

# World Language Monitoring Report May 2015

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# 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

## 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
- Implement textbook adoption for French and Spanish for Fluent Speakers
- Consider addition of Advanced Spanish I and II to 2015-2016 Program of Studies

## 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)



# Presentation Overview

**Program Profile**

**Program Budget**

**Good News**

**Data that Provides Insight**

**What We Learned**

**Moving Forward**

**Bright Spots**



## Program Profile

**Central Office:** Supervisor, Specialist, and Administrative Assistant

**Teachers:** 69.11 secondary teachers, 38.5 FLES elementary teachers, 37.5 elementary immersion

**Course Offerings:** K-5 FLES in 14 elementary schools, 6 FLEX elementary, K-12 Immersion, secondary comprehensive curriculum



# Program Budget

Office Budget – 2014-15	Amount
Salaries, 3.0 FTEs	\$276,763
Professional Development	\$21,463
Office Supplies/Printing	\$3,150
Curricular Resources FLES	\$66,788
Assessment	\$29,590
Program Expenditures	\$92,499
<b>Total:</b>	<b>\$490,253</b>



# The Good News in Elementary: Moving Forward With the Progressive Learning Model

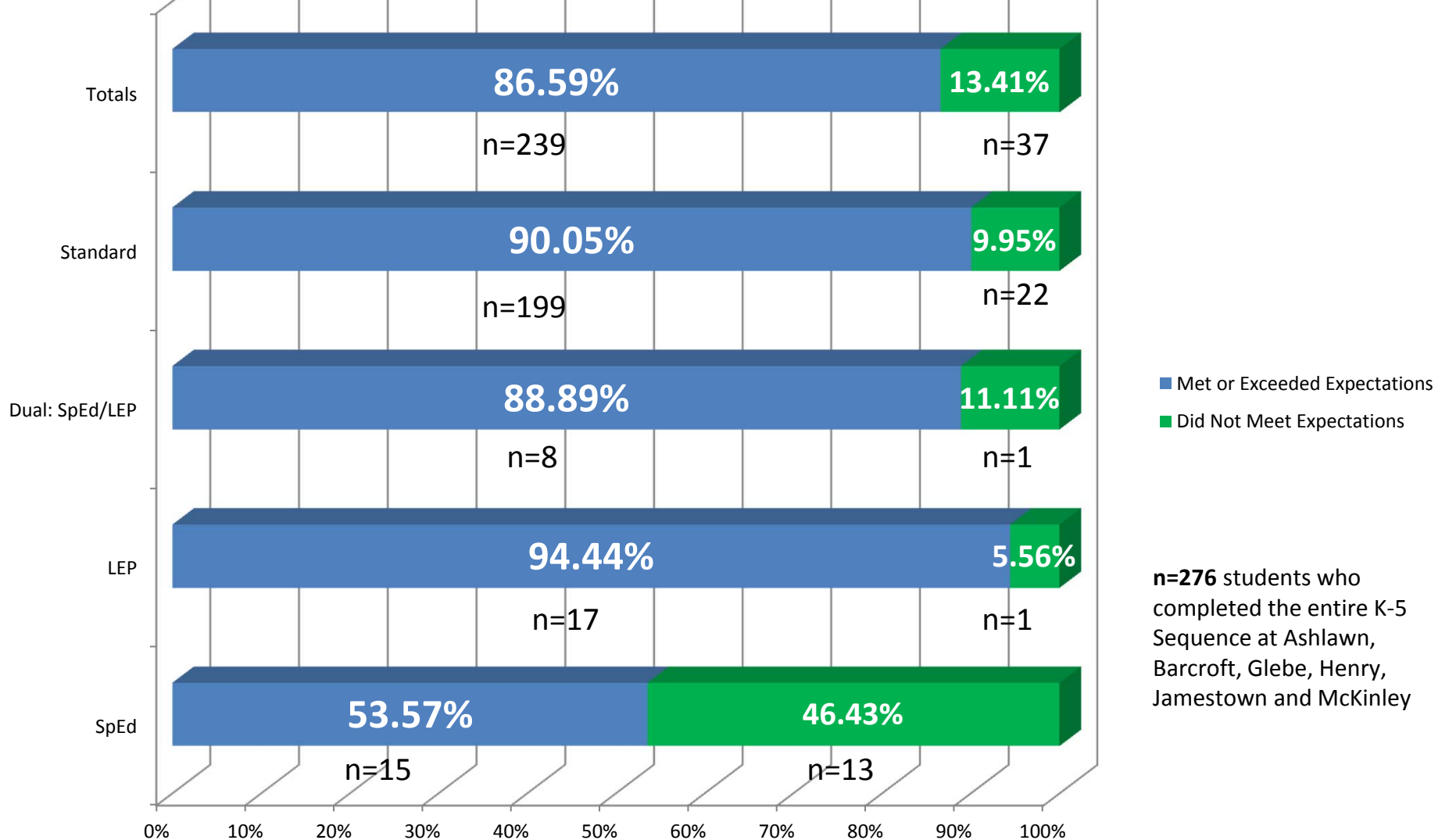


- Three additional FLES schools
  - Nottingham, Oakridge, Tuckahoe
- FLEX
- Anticipated FLES schools 2015
  - Taylor, Long Branch, Arlington Science Focus, Arlington Traditional, Discovery



# Data that Provides Insight

## FLES STAMP Listening Pass Rates for Intact K-5 Cohort, Spring 2014







# The Good News in Secondary: Moving Forward With the Progressive Learning Model



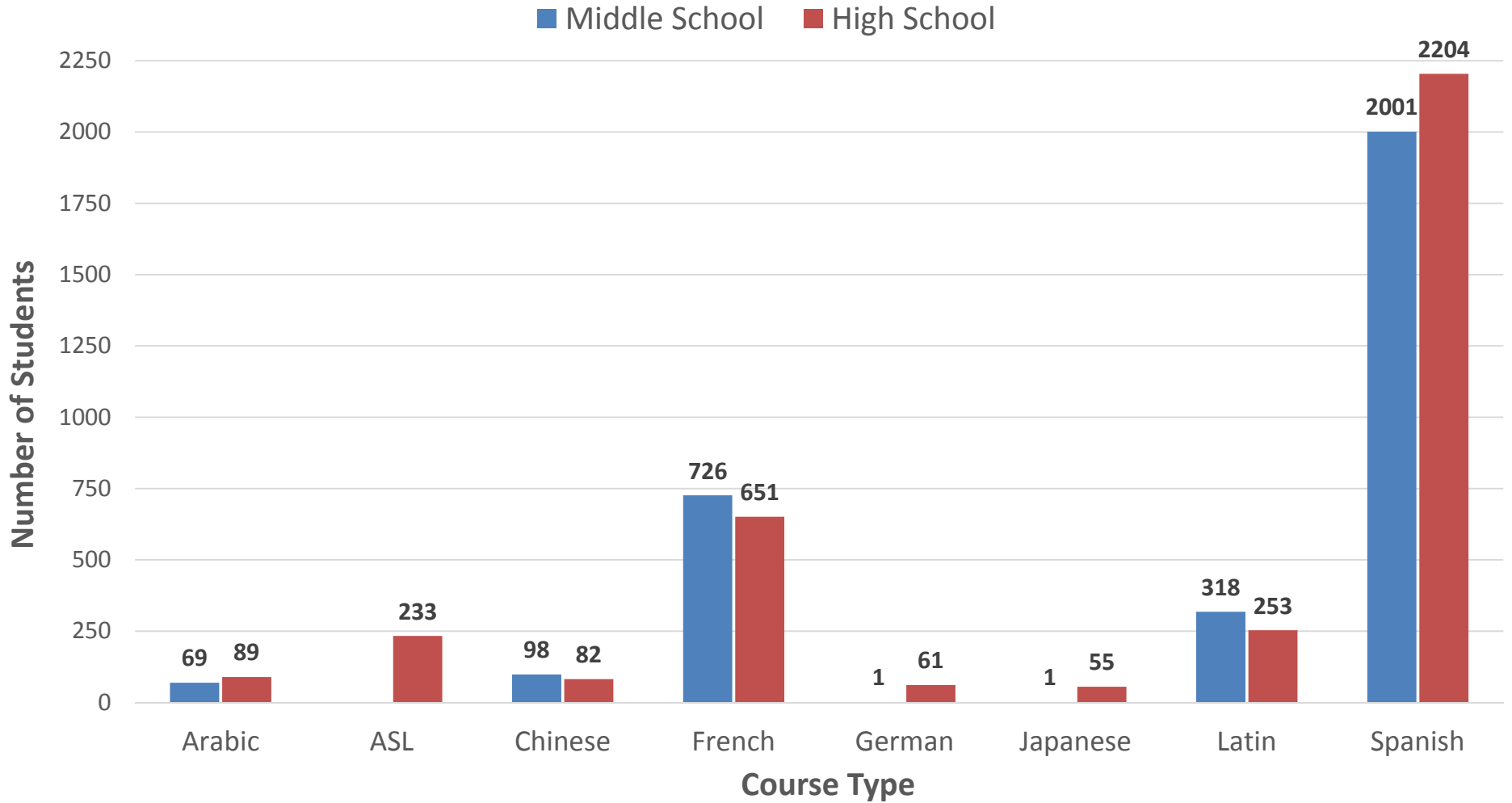
- Credit by Exam 84% success rate
- Grade 6 enrollment from 23% to 42%
- 79.4% of grades 7 and 8 students are enrolled in WL
- Leni Bronstein recipient of FLAVA & SCOLT Teacher of the Year
- Expansion from ASL I to ASL II
- New French textbook







