

# World Languages Monitoring Report

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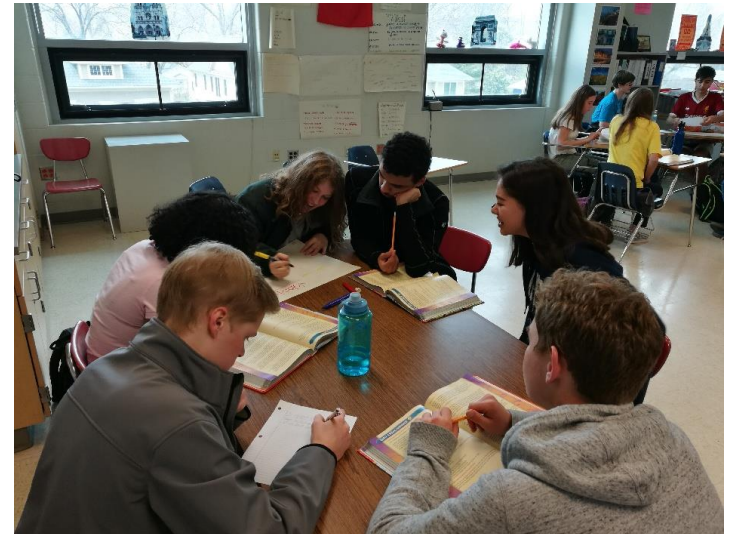
May 03, 2018



Arlington Public Schools



- Create a learning environment that is physically and emotionally safe in which students feel challenged, engaged and supported in language acquisition (2011-17 Strategic Plan Goal 4)
- Support students in acquiring world languages and meeting proficiency standards in reading, writing, speaking, and listening (2011-17 Strategic Plan Goal 1)
- Prepare students for their futures by developing an openness, understanding, and appreciation for other cultures and communities (ACTFL)





World Languages instruction in APS is aligned with the Virginia State Standards and the American Council of Teachers of Foreign Languages (ACTFL). APS students develop proficiency-based functional communication and literacy skills with a focus on:

Communities

Communication

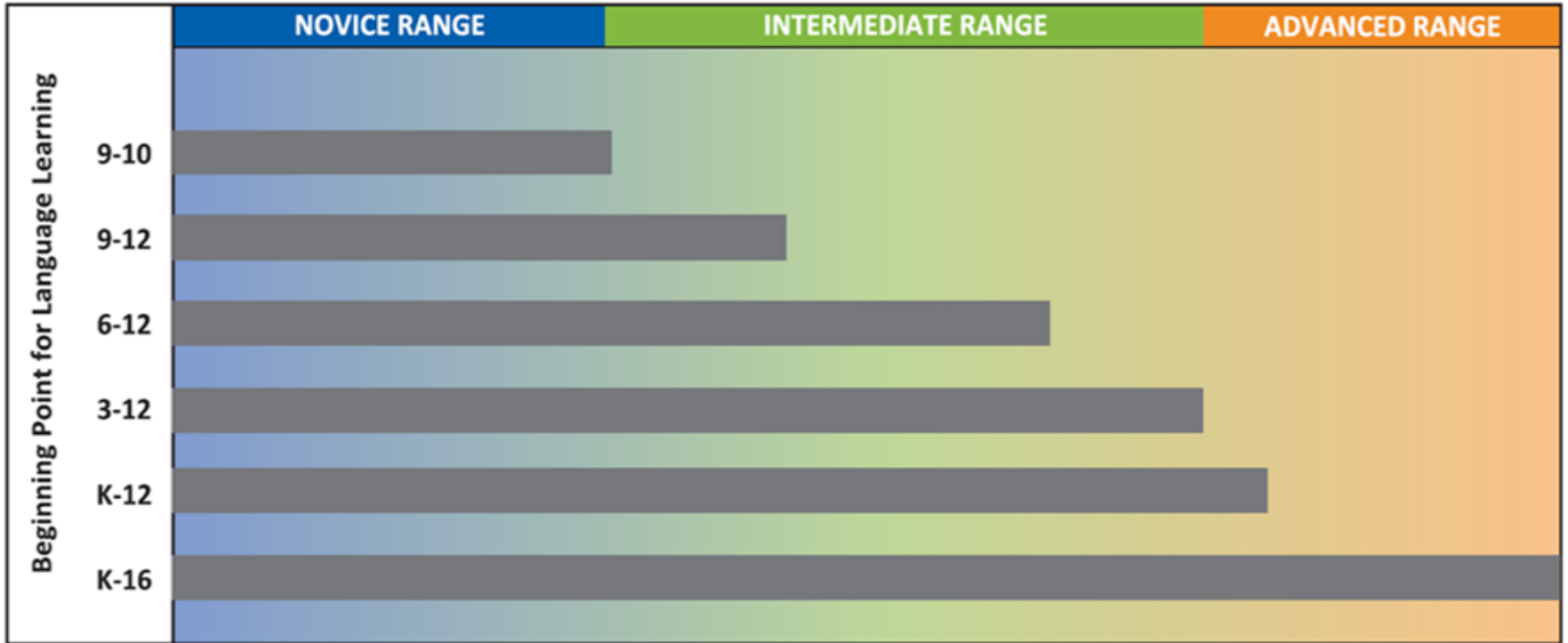
Cultures

Connections

Comparisons



# Anticipated Proficiency Level Outcomes

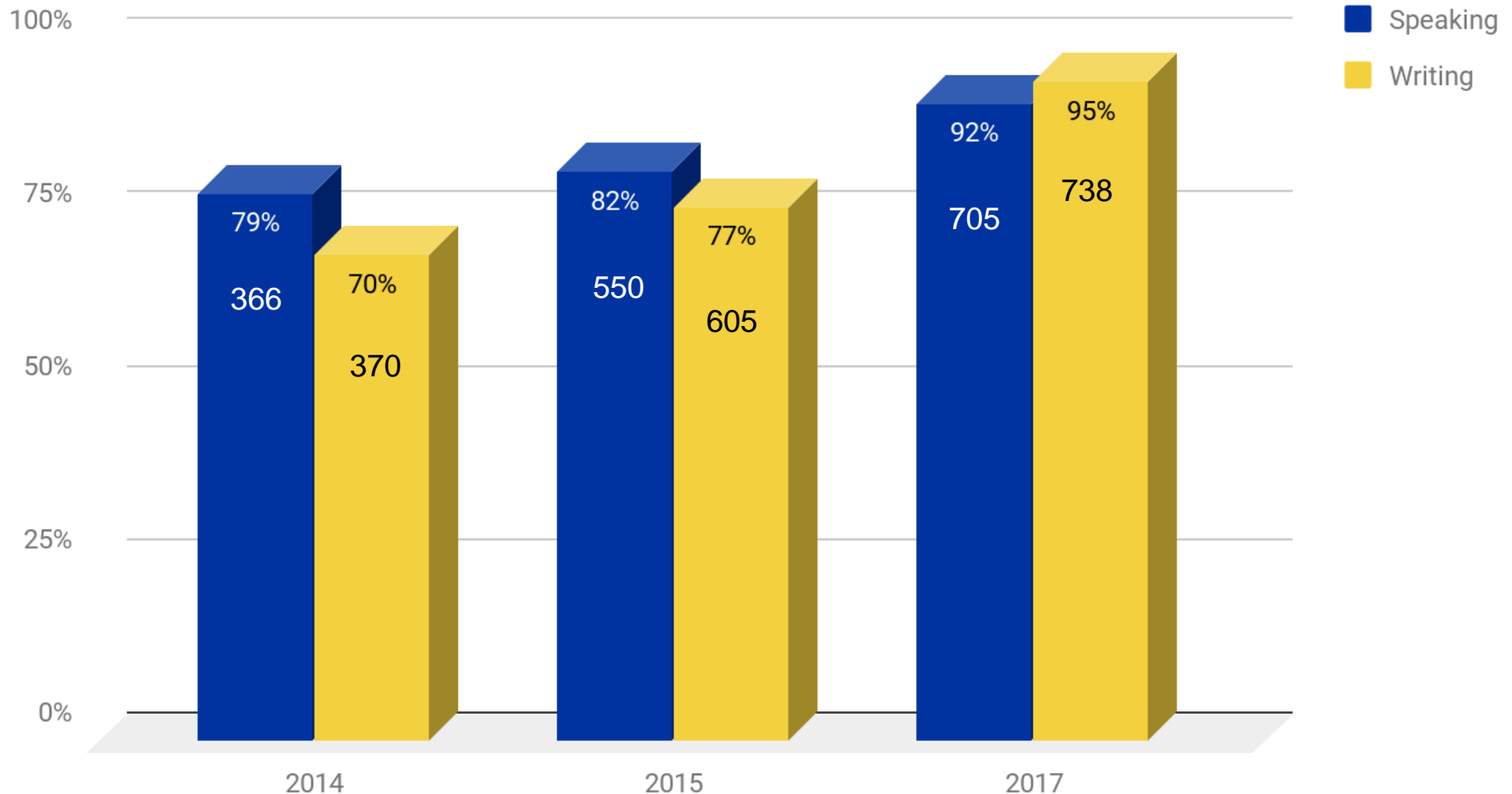


American Council of Teachers of Foreign Languages (ACTFL)



