

VIF International Education Splash Dual Language Immersion Program

Overview of Outcomes

An independent evaluation of the Splash dual language immersion program indicates that, on average, year after year, Splash students are demonstrating results on North Carolina End of Grade standardized tests that outpace their peers within the same schools and statewide.

- **Overall proficiency on EOG tests: Splash students outperform peers.**
- **Student Achievement by Race/Ethnicity: Splash students outperform peers.**
- **Student Achievement of Limited English Proficient students: Splash students outperform peers.**
- **Student Achievement of Free and Reduced Lunch students: Splash students outperform peers.**
- **Student Attendance: Splash students have higher rates of attendance than peers.**

A 3rd grade student in a Splash classroom is expected to score 22% of a standard deviation higher on the End of Grade Math test and 25% of a standard deviation higher on the End of Grade Reading test than a demographically similar student in a non-Splash classroom in the same school. In terms of days of learning, this means, on average, **Splash students gain the equivalent of 108 more days of reading instruction** than a similar student in a non-Splash classroom.

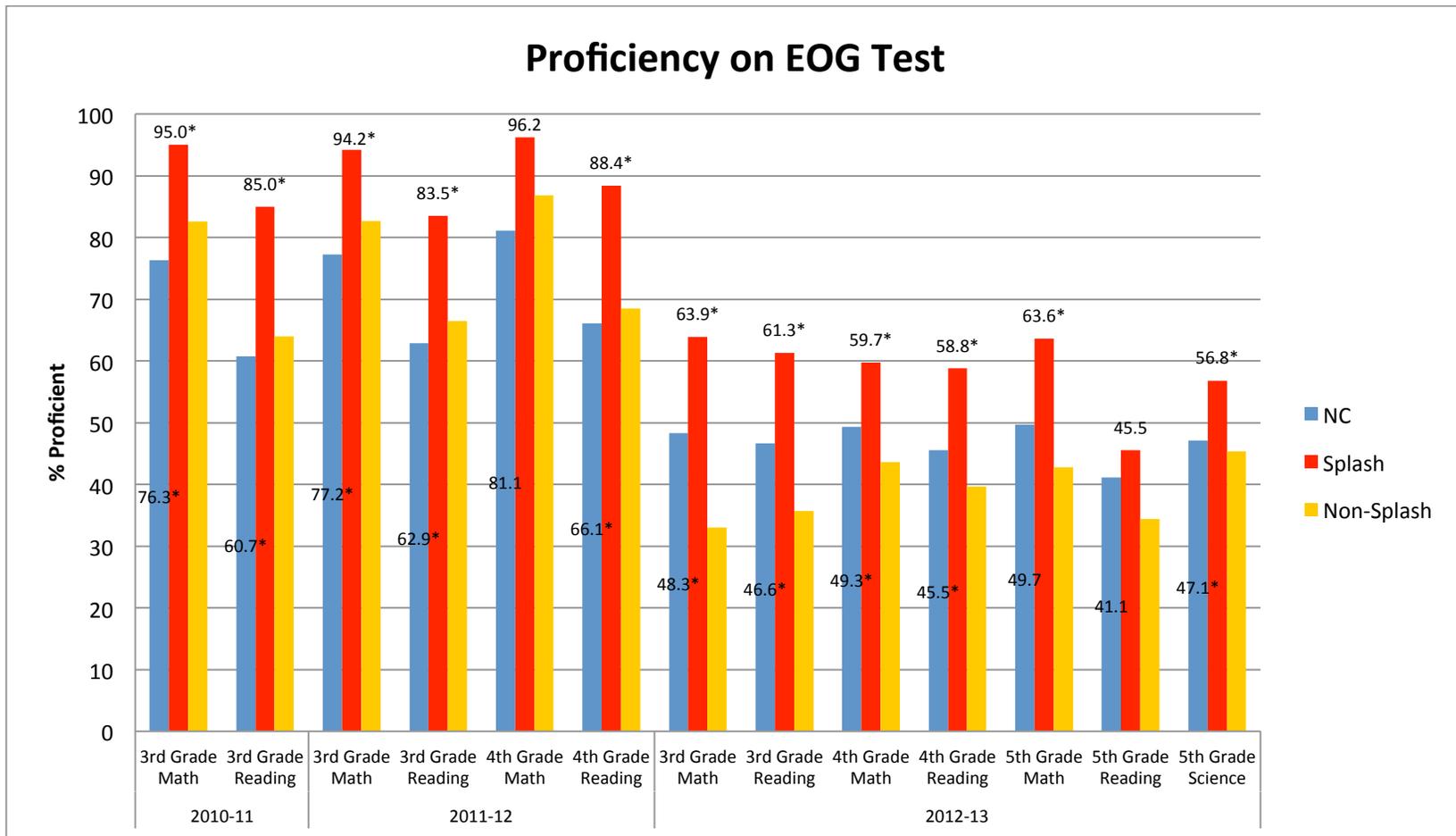
Of particular note is the higher performance in math and reading by students identified as Limited English Proficient and students eligible for Free and Reduced Lunch, as compared to their peers. On average, an economically disadvantaged student in a Splash classroom can expect to score an additional 32% of a standard deviation higher on the 3rd grade Math EOG test than a free or reduced price lunch eligible student in a comparison classroom, enough to compensate for the estimated gap in test scores between economically disadvantaged students and their higher income peers. **By raising the overall proficiency rate of the school, Splash students support their schools in reaching both federal and state Annual Measurable Objectives (AMO) targets.**

