

Abstract

Title: Pasadena Unified School District K-12 Arts, Environmental Science, & Dual Language Immersion Programs

Population: PUSD serves 14,438 in 24 schools. The student population is 59.2% percent Hispanic, 10.3% percent African American, 7.2% percent Asian, 17.8% percent White, 0.2% American Indian/Alaska Native, 0.2% Native Hawaiian or Pacific Islander and 4.3% two or more races. 69.8% of students are socioeconomically disadvantaged.

School, Grades Served	Magnet Theme, Special Curricular Programs	New or Revised and Schoolwide or Program	Students Served
Longfellow Elementary (TK-5)	Spanish Language and Cross-cultural Learning	New, Schoolwide	1,132
Eliot Middle School (6-8)	Visual and Performing Arts with French Immersion	Revised, Schoolwide	1,547
Washington Elementary (TK-5)	Environmental Sciences with Spanish World Language	Revised, Schoolwide	874

Primary Activities: 1) Attractive magnet themes that increase academic achievement through rigorous, standards-based interdisciplinary curriculum that draws on the expertise of community partners, 2) Expanded and enriched learning opportunities, 3) Positive behavior interventions and integrated supports, 4) Systems that support the development of a diverse educator workforce, and 5) Active community engagement and collaborative leadership. **Goals and Outcomes:** Decrease in overall percentage of socioeconomically and racially isolated groups (to near district averages; Fully developed magnet themes resulting in increased academic achievement and thematic proficiency; Decreased suspension and chronic absenteeism rates; Fully developed systems that promote a diverse educator workforce and collaborative leadership practices.

Research Design: The external evaluation team will examine the impact of 1) Spanish Dual Language Immersion and 2) magnet programs on student achievement with a rigorous quasi-experimental design. The first study will build on the research of Saunders (1999) *Improving Literacy Achievement for English Learners in Transitional Bilingual Programs*, and the second study will build on the research of Bifulco (2009) who found that students who attended magnet schools achieved higher scores in reading and math. Both studies are designed to meet the What Works Clearinghouse (WWC) Promising Evidence though the second study will likely meet the Evidence Standard of Moderate Evidence. **Sample Size:** To be confirmed and 350. **Methods:** The studies will compare intervention students to demographically and academically comparable students in comparison schools. We first identify comparison schools using hierarchical cluster analysis and then proceed to identify comparison students via the radius matching approach, which will meet the baseline equivalence standards established by WWC (2020a & 2020b). **Analysis:** CRESST uses a regression-based approach with bias adjustment. **Outcomes and Contribution:** The studies will produce evidence of promise on a link between 1) Spanish dual language immersion and 2) Quality magnet implementation on increased academic achievement, contributing to the evidence-base on magnet schools and the current body of research aligned directly with the priorities and selection criteria of the Magnet Schools Assistance Program.