



Arlington
Public
Schools

World Languages Office Monitoring Report

School Board Presentation
June 17, 2014

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Presentation Overview

- Vision and Program Profile
- Path to Proficiency
- Data
- Moving Forward
- School Board Direction
- Key Takeaways



APS World Languages Mission

“Prepare students to use their language skills to communicate enthusiastically, enrich their lives and prepare for a successful future.”



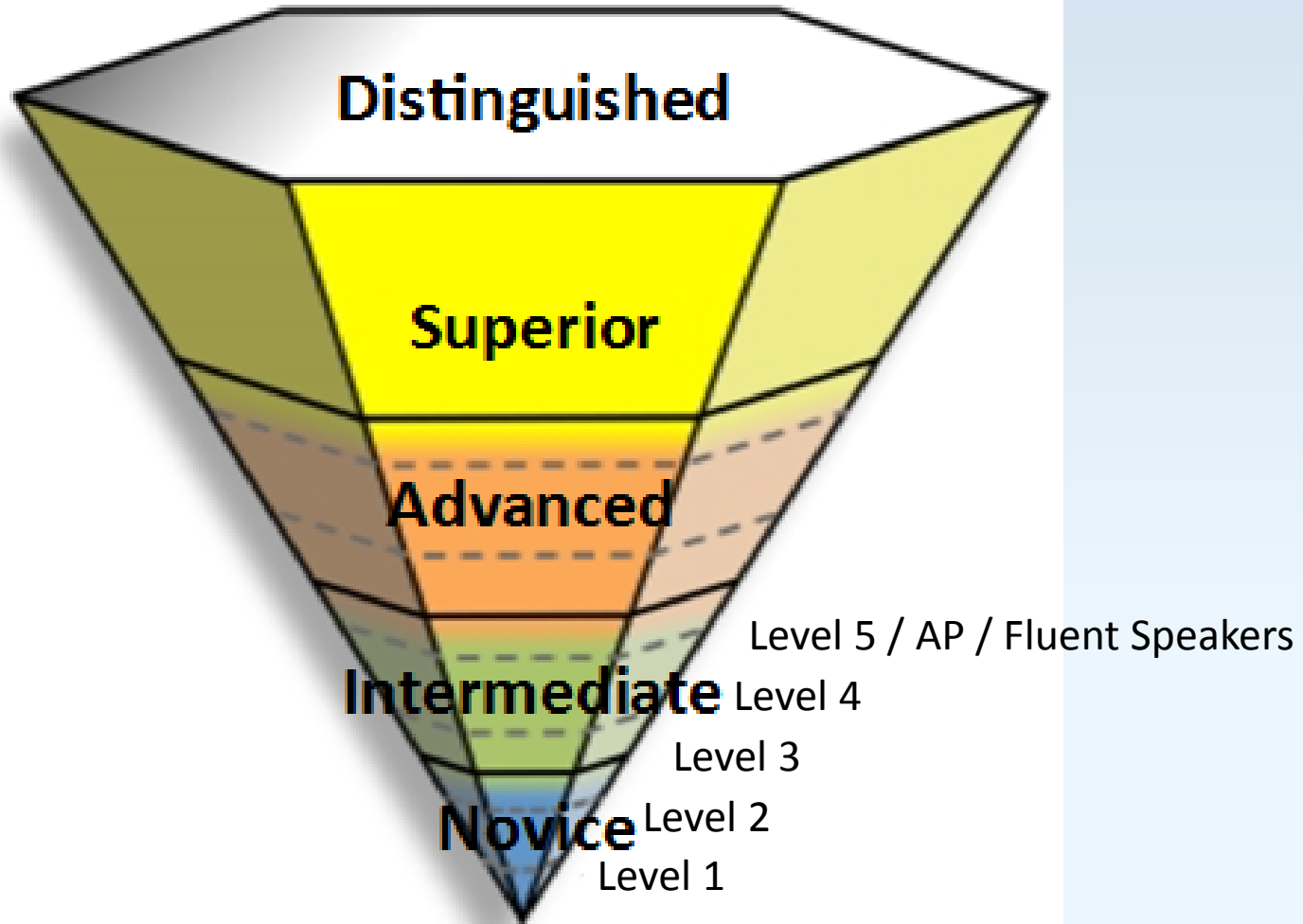
Developing Global Citizens





Proficiency Expectations

ACTFL Proficiency Levels





Program Profile

- Central Office: Supervisor, Specialist, and Administrative Assistant
- Teachers: 62 Secondary, 29 FLES, 46 Immersion
- 67 secondary courses