# FLES: Fifth Grade STAMP Data 2014-17

% at or above Novice Mid

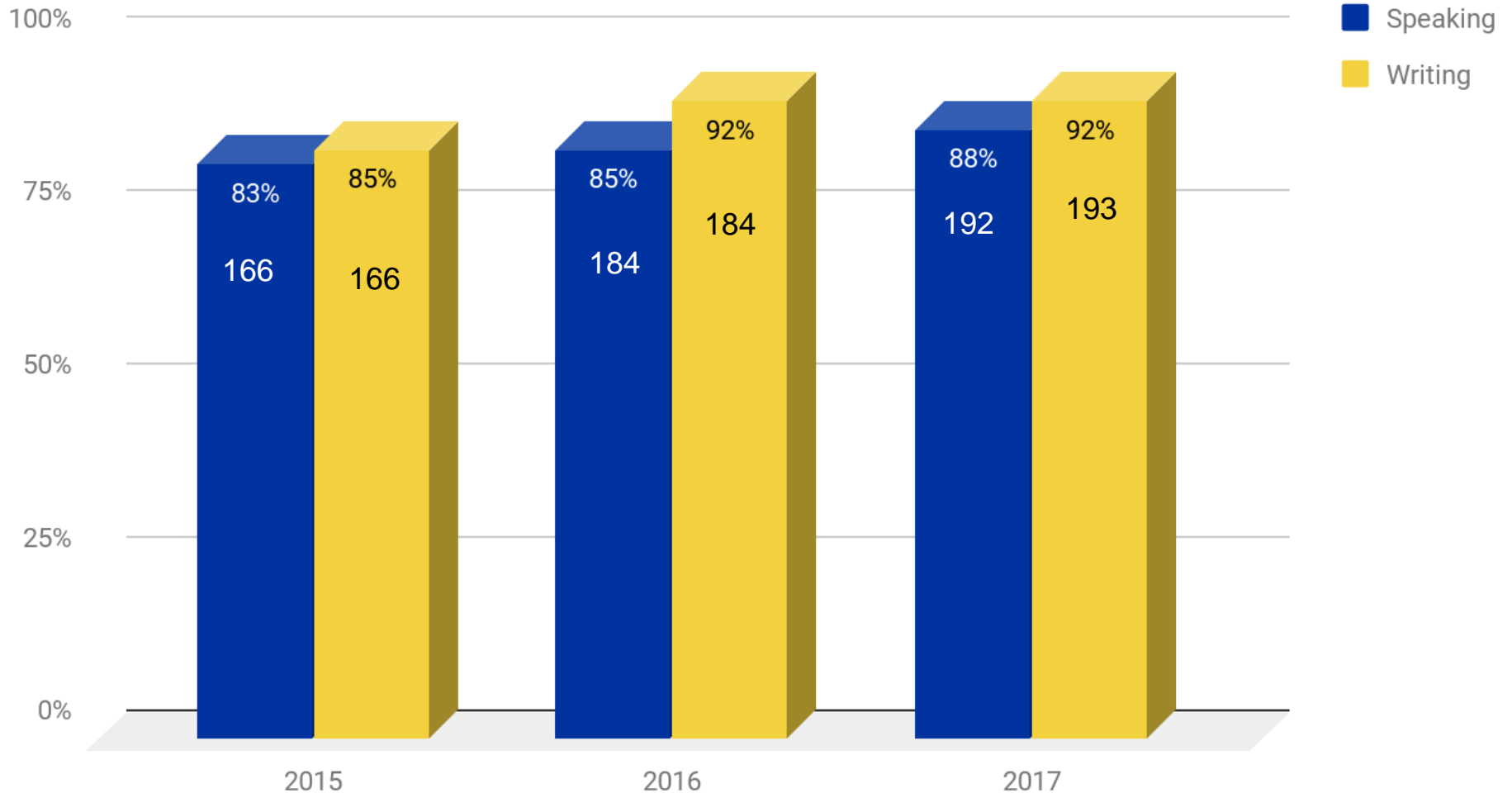


\*STAMP assessment was not administered in the 2015-16 school year



