

# TALLWOOD HIGH SCHOOL GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY

## FULL IMPLEMENTATION EVALUATION

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
Department of Research, Evaluation, and Assessment  
2512 George Mason Drive  
P. O. Box 6038  
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## Global Studies and World Languages Academy Full Implementation Program Evaluation Scorecard

<b>Response to Recommendations</b>				
<b>Implementation</b>				
<b>Students Served</b>				
<b>Outcomes</b>				
<b>Stakeholder Perceptions</b>				
<b>Cost</b>				
	N/A	Not Met	Partially Met	Met

<b>Overall Recommendation:</b>	
<input type="checkbox"/>	Expand
<input checked="" type="checkbox"/>	Continue without Modifications
<input type="checkbox"/>	Continue with Modifications
<input type="checkbox"/>	Discontinue/Phase Out

<b>Response to School Board-Approved Recommendations:</b>		<b>Expectations</b>
Meaningful actions taken in response to all recommendations from the most recent program evaluation.		<input checked="" type="checkbox"/> <b>Met</b>
Meaningful actions taken in response to most recommendations, but some recommendations were not fully addressed.		<input type="checkbox"/> <b>Partially Met</b>
Little to no meaningful actions taken in response to the majority of the recommendations from the most recent program evaluation.		<input type="checkbox"/> <b>Not Met</b>
No school board-approved recommendations available.		<input type="checkbox"/> <b>N/A</b>
<b>Implementation:</b>		<b>Expectations</b>
Implementation of program activities (e.g., student selection, schedule, staff development, curriculum) is closely aligned with the program's purpose, goals, and objectives.		<input checked="" type="checkbox"/> <b>Met</b>
Implementation of some program activities (e.g., student selection, schedule, staff development, curriculum) is closely aligned with the program's purpose, goals, and objectives, while other aspects of implementation are not as well aligned.		<input type="checkbox"/> <b>Partially Met</b>
Implementation of program activities (e.g., student selection, schedule, staff development, curriculum) is not closely aligned with the program's purpose, goals, and objectives.		<input type="checkbox"/> <b>Not Met</b>
<b>Students Served:</b>		<b>Expectations</b>
At or near intended capacity (90% or above) and serving targeted student population.		<input type="checkbox"/> <b>Met</b>
Less than capacity (under 90% of program's capacity) while serving targeted student population OR at or near capacity (90% or above), but not serving the targeted student population.		<input checked="" type="checkbox"/> <b>Partially Met</b>
Less than capacity (under 90% of program's capacity) AND not serving targeted population.		<input type="checkbox"/> <b>Not Met</b>
<b>Outcomes:</b>		<b>Expectations</b>
Evidence that progress has been made in meeting all program goals and/or objectives.		<input type="checkbox"/> <b>Met</b>
Evidence that progress has been made in meeting some program goals and/or objectives, while other program goals and/or objectives were not fully met.		<input checked="" type="checkbox"/> <b>Partially Met</b>
Little or no evidence that program goals and/or objectives have been met.		<input type="checkbox"/> <b>Not Met</b>
<b>Stakeholders' Perceptions:</b>		<b>Expectations</b>
Consistently positive perceptions from stakeholders regarding effectiveness and satisfaction levels (e.g., 80% or more respondents demonstrating positive perceptions regarding key program elements).		<input checked="" type="checkbox"/> <b>Met</b>
Inconsistent and/or mixed perceptions regarding effectiveness and satisfaction levels (e.g., some positive and some less positive perceptions regarding key program elements).		<input type="checkbox"/> <b>Partially Met</b>
Consistently less positive perceptions regarding effectiveness and lower satisfaction levels (e.g., less than 80% of respondents demonstrating positive perceptions regarding key program elements).		<input type="checkbox"/> <b>Not Met</b>
<b>Cost:</b>		<b>Expectations</b>
At or near annual program budget (within 10%) with evidence of efficient use of resources.		<input type="checkbox"/> <b>Met</b>
Evidence of efficient use of resources, but more than 10 percent over budget.		<input checked="" type="checkbox"/> <b>Partially Met</b>
More than 20 percent over budget OR evidence of inefficient use of resources regardless of actual versus budgeted expenses.		<input type="checkbox"/> <b>Not Met</b>
No proposed budget available.		<input type="checkbox"/> <b>N/A</b>
<b>Cost:</b>	<b>One-Time Start-Up: \$252,932</b> <b>Annual Operating: \$682,920</b>	<b>Approximate Cost Per Pupil: \$2,269 (operating cost)</b>
		<b>Total: \$935,852</b>

