

TO: Arlington School Board
FROM: World Languages Advisory Committee
DATE: March 11, 2011
SUBJECT: Recommending Year Report

Introduction

First of all, the World Language Advisory Committee (WLAC) wishes to express its deep appreciation for the interest, support, guidance and collaboration that we have received throughout the year from the representatives on the School Board and the Superintendent, Assistant Superintendent, the World Languages Supervisor and the World Languages Department, and the principals and teachers of Arlington Public Schools. They are tremendously dedicated and committed to providing the best education possible for Arlington's children.

The WLAC has again enjoyed an active year during 2010-2011. This report briefly summarizes recent national reports and events that emphasize the critical need for, and benefits deriving from, early learning of other languages. We next describe several positive steps taken this past year by Arlington Public Schools to strengthen existing World Language programs and to assess their effectiveness. The report then briefly describes this year's WLAC activities. We then propose five high-priority recommendations for action, based on the results of the first preliminary FLES evaluation and our own analysis of needs that must be addressed in order to fully establish the kinds of program envisioned by the School Board and APS leadership. In proposing these recommendations, we have been attentive to the severe resource and budgetary constraints faced by Arlington, and therefore, have proposed alternative means of addressing these needs at minimum cost. In brief, the five WLAC recommendations are:

1. **APS should re-commence expanding elementary school language programs to serve all Arlington's children, and do so as rapidly as possible.** Alternative approaches are examined and one is recommended in the context of these minimum criteria:
 - Available to all elementary school children
 - Proficiency-based to develop functional language ability
 - Meets or exceeds the minimum standards of learning time and learning frequency as set by the American Council on the Teaching of Foreign Languages (ACTFL)
 - Prepares children to develop higher language skills in secondary school
 - Cost-effective and within Arlington's resource constraints
2. **APS should provide Sixth Grade Spanish language instruction during the school day in every Middle School to all students who rise from fifth grade FLES or Immersion programs or have comparable proficiency.**
3. **The Virtual Virginia courses for Chinese should be supplemented and supported by direct classroom instruction.**
4. **APS should adopt a model of differentiated content instruction in Spanish in every school with a percentage of Hispanic heritage students or fluent speakers of 40% or more.**
5. **APS should carry out annual standards-based assessment of student progress in elementary and middle school language programs, in addition to high school.**

The report concludes by listing the members of the committee and our language-related backgrounds.

I. The Need for Expanded Language Education

The National Context. Throughout this decade, Americans have become increasingly cognizant of the importance to the nation of investing in the development of capacity to communicate in other languages in addition to English among our children. In 2010, this need was driven home forcefully in the Washington DC area by a major conference on the topic at the University of Maryland, co-hosted by three federal agencies, with keynote remarks by Secretary Arne Duncan of the Department of Education and Leon Panetta, Director of the Central Intelligence Agency. Mr. Panetta, who had also served on the 1979 President's Commission on Foreign Language and International Studies, made the following remarks in a 40-minute address:

"If we are truly interested in having America succeed in the future, with regards to foreign language training, then I believe that the United States should require language study beginning at a younger age... and ... we need to get back to mandating language training as a requirement for graduating from college"

"This country cannot simply expect the rest of the world to speak English. We must be multilingual.... It is vital to our economic interests. It is vital to our diplomacy. It is vital to our national security to use the language of the people that we engage throughout the world."

"For the United States to get to where it needs to be will require a national commitment to strengthening America's foreign language proficiency. A significant cultural change needs to occur. And that requires a transformation in attitude from everyone involved: individuals, government, schools and universities, and the private sector."

[Schools and universities need to reach beyond reading, writing, and arithmetic to] "the 'fourth R': the reality of the world we live in. Language skills are vital to success in an interconnected world, and they are fundamental to US competitiveness and security."

"Language is the window through which we come to know other peoples and cultures. Mastery of a second language allows you to capture the nuances that are essential to true understanding... This is not about learning something that is helpful or simply nice to have. It is crucial to [our] mission."

Secretary Duncan's remarks included the following:

"One place we obviously need to get better is in teaching languages. The United States is a long way from being the multi-lingual society that so many of our economic competitors are. My message to you today is that K-12 schools and higher education institutions must be part of the solution to our national language gap. The President and I want every child to have a world-class education – and

today more than ever a world-class education requires students to be able to speak and read languages in addition to English....

“This is a high-stakes issue. For too long, Americans have relied on other countries to speak our language. But we won’t be able to do that in the increasingly complex and interconnected world. To prosper economically and to improve relations with other countries, Americans need to read, speak and understand other languages. It’s absolutely essential for the citizens of the United States to become fluent in other languages—and schools, colleges and universities must include producing bilingual students as a central part of their mission.”

<http://hken.ibtimes.com/articles/90684/20101209/.htm>)

And in January 2011, Charles Kolb, the president of the Committee for Economic Development, and John Wilson, the executive director of the National Education Association, were among the authors of “The National Imperative for Language Learning,” where they wrote the following:

“... Global competence is an area where most American classrooms are falling short. Consider a class of children entering kindergarten in the United States. While their classes may include students from around the world, global issues and cultures will not be regularly woven into their schoolwork. They will probably study only one language—English—until high school, even though they would learn a second language far more easily if they began in elementary school. Meanwhile, 20 out of 25 industrialized countries start teaching world languages in grades K-5, and 21 countries in the European Union require nine years of language study. International business leaders are warning that American graduates may be technically competent but are increasingly culturally deprived and linguistically illiterate compared with graduates from other countries competing for the same jobs....”

“Language learning is a central part of what high-performing nations are doing to make their students and their societies globally competitive—virtually all of the highest-performing nations on the recent Program for International Student Assessment exam require second-language learning. At this defining moment in American education, we sell ourselves short if we do not strive for schools that prepare students for an interconnected world driven by the demands and opportunities of globalization.”

http://www.edweek.org/ew/articles/2011/01/26/18jackson_ep.h30.html)

Research Context. In the WLAC’s 2010 Report, we included an appendix that provided a list of cognitive, academic and social benefits that have been documented in empirical research as accruing to those who are bilingual and/or began learning to speak a language at an early age and continued for several years. The evidence for these benefits, which include higher flexibility and innovation in thinking and indications of positive effects on the learning of other subjects, have received further support from this year’s published research. It has also been reported that active competence in more

than one language correlates positively with delayed onset (or non-onset) of dementia among the elderly. For references, see the Appendix of the WLAC's 2010 Report at http://www.apsva.us/1540108293848173/lib/1540108293848173/April_14-Foreign_Language_report.pdf; also see the articles at these URLs for bilingualism's positive effects delaying dementia: <http://www.medicalnewstoday.com/articles/60646.php> and http://www.sfltimes.com/index.php?option=com_content&task=view&id=6589&Itemid=210.)