# Immersion: Fifth Grade STAMP Data 2015-17

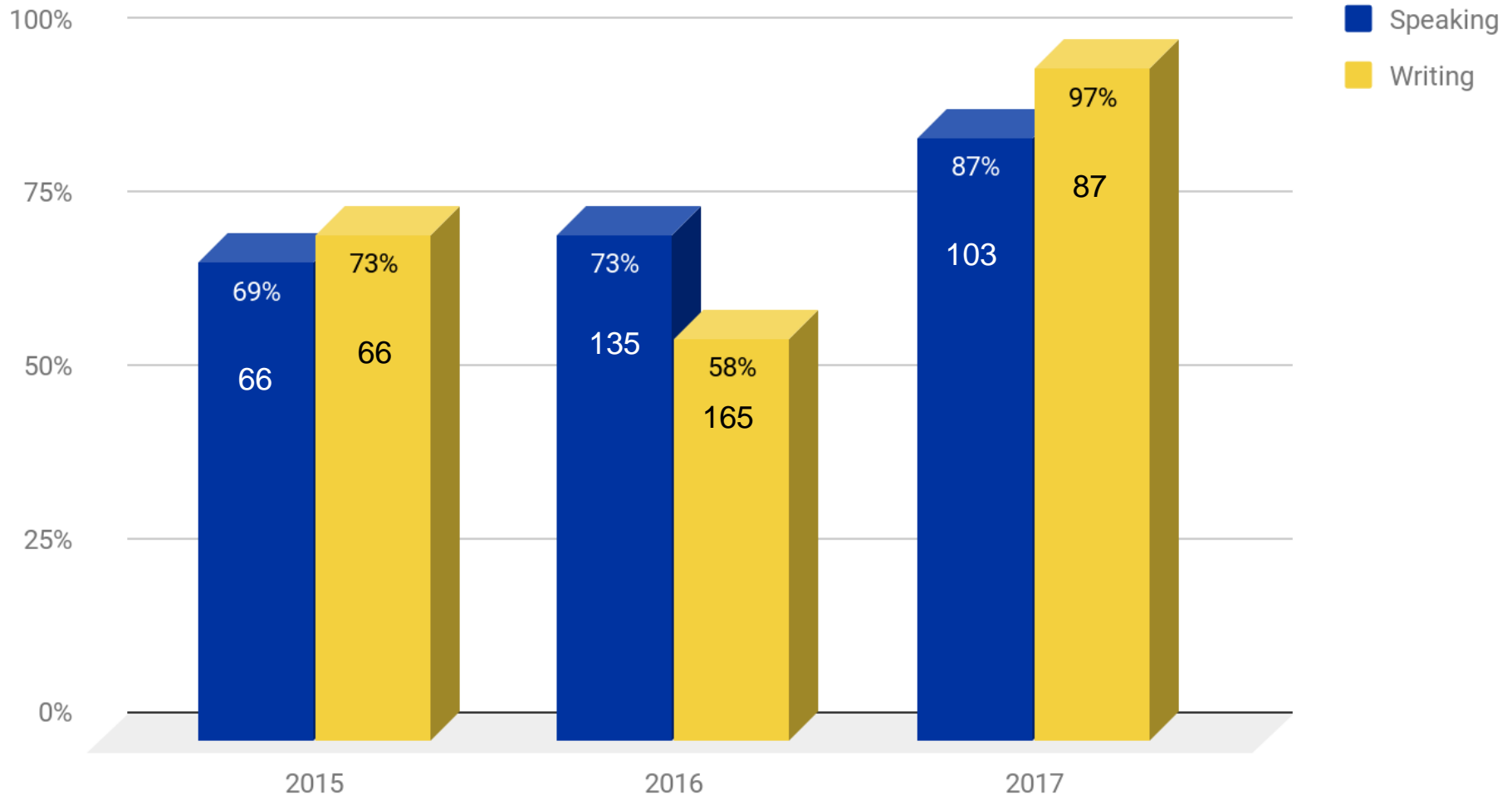
% at or above Intermediate Low





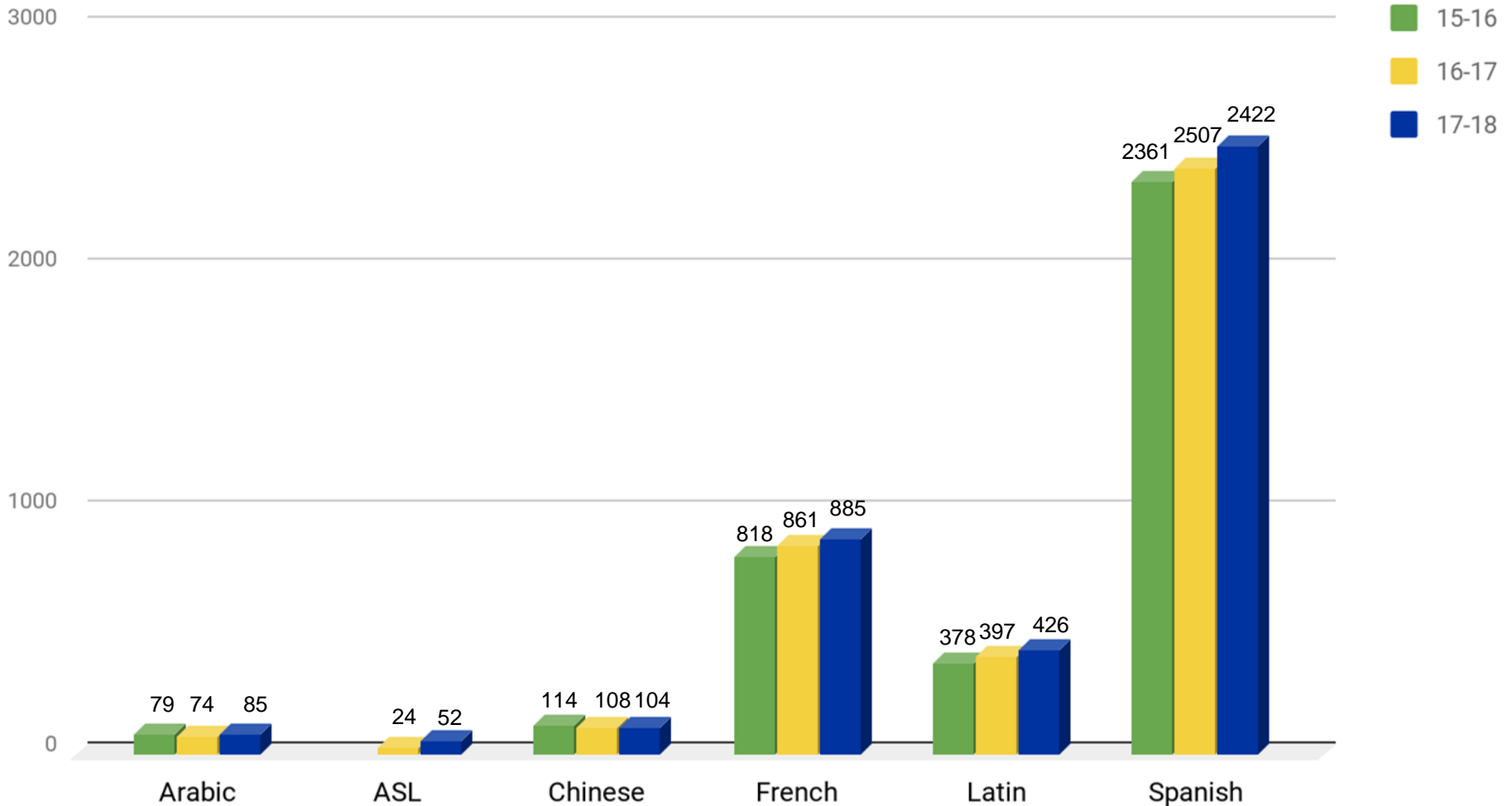
# Immersion: Middle School STAMP Data 2015-17

