

Road Map World Language Credit Program Quantitative Analysis Memo

Prepared for Washington Office of Superintendent of Public Instruction
December 29, 2014

This memo summarizes the Road Map World Language Credit Program Quantitative Analysis Project, describing the data collection and analyses necessary to determine the impact of the program on participants. This document also includes the Data Guidance Memo to aid district staff members compiling project data (Appendix A), and the District Program Manager Interview Protocol about the future and sustainability of the World Language Credit Program (Appendix B).

Project Summary

The Road Map World Language Credit Program seeks to recognize and honor the asset of bilingualism by awarding students high school credit for their demonstrated ability to speak, understand, read, and write a language other than English. The seven districts participating in the Road Map Project—Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila—received grant funding to purchase and administer language proficiency assessments in the 2012/13 and 2013/14 school years, enabling more students to participate.

This program was funded by the Bill & Melinda Gates Foundation and administered by the Washington State Office of Superintendent of Public Instruction (OSPI). The program had two stated goals, which are evaluated by two separately funded projects.

Goal 1: To recognize the value of bilingualism and promote students' pride in their proficiency in a language other than English

To evaluate whether this program accomplished its first goal, Education Northwest conducted a descriptive qualitative study of a sample of students in Road Map districts who obtained world language credit. The evaluation, which included focus groups and student surveys, addressed the following questions:

Do students perceive that obtaining the world language credit helped them academically?

Did obtaining world language credit affect students' attitudes toward school?

Did obtaining world language credit affect students' attitudes toward the language?

A final report with the results of this study was delivered to the OSPI and the Bill & Melinda Gates Foundation on October 15, 2014. The report can be downloaded on Education Northwest's website: <http://educationnorthwest.org/resources/credit-for-proficiency>

Goal 2: To provide students the opportunity to earn the necessary credits for graduation and college eligibility.

The current study evaluates whether this program provided students the opportunity to earn the necessary credits for graduation and college eligibility. Using student-level data from the Road Map districts, Education Northwest is conducting a descriptive quantitative study that answers four evaluation questions:

Evaluation question 1: How many students took the language proficiency tests, and how does this vary by language group and grade level?

Evaluation question 2: How many students received credit, how many credits does each student receive on average, and how does this vary by language group and grade level?

Evaluation question 3: What proportion of students who obtained credits would not be on track for on-time graduation without the World Language credits, and how does this vary by language group, grade level, and ELL status?

Evaluation question 4: What proportion of students who obtained credits would not be on track to be eligible to attend a four-year college without the world language credits, and how does this vary by language group, grade level and ELL status?

Education Northwest is also conducting a series of interviews with administrators from each Road Map district about the future and sustainability of the World Language Credit Program.

Project Process

Education Northwest collected data in September 2014 from OSPI to calculate the number of students who participated in the program (evaluation question 1) and received credit (evaluation question 2). The results of these calculations will be included in the final report.

To calculate the proportion of students who would not be on track for on-time graduation (evaluation question 3) or eligible to attend a four-year college (evaluation question 4) without the world language credits, OSPI will collect student-level data and submit it to Education Northwest through the following process:

1. OSPI will provide a list of the study sample to each of the Road Map districts. The sample includes four groups: All Road Map grade 12 students assessed in 2012/13; grade 11 students assessed in 2012/13; grade 12 students assessed in 2013/14 and; grade 11 students assessed in 2013/14.
2. District staff members will use the student identification number (SSID) provided by OSPI to identify individual students. District staff members will analyze student data to answer a series of questions (Table 1). Answers will be based on district graduation criteria and Washington Higher Education Coordinating Board's (HECB) minimum college admission standards, detailed below.

Table 1. Data Requested

Data completed by OSPI	ID	Research ID, assigned by OSPI
	First Name*	Student's first name
	Middle Name*	Student's middle name
	Last Name*	Student's last name
	School/College*	School attended during world language assessment
	Grade	Grade of student during world language assessment
	School District	School district of student during world language assessment
	Student ID*	Student identification number (SSID) issued by OSPI, used to match students to transcripts.
	Language	World language assessed
	Testing-Date	World language assessment date
	Location*	World language assessment location
	Credits	Qualified number of world language credits
Data completed by district	Graduating?	<ul style="list-style-type: none"> • Grade 12 assessed in 2012/13: Did they graduate in 2013? • Grade 11 assessed in 2012/13: Did they graduate in 2014? • Grade 12 assessed in 2013/14: Did they graduate in 2014? • Grade 11 assessed in 2013/14: Are they on-track for graduation in 2015, based on district's graduation requirements?
	If not graduating or on track to graduation, where are credits deficient?	Based on your district's requirements, in what subject area or areas is the student missing required credits for graduation? For example, the student could be missing credits in English, Math, Science, Social Studies, World Language, Arts, PE or electives.
	Earned Credits	How many credits has the student earned?
	Credits in Progress	If the student has not graduated, how many credits are in process, including courses currently the student is currently taking, and courses not yet completed.
	Earned + In Progress Credits	Add the number of earned credits and the number of credits in process.
	WL Credits	How many world language credits, regardless of source, are on the student's transcript? These credits could be from classes, or competency-based credits from the World Language Credit Program.
	WL Credits needed for graduation?	Based on your district's requirements, did the student need world language credits in order to have enough credits to graduate?
	WL Credits on transcript?	Are competency-based credits from the World Language Credit Program on the student's transcript?
	Other WL credits?	Did the student have world language credits from language classes?
	current ELL?	Was the student an ELL the year of the world language assessment?
	# of years ELL services	How many years did the student receive ELL services? If the student was never an ELL, enter zero.
	Year exited ELL	In what year did the student exit and reclassify as a former ELL? If the student was never an ELL, leave blank.
	Completed course requirements for college admission?	Did the student have all the requirements needed for college admission? College eligibility criteria should follow the HECB minimum college admission standards, detailed below.

