offered in the 2015-2016 school year:

https://sites.google.com/site/seattleislt/calendar/2015-2016

Professional Development Opportunities in 2016-2017

Here is a snapshot of PD opportunities offered in the 2016-2017 school year:

https://sites.google.com/site/seattleislt/calendar/2016-2017

International Education Category

Michele Anciaux Aoki, author

Background

Seattle Public Schools HR maintains a list of Categories that teachers provide to indicate what areas they are both qualified to teach in (based on their Certification and Endorsements) and are interested in teaching. For example, a teacher might have Endorsements for both Social Studies and Spanish, but only be interested in accepting jobs for teaching Spanish. In some cases, SPS has established its own unique Categories in order to meet specific needs of the district. When the SPS International Schools were established, the district realized that the schools were investing in the professional development of teachers to become globally oriented in their instructional practice. It did not make sense for experienced International Schools teachers to be displaced by teachers without that experience if Reduction In Force occurred. Therefore, the district established two new Categories of International Education at the elementary and secondary level.

Since 2013-2014, a number of teachers have completed the International Education Assessment Tool and been approved to add the Category. Since 2015, there has also been an expectation that teachers selected to be on the International Schools Leadership Team would earn the International Education Category. As of spring 2017, 37 current teachers in SPS held the International Ed Category, compared to December 2014 when only seven teachers in the district had earned the Category.

Table 1. International Education Category Report by School

International Ed Category – Spring 2017	Count	International Ed Category – Spring 2017	Count
EW - International Ed (Elementary)	**24**	**SW - Sec International Ed**	**13**
Beacon Hill International School	4	Chief Sealth International High School	6
Concord International School	5	Denny International Middle School	2
Dearborn Park International School	3	Hamilton International Middle School	1
John Stanford International School	5	Mercer International Middle School	2
McDonald International School	7	Ingraham International High School	1

Note: There is a teacher at Cleveland with the Category who earned it at Denny

International Education Category Assessment Tool and Process

The Assessment Tool consists of four sections aligned to the main components of International Education School Board Policy No. 2177, plus the component of Innovative Teaching. Each Assessment component lists some specific "look-fors," and the teacher applicant reflects on each component and provides examples from unit and lesson plans and student evidence. The teacher completes the form and gathers the evidence, then meets with the principal, who rates each component. The final step for approval is a meeting between the teacher and the International Education Administrator at the school site where the teacher presents the Assessment Tool, goes over the reflections, and shares the evidence. The teacher then submits the Category through the standard HR update process, and HR verifies with the International Education Administrator that the teacher was approved to add the Category. Learn more at https://sites.google.com/site/seattleislt/categories.

DLI Fidelity Checklist

Michele Anciaux Aoki, author

Background

As part of the 2017 Program Review of International and Dual Language Immersion programs in Seattle Public Schools, a team from Seattle Public Schools and the University of Washington reviewed a variety of nationally available guidelines for Dual Language Immersion Programs to prepare a Fidelity Checklist. The intention is for this Fidelity Checklist to be useful now and in the future as a tool for continuous improvement of Seattle's Dual Language Immersion Programs.

The two Checklists that follow represent essential elements from the master list of guidelines that would be most relevant for Seattle's schools: a Fidelity Checklist for District Survey and a Fidelity Checklist for Teacher and School Survey. These were extracted from the full working documents SPS-Intl-DLI-Fidelity Checklist and SPS-Intl-DLI-Fidelity-Checklist-Details.

The team that worked on the Fidelity Checklist included:

- Dr. Michele Anciaux Aoki, International Education Administrator, Seattle Public Schools
- Dr. Chan Lu, Assistant Professor of Asian Languages & Literature, University of Washington
- Ms. Fenglan Nancy Yi-Cline, Graduate Student, UW College of Education
- Ms. Erica Marlene Ramos-Bailey, Graduate Student, UW College of Education

In addition, Dr. Jessica Beaver, Senior Researcher, Seattle Public Schools, reviewed the draft Fidelity Checklists and identified items to be used in the Teacher Survey as part of the Program Review. Members of the International Schools Leadership Team (teacher leaders from the ten International Schools in Seattle) and the International Schools/Dual Language Immersion Task Force also had an opportunity to review and prioritize items from the full draft Fidelity Checklist.

Sources Reviewed

From Seattle Public Schools: Dual Language Immersion Guidelines, adapted from Fairfax County, Virginia in 2002, and updated each year in Seattle. Download from SPS International Education.

From the Center for Applied Linguistics (CAL): Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding Principles for Dual Language Education (2nd ed.). Washington, DC: Center for Applied Linguistics. Download at CAL TWI Guiding Principles.

From the Asia Society Chinese Early Language Immersion Network (CELIN): Key Features of Chinese Language Programs: A CELIN Checklist (presented at the April 2017 National Chinese Language Conference). To be posted at CELIN.

From the State of Utah: DLI Assurances Grades 1-6

From Houston Independent SD: Handbook for Dual Language

From Collier and Thomas: Non-Negotiables in Dual Language Education White Paper

From CASLS Portland Study: Chinese Immersion Research

From Asia Society Ed Week blog: Ten Lessons for Language Immersion Programs

The key elements were compared and grouped by category

- Program Design
- Curriculum
- Instruction
- Assessment and Accountability
- Staff Quality and PD
- K-16 Commitment
- District Support
- Materials
- Parents/Community Support
- Recruitment and Retention

While all of the categories are relevant and the individual items important, the excerpted Checklists below include the items which seemed most focused and pertinent to the Program Review process for Seattle.

Fidelity Checklist for District Survey

Program Design

1. The program design is research-based and uses a process of continual program planning, implementation, and evaluation.

Curriculum

2. Language learning targets are described clearly, based on the ACTFL language proficiency scale and encompassing all modes of communication.

Assessment and Accountability

3. The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
4. The program communicates with appropriate stakeholders about program outcomes.

Staff Quality and Professional Development

5. The program recruits and retains high quality dual language staff; HR has an active role and clear understanding of the unique needs of a Dual Language Immersion program.

6. A system is in place for observing classroom instruction and providing feedback, mentoring, coaching, and evaluation with a specific and measurable focus on Dual Language Immersion instruction.
7. The district provides teachers with ongoing professional development through professional learning communities that work toward aligning content and language curriculum horizontally across disciplines and vertically across grade levels.

District Support

8. The program is supported by all program and school staff, as well as strong, knowledgeable, and effective district staff.

Parents/Community Support

9. Parents know what the intended outcomes are of their children's participation at different levels.

Recruitment and Retention

10. Enrollment in dual language immersion is open to all students of varying backgrounds and ability levels using a clear and equitable process.
11. Enrollment procedures are clearly communicated to parents and community members.

Fidelity Checklist for Teacher and School Survey

Curriculum

1. The curriculum is aligned to Washington State Learning Standards, including Common Core State Standards and the World Readiness-Standards for Learning Languages.
2. The curriculum is intentionally planned across grades for each content area taught in the partner language and English.
3. The curriculum promotes the development of bilingual, bicultural, biliterate, and multicultural competencies for all students.
4. The district and schools provide opportunities to teachers to share model curricular units and high-leverage strategies across schools, grades, and content areas.

Materials

5. Materials are age appropriate and engaging for students of intended language proficiency levels.

Instruction

6. Teachers provide students access to both structured and unstructured learning activities, giving them opportunities to develop formal and informal language in English and the partner language.
7. Teachers plan for collaboration time for reinforcement of content taught in the partner language in the English classrooms.

Assessment and Accountability

8. Teachers use both formative and summative classroom-based assessments of student proficiency in both the partner language and English that are administered in an effective and timely fashion.
9. Teachers analyze and use data from student language assessments for student placement, interventions, and to guide instruction and report progress to families on students' growing proficiency in the partner language and English.