% at or above Intermediate Mid





# 6-8 Middle School World Languages Enrollment

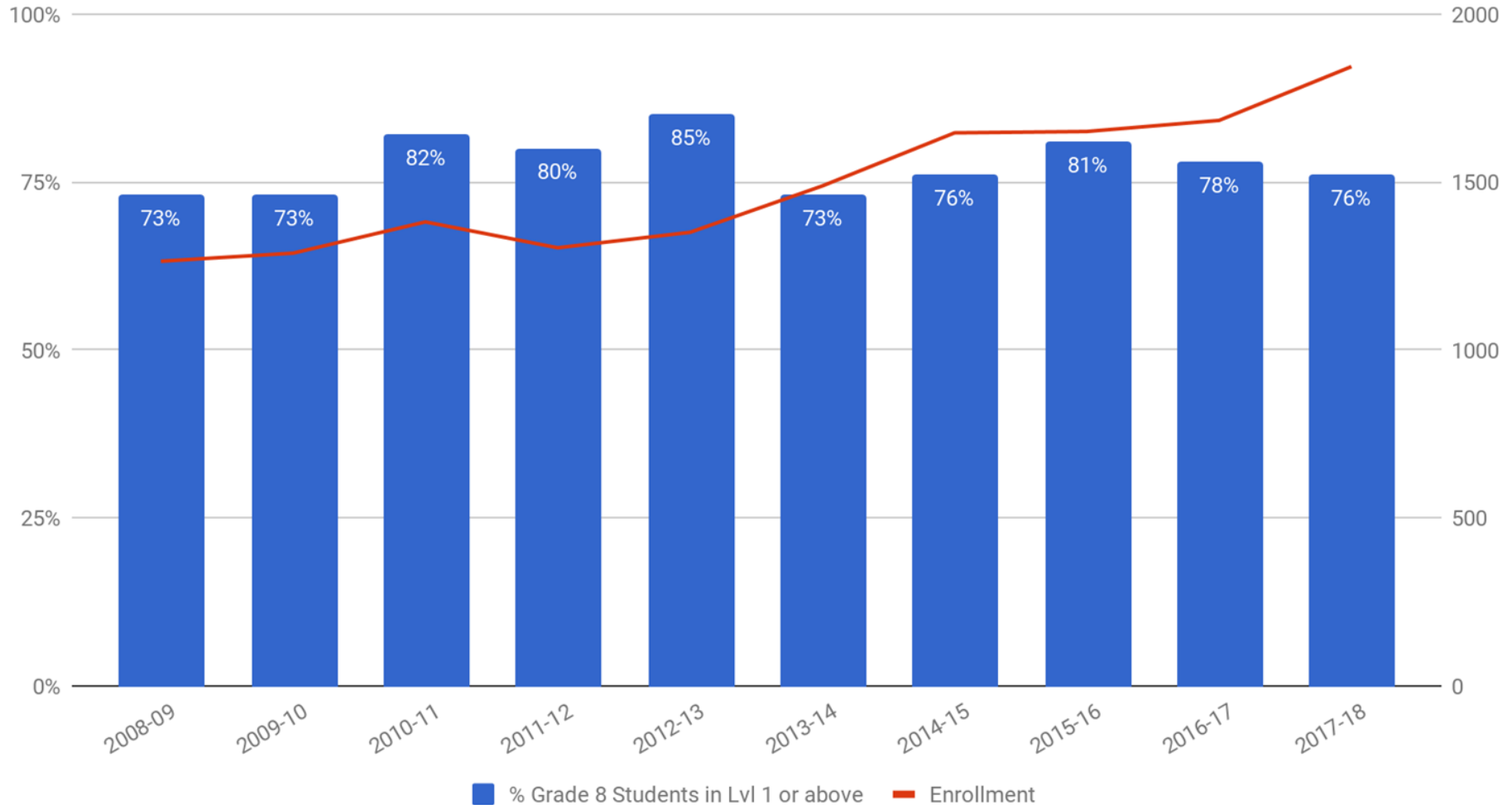






# Grade 8 Students in Level I or Above

% of 8th Grade Students in World Language Level 1 or above





