



Project RISE – Reaching Internationals Supports for English Language Learners

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COMPETITIVE PREFERENCE PRIORITIES**(7) Supporting College Access and Success**

International High Schools have been preparing college ready English language learners (ELLs) since our first school opened in New York City in 1985 to serve recently arrived immigrant students ages 14 to 21, many performing at the lowest levels of achievement within the school system. With this success, three additional International High Schools opened over the next 15 years. The nonprofit Internationals Network for Public Schools (Internationals) was founded in 2004 to replicate the Internationals' school model and pedagogical approach to address ELL underachievement in the New York City Department of Education. Since then, we grew our network to 16 small, district-operated schools (4 in NYC and 2 in California), and one small learning community in Alexandria, VA, each educating less than 500 students.

Internationals provides professional development and school support services in the International High Schools to increase leadership and teaching effectiveness to improve academic performance, graduation rates and college readiness. Thus, our schools demonstrate significant gains for ELLs. Data for 2011 show a 64% average four-year graduation rate for International High Schools with graduating classes and a 79% college acceptance rate. In contrast, NYC's ELL graduation rate for 2011 is 45% and New York State's is 44%, with 78% of all NYS high school graduates planning on going to a 2 or 4 year college (see Appendix C for additional outcome data). Project RISE, will improve college preparedness for 1100 ELLs in Persistently Low Performing schools (PLPs) with significant ELL populations in two partner LEAs.

We will implement four key instructional and structural components of our successful model in non-International PLP high schools within these districts through the delivery of Internationals' educator supports, activities and resources, which includes our own college access toolkit. We have also created, in collaboration with New York Immigration Coalition, the NYC Department

of Education and City University of New York, an action guide for immigrant parents to address questions from an immigrant family perspective and help understand the college-going process. These tools increase college access by educating ELL families about how to choose, apply to and pay for college. Formal implementation of RISE's four key elements most essential to our college ready model coupled with a rigorous external evaluation will refine this intervention and demonstrate improved college preparedness for ELLs at implementation sites.

(8) Addressing the Unique Learning Needs of Limited English Proficient Students

Internationals is the only national nonprofit school development and support organization whose core mission is specifically to design high schools to serve recent ELLs. Our innovative model has been developed by expert practitioners in ELL education for diverse language populations and is grounded in 27 years of school-based experience and research-based evidence. Predominantly, students in existing International High Schools are in the country four years or less and have entry scores in the bottom quartile on English language tests. They come from low-income families living in high poverty neighborhoods – over 90% receive free/reduced lunch, they attend high minority schools and up to 30% are Students with Interrupted Formal Education (SIFE). Yet our ELL students outperform their districts' ELL metrics (page 4 and Appendix C). Creating and supporting our own network of schools through research-based Common Core State Standards-aligned practices provides an in-depth understanding of the unique academic, emotional and social needs of English learners who enter high school with limited time to achieve the more rigorous standards of the Common Core.

Initial work in exporting elements of our model supports our proposal. Over the past two years, Internationals delivered professional development services with promising initial results to numerous ELL educators outside our network - in San Francisco Unified School District

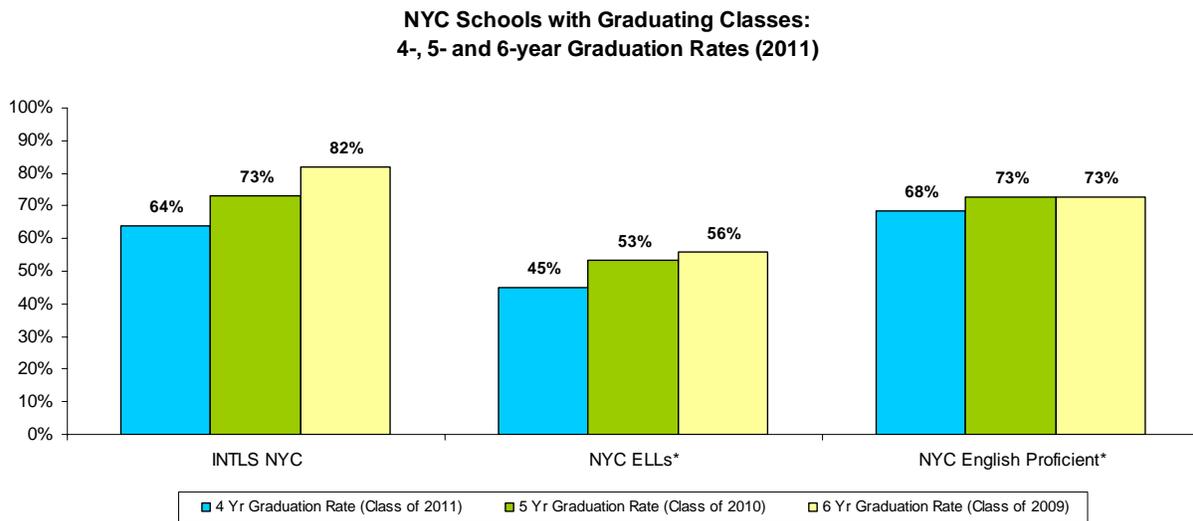
(SFUSD) to Newcomer Pathways at Comprehensive High Schools, in Chelsea, MA, at a PLP high school, and in NYC. In SFUSD, schools most closely implementing key aspects of the Internationals school model and principles have the highest percentage of improvement on the California English Language Development Test (CELDT). Even where students have not increased growth by a full placement level, four schools receiving our intervention demonstrated more than 100 scale score point average growth for students who started at CELDT overall beginning level. Implementation and study of Project RISE: Realizing Internationals Supports for English Language Learners' key structural and instructional supports will address the unique needs of ELLs in PLP schools by developing a replicable and cost effective model to improve educational outcomes for ELLs in a variety of contexts nationwide.

