

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Ursina M. Swanson (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Park Spanish Immersion Elementary School (As it should appear in the official records)

School Mailing Address 6300 Walker Street (If address is P.O. Box, also include street address)

St. Louis Park MN 55416-2382 City State Zip Code+4 (9 digits total)

Tel. (952) 928-6817 Fax (952) 928-6753

Website/URL www.slpschools.org/PSI

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Barbara Pulliam (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Louis Park, ISD #283 Tel. (952) 928-6001

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Jerry Timian (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: ___5_ Elementary schools
 ___ Middle schools
 ___1_ Junior high schools
 ___1_ High schools
- ___7_ TOTAL
2. District Per Pupil Expenditure: ___\$9118___
- Average State Per Pupil Expenditure: ___\$7049___

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 years_ Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	44	43	87	7			N/A
1	39	46	85	8			N/A
2	26	55	81	9			N/A
3	35	37	72	10			N/A
4	23	35	58	11			N/A
5	24	34	58	12			N/A
6	16	31	47	Other			N/A
TOTAL STUDENTS IN THE APPLYING SCHOOL							488

6. Racial/ethnic composition of the students in the school:
- 78 % White
 - 10 % Black or African American
 - 8 % Hispanic or Latino
 - 3 % Asian/Pacific Islander
 - 1 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 0.4 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	490
(5)	Subtotal in row (3) divided by total in row (4)	.004
(6)	Amount in row (5) multiplied by 100	0.4

8. Limited English Proficient students in the school: 0 %
0 * Total Number Limited English Proficient

Proficient

Number of languages represented: 9

Specify languages: Spanish, Chinese, Russian, German, French, Japanese, Hebrew, Arabic, Lingala

***NOTE:** While PSI has students from numerous language backgrounds, they are not identified as 'Limited English Proficient', because these services are not available at our school site.

9. Students eligible for free/reduced-priced meals: 5.7 %

28 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4.1 %
20 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 4 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 4 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 4 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 19 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 12 </u>
Paraprofessionals	<u> 1 </u>	<u> 6 </u>
Support staff	<u> 1 </u>	<u> 5 </u>
Total number	<u> 26 </u>	<u> 25 </u>

12. Student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer words any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>96.7%</u>	<u>95.8%</u>	<u>96.5%</u>	<u>95.7%</u>	<u>96.4%</u>
Daily teacher attendance	<u>96.4%</u>	<u>96%</u>	<u>97%</u>		
Teacher turnover rate *	<u>4%</u>	<u>7%</u>	<u>18%*</u>	<u>0%</u>	<u>0%</u>
Student dropout rate					
Student drop-off rate					

***NOTE:** As a new and developing school, PSI had a small staff, which accounts for higher teacher turnover rate (i.e. 2 teachers leaving out of 11 teachers).

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

The Park Spanish Immersion Elementary School (PSI), located in St. Louis Park, Minnesota, began in 1996 in order to give parents greater public school choice for their children's education. PSI also brought a global education component to St. Louis Park. The school is located in a diverse urban suburb of the Twin Cities metropolitan area, and has an ethnically and culturally diverse student body and staff. PSI offers Spanish immersion instruction for students in Kindergarten through sixth grade. A continuation of the immersion program at the Junior High school will begin for 7th graders, with the 2003-2004 school year. For the majority of PSI students, English is the language of the home. The school size is controlled through a lottery process, which assures that all interested St. Louis Park students have an equal opportunity for enrollment in the immersion school. For the past three years, this effective and successful immersion school has been oversubscribed, as parents choose immersion education for their children.

MISSION: The school's mission is to "provide a bilingual education which promotes academic excellence, intellectual curiosity and cultural understanding. The school involves family and community in the development of lifelong learners who hold themselves and others in the highest regard." The school community recognizes that bilingual students have a unique opportunity to participate fully in today's increasingly multicultural nation and world.

BELIEFS: As parents and education professionals, we believe that all students must be literate in English. Additionally, students need to demonstrate competence in at least one foreign language and in cross-cultural interaction skills. The need for such competence exists, both in our current market place, as well as the future job market in which our students will compete. Students with a strong competence in two languages are more likely to be successful readers (Lindholm-Leary, 2000). Fluency in another language enhances cognitive skills, such as metalinguistic and divergent thinking skills (Robinson, 1998). And finally, foreign language study at the elementary grades has been associated with higher test scores on standardized reading and mathematics measurements for students from all backgrounds (Caldas & Bourdeaux, 1999). These factors and competencies have held true for PSI's immersion students.