The North Carolina averages in this study are from *The North Carolina State Testing Results* (“The Green Book”) published by the North Carolina Department of Public Instruction. The student data was collected and analyzed by University of North Carolina at Chapel Hill’s Education Policy Initiative at Carolina, for school years 2010-11, 2011-12 and 2012-13.

Splash students’ scores were higher than peers across subjects and demographics, however, in some areas, the results are not statistically significant ($p \leq .05$). Statistically significant differences are noted with an asterisk().*

Preliminary review of data from the 2013-14 school year demonstrates Splash student outcomes consistent with prior years. Analysis of this data will be completed in early 2015.

Overall proficiency on EOG tests 2010–2013: Splash students outperform peers.

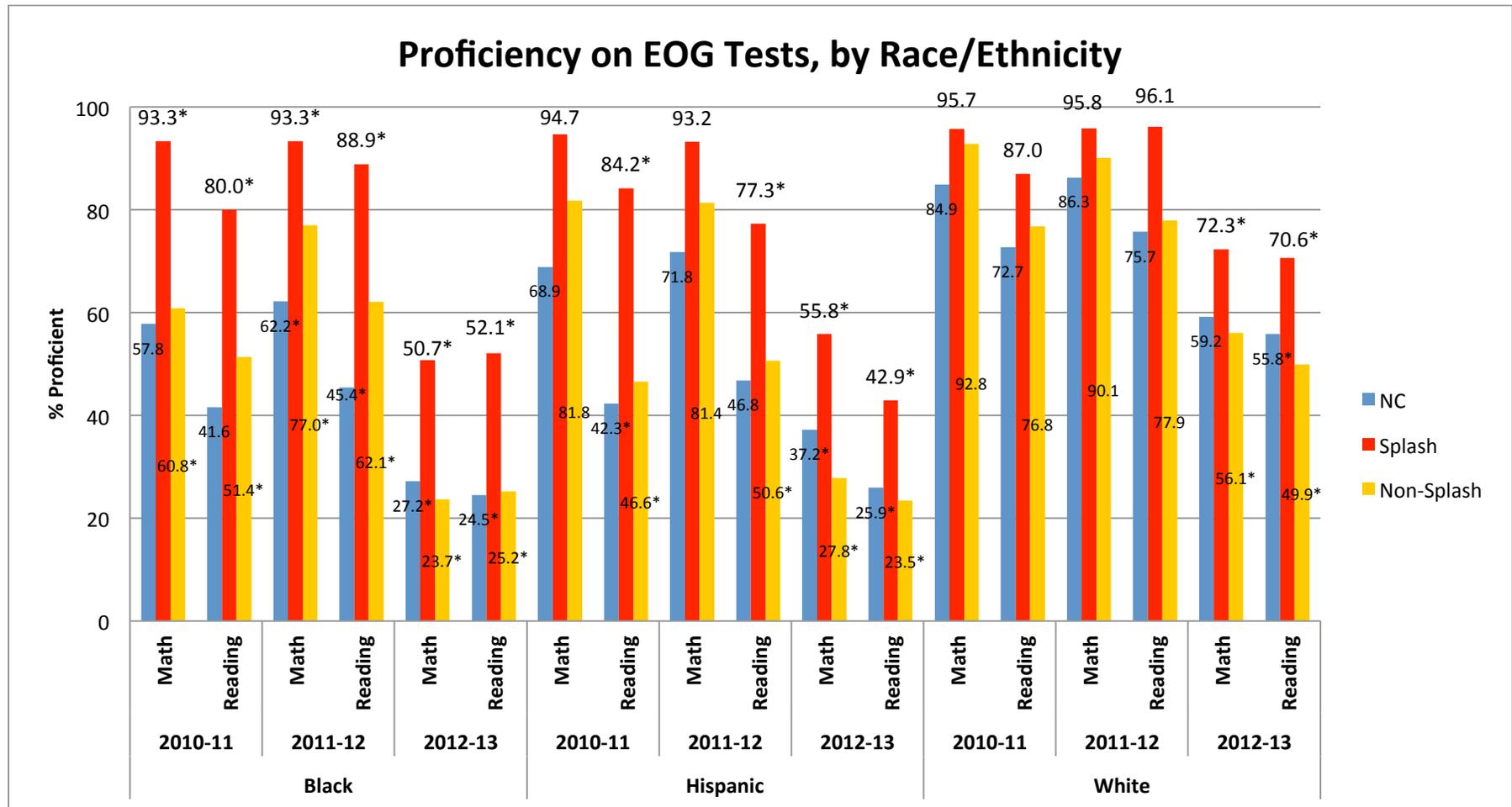


*indicates statistical significance (p<=0.05)

Data from 2010-11, 2011-12 and 2012-13 shows that Splash students End of Grade test scores were **higher than peers in same school and statewide across all tested subjects.**

Data from 2010-11, 2011-12 and 2012-13 shows that Splash students demonstrated **higher rates of proficiency on End of Grade tests than peers in same school and statewide across all tested subjects.**

Student Achievement by Race/Ethnicity 2010–2013: Splash students outperform peers.