### 2014-15 World Language Enrollment by School Type \*



\* As of Marking Period 1.



# Data that Provides Insight

## World Language Enrollment 2014-15 Grades 6 - 12

Race/Ethnicity	Percent of APS Enrollment (n=11,213) *	Percent of World Language Course Enrollment (n = 6,743) *
Asian	9%	9%
Black	11%	9%
Hispanic	30%	25%
White	44%	51%
Other	6%	6%

\* Enrollment as of April 9, 2015



# Data that Provides Insight

## World Language Enrollment 2014-15 Grades 6 - 12

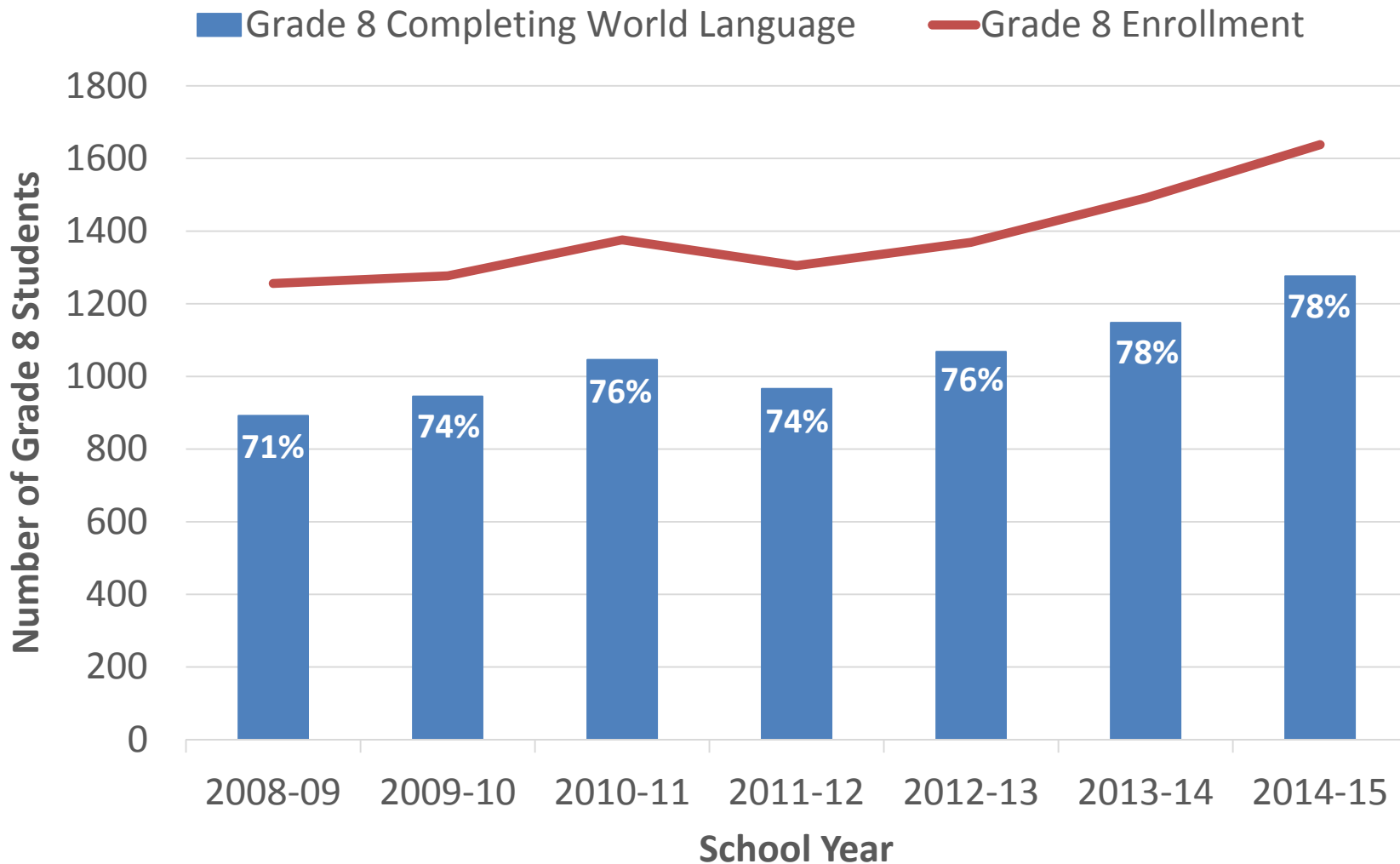
<b>Student Services</b>	<b>Percent of APS Enrollment (n=11,213) *</b>	<b>Percent of World Language Course Enrollment (n = 6,743) *</b>
Limited English Proficient (LEP)	21%	13%
Students with Disabilities (SWD)	15%	8%
Economically Disadvantaged	32%	23%