METHODOLOGY: At PSI, we demonstrate that language is most effectively acquired in the early elementary years. Language immersion is a method of foreign language instruction in which the entire elementary curriculum is taught through the medium of the language. The Spanish language is acquired through content-based language instruction in the classroom. The guiding principle of language immersion is that students learn the second language in the manner in which they learned the first language; that is, in the environment in which they experience it in its natural form.

Factors that have contributed to the outstanding success of this immersion school, in addition to its unique language environment, include the following: (1) a clear and distinct focus – academic excellence through language acquisition – which is maintained over time (Stigler, 2002); (2) high parent and community involvement in the school; (3) respectful student engagement in the learning community, which significantly reduces and/or prevents behavioral disruptions while maximizing time-on-task; (4) recruitment of a high quality teaching staff who possess native or near-native like Spanish language skills; (5) Consistently holding students to high academic standards and expectations; (6) a communicative approach to language learning, with emphasis on speaking and hearing the language, so that students experience a sense of accomplishment because they are actually able to speak and communicate with Spanish speakers.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Park Spanish Immersion Elementary School: Assessment Results

Park Spanish Immersion School (PSI), as a growing and developing school, is building trend data (the 6th grade was added this academic school year, which completes the K-6 school). Three years of Minnesota Comprehensive Assessments (MCA's) 3rd grade data has been collected and analyzed. The MCA's measure how well a student has mastered the math and reading preparatory High standards at the elementary level. There is no required passing score for students on this test. The state is using a scale score of 1420 as an AYP cut score (*No Child Left Behind* legislation), and a score of 1500 indicates above grade level performance. The test is designed to give accurate information for students at all ability levels. Level I scores indicate gaps in the knowledge and skills necessary for satisfactory work. Level IIA depicts students with partial knowledge and skills to students who are increasingly proficient with grade level material (Level IIB). Level III students are working above grade level. Many are proficient with challenging subject matter. Level IV students demonstrate superior performance, well beyond what is expected at that grade level. In the attached tables, you will note that Levels I and IIA are considered "at or above basic". Level IIB and III are considered "at or above proficient". Level IV is considered "at advanced".

PSI has consistently performed above grade level in both reading and math. Reading scores have been particularly high over the three years in the advanced category (about 27%), and at the "proficient and above" category (59%). These are outstanding results when one considers that the entire school day is taught in Spanish, with 40 minutes of English instruction beginning in the second semester of 2nd grade, and given the fact that MCA's are assessed in English. In math, over the three years, approximately 66% of the students have performed well above grade level (Level III). In addition, 16 % have scored at the advanced level. Though only one year of data exists for the 5th grade (this grade was added in 2001-2002), the baseline data is indicating high performance as well in both areas and at the proficient and advanced levels. In fact, in both reading and math, 5th grade students are performing in the two top levels at approximately 94%.

Also being collected is Northwest Evaluation Association (NWEA) assessment data (Measure of Academic Progress – MAP). The baseline data for 4th grade reading and math was collected for the first time in the spring of 2002 (grades 3-6 will be assessed this spring 2003 as well), and also substantiates the MCA data. These PSI students performed at the 79th percentile in math, and at the 65th percentile in reading (1999 national norms).

Three years of data has also been collected at grade 3 using the Qualitative Reading Inventory (2nd edition). The QRI is used to administer both in English and Spanish to assess both English and Spanish reading skills. PSI students have consistently performed at or above grade level with this one-on-one informal assessment. Though not nationally normed, it is broadly recognized as a tool of high reliability and validity, when administered by highly trained assessors, which is the case in our district. Over the past three years, approximately 79% of the students have been at or above grade level (see Data Tables attached at the end of the application document).

- a. Disaggregated data is not available due to size of the N when collecting data (a disaggregated group must have 20 students at the state level to be statistically significant).

1. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Park Spanish Immersion School is committed to academic excellence and academic achievement by supporting teaching and learning in the classroom. As a school, we hold a common focus to improve the achievement level of all students in English and Spanish language arts and mathematics.

Students in third and fifth grade participate in the Minnesota Comprehensive Assessment. Third- and fifth-graders participate in reading and mathematics, and fifth-graders participate in written composition. We use our MCA test data to set performance goals and benchmarks for future academic growth, and to improve our curriculum. MCA results are shared with parents, classroom teachers, and grade level teams. It is to be noted, that all standardized testing is given to our students in English, even though our Spanish immersion students have had a minimum of formal English language instruction compared to their English instructed peers. Yet, despite this obvious disparity in amount of English language arts instruction, our students' test scores exceed other test scores in the district.

