

Date: May 6, 2016

For ACTION \_\_\_\_\_

For Board Brief  X

**FROM:** Bethany Nickerson, Ed.D., Executive Director, Office of English Language Learner Services

**THROUGH:** Terri H. Mozingo, Ed.D., Chief Academic Officer  
Alvin L. Crawley, Ed.D., Superintendent of Schools

**TO:** The Honorable Karen Graf, Chair, and Members of the Alexandria City School Board

**TOPIC:** International Academy

**SUMMARY:**

The International Academy provides services to over 600 English Language Learner (ELL) students at T.C. Williams High School and approximately 200 ELL students at Francis C. Hammond Middle School. The attached School Board Brief provides a program overview, program activities, data findings, and recommendations for the program. Data show that most notably the program has produced significant positive instructional changes in the classroom. Continued support for and implementation of this program will ensure immigrant students receive the support and services they need to excel in the classroom.

**BACKGROUND:**

During the 2010-2011 school year, the English Language Learner Office conducted an internal review of the status of the division's programs and services for students identified as English Language Learners. Given their findings (details provided in the attached brief), staff expressed a strong commitment and sense of urgency to making adjustments to both programming and instructional delivery for ELL students. A major focus of our research was the International Network for Public Schools (INPS).

ACPS and INPS formally entered into partnership in the spring of 2012. A one-month leadership internship was followed by full implementation of the model with two teams of teachers and two cohorts of students on a 9<sup>th</sup> grade course sequence in the beginning of the 2012-2013 school year.

The INPS model is known for its innovative and unique approach to working with immigrant populations. All INPS schools adhere to the five principles of the Internationals Network Approach:

1. Heterogeneity and collaboration
2. Experiential learning
3. Language and content integration
4. Localized autonomy and responsibility
5. One learning model for all

Given the positive impact of the INPS model for immigrant students at T.C. Williams, the ELL Office collaboratively worked with the administration at Francis C. Hammond Middle School to plan and implement the International Academy model.

**IMPACT:**

At T.C. Williams we are currently in year four of implementation of the INPS model, with over 600 students across six teams in grades 9-12. Our immigrant English language learner students are experiencing improved support services and instruction, resulting in improved educational outcomes. We will have our first graduating class of students this June. Our first year of middle school implementation at F. C. Hammond is off to a successful start, with approximately 200 students across two teams (one grade 6-7 team and one grade 8 team). The leadership support at all sites has significantly contributed to the overall success of the program.

**RECOMMENDATION:**

The Superintendent recommends continued support of the International Academy model of services.

**ATTACHMENT(S):** 160506\_International\_Academy\_Brief\_v1  
160506\_International\_Academy\_ppt\_v1

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