\* Enrollment as of April 9, 2015



# Data that Provides Insight

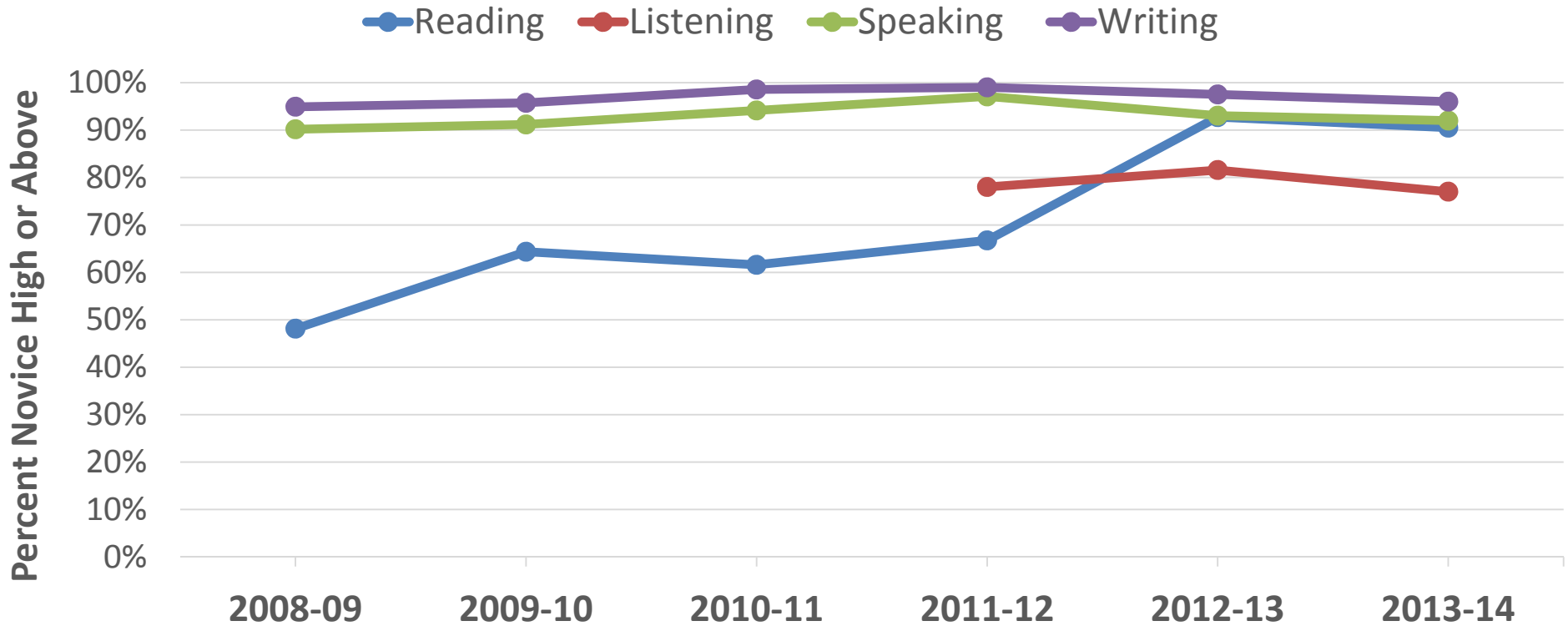
## Grade 8 Students Completing Level 1 of World Language