Another measure we use to improve our literacy goals is the QRI (Qualitative Reading Inventory) in both English and Spanish, a nationally recognized informal reading inventory. On this measure, test data show that with an intentional curriculum and targeted reading instruction, the number of students comprehending at or above grade level has increased over the last three years. Language immersion instruction, coupled with English language/grammar instruction, has students' comprehension levels reaching and surpassing grade level performance on this standardized reading assessment. This underscores the effective and successful language immersion program PSI has developed.

Instructional programs are evaluated in formal and informal ways. Besides the above noted test measures, PSI has one year of Northwest Evaluation Association (NWEA) assessment data, and will have NWEA test data for grades 3,4,5,6, beginning with this school year. Teachers collaborate in the evaluation of programs through grade level meetings, informal assessments with other colleagues, and scope and sequence committee work. Feedback from parent conferences is utilized in evaluation of programs. Students also complete formal self-evaluations.

2. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The school site council and principal work collaboratively with the staff to give the school families and the community a multidimensional view of the school's effectiveness, which encompasses such criteria emphasis on student achievement, maximizing parent involvement, and providing a safe and orderly environment.

Communication with the school community takes place through letters home from the principal, the monthly newsletter 'Noticias de la Escuela', phone calls, e-mail messaging, and daily one-on-one interactions. Telephones, voice mail, and computers are available in all classrooms to facilitate prompt communications. The school web site (www.slpschools.org/PSI) not only provides school information, but is a resource on language immersion as well.

Student performance is formally reported via report cards and through twice-yearly parent-teacher conferences. The fall 2002 conferences saw a 98% participation rate. Classroom teachers send home weekly or monthly progress reports on individual students. Information on school-wide performance on standardized tests and curriculum reviews is communicated via cable television coverage of school board meetings, district and school newsletters, and the community newspaper. These reports contain standardized testing results, information on new programs and learner outcomes. Individual student standardized test scores are reported to each family. The school holds parent information events to help explain standardized tests and what test scores mean.

At the annual 'Parent Curriculum Information Night' in the first weeks of the school year, teachers acquaint parents with grade-level academic goals and classroom expectations. Teachers suggest ways parents can be involved in their child's learning, and how they can help their children with homework and major assignments. Parents are provided with parent handbooks and a grade-level learner outcome document.

3. Describe in one-half page how the school will share its successes with other schools

PSI is a model language immersion setting. There are numerous and frequent visitors to the school from prospective parents to interested educators and administrators, to university researchers and teachers-in-training. We have hosted visitors from other immersion schools, both in and out-of-state, and from abroad. Representatives from other districts in the state have visited as they establish and develop their own immersion schools. PSI considers that classroom visits are an important and vital vehicle for sharing and distributing information about our immersion school, and we encourage and welcome visitors.

PSI staff and principal have developed a school brochure, and have written numerous documents on immersion language learning. These information pieces are utilized to help interested persons and new immersion parents familiarize themselves with the immersion language learning methodology. Staff has repeatedly published on the PSI program in the University of Minnesota's American Council on Immersion Education (ACIE) Newsletter. PSI staff has also presented on our immersion program at national conferences.

Currently, parent volunteers and staff are completing a video on immersion language acquisition and Park Spanish Immersion School. The content of the video, while featuring PSI, was carefully and intentionally selected to make it a valid and useful tool for any language immersion school. This will be a highly effective tool to explain immersion methodology, as well as to share our school's strategies and successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

PSI instruction and student achievement goals are to:

- Attain high student achievement through rigorous academic standards and instruction
- Develop English language skills comparable to non-immersion peers
- Develop high levels of proficiency in listening, speaking, reading, writing Spanish
- Gain an understanding of Hispanic cultures, as well as of other cultures and languages

Students at Park Spanish Immersion School learn the same curriculum as they would in an English-speaking classroom, except they learn entirely in Spanish. Language immersion is a method of foreign language instruction in which the regular elementary curriculum is taught through the medium of the foreign language. Immersion students learn the language through the study of the content areas. From the first day, kindergarten students receive 100% of their instruction in Spanish. Students may respond in English at the kindergarten level, but teachers always respond only in Spanish, giving students constant exposure to the sounds and patterns of Spanish. As students gain greater language familiarity, they are encouraged to express themselves in Spanish. English instruction begins in second grade.