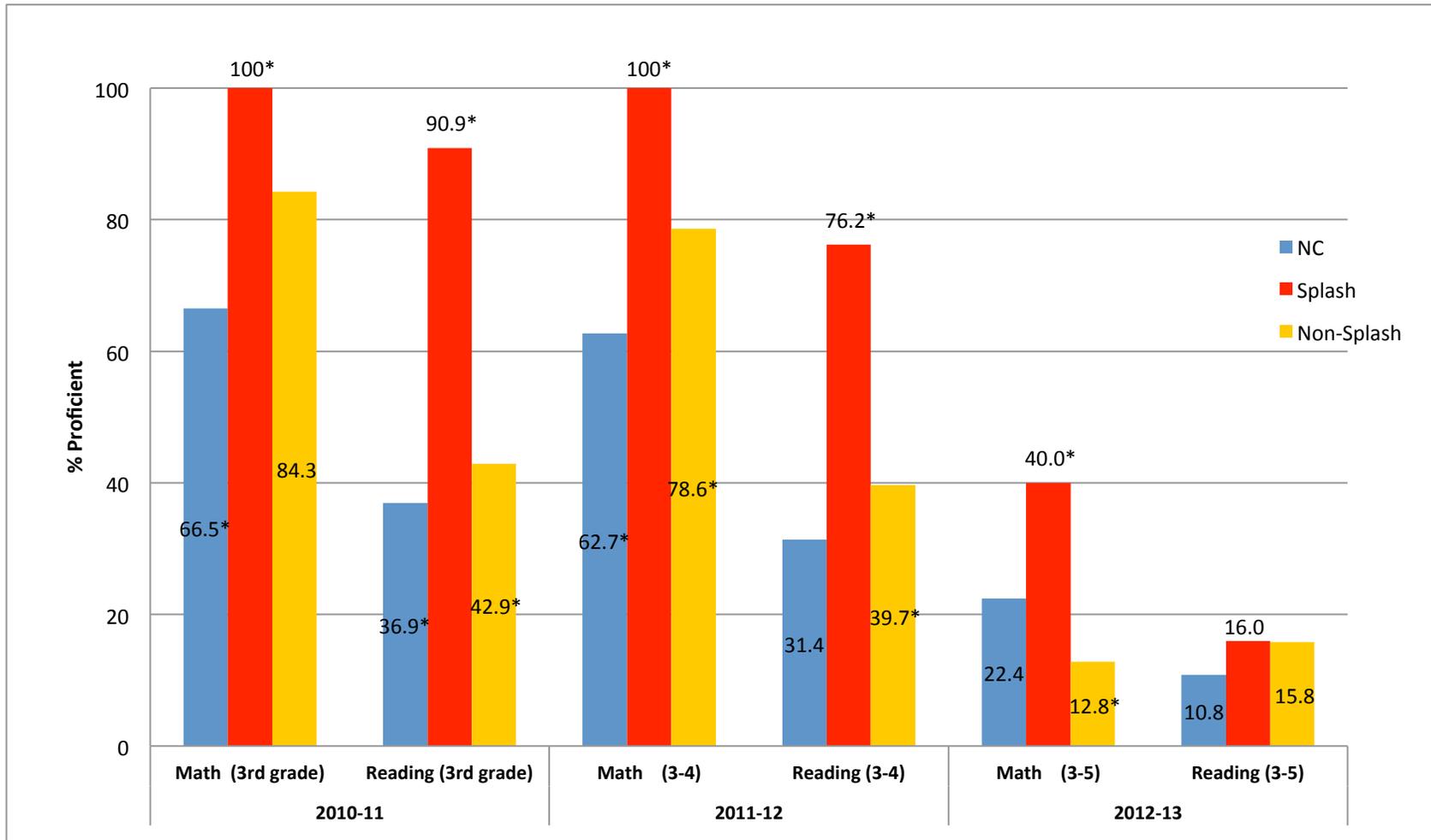


*indicates statistical significance (p<=0.05)

Splash student scores examined by racial and ethnic subgroup demonstrate that Black, Hispanic and White Splash students perform at least as well, and often better than their peers in the same schools and statewide. Annual Measurable Objectives (AMO) targets include proficiency rates for students by race and