

World Language and FLES Instruction Monitoring Report June 9, 2016

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Presentation Overview

Program Profile

Good News

Data that Provides Insight

What We Learned

Moving Forward

Bright Spots



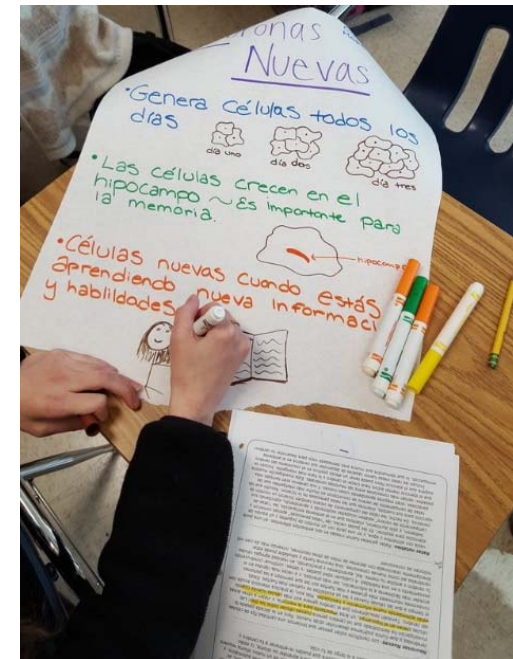


Program Profile

Central Office: Supervisor, Specialist, and Administrative Assistant

Teachers: 183 including one instructional coach

Course Offerings: FLES in all schools, K-12 Immersion, secondary comprehensive curriculum





- Implemented FLES at all elementary schools
- Added new middle school courses
- Continued STARTALK
- Restructured distance learning
- Student achievement
 - Governor's Academy 9 students
 - 300+ will receive the Seal of Biliteracy
 - Growth of ASL





Credit-by-Exam

Total students:

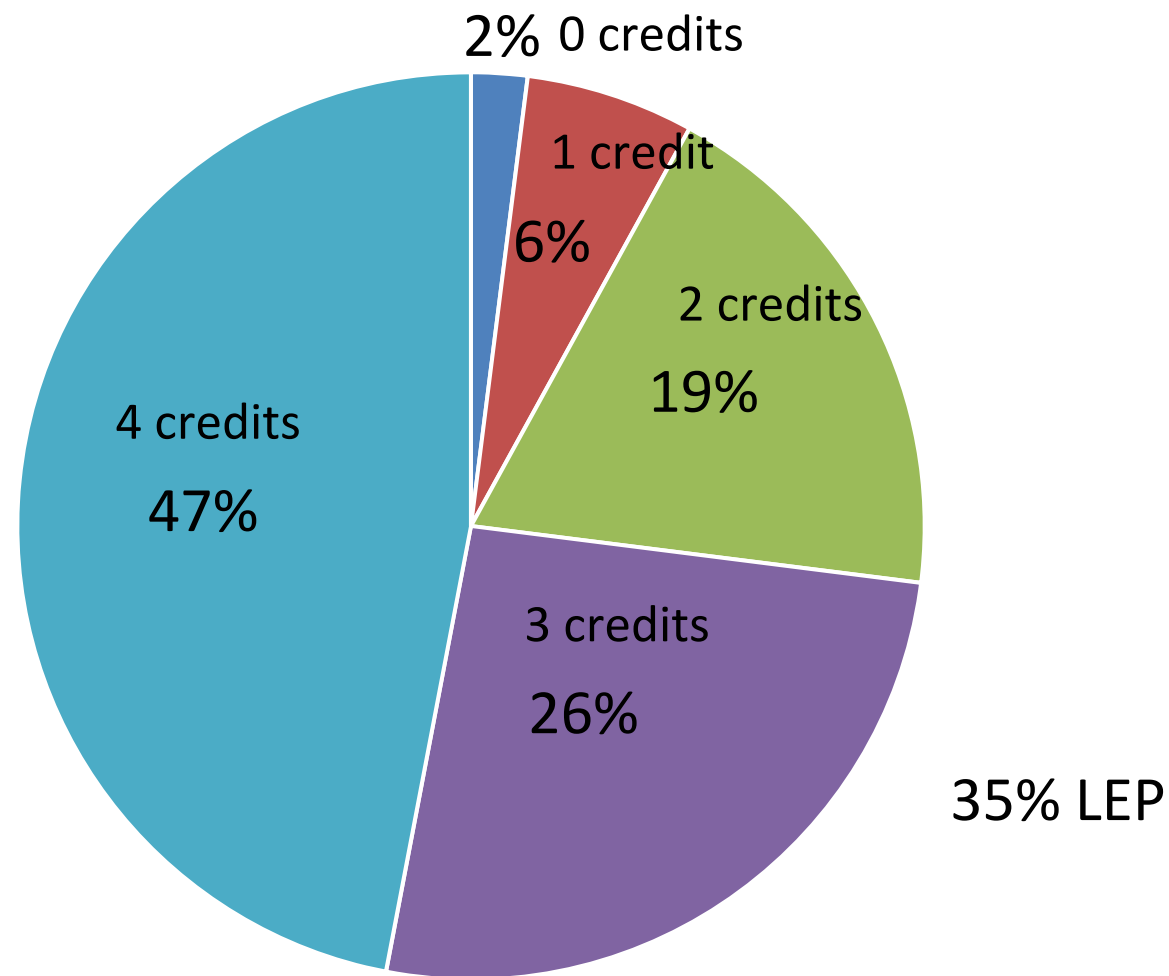
0 credits = 11

1 credit = 26

2 credits = 86

3 credits = 120

4 credits = 217





Meeting the Needs of the Whole Child

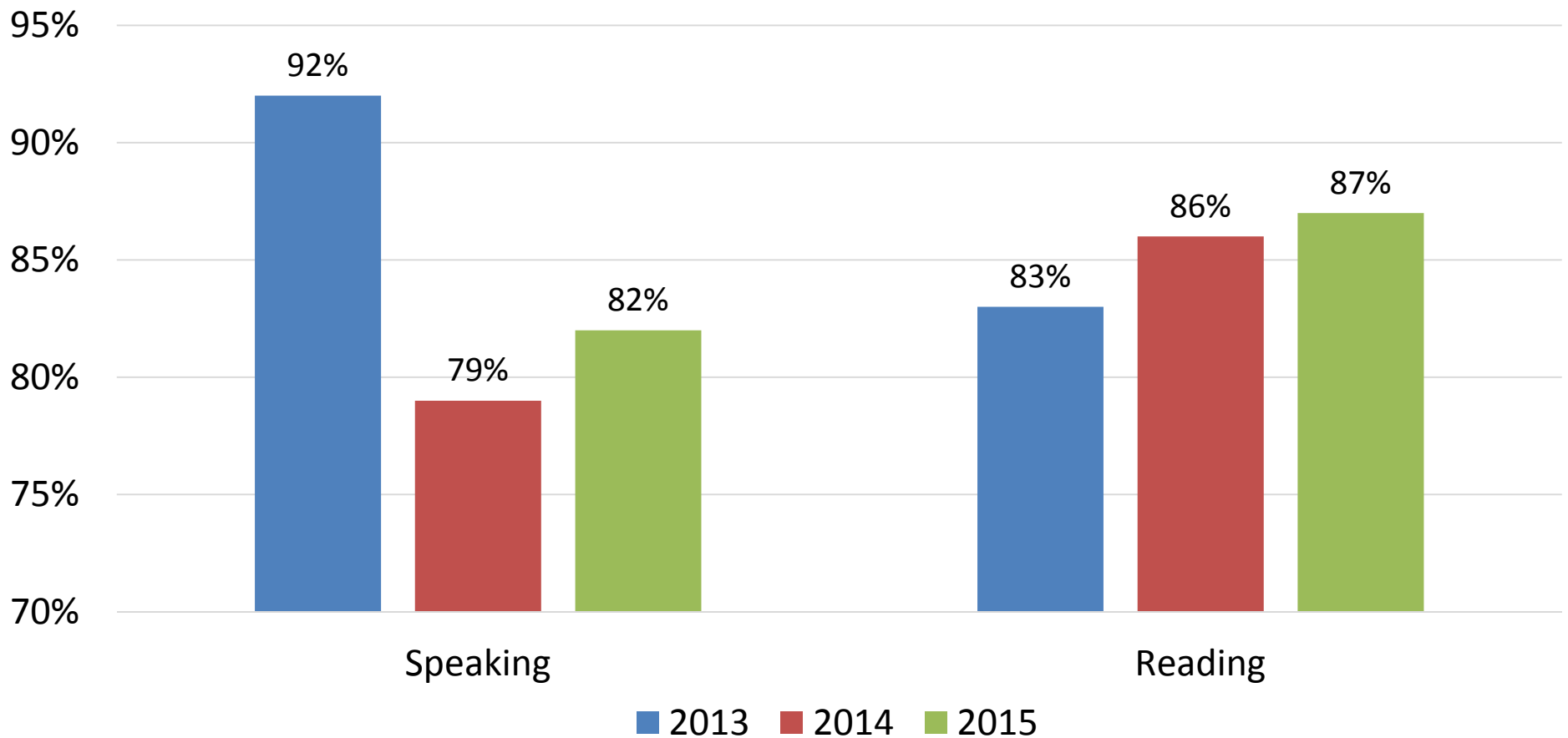