PROPOSAL NARRATIVE

Internationals Network for Public Schools (Internationals), the lead applicant in this proposed project, seeks an i3 grant to partner with the New York City Department of Education (NYCDOE) and San Francisco Unified School District (SFUSD) to implement and evaluate RISE: the integration of four innovative strategies designed to increase the educational outcomes of ELLs under **Absolute Priority 4: Innovations That Turn Around Persistently Low Performing Schools through b) a targeted reform approach**. RISE tests the generalizability and scalability of key elements of Internationals proven reform model; implementation will be supported by faculty in our consortium of high schools. Internationals is a 501(c)3 nonprofit organization formed with \$8.6m from Bill & Melinda Gates Foundation to re-create the Internationals model and provide services to prepare and support school leaders and teachers to improve educational outcomes for immigrant ELLs in our consortium of schools located in NYC, CA and Alexandria, VA. Recognized nationally for our results, significant private sector

fundors provide revenues for our work and will provide matching funds for Project RISE (Appendix C, 3 (3)).

With Internationals’ support, schools in our network have closed the achievement gap between the ELL and the non-ELL secondary student population in NYC, as demonstrated in the chart below comparing 4, 5 and 6 year graduation rates for Internationals schools in NYC with NYC ELL and English proficient student graduation rates and in multiple proof points in Appendix C.



A. QUALITY OF THE PROJECT DESIGN

A(1) Project Goals, Objectives, Strategies and Outcomes

Project Goal: Our goal is to implement four key elements of Internationals’ innovative instructional, structural and professional development approach in PLP settings to demonstrate transferability to other PLP high schools as a cost-effective, replicable model that improves ELL student achievement, graduation rates, and college readiness.

Our hypothesis is that (1) **collaborative interdisciplinary teaching teams** responsible for (2) shared **heterogeneous groups of students** will provide opportunities for teachers to enhance instruction through (3) the **integration of language and content** using (4) **collaborative experiential projects across the curriculum**. We posit that the integration of these four

elements will result in higher quality instruction and improved educational outcomes for the 1,100 ELLs affected by RISE. Implementation will be supported through professional development, coaching and tools for teachers and leaders. Evaluation will focus on testing the impact of RISE's key elements on teaching quality and student achievement in RISE schools. Our hypothesis is supported by studies that demonstrate the promise of each individual element of the proposed model and also suggest that two or more of the elements in combination may be necessary to realize the intended result.

Research indicates that low-achieving students do better in **heterogeneous settings**. In an examination of data from the National Education Longitudinal Survey, Mulkey, Catambis, Steeman & Crain (2005) found that in most cases, students assigned to untracked settings in 8th grade performed better in grades 10 and 12 than students who had not been assigned to untracked settings. Research by Slavin (1990), and Villa and Thousand (2003), showed positive effects of heterogeneous grouping on academic achievement, self-esteem, and interpersonal relationships. Daniel and King (1997) demonstrated further that heterogeneous grouping must be coupled with support for teachers to learn appropriate strategies for special needs students. The effects are quite positive for heterogeneous groups when teachers understand how to change instruction. This finding supports the integration of a key instructional element proposed in RISE coupled with professional development opportunities, including structural supports and associated tools. August and Hakuta (1997), Gandara, Rumberger, Maxwell-Jolly & Callahan (2003) and Varghese & Jenkins (2005) demonstrated the importance of **collaboration between teachers of ELLs**, particularly those with knowledge of language development and disciplinary knowledge, to enhancing ELL's academic performance. Teacher collaboration provides a powerful format for teacher learning (Desimone, 2009). He, Prater and Steed (2011) concurred, and identified the

positive impact of teacher collaboration on district English language development measures.

Understanding Language (2012) emphasizes the critical importance of **integrating language and content** as well as **developing collaborative experiential projects as instructional strategies** that will provide ELLs access to and benefit from implementation of the Common Core State Standards. Saunders and Goldenberg (1999) demonstrate the importance for ELLs of language development techniques to grade appropriate academic development and success. Carlo, August, Mclaughlin, Snow, Dresler, Lippman, Lively, and White (2004) show ELLs need opportunities to talk as well as listen, a critical component of the collaborative projects and overall instructional approach of RISE. Schleppegrell (2007) notes the linguistic challenges of mathematics in a research review and suggests that pedagogical practices that integrate language and content in mathematics classrooms help all students but especially ELLs achieve mathematical understanding. Swain (1999) points out the need for collaborative tasks in order to effectively integrate language and content, which supports the need for collaborative experiential projects in ELL classrooms to promote academic achievement. Villavicencio and Grayman's (2012) study of NYC turnaround schools found that creating professional development communities improved instruction and increased teacher collaboration, and specifically noted that targeting special populations was critical to driving student improvement. RISE's implementation is supported through comprehensive professional development structures which will impact collaborative teaching teams that serve as professional development communities.