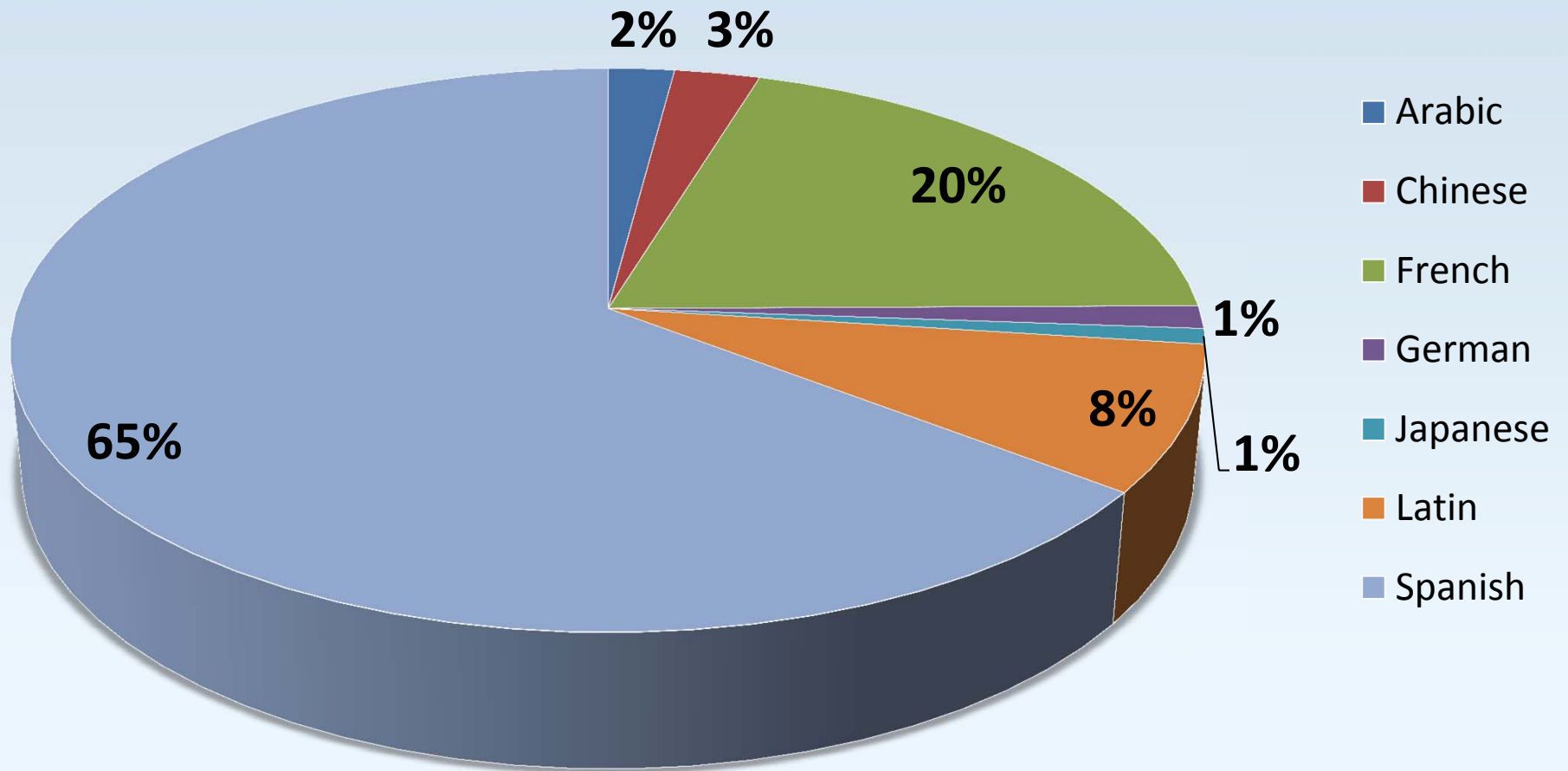


Program Profile

Office Budget	2013/14
Salaries- supervisor, specialist, administrative assistant	\$ 285,425
Professional Learning	\$ 31,370
Office Supplies/Printing	\$ 2,925



Secondary Enrollment by Language



Total number of secondary students enrolled in world languages: **6,111**



Good News

- Addition of Grade 6 Introductory courses at Jefferson and Swanson Middle Schools^(^)
- Addition of American Sign Language at all high schools
- STARTALK Grant awarded to APS for the 8th consecutive year



[^] From Progressive Planning Model



Good News

Articulation of secondary programs:

- Completion of French Textbook Adoption Process^(^)
- Secondary Articulation Meetings^(^)
- Latin and Fluent Speakers Curricula^(^)





Good News

- Credit by Exam
 - 72% of the 185 students who completed the exam received up to 2 foreign language credits
- Secondary Students Focus Groups (*)
 - Indicated overall satisfaction with programs
 - Expressed desire for increased opportunities to interact in the target language
 - Identified issues with courses delivered via Distance Learning

* From Program Evaluation



Good News

- Implementation of Elementary Foreign Language Exploratory (FLEX) Program^(^)
- Improved alignment of assessments K-5 in the Immersion Program^(*)
- Addition of content classes in Immersion at Wakefield High School^(*)



Strategic Plan Goals 1 and 2

1. Challenge All Students
2. Eliminate Achievement Gaps

Ensure that all APS Students:

- Demonstrate achievement on standards-based competencies (Proficiency)
- Experience challenging and engaging courses (Rigor)



World Language Enrollment

Grades 6-12, 2013-14

		% of APS Enrollment (n=10,882)	% World Language Course Enrollment (n=6,111)	% of AP/IB World Language Enrollment: Grades 9-12 only (n=576)
Race/ Ethnicity	Asian	10	9	5
	Black	12	9	4
	Hispanic	30	24	39
	White	43	52	47
	Other	5	6	6



