



Arlington
Public
Schools

WORLD LANGUAGES BRIEFING REPORT

May 2017





WORLD LANGUAGES

The World Languages Office adheres to the guidelines set forth by the American Council of Teachers of Foreign Languages (ACTFL) in helping students master another language. Our goal is to build multilingual communities where students learn communication skills in a world language through studying other cultures, making connections to those cultures, and making comparisons between their culture and others. Students engage in interpretive, interpersonal, and presentational tasks that allow them to explore communities, engage with the world, and better know themselves as global citizens. Through the process, they develop a better understanding of what cultural competence in the 21st century means.

MAJOR SERVICES

- Develop, revise, and enhance curriculum and instructional programs
- Identify and create teacher resources that support a rigorous curriculum aligned with state standards
- Monitor instruction and program implementation promoting high quality instruction through observation and feedback cycles for teachers

- Facilitate and coordinate high-quality professional development for staff
- Afford Credit-by-Exam (CBE) opportunities for proficiency-based credit
- Offer outside opportunities to involve students in world languages
- Screen, recruit, hire, and retain highly effective teachers
- Deliver instructional support for schools

Bright Spots

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

Full Implementation: 2016-17 marks the second year of full implementation of FLES at each of the APS elementary schools. Our instructional coach has worked with eight of our newer schools and has coached, co-planned, and modeled instruction for our newest teachers.

PROFESSIONAL DEVELOPMENT

Peer Rounds: After last year's successful implementation of peer rounds at the elementary level, we expanded peer rounds to the secondary level. We had 23 FLES teachers and 28 secondary teachers participate in the peer rounds process. The goal of rounds is to provide an articulated curriculum, learn from one another's best instructional practices that focus on communication, student movement and engagement and use of the target language in reading, writing, speaking and listening. In addition, we collaborated with District of Columbia Public Schools by having select teachers and their Supervisor and Coordinator visit APS world language classrooms.

Teaching Proficiency through Reading and Storytelling (TPRS): All world language teachers at Jefferson Middle School attended a session on TPRS and the implementation is visible in walk-throughs. Seventeen teachers are signed up for a three-day workshop this summer.

Standards-based: All secondary teachers spent a day in August prioritizing, “unwrapping,” and putting our state standards into student-friendly language. Teachers then developed skeleton units that tie to the standards.

Meeting the needs of Students with Disabilities (SWD): The World Languages Office collaborated with the liaison from student services and focused on accommodations for SWD in world languages classroom.

Writing training for secondary teachers: Last spring, teachers asked the World Languages Office to train secondary teachers in using the rubric to score our common summative writing assessment. Teachers were trained and then practiced scoring for the purpose of proper calibration.

IMPLEMENTATION OF NEW RESOURCES

Literacy in Spanish: With the newly adopted writing curricular resources, Spanish immersion teachers spent a half day analyzing the new resources and committing to their use in Spanish language arts. In addition, each teacher had five half days throughout the school year with an instructional coach to develop units for using newly acquired Spanish mentor texts.

Secondary Immersion: Teachers purchased literary resources to increase student choice and differentiated resources to improve literacy.

Spanish Resource Adoption: Teachers were trained in using the new resources and their digital components.

VIRTUAL AT APS

In our comprehensive high schools, Arabic, Chinese, Japanese, and German now have 40-100% face-to-face instruction.

AMERICAN SIGN LANGUAGE (ASL)

ASL III was implemented this year and we offered Intro to ASL and ASL I at Jefferson Middle School. 22% of students enrolled in ASL are students with disabilities.

CREDIT-BY-EXAM (CBE)

In collaboration with the ESOL-HILT Office, we offered exams in 34 different languages to 293 students, **53% of whom were Limited English Proficient (LEP)**. As a result, 79% of students met the world language requirement for earning the **Advanced Studies Diploma**.

NEW COURSES

For the first time, all sixth grade students had three options in Spanish courses, Intro, Transitional, and Fluent Speakers. In addition, we added Intensified Level I offerings at the middle school for students who had completed FLES or taken an introductory course in the sixth grade. Based on community input, we have also added International Baccalaureate (IB) Arabic for next year.

STARTALK

For the 11th consecutive year, we have been awarded the federal STARTALK Grant. “STARTALK’s mission is to increase the number of US citizens learning, speaking, and teaching critical need foreign languages.”

