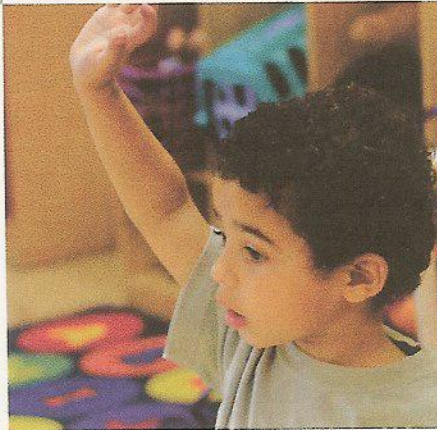
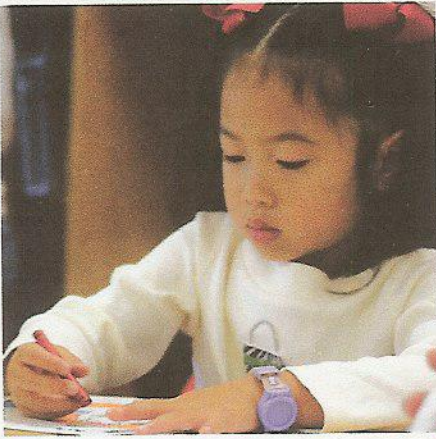
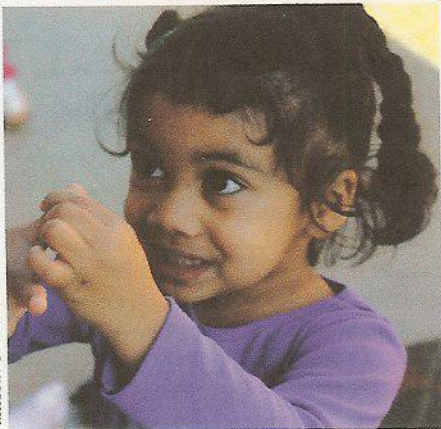


How to Evaluate Your Dual Language Program: A Beginner's Toolkit



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DO DUAL LANGUAGE PROGRAMS WORK?

Do students in dual language programs develop appropriate bilingual and academic competencies?

If you answered “YES” to this question, how do you know these programs work? These are common questions asked by parents, principals, teachers, superintendents, school board members, legislators, community members and journalists. Few educators and parents are willing to support a program based on a hunch that it might work. They want proof and data that the program is successful. These days, there are many discussions about proof and **accountability**. This issue tends to permeate discussions at the local, state and national levels in the current era of rigorous standards and escalating pressure to demonstrate the academic competencies of students. In this accountability era, we must be able to demonstrate that dual language programs work—and that they work for all student participants: English Learners, native English speakers, students of different ethnic and socio-economic backgrounds, and special needs students. The Toolkit offers dual language programs the chance to highlight their accomplishments in relation to other program models within a district, something that is very important in the accountability age. Title III requires districts to use evaluation data to make such decisions as whether to continue certain kinds of programs. This is a level of analysis that simple AMAO reporting does not always allow. The Toolkit can help a dual language program prove its worth even if districtwide, AMAOs are not being met.

The document *Guiding Principles for Dual Language Programs*³ is a tool to help schools develop high quality programs. One of the Guiding Principles in that document is titled Assessment and Accountability. That section of the document provides excellent guidance in indicating that programs:

- Should create and maintain an infrastructure that supports an accountability process (e.g., develop a data management system);
- Align student assessment with state content and language standards as well as program goals;
- Collect a variety of data using multiple measures; and,
- Analyze and interpret their data appropriately.

So, did you learn these skills in your undergraduate, credential, masters or doctoral program? You think not? Well, we think you learned enough of these skills to help you do your own evaluation, if you only had more specific information about how to use the skills you do have. That is why we developed the Toolkit.

What The Toolkit Does

The purpose of the Toolkit is to assist staff in programs that serve ELL students (with a particular reference to two-way/dual language programs) to understand how to meet assessment and accountability guidelines. More specifically, the Toolkit contains:

- Specific guidelines on developing an appropriate evaluation plan, with goals and objectives for the type of dual language program being implemented;
- Discussion of data collection instruments, with an examination of multiple measures -- with links to various instruments that have been developed or used in dual language programs;
- Information about how to set up a data management system, with simple-to-follow instructions, and downloadable Excel spreadsheets and codebooks;
- Information about how to analyze, interpret, and present data, including step-by-step instructions for typical analyses using the statistical software SPSS and for setting up common graphs in PowerPoint;
- Glossary of terms and acronyms used in the Toolkit (and which are common in language education);
- Appendix with data collection instruments, and with research data from various research projects on dual language programs to allow schools to make comparisons with larger datasets.

What The Toolkit Doesn't Do

The Toolkit does not provide the spreadsheet or statistical software needed to maintain or analyze data. The user will need

to acquire separate software for that. Many school computers come with spreadsheet software such as Excel already installed. Many project personnel and/or their support staff know how to use these. The Toolkit merely gives guidance in how to use them in preparation for appropriate data analysis, and we do provide sample spreadsheet layouts in Excel.

Users may find it necessary to obtain a statistical software program. Many are available, and the Toolkit does not recommend any particular one. It uses the Statistical Package for the Social Sciences (SPSS) for its examples because it is widely used among educational evaluators and researchers. The best program is the one that is easiest for you. Any statistical program will do the simple kinds of analysis most commonly needed for program evaluation as described in the Toolkit.