World Language Enrollment

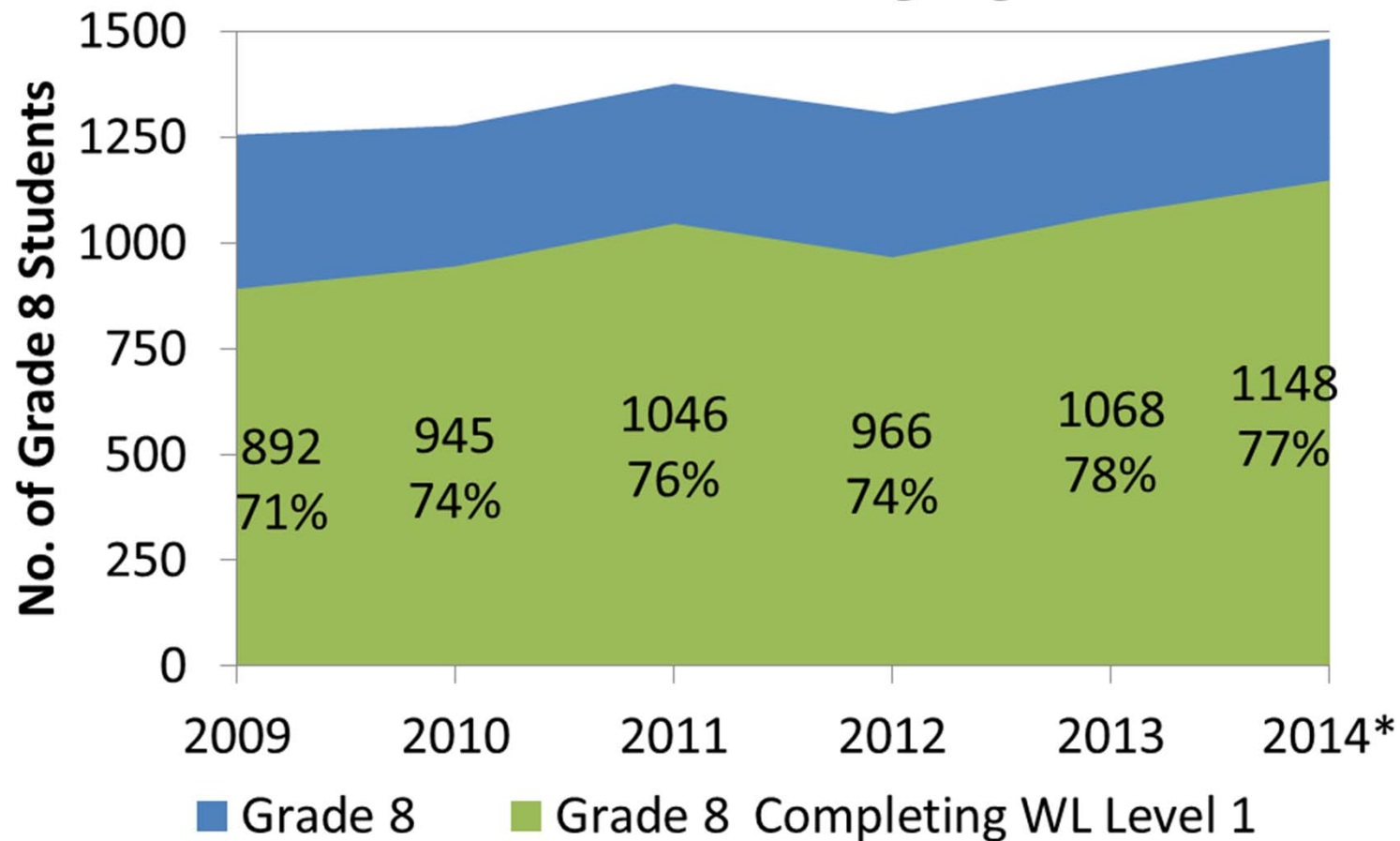
Grades 6-12, 2013-14

		% of APS Enrollment (n=10,882)	% World Language Course Enrollment (n=6,111)	% of AP/IB World Language Enrollment: Grades 9-12 only (n=576)
Limited English Proficient (LEP)		14	5	5
Students Identified with a Disabilities (SWD)		16	8	2
Economically Disadvantaged		33	25	27