# Credit-by-Exam 2017-18

Administered to 297 students,  
81% English Learners

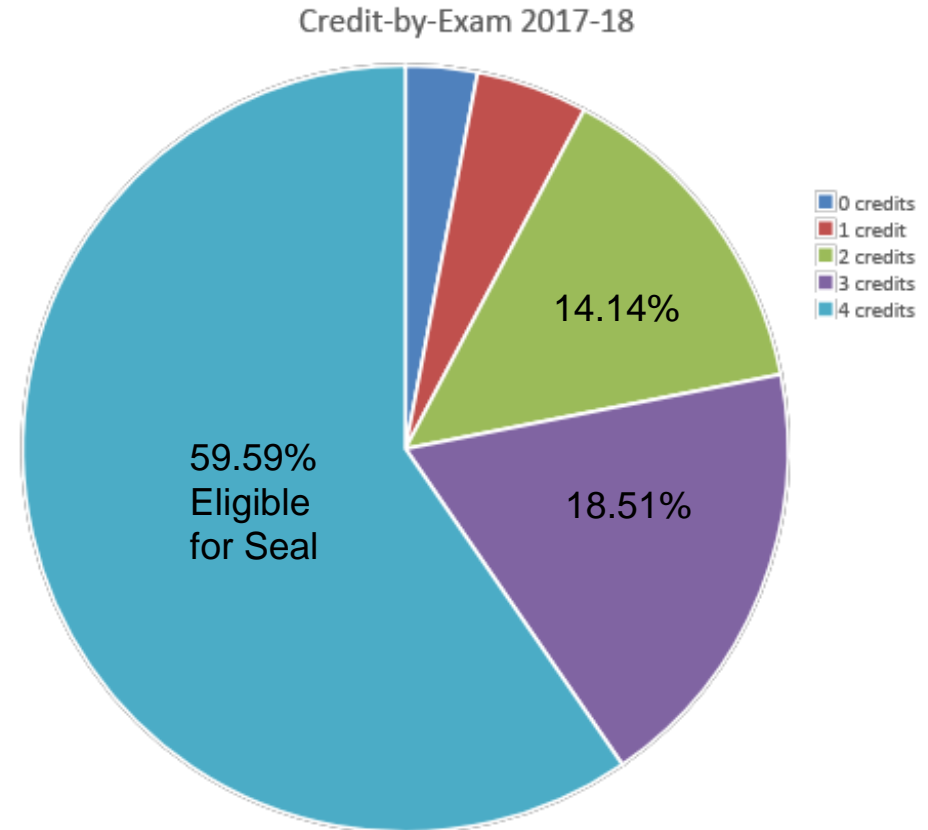
Offered in 35 languages

## Results

59.59% eligible for the Virginia  
Seal of Biliteracy

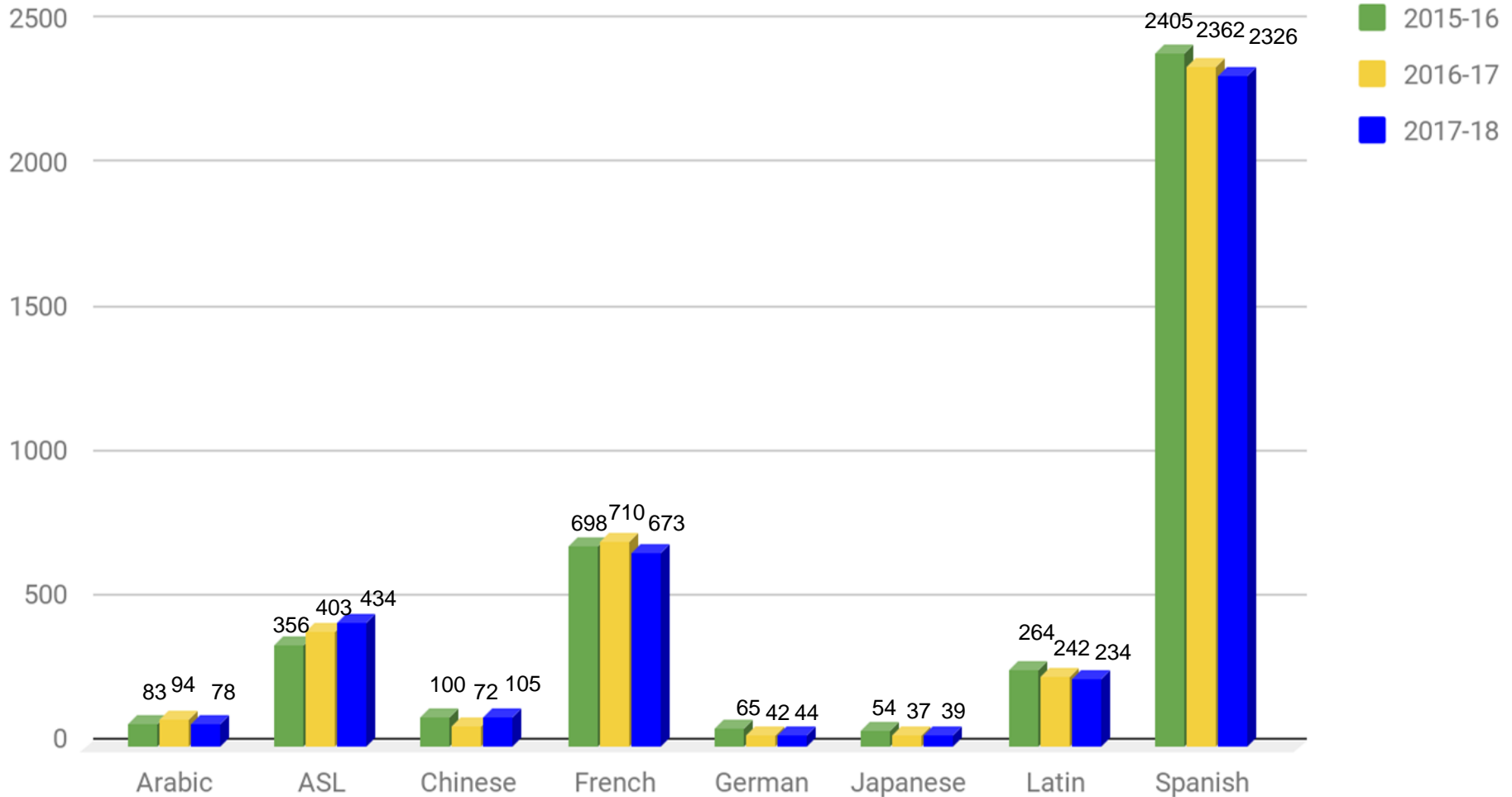