Staff Quality and Professional Development

10. The district and schools provide meaningful and targeted professional development for teachers throughout the school year on both teaching academic content and teaching for biliteracy.

International Education Program Budget

Michele Anciaux Aoki, author

Budget Overview

The International Education Administrator is responsible for managing the International Education (4K) budget each year. The main budget item (not shown in the summary below) is the salary and benefits for the central office person filling that position. Non-Staff Expense (Teacher Time) is mainly for extra hours for teacher collaboration and professional development and Non-Staff Expense (Other Exp) covers printing, materials, registrations (mainly language tests for DLI), travel, etc. In 2016-2017, a separate budget was set up for the International Schools Leadership Team (ISLT) (1.2 FTE split across 5 teachers, plus $25,000 for stipends, extra hours, and conferences).

Table 2. International Education Program Budget

International Ed Budget (4K)	Non-Staff Expense: (Teacher Time)	Non-Staff Expense: (Other Exp)	ISLT Staff: 1.2 FTE, 5 partial FTE teacher leaders in schools	ISLT stipends, extra hours, PD & Conference
2012-2013	$ 3,310.64	$ 9,388.71		
2013-2014	$ 84,443.52	$ 21,588.06		
2014-2015	$ 50,270.67	$ 19,192.38		
2015-2016	$ 46,711.08	$ 59,911.98		
2016-2017	$ 19,361.00	$ 7,813.55	$ 131,439.00	$25,000.00
2017-2018	$ 12,597.00	$ 6,986.00		

International Schools Leadership Team

The International Schools Leadership Team (ISLT) was established in 2014 as a leadership group of teacher leaders from all of the International Schools. The ISLT Leads each received .2 Full Time Equivalent pay (FTE) to devote time to support internationalizing their school and supporting all of the International Schools across the district. (The Lead teacher, Noah Zeichner, generally received .4 FTE, but the funding came from varied resources besides the Intl 4K budget.) About half the remaining ISLT members received a yearly stipend of $3500 to $5000 (depending on the year) and the remaining ISLT members received extra hours for attending ISLT planning meetings and carrying out projects and Professional Development (PD). The ISLT was partially funded in 2013-2014, fully funded in 2014-2015 (though the amounts appear to have been allocated directly to the schools' budgets for the FTE and stipends), not funded in 2015-2016 (late funding came in May 2016, but was used to support PD and teacher collaboration since it was too late to do FTEs or stipends), and was fully funded in 2016-2017. As of August 25, 2017, nothing was budgeted for the ISLT in 2017-2018.

Other Grants

The International Education Administrator also administers the federally funded (Dept. of Defense) STARTALK grant, which funds a summer Alt Route Certification program with Pacific Lutheran University (PLU) for teachers of critical languages, including Chinese. The Seattle International Schools do not receive any funding from this grant, but the district has benefited from having a ready supply of fully

Certificated and Endorsed teachers of Chinese available to teach in any of our schools offering Mandarin Chinese.

The International Education Administrator also serves as the Co-Director of the Confucius Institute of the State of Washington (CIWA), in partnership with the University of Washington (Office of Global Affairs), Governor's Office and Office of Superintendent of Public Instruction (OSPI), and Hanban in China. The Alliance for Education serves as the fiscal agent for the grant. Each year a portion of the funds (about $3000 - $15,000 depending on the year and the projects funded) is allocated as a grant to Seattle Public Schools to the International Education 4K budget. Most of those funds are used for extra hours for Chinese teachers for professional development or curriculum development. Sometimes funds are used to purchase materials to support the learning of Chinese. The total annual budget for CIWA is over $200,000 with about half of that going to the University of Washington. The remainder supports the expansion of Chinese language learning and teaching in K-12 schools and cultural programs throughout the state.

Historical District Budget For Launching new International Schools

Since about 2010, the district has allocated specific district funds to support the district's goal of expanding International Schools in three regions (Northwest, Southeast, and Southwest). New International Schools usually received $15,000 for an initial pre-planning year, then about $100,000 - $130,000 for the Planning Year, which could be split over two years.

Table 3. Historical Budget for Launching New International Schools

District Budget for launching new International Schools	**Pre-Planning Year**	**Planning Year**	**Total**	**School(s)**
2010-2011	$ 15,000.00		$ 15,000.00	Ingraham
2010-2011	$ 15,000.00		$ 15,000.00	McDonald
2011-2012		$ 30,000.00	$ 30,000.00	Ingraham
2011-2012		$ 100,000.00	$ 100,000.00	McDonald
2012-2013	$ 15,000.00		$ 15,000.00	Dearborn Park
2012-2013	$ 15,000.00		$ 15,000.00	Mercer
2012-2013		$ 70,000.00	$ 70,000.00	Ingraham
2013-2014		$ 100,000.00	$ 100,000.00	Dearborn Park
2013-2014		$ 130,000.00	$ 130,000.00	Mercer
2014-2015	$ 15,000.00		$ 15,000.00	Sanislo*
2015-2016	$ -	$ -	$ -	
2016-2017	$ -	$ -	$ -	
2017-2018 budget	$ -	$ -	$ -	
TOTAL 2010-2018			**$ 505,000.00**	

*Note: Sanislo was selected as the second elementary Intl School in SW in winter 2014/5, but by June 2015 it was determined that Sanislo was no longer feeding into Denny Intl MS, so Enrollment Planning & Services did not agree to let it continue its pre-planning year.

Global Competence Certificate

Michele Anciaux Aoki, author

Background

Seattle's International Schools Leadership Team (ISLT) began researching the feasibility of offering a recognition or certificate of some sort for students demonstrating global competence in 2015. They organized a session on this topic at the August 2016 International Schools Mini-Symposium, held at Chief Sealth International High School. (See ISLT > Global Certificate for details of this session and the other state and district models reviewed.)

Questions considered at the International Schools Mini-Symposium August 29, 2016:

1. How do the ISSN, Wisconsin, and other state, district, school, and college approaches to recognizing that students are "globally prepared" compare?
2. Which elements seem most relevant to us in Seattle?
3. Is this something that our International Schools in Seattle would want to undertake?
4. How would students benefit?
5. How much of a burden would it be for teachers/staff to support it?
6. How could we ensure that there were equitable opportunities for students to achieve this recognition?
7. What would it look like to manage portfolios through Schoology Portfolio?

A survey taken at the end of the session showed consensus on the desirability of creating a Global Certificate program. It should have the word “Global” in it, be offered at least at the high school level, and include the components in Seattle’s School Board International Education Policy of World Language, Global Perspective, Cultural/Global Competence, and the overall state goal of Global Citizenship.

Pilot of Global Competence Certificate Spring 2017

The International Schools Leadership Team decided to partner with the World Affairs Council Global Classroom program to pilot a Global Competence Certificate in spring 2017. This made it possible to offer the opportunity to students beyond Seattle Public Schools and to give it, potentially, more visible recognition in the broader community. The World Affairs Council set up a new website to provide both information on the program and be an example for students to create their own online portfolio: World Affairs Council Global Classroom page - Global Competence Certificate

The World Affairs Council, working with the ISLT and the SPS International Education Administrator, also created other resources for students to get ideas for International Experiences and Engagement that could be accomplished locally (“Glocal” Experience Ideas) and to create their online portfolio (Global Competence Website), as well as an introduction to the Global Competence Certificate.