Completion of Level I by Grade 8

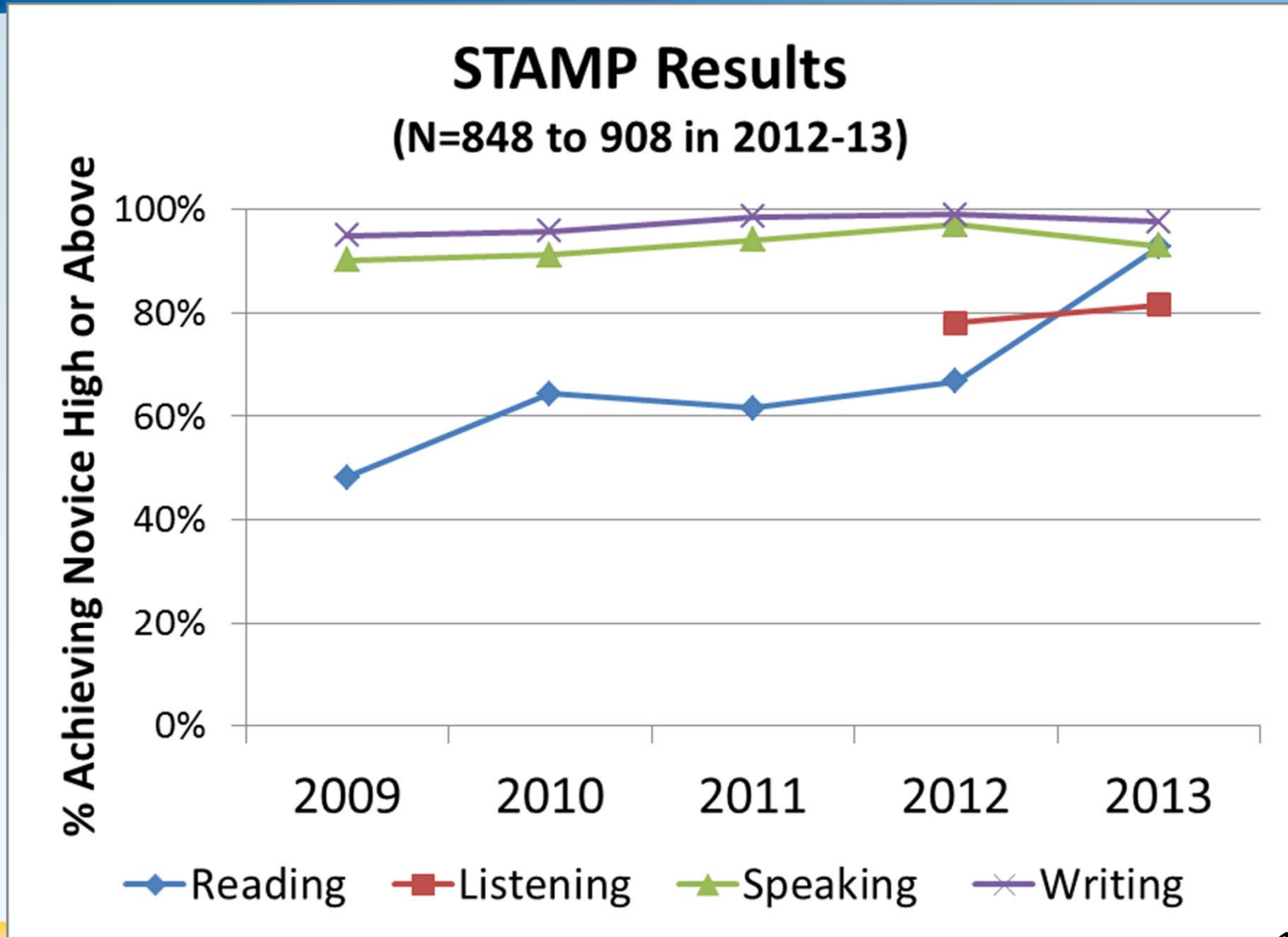
Grade 8 Students Completing Level 1 of World Language