Who The Toolkit Is For

The Toolkit assumes no prior knowledge of data collection, data management or data analysis on the part of the user. It is truly "A Beginner's Toolkit." It speaks to personnel in local dual language programs who want and need to conduct a program evaluation but may not have access to an evaluation department or other expert resources who can advise them on what data to collect, how to maintain it, how to analyze it, and how to present it -- this describes many projects in large and small districts. Small districts may not have the resources. Large districts may have the resources, but the technical expertise is dedicated to priorities that do not include the dual language program.

Dual Language vs. Two-Way Immersion vs. Developmental Bilingual

In the Toolkit, we use the term "dual language" to encompass both two-way immersion programs and late-exit maintenance, or developmental bilingual programs. Both of these programs serve ELL students with the purpose of developing full bilingual proficiency. However, while most of the Toolkit can serve staff in developmental bilingual programs, it focuses more on two-way immersion programs (both 90:10 and 50:50), in that it also discusses data on native English-speaking students.

How to Use The Toolkit

The Toolkit has been developed to be as user-friendly as possible. The process of evaluation will be best understood if the user progresses through the Toolkit sequentially, from Section 1 (Why Evaluate) through Section 9 (Step-By-Step Guide to Data Analysis and Presentation). It is not easy reading because it does contain some evaluation and technical information and thus requires some concentration and some time to complete. However, we have tried to make this as easy-to-understand as possible and eliminate as much jargon as we could. It will be most useful if the user completes the assignments as they go through it, so that they understand how to use the information. As the section below indicates, we take several examples of common evaluation questions and walk the reader through how to make decisions about data collection, how to enter it into a spreadsheet, how to analyze it, and then how to present it.

Structure of the Toolkit: The Why's How's What's and When's

1. WHY Evaluate?

- Accountability
- Describe, monitor, and document your program
- Resources Issues
- SUGGESTIONS & EXAMPLES: Begin an Evaluation Notebook

2. HOW to Frame Evaluation Questions? [What questions do you need to investigate?]

- What to evaluate
- How to develop goals and objectives
- SUGGESTIONS & EXAMPLES: Goals and Objectives

3. WHAT Data To Collect – Language Proficiency, Academic Achievement, Attitude, and Other Assessments

- Identify the Kinds of Data you Need
- Decisions about Measurement Instruments
- Locating and Gathering Data
- Collecting Data on Program Implementation
- Why Develop a Timeline?
- SUGGESTIONS & EXAMPLES: Developing Your Data Collection Plan & Timeline

4. HOW to Set Up the Data Management System (Sounds Scary, but it's NOT)

- Tips for Data Entry
- Spreadsheets and Types of Data
- Coding Your Data
- Preparing for Longitudinal Data Analysis
- SUGGESTIONS & EXAMPLES: Sample Spreadsheet and Codebook

5. WHEN to Use Which Types of Test Scores [Test Scores and What They Mean]

- Test Scores
- Norm-Referenced vs. Criterion-Referenced
- Helpful Tips in Interpreting Your Scores to Others
- Professional Development

6. HOW In The World Do I Analyze The Data? [Analyzing and Interpreting Data]

- Introduction to Analyzing Your Data
- What About Statistics?
- Basic Definitions
- TIPS: How Different Kinds of Scores Can and Can't be Analyzed
- Matching Statistical Analyses to Evaluation Questions
- Interpreting Your Data

7. HOW Can I Present My Evaluation Findings More Effectively?

- Tables
- Graphs: Pictures of Information

8. WHERE and TO WHOM Should We Present Our Results?

- Identifying Your Audience
- Matching Information to Your Audience's Interests
- Making Your Case

9. A Step-By-Step Guide to Data Analysis and Presentation

- Sample Spreadsheet
- Importing the Spreadsheet Into a Statistical Program
- Analyzing Categorical Data
- Question 1: How Many 3rd And 4th Graders Were Enrolled In The Program In 2004-05?
- Question 2: How Many EP And ELL 3rd And 4th Graders Were In Each Grade Level In 2004-05?
- Question 3: How Did ELL/FEP And EP Students Score On The CST English Language Arts Test In 2004-05?
- Question 4: Did Program Students Show Progress On The CST English Language Arts Test From 2003-04 To 2004-05?
- Analyzing Interval Data
- Question 5: Did Students In The Program Show An Increase In English Proficiency As Measured By The FLOSEM During Their Five Years In The Program?
- Question 6: What Progress Do Current 4th-Grade Spanish Speakers Show In English Proficiency As Measured By The FLOSEM During Their Participation In The Program?
- Question 7: How Do 4th-Grade Students Of Different Language Proficiency Levels Compare In Spanish Reading As Measured By SABE2?
- How to Make Graphs in PowerPoint
- Question 3: How Did ELL/FEP And EP Students Score On The CST English Language Arts Test In 2004-05?
- Question 6: What Progress Do Current 4th-Grade Spanish Speakers Show In English Proficiency As Measured By The FLOSEM During Their Participation In The Program?
- Summary

10. Glossary of Terms and Acronyms Used in the Toolkit

11. APPENDIX MATERIAL

- Research data; NCE-Percentile Conversion Table
- Data Collection Instruments

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