

FLAP Grant 2007 Program Evaluation Report

This report summarizes the results from the 2007 Program Evaluation for the Seattle Public Schools FLAP Grant for Chinese language. Each section points to documents in the Appendix (e.g., App A).

Program Evaluation Planning

The initial program evaluation plan was outlined in the FLAP grant submitted by Seattle Public Schools in June, 2006. Based on the plan as outlined in the grant, Michele Anciaux Aoki, a consultant working with the school district on the FLAP grant, drafted a three-year program evaluation plan for the three elementary schools participating in the Chinese language program during winter and spring, 2007 – Beacon Hill Elementary, Graham Hill Elementary, and John Muir Elementary. The principals from the three elementary schools met with Karen Kodama, International Education Director for the Seattle Public Schools, and Michele on April 27 to review and provide further input on the plan. That plan has been updated based on results during spring, 2007.

- App A - Seattle FLAP Grant Evaluation-Assessment Plan 2007.08.31

Chinese Language Assessment

Pre-Assessment

The FLAP grant called for a pre-assessment of students' Mandarin language skills at the beginning of the program. A brief oral interview was designed that was conducted by the three Mandarin teachers with their own students at each of the schools. The Pre-Assessment was conducted about two weeks after Mandarin classes started at Beacon Hill, but before classes started at Graham Hill and John Muir. Most students did not score any points on the Pre-Assessment. Of those that did score > 0 points, the distribution was: 1 point = 13 students, 2 points = 21, 3 points = 7, 4 points = 3, 5 points = 2, 7 points = 2, 10 points = 1, 13 points = 1. Table 1 summarizes the results.

Table 1. Pre-Assessment Results

	Points Earned	
	0 points	>0 points
Overall (% of Students)	78% (193 students)	22% (54 students)
Beacon Hill	59%	41%
Graham Hill	98%	2%
John Muir	92%	8%
Kindergarten	48%	56%
1st Grade	52%	44%

- Appendix B1 - Mandarin Pre-Assessment
- Appendix B2 - Mandarin Pre-Assessment in Chinese

ELLOPA/SOPA Overview Training with CAL

In anticipation of the oral proficiency assessments that would be conducted each year to measure students' development of oral fluency and listening comprehension skills, the grant included time for training the Chinese teachers in the Early Language Listening and Oral Proficiency Assessment (ELLOPA) and the Student Oral Proficiency Assessment (SOPA), developed by the Center for Applied Linguistics (CAL) in Washington, DC. A one-day overview training was held in Seattle on May 22. Approximately twenty Chinese teachers attended the training.

Ultimately we made the decision to delay using the ELLOPA and SOPA assessments until the second year of the program because, based on the Pre-Assessments, it was unlikely that any of the students would be able to demonstrate Mandarin oral proficiency skills higher than Junior Novice Low (the lowest level on the ELLOPA/SOPA scale). However, the interviewing and rating skills that the teachers learned during the training were put to use during the Post-Assessment developed specifically for this program.

- App C - ELLOPA SOPA Agenda Seattle May 2007

Post-Assessments, Teacher Observations, and Progress Reports

The Chinese teachers, working with consultant Dr. Kristin Calaff, developed a brief Post-Assessment interview similar to the Pre-Assessment that could be administered one-on-one with each student. The Post-Assessment focused on areas of language and math that the children had experience with during their half-hour a day Mandarin classes, including greetings, numbers, counting, colors, fruits, and shapes. A Rating Scale, or rubric, was designed to measure students' results on each item.

The Post-Assessment interviews were completed during the second week of June. In addition to the regular Chinese teachers at each school, a number of the other Chinese teachers who had participated in the ELLOPA/SOPA training in May were able to assist with the interviews so that the assessments could be completed in a timely fashion.