*Expected completions based on course enrollments and Credit by Exam

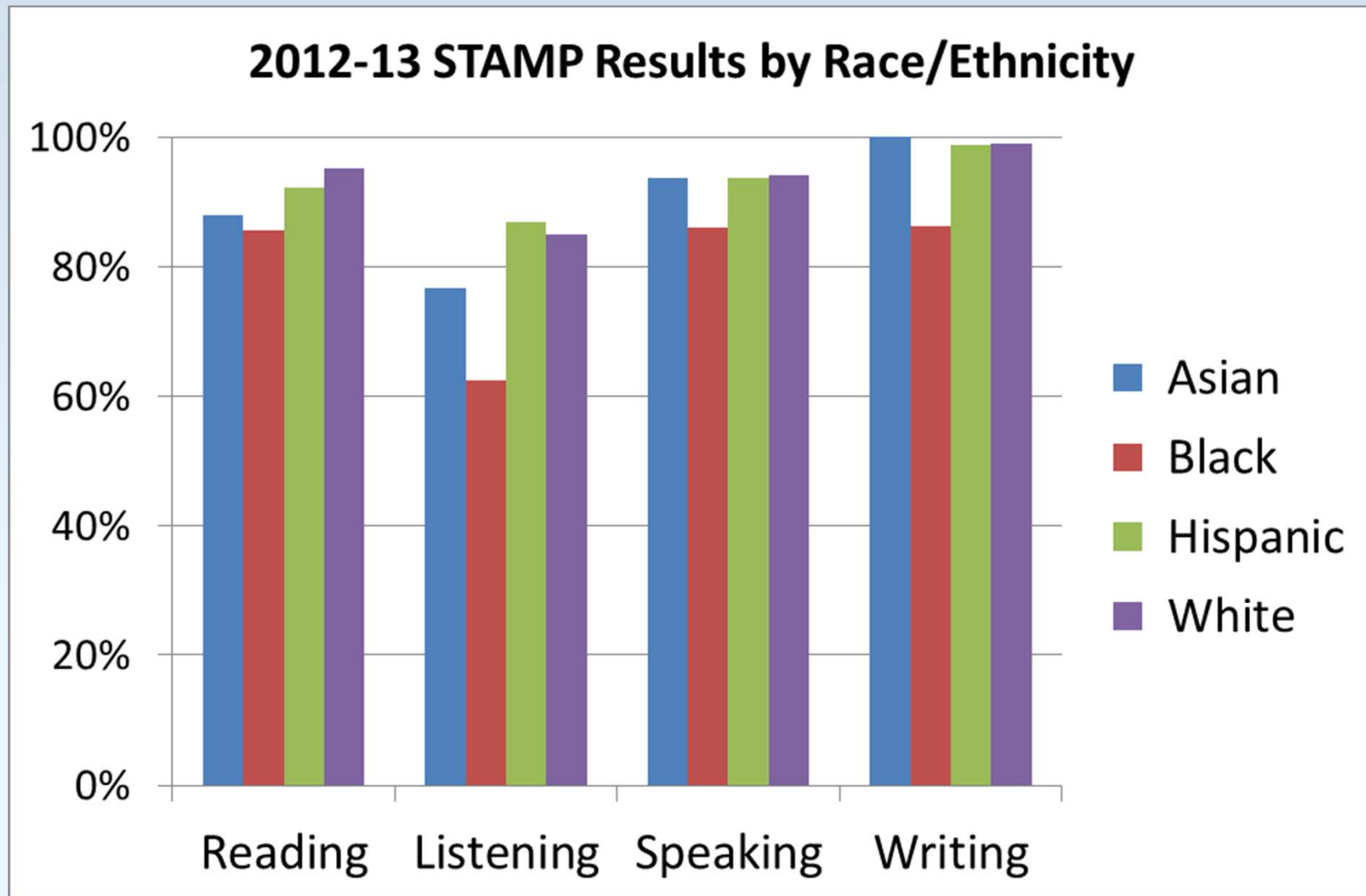


STAMP Results Across Level 3





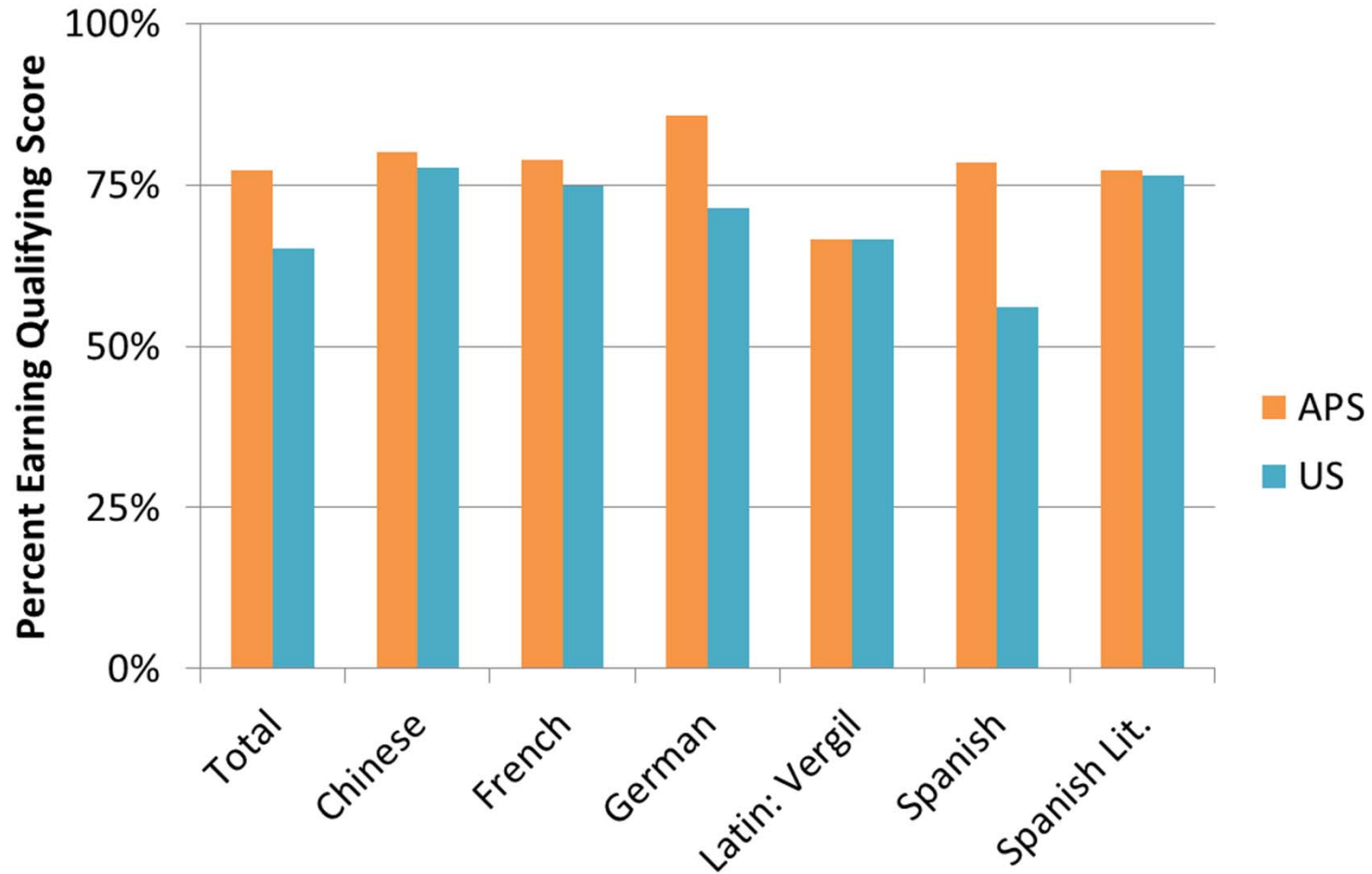