* Data field to be deleted by OSPI before submitting to Education Northwest

Graduation criteria. Each district will use its own graduation requirements to determine if the students were on-track for graduation, and if the world language credits were needed for them to graduate.

College eligibility criteria. This project will use the HECB minimum college admission standards to determine college eligibility. These are:

- English – 4 credits, including 3 credits of college preparatory composition or literature.
- Mathematics – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III, and a Senior Year Math-Based Quantitative Course
- Science – 2 credits of laboratory science
- World Languages – 2 credits must be earned in the same world language
- Social Science – 3 credits of history or other social science
- Arts – 1 credit of fine, visual, or performing arts

The standards can be downloaded from the Washington Student Achievement Council's website: http://www.wsac.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011_1.pdf

Each district will complete the data file based on the graduation and college eligibility criteria and return the file to OSPI.

OSPI will assign a unique research identifier to each student and then anonymize the data by removing the following fields: First Name, Middle Name, Last Name, School/College, Student ID, and Location. The files will then be uploaded to Education Northwest for analysis using a secure upload link:

<https://filedrop.educationnorthwest.org/content/file-uploads-world-language-credit-program>

3. Education Northwest will combine and clean the data for all seven districts. We will then use descriptive statistics to count and disaggregate the number of students who took the language proficiency tests, and the average number of credits they received. Education Northwest will then calculate the percent of students who would not be on track for graduation or eligible to attend a four-year college without the world language credits.

Significance tests, such as Analysis of Variance (ANOVA), will be used to determine if the variation between language groups, grade levels, and ELL status is statistically significant, and therefore is likely to represent a real difference between groups of students, rather than a chance occurrence.

Reports and Deliverables

Education Northwest will prepare a draft report and submit it to OSPI, the Bill & Melinda Gates Foundation, and other stakeholders for comment, eight weeks after the data are delivered. Three weeks after the draft report is delivered, Education Northwest will submit a final report to the OSPI, the Bill & Melinda Gates Foundation, and for publication and dissemination to stakeholders in the Road Map project.

Appendix A:

Road Map World Language Credit Program

Data Guidance Memo

December 29, 2014

This memo provides guidance for district staff members compiling student-level project data for the Road Map World Language Credit Program Evaluation.

Project Summary

The World Language Credit Program awards students high school credit for their demonstrated ability to speak, understand, read, and write a language other than English. The seven districts participating in the Road Map Project—Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila—received grant funding to purchase and administer language proficiency assessments in the 2012/13 and 2013/14 school years.

To evaluate whether this program provided students the opportunity to earn the necessary credits for graduation and college eligibility, Education Northwest is working with OSPI to conduct a descriptive quantitative study, using student-level data from each Road Map district.

Project Process

OSPI, supported by Education Northwest, will work with district staff members to collect student-level data through the following process:

1. OSPI will provide a sample of program participants to each of the Road Map districts. The sample includes four groups: All Road Map grade 12 students assessed in 2012/13; grade 11 students assessed in 2012/13; grade 12 students assessed in 2013/14 and; grade 11 students assessed in 2013/14.
2. District staff members will use the student identification number (SSID) provided by OSPI to identify individual students. District staff members will analyze student data to answer a series of questions (Table A1). Answers will be based on district graduation criteria and Washington Higher Education Coordinating Board's (HECB) minimum college admission standards, detailed below.