GOVERNOR’S SCHOOL

Seven students were selected for the Governor’s School in World Languages in the following languages: French, Japanese, Latin, and Spanish.



What We Learned

Our Progressive Planning Model helps the World Language Office prioritize and focus. In order to continue closing the achievement gap for students, we learned:

- Offering immersion teachers additional curriculum development time with an instructional coach will enable them to build Spanish literacy units of study with our newly adopted writing resources.
- Providing training sessions in writing assessments for secondary teachers helped ensure that our teachers were all aligned when scoring county-wide paragraphs. We realize that we still have work to do in regards to assessment and calibration.
- Implementing peer rounds has a positive influence on instructional practices and provides time for teacher reflection on the teaching and learning cycle.
- Reviewing our current practices for serving our heritage Spanish speakers will be a focus moving forward.
- Implementing the Teaching Proficiency through Reading and Storytelling model supports advancing instructional strategies using a communicative approach.

Moving Forward

As we move ahead and continue to advance our program based on what we have learned and current trends in world language instruction, we will:

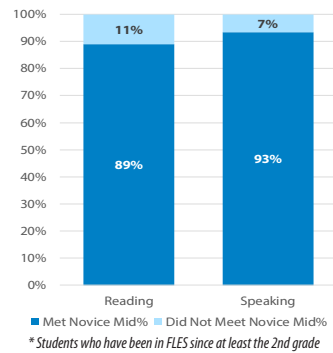
- Expand peer rounds
- Develop curriculum for our Spanish for Fluent Speakers courses
- Create new assessment rubrics and writing prompts
- Investigate using standards-based grading
- Train additional teachers in using Teaching Proficiency through Reading and Storytelling instructional strategies



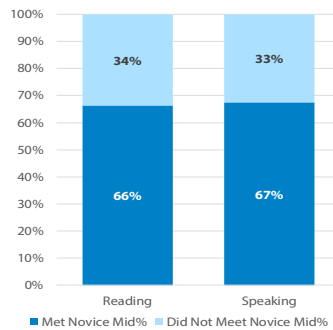
Data which Provides Insight

The World Languages Office evaluates data to monitor our program and the students we serve. We use STAMP (Standards-Based Measurement of Proficiency) to evaluate our FLES program where we expect students to reach at least the Novice-Mid level. We also use the STAMP to measure our immersion students' proficiency levels. The Intermediate Mid-Level is what is required by the state to receive the Virginia Seal of Bilingualism.

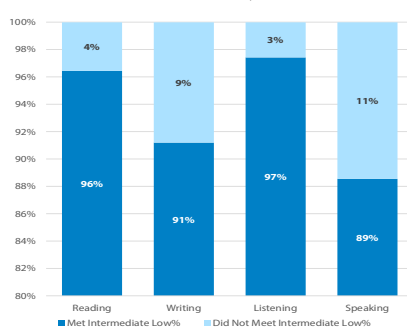
5th Grade FLES Intact Group* Proficiency Results 2017



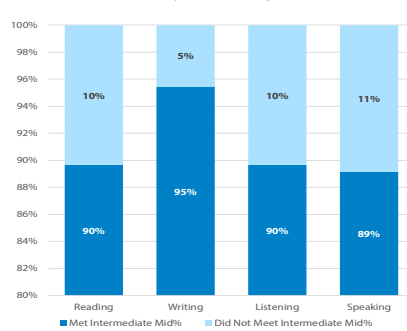
5th Grade FLES SWD Proficiency Results 2017



5th Grade Immersion Proficiency 2017

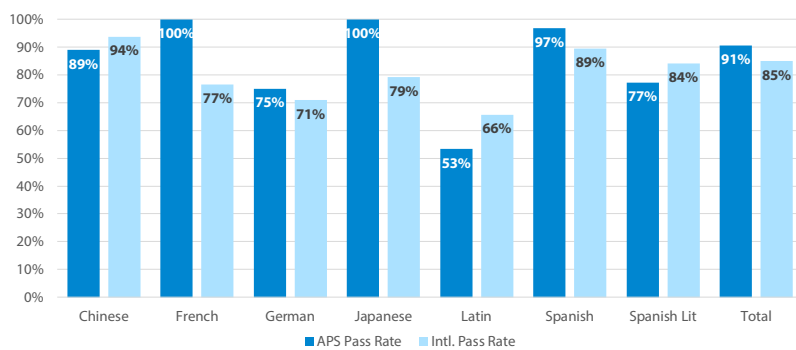


8th Grade Immersion Proficiency 2017 (In Progress)



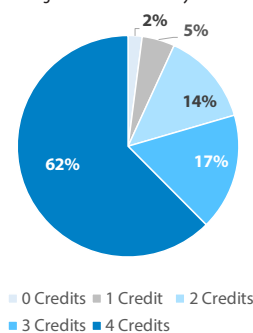
APS continues to outperform national AP scores in five languages.