STAMP Results Across Level 3





Spring 2013 AP World Language Performance

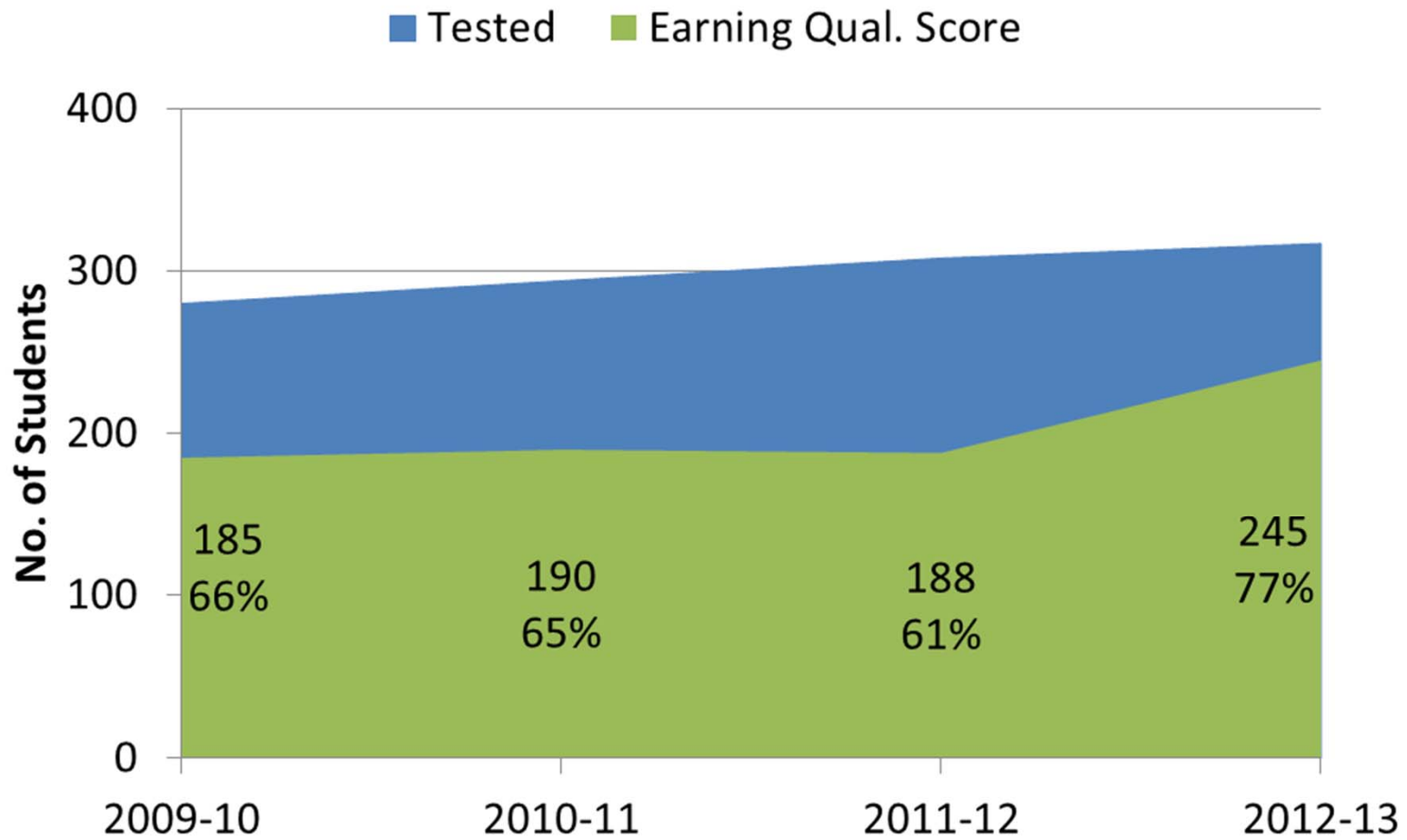
Comparing APS & US Passing Rates, 2012-13