Districts selected for partnership in RISE were chosen based on several criteria:

1. NYC and San Francisco districts each have one or more existing International High Schools that will host school visits of staff from RISE high schools.
2. These districts differ in size, policy and reform contexts, number of ELLs being served, and

fiscal resources (as much as a 2:1 funding discrepancy between NY:CA), allowing exploration of aspects of local context that may influence design and implementation of the four elements.

3. Both districts seek to implement the Common Core State Standards (CCSS), giving them a commonality with respect to curriculum content and goals of college readiness.

Both are committed to selecting PLP schools that have demonstrated *some* capacity to take on this work, either due to an existing level of faculty collaboration, leadership capacity and/or success with students who are *not* ELLs.

Objectives of the project are aligned with RISE's goal:

Objective 1: Creation of an integrated development process that includes collaborative modification of Internationals' existing products and services to target them to the implementation of the four core structural and instructional elements in PLP settings.

Strategies: Internationals' existing products and services were developed in and for small immigrant-only International High Schools; thus the need to align them to the PLP settings. We have used some of our products and services in PLP schools and have seen their applicability in these contexts. Initial product modification will be based on lessons learned from this work. Products include professional development modules; teacher goal setting, observation and feedback tools that delineate effective strategies for successful ELL instruction; a coach's handbook; and access to ISHARE, our virtual curriculum library. Internationals' services include institutes and workshops for school leaders, instructional coaches and faculty and leader/teacher coaching. We provide guidance in developing interdisciplinary teams to design experiential projects for mixed level groups of students that incorporate language and content. Intervisitations to observe and reflect upon successful practices in International High Schools and facilitated peer structures drive best-practice sharing.

To achieve Objective 1, Internationals will work with a select group of 2-4 experienced Instructional Coaches (ICs) from January-June 2013 to review and revise existing materials for RISE based on the unique situations and diversity of ELLs at implementation sites. New materials may be designed, including a professional development modules for coaches. These materials will be used to train new ICs, preparing them to begin their work at implementation sites in the summer and fall of 2013. Information gathered through mid- and end year reviews with ICs and school personnel as well as formative evaluation will guide subsequent revisions.

Objective 1 Outcome: Refined products and services that increase teaching effectiveness, student achievement and capacity of site based coaches and administrators when implemented in PLP schools serving a range of ELLs and non-ELLs, have been created.

Objective 2: Successful implementation of our four core strategies at 2 PLP schools with large ELL population in our two partner districts.

Strategies: **During a six month planning period,** Internationals will work with partner districts to select PLP sites with capacity to implement RISE. By summer of 2013, agreements will be signed with RISE sites on site-specific service delivery. Project personnel will conduct a needs assessment to determine a baseline relative to the four core elements at each site using Internationals' *School Feedback & Support Rubrics*. To ensure buy-in and build internal capacity, project staff will work with district and school-based staff on site-specific goals and benchmarks and develop a timeline for structural changes for each project year. Internationals' staff and school faculty will host the project's first 2-day *Internationals Intensive Institute (III)* for RISE school/district personnel. The III's will be experiential and collaborative, scaffolding participants' learning and building capacity to create such learning environments for students.

School Year 2013-14: An Internationals' IC will meet monthly with school leaders to build their

capacity to support instructional changes focusing on language and content integration and experiential project-based learning. During SY 2013-14, ICs will work 2 days a week at each RISE site, helping plan curriculum, observing and providing feedback, and working with teacher teams and supporting use of ISHARE. Internationals staff and ICs will conduct 3 workshops on language and content integration, designing collaborative, experiential projects for heterogeneous groups, and working in teams. ICs will organize two school year visits to International High Schools in NYC and SFUSD to observe implementation of these strategies and build peer relationships. Project staff, ICs and school staff will engage in ongoing formative assessment of RISE using Internationals' rubrics and project tools to identify successes and areas for growth. Regular progress reviews and goal setting will occur at the beginning of each school year, in January and in May throughout this project.

School Years 2014-15, 2015-16, 2016-17. The review and reflection in May will guide implementation in SYs 2014-17. It will inform planned yearly decreases in Internationals coaching and the transfer of service delivery to school/district personnel to develop capacity for long-term sustainability. In 2014-15, we will work with school/district coaches in leading professional development and coaching. By 2015-16, school-based coaches will lead, with Internationals support, and in 2016-17, school and district personnel will conduct all interventions, with observation and feedback from Internationals. Feedback from review and goal setting sessions as well as AIR's formative evaluation will also guide adjusting RISE strategies and tools in response to each site's needs. With school and district leaders, we will develop plans for including the schools within Internationals' peer-to-peer networking structures and activities such as participation in national and regional professional development institutes, and other on-going network structures. In addition, plans for continued on-line collaboration will

be finalized. Internationals completion of the interventions will be accompanied by final training of internal district/school personnel for sustainability, final data collection and evaluation.