- Distance learning schedule
- Supported world language classes
- Differentiated instruction





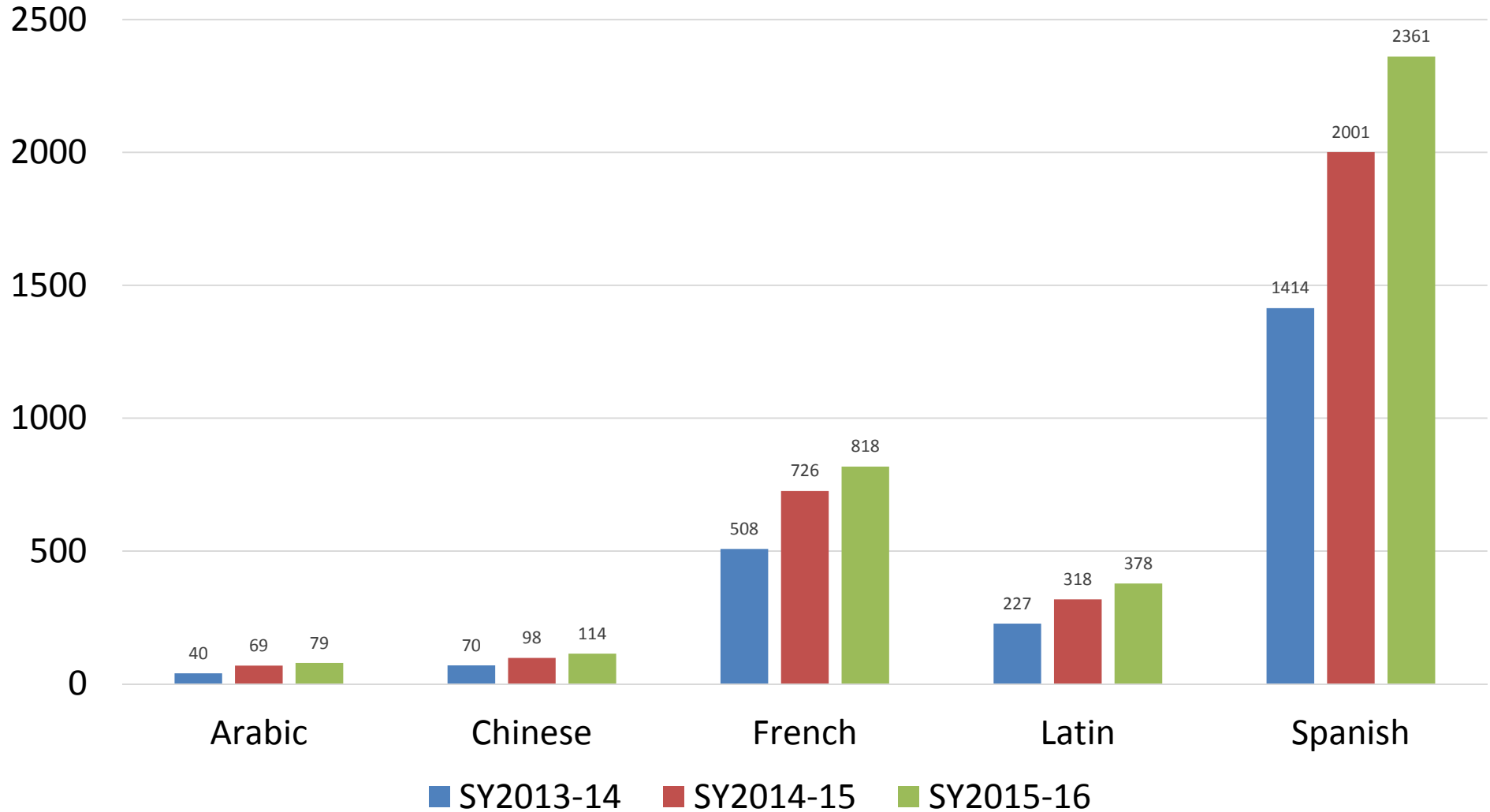
Percentage of students meeting or exceeding expectations as measured by STAMP assessment