During the spring of 2017, Maggie Archbold and Ryan Hauck from the World Affairs Council, and Noah Zeichner from Chief Sealth International School identified about ten high school students interested in participating in the pilot program. After Maggie left the World Affairs Council in May, Kelly Martin, former Social Studies Program Supervisor at the Office of Superintendent of Public Instruction, joined Noah and Ryan to continue working with the students to complete their online portfolios.

Several combined in-person and Zoom meetings were held during the spring to talk with the participating students, answer their questions, give them an opportunity to talk through their ideas for their online portfolios, and generally encourage them to continue their work. The Zoom recordings are available for these dates: April 6, 2017 | April 24, 2017 | April 25, 2017 | May 8, 2017 | June 6, 2017.

Two students ultimately completed their Global Competence websites and presented them to the team. One was a graduating senior from Lakeside High School, http://beckyglobalcompetence.weebly.com/. The other was an international student from Germany at Chief Sealth International High School, who preferred not to make her website public, but did share it with the team. Both students provided excellent examples and were awarded the first two Global Competence Certificates in Washington State.

To evaluate the online portfolios, the team developed a Global Competence Certificate Portfolio Assessment and Scoring Guide. Each student's portfolio received three evaluations. All three had to agree in order for the student to be recommended to receive the Global Competence Certificate. All students were recognized for their participation in the pilot.

Future Plans

Both the International Schools Leadership Team and the World Affairs Council were pleased with the results of the pilot and hope to implement the program on a broader scale in 2017-2018.

Language Proficiency Testing

Michele Anciaux Aoki, Author

Background

Since the launch of the first International School in 2000, Seattle Public Schools has conducted various types of language proficiency assessment of the students in the Spanish, then Japanese and Mandarin, Dual Language Immersion (DLI) programs in order to determine whether the students were generally demonstrating growth in their language skills. In 2001 and 2002, John Stanford International School worked with the Center for Applied Linguistics (CAL) to conduct the Early Language Listening and Oral Proficiency Assessment (ELLOPA) with K-1 students of Spanish. The next year, Japanese was added and the assessment protocol was conducted through 2nd grade. In subsequent years, local teachers were trained to conduct the ELLOPA and Student Oral Proficiency Assessment (SOPA), which is used for students beyond 2nd grade. While conducting the ELLOPA and SOPA interview protocol was a valuable experience for the teachers and Instructional Assistants (IAs), without rigorous training and guided practice, the teachers and IAs could not always produce ratings that were reliable and consistent across programs and schools. In recent years, the new International Schools have not regularly conducted ELLOPA or SOPA interviews.

As additional International Schools opened and the DLI programs extended into higher grades, Seattle became an early pilot district for the new online Standards-based Measurement of Proficiency (STAMP), developed at the University of Oregon. STAMP was a good choice because it tests all four skills (Reading, Writing, Listening, and Speaking), is computer-adaptive and non-timed (so is student-friendly), and provides reliable and consistent ratings at a reasonable cost (about $16/student currently). After several years of piloting the STAMP test, the district began in 2010 developing a K-12 articulation plan, which included working with the International Schools principals to specify proficiency targets at certain benchmark grades. Since that year, there has been an effort to assess all of the DLI programs annually at those benchmarks whenever there is funding and capacity to do so. In 2016, for the first time, the district sent home the STAMP test results to parents along with a progress report letter to help parents better understand their children's path to proficiency in Spanish, Japanese, or Mandarin.

Proficiency Targets

Seattle, like most districts and states in the country, uses the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for setting proficiency targets for both World Language programs (at the secondary level) and Dual Language Immersion programs (starting in Kindergarten). The ACTFL Proficiency Scale ranges from Novice (just beginning to learn the language) to Intermediate and Advanced. Each of these major levels has three sub-levels: Low, Mid, and High. As an example, World Language teachers must demonstrate Advanced Low proficiency in order to qualify for a World Language Endorsement in a given language in Washington State. The ACTFL Proficiency Scale also includes the ranges of Superior and Distinguished, which are usually reached only by adults, either native speakers or highly educated second language learners.

The targets set by the International Schools principals were determined after researching standards in other districts, such as Portland, and states, such as North Carolina and Utah. The principals decided to specify a range (e.g., Novice Mid-Novice High), rather than a single level as a target. Having a range has been helpful on several counts. For one thing, generally, it takes English speakers much longer to learn a

language like Japanese or Chinese than a language like Spanish. So one would predict that proficiency ratings would probably by higher at any given grade level for Spanish than for Japanese or Chinese. That is generally true, but it also true that there is a great deal of individual variation in how children acquire languages and what they can demonstrate of their skills. So, students can meet the proficiency target within the range and still show growth across years.

Table 4. Seattle Dual Language Immersion Proficiency Targets

SEATTLE IMMERSION PROFICIENCY TARGETS

(agreed by International Schools principals 1/24/2013)

Grades	Targets:	NL	NM	NH	IL	IM	IH	AL	AM
3rd Grade									
5th Grade									
8th Grade									
9th Grade									
10th Grade									
11th Grade									
12th Grade									

ACTFL Proficiency Guidelines - Levels http://actflproficiencyguidelines2012.org/

NL, NM, NH = (1) Novice Low, (2) Novice Mid, (3) Novice High

IL, IM, IH = (4) Intermediate Low, (5) Intermediate Mid, (6) Intermediate High

AL, AM, AH, S = (7) Advanced Low, (8) Advanced Mid, (9) Advanced High (10) Superior

Assessment Plan

In 2015, the International Schools teachers and principals agreed on an annual assessment plan with STAMP testing at key benchmark years: end of 3rd grade, end of 5th grade, and end of 8th grade. However, due to the new SBA computer-based state tests being introduced, the usual testing window in the spring of each year became challenging because computers were simply not available for language testing. After conversations with other districts testing DLI students, such as Portland, Seattle decided to move the STAMP testing window to early fall. (The exception was for 8th grade STAMP testing, which is used for students to earn Competency-Based Credits. It was important to complete that testing before students left for high school.)

In fall 2015, we also piloted new common progress report letters to accompany a student's STAMP Test Results report to families. Teachers felt it would be helpful to offer test results at other grades too (besides 4th grade and 6th grade), so additional grades were added to the Assessment Plan. This also gave teachers a "preview" of whether their students were on track to meet the benchmark proficiency targets the following year. These included fall of 3rd grade (just Reading and Listening) and fall of 5th grade. For grades 3-5, the STAMP 4Se (4 Skills elementary) version was used, while STAMP 4S (4 Skills) was used beginning in 6th grade. (The STAMP 4S is also used at the end of 8th grade.)

Assessment Results Snapshot

As we summarize the STAMP results, we can answer a variety of questions pertaining to how students are acquiring the partner language (Spanish, Japanese, or Mandarin). The following results are all from the Fall 2016 testing window. The green results are in the target range for that grade level, pink results are below, and blue results are above.

Question 1: Are students reaching proficiency target benchmarks?

End of 3rd Grade Benchmark NM-NH: On average, in all of the DLI programs, students reached the Target Proficiency levels (Novice Mid to Novice High), and in many cases, they exceeded the targets. The lowest Skills are generally Reading and Writing in Japanese or Mandarin.