Objective 2 Outcome: Site specific implementation of our four key elements and trained school and district site personnel with capacity to sustain instructional and structural elements.

Objective 3: Demonstrate that the intervention results in improved outcomes for ELL students.

Strategy: AIR will conduct a formative and summative evaluation of RISE to provide feedback to improve and develop the intervention model and project tools. Summative data and feedback will indicate increased teaching effectiveness and student outcomes.

Objective 3 Outcome: Implementation results in increased teaching effectiveness and measurable gains in ELL student achievement, as measured by improvements in standardized test scores and graduation rates.

Objective 4: Finalize documentation and disseminate findings to the broader education field to ensure ELLs are full participants and beneficiaries of CCSS implementation and establish the basis for a larger validation study.

Objective 4 Strategies: We will conduct a fifth and concluding Internationals Intensive Institute for all project personnel to (1) begin to finalize documentation of RISE and lessons learned for wider dissemination, with annotated guidance so that others in the field can implement the intervention, and (2) provide input for completion of all evaluation pieces. Internationals currently interacts with the field through multiple means, including its Web presence, publications and national convenings. We will create briefings, recorded webinars and presentations on the core elements, and disseminate findings online and through partnerships with other national and local organizations, such as the Hewlett Foundation's Deeper Learning Community of Practice with its substantial network of districts and schools. Internationals will

also publish in journals, op-ed pieces, book chapters, conferences, online resources and e-communications, and periodically convene researchers, educators and ELL advocacy organizations.

Objective 4 Outcomes: Tools that reflect the processes, structures and strategies implemented in intervention schools will include changes based on formative evaluation. Educators throughout the US will have access to detailed plans and best-practice tools for implementing our model. Products will demonstrate the four core elements result in improved ELL student achievement.

A(2) Project Costs, Numbers of Students to be Served, Scaling Estimates

The total number of students to be served by the project is 1,100. We estimate a five-year total cost of \$3.45million in federal and non-federal funds. This amount includes start-up and operating costs per student per year, all development costs, formative assessment throughout the project and summative assessment based on student achievement and other outcome measures.

The average estimated annual operating cost per student of \$627 includes an annual cost of living increase in salaries and benefits, with small increases in supplies and materials and some additional consulting fees. It also assumes the same levels of non-federal support per year.

Compared with RISE costs of \$3,136 per student in development, we estimate scale-up total costs for the project as follows: 100,000 students = \$46.8 million; 250,000 students = \$114.7 million; and 500,000 students = \$224.8 million. When scaled, implementation will be substantially lower, as the cost of developing and refining materials, testing implementation and evaluation reduce in replication. Scale-up costs also reflect a decrease in per student cost of an estimated 2% due to increased economy of scale. The start-up costs are estimated at \$28,650 for two schools. Therefore, the cost of start-up for scale-up is as follows: 100,000 = \$2.6 million; 250,000 students = \$6.5 million; 500,000 students = \$13 million for these one-time costs.

A(3) Cost Rationale in Relation to Objectives, Design and Significance of Project

The costs associated with this project are reasonable in relationship to developing and testing a strongly structured, replicable, cost effective model that brings innovation to impact student outcomes for ELLs, a high needs student population in Persistently Low Performing Schools. This front-loaded investment will enable us to codify, test and prove these new structures and approaches and disseminate knowledge of how to embed them within a variety of schools and districts. To address the unique educational needs of a diverse range of ELLs, this project provides a tightly defined, finite intervention period, followed by peer-to-peer, school-to-school support through both regional and on-line communities as well as other supports, allowing for affordable sustainability by cash-pressed schools and districts.

A(4) Sustainability of Project in Ongoing Work of Applicant and Partners

RISE's sustainability is based on understanding that the change process requires building leaders' capacity (Leithwood, Louis, Anderson & Wahlstrom, 2004) to support implementation. We front-load our professional development work with RISE leaders and teachers and diminish the frequency of direct intervention, transferring instructional support for teams and individual teachers to school/district coaches and leaders. Long-term sustainability will result from building district capacity and cost-effective participation in facilitated peer structures for leaders and faculty. Evidence of success will be disseminated to schools, districts and policymakers.

B. Significance**B(1) Exceptional Approach to Absolute Priority 4**

ELLs are often concentrated in large, high poverty schools with high student-teacher ratios (Fry, 2008). PLP schools struggle to meet the needs of their ELLs and their inability to do so is a major factor in these schools underperformance (Taylor, Stecher, O'Day, Naftel & Le Floch., 2010). Our turnaround model is distinguished for its focus on ELLs with strategies and supports

to raise their achievement. Nearly one third of schools that miss Annual Yearly Progress (AYP) failed to do so for their ELL population. Yet, about one half of the schools needing support to improve services for ELLs did not get it (Taylor, et.al.2010).