# Data that Provides Insight

## Secondary Level III STAMP Results



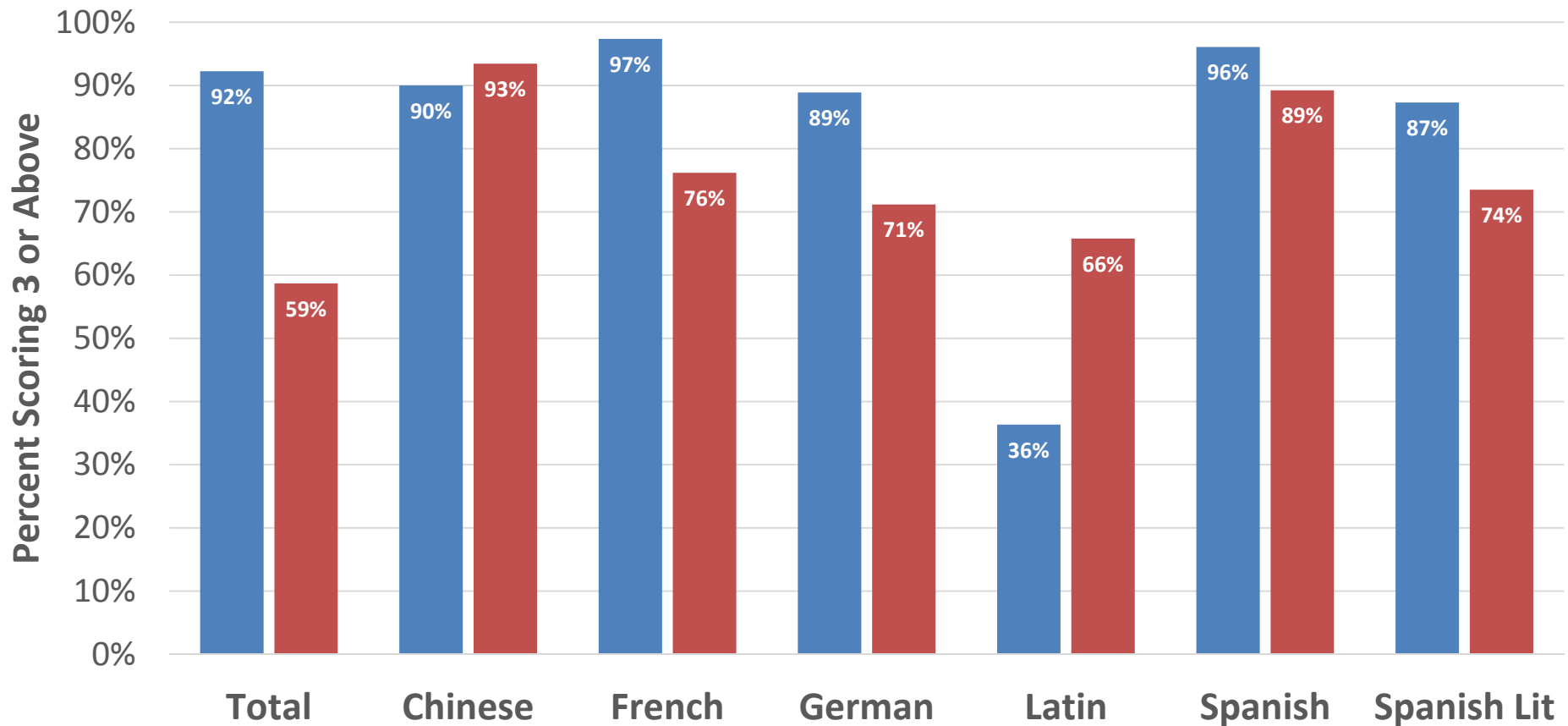
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Tests Taken						
Reading	746	735	768	923	908	878
Listening				901	890	881
Speaking	560	610	391	868	789	837
Writing	727	728	764	916	887	874