Local Context: Other school districts in Northern Virginia have committed to language study, starting in elementary school. Loudoun County requires all children to study Spanish in grades 1-6. Fairfax County parents successfully defeated an attempt by some representatives on the County Board to eliminate the Foreign Language in Elementary Schools (FLES) program, and, as a result, the county has retained FLES in 32 elementary schools, in addition to dual- and partial-immersion programs in other schools. Alexandria has introduced a new FLES pilot program in two of its schools beginning in grades K-2.

II. Accomplishments of Arlington's Language Programs in 2010-11

An interest in other languages and cultures and specifically in world language education has been especially important in Arlington during this 2010-2011 school year.

Initiatives in Individual Arlington Schools. One noteworthy activity undertaken by an individual school has been the periodic *Adelante* culture and language events that Claremont Elementary School parents and community have sponsored last year and this year. These events involve teachers, parent volunteers and members of the community, who prepare students for poetry recitals, plays, dances, folktales, language tongue twisters and other activities. They feature creative use of multi-media and positive cultural representations of South and Central America. The *Adelante* sessions were designed in collaboration among the Principal, teachers and parents at the school, and they have fostered a very positive community-school dynamic that has brought families of different cultural backgrounds together in support of language and culture learning. Crucially, the focus of the events is on real language use for communication. Participation is enthusiastic and is very well balanced in terms of parental and child involvement, student grade levels and proficiencies, and representation of countries of origin, with families from the U.S. and Latin America, as well as from countries in Asia, Africa and Europe. By encouraging real language communication in a fun community context, the *Adelante* programs at Claremont are a model for other schools to consider adopting.

Other outstanding initiatives by individual schools include the first-year Chinese program at Wakefield High School and Barcroft Elementary School's innovative approach to meet the different needs of both native and non-native Spanish speakers in its FLES program:

- The former and current Wakefield principals Doris Jackson and Christian Wilmore and the Chinese Instructor, Maggie Hsu, have demonstrated both dedication and

commitment to their students by finding a way to provide direct teacher instruction for first year Chinese at Wakefield. Upon the announcement last spring that Chinese would be offered during the school day at Wakefield, Ms. Hsu began recruiting potential students. At the beginning of the school year, the enrollment was still not high enough for a regular class, but Ms. Jackson and then Mr. Wilmore approved the direct instruction of the class anyway. By October, there was a full class of 15 students, all of whom have continued in the class and intend to continue in Chinese II next year.

- Barcroft Elementary School has developed an approach to Spanish instruction that may be a model for differentiation of instruction in FLES for other schools. Students whose native language is not Spanish participate in a regular FLES program, 120 minutes per week. However, native Spanish-speaking students and very fluent non-natives are separated for those classes and taught Spanish Language Arts and content from their other subjects in Spanish, thus strengthening their academic skills in Spanish at the same time that they master the content that they will need to know in their SOL exams (of course, they are also studying those subject classes in English.)

Accomplishments in APS World Language Programs. More broadly, the Arlington Public Schools World Language Programs have had a number of very significant achievements in the past year.

- The School Board's commitment to the importance of language education was especially appreciated across Arlington's World Languages community when it was publicly expressed as the following value: *"All APS students should be proficient in at least two languages upon graduation and should have access to world language proficiency programs regardless of school of attendance."*
- The most significant single achievement has been the positive results of the APS FLES program indicated by the results of the preliminary program evaluation that was conducted in June 2010 and reported this January. The study revealed that 82% of Arlington's beginning Spanish students in the two FLES schools participating in the evaluation had achieved proficiency levels in speaking, listening and reading the language after only four years of study (in Grades 2-5) that meet the established national expectations for six years of study. The other 18% of the students all met the established four-year goals. None failed to achieve the Benchmark proficiency level of Junior-Novice-Mid. (See Appendix I for definitions of the established language proficiency levels and Appendix II for a summary report and analysis, with tables and charts, of the results of the FLES evaluation.)

- The evaluation also revealed that students of Spanish heritage who were enrolled in the two FLES schools developed strong listening and speaking proficiency, well beyond the attainments of non-natives. (They achieved ACTFL “Advanced”).¹
- APS has made detailed plans to carry out a rigorous evaluation of all the World Language programs this March and April. The plans are well designed to provide valuable information about the immersion and secondary school programs in every language and additional information about the FLES programs. The World Language Supervisory Team has worked closely and effectively with Lisa Stengle in the APS Evaluation Office, and they have also sought suggestions from WLAC members.
- Spanish “Transition” instruction is now offered during the school day to 6th grade students who articulated from FLES or Immersion programs in elementary school. This instruction is provided by three of the five middle schools. However, it is limited to only a single semester, with the other semester used for instruction of English Reading. This is significant progress over previous years, when Spanish was only offered in after-school voluntary classes, but improvement can still be made.²
- As noted earlier, Arabic and Chinese are now taught during the school day at every secondary school without exception, through the use of online or distance education at every school. At Wakefield, Chinese I is provided with a teacher. Because the classes are taught during the day, instead of in the evening as in previous years, enrollments in both languages are more than triple the size of previous years, with the largest numbers in the first year classes.
 - The distance learning instruction in 1st year Chinese was designed and taught by APS instructor, Mr. Alaric Radosh. In addition to using Blackboard for the distance instruction, Mr. Radosh goes to a different school each day and teaches students there in person once a week. As a replacement for the ideal full-time direct teacher instruction, this approach is very impressive, as it provides first-year students with at least one opportunity each week to learn directly from the teacher and interact with him. The learning activities that Mr. Radosh has developed are well designed and actively involve the students. Unfortunately, this approach is not available to Chinese students beyond the first year; in Chinese II-IV, students work only with online Virtual Virginia materials.

¹ The Spanish heritage learners’ results are only available for Speaking and Listening because their scores on the NOELLA Reading Test could not be disaggregated from those of other students for analysis. That test also “tops out” at Intermediate-High, which is almost certainly below the proficiency of at least some native speakers.

² Specifically problematic are the facts that (a) students who are not reading in English at the 6th grade level are not permitted to take the Transition courses, even if they are native Spanish speakers who would be helped by reading in Spanish; (b) two middle schools do not offer the program, despite the fact that some of their feeder schools have FLES and/or Immersion programs; and (c) having only one semester of study in a calendar year means that there will be no exposure to Spanish during the remaining eight months of the year. While better than previous years, this is an extremely long gap.