Disparate school settings across the country as well as nonprofits leading turnaround work, such as Talent Development Secondary at John Hopkins and New Visions for Public Schools, are looking to Internationals for expertise in more effectively serving ELL students in their turnaround efforts. Internationals formed to address, through replication of the International High School model, the inequities and challenges high school age ELLs experience within the educational landscape. With the phase in of the Common Core, Internationals is in a unique position to take advantage of a critical opportunity to raise the bar for instruction of ELLs as they face the greater language demands of the CCSS in English/language arts and math.

Research on the length of time (5-7 years) it takes for ELLs to achieve elevated levels of academic language proficiency, shows high school age ELLs have a short window of time to achieve college and career ready standards making it even more urgent that interventions specifically target their unique learning needs. Project RISE deliberately targets the high school age ELL population at risk of being left behind as expectations for teaching and learning are elevated through the CCSS.

Many of our schools have been created as part of districts' turnaround efforts; all were created to specifically serve districts' ELL populations in response to districts' needs. Internationals' team provides school design and professional development support services to International High School leaders and educators who in turn provide a robust, comprehensive, quality education for ELLs, outperforming other schools serving ELLs. By serving ELLs in PLP schools, our project addresses a unique and urgent need. More than 5 million students in the United States—one in

10 of all those enrolled in public schools—are ELLs, a 60% increase from 1995 to 2005. The percentage of ELLs is 29% in San Francisco, and in NYC, the nation’s largest district, it is 14%. ELLs face language barriers, acculturation, lack of rigorous academic preparation, and other unique challenges. Often, ELLs lack proper interventions and support systems, resulting in the inability to graduate high school.

Internationals i3 project is being tested as an effective model that innovatively combines proven structural innovations to build adult capacity with a highly effective combination of instructional/structural strategies for ELLs in low performing schools where ELLs are concentrated. While virtually all interventions for ELLs attempt unsuccessfully to level ELLs into homogeneous groups, this project leverages the benefits of heterogeneous groups to maximize student language and content learning and emphasizes their complete integration. We provide both structure and training to support all content teachers in developing students’ language, amplifying the time students engage with both rigorous academic content and language in experiential projects. All elements of student learning are supported by collaborative, interdisciplinary teaching teams. We reconceptualize the entire instructional context for ELLs, not just in language development classes, by maximizing time for active language development in a rigorous academic context. Our approach is tightly aligned with the CCSS and allows ELLs to climb a staircase of increasing complexity to high levels of achievement. It exposes ELLs to grade appropriate content with needed scaffolding for comprehensibility and aids students’ development of academic language in content area instruction.

Internationals will be taking tools, structures, and strategies that have been developed in the Internationals High Schools and using them in low performing schools serving ELLs. The differences between the contexts in which these products and processes were developed and

those in which we will be implementing their use and studying their effects will add significantly to the learnings of what works (and potentially doesn't work) within the secondary ELL education field. We see four essential differences: 1) Transporting a successful effort from a whole school model/approach to a targeted use of particular strategies in schools that are not following the full model; 2) International High Schools serve only ELLs, whereas the expansion schools serve both ELLs and non-ELLs; 3) International High Schools serve only recent immigrants, and Internationals will now be applying these strategies to impact a broader range of ELLs, including long-term ELLs; and 4) Internationals and American Institutes for Research will be studying the applicability of these strategies in persistently low performing schools, which differ in capacity, performance, and reform history from the schools in which these strategies were developed. These are significant differences in implementation context that bear studying – especially because most ELLs attend schools that serve diverse populations of both ELLs and non-ELLs, so understanding whether the strategies developed in the International High School context travel effectively, and with what modifications, has broad implications. Further, Internationals has already used and seen the applicability of some of these tools in other contexts. We will be making initial modifications based on the lessons from this early expansion work, and posit that through this project, a successful model of serving a range of secondary ELLs within different contexts will be developed. Because we will be working in two different urban environments, we will learn more about the adaptations necessary to make the model successful in different contexts. The ultimate impact of this project is that it will take a model that is successful within the walls of the International High Schools and make it accessible to districts with PLP schools in different contexts across the nation.

B(2) Contribution of Proposed Project to Development and Advancement of Theory Knowledge, and Practices in the Field

The developmental nature of this project is important. It is especially critical given the movement toward the common core, which emphasizes the need for ELLs to have access to and benefit from the CCSS. Early theoretical work on the challenges of implementing the CCSS for ELLs indicates clearly the need to move toward integrated language and content and rigorous academic content (Hakuta & Santos, 2012). Liguanti and Hakuta (2012) indicate that, in order to help ELLs meet high standards, educators will need to ensure that ELLs “have greater opportunities to learn language through content, and to learn content using language.” RISE will help advance the theory, knowledge, and practice needed to make this a reality and will advance professional theory by identifying the instructional methods and structural supports required more broadly for diverse groups of ELLs. This project will advance knowledge by providing a rigorous evaluation of the effectiveness of the package of products and services offered through the specified interventions. Finally, through work in two districts, this i3 project will delineate how local contexts may influence implementation of the interventions and help educators understand how to take the methods applicable to one population and context and apply it to another thus supporting higher levels of achievement for increasing numbers of ELLs.