# Data that Provides Insight

## World Languages AP Performance: APS versus U.S.

■ APS ■ US

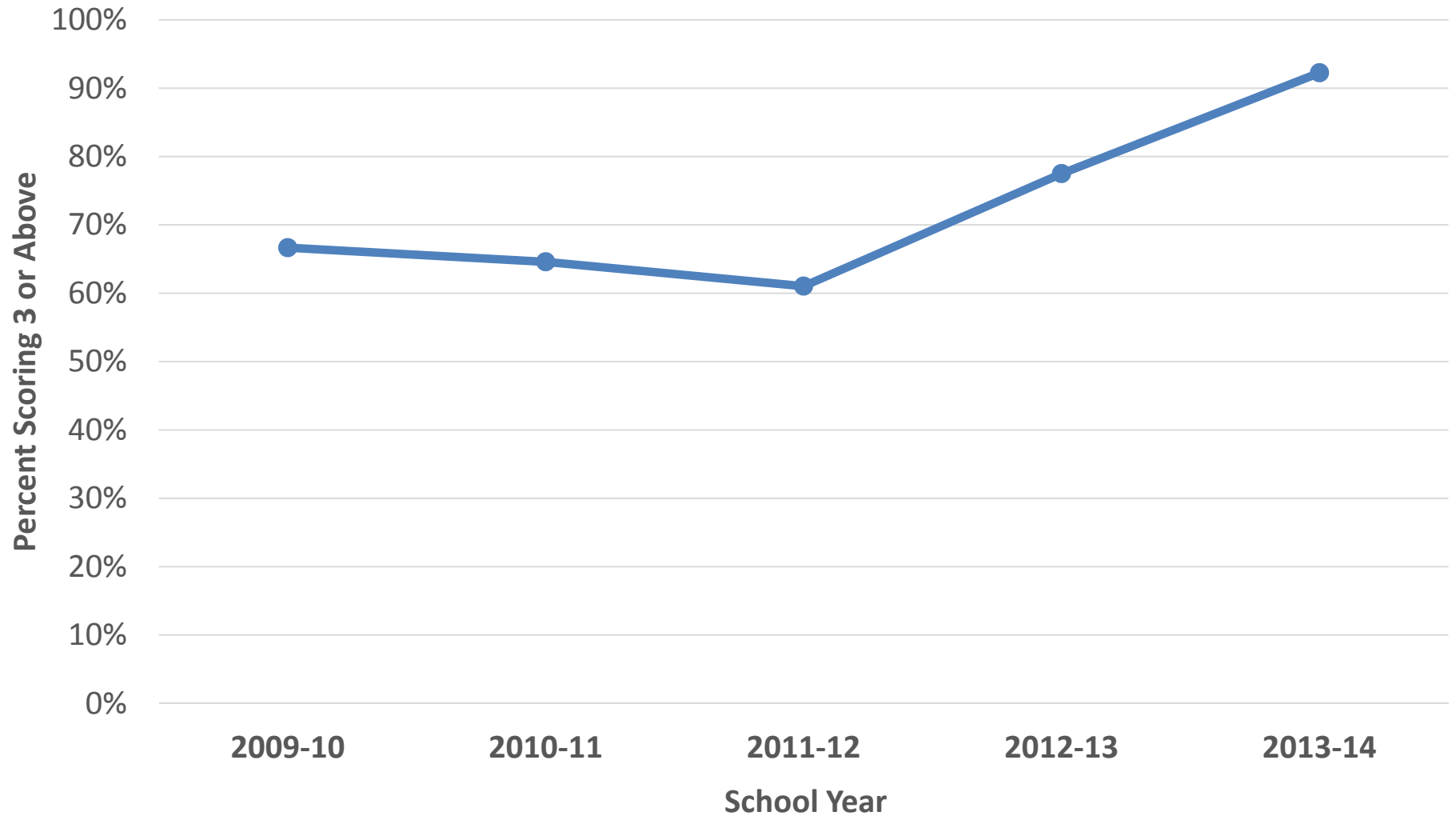


Number Tested	Total	Chinese	French	German	Latin	Spanish	Spanish Lit
	336	10	38	9	11	204	63



# Data that Provides Insight

## World Languages AP Performance







## **Recommendation #1**

Continue Progressive Planning Model Phase 3:  
Improve Spanish articulation K-12

### **Strategies:**

- Compare proficiency scores between grade 5 FLES and level I Spanish
- Articulate Language Functions among FLES, Transitional and Levels I and II
- Focus on meeting students' proficiency levels



## **Recommendation #2**

- Increase opportunities for students to earn an Advanced Studies Diploma (KPI) and Seal of Biliteracy

### **Strategies:**

- Promote higher levels of participation in Credit by Exam
- Explore assessment options
- Support full implementation of ASL



# Bright Spots

- Seal of Biliteracy
- Increased Credit-by-Exam--KPI
- 9<sup>th</sup> consecutive year STARTALK Grant recipient
- FLES moving to 90 minute model
- World Language celebration week