ethnicity, so when Splash students from these subgroups outperform their peers, they again support their schools in reaching both federal and state AMO targets.

Student Achievement of Limited English Proficient students 2010–2013: Splash students outperform peers.

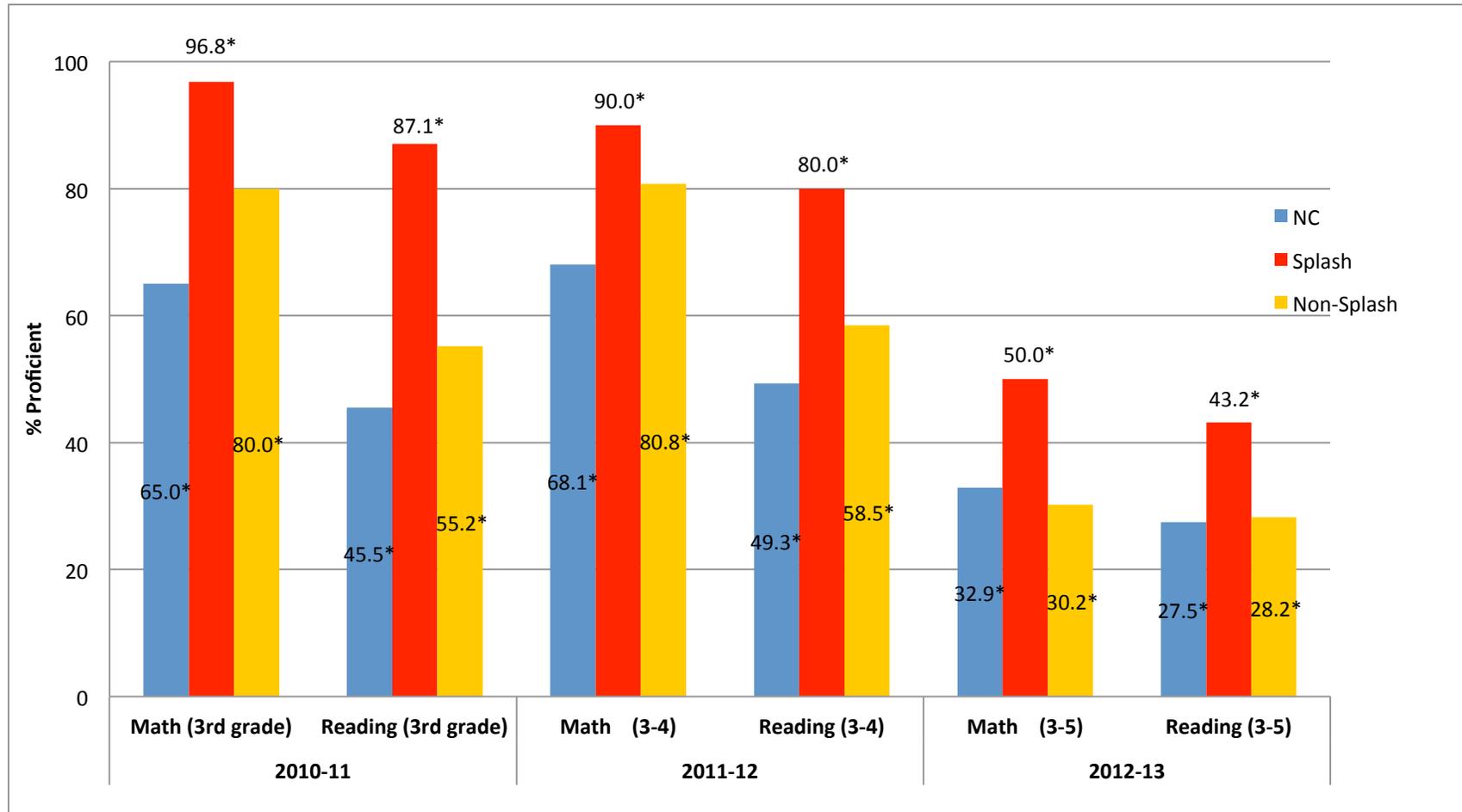
Proficiency on EOG Tests, Limited English Proficient Students, 2010-11 through 2012-13