This i3 intervention aims to be structural and instructional, combined with aligned externally provided professional and leadership development support. It is front-loaded to create internal capacity so that it can decrease over time and allow districts and school sites to sustain effective strategies to fully implement the CCSS for ELL students, in line with building organizational capacity through layered leadership, and building the culture and capacity of the individuals in the school (Day, 2009; Murphy & Meyers, 2009).

Further, this will advance the knowledge base regarding turnaround (Herman, Dawson, Dee, Green, Maynard, Redding & Darwin, 2008; Housman & Martinez, 2001; Corallo & McDonald,

2001, among others), where there is a dearth of specific, research-based interventions geared at improving the achievement of ELLs at the high school level.

B(3) Extent of Positive Impact of Proposed Project on ELL Achievement

Given the historical impact the Internationals approach has had in its own schools (Appendix C), we expect positive results in RISE sites as well. Our schools have produced four year graduation rates that exceed district rates by almost 20 points. We expect that after development and evaluation this intervention has the potential to significantly raise graduation rates and standardized test scores for ELLs in the intervention sites. The use of an iterative process and rigorous evaluation methods will help us learn how to apply these successful methods to a different context and strengthen opportunities for ELLs.

C. Quality of the Management Plan & Personnel

C(1) Management Plan to Achieve Objectives on Time and on Budget

Internationals will ensure that project milestones are reached on time and within budget. Executive Director Dr. Claire Sylvan oversees grant implementation and supports and supervises RISE Project Director (RPD), Internationals Network's Senior Director of Programs, Joe Luft. The RPD oversees people responsible for key areas: Internationals' Director of Professional Development Services (DPDS), who manages professional, curriculum, and training module development; and Megan Mehr, Internationals' Director of National Initiatives (DNI), who supports Internationals' coaches and works with school/district personnel. The DNI is responsible for needs assessment, service delivery, project consultant management and work with AIR. The RISE Steering Committee composed of RPD, DNI, AIR Principal Investigator and AIR Principal Researcher meets bimonthly for all coordination and communication. Internationals RISE team meets biweekly to determine priorities and assess progress on objectives. The RISE Team's ability to plan effectively relies on timely input from site visits,

meetings with school and workshop leaders, and AIR input and formative evaluation reports.

Services are delivered through a combination of permanent staff and consultants, including staff from high-performing Internationals schools. Consultants will be trained by Internationals’

DPDS, along with the RPD, DSD, and DNI to ensure consistency in service delivery.

| Timeline/Activity | Outcomes | Responsibility | | |
|--|---|---------------------|------|-----|
| | | INPS* | Site | AIR |
| Planning Period: January – July 2013 | | | | |
| Program Activities <ul style="list-style-type: none"> • Recruitment and training of additional instructional coaches • 1st annual Internationals Intensive Institute • Planning meetings with district leaders to select RISE sites • Steering Committee bi-monthly meetings | Final agreements with SFUSD and NYCDOE on RISE sites | ED, DIR, DNI | X | X |
| | Instructional coaches complete additional training and are ready for initial school year | DIR, DNI, DPDS | | |
| | Refined tools and professional development modules to support RISE implementation | DIR, DNI, DPDS, DSD | X | |
| | Goals collaboratively established for first school year | DIR, DNI, DPDS | X | |
| Evaluation | Evaluation instrument and project database development | | | X |
| School Years 2013-2014, 2014-15, 2015-16, 2016-17 | | | | |
| Program Activities <ul style="list-style-type: none"> • Steering Committee bi-monthly meetings • Baseline, mid-year, and end-of-year instructional rounds to set baseline and provide feedback • Instructional coaches on site (see each year below for intensity) • Monthly consultations with IC to share successes, challenges; feedback on tools/ processes • Instructional coach monthly meetings with | Goals collaboratively established for each school year | DIR, DNI, ICs | X | |
| | Site specific implementation of RISE four key elements | DIR, DNI, ICs | X | |
| | Successfully trained school and district site personnel with capacity to sustain instructional and structural elements. | DIR, DNI | X | |

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|--|--|---------------------|---|---|
| school/district leaders <ul style="list-style-type: none"> • Inter-visitations to International High Schools in CA & NYC • 3 PD workshops at school • Annual Internationals Intensive Institute • Review of interim progress and summary evaluation reports | Additional refinement of tools and professional development modules to support RISE implementation | DIR, DNI, ICs | | |
| Evaluation | Data collection and site visits; Summary reports | DNI | | X |
| School Year 2013-2014 | | | | |
| Program Activities: <ul style="list-style-type: none"> • Review of training modules by INPS staff • IC on site 2 days/week | Additional refinement of tools and professional development modules to support RISE implementation | DIR, DNI, ICs | | |
| School Year 2014-2015 | | | | |
| Program Activities: <ul style="list-style-type: none"> • IC on site 2 days/week | Additional refinement of tools and professional development modules to support RISE implementation | DIR, DNI, ICs | | |
| | Gradual transfer of responsibility to district/school personnel by end of project | DIR, DNI, IC | X | |
| School Year 2015-2016 | | | | |
| Program Activities: <ul style="list-style-type: none"> • IC on site 1 days/week | Continued gradual transfer of responsibility to district/school personnel by end of project | DIR, DNI, DPDS, ICs | X | |
| School Year 2016-2017 | | | | |
| Program Activities: <ul style="list-style-type: none"> • IC on site biweekly | Completed gradual transfer of responsibility to district/school personnel by end of project | DIR, DNI, DPDS, ICs | X | |
| Fall 2017 | | | | |
| Program Activities: Review of training modules by INPS staff | Finalized training modules for instructional coaches | DIR, DNI, DPDS, ICs | | |
| Evaluation | Final data collection; Final evaluation report | DNI | | X |
| | Internationals staff dissemination of lessons learned through development of on-line and print | ED, DIR, DNI, ICs | | |