Table 5. End of 3rd Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	AVE 1 - NL	AVE 2 - NM	AVE 3 - NH	AVE 4 - IL	AVE 5 - IM	AVE 6 - IH	AVE 7 - AL
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Reading			3.76				
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Writing			3.74				
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Listening				4.64			
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Speaking			3.46				
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Reading				4.04			
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Writing			3.57				
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Listening				4.70			
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Speaking			3.24				
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Reading				4.00			
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Writing			3.52				
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Listening				4.29			
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Speaking			3.25				
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Reading				4.44			
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Writing			3.28				
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Listening					5.18		
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Speaking			3.05				

Table 6. End of 3rd Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	AVE 1 - NL	AVE 2 - NM	AVE 3 - NH	AVE 4 - IL	AVE 5 - IM	AVE 6 - IH	AVE 7 - AL
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Reading		2.44					
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Writing			3.63				
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Listening			3.96				
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Speaking			3.41				
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Reading			3.16				
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Writing		2.78					
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Listening				4.13			
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Speaking			3.19				
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Reading		2.16					
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Writing		2.92					
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Listening			3.68				
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Speaking			3.00				

End of 5th Grade Benchmark NH-IL: On average, in all of the DLI programs, students reached the Target Proficiency levels (Novice High to Intermediate Low) but did not exceed them. As expected, Reading in Mandarin and Japanese tend to be lower than for Spanish. In the 2016 sample, it is a bit unusual that Listening would be lower (in this case, in Spanish and Japanese).

Table 7. End of 5th Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	AVE 1 - NL	AVE 2 - NM	AVE 3 - NH	AVE 4 - IL	AVE 5 - IM	AVE 6 - IH	AVE 7 - AL
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Reading			**3.27**				
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Writing			**3.69**				
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Listening		**2.96**					
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Speaking			**3.65**				
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Reading			**3.95**				
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Writing				**4.11**			
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Listening			**3.79**				
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Speaking			**3.74**				
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Reading				**4.00**			
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Writing			**3.47**				
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Listening				**4.12**			
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Speaking			**3.90**				

Table 8. End of 5th Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	AVE 1 - NL	AVE 2 - NM	AVE 3 - NH	AVE 4 - IL	AVE 5 - IM	AVE 6 - IH	AVE 7 - AL
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Reading		**2.00**					
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Writing			**3.44**				
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Listening			**3.13**				
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Speaking			**3.43**				
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Reading		**2.71**					
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Writing			**3.07**				
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Listening		**2.98**					
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Speaking			**3.14**				

- 6th grade students at Denny came from 5th grade at Concord Intl or other neighborhood schools
- 6th grade students at Mercer came from 5th grade at Beacon Hill Intl
- 6th grade students at Hamilton came from 5th grade at John Stanford Intl or McDonald Intl

End of 8th Grade Benchmark IL-IM: On average, in the Spanish and Mandarin DLI programs, students reached the Target Proficiency levels (Intermediate Low to Intermediate Mid).

Table 9. End of 8th Grade Benchmarks

Test	Test Period	Benchmark Targets	School	Class	Student Count (N)	Language	Skill	AVE 1 - NL	AVE 2 - NM	AVE 3 - NH	AVE 4 - IL	AVE 5 - IM	AVE 6 - IH	AVE 7 - AL
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Reading				4.50			
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Writing					5.23		
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Listening				4.90			
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Speaking					5.25		
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Reading					5.26		
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Writing				4.48			
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Listening					5.7		
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Speaking				4.81			
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Reading						6.31	
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Writing				4.80			
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Listening						6.03	
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Speaking				4.97			

Table 10. End of 8th Grade Benchmarks

Test	Test Period	Benchmark Targets	School	Class	Student Count (N)	Language	Skill	AVE 1 - NL	AVE 2 - NM	AVE 3 - NH	AVE 4 - IL	AVE 5 - IM	AVE 6 - IH	AVE 7 - AL
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Reading				4.73			
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Writing				4.69			
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Listening					5.00		
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Speaking				4.65			
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Reading			3.63				
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Writing			3.31				
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Listening			3.50				
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Speaking			3.88				

Note that Japanese at middle school has struggled to meet the target proficiency levels at the end of 8th grade. According to the Interagency Language Roundtable, it takes English speakers about twice as long to reach the proficiency levels of Intermediate Low to Intermediate Mid in Japanese, compared to Spanish. With only one period of Japanese language a day in middle school, it is not really feasible for most students to reach those targets. Mandarin Chinese now gets two periods per day in middle school (Social Studies and Chinese Language Arts), and a larger percentage of students are now reaching the targets at 8th grade.

Question 2: What is the range of proficiency within a class?

End of 3rd Grade Benchmark NM-NH: This table makes clear the tremendous range of proficiency demonstrated in a single class, especially in Reading and Listening. Sometimes that is due to the presence of both native/heritage speakers intermixed with the second language learners. (When we have data on ELL status, we can disaggregate). Sometimes there are children with special needs who are being served well in the DLI program but cannot be expected to meet the same proficiency targets.

Table 11. End of 3rd Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	1 - NL	2 - NM	3 - NH	4 - IL	5 - IM	6 - IH	7 - AL	8 - AM	9 - AH	NS or NC	Total
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Reading		24%	9%	36%	27%	3%					99%
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Writing		9%	18%	55%	12%					6%	100%
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Listening	3%	3%	9%	21%	39%	24%					99%
End 3rd: NM-NH	Concord Intl	4th Grade	33	Spanish	Speaking		18%	24%	27%	15%					15%	99%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Reading		16%	8%	28%	36%	4%				8%	100%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Writing		8%	36%	36%	12%					8%	100%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Listening			8%	32%	32%	20%				8%	100%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	25	Spanish	Speaking			64%	20%						16%	100%
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Reading	8%	8%	8%	38%	25%	13%					100%
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Writing		8%	38%	42%	8%						96%
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Listening			21%	42%	25%	13%					101%
End 3rd: NM-NH	John Stanford Intl	4th Grade	24	Spanish	Speaking	4%	8%	50%	33%	4%						99%
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Reading		3%	18%	21%	51%	8%					101%
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Writing		15%	46%	33%	5%						99%
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Listening				23%	36%	41%					100%
End 3rd: NM-NH	McDonald Intl	4th Grade	39	Spanish	Speaking	8%	18%	38%	28%	5%					3%	100%

Table 12. End of 3rd Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	1 - NL	2 - NM	3 - NH	4 - IL	5 - IM	6 - IH	7 - AL	8 - AM	9 - AH	NS or NC	Total
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Reading	30%	33%	15%	15%		7%					100%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Writing	4%	4%	22%	67%	4%						101%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Listening	4%		19%	56%	19%	4%					102%
End 3rd: NM-NH	Beacon Hill Intl	4th Grade	27	Mandarin	Speaking		11%	41%	44%	4%						100%
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Reading	11%	21%	29%	29%	3%	8%					101%
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Writing	3%	37%	39%	16%	3%					3%	101%
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Listening	5%		24%	34%	21%	16%					100%
End 3rd: NM-NH	John Stanford Intl	4th Grade	38	Japanese	Speaking		16%	50%	29%	3%					3%	101%
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Reading	39%	32%	18%		5%	5%					99%
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Writing	3%	29%	47%	16%	5%						100%
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Listening	5%	5%	37%	34%	5%	13%					99%
End 3rd: NM-NH	McDonald Intl	4th Grade	38	Japanese	Speaking		34%	37%	18%	8%					3%	100%

End of 5th Grade Benchmark NH-IL: The same pattern of wide range of proficiency within each class is even more marked at the 5th grade benchmark. There are also larger percentages of students below target, especially in Reading, and sometimes Writing, in Mandarin and Japanese. These STAMP data have helped provide the motivation to launch the Chinese Literacy Project funded by the Confucius Institute. We expect to see substantial improvement in the coming years. (Note: there are also known issues with the STAMP test for Reading for Chinese; we and other districts are working with Avant Assessment, the assessment provider, on making improvements to the test itself.) Still, for most languages and most skills, more than 80% of the students are meeting or exceeding the target proficiency levels for end of elementary DLI. That gives us confidence that most can make it to the target proficiency levels for 8th grade (Intermediate Low – Intermediate High).