Spanish language proficiency in the immersion program does not come at the expense of achievement in English or other curriculum areas. Rather, students’ native English skills are enhanced. Research and experience have shown that immersion students consistently score at the same or at higher levels as their non-immersion peers on standardized tests (Genesee, 1987). Language immersion students develop improved listening skills, greater divergent thinking skills, and an enhanced global perspective.

The strong music education at PSI builds on the belief that everyone is born with musical aptitude, which should be developed early, and that music education enhances language learning. Our Kodály trained teachers familiarize students first with America’s unique musical culture and heritage, followed by introducing, comparing, and contrasting it with the music of other ethnic backgrounds. The music instructional process involves a sequential layering of skills and concepts designed to build success for every child. The goal is comprehensive music literacy for all students. Art and physical education are taught at all grade levels, and also have specific standards and outcomes.

The science program is comprehensive and content-based. We use the FOSS (Full Option Science System) inquiry based program. Students investigate and explore materials, and are presented with structured and open-ended tasks, culminating projects, and teacher questioning to guide student research. Depending on the grade level, students use all the senses to investigate materials. Students use and develop tools to investigate and collect data for interpreting.

PSI’s social studies/ geography instruction is unique in the district and extensive. Specific standards connect and support the school’s language and global education goals. It involves the study of the geography and culture of countries and world regions at all grade levels. Grade level classroom teachers and specialist teachers have created an integrated social studies curriculum that incorporates world cultures and geography into literacy learning, fine arts and technology education.

The media center is the hub of the school, where students receive instruction in information retrieval, library skills, and technology use, and where they may access and use our dual language book collection. Technology applications are embedded across subject areas with students using the computer lab or our two mobile labs. Flexible scheduling allows the media specialist to support students and staff.

(Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Reading Instruction

At Park Spanish Immersion School, reading instruction begins in Spanish in kindergarten with basic phonics instruction and reading strategies. Teachers in both kindergarten and first grade develop a repertoire of strategies and activities relating to the acquisition of phonological awareness skills such as word awareness, rhyming, syllable awareness and phonemic awareness skills, which include alliteration, sound segmentation, sound manipulation, and sound blending. Formal reading instruction in English does not begin until second grade, and is taught by a specialist English teacher. Students develop decoding skills as well as gain linguistic awareness, which will make the transfer of reading skills from one language to the other possible. Students are also able to transfer the skills of word decoding they have learned in Spanish to their English reading.

Activating prior knowledge, predicting, questioning what is read, and drawing conclusions are all skills that are taught in second grade and continue to be practiced in subsequent grades. Students are encouraged to reread passages and to use context clues to find meaning in what is read. Each year thereafter, more reading strategies are introduced and earlier ones are expanded. Students develop fluent and coherent writing skills, with a focus on narrative, descriptive, problem solution and clarification modes of discourse.

PSI staff believes that solid reading skills are important for all aspects of life and learning. Students receive reading instruction in two languages that reinforce one another. Skills may be introduced in either the Spanish or English language classroom, and then skills are reinforced and supported in both classrooms. Our reading emphasis has been placed on the early grades, so that each student receives a strong foundation in reading. Students who struggle with Spanish language and reading receive additional support from a trained reading specialist while in first and second grade. Students who struggle with English reading receive additional support from an English reading specialist in second and third grade.

PSI uses Houghton Mifflin’s Language Arts series for both Spanish and English language arts instruction. In addition, a detailed grammar scope and sequence has been written and implemented by PSI staff to supplement the Houghton Mifflin curriculum. This aligns with the St. Louis Park district’s outcomes, with our student population needs and with developmental abilities.

2. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

Mathematics Instruction

A minimum of 55 minutes per day, five days per week, is devoted to formal math instruction. All grade levels in the entire school have a blocked schedule daily for math instruction, which allows students to attend math at upper grade levels. *Trailblazers Mathematics* is taught in kindergarten to 5th grade, while 6th grade uses the *Connected Math Project* series.

PSI’s math goals and instruction are a direct reflection of the NCTM standards and the TIMS laboratory method. Students begin with discussions of experimental situations, variables and procedures. Students then identify key variables and gather and organize data in tables. Students next look for patterns or relationships between variables. The last phase is an in-depth analysis of the experimental results, structured as a series of exploratory questions.