| | | | | |
|---|---|---|--|--|
| | publications and presentations at public forums and conferences | | | |
| <i>*Internationals Network for Public Schools (INPS) Staff Abbreviations:</i> | | | | |
| <i>Executive Director (ED)</i> | | <i>Director of National Initiatives (DNI)</i> | | |
| <i>Project Director (DIR)</i> | | <i>Director of School Development (DSD)</i> | | |
| <i>Instructional Coaches (ICs)</i> | | <i>Director of Professional Development Services (DPDS)</i> | | |

C(2) Qualifications, Training and Experience of Project Director & Key Personnel

Claire E. Sylvan, Ed.D., Founding Executive Director is a nationally recognized leader in providing ELLs with a high quality public education, with experience in both school reform and the education of immigrant and ELLs. Prior to founding Internationals, her work spanned public secondary education, teacher education, and management of two successful Title VII Academic Excellence Projects. Joe Luft, Senior Director of Programs, RISE Project Director, oversees programmatic work at Internationals. He was principal of Flushing International HS from 2004-2011 and oversees a USDOE Transition to Teaching grant and worked in Latino advocacy, public high schools in NYC and DC, and teacher education. Megan Mehr, Director of National Initiatives, works with non-network schools to implement aspects of Internationals model. She has led a charter school, an International HS and taught in secondary and teacher education. Liliana Vargas, Director of School Development, works with districts and leads development of all new schools and dissemination work. She was Chair of the Board of Directors of the (former) charter school, International HS at LaGuardia Community College. Daria Witt, Director of Professional Development Services, leads Internationals' professional development services, ISHARE and Institutes. She worked in NYC public schools, immigrant advocacy, and co-authored research with Kenji Hakuta while at Stanford University.

Evaluation will be conducted independently by experienced researchers at the American Institutes for Research in San Mateo, CA; Chicago, IL; New York, NY and Washington, DC.

These researchers are experts in the education of ELLs and in research and statistical methodology. The evaluation's principal investigator, Dr. Diane August, is a Managing Director at AIR with 35 years of experience to the project, including as a Principal Investigator for an NICHD Program Project that investigated the development of literacy in ELLs and Co-Principal Investigator at the IES-funded National Research and Development Center on ELLs. Dr. Trisha Hinojosa is a Principal Researcher at AIR and has over ten years experience running experimental and quasi-experimental educational studies and conducting advanced analyses designed to examine programmatic impact on student, school and community outcomes.

D. QUALITY OF PROJECT EVALUATION

D(1) Methods of Evaluation & D(2) Extent Evaluation Provides Sufficient Information about Key Project Elements and Approach to Facilitate Further Development, Replication or Testing

The evaluation is important to this project in two ways: first, it provides the U.S. Department of Education and other stakeholders with summative findings about the quality of program implementation, challenges encountered and addressed, and impact of Internationals' unique ELL intervention on student achievement. Second, the evaluation will contribute directly to the quality of the development effort itself. Frequent formative feedback from the evaluation throughout the project period will inform and improve the work undertaken by Internationals and the partnering schools. The evaluation will be conducted independently by AIR (Appendix J).

The evaluation consists of a formative and summative component. The purpose of the formative component is to provide feedback to Internationals on the extent to which core components of their program model are implemented, including identifying facilitators and barriers to implementation, and to report on the perceived utility of their professional development and program tools. The summative component will provide assessment of the impact that implementation had on student outcome measures, using a comparative interruptive time series analysis (CITS). Since it is likely that the effect of the intervention on student outcomes will

develop over time, the impact analysis will be conducted during the final year of the project.

Process Measures: Internationals' newly developed approach aims to educate ELLs in an integrated setting of ELLs and non-ELLs. To accomplish this, there are several processes for improved student achievement (e.g., heterogeneous grouping of students; interdisciplinary teams of teachers). The instruments designed for this study (surveys, interview and focus group protocols) will identify the facilitators and barriers to these processes.