**TALLWOOD HIGH SCHOOL  
GLOBAL STUDIES AND WORLD LANGUAGES ACADEMY (GSWLA)  
FULL IMPLEMENTATION EVALUATION**

**EXECUTIVE SUMMARY**

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**OTHER CONTACT PERSON:** Jared A. Cotton, Ed.D., Assistant Superintendent  
Department of Research, Evaluation, and Assessment

In October 2007, the Department of Research, Evaluation, and Assessment provided a year-two evaluation of the Global Studies and World Languages Academy (GSWLA) and recommended that the academy program undergo a full implementation evaluation during the 2008-09 school year. The full implementation evaluation includes actions taken in response to School-Board approved recommendations, continued implementation of the academy, students served by the program, progress made toward achieving the program goal and objectives, cost, and recommendations regarding the continuation of the academy beyond June 2010. The purpose of this report is to provide the School Board and Superintendent with information on the full implementation and progress of the Global Studies and World Languages Academy during the fourth year of the academy's operation.

<b>Response to School Board-Approved Recommendations</b>	<b>Expectations</b>
Meaningful actions taken in response to all recommendations from the most recent program evaluation.	Met
<p><b><u>Rationale for Rating:</u></b></p> <ul style="list-style-type: none"> <li>▪ Academy leadership took meaningful actions regarding each of the recommendations from the year-two evaluation.</li> <li>▪ Actions were taken to increase the enrollment of qualified students into the academy. These actions included the development and implementation of strategic initiatives that involved visits to all middle schools within the district. Middle school gifted resource teachers and guidance department chairs visited Tallwood High School for presentations related to the academy. The academy also participated in and sponsored community fairs, the Academy Night, and the Open House at Tallwood High School. In addition, the academy worked collaboratively with the Department of Media and Communications Development to develop a marketing plan for the academy. During the 2007-08 school year, 86 students enrolled in the academy, while in 2008-09, 107 new students enrolled in the GSWLA. This marks the first year that the incoming ninth-grade class surpassed the proposed capacity of 100 students.</li> <li>▪ Academy leadership secured dual enrollment agreements with Tidewater Community College (TCC) for three courses, Studies in Eastern Thinking, African American History I, and Supervised Study (HUM 299). Academy leadership continues to communicate with TCC and Old Dominion University (ODU) regarding the possibility of additional dual enrollment agreements.</li> <li>▪ In order to create opportunities for greater collaboration among academy teachers, academy leadership attempted to develop a master schedule that would allow for common planning</li> </ul>	

time among all academy teachers. In addition, several monthly meetings were held which allowed academy teachers to collaborate on curriculum issues, special projects, and new programs, such as community service and portfolio development. During these staff meetings, teachers were given the opportunity to brainstorm topics that would guide their collaborative efforts throughout the school year.

**Implementation**

**Expectations**

Implementation of program activities (e.g., student selection, schedule, staff development, curriculum) is closely aligned with the program's purpose, goals, and objectives.