Middle School Enrollment

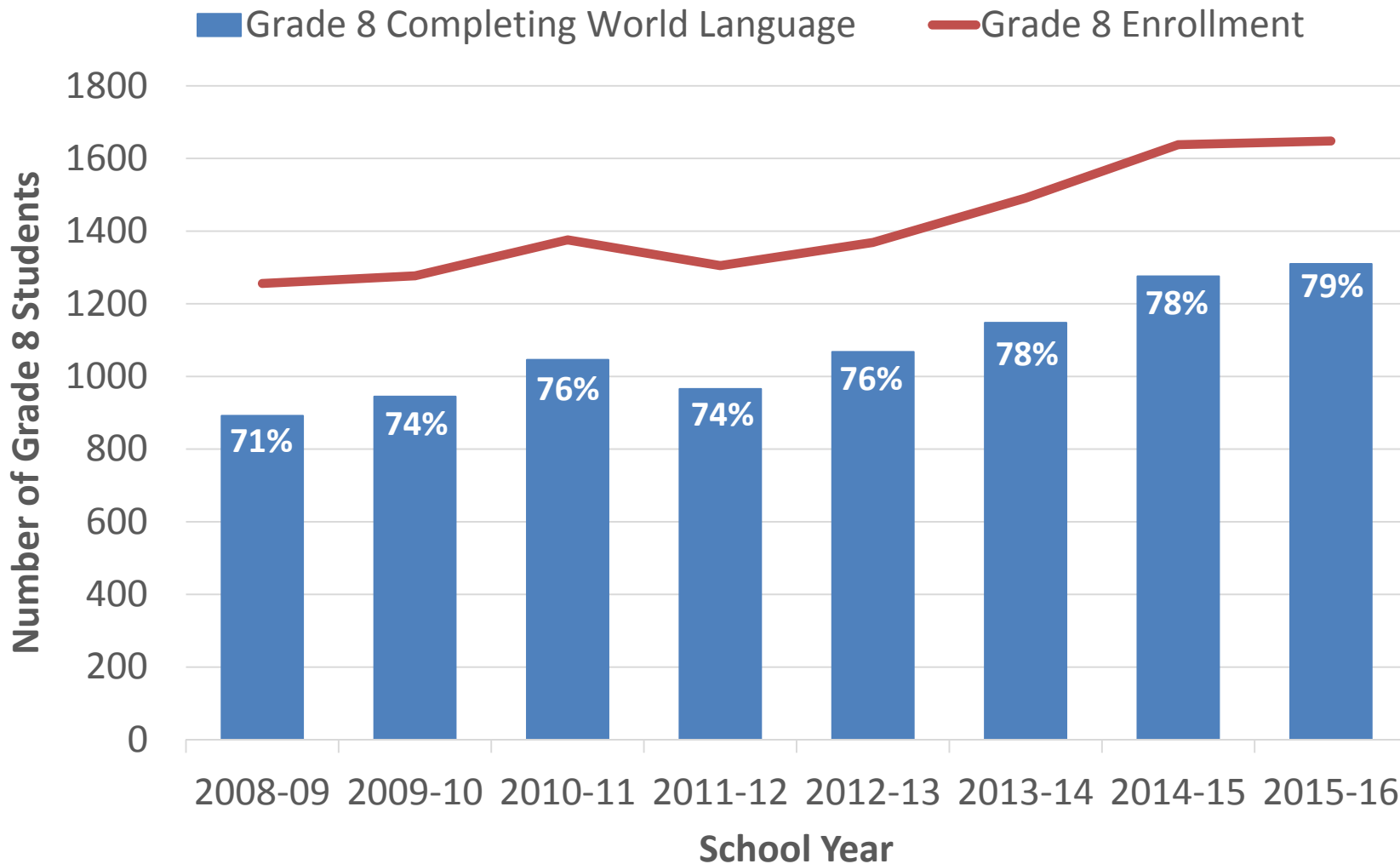
Middle School (6-8) World Language Enrollment