Table 13. End of 5th Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	1 - NL	2 - NM	3 - NH	4 - IL	5 - IM	6 - IH	7 - AL	8 - AM	9 - AH	NS or NC	Total
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Reading		20%	51%	16%	9%	2%	2%				100%
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Writing	4%	13%	25%	33%	20%	5%					100%
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Listening	4%	20%	60%	15%				2%			101%
End 5th: NH-IL	Denny Intl MS	6th Grade	55	Spanish	Speaking		7%	40%	36%	11%	2%	2%			2%	100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Reading		5%	37%	26%	21%	11%					100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Writing	5%		21%	37%	26%	11%					100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Listening	5%		63%	5%	5%	11%	11%				100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	19	Spanish	Speaking	5%	5%	26%	37%	26%						99%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Reading		7%	33%	23%	28%	7%	2%			2%	102%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Writing		8%	39%	44%	5%					3%	99%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Listening		7%	34%	21%	18%	8%	8%			3%	99%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	61	Spanish	Speaking		3%	21%	52%	18%					5%	99%

Table 14. End of 5th Grade Benchmarks

Benchmark Targets	School	Class	Student Count (I	Language	Skill	1 - NL	2 - NM	3 - NH	4 - IL	5 - IM	6 - IH	7 - AL	8 - AM	9 - AH	NS or NC	Total
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Reading	19%	75%			6%						100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Writing	6%	13%	19%	56%	6%						100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Listening	6%	13%	50%	25%	6%						100%
End 5th: NH-IL	Mercer Intl MS	6th Grade	16	Mandarin	Speaking		6%	38%	44%						13%	101%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Reading	4%	27%	62%	7%							100%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Writing		22%	44%	29%						4%	99%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Listening		11%	82%	4%	2%						99%
End 5th: NH-IL	Hamilton Intl MS	6th Grade	45	Japanese	Speaking	4%	9%	53%	27%	2%					4%	99%

End of 8th Grade Benchmark IL-IM: In 8th grade, the tremendous range of proficiency demonstrated in a single class continues. What we do not always have clear information about is at what point the students who fell below the target range entered the DLI cohort (did they join after Kindergarten, for example). What is clear is that many students are demonstrating proficiency well above our targets, especially in Reading and Listening in Spanish.

Table 15. End of 8th Grade Benchmarks

Test	Test Period	Benchmark Targets	School	Class	Student Count (N)	Language	Skill	1 - NL	2 - NM	3 - NH	4 - IL	5 - IM	6 - IH	7 - AL	8 - AM	9 - AH	NS or NC	Total
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Reading		8%	27%	25%	8%	15%	15%	2%			100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Writing			4%	17%	35%	40%	4%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Listening			35%	12%	15%	13%	17%	8%			100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	Speaking		2%	2%	13%	40%	37%	6%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	18	Spanish	Reading		11%	28%	28%	6%	6%	22%				101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	18	Spanish	Writing				6%	56%	39%					101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	18	Spanish	Listening			28%	22%	17%	11%	17%	6%			101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	18	Spanish	Speaking		6%		17%	44%	22%	11%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	34	Spanish	Reading		6%	26%	24%	9%	21%	12%	3%			101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	34	Spanish	Writing			6%	24%	24%	41%	6%				101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	34	Spanish	Listening			38%	6%	15%	15%	18%	9%			101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	34	Spanish	Speaking			3%	12%	38%	44%	3%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Reading			15%	22%	22%	15%	15%	11%			100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Writing			7%	52%	26%	15%					100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Listening			7%	22%	15%	15%	30%	11%			100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	Speaking		4%	7%	26%	33%	26%	4%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Reading			6%	6%	17%	20%	31%	14%	6%		100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Writing		3%	3%	31%	40%	20%	3%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Listening			11%	3%	14%	37%	14%	17%	3%		99%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	Speaking				34%	34%	31%					99%

Table 16. End of 8th Grade Benchmarks

Test	Test Period	Benchmark Targets	School	Class	Student Count (N)	Language	Skill	1 - NL	2 - NM	3 - NH	4 - IL	5 - IM	6 - IH	7 - AL	8 - AM	9 - AH	NS or NC	Total
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Reading		15%	8%	4%	35%	38%					100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Writing				46%	38%	15%					99%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Listening				27%	50%	19%	4%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	Speaking			8%	35%	46%	8%	4%				101%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Reading		13%	56%	6%	13%	6%	6%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Writing		6%	75%	6%	6%	6%					99%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Listening		6%	75%	6%			13%				100%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	Speaking			44%	44%		6%	6%				100%

Competency-Based Credits by 8th Grade

At 8th grade, the results of the STAMP testing are used for Competency-Based Credits, i.e. determining how many high school credits a student in DLI may qualify for. Based on Superintendent Procedure 2409SP Competency/Proficiency High School Credit for World Languages, students may qualify for 1-4 world language credits based on the overall common proficiency level from their testing. Here are the results from the 2017 Spring testing at the three International Middle Schools. Only a small percentage (3%-15%) received 1 credit; except for Japanese, close to 50% or higher met the target of 3-4 credits.

Table 17. Competency-Based Credits by 8th Grade

Test	Test Period	Benchmark Targets	School	Class	Student Count (N)	Language	1 Credit (overall NM)	2 Credits (overall NH)	3 Credits (overall IL)	4 Credits (overall IM)
STAMP4S	2017Spring	**End 8th: IL-IM**	Denny Intl MS	8th Grade	52	Spanish	10%	38%	17%	31%
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	27	Spanish	4%	22%	44%	30%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	35	Spanish	3%	11%	31%	54%

Table 18. Competency-Based Credits by 8th Grade

Test	Test Period	Benchmark Targets	School	Class	Student Count (N)	Language	1 Credit (overall NM)	2 Credits (overall NH)	3 Credits (overall IL)	4 Credits (overall IM)
STAMP4S	2017Spring	**End 8th: IL-IM**	Mercer Intl MS	8th Grade	26	Mandarin	15%	8%	46%	31%
STAMP4S	2017Spring	**End 8th: IL-IM**	Hamilton Intl MS	8th Grade	16	Japanese	13%	75%		13%

Seal of Biliteracy and High School Target of Advanced Proficiency

Based on 8th grade STAMP testing, students have the opportunity to qualify as "Proficient" for the State Seal of Biliteracy. The Seal is intended to highlight the benefits in today's world of speaking, reading, and writing English and at least one other language. Graduating seniors who have demonstrated their language skills through World Language Credit Testing (earning 4 credits) or by passing Advanced Placement (AP) or International Baccalaureate (IB) language exams will have the honor of receiving the State Seal of Biliteracy on their diploma and notated on their transcript when they graduate high school.