- Also impressive is the work of the two Arabic language itinerant teachers, Ms. Mona Fahmy and Ms. Wasan Alqaisi, who were brought to the Arabic program by APS last October in order to provide more opportunity for students of all levels to interact in that language. The online Arab Academy program that APS is using to provide instruction in that language also involves opportunities for students to use Skype to communicate with their teachers in Egypt. But interacting with Ms. Fahmy and Ms. Alqaisi is spontaneous, authentic, and motivating. In our opinion, the fact that the teachers meet with Arabic students at all levels, I-IV, is especially important, and APS should be commended for its flexibility in implementing this program after the school year had begun.³
- The federally funded STARTALK program enabled Arlington last year to offer summer intensive classes in Chinese and Arabic to beginning and intermediate learners in grades 7-12. APS has just learned that it will definitely receive renewed funding for its fifth year in 2011. Classes this year will be available for 4th and 5th graders, in addition to middle school and high school students.
- APS and many of its schools have made marked improvements in disseminating accurate and timely information to parents and students about language programs. The use of electronic message boards, such as those of the PTA and Family Network, have helped dissemination, as has the development of an attractive and informative new website for World Language programs. Finding information online is much easier now than before.
- The transition from the previous World Languages Supervisor to Ms. Perdomo has occurred smoothly, with no loss of focus. Ms. Perdomo and her new World Language Specialist Ms. Sen have done an impressive job of handling very complex responsibilities in the APS World Language programs (which this year include managing the added challenges of the program evaluation), and have brought considerable energy and innovative thinking to their positions.

III. The World Language Advisory Committee's Activities

The activities of the committee for this year included the following:

- **Monthly Meetings.** WLAC meetings took place on the 3rd Thursday of every month, starting in August 2010. In addition to examining ways to assess and strengthen the already strong World Language programs in Arlington, the committee meetings have been devoted to investigating ways to minimize costs of world language learning for Arlington County students in this challenging economic environment, while maintaining Arlington's commitment to developing globally educated learners for the future.
- **WLAC Participation at ACI Coffee.** The WLAC was represented at the ACI coffee on Saturday, October 16, 2010, with a short presentation about the work of our committee.

³ Ms. Hsu's class at Wakefield also makes use of Mr. Radosh's multi-media learning materials. This collaboration between the two teachers is a model.

- **Family Network Presentation.** For the 3rd year in a row, the Committee sponsored a Family Network presentation on APS Language courses, focusing on secondary school programs. The presentation was made at Thomas Jefferson Middle School on Thursday, January 13, just prior to the beginning of high school enrollments for the coming school year. The presenters informed families about language programs offered during the school day and the new 6th grade continuation of elementary school Spanish in some of Arlington's middle schools. In addition to providing information on these offerings and enrollment procedures, these presentations also provided context to parents and students about the importance and relevance of learning world languages for future life opportunities. Presenters included APS World Language Supervisor Marleny Perdomo, WLAC chair Frederick Jackson, another professional who works with languages and linguistics for the Government, one of the APS Arabic teachers, and a current student in the third year Chinese Virtual Virginia program, Jennifer Frey, who had also participated in a STARTALK program and in last summer's Department of State NSLI-Youth intensive summer language program in China. The presentation attracted more than 40 attendees, and prompted another 20 requests for more information among those who could not attend.
- **Expert Speaker on Opportunities for Good Language Learners.** The WLAC arranged for Everette Jordan, a Senior Linguist and Intelligence Analyst with the Department of Defense, to speak to language students in the auditorium at Wakefield High School in June 2010 and to STARTALK students of Arabic and Chinese in August 2010. Arlington Educational Television recorded the Wakefield presentation for later showing in APS schools. On both occasions, after his talks, interested language students surrounded Mr. Jordan, who speaks Arabic, Russian, Spanish, German and French
- **National World Languages Week Celebration.** On Friday, March 11, in response to the announcement of National World Language Week by Virginia Superintendent of Public Instruction Patricia Wright, the WLAC will co-host with the ESOL-HILT CAC the second annual Arlington celebration of National World Languages Week at the Education Center Building. An expected 100 or more attendees will be able to enjoy international food while watching live and videotaped presentations of Arlington students in World language classes. Attendees will include the Superintendent and members of the School Board, staff from the APS Central Office, several school principals and teachers, parents and students of all ages from across Arlington as well as other members of the Arlington community.
- **Consultation with the APS Evaluation Team.** On December 9, the WLAC invited the Head of APS Evaluation, Lisa Stengle, to explain the general plan for this spring's evaluation of APS World Language programs. Her PowerPoint presentation helped us understand the intent and components of the planned evaluation. She then asked the WLAC for suggestions of specific, well-recognized criteria for assessing language instruction. In follow-up, the WLAC chair and co-chair also met with Ms. Stengle, Assistant Superintendent Dr. Mark Johnston, and World Language Supervisor Marleny Perdomo to provide input on the evaluation protocols. At Ms. Stengle's request, they also provided detailed input by email for the final class observation form for the evaluation.

- **Consultation with the ESOL-HILT Advisory Committee.** The ESOL-HILT and World Languages have a number of concerns in common. Fundamentally, both committees are committed to achieving the School Board’s stated value that “*All APS students should be proficient in at least two languages upon graduation and should have access to world language proficiency programs regardless of school of attendance.*” In addition, both committees agree, on the basis of published research, that literacy is best introduced first in the learner’s dominant language and that until English literacy is well established, it is desirable to provide First Language Support for learners to help them understand unfamiliar content. In February, three WLAC members met with the ESOL-HILT committee to explore the possibility of common recommendations to the ACI. Our fourth recommendation is in large part a result of that meeting, and it complements the ESOL-HILT Committee’s third recommendation.
- **Information dissemination on World language offerings.** Some of the Committee’s dissemination initiatives have already been described. The WLAC has also continued to make good use of PTA electronic distribution lists at many of our schools and APS School-Talk to announce its World Language events to parents and students. We are also improving how the community can reach the WLAC by designing and printing a flyer about the committee for this year’s language celebration, which includes contact information of members. We intend to update this for use at future events.

IV. Remaining Concerns About APS World Language Programs

- **Lack of access to World Language instruction.** Sixty percent of Arlington’s elementary school students have no access to world language study (5950 out of the total of 9966 K-5 students). The 40% who do have such access attend the two schools with immersion programs (1048 students) or one of the seven schools with FLES programs (2968 students), both of which have been shown to provide very effective learning. The most recent selection of a school to offer the FLES program occurred in the fall of 2009 with Randolph Elementary School, which means that it will be three full years before other schools can be added in fall 2012. Meanwhile, parents of children at such schools as Tuckahoe wonder why their children cannot benefit from the excellent language programs developed and offered at, e.g., Glebe, Patrick Henry, and McKinley.
- **Transitional Sixth-Grade Spanish.** Only three of the five Middle Schools offer Transition Spanish in the 6th Grade for students who had attended FLES or Immersion programs in elementary schools.⁴ In those three schools that offer the Transitional Spanish program, the program of courses permits students to take only one semester of Spanish, either in spring or fall semester, because the other semester is used to teach English Reading.⁵ Furthermore, those students whose

⁴ Gunston Middle School offers 6th grade Immersion Spanish instruction for students who participated in Arlington’s elementary dual-language Immersion programs or have developed comparable ability in the language, but does not offer Transition Spanish.