Met

**Rationale for Rating:**

- The academy continued to adhere to the process outlined in the proposal for student selection. During each year of the academy, a second round of applications was necessary due to lower than expected applications. The need for a second round of applications for the academy did not have an impact on scheduling, and the academy started the 2008-09 school year on time with 107 new students, which represented 61 percent of the students who had applied to the academy.
- Approximately 93 percent of new academy students and 100 percent of their parents perceived the application process as clear and easy to complete (students-87% and parents-96%), and they felt they had enough time to fulfill all of the application requirements (students-93% and parents-96%).
- Academy staff members were encouraged to sign up for PDP courses that helped the academy further its goals in relation to curriculum development and technology. Teachers took PDP courses on various elements of Understanding by Design and integrating technology into the curriculum, which is in line with the Compass to 2015. In addition, common planning time was utilized for collaborative learning and sharing. The academy also used common planning time to collaborate with the computer resource teacher and a representative from the Department of Technology to introduce software programs and applications.
- Over the last two years, the GSWLA has made progress in addressing recommendations related to diversifying staff. During the 2008-09 school year, African American teachers represented 16 percent of the academy staff, which is slightly less than the 18 percent at Tallwood and more than the 11 percent at the division level. The percentage of African American teachers in the academy during the 2008-09 school year was much higher than in previous years, as the first two years of the academy had no African American representation among the teaching staff.
- By the fourth year of the academy, the curriculum was fully implemented with sufficient enrollment in required and core courses. Academy students were enrolled in a number of advanced placement (AP) courses and had dual enrollment options available to them. The first graduating class completed the Global Connections course, in which they completed a project with a culminating presentation featuring an in-depth study of a global culture and issue of concern. All seniors received a passing grade, with 95 percent of the students earning an A, B, or C in the Global Connections course.

Students Served	Expectations
Less than capacity (under 90% of program's capacity) while serving targeted student population OR at or near capacity (90% or above), but not serving the targeted student population.	Partially Met

**Rationale for Rating:**

- While the academy continued to serve its targeted population, at the beginning of the 2008-09 school year, 301 students were enrolled in the program resulting in a capacity of 75 percent.
- Based on the end-of-year survey results, 86 percent of the staff members agreed or strongly agreed that the selection process identified promising GSWLA students.
- For the 2008-09 school year, 176 students applied for admittance into either the ninth or the tenth grade of the academy. Of those 176 applicants, 167 (94.8%) were found to be qualified and were offered admission to the academy. Of the 167 students offered positions, 107 (64%) accepted the offer and enrolled in the academy as of September 30, 2008. The percentages of students who applied and were selected were similar to the first two years of academy operations.
- Students in the GSWLA had relatively similar racial/ethnic percentages as the division. When compared to Tallwood High School, the academy had a lower percentage of African Americans, a higher percentage of Caucasians, and the similar percentage of Asian/Pacific Islanders. Twelve percent of the academy students received free or reduced lunch, which was lower than both the school (21%) and division (22%) levels. None of the academy students received special education services, which was below both the school (10%) and division (12%) levels, and 23 percent of the academy students were identified as gifted, which was higher than both Tallwood High School (13%) and the division (15%).

Outcomes	Expectations
Evidence that progress has been made in meeting some program goals and/or objectives, while other program goals and/or objectives were not fully met.	Partially Met

**Rationale for Rating:**

The program goal and objectives remained the same in year four as those approved by the School Board. The GSWLA listed one goal in the approved proposal: To “provide students the skills and knowledge necessary to succeed in the global studies and world languages fields of study in postsecondary education and in careers.” The academy also specified five objectives for students and one objective for the academy to achieve. As indicated below, the academy made progress with respect to each of its objectives. Overall, areas requiring additional attention included the establishment of collaborative agreements and clarification concerning the final senior project.

**Objective #1: Students will successfully complete a sequential program of study that focuses on critical skills, knowledge, and technology in the fields of global studies and world languages.**

- Data pertaining to this objective appeared to demonstrate that progress was made toward successfully completing a sequential program of study. A majority of students, parents, and teachers felt that the academy facilitated the learning of critical skills, knowledge, and technology in the fields of global studies and world languages. In addition, course enrollment data showed that in most cases, students successfully completed required core and academy

courses and that academy students' mean grade average for 2008-09 was 3.03 while the mean grade average for nonacademy students at Tallwood was 2.40.

**Objective #2: Students will have an opportunity to earn postsecondary credit.**

- During the 2008-09 school year, GSWLA students were enrolled in 18 different AP courses. AP courses with 15 or more students enrolled included AP US History, AP English 11, AP Government and Politics: US, AP World History, AP Environmental Science, AP Human Geography, and AP Statistics.
- Starting in the first year of the academy and continuing during the fourth year, discussions for the development of dual enrollment courses have taken place between the academy leadership and leadership at Norfolk State University (NSU), Old Dominion University (ODU), and Tidewater Community College (TCC). During the 2007-08 and 2008-09 school years, the School Board approved three dual enrollment courses through TCC--Studies in Eastern Thinking, African American History I, and Supervised Study (HUM 299). There has been no enrollment in Studies in Eastern Thinking, one enrollment in African American History I, and four students enrolled in the Supervised Study (HUM 299) course.