Based on the 8th grade STAMP testing in 2017, we can see that already at the end of 8th grade, a number of students in DLI programs have qualified as Proficient:

- Spanish: from 30-54% of students qualified as Proficient
- Mandarin: 31% qualified
- Japanese: 13% qualified

Besides the STAMP test, many DLI students go on to take AP or IB tests in high school. In 2016-2017, Chief Sealth International High School offered AP Spanish 5 in 9th grade to Dual Language Immersion students (some of whom had originally started in Kindergarten DLI at Concord International School). Since it was a pilot year with a new curriculum, not all students chose to take the AP exam in spring 2017. Of those that did (30), the vast majority qualified as Proficient for the Seal of Biliteracy. Their scores ranged as follows:

- AP Spanish exam **score of 3**: 34% of students (could qualify for 5 college credits)
- AP Spanish exam **score of 4**: 52% of students (could qualify for 10 college credits)
- AP Spanish exam **score of 5**: 14% of students (could qualify for 15 college credits)

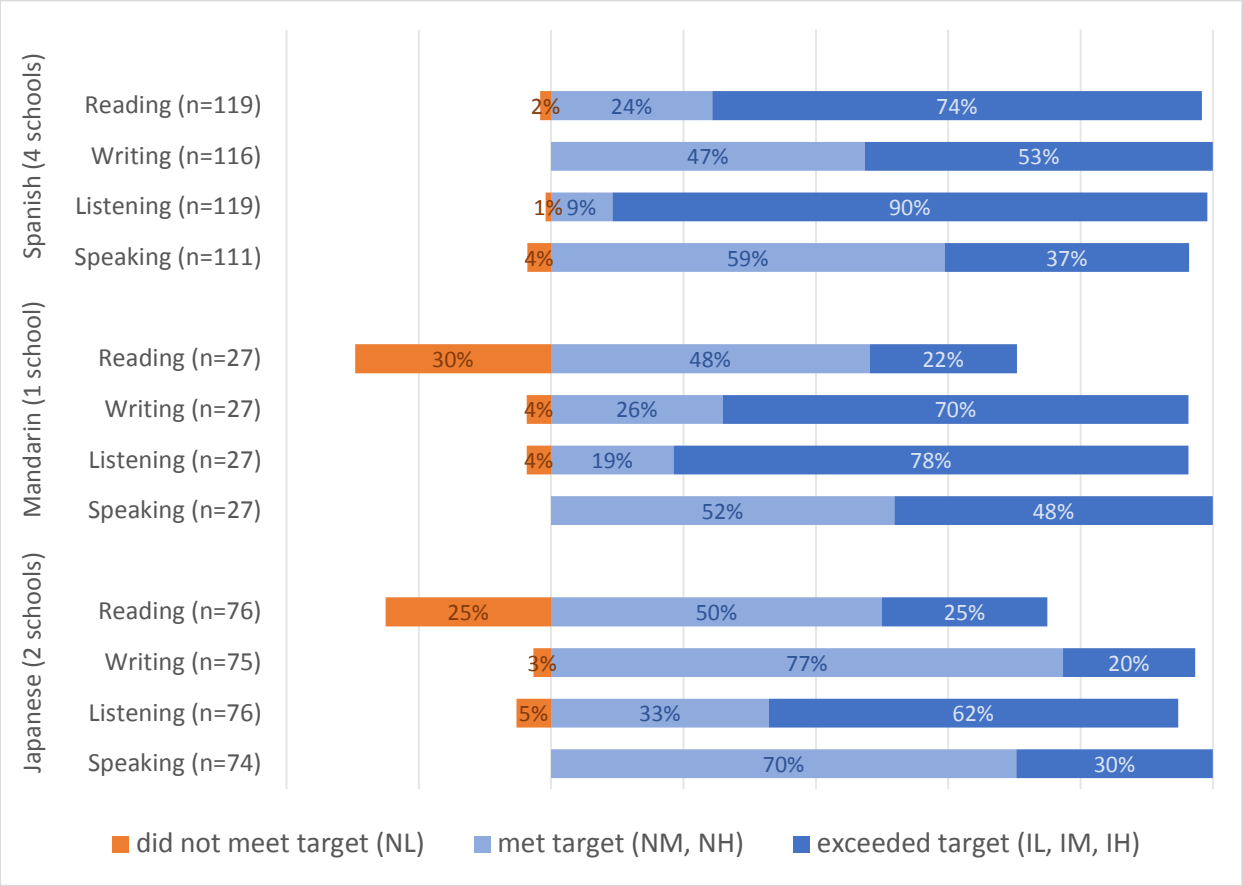
Of course, the goal of Dual Language Immersion is take students to Advanced Level Proficiency by end of high school. The students who got a score of 5 on the AP Spanish exam could be considered to have demonstrated Advanced Level Proficiency – and that by 9th grade. In addition, the students who got Advanced level (STAMP level 7, 8, or 9) in 8th grade in one or more skills are well on their way to meeting the goal for end of high school.

Because the first cohorts of DLI students who began in the early 2000's at John Stanford International School were quite small, we have only been able to track a few of the students who graduated high school in 2015, 2016, or 2017 with the Seal of Biliteracy. Most of them earned it through IB testing at Ingraham International High School, but some earned it through AP testing at Garfield, Roosevelt, or Ballard. In the coming years, it will be important to carefully follow the DLI students from middle school through high school to document the percentage of students earning the State Seal of Biliteracy. Just as important, we need to identify the percentage of students reaching the promise of Advanced Level Proficiency by the end of high school as specified in the International Education Seattle School Board Policy No 2177 (adopted May 15, 2012).

Language Proficiency based on STAMP – Descriptive Analysis

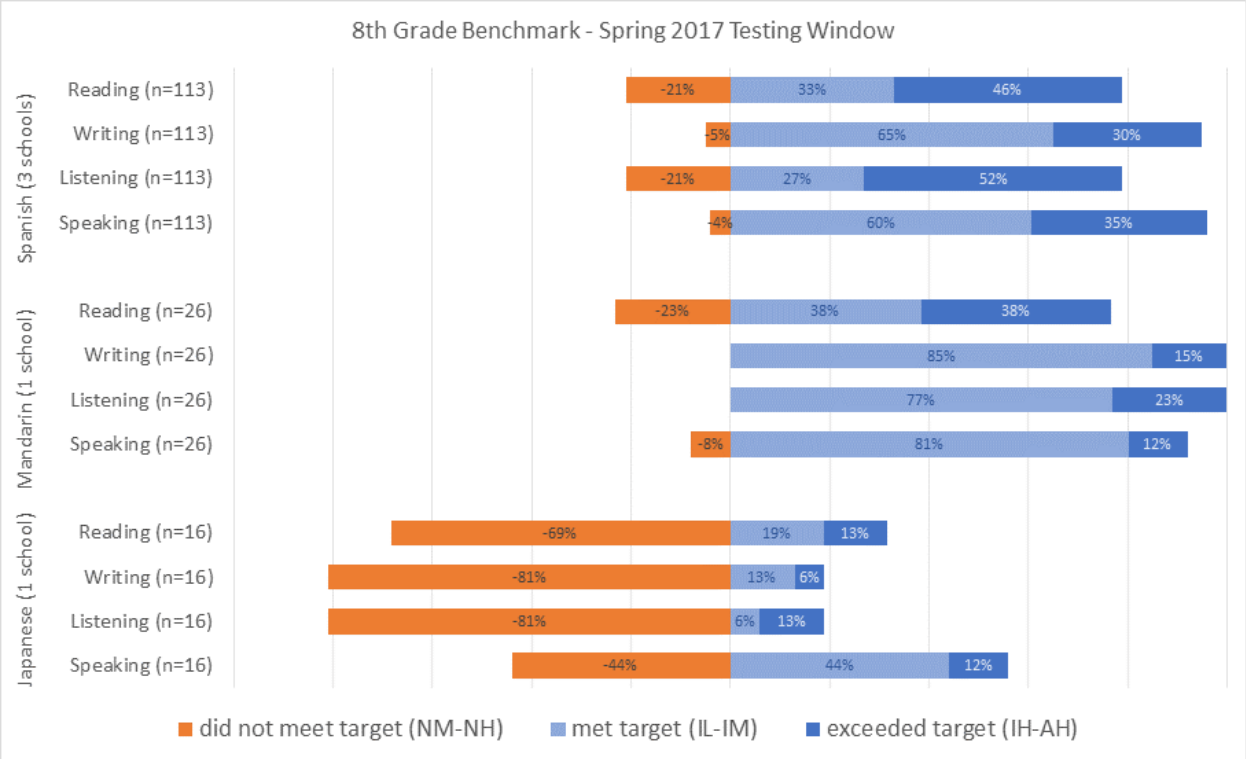
The full report contains Standards-Based Measurement of Proficiency (STAMP) results for 5th grade benchmarks, all of which are from the Fall 2016 STAMP testing window. The following figures provide similar analysis of 3rd grade and 8th grade students.