78% eligible for the Advanced  
Studies Diploma

1,050 participants since 2015-16  
802 eligible for Advanced Studies  
Diploma





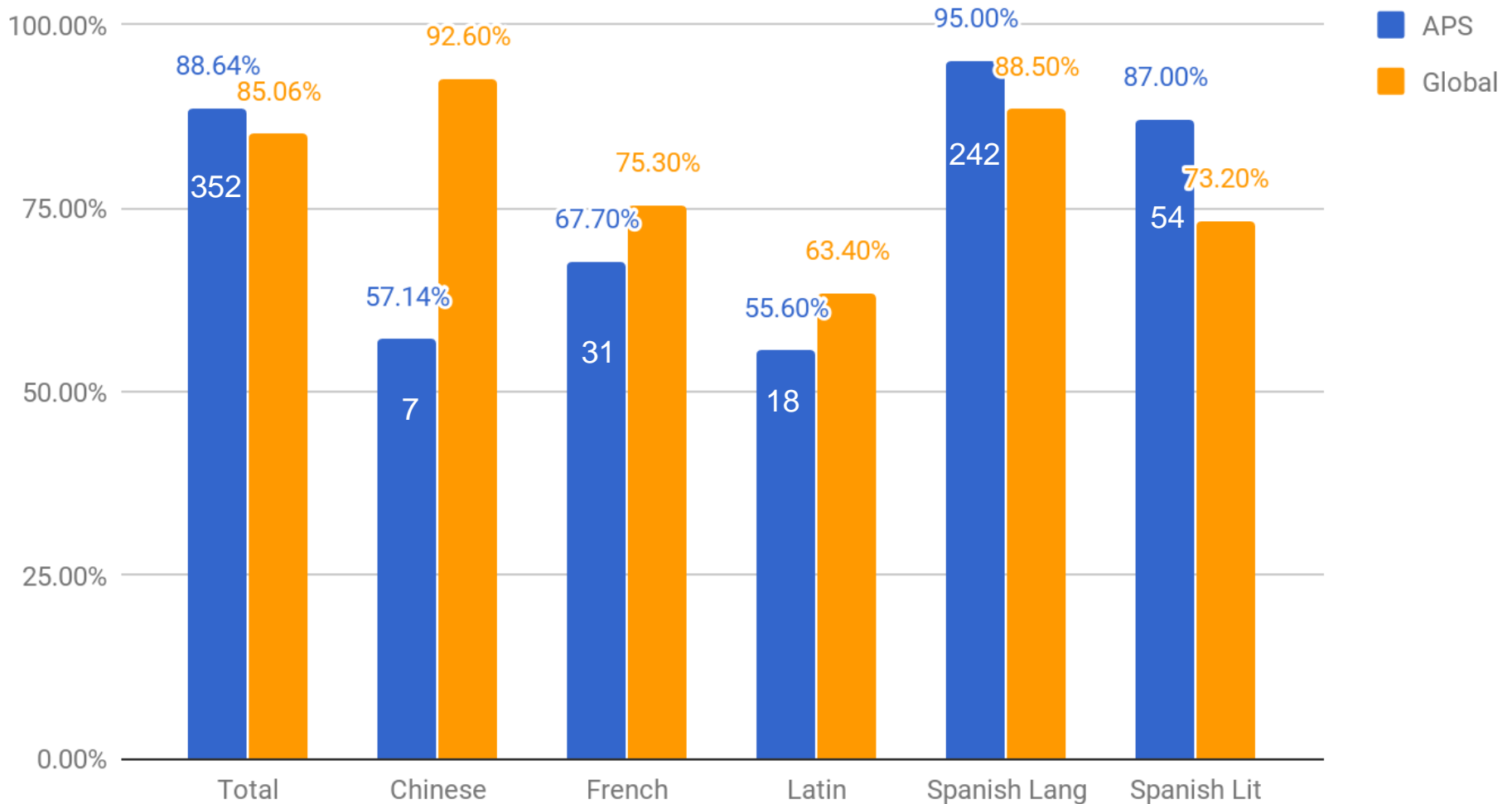
# High School World Languages Enrollment