**Objective #3: Students will meet or exceed the Commonwealth of Virginia Standards of Learning tests.**

- Overall, progress was made during year four toward meeting the academy objective that states students will meet or exceed the Standards of Learning (SOL) based on SOL test performance. Preliminary SOL results showed that academy students outperformed nonacademy Tallwood High School students, and in many cases the division, on applicable SOL tests. Passing rates for academy students ranged from 94 to 100 percent, while SOL passing rates ranged from 68 to 94 percent for nonacademy Tallwood students. At the division level, the passing rates ranged from 82 to 96 percent.

**Objective #4: Collaborative agreements with institutions of higher education that result in ongoing program development and assessment will be established.**

- Academy leadership had several collaborative meetings with TCC, ODU, and NSU representatives over the past four years of program implementation. To date, the academy has secured dual enrollment agreements for three courses with TCC--African American History I, Studies in Eastern Thinking, and Supervised Study (HUM 299). The academy also collaborated with TCC to arrange for the Lost Boys holocaust genocide survivors and distance learning experience.
- While no formal collaborative agreement has been reached with ODU, representatives from ODU have worked with the academy leadership to develop curriculum proposals. A contact person from ODU organized guest speakers from the university and spoke to students about international careers. During the third year of the academy, ODU arranged a campus tour for students, which included speakers on Model United Nations, ODU Study Abroad programs, and college preparatory tools. Recent collaborative efforts with ODU and its partnership with various Chinese universities include a variety of plans to be implemented.
- Norfolk State University has worked with the academy by participating in the mock interviews and has future plans to sign a community partnership agreement.

**Objective #5: Students will participate in job shadowing and/or other community programs that make student learning more engaging and relevant and create linkages with the academic and business communities.**

- Through job shadowing, field trips, community partnerships, guest speakers, mock interviews, culture cafés, and other activities, the academy has made substantial progress in the objective of offering active learning experiences.
- All GSWLA ninth graders participated in either full day or half-day job-shadowing opportunities as part of their enrollment in the International Careers course. Partnerships were created with 48 community businesses or educational institutions. The largest areas of job shadowing involved law (15%), business development and marketing (13%), education (11%), and health care (9%).
- Students enrolled in the GSWLA had several opportunities for educational field trips. During the 2008-09 school year, four GSWLA students traveled to Ireland. In addition, students participated in field trips to local universities, cultural events, habitats, and historic sites. When asked what they had gained from enrollment in the academy, several students responded on the end-of-year survey that they had gained a great deal from the field trips, particularly the trips to the Chesapeake Bay Foundation Port Isobel Island Study Center, Tangier Island, and the trip to Philadelphia.
- Community partnerships were developed with several local agencies during the 2008-09 school year, including the Noblemen, Operation Smile, Seton Youth Shelter, and Victims Against Crime. An additional partner, the Hampton Roads World Affairs Council, provided guest speakers, acted as mock interviewers as well as panelists for senior project presentations. The president of the Hampton Roads World Affairs Council spoke at the GSWLA graduation celebration.
- A series of speeches were given by individuals from the community, many of them with the use of videoconferencing, regarding global issues. In addition, a series of mock interviews were conducted to provide academy students practice in this skill, and culture cafés incorporated the community into the academy, as well as community service opportunities.

**Objective #6: Students will complete a long-term project with a culminating presentation in their senior year featuring an in-depth study of a global culture and issue of concern.**

- All seniors completed their senior project and presented their work, featuring an in-depth study of a global culture and an issue of interest, to a panel of judges consisting of nonacademy professionals from a variety of organizations. Senior projects focused on a wide-range of topics such as homelessness around the world, radical Islam, the crisis in Darfur, cross-cultural communications, and conflict resolution. All seniors that participated in the seminar course received a passing grade, with 95 percent of the students earning an A, B, or C in the course.
- According to the responses from seniors who participated in the academy senior exit survey, 70 percent of the seniors indicated that the senior project was useful. Approximately 28 percent of the students completing the survey indicated that the senior project was not a useful component of the program. While all seniors completed their senior project, a sizable number of seniors indicated that the process related to the senior project needed to be more organized, and students needed additional guidance regarding the purpose of the senior project as well as its usefulness.