The results from the Post-Assessment are quite extensive and are summarized in a PowerPoint. Here is a summary of the conclusions from the Post-Assessments:

- Overall, students at all three schools performed comparably on the Post-Assessment.
- More than 60% of the students at each of the schools earned 20-24 points on the Post-Assessment (out of possible 24).
- Overall, students performed better on tasks involving counting, singing, colors, greetings, and fruits. The poorest performance was on mathematical tasks involving geometric shapes and comparing groups (more/less).
- Graham Hill students scored higher than the other students on math concepts (more/less, geometric shapes).
- John Muir students scored higher than the others on colors and fruits.

There is also a PowerPoint summarizing the results from the Pre-Assessment as compared to the Post-Assessment.

On page 2 of the Post-Assessment, we included items for teacher observation regarding classroom behavior and participation that each Chinese teacher could check off for the students' Progress Reports to be sent home.

We used the results from the Post-Assessment to generate (via mail merge) Progress Reports for each student. These were printed at the schools and sent home to families on the last day of school. The Progress Report forms were translated into the major languages of the families of students participating in the program.

- App D1 - Mandarin Post-Assessment SAMPLE
- App D2 - Mandarin Post-Assessment Rating Scale
- App D3 - Mandarin Post-Assessment Results (PowerPoint or PDF)

- App D4 - Mandarin Pre and Post-Assessments (PowerPoint or PDF)
- App D5 - Mandarin Post-Assessment page 2
- App E1 - Mandarin Progress Report June 2007 SAMPLE
- App E2 - Mandarin Progress Report June 2007 Chinese
- App E3 - Mandarin Progress Report June 2007 Lao
- App E4 - Mandarin Progress Report June 2007 Somali
- App E5 - Mandarin Progress Report June 2007 Spanish
- App E6 - Mandarin Progress Report June 2007 Tagalog
- App E7 - Mandarin Progress Report June 2007 Vietnamese

Student Comments

We did not take time this year to have the students complete a separate self-assessment at school during class time. Instead, we included questions about student comments on the parent/family surveys (see description below). See, for example, how the families responded to the following questions:

What does your child like about learning Chinese?

- Beacon Hill:
Fun: 54% Interesting: 48% Different: 19% Challenging: 16% I don't know: 5%
- Graham Hill:
Fun: 61% Interesting: 48% Different: 39% Challenging: 39% I don't know: 9%
- John Muir:
Fun: 72% Interesting: 50% Different: 38% Challenging: 30% I don't know: 7%

What other things has your child said about learning Chinese?

- My child loves learning Mandarin. She sings the songs every day and teaches us new words.
- She seems very eager and enthusiastic about learning Chinese. She repeats what she learns in class.
- He likes sharing what he has learned with his grandparents.
- It is very fun! I want to do it again next year!
- How fun it is to speak to one another in a different language. Makes him feel smart.
- She likes it and it seems completely natural to her to learn another child's language.
- They ask why? And not another language like Spanish.
- When we go to Chinatown and go shopping he is able to understand and speak to them and it astonishes them and it truly makes him happy.
- It is very interesting, fun to learn the family's native language.
- That she can also learn about other things because of her knowledge of the language.
- She wants to learn other languages now.

Program Evaluation

Attitudinal Results

At the April Program Evaluation planning meeting, we identified strategies for collecting attitudinal data about the program. Specifically, we agreed to conduct:

- Survey of parents/families of participating K-1 students (brief, easy-to-understand paper survey in multiple languages to be sent home with students or given out at school event, such as the K graduation or Food Fair)
- Survey of other teachers at the schools (15 minutes at a staff meeting, plus paper survey available)
- Focus group with K-1 teachers (to get more in-depth view of their experience)

The parent/family surveys were translated into the major languages of the families of the children in the FLAP Chinese program. In addition, we offered an incentive to encourage families to turn their surveys in by June 15. (Students received a red bookmark with the numbers 1-10 in Chinese.) The response rate was quite high (84% from Beacon Hill, 46% from Graham Hill, and 64% from John Muir) and we collected some excellent comments, questions, and suggestions. There was resounding agreement that it was a “good idea” to offer their children the opportunity to learn Chinese.

Do you think it’s a good idea for your child to learn to speak Chinese (Mandarin)?