# 2017 AP Comparison Data

## APS and Global





# Recommendations and Next Steps

Recommendation	Action Steps to Date	Next Steps	Expected Completion
<p>Ensure that professional learning (PL) opportunities address:</p> <p>Instructional support in language modeling and content understanding</p> <p>Needs of students with disabilities (SWD)</p>	<ul style="list-style-type: none"><li>• Job-embedded PL through Instructional Rounds (IR) 87 teachers visited 93 classrooms in 31 schools</li><li>• PL on Understanding by Design (UbD) and curriculum development</li><li>• Department Chairs attended PL on serving the needs of SWD</li><li>• Collaboration among WLAC, ASEAC, and Student Services to ensure inclusion of all students in World Language courses</li></ul>	<ul style="list-style-type: none"><li>• Continue job-embedded PL through IR</li><li>• Redesign of secondary rubrics</li><li>• Needs assessment for future PL</li></ul>	<ul style="list-style-type: none"><li>• Ongoing</li><li>• 2020</li><li>• June 2018</li></ul>



# Recommendations and Next Steps

Recommendation	Action Steps to Date	Next Steps	Expected Completion
<p>Define the responsibilities associated with delivering world language instruction via Blended Learning</p> <ul style="list-style-type: none"><li>• Arabic</li><li>• Chinese</li><li>• German</li><li>• Japanese</li><li>• Latin</li></ul>	<p>Transition from Information Services to the Department of Teaching and Learning focused on a Blended Learning model</p>	<ul style="list-style-type: none"><li>• Increase enrollment in Arabic and Chinese (12th year recipient for STARTALK Grant for critical languages)</li><li>• Coaching of Blended Learning teachers by World Languages Specialist and Supervisor on best practices</li><li>• PL on Canvas by Blended Learning Specialist</li></ul>	<ul style="list-style-type: none"><li>• Ongoing</li><li>• Yearly</li><li>• 2019</li></ul>



# Recommendations and Next Steps

Recommendation	Action Steps to Date	Next Steps	Expected Completion
<p>Work with the Special Education Office to examine and improve support for SWD enrolled in World Language courses</p>	<ul style="list-style-type: none"><li>• K-12 walk-throughs</li><li>• Assistants provided in classes at Washington Lee</li><li>• Inclusion of Special Education Coordinator as member of the World Languages Evaluation Committee</li><li>• County-wide PL sessions for secondary World Language teachers on supporting SWD</li></ul>	<ul style="list-style-type: none"><li>• Monitor enrollment</li><li>• Refocus on FLES inclusion</li></ul>	<ul style="list-style-type: none"><li>• Yearly</li><li>• 2019</li></ul>



# Recommendations and Next Steps

Recommendation	Action Steps to Date	Next Steps	Expected Completion
<p>Support the elimination of opportunity gaps:</p> <ul style="list-style-type: none"><li>• FLES/Native Language Support (NLS)</li><li>• Native language literacy through Immersion and Spanish for Fluent Speakers (SFS)</li><li>• Advanced Studies Diploma and the Virginia Seal of Biliteracy</li></ul>	<ul style="list-style-type: none"><li>• Literacy instruction for Heritage Speakers</li><li>• Targeted mailing to all ELs for Credit by Exam</li><li>• Educated the community on the Virginia Seal of Biliteracy</li><li>• Collaborated with Student Services and Information Services to ensure eligible students receive the Seal of Biliteracy</li><li>• Spanish literacy coaches facilitated planning with grade level teams</li></ul>	<ul style="list-style-type: none"><li>• Collaborate with ESOL/HILT Office on assessments</li><li>• Continue outreach to eligible students and community</li><li>• PD on new research and strategies in Immersion literacy</li><li>• Curriculum review and revision for Elementary Immersion</li><li>• Curriculum writing: SFS courses</li></ul>	<ul style="list-style-type: none"><li>• 2019</li><li>• 2018</li><li>• 2018</li><li>• 2019</li><li>• 2019</li></ul>



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