World Languages AP Performance: APS vs. National

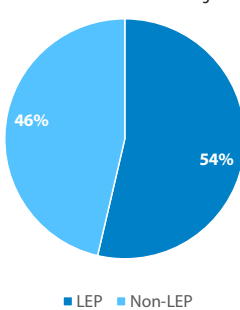


In analyzing Credit by Exam (CBE) data, 79% of students earned three or more credits, and 54% of those are Limited English Proficient. CBE helps close the achievement gap for LEP students. It affords them the opportunity to be eligible for the Advanced Studies Diploma and the Virginia Seal of Bilingualism.

Percentage of Credits Earned by Examinees

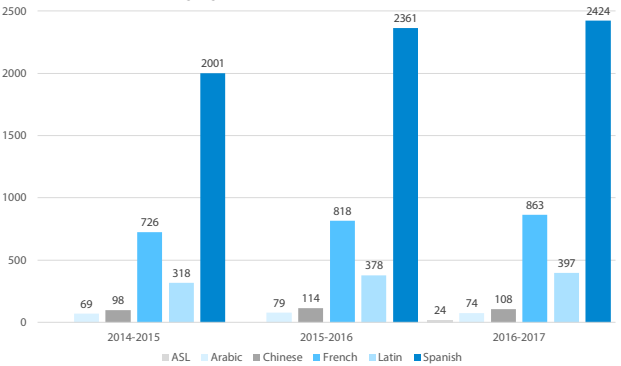


LEP Status of Students Earning 3 or 4 Credits

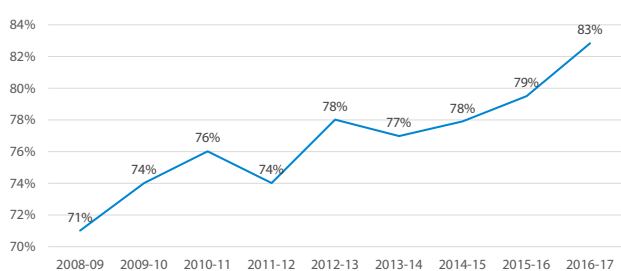


We monitor enrollment at both the middle school and high school levels and are looking to increase the number of students receiving high school credits at the middle school. In addition, we review trends in enrollment numbers by language with a particular emphasis on whether our enrollment represents the overall APS population.

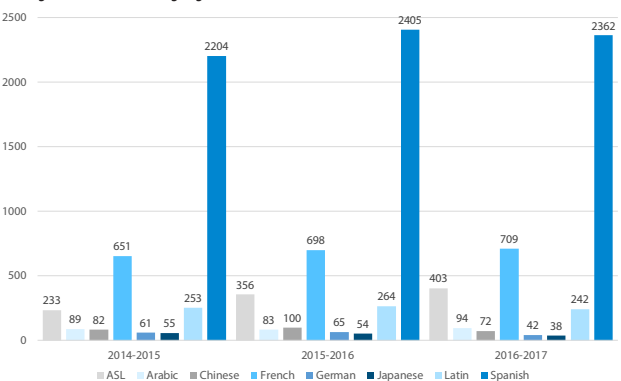
Middle School World Language Enrollment



Percentage of 8th Graders Completing a Lvl 1 World Language Course



High School World Language Enrollment



World Language Secondary Enrollment by Demographics

	World Language Enrollment	AP/IB World Language Enrollment	Overall APS Enrollment
Race/Ethnicity			
Asian	8%	5%	9%
Black	9%	3%	11%
Hispanic	25%	40%	30%
White	52%	46%	45%
Other	6%	6%	5%
LEP	10%	12%	21%
Econ. Disadvantaged	24%	27%	31%
SWD	8%	3%	15%
SWD in ASL	22%		
Gifted	37%	48%	29%