⁵ The H-B Woodlawn Secondary Program has offered a full year of sixth grade Spanish for several years.

English Reading is not at grade level are required to take a full year of Reading and cannot enroll in Spanish, even if it is a strong subject for them.

- **Mixed levels of language proficiency within classes.** Primarily because of the large presence of Spanish native speakers or fluent speakers who learned the language overseas or in Immersion programs, it is common in many elementary school and middle school classes to have 22-24 students with very different language abilities. A curriculum that is very appropriate for beginning or intermediate-level non-native speaking learners of Spanish is unlikely to be appropriate for native speakers, and vice-versa. With such large classes, it is very difficult for any teacher to differentiate her instruction for students across the broad range of proficiency. This problem also occurs in the online second- and third-year courses for students of Chinese and Arabic, where Heritage learners work side-by-side with non-native learners. In this case, however, classes are smaller, and consequently, for example, the Arabic itinerant teachers are able to differentiate appropriately.
- **Schools do not always treat FLES as a core subject.** Although World Language is listed as a “Core Subject” in Arlington’s Program of Courses, in practice, it is sometimes treated as a lower priority “Special.” The committee has heard several reports of students being pulled out of their FLES classes for other functions, such as testing, but not out of other core subjects. This can have the effect of significantly reducing the number of instructional hours and of adversely affecting the teacher’s curriculum plan. Moreover, casual observation by committee members led to the conclusion that language homework may not be regularly assigned to students in FLES classes, not even for the fourth and fifth grades, when there is homework assigned in other core subjects.
- **Insufficient teacher contact for Chinese students beyond the first year.** Concerns have been expressed by parents of Chinese students about the relative lack of teacher contact and spoken interaction that is characteristic of the new online classes for Chinese in years 2-4, where students must work by themselves on Virtual Virginia materials.⁶ As a result, there may have been some loss of enrollment in years 2 and 3 of the Chinese classes. Many students would appear to need more support and more interaction and opportunities to use the language in conversation.
- **Limited languages are available to students in the International Baccalaureate program at Washington-Lee High School.** At present only students taking Spanish, Spanish for Fluent Speakers, French and Latin are eligible for the IB program at Washington-Lee, and only those languages may count towards completion of the IB World language requirement. Middle School students who are now taking Chinese and would like to continue it in High School are reported as frustrated because they will have to choose between the IB program and Chinese, when they want to take both. Several students of Arabic and German would also like

⁶ As pointed out earlier, students in first-year Chinese at Wakefield High School have Ms. Hsu as their full-time teacher. Other first-year Chinese students benefit from Mr. Radosh’s weekly visit to their class and from the fact that the distance-learning program that he delivers provides opportunity once a week in every class for human interaction.

to enroll in IB. The national IB Program directorate has reported to us that there is no obstacle to offering either language as part of an IB program.

These concerns are addressed in the recommendations that follow.

V. Committee Recommendations

Recommendation #1:

APS should re-commence expanding elementary school language programs to serve all Arlington’s children, and do so as rapidly as possible. Arlington must expand the number of elementary schools that teach Spanish as a core subject, with the goal of providing all Arlington students the opportunity to study Spanish in elementary school. In 2008, the School Board set the goal of implementing proficiency-oriented language instruction in all 22 elementary schools by the 2013-14 school year. That goal may now appear to have been overly ambitious.⁷ The implementation that has been put on hold for three years now, both for budgetary reasons and for pilot program assessment purposes must start again in 2012 with the installation of FLES programs in a minimum of three additional schools, and preferably more.

Rationale:

- The preliminary FLES Evaluation that was conducted in 2010 has conclusively demonstrated the quality of the APS FLES Spanish program.
- As a matter of fairness and equity, Arlington cannot continue to exclude 60% of its student population from the opportunity for early language learning, with all the cognitive, social, and linguistic benefits that derive from that.
- The School Board has expressed the value that Arlington students “*should have access to world language proficiency programs regardless of school of attendance.*” [Emphasis added.] To achieve this goal requires implementing language programs in all or most schools.
- Assuming that the planned phase-out of early-release Wednesday (ERW) occurs as Superintendent Murphy has indicated, FLES classes would not take up all of the added instruction time. The additional time could be used to address each school’s priorities, at the discretion of the principals, whether they are in Mathematics, English Reading, ESOL-HILT for English Language Learners, Art, Music, or a combination.
- Successful early language learning will potentially increase access for traditionally disadvantaged populations to the Advanced Studies Diploma, which requires three years of high school language credits, because students will feel more confident taking a language in high school if they have had positive early language learning experience.

⁷ The committee members recognize that there may be elementary school communities in Arlington that would prefer to choose not to implement a proficiency-based world language program. We agree that it is not necessary or, perhaps, desirable to enforce a single model on every school, and we accept that some school communities may wish to opt out of FLES. Our concern is that every student have access to a proficiency-based program in elementary school, and that no Arlington student be denied access because of their home address and neighborhood school.

- As reported in last year’s WLAC Report, there is increasing research evidence that early language learning also has benefits for the learning of other subjects, for all students irrespective of skill level. Although the samples from the APS preliminary FLES evaluations are very small and the data are not entirely consistent, analysis of the data indicate that there may be similar benefits from Arlington’s FLES programs. The possibility of such a benefit, added to the known benefit of learned Spanish language proficiency, is an argument in favor of implementing the programs.

Consideration of alternative approaches to implementation: Having agreed unanimously on the goal of this recommendation, our committee turned to the harder task of identifying how best to achieve it. To do this, we costed out and analyzed the likely advantages and disadvantages of four different approaches to implementing proficiency-based language instruction twenty APS elementary schools, that is, all schools except the two APS Dual-Language Immersion programs at Key and Claremont Elementary Schools. (If programs were implemented over a three to four year period, the initial costs would be proportionally lower.) All four of the listed alternatives meet the following five critical criteria:

- | |
|---|
| <ul style="list-style-type: none">• Must be available to all elementary school children• Must be proficiency-based to develop functional language ability• Must at least meet the minimum standards of learning time and learning frequency as set by the American Council on the Teaching of Foreign Languages (ACTFL)• Must prepare children to develop higher language skills in secondary school• Must be highly cost-effective and within Arlington’s resource constraints |
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Budgetary Implications:

Estimated costs for FLES instruction will be based on an update of the metric established by APS and shown in Table 1 on the next page. The original metric, shown in the *Preliminary FLES Evaluation Report* and repeated in Table 1, indicates two full-time teachers for fewer than 300 students, and 3 teachers for 300+ students. Yet actual staffing is lower than that. The current staffing chart shown in Table 2 shows that APS FLES schools appear to increase staffing beyond two teachers only when enrollments reach 450 students. This actual staffing pattern is the metric that has been used in calculating the costs of the four options.