Stakeholders' Perceptions	Expectations
Consistently positive perceptions from stakeholders regarding effectiveness and satisfaction levels (e.g., 80% or more respondents demonstrating positive perceptions regarding key program elements).	Met
<p><b><u>Rationale for Rating:</u></b></p> <ul style="list-style-type: none"> <li>▪ Overall, the results generally showed that by the fourth year of the academy, students had higher levels of agreement regarding various facets of the academy compared to students from the first year of the academy program.</li> <li>▪ Students (90%), parents (97%), and staff (100%) indicated that the GSWLA provided students with the opportunity to gain intellectual skills needed to make global connections across disciplines. A majority of students (75%), parents (92%), and staff (100%) agreed the program offered opportunities for students to learn leadership skills. In addition, students (85%), parents (87%), and staff (100%) agreed that the GSWLA provided technological skills needed to communicate with a worldwide audience.</li> <li>▪ The survey item with the largest increase in agreement levels from the first year to the fourth year addressed the academy's ability to offer course work that was more advanced than course work found in regular high school classes. There was a 40 percentage-point increase among students during the fourth year of the program compared to the first year of program operation for this survey item.</li> <li>▪ During the 2008-09 school year, there were no areas that witnessed a decline in the percentage of agreement among academy students. Areas that had agreement levels increase by at least 25 percentage points or more included the academy providing technological skills, leadership opportunities, critical thinking, and a challenging curriculum. Those facets of the program that saw agreement levels increase by at least 19 percentage points included the academy offering opportunities to gain intellectual skills needed to make global connections across disciplines and solve problems in creative ways.</li> <li>▪ Based on survey responses, the most valuable experiences for graduating seniors during their time in the GSWLA ranged from field trips (33.3%) and language courses (20.3%) to interacting with liked-minded students (18.5%), participation in culture cafés (14.8%), and job-shadowing opportunities (11.1%).</li> <li>▪ Parents had levels of agreement of 90 percent or higher on items pertaining to the GSWLA such as providing students the opportunities to gain intellectual skills (96.6%), helping students to think critically (94.8%), providing a challenging curriculum (93.1%), providing opportunities to learn leadership skills (92.3%), and ensuring students are clear about their responsibilities as an academy student (90.5%). When comparing this year's responses to the first year of operation, the levels of agreement from parents increased.</li> <li>▪ During the 2008-09 school year, all teachers agreed with the statements concerning the academy providing instruction that targets a variety of learning styles, opportunities for students to gain intellectual skills needed to make global connections across disciplines, as well as opportunities for students to gain leadership and technological skills needed to communicate with a worldwide audience. The lowest levels of agreement were related to continued implementation of the GSWLA program and students demonstrating an awareness</li> </ul>	

of the program's expectations. The perceptions of parents' awareness of the program's expectations, the academy providing more advanced course work than regular high school courses, and course work that requires students to think critically and solve problems creatively all increased in agreement levels from the first year of the program. Of the survey items that addressed what the academy offered students, academy expectations and responsibilities, only one item witnessed a sizable decrease in the level of agreement from the first year to the fourth year of the academy. The item evidencing a decrease addressed the extent to which the academy teachers had a clear understanding regarding their responsibilities. There was a 14 percentage-point decrease from year one of the academy to year four.

- There were various open-ended survey items posed to the academy leadership team and community partners. These questions centered on program implementation, the challenges that the academy faced during implementation, their perceptions about what students gained from enrolling in the academy, strengths of the program, improvements that could be made, and any additional comments that they wished to make. In general, responses were positive and included, where appropriate, suggestions for program improvement. A few areas of improvement consisted of additional funding for field trips, increased collaboration with other student organizations, focusing on fine tuning the curriculum for seminar courses, and expanding partnerships with universities.