The district initiated a new math series, *Trailblazers Mathematics*, to focus on students learning to reason and communicate in mathematics, with an emphasis on problem solving, using a variety of methods and strategies. Math is best learned through active involvement in solving real problems. This new math

program emphasizes actively involving students in exploring, conjecturing, thinking and writing about mathematics. Lessons are grounded in everyday situations, so abstractions build on experience. Students use an array of relevant content methods and procedures to arrive at solutions and reinforce important concepts. The use of technology is integrated into lessons.

The math approach used at PSI helps students make connections to other discipline areas and between real world situations, words, pictures, data, graphs and symbols. The connections to science teach students the method of science through scientific investigation of everyday phenomena. Language arts connections built into the math curriculum require students to think, talk and write about mathematics. Students learn to effectively communicate solutions and methods of problem solving. Reading and trade books with original stories demonstrate the application of concepts being studied. This reflects the breadth and balance of the math curriculum, with assessment activities that are valuable educational experiences.

3. Describe in one-half page the different instructional methods the school uses to improve student learning.

In PSI's immersion classrooms, all core subject areas are taught in Spanish. Because this is not the native language of students, teachers are required to present materials in a variety of modalities so that all students can succeed. By nature of the immersion philosophy, it is essential for students to actively participate in their learning. Students learn to combine cueing systems in order to engage in classroom learning structures. Music, movement, repetition, classroom routines, and visuals specifically designed for purposeful interactions among classmates and teachers, are employed daily.

To maximize Spanish language production, PSI teachers structure their learning activities so that students have regular opportunities to read, write, speak, role-play, summarize and discuss in the target language, Spanish. Native or native-like speakers of Spanish are present in classrooms so that students are exposed to the finest language models possible, as well as to the unique cultural perspectives that each of the staff members brings to our school community.

At PSI, immersion teachers naturally take advantage of interdisciplinary teaching, as they integrate thinking and learning skills across the curriculum and the school. Interdisciplinary teaching is an effective strategy to help children synthesize and integrate the strands of knowledge they learn in various classrooms into a holistic whole. Teachers meet regularly to cooperatively plan effective lessons, which identify the logical connections across subject areas.

On-going emphasis is placed on ways to differentiate instruction in order to address a wide range of learning needs, as well as to incorporate challenging opportunities so students are motivated and stretched. Learning centers, parent-led enrichment groups and tiered activities are examples of ways student learning is extended in the classroom. Flexible groupings and performance groupings are used to improve student learning, and to provide challenging lessons and tasks for all students. Through differentiated instruction, teachers motivate all students to progress along the learning continuum, while providing students with content that has both depth and breadth. Amity Interns and paraprofessional educators work with classroom teachers to reduce instructional group size, which allows for extension and enrichment opportunities.

Describe in one-half page the school's professional development program and its impact on improving student achievement.

The Park Spanish Immersion School professional development program has aligned the St. Louis Park District Initiatives/ Strategic Plan and their Individual Site Goals with the State of Minnesota Department of Education framework.

The design qualities include district data-driven information taken from state comprehensive assessments

and site criterion-based assessments to set a baseline for individual and group achievement. With guidance from a site staff development facilitator, teachers observe and discuss the baseline data and district initiatives through weekly scheduled classroom observations and debriefings. By creating and presenting professional development plans, teachers create awareness levels of various job responsibilities and staff interdependency.

At staff meetings, teacher presentations offer an academic, research-driven opportunity for colleagues to share, question and debate in a collaborative forum. Park Spanish Immersion School's "on the job" staff development (substitutes provide release time during the teaching day for teachers to observe master teachers), is supported with training and coaching through site and district funds, which supply the staff with direct learning pertaining to their teaching responsibilities.

The whole school professional development strategy is targeted to raise the achievement levels of all students in the areas of Spanish language acquisition, mathematics and reading through the use of Differentiated Instruction theory and best practices. Staff development goals are designed as multi-year tasks, as it takes time for teachers, principal and support staff to learn and appropriate new skills.

PSI maintains a yearly portfolio of staff development district initiatives and site goal achievements to correlate with student performance achievements. This collection of evidence is part of the evaluation process adapted from Thomas R. Guskey's *Evaluating Professional Development*.