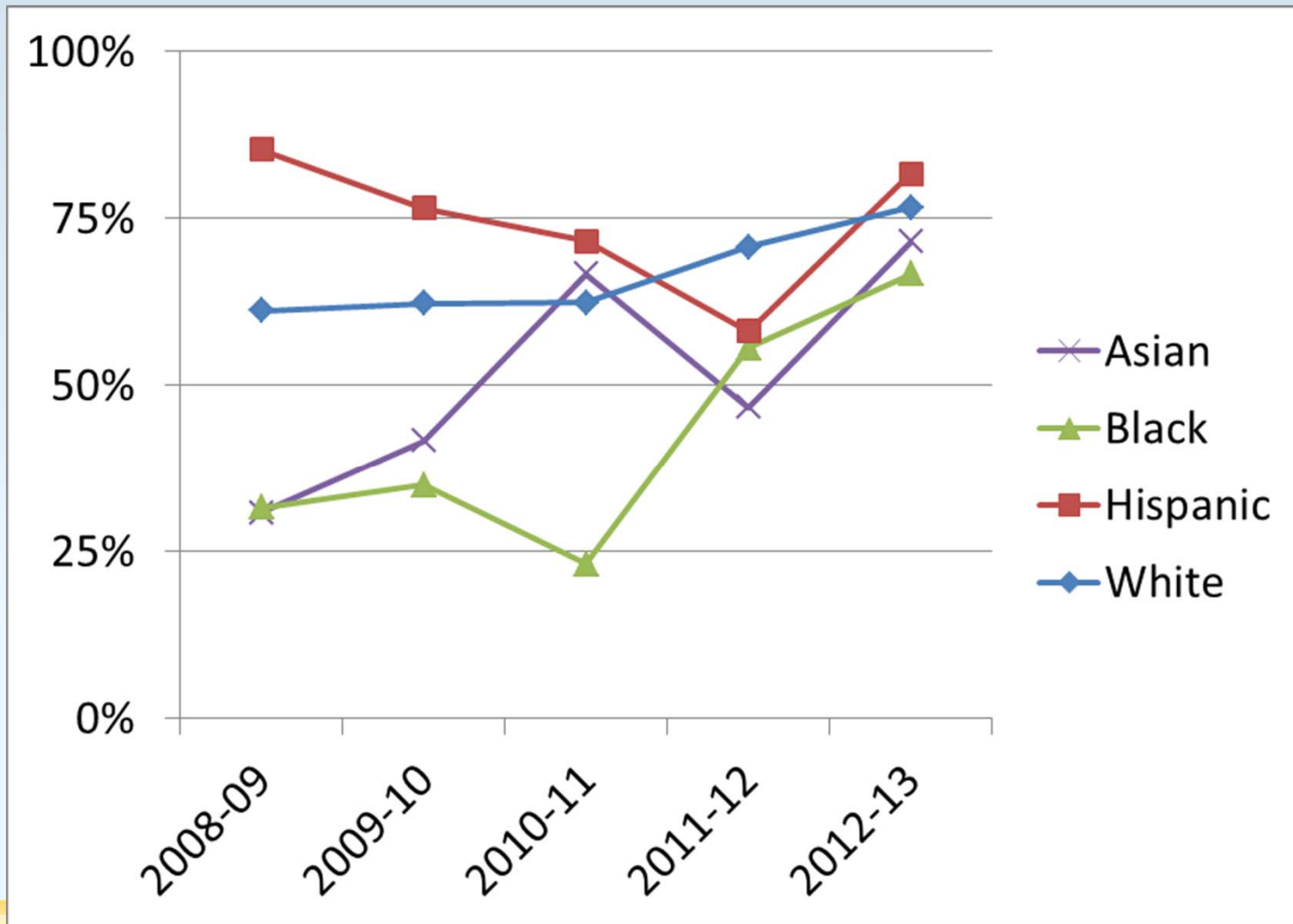
AP World Language Tests & Passing Rates

No. of Students Tested and Earning AP Qualifying Scores on World Language Exams



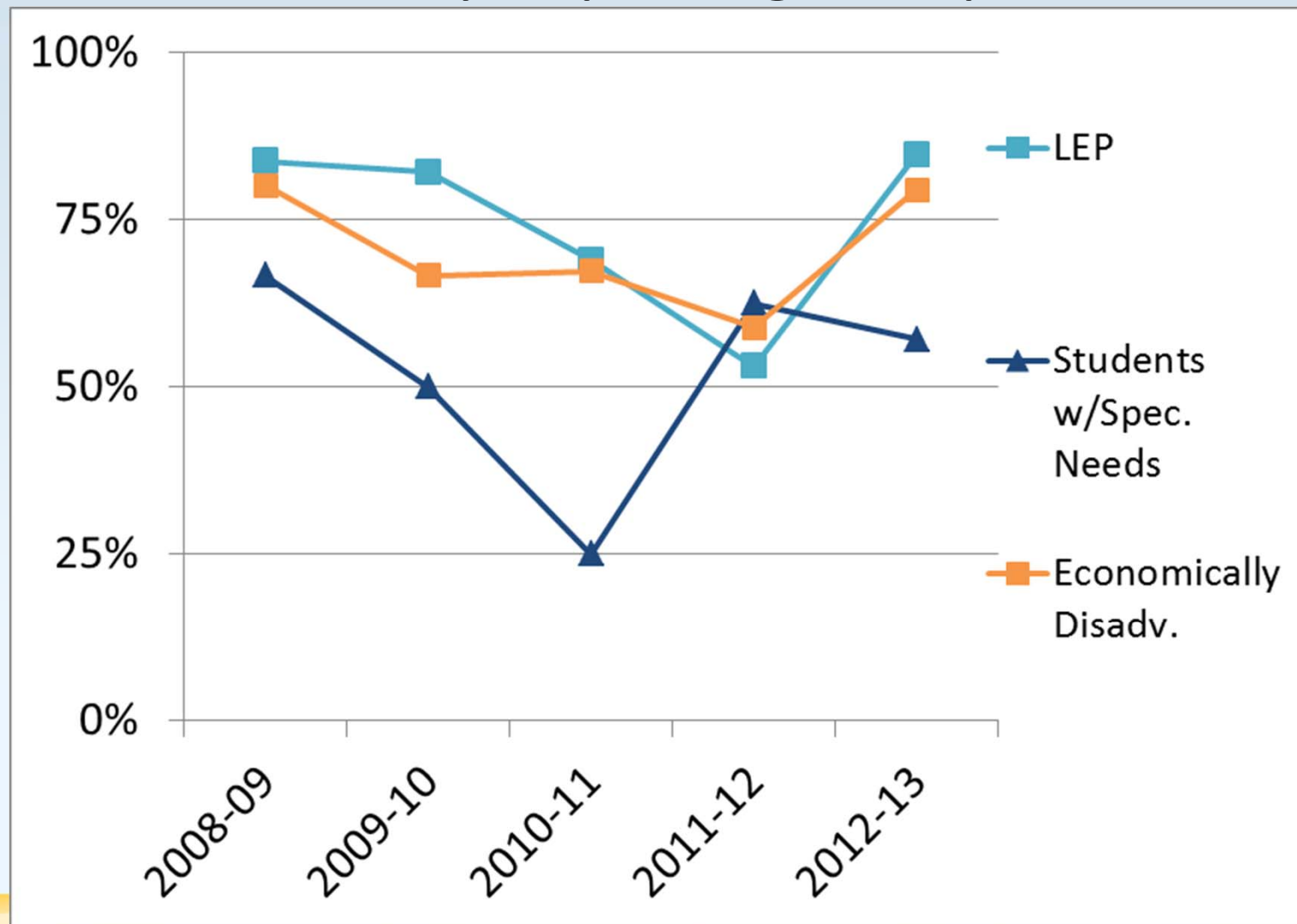


AP World Language Qualifying Scores by Race & Ethnicity





AP World Language Qualifying Scores by Reporting Groups





Moving Forward

Progressive Planning Model

**Phase 1:
Immediate
(2013-14)**

- Review and revise PPM with WLAC and other stakeholders (✓)
- Implement FLEX option at non-FLES schools (✓)
- Ensure a minimum of 90 minutes of instruction in all FLES schools (✓)
- Collect data relevant to articulation between MS and HS students' passage from Grade 8 into HS (∞)
- Complete the revision of Spanish for Fluent Speakers (SFS) and Latin curriculums (∞)
- Provide professional development on language modeling, differentiation, and accommodations (∞)
- Study impact of offering Grade 6 World Language instruction in French, Latin and Spanish (∞)

∞ Ongoing



Moving Forward

Progressive Planning Model

**Phase 2:
Short-term
(by fall
2014)**

- Maintain FLEX option at non-FLES schools (∞)
- Recommence FLES implementation by adding 3 FLES sites (∞)
- Analyze data relevant to articulation between MS and HS students' passage from Grade 8 into HS (∞)
- Consider offering Grade 6 World Language Instruction as part of 2015-16 Program of Studies process (\checkmark)
- Implement textbook adoption for French \checkmark and Spanish for Fluent Speakers (∞)
- Consider addition of Advanced Spanish I and II to 2015-2016 Program of Studies(\checkmark)



Moving Forward

Progressive Planning Model

**Phase 3:
Mid-term
(by fall
2015)**

- Maintain FLEX option at non-FLES schools (∞)
- Continue FLES implementation by adding 4 FLES sites (includes NES #1) (∞)
- Continue addressing articulation issues across levels for all language levels (∞)
- Offer Grade 6 World Language instruction in French, Latin, and Spanish (∞)

**Phase 4:
Long-term
(by fall