Cost	Expectations
Evidence of efficient use of resources, but more than 10 percent over budget.	Partially Met

**Rationale for Rating:**

- The total cost for the 2008-09 school year, including one-time and recurring costs was approximately \$935,852, which was \$241,857 higher than the proposed cost for 2008-09, which was \$693,995. The total operating cost for 2008-09 was \$682,920 and accounted for 73 percent of the total cost. The \$518,672 cost for personnel included the academy coordinator and academy-specific personnel above the allocation based on a 19:1 student-to-teacher ratio, and accounted for 76 percent of the operating budget. The cost for transportation was \$140,178, which accounted for 21 percent of the operating budget. The cost for staff development was \$10,065, subscriptions \$10,416, field trips \$920, dues and memberships \$200, office supplies \$2,099, and communication \$370, which all accounted for 4 percent of the operating budget. The total start-up or one-time cost in 2008-09 was \$252,932.
- Across all four years, the total cost, including one-time and recurring costs for the GSWLA to date, was \$3,108,793. This was \$366,910 higher than the proposed cost of \$2,741,883. The total cost, across all four years, exceeded the proposed costs by approximately 13 percent.

## RECOMMENDATIONS

**Recommendation One:** Continue to operate the GSLWA at Tallwood High School without modifications.

### **Rationale:**

The recommendation to continue the GSLWA is based on evaluation results that have shown marked improvement in the areas of responding to School-Board approved recommendations, program implementation, stakeholders' perceptions, and program outcomes. Concerted efforts were made by the academy leadership to increase the enrollment of qualified students into the academy by incorporating a variety of methods and strategies. The results of these efforts can be seen in the increased number of new students that were enrolled during the 2008-09 school year. The recommendation to continue the program is also supported by the dual enrollment agreements that were secured by the academy leadership. As a result, three courses are available to provide students the opportunity for postsecondary credit. In addition, the academy leadership continues to create opportunities for greater collaboration among academy teachers who work to "prepare students for world citizenship by providing opportunities to develop the intellectual skills needed to make global connections among all disciplines."

Regarding implementation of program elements such as student selection, schedule, staff development, and curriculum, the academy is making progress. While the academy has struggled to meet capacity, it continues to adhere to the process outlined in the proposal for student selection and continues to recruit from all middle schools within the division, and as a result continues to attract highly qualified students. Over the last two years, the GSWLA has made great strides in addressing recommendations centered on diversifying staff. During the 2008-09 school year, African American teachers represented 16 percent of the teaching staff, which is slightly less than the 18 percent at Tallwood and more than the 11 percent at the division level. The percentage of African American teachers in the academy during the 2008-09 school year was much higher than in previous years, as the first two years of the academy had no African American representation among the teaching staff.

The full implementation of the program is on schedule as outlined in the proposal, and staff development needs and activities continue to effectively be addressed by academy leadership. Overall, the curriculum has been fully implemented with all required courses being offered and sufficient enrollment achieved. The 2008-09 school year included the first graduating class for the GSWLA, and all seniors successfully participated in the senior project.

Stakeholders, including students, parents, teachers, academy leadership, and community partners, provided overall positive feedback about the academy and generally agreed that the impact the academy is having on students is in line with the overall goal and objectives of the academy.

While the GSWLA has made progress toward meeting its goal and objectives over the last four years, there are several areas that should be monitored through the academy's continuous improvement plan within the Office of Academy Programs. Suggestions for the areas where efforts should be focused include the following:

- Continued efforts are needed to improve or maintain student enrollment for incoming classes (ninth grade) in order to reach full program capacity. Academy leadership should continue to explore additional avenues of marketing and building interest in the program. (Office of Academy Programs, Tallwood High School)

- While dual enrollment agreements have been reached and students have enrolled in two of the dual enrollment classes, additional efforts should be undertaken to encourage students to enroll in all available dual enrollment courses. (Office of Academy Programs, Tallwood High School)
- The academy needs to continue to strengthen and expand its relationship with universities/colleges, local businesses, and community partners, and to expand the opportunities students have for active learning activities. (Office of Academy Programs, Tallwood High School)
- The most prominent curriculum-related issue involves feedback from seniors regarding the senior project. A sizable number of seniors indicated that the process related to the senior project needed to be more organized and students needed additional guidance regarding the purpose of the senior project as well as its usefulness. (Office of Academy Programs, Tallwood High School)