Table A1. Data Key

Data completed by OSPI	ID	Research ID, assigned by OSPI
	First Name	Student's first name
	Middle Name	Student's middle name
	Last Name	Student's last name
	School/College	School attended during world language assessment
	Grade	Grade of student during world language assessment
	School District	School district of student during world language assessment
	Student ID	Student identification number (SSID) issued by OSPI, used to match students to transcripts.
	Language	World language assessed
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	Location	World language assessment location
	Credits	Qualified number of world language credits
	Graduating?	<ul style="list-style-type: none"> Grade 12 assessed in 2012/13: Did they graduate in 2013? Grade 11 assessed in 2012/13: Did they graduate in 2014? Grade 12 assessed in 2013/14: Did they graduate in 2014? Grade 11 assessed in 2013/14: Are they on-track for graduation in 2015, based on district's graduation requirements?
Data completed by district	If not graduating or on track to graduation, where are credits deficient?	Based on your district's requirements, in what subject area or areas is the student missing required credits for graduation? For example, the student could be missing credits in English, Math, Science, Social Studies, World Language, Arts, PE or electives.
	Earned Credits	How many credits has the student earned?
	Credits in Progress	If the student has not graduated, how many credits are in process, including courses the student is currently taking, and courses not yet completed.
	Earned + In Progress Credits	Add the number of earned credits and the number of credits in process.
	WL Credits	How many world language credits, regardless of source, are on the student's transcript? These credits could be from classes or competency-based credits from the World Language Credit Program.
	WL Credits needed for graduation?	Based on your district's requirements, did the student need world language credits in order to have enough credits to graduate?
	WL Credits on transcript?	Are competency-based credits from the World Language Credit Program on the student's transcript?
	Other WL credits?	Did the student have world language credits from language classes?
	current ELL?	Was the student an ELL the year of the world language assessment?
	# of years ELL services	How many years did the student receive ELL services? If the student was never an ELL, enter zero.
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	Completed course requirements for college admission?	Did the student have all the requirements needed for college admission? College eligibility criteria should follow the HECB minimum college admission standards, detailed below.

Graduation criteria. Each district will use its own graduation requirements to determine if the students were on-track to graduation, and if the world language credits were needed to for them to graduate.

College eligibility criteria. This project will use the HECB minimum college admission standards to determine college eligibility. These are:

- English – 4 credits including 3 credits of college preparatory composition or literature.
- Mathematics – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III, and a Senior Year Math-Based Quantitative Course
- Science – 2 credits of laboratory science
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The standards can be downloaded from the Washington Student Achievement Council's website: http://www.wsac.wa.gov/sites/default/files/RevisedMCASOverviewParents-April2011_1.pdf

In some cases, it may be difficult to determine if courses meet college preparatory standards (CADR, College Academic Distribution Requirements). The CADR indicator on transcripts specifies that a course meets the requirements; however, not all transcripts use the indicator.

There is often confusion whether ELL classes meet CADR. If in doubt about specific courses, please ask a counselor or other staff member familiar with college requirements. Generally, ELL courses that cover the same content as non-ELL courses should meet CADR. For example, an ELL American Literature course, with more support for the students' language needs, may cover the same content as American Literature, and therefore should meet CADR.

After completing the data file, district staff members should return the file to OSPI.

3. OSPI will anonymize the data file and securely transfer it to Education Northwest for analysis. A final report will be submitted to OSPI, the Bill & Melinda Gates Foundation, staff members from the Road Map districts, the Road Map ELL workgroup, and other interested stakeholders.

If you have questions, please contact:

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Appendix B:

Road Map World Language Credit Program District Program Manager Interview Protocol

December 29, 2014

Education Northwest is working with OSPI and the Bill & Melinda Gates Foundation to document how Road Map districts are sustaining the World Language Credit Program after the end of the grant. To do this, we are conducting a series of interviews with the World Language Credit Program manager at each Road Map district, asking them questions about the future and sustainability of the World Language Credit Program in their district.

So, we have a set of six questions for you about the World Language Credit Program in your district. We will report your answers in a brief report, comparing the seven districts. While we will not identify you by name, I cannot promise confidentiality, as we are only speaking to one or two people at each district. Please let me know if there are things you feel I should not share or include in the report, and we will honor your requests.

Before I begin, do you have any questions for me?

1. Could you very briefly describe to me your role as the World Language Credit Program manager?
2. Thinking back to the previous two years (2012/13 and 2013/14) how did [your district] use Gates foundation money? This is not an audit, but we want to understand how the funds were used, and what the challenges will be in the future. So we have two specific questions:
 - a. How was the grant money used to staff the program, how many staff members worked on the project, and what was the FTE?
 - b. How was the grant money used to pay for language assessments? Specifically, which students had their assessments paid for by the district, and which students had to pay for their own? (e.g., grade 11 and 12 assessments were paid for, but not assessments for younger students; or, FRLP paid for the assessment.)
3. This year, in the absence of Gates funds, how is your district paying for the World Language assessments?
 - a. Can you describe to me who is working on the World Language Credit Program?
 - i. What amount of their FTE is dedicated to the program?
 - ii. How about yours?
 - iii. How is [your district] paying for the staff time required to run the World Language Credit Program?

- b. In the absence of grant money, how is the district paying for language assessments?
 - i. Are students paying for their own assessments?
 - ii. Are there any sources of financial aid for students who can't afford the assessment fees? Which students, if any, receive financial support?
- 4. What are the challenges to the sustainability of the World Language Credit Program in [your district]?
 - a. Are there opportunities for supporting the World Language Credit Program in [your district]?
- 5. What assistance do you need to support [your district's] World Language Credit Program?
- 6. Is there anything else about the World Language Credit Program you think I should know?