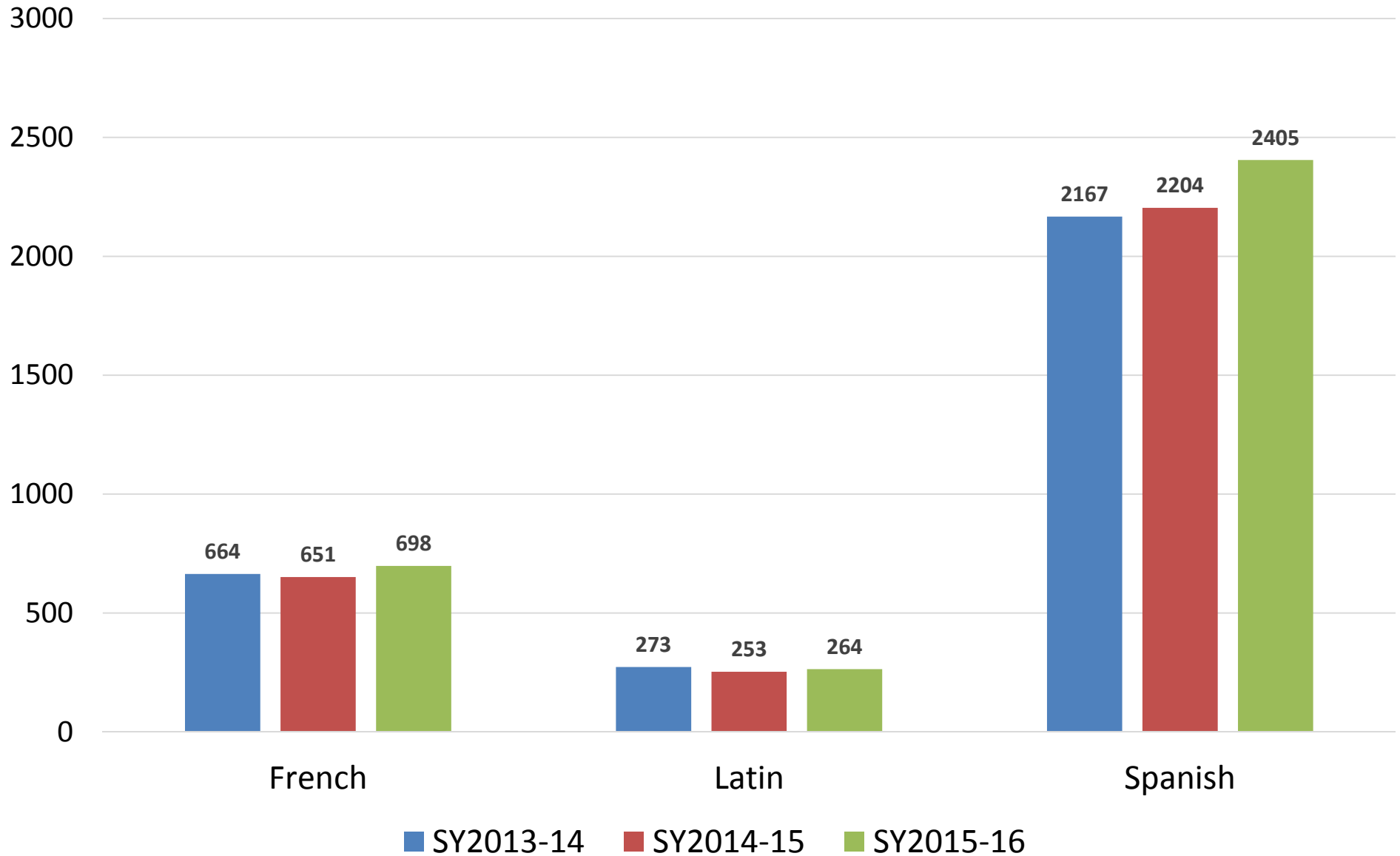
Level I or Higher Completed by Grade 8

Grade 8 Students Completing at Least Level 1



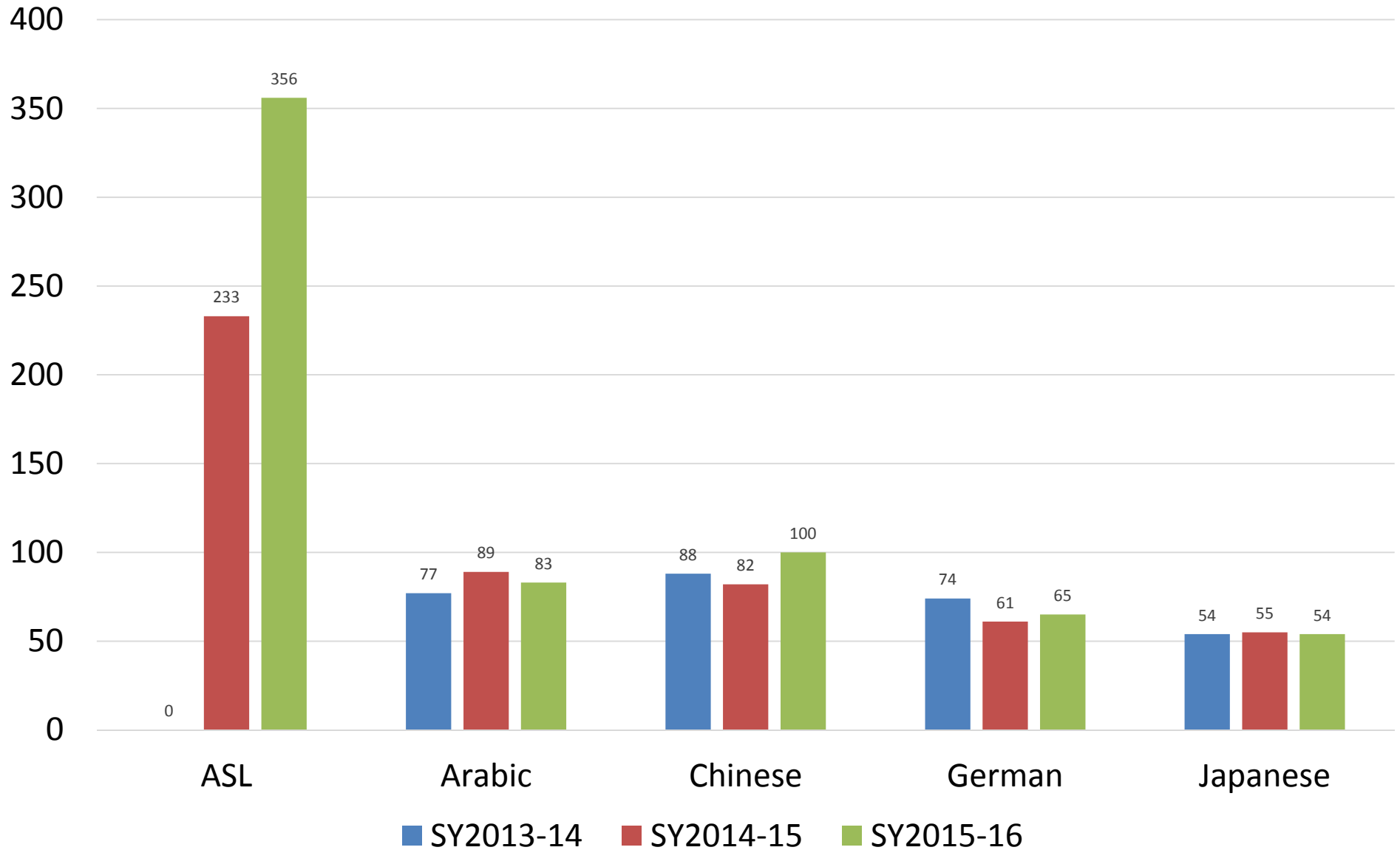


High School Enrollment





High School Enrollment





Grades 6-12 Enrollment 2014-16

Percent of APS: Enrollment Race/Ethnicity		Percent of World Language Course Enrollment	Percent of AP/IB World Language Enrollment
Asian	9%	9%	6%
Black	11%	9%	4%
Hispanic	30%	25%	41%
White	45%	51%	47%
Other	6%	6%	5%



Grades 6-12 Enrollment 2014-16

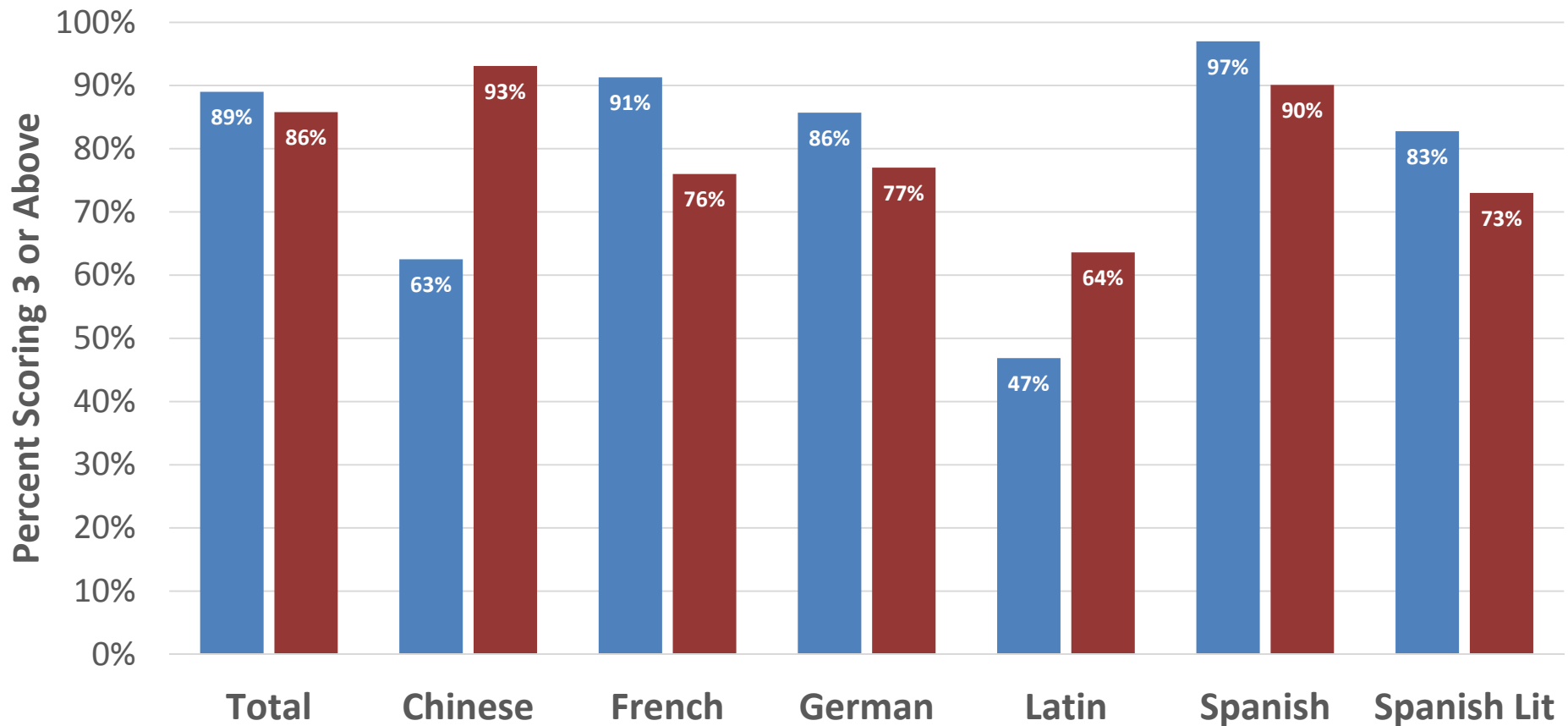
Percent of APS Enrollment: Student Groups		Percent of World Language Course Enrollment	Percent of AP/IB World Language Enrollment
LEP	21%	13%	14%
SWD	15%	8%	2%
Free- Reduced Lunch	32%	23%	24%



Comparison Data: APS and U.S.

World Languages AP Performance: APS versus U.S.

■ APS ■ US



Number Tested	Total	Chinese	French	German	Latin	Spanish	Spanish Lit
	369	8	46	7	32	218	58



Recommendation #1

Develop new Progressive Planning Model for 2017 and beyond to meet the needs of all students

Strategies:

- Meet students' proficiency levels through new middle school courses
- Implement Introduction to Latin and French at all middle schools
- Support full implementation of ASL I-III
- Continue redesign of distance learning
- Implement new textbooks



Recommendation #2

Professional development in standards and assessments

Strategies:

- Continue use of Instructional Rounds
- Analyze proficiency scores between Grade 5 FLES and Level I Spanish
- Refine K-12 curriculum
- Articulate and update curricular documents K-12
- Attend/present at state-wide conferences



Bright Spots

- Seal of Biliteracy
- Increased Credit-by-Exam
- 10th consecutive year STARTALK Grant recipient
- FLES in all schools