2016)**

- Complete FLES implementation by adding 3 FLES sites
- Identify World Languages as a core subject in APS for scheduling and staffing
- Increase number of specialized Immersion staff (e.g., Special Education Assistant, Spanish Language Arts Coach)



Moving Forward

Recommendation #1:

Increase opportunities for high school students to earn world language credit

Strategies to include:

- Promote higher levels of participation in Credit by Exam
- Increase the number of languages available for CBE by utilizing the AAPPL[®] assessment
- Support full implementation of ASL
- Support addition of content courses for HS Immersion



Moving Forward

Recommendation #2:

Staff development focused on highly effective and flexible teaching practices

“My perfect language class would allow students to be able to talk to fluent or native speakers. This would require more speaking practice in class.”

Strategies to include:

- Continue building a common understanding of proficiency levels and how to measure performance
- Use STAMP data to inform instruction
- Continue to improve articulation across levels



Moving Forward

Recommendation #3:

Address needs of students in Distance Learning courses

Strategies to include:

- Improve communication regarding the delivery format of online languages
- Improve communication regarding the demands and expectations of online learning
- Examine best options for delivering languages with low enrollment



School Board Direction

- Continue monitoring and supporting the implementation of Progressive Planning Model (PPM)



Key Takeaways

We have:

- Increased participation and enrollment (FLEX, FLES, ASL, Credit by Exam).
- Improved articulation across levels and programs.
- Continued building a road to proficiency that prepares students as confident global citizens.



Thank you

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Progressive Planning Model

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