Figure 1. 3rd Grade Benchmark -- Fall 2016 Testing Window



As shown above, across all of the DLI programs and languages, the vast majority of 3rd grade students reached the Target Proficiency levels (Novice Mid to Novice High) in all skills and, in many cases, they exceeded the targets. Skills with the lowest proficiency levels are generally reading and writing in Japanese or Mandarin, which may be attributable to the challenges of learning to read a character-based language.

Figure 2. 8th Grade Benchmark -- Spring 2017 Testing Window



For 8th grade, it is worthy to note that Japanese at middle school has struggled to meet the target proficiency levels at the end of 8th grade of Intermediate Low to Intermediate Mid. According to the Interagency Language Roundtable, it takes English speakers about twice as long to reach the proficiency levels of Intermediate Low to Intermediate Mid in Japanese, compared to Spanish. With only one period of Japanese language a day in middle school, it may be difficult for most students to reach those targets. The International Education office reports that Mandarin Chinese now gets two periods per day in middle school (Social Studies and Chinese Language Arts), and a larger percentage of students are now reaching the targets.

Impact Analyses

Table 19. Characteristics of 2016-17 DLI Students, non-DLI Students, and Matched Students

	DLI Students	All District non-DLI Students	Non-DLI Matched Controls
N	1,182	22,255	1,182
Gender			
% Male	52.7	51.0	53.4
% Female	47.2	49.0	46.7
Race/Ethnicity			
% White	38.2	50.4	38.2
% Asian	12.7	12.7	12.5
% Black	2.5	14.8	2.4
% Hispanic	36.0	10.7	36.2
% Other[i]	10.7	11.3	10.7
Home Language			
% English	59.5	78.3	60.2
% Spanish	28.6	5.4	28.7
% Japanese	2.6	0.4	1.9
% Cantonese or Toishanese	5.5	1.6	5.5
% Other	3.8	14.3	3.8
Program			
% FRL	34.2	31.4	34.4
% Special Ed	9.5	14.1	9.2
% ELL	16.9	9.5	17.5
% ELL Exited	19.0	10.2	17.8
% gifted	10.5	11.0	10.0
Other Characteristics			
% homeless	2.0	6.0	1.9
% attending neighborhood school	52.0	63.5	50.9

Table 20. Characteristics of 2015-16 DLI Students, non-DLI Students, and Matched Students

	DLI Students	All District non-DLI Students	Non-DLI Matched Controls
N	1,032	16,727	1,032
Gender			
% Male	51.7	50.7	52.4
% Female	48.3	49.3	47.6
Race/Ethnicity			
% White	37.3	50.7	37.8
% Asian	13.1	13.1	13.2
% Black	2.0	15.1	2.1
% Hispanic	38.1	10.4	38.1
% Other[ii]	9.5	10.6	8.8
Home Language			
% English	57.6	78.9	58.5
% Spanish	30.3	5.2	30.4
% Japanese	2.4	0.3	1.1
% Cantonese or Toishanese	5.6	1.4	6.6
% Other	4.1	14.1	3.4
Program			
% FRL	37.6	32.5	37.7
% Special Ed	9.2	14.0	9.8
% ELL	18.6	9.3	18.5
% ELL Exited	19.1	9.5	18.9
% gifted	10.0	10.0	10.3
Other Characteristics			
% attending neighborhood school	50.1	63.7	48.7

Table 21. 2016-17 Smarter Balanced ELA Multilevel Linear Regression Results – Overall

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2505.63	4.48	559.9	
DLI	12.67	5.83	2.2*	.12
Asian	-14.18	5.81	-2.4*	
Black	-56.68	9.15	-6.2*	
Hispanic	-34.06	5.15	-6.6*	
Other	-13.39	4.86	-2.8*	
grade4	40.24	4.32	9.3*	
grade5	89.95	4.28	21.0*	
grade6	102.75	6.16	16.7*	
grade7	136.35	6.38	21.4*	
grade8	143.54	6.35	22.6*	
Male	-21.24	2.73	-7.8*	
Special Education	-46.56	4.83	-9.6*	
ELL	-85.69	4.77	-18.0*	
Low income	-30.01	4.32	-6.9*	
Gifted	66.55	5.08	13.1*	
Spanish	-1.36	5.62	-0.2	
Japanese	-6.00	9.73	-0.6	
Cantonese or Toishanese	14.98	8.48	1.8	
Other	10.93	7.58	1.4	

Table 22. 2016-17 Smarter Balanced ELA Multilevel Linear Regression Results – by Program Language

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2505.15	4.53	553.6	
Japanese DLI	-3.64	7.48	-0.5	-
Mandarin DLI	24.35	9.59	2.5*	0.23
Spanish DLI	17.80	6.39	2.8*	0.16
Asian	-13.62	5.86	-2.3*	
Black	-57.61	9.13	-6.3*	
Hispanic	-35.12	5.15	-6.8*	
Other	-11.91	4.88	-2.4*	
grade4	41.06	4.31	9.5*	
grade5	89.87	4.27	21.1*	
grade6	102.93	6.33	16.3*	
grade7	137.42	6.54	21.0*	
grade8	143.63	6.50	22.1*	
Male	-21.19	2.71	-7.8*	
Special Education	-46.57	4.81	-9.7*	
ELL	-84.70	4.76	-17.8*	
Low income	-29.84	4.31	-6.9*	
Gifted	66.00	5.08	13.0*	
Spanish	-1.66	5.61	-0.3	
Japanese	0.16	9.81	0.0	
Cantonese or Toishanese	11.43	8.66	1.3	
Other	10.35	7.56	1.4	

Table 23. 2016-17 Smarter Balanced Math Multilevel Linear Regression Results – Overall

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2497.63	4.79	521.8	
DLI	23.49	5.96	3.9*	.22
Asian	13.58	6.30	2.2*	
Black	-51.45	9.76	-5.3*	
Hispanic	-34.15	5.54	-6.28	
Other	-10.45	5.31	-2.0*	
grade4	37.90	4.72	8.0*	
grade5	70.42	4.62	15.2*	
grade6	101.35	6.49	15.6*	
grade7	120.06	6.72	17.9*	
grade8	139.86	6.70	20.9*	
Male	3.43	2.94	1.2	
Special Education	-46.86	5.20	-9.0*	
ELL	-67.15	5.11	-13.2*	
Low income	-29.93	4.63	-6.5*	
Gifted	93.19	5.42	17.2*	
Spanish	0.45	6.04	0.1	
Japanese	15.65	10.75	1.5	
Cantonese or Toishanese	27.85	9.09	3.1*	
Other	17.29	8.17	2.1*	

Table 24. 2016-17 Smarter Balanced Math Multilevel Linear Regression Results – by Program Language

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2497.40	4.79	520.9	
Japanese DLI	15.18	7.66	2.0*	0.14
Mandarin DLI	40.49	9.84	4.1*	0.37
Spanish DLI	23.20	6.23	3.7*	0.21
Asian	12.06	6.38	1.9	
Black	-51.47	9.76	-5.3*	
Hispanic	-33.86	5.56	-6.1*	
Other	-10.57	5.33	-2.0*	
grade4	38.29	4.72	8.1*	
grade5	70.70	4.62	15.3*	
grade6	101.41	6.52	15.6*	
grade7	120.47	6.76	17.8*	
grade8	140.19	6.72	20.9*	
Male	3.55	2.94	1.2	
Special Education	-46.83	5.19	-9.0*	
ELL	-66.26	5.11	-13.0*	
Low income	-29.88	4.62	-6.5*	
Gifted	93.02	5.42	17.2*	
Spanish	0.35	6.04	0.1	
Japanese	18.84	10.87	1.7	
Cantonese or Toishanese	23.86	9.29	2.6*	
Other	16.32	8.17	2.0*	