*indicates statistical significance (p<=0.05)

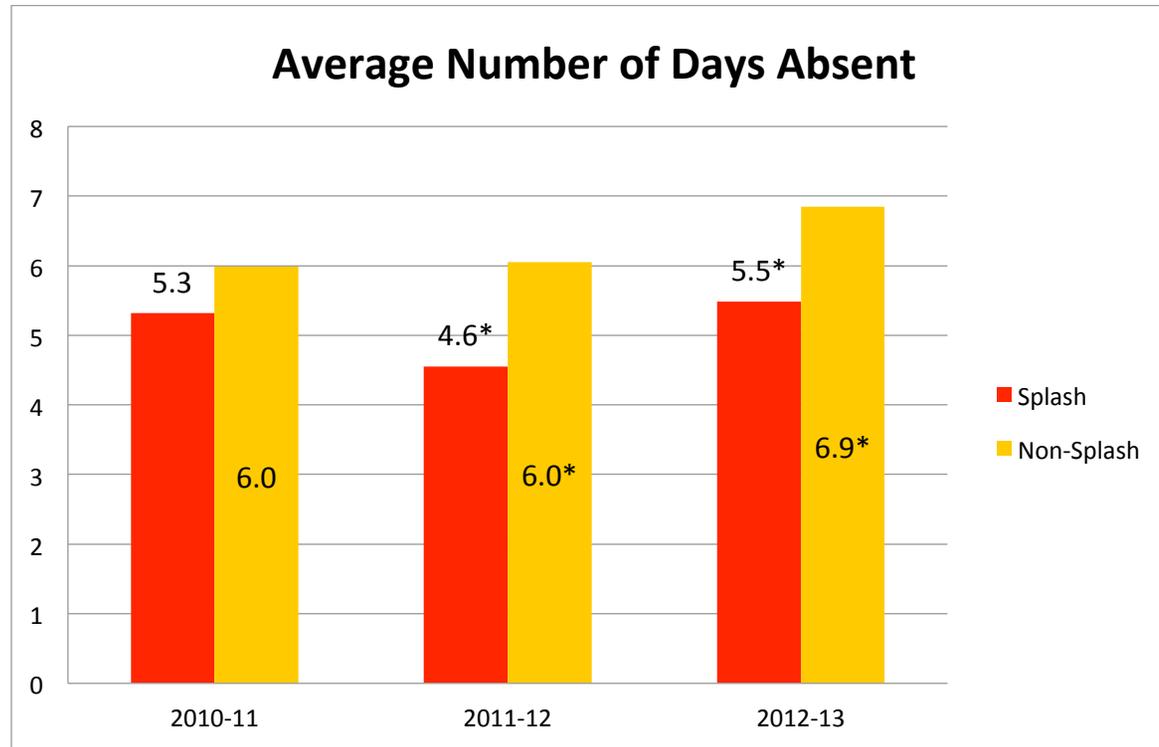
Achievement of students eligible for Free and Reduced Lunch 2010–2013: Splash students outperform peers.

Proficiency on EOG Tests, Students Eligible for Free or Reduced Price Lunch, 2010-11-2012-13



*indicates statistical significance (p<=0.05)

- Student Attendance 2010–2013: Splash students have higher rates of attendance than peers.



*indicates statistical significance ($p \leq 0.05$)

During the 2010-11, 2011-12 and 2012-13 school years, Splash students were absent fewer days than their peers in the same schools.

Summary of research conducted by Kristina M. Patterson