Implementation Activities: Internationals' educational approach involves multiple components with activities taking place throughout each project year. Each year some of the responsibility will be transferred from Internationals' staff to the school's key coaching staff with the express intent of building school capacity. The timing, the focus, and the transfer of these responsibilities from Internationals' staff to school staff will be closely monitored and reported on by the research team. During the planning phase, program developers will refine teacher observation, feedback tools and professional development modules. Drawing on their extensive expertise, the lead researchers will provide feedback on the usefulness of these tools and modules. During implementation the research team will measure the perceived quality of these tools, the perceived effect they have had on teacher instruction and practices, the variety of ways they are used, and the elements perceived to be most and least useful. For professional development, Internationals will host a series of trainings (e.g., spring/summer institute, workshops, coaching). The evaluation will track participation and satisfaction at these events using extant data collected by Internationals as well as through newly collected survey and interview data. Internationals will also create a professional community of ELL educators (e.g., establishing clear goals around ELL education reform). The evaluation will measure the extent to which school leaders are able to develop these goals and to utilize the information from progress reviews. And finally,

Internationals will make available their online curriculum library, ISHARE. The evaluation will assess the extent to which this library is relied upon by teachers, coaches, and school leaders.

Data Collection: Beginning in January of 2013, during the planning period (January – July, 2013) the research team will develop surveys, interview protocols, and focus group protocols. Surveys will be administered to teachers, school administrators, key ELL lead staff, and coaches (some roles may overlap) in the fall of year one (September 2013) and the spring of each year (April 2014, 2015, 2016, 2017). AIR researchers will conduct site visits in the two participating schools in the fall and spring of each year, conducting interviews with the principal, ELL lead, teachers, and school coaches and conducting teacher focus groups. The research team will be based in both CA and NYC in order to facilitate data collection activities. During the final year of the grant period (January – December 2017), extant student data will be collected from the participating and comparison schools for CITS impact analysis. We will collect outcomes data for at least 5 years prior to the intervention and for the 4 years of the intervention, plus relevant student demographic data. Student outcomes of interest are ELL graduation rates and ELL achievement as measured by CST, CELDT, and NY ELA Regents exams.

Data collection will be systematic and integrated among a research team of schedulers, researchers, web designers, and database developers. All site visits will be scheduled at the schools' convenience. Survey instruments will be programmed by highly skilled web developers and administered and monitored electronically. Researchers will be trained on the use of a project-specific database to collect interview and focus group data. This database will have a unique link to each scheduled meeting, and all data will be uploaded to a central repository where the database manager, scheduler, and project director can monitor activity. Interviews and focus groups will be recorded (if permitted by the participants) and professionally transcribed.

Analysis and Reporting: Data collected from surveys, interviews, and focus groups will aid the refinement of program implementation and will provide an assessment of interim outcomes.

Extant student data will be analyzed to provide measurement of impact on student outcomes.

Survey response data will be fit with the Rasch model to create scale scores of an interval nature.

These scale scores are essentially an aggregate of responses from many items into an overall categorization relative to the specific content of the construct (e.g., quality of a course, teacher self-efficacy measures, level of implementation). When the data fit the model, the resulting scale scores offer a more concise measure of programmatic elements that are best captured with multiple items. These scale scores will be compared over time, using the measure taken at the beginning of program implementation (Fall 2013) as the baseline.

Qualitative analysis will be used to understand and reduce the data from interviews and focus groups to a manageable number of findings. This process must be systematic and consistent across analysts and over time. Several methods will therefore be used to increase accuracy and trustworthiness of the data analysis including creating a written coding structure, using multiple data analysts, and conducting spot checks of coding.

Comparative Interrupted time series analysis (CITS) will be used to measure programmatic impact on student outcomes including ELL graduation rates and measures of student achievement (CST, CELDT in CA; ELA Regents in NY). Interrupted time series analysis is considered one of the strongest quasi-experimental methods for examining the effects of an intervention. Given a dependent variable where observations are repeatedly measured over time, any abrupt shift in level (mean) or direction (slope) at precisely the point of the intervention can be attributed to the intervention itself. This type of analysis is straightforward if the dependent variable is measured repeatedly over long periods of time and if the functional form of the time

series prior to the intervention is clear. If these conditions are not met, however, the time series design can be strengthened by including a comparison group, demonstrating what might happen in the absence of the program and thereby addressing threats to validity (e.g., history and maturation). Data will be collected from the two RISE schools as well as comparison schools within the same districts and analyzed in the final year of project. We will match ELLs in RISE schools to ELLs in comparison schools using propensity score matching.

The research team will provide seven research briefs throughout the project period as well as one final report at the end of 2017. The timing of these briefs will coincide with Internationals' planning and be delivered in January of each year and in May in all years except the final year. In 2017 the research team will provide a final report including synthesis of findings from all years and the impact analysis on student outcomes in November. See Table 1 in Appendix J for a timeline of evaluation activities.

D(3) Resources Budgeted for Effective Project Evaluation

The project budget reflects sufficient resources for AIR to carry out the project evaluation plan at \$599,883, based on similar projects of this scope and scale. Further, the AIR team that will complete the evaluation offers broad experience with quantitative, qualitative, and mixed methods research and evaluation studies focused on interventions as well as knowledge of current issues in educational policy and practice at the school, district, state, and national levels (*Appendix J for AIR timeline, staff, capacity and experience; Appendix F for AIR resumes*).

NOTE on Department of Education's General Education Provisions Act (GEPA): Project RISE is fully accessible to students, teachers, and other program beneficiaries with special needs and does not discriminate in regard to gender, race, national origin, color, disability, or age.