Table 25. 2015-16 Smarter Balanced ELA Multilevel Linear Regression Results – Overall

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2505.80	5.03	497.8	
DLI	15.69	7.84	2.0*	.15
Asian	-9.47	6.28	-1.5	
Black	-46.38	10.70	-4.3*	
Hispanic	-23.08	5.56	-4.2*	
Other	-19.59	5.54	-3.5*	
grade4	45.07	4.32	10.4*	
grade5	84.60	4.83	17.5*	
grade6	83.51	7.31	11.4*	
grade7	115.06	7.35	15.7*	
grade8	138.89	8.29	16.8*	
Male	-14.71	2.91	-5.1*	
Special Education	-53.12	5.12	-10.4*	
ELL	-78.13	4.97	-15.7*	
Low income	-36.93	4.86	-7.6*	
Gifted	76.72	5.75	13.3*	
Spanish	5.43	5.98	0.9	
Japanese	8.81	11.68	0.8	
Cantonese or Toishanese	20.90	9.29	2.3*	
Other	11.89	8.15	1.5	

Table 26. 2015-16 Smarter Balanced ELA Multilevel Linear Regression Results – by Program Language

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2505.77	5.11	490.3	
Japanese DLI	5.56	9.47	0.6	-
Mandarin DLI	14.38	11.50	1.3	-
Spanish DLI	19.81	8.30	2.4*	.19
Asian	-8.29	6.59	-1.3	
Black	-46.08	10.72	-4.3*	
Hispanic	-25.54	5.72	-4.5*	
Other	-19.48	5.67	-3.4*	
grade4	44.71	4.36	10.3*	
grade5	85.58	4.96	17.3*	
grade6	85.41	7.44	11.5*	
grade7	116.13	7.46	15.6*	
grade8	137.48	8.79	15.6*	
Male	-13.54	2.97	-4.6*	
Special Education	-52.59	5.29	-9.9*	
ELL	-76.47	5.08	-15.0*	
Low income (isli?)	-38.28	4.98	-7.7*	
Gifted	73.36	6.05	12.1*	
Spanish	5.66	6.15	0.9	
Japanese	13.70	12.13	1.1	
Cantonese or Toishanese	23.57	9.76	2.4*	
Other	8.78	8.52	1.0	

Table 27. 2015-16 Smarter Balanced Math Multilevel Linear Regression Results – Overall

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2499.16	5.14	486.2	
DLI	23.13	7.60	3.0*	.22
Asian	6.89	6.53	1.1	
Black	-52.90	11.09	-4.8*	
Hispanic	-35.79	5.77	-6.2*	
Other	-16.90	5.76	-2.9*	
grade4	51.10	4.50	11.4*	
grade5	71.42	5.01	14.3*	
grade6	90.05	7.38	12.2*	
grade7	114.07	7.43	15.4*	
grade8	151.46	8.49	17.8*	
Male	9.17	3.03	3.0*	
Special Education	-62.03	5.32	-11.7*	
ELL	-58.00	5.19	-11.2*	
Low income	-37.81	5.07	-7.5*	
Gifted	89.75	5.95	15.1*	
Spanish	7.71	6.21	1.2	
Japanese	24.23	12.26	2.0*	
Cantonese or Toishanese	37.42	9.65	3.9*	
Other	6.45	8.46	0.8	

Table 28. 2015-16 Smarter Balanced Math Multilevel Linear Regression Results – by Program Language

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2499.26	5.21	479.5	
Japanese DLI	18.70	9.37	2.0*	.18
Mandarin DLI	27.09	11.52	2.4*	.26
Spanish DLI	24.04	8.09	3.0*	.23
Asian	6.07	6.85	0.9	
Black	-51.86	11.10	-4.7*	
Hispanic	-38.07	5.93	-6.4*	
Other	-17.82	5.88	-3.0*	
grade4	51.05	4.52	11.3*	
grade5	71.02	5.14	13.8*	
grade6	91.16	7.52	12.1*	
grade7	114.83	7.54	15.2*	
grade8	147.24	9.02	16.3*	
Male	10.51	3.09	3.4*	
Special Education	-60.63	5.50	-11.0*	
ELL	-56.88	5.30	-10.7*	
Low income	-39.93	5.18	-7.7*	
Gifted	88.23	6.24	14.1*	
Spanish	10.39	6.38	1.6	
Japanese	26.47	12.72	2.1*	
Cantonese or Toishanese	40.25	10.12	4.0*	
Other	2.74	8.83	0.3	

Table 29. 2016-17 Smarter Balanced ELA - Hispanic

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2457.35	8.57	286.71	
DLI	19.64	9.89	1.99*	.18
grade4	42.90	8.12	5.29*	
grade5	81.82	8.24	9.93*	
grade6	92.45	10.23	9.03*	
grade7	136.81	10.44	13.1*	
grade8	143.18	10.57	13.55*	
Male	-16.40	4.70	-3.49*	
Special Education	-52.14	7.37	-7.07*	
ELL	-83.56	5.89	-14.18*	
Gifted	80.16	17.13	4.68*	
Spanish	-8.97	6.54	-1.37	

Table 30. 2015-16 Smarter Balanced ELA - Hispanic

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2466.07	9.68	254.84	
DLI	21.32	11.71	1.82	-
grade4	43.14	8.53	5.06*	
grade5	84.34	8.94	9.43*	
grade6	75.47	11.70	6.45*	
grade7	104.13	11.66	8.93*	
grade8	122.58	12.86	9.53*	
Male	-13.14	4.98	-2.64*	
Special Education	-55.33	7.63	-7.25*	
ELL	-84.61	6.25	-13.55*	
Gifted	95.56	29.34	3.26*	
Spanish	1.52	7.40	0.21	

Table 31. 2016-17 Smarter Balanced Math - Hispanic

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2463.15	9.34	263.78	
DLI	30.57	9.54	3.21*	.29
grade4	34.54	9.05	3.82*	
grade5	54.02	9.18	5.89*	
grade6	85.41	10.78	7.92*	
grade7	104.04	11.01	9.45*	
grade8	118.59	11.18	10.61*	
Male	6.78	5.24	1.29	
Special Education	-61.46	8.25	-7.45*	
ELL	-72.85	6.56	-11.11*	
Gifted	90.50	18.91	4.79*	
Spanish	-7.74	7.26	-1.07	

Table 32. 2015-16 Smarter Balanced Math - Hispanic

	Unstandardized Scale Scores	Std. Error	t value	Effect size
Intercept	2460.51	10.31	238.69	
DLI	29.37	11.86	2.48*	.29
grade4	35.46	9.18	3.86*	
grade5	56.66	9.59	5.91*	
grade6	66.20	12.30	5.38*	
grade7	80.95	12.26	6.60*	
grade8	111.39	13.65	8.16*	
Male	4.94	5.37	0.92	
Special Education	-66.20	8.19	-8.08*	
ELL	-66.24	6.77	-9.78*	
Gifted	140.01	31.38	4.46*	
Spanish	7.39	7.94	0.93	

[i] Due to the very small numbers of American Indians and Pacific Islanders participating in DLI, these race/ethnicity categories were combined with Two or More race category for the analysis.