- Beacon Hill
Yes: 91% Maybe: 5% No: 2% Don’t know: 1%
- Graham Hill
Yes: 70% Maybe: 22% No: 4% Don’t know: 4%
- John Muir
Yes: 87% Maybe: 8% No: 2% Don’t know: 2%

A detailed summary of the results from the parent/family surveys is available in PowerPoint.

The survey of teachers and staff at the school was also very enlightening. Most comments came from teachers at the staff meeting that Michele attended; some paper surveys were turned in, as well. The meetings with the K-1 classroom teachers at each school really pointed out the main issues that need to be addressed so that the program can run smoothly in the future. Overall, the impression is positive; teachers and staff would like the program to work. Perhaps the biggest concern is time and scheduling. It is not easy for the K-1 teachers to give up half an hour a day for the Chinese program.

In addition, Michele met separately with the three Chinese teachers to talk about their impressions and experience of the program. Michele then summarized key concerns and suggestions into a planning document to assist the principals in making plans for the second year of the program.

- App F - K-1 End of Year Family Survey Summary (PowerPoint or PDF)
- App G1 - K-1 End of Year Family Survey
- App G2 - K-1 End of Year Family Survey – Chinese
- App G3 - K-1 End of Year Family Survey – Lao
- App G4 - K-1 End of Year Family Survey – Somali
- App G5 - K-1 End of Year Family Survey – Spanish
- App G6 - K-1 End of Year Family Survey – Tagalog
- App G7 - K-1 End of Year Family Survey – Vietnamese
- App H1 - End of Year Staff Survey - Beacon Hill
- App H2 - End of Year Staff Survey - Beacon Hill – Responses
- App H3 - End of Year Staff Survey - Graham Hill
- App H4 - End of Year Staff Survey - Graham Hill – Responses
- App H5 - End of Year Staff Survey - John Muir
- App H6 - End of Year Staff Survey - John Muir – Responses

- App I1 - End of Year K-1 Teacher Survey - Beacon Hill
- App I2 - End of Year K-1 Teacher Survey - Graham Hill
- App I3 - End of Year K-1 Teacher Survey - John Muir
- App I4 - End of Year Chinese Teacher Survey
- App J - Concerns and Suggestions from Staff for FLAP Chinese

Alignment to Standards

Although the focus of the Seattle FLAP Chinese program is math content, we still felt it was important to align the program to the Standards for Foreign Language Learning (our state's Voluntary World Language Standards). We developed a template for teachers to use to reflect on how their lessons aligned with the standards. The teacher from Graham Hill, Pollyanna Wang, used the template to evaluate her program. The curriculum would be similar at the other two schools.

- App K1 - World Language Standards Reflection - template
- App K2 - World Language Standards Reflection - Graham Hill

Conclusions

During the first year of the Seattle FLAP Grant Chinese program we have been able to establish a baseline and a strong foundation for future program evaluation and language assessments. We have demonstrated that students can make measurable progress in Chinese language even in just four months of half-an-hour daily Chinese lessons when those lessons are rich in content and culture. Our data from schools with diverse populations demonstrate that English Language Learners can be just as successful in the Chinese language classroom as monolingual English speakers, in fact, they may be even more successful and highly motivated. Their families overwhelmingly support providing this opportunity for their children to become trilingual. The students themselves demonstrate enthusiasm for their accomplishments and eagerness to take their new language skills out into the world.

Our program evaluation plan has allowed us to tap into the concerns of teachers and staff in the schools as this new program is developed. We have already been able to act on some of the recommendations, such as sending the Chinese teachers to attend the District trainings on the new math curriculum.

We look forward to moving ahead into Year 2 of the Seattle FLAP Grant. Next year we expect to expand language assessment to using the ELLOPA (Early Language Learning Oral Proficiency Assessment) and SOPA (Student Oral Proficiency Assessment) to assess students' language proficiency on a nationally recognized scale. Our teachers have already completed introductory training on the assessments and will have ample opportunity to practice interviewing and rating over the next year.