DATA DISPLAY TABLES

Minnesota STATE CRITERION-REFERENCED TESTS,

Data Display Table for Mathematics Math Grade 3: Park Spanish Immersion School

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES (average scale scores)	1580.9	1606.1	1604.3		
TOTAL	1580.9	1606.1	1604.3		
At or Above Basic %	18.97	19.29	16.33		
At or Above Proficient %	70.69	59.65	67.35		
At Advanced %	10.34	21.05	16.33		
Number of students tested	58	57	49		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES (Not Applicable)					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES (average scale scores)	1486.0	1494.3	1478.3		
TOTAL NUMBER OF STUDENTS TESTED	58653	59732	59924		
At or Above Basic %	34.93	34.50	35.33		
State Mean Score (not available)					
At or Above Proficient %	54.06	51.89	56.70		
State Mean Score (not available)					
At Advanced %	11.02	13.62	8.96		
State Mean Score (not available)					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Minnesota STATE CRITERION-REFERENCED TESTS,

Data Display Table for Reading

READING Grade 3: Park Spanish Immersion School

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	March	March	March
SCHOOL SCORES (average scale scores)	1569.2	1575.4	1591.2		
TOTAL	1569.2	1575.4	1591.2		
At or Above Basic %	16.95	13.55	11.76		
At or Above Proficient %	55.93	59.32	60.79		
At Advanced %	27.12	27.12	27.45		
Number of students tested	59	59	51		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES (Not Applicable)					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES (average scale scores)	1486.2	1486.6	1460.7		
TOTAL NUMBER OF STUDENTS TESTED	58685	59687	60261		
At or Above Basic %	33.23	32.87	38.44		
State Mean Score (not available)					
At or Above Proficient %	50.59	50.99	50.03		
State Mean Score (not available)					
At Advanced %	16.17	16.15	11.52		
State Mean Score (not available)					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Reading Test Northwest Evaluation Association MAP

Edition/publication year Adaptive computerized assessment, 1999 Norms

Publisher Northwest Evaluation Association

What groups were excluded from testing? Why, and how were they assessed? We assessed all district 4th, 6th, and 8th graders as a pilot study, spring of 2002. We are assessing all grades 3-8 spring of 2003. No specific groups were excluded from pilot testing.

Scores are reported here as (check one): NCEs ___ RIT scores X Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April				
SCHOOL SCORES					
Total Score (RIT/percentile)	210.6/65				
Number of students tested	58				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES (Not Applicable)					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scale scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score (mean RIT)	210.6				
STANDARD DEVIATIONS					
Total Standard Deviation	10.0				

Minnesota STATE CRITERION-REFERENCED TESTS,

Data Display Table for Mathematics

Math Grade 5: Park Spanish Immersion School

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April				
SCHOOL SCORES (average scale scores)	1701.5				
TOTAL	1701.5				
At or Above Basic %	4.34				
At or Above Proficient %	41.30				
At Advanced %	54.35				
Number of students tested	46				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES (Not Applicable)					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES (average scale scores)	1502.6				
TOTAL NUMBER OF STUDENTS TESTED	60832				
At or Above Basic %	29.76				
State Mean Score (not available)					
At or Above Proficient %	56.22				
State Mean Score (not available)					
At Advanced %	14.02				
State Mean Score (not available)					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Minnesota STATE CRITERION-REFERENCED TESTS,

Data Display Table for Reading

READING Grade 5: Park Spanish Immersion School

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April				
SCHOOL SCORES (average scale scores)	1699.1				
TOTAL	1699.1				
At or Above Basic %	6.52				
At or Above Proficient %	41.31				
At Advanced %	52.17				
Number of students tested	46				
Percent of total students tested	100				
Number of students excluded	0				
Percent of students excluded	0				
SUBGROUP SCORES (Not Applicable)					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES (average scale scores)	1552.4				
TOTAL NUMBER OF STUDENTS TESTED	612172				
At or Above Basic %	25.23				
State Mean Score (not available)					
At or Above Proficient %	49.39				
State Mean Score (not available)					
At Advanced %	25.38				
State Mean Score (not available)					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (d) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

Assessment Data (Non-Normed/Nationally Recognized)

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Reading - Park Spanish Immersion School - Test: Qualitative Reading Inventory

Edition/publication year 2nd edition/1994

Publisher Longman

What groups were excluded from testing? Why, and how were they assessed?
No groups were excluded.

Scores are reported here as (check one): NCEs Scaled scores

Percents at or above Grade Level

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May		
SCHOOL SCORES					
Total Score (% at or above grade level)	90	69	79		
Number of students tested	53	41	41		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES (Not Applicable)					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES (Not Applicable)					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					