Table 1. FLES Staffing Implementation Costs⁸

Example: One Small FLES School (less than 300 students)			
	Average Teacher	Salary FTE Average	Salary x FTE
FLES Teachers	\$86,000	2.0	\$172,000
Example: One Large FLES School (300+ Students)			
FLES Teachers	\$86,000	3.0	\$258,000

From: *Foreign Language in the Elementary Schools (FLES) Program Evaluation Report*, p. 28.

Table 2. Actual 2011 Enrollments and Staffing for FLES Schools

Schools	Enrollment	Teacher FTEs Indicated by Metric in Table 1	Actual Teacher FTEs
Ashlawn	395	3	2
Barcroft	359	3	2
Glebe	447	3	2
Henry	356	3	2
Jamestown	548	3	3
McKinley	493	3	2.5
Randolph	370	3	2
Totals	2968	21	15.5

This year's student enrollments for every elementary school are shown in Appendix 4.

As discussed above, four alternatives were considered for the implementation of FLES programs in the 13 elementary schools that still do not provide language instruction. The four alternative approaches that were considered are the following:

- A. Implement the Existing FLES Program in the Other Schools: Spanish instruction for 120-135 minutes per week in three periods in grades K-5.**
- B. Delay FLES Instruction until Grade Two: Spanish instruction for 120 minutes per week in three periods in grades 2-5.**
- C. Implement FLES in Grades K-5, but reduce the instructional time: Spanish instruction for 90 minutes per week in three periods in grades K-5**

⁸ The chart that is presented in the *Preliminary FLES Evaluation Report* also includes costs for the instruction of Art and Music classes as part of the costs of FLES. Although that was understandable when the FLES pilot was first implemented, it is the opinion of this committee that, in the same way that world language instruction should be charged to the World Language Department budget, the instruction of other subjects should be paid for from those departments.

D. Postpone beginning FLES instruction until Grade Four: Have mandatory instruction of Spanish in grades 4-6 for 120 minutes per week in three periods.

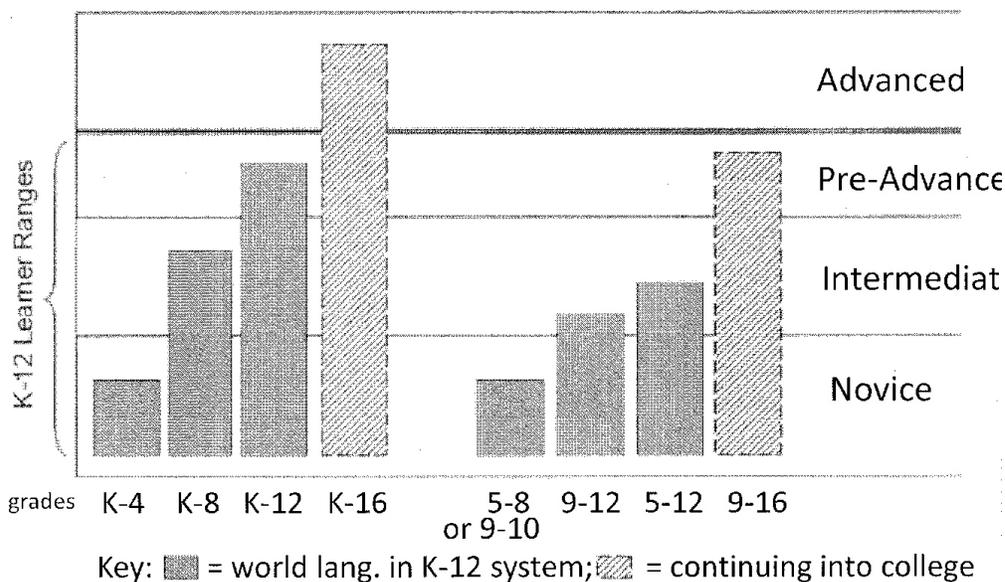
If budget constraints were not a significant issue, we would have selected the first of the alternatives, which would replicate the current very successful model of FLES instruction. Alternative A would develop the strongest base of language proficiency, and, in an ideal world, with less limited resources, it would be the one that this committee would recommend. Under current constraints, however, it is not practicable to implement it in all the schools. The other alternatives considered would all derive cost savings from making principled changes in the current FLES programs in order to also implement new FLES programs in the other schools.

In the end of our analysis, the committee unanimously determined that Alternative C would be the best. It is pedagogically sound, cost-effective and minimally disruptive to the schools. It is described in detail below.

The other alternatives considered are described in Appendix IV, together with a table of comparisons of the features of all four alternatives.

Recommended Alternative C. Implement FLES in grades K-5, but reduce the instructional time. The American Council for Foreign Language Teaching (ACTFL) has issued a policy recommendation that elementary school language should be delivered for a minimum of 90 minutes per week, in a minimum of three class periods, in order to maintain continuous development of learning. (<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#general>.) This is the amount of instruction on which the following ACTFL chart of expected achievement is based:

Chart I. ACTFL Estimated Average Learning Achievement



The chart only shows expectations for programs that provide language instruction from K-4 and K-8. The benchmark expectation for K-4 instruction would be a proficiency of Novice-Mid, with some students achieving Novice-High. When extended to K-5, the benchmark expectation would be within the range of Novice-Mid to Novice-High, with some students achieving Intermediate-Low. This is comparable to what Arlington's current program achieves between grades 2-4 at 120-135 minutes per week. (Descriptions of the ACTFL speaking proficiency levels for elementary school students are shown in the table in Appendix I.)

In implementing this model, it is important to have three periods per week of instruction so that there is not too much time between exposures to the language. It is especially important at the lower elementary levels, where students have lower attention span. When assigning FLES teachers, every effort should be made to assign fewer grades to teach. Ideally, assigning one FLES teacher to teach lower elementary (K-2) and another to upper elementary (3-5), rather than K-5. This would allow teachers to concentrate on knowing the curricula for fewer grade levels, thereby reducing the demands of planning and making it possible to reinforce content in language class. Also, by specializing in fewer grade levels, FLES teachers could take part in team level planning. This approach also minimizes "travel time", as elementary schools tend to have the same grade level classes in one area of the school.⁹

Estimated Costs: This recommended minimum is at least 30 minutes less per week than the level of instruction currently provided by the existing Arlington FLES programs. So the implementation of an Alternative C – 90 minutes of instruction per week in all schools – would potentially provide a savings in personnel time of 25%. The annual cost of instruction for the current 7 schools--\$1,333,000--would be reduced by 25% to \$999,750, and the remaining 13 schools would be added at a projected cost of \$2,160,750 in personnel. This would total **\$3,160,500** per year for all 20 of the schools, plus one-time materials costs estimated at \$17,500 per school, or a total of \$227,500.

Advantages:

1. This program would make proficiency-based world language study available in every Arlington elementary school.
2. This approach would meet the ACTFL minimum recommendations, which are based on more than twenty years of observation and analysis of school language programs.
3. This approach provides 12.5% more hours of the instruction than the slightly less costly Alternative B, over six years instead of four.
4. The program begins language learning at an early age, when children easily develop listening comprehension skills, native-like accents and automatic control of basic grammatical structures.

⁹ Also under this model, FLES teachers will have to teach more groups of students because of teaching fewer minutes per week. Up until now, teachers have completed a written report that is sent home with each student as an addendum to the report card. Given the fact that teachers would now have more families to communicate with, FLES should be incorporated into the electronic report card to facilitate reporting (the way music, art and PE already are).

5. The anticipated functional proficiency outcomes by fifth grade would be between Novice-Mid and Novice-High with some students likely to achieve Intermediate-Low.
6. Eliminating Early-Release Wednesday in order to implement the FLES program has the added benefit of freeing up additional weekly instructional time beyond Spanish instruction that schools can use to address the learning priorities of their students.
7. Starting language learning at a young age has been shown to be motivating. It reduces or eliminates the apprehension sometimes felt by older learners.
8. Unlike the other alternatives considered, this alternative would entail the same school-day schedule for all elementary grades, simplifying transportation and such other concerns as daycare.
9. Implementation of this alternative could possibly be spread out over three or four years.
10. This alternative is more than one million dollars per year less expensive than implementing the current program would be, yet provides proficiency-based instruction over the identical six years of learning.

Disadvantages:

1. This alternative increases instructional costs over the present seven schools' costs (\$1,333,000) by about 1.8 million dollars per year.
2. It is almost certain that the level of language proficiency achieved would be lower than through the current Alternative A.

Total New Costs: By incorporating the savings from the 25% reduction of the current FLES program, the first-year total **new investment** to implement this program in all 20 non-Immersion elementary schools would be approximately **\$2,055,000**.

Committee vote: In favor 8 Opposed 0 Abstain/Absent 1

Recommendation #2:

Provide Sixth grade Spanish language instruction during the school day in every middle school to all students who rise from fifth grade FLES or Immersion programs. Three middle schools (Swanson, Williamsburg and Jefferson) currently offer a one-semester elective course of Spanish for 6th graders who are eligible to take it.¹⁰ This course is paired with one semester of English Reading. The two other middle schools do not offer a Spanish Transition course.¹¹ However, the seven existing FLES schools feed all five of the middle schools, meaning that former FLES students now attending Kenmore or Gunston Schools, for example, are unable to continue their language study in sixth grade. This course should be made available to all students

¹⁰ To be eligible, students must demonstrate that they are reading English at or above the sixth grade level.

¹¹ Gunston Middle School offers an Immersion program for sixth graders who completed an elementary school Immersion program.

graduating from a FLES or immersion program, and should be open to other students with comparable Spanish proficiency. Therefore, it needs to be offered at all Arlington middle schools. Although a full-year Spanish course is very desirable, in order to avoid a break in language learning, for the short term, the current one-semester program is an acceptable minimum alternative if it can be made available in every school and to every student.¹² As decisions are made with respect to the Middle School curriculum, however, the committee hopes that Spanish will be offered in sixth grade as a core subject throughout the year.

Rationale:

- APS has invested financially and professionally (in knowledge and skills) to develop what we now know to be first-rate elementary school immersion and FLES programs. The fact that most of the students who finish those programs have limited or no access to continuing proficiency-based language learning is deeply unfortunate, bordering on waste of what has been achieved in the lower grades.
- Parents have expressed their dismay to members of the committee about the sixth grade situation. Some have said that they “could not believe” that their children, who had developed strong skills in the language through grade five, now were unable to continue at the same level and pace in middle school.
- Enabling students to continue Spanish in the 6th grade yields invaluable benefits to them, as continuity is preserved and valuable language skills are extended and built upon, toward the APS goal of true bilingual proficiency in graduates.
- Such a gap as currently exists in language study in the sixth grade would not be tolerated of any other core subject where competence is developed over extended time—not of Mathematics, or Science, or Reading or Writing. It should not be accepted for World Language study.

Budgetary Implications: No increase in costs, until and unless FLES programs are fully established in other elementary schools that feed middle school programs. When all FLES graduates continue into sixth grade Transitional Spanish, it will entail additional costs of approximately \$946,000 for ten new teachers. (See discussion under Recommendation I, Alternative D.)

Committee vote: In favor 8 Opposed 0 Abstain/Absent 1

Recommendation #3:

The Virtual Virginia courses for Chinese II-IV should be supplemented and supported by direct classroom instruction. Following the decision to offer Arabic and Chinese language instruction this year in every secondary school, APS decided that the courses would be instructed primarily through use of technology rather than through face-to-face instruction, due to comparatively low enrollments for those

¹² This course might possibly be offered on a half-time basis, but for the entire school year – so that both Reading and Spanish would be taught 2½ hours per week for the full year.

languages in most schools. Arabic would be taught to students using the well-regarded Arab Academy online program from Egypt, and Chinese would be delivered online through the well-regarded Virtual Virginia. Later, it was decided that first-year Chinese would be taught through distance education, with an Arlington teacher, Mr. Radosh, broadcasting instruction to all classes at the same grade level. (Note: Mr. Radosh has also provided direct instruction to all first-year classes in their schools for one period each week.) At the same time, at Wakefield High School, another dedicated teacher, Maggie Hsu, and her principal committed at the beginning of the year to provide teacher-delivered classroom instruction in first-year Chinese at that school, despite the fact that enrollment was then under the designated minimum of 15 students. As the year began, the World Language Supervisor determined that first-year Arabic would also benefit from the kind of live instruction provided to first-year students by Mr. Radosh, so she recruited and hired two Arabic instructors to go from school to school to provide personal instruction to the students. Moreover, with Arabic, the two instructors met with all the students, from first-year to fourth. As the year has progressed further, a study of enrollments in these languages indicates that Chinese enrollment has dropped by almost ten percent, as would be expected of new courses—but none has withdrawn from Ms. Hsu’s first-year class at Wakefield. Meanwhile, the Arabic classes still retain the 74 students who began the year.¹³ Moreover, some Chinese students in years II-III and their parents have expressed concern about their perception that there is not enough opportunity to talk.

Table 3. Chinese Enrollments in September 2010/February 2011

	Wakefield HS	Other HS	Total HS	All MS	Total
Chi 1	15/15 ¹⁴	25/22	40/37	38/34	78/71
Chi 2	2/1	11/10	13/11	10/10	23/21
Chi 3	2/1	11/10	13/11	0/1	13/12
Chi 4	0/0	5/5	5/5	0/0	5/5
Totals	19/17	52/47	71/64	48/45	119/109

It would appear plausible that one of the reasons for the retention of students in all the Arabic classes and in Ms. Hsu’s first-year Chinese class is that those students all had the opportunity to speak more in class and interact with professional teachers. Since the Wakefield first-year Chinese model cannot easily be replicated, we recommend that, until enrollments in Chinese and Arabic are all sufficient to permit direct instruction in a teacher-fronted classroom, APS should adopt the Arabic model of itinerant teachers for

¹³ As we were completing this report, we were very pleased to learn that 17 new students have signed up for first-year Arabic instruction at Wakefield next year, with strong enrollments in Chinese and Arabic at other languages as well.

¹⁴ The highlighting indicates Ms. Hsu’s Wakefield class.

the second, third and fourth years of Chinese in the next year.¹⁵

A longer-term solution is proposed for the future in Point Two in Appendix V, but is not explicitly recommended here. That proposal would be for APS to consider establishing certain middle schools and high schools as “Language Hubs,” where instruction of languages such as Chinese, Arabic, German, and perhaps Russian can be featured. If “hubs” are introduced ahead of student choices for secondary schools, students and families can plan and pursue their language of choice. Hubs should be chosen in locations where transfer students are accepted. By reducing the number of schools that offer a particular language, Arlington would almost certainly ensure robust enrollments in those languages at their respective hubs.

Budgetary implications: The adoption of the Arabic model of qualified professional itinerant teachers for Chinese II-IV instruction in Middle School and High School should not exceed two full-time teachers, or **\$172,000** per year.

Committee vote: In favor 8 **Opposed** 0 **Abstain/Absent** 1

Recommendation #4:

APS should adopt a model of differentiated content instruction in Spanish in every school that has a percentage of Hispanic heritage students or fluent speakers of 40% or more. As reported in the ESOL-HILT Report and Recommendations this year and as displayed in a table in Appendix V, eight of Arlington’s 22 elementary schools have high Hispanic-heritage student populations (greater than 40% of the student population). One of these schools is Barcroft Elementary School, with a Hispanic population comprising 51.7% of the total student body. Barcroft is one of the seven FLES schools. To address the language needs of this large proportion of its students, Barcroft offers two versions of FLES: one version is primarily for non-native speakers of Spanish and has a curriculum very similar to those of schools like Jamestown and McKinley that focuses primarily on the goals of spoken communication and comprehension; the second version is tailored to meet the First Language Support needs of native speakers of Spanish and other fluent speakers. These needs occur especially in the development of Spanish reading and writing skills and in the use of standard Spanish to communicate effectively about sophisticated content—in particular the content that is taught in their English-language classes in Mathematics, Science and Social Studies, but also such content as Hispanic literature and culture. By differentiating instruction in this way, both groups of students are able to achieve the most learning. In addition, the Spanish-speaking students receive help in

¹⁵ This recommendation is not a criticism of the very well designed online materials for either the Arab Academy or Virtual Virginia or of the online teachers. Modern technology will be an increasingly critical component for language education at all levels. However, the opportunity to interact often with live human beings and to practice what has been learned in meaningful contexts is an even more critical component of language learning. Research has shown conclusively that only very few learners have the dedication and ability to learn a language solely by the use of computer-delivered learning activities.

their own language to understand the content of their other courses, which are taught in English.

In addition to Barcroft's FLES program, the Immersion programs at Key and Claremont develop Spanish Language Arts for all their students and provide instruction about content in Spanish.

The committee recommends that FLES programs in the remaining five schools with 40% or more Hispanic populations seek ways to differentiate instruction by adapting the Barcroft model or some other approach, so as to better serve their large proportion of Spanish-speaking students: Abingdon, Barrett, Campbell, Carlin Springs, and Randolph¹⁶. Differentiated instruction for heritage and fluent Spanish speakers would allow those students to gain more competency in their first language, helping them to attain bilingualism and biliteracy at a very high level of proficiency.¹⁷ Moreover, this would allow for instruction of core subjects in their native language, supporting their studies in other subjects and increasing achievement of this group of students.¹⁸

Budgetary implications: The adoption of the Barcroft model for FLES would only exceed a regular FLES model in that Spanish-language content materials would need to be obtained and planned for in the curriculum, but schools can share a curriculum plan. The annual cost would not exceed \$3,000 per school.

Committee vote: In favor 8 Opposed 0 Abstain/Absent 1

Recommendation #5:

APS should carry out annual standards-based assessment of student progress in elementary and middle school language programs, in addition to high school.

Last year's preliminary evaluation of the FLES program and this year's planned evaluation of all language programs have provided and will provide valuable information to help APS continue to improve instruction. The full-scale evaluation cannot be carried out often: it is too expensive to administer and too distracting for the students. For at least two reasons, however, it will be critical that a small scale assessment of the language programs be carried out each year:

(1) regular assessment will expand the database of results in the language programs, which can then enable more detailed analysis of those results, including disaggregation by ethnic group, nationality and dominant language, and comparison of language

¹⁶ Randolph School has made some effort to differentiate instruction within the context of a mixed-level classroom.

¹⁷ An alternative pedagogically-sound approach for schools with very high proportion of native Spanish speakers would be to implement a dual-language Immersion program, such as at Key and Claremont Schools, with Spanish Language Arts instruction. Set up would be complex, however.

¹⁸ As suggested in Appendix V, there are significant numbers of Spanish heritage students in Arlington's other elementary schools. We would urge that FLES instruction in each school seek ways to differentiate instruction so that each learner is able to achieve the maximum of which s/he is capable.

results against other standard tests, and
(2) regular assessment will enable APS to analyze and plot learning progress not just in the FLES and secondary language programs but also in immersion courses.

Assessments should use the inexpensive but highly regarded NOELLA and STAMP tests for non-native learners; the Spanish-language *Aprenda*, based on the English Stanford 10 test, would be more appropriate for native Spanish speakers because of its higher ceiling. They should be administered near the end of the year to students in grades 5 and 8; the STAMP test is already administered annually to high school students at the end of their third year of high school language, which currently may occur between grades 9-12. All these tests except *Aprenda* are grounded in the national standards established by ACTFL and will enable APS to monitor the learning of language students effectively.

Budgetary implications: At present, the NOELLA tests of Reading and Listening, are made available to school districts at no cost to the school. The NOELLA Speaking and Writing tests require the districts to score the tests, which involves very moderate cost. The STAMP tests of the four skills cost about \$15 per person per administration. Last year, about 850 students enrolled in the third year courses for Spanish, French, German and Chinese, all of which are tested by STAMP. This testing would cost about \$12,750 annually. *Aprenda* would be administered to all native Spanish-speaking students in grade 5 of the Immersion program, and grades 8 and the third year of high school Spanish for Fluent Speakers. Although difficult to estimate, *Aprenda* costs would be unlikely to exceed \$10,000 to \$12,000 per year. Total cost for STAMP, *Aprenda*, and the scoring of the NOELLA Speaking and Writing tests would not exceed **\$30,000** per year.

Committee vote: In favor 8 Opposed 0 Abstain/Absent 1

Committee members:

The following Arlington citizens have been active members of the World Language Advisory Committee throughout this school year. With the exception of one member who has been absent for the vote and report submission, the committee unanimously approves this report.

Dr. Frederick Jackson, Chair. Ph.D. in Linguistics. Rick is proficient in Thai and Lao and has studied Chinese, French, German and Micronesian languages. No young children.

Dr. Silke Reeves, Assistant Chair, has two children; one is a Glebe FLES student and the other is a FLES graduate who is now studying in the middle years program at Thomas Jefferson Middle School. Silke is a native speaker of German, and her children are bilingual.

Caroline Bosc has two young children at Barcroft School. Caroline teaches French at the Langley School in McLean.

Jeffrey Coupe has served in the Middle East and Africa and speaks Arabic and French. (He's a former secondary school French teacher.) He has two children, currently attending Washington and Lee High School and Thomas Jefferson Middle School.

Dr. Javier Gil has one child in Dual-Language Immersion at Claremont School. He also serves on the APS Strategic Planning Committee and is a primary organizer of Claremont School's community program *Adelante!* A native speaker of Spanish, he is also proficient in Portuguese and has studied French.

Rebecca Hunter has two children in Key Dual-Language Immersion School. She serves on the APS Strategic Planning Committee and on the ACI. Rebecca doesn't speak a second language but wants her children to.

Teresa Martinez, Esq., ("Li WeiJia") has a child at Key Dual-Language Immersion School, who is multi-lingual. Teresa also speaks Spanish and Chinese and would like APS to create a Chinese immersion elementary school.

Elliott Stroud has two pre-school age children, who will be attending McKinley School. Elliott's daughter speaks Mandarin Chinese and is also learning Spanish. Elliott chaired the planning for the World Language Week Celebration.

Edwin Yong has one child at Arlington Traditional ES and one child at Williamsburg MS. Both children are multi-lingual. He is one of the Williamsburg ACI representatives and has represented ATS in ACI in the past. Edwin is fluent in 3 dialects of Chinese and in German.

In addition, the committee's work has benefited greatly from the attendance and involvement of the following observers:

Daniel Idziak has recently returned from China, where he spent more than two years studying the language. He is a part-time substitute teacher for Arlington Schools.

James Lyons is the former president of the National Association for Bilingual Education. He also serves on the ESOL-HILT Advisory Committee and on the Strategic Planning Committee.

Dr. Margaret Malone has her Ph.D. in Linguistics. She is parent of two Glebe FLES students. Meg has studied Spanish, French, Indonesian and Sanskrit. For professional reasons, Meg had to recuse herself from WLAC discussions during most of this year.

Tecla Murphy, co-Chair of the ACI, is the WLAC ACI Liaison and is also a former WLAC Chair. She is the parent of two Glebe graduates, one now studying both Latin and German at Washington-Lee and the other studying Spanish at Swanson Middle School. Tecla is proficient in German.

Sahra Upshur is a community leader for Arlington's Somali community.

Appreciation for APS Support

All the Committee members join in expressing our deep appreciation to Marleny Perdomo, Supervisor of World Language Education, who provided superb liaison among APS, the schools and the Committee. We also thank World Language Specialist Melissa West Sen, who provided us with invaluable insights into APS programs and the Office's efforts in teacher professional development, and we thank

Margo Hope from the Central Office, without whose support the Committee could not have accomplished as much as it did.

We also express our appreciation to Reid Goldstein, Jade Gong, and other parent volunteers who make the Family Network program so successful. Their support has been invaluable in helping to provide information to Arlington families on APS World language offerings, and they have been a pleasure to work with.

And thanks (with apologies) to Omar, the caretaker in the Syphax Center, who was always patient, good-natured and understanding when our meetings ran late.

Appendices

Appendix I: Definitions of ACTFL Language Proficiency Levels

Appendix II: Report on Results of Preliminary FLES Assessment

Appendix III: Table of Elementary School Enrollments and FLES Teachers

Appendix IV. Three Other Alternatives for the Implementation of FLES Programs in Arlington Schools

Appendix V: Other Possible Recommendations That Were Considered by the Committee

Appendix VI: APS Elementary Schools with Proportion of Students Who Indicated Hispanic Heritage SY 2010-2011

Appendix



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CAL ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS) English Version © 2009 CAL

JR. NOVICE-LOW	JR. NOVICE-MID	JR. NOVICE-HIGH	JR. INTERMEDIATE-LOW	JR. INTERMEDIATE-MID	JR. INTERMEDIATE-HIGH	Jr. Advanced-Low	Jr. Advanced-Mid	Jr. Advanced-High
Oral Fluency								
-Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as <i>good morning</i> and <i>thank you</i> .	-In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., <i>My name is... / I don't know</i>) in predictable topic areas. -May attempt to create sentences, but is not successful. -Long pauses are common.	-Uses memorized expressions with reasonable ease. -Shows emerging signs of creating with the language to communicate ideas. -Creates some sentences successfully, but cannot sustain sentence-level speech.	-Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and academic interactions.	-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences. Few, if any, connectors are used.	-Initiates and sustains conversations by using language creatively. -Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., <i>then, so, that, etc.</i>) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.	-Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements. -Narrates and describes at the paragraph level also, although haltingly at times. -False starts are common.	-Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics. -Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., <i>first, next, finally; then, when, that, although, but, therefore, so, etc.</i>).	-Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level). -Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (<i>if-then</i>) and support opinions.
Grammar (Speaking)								
-May use greetings and polite expressions accurately. -Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. -Other grammatical inaccuracies are present.	-Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The listener may be confused by this speech due to the many grammatical inaccuracies.	-Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Many grammatical inaccuracies may be present.	-Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms. -Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.	-Uses present, past, and future tenses. -May effectively self-correct when aware of grammatical inaccuracies. -Structures of native language may be evident (e.g., literal translation).	-Has good control of present, past, and future tenses. -Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.	-Uses all verb tenses accurately and sometimes uses complex grammatical structures, (e.g., <i>if...occurred, then...might also happen</i>). -Some patterns of error may persist, but they do not interfere with communication.
Vocabulary (Speaking)								
-Uses single words in very specific topic areas in predictable contexts. -May use greetings and polite expressions.	-Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searches for words are common. May use native language or gestures when attempting to create with language.	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. -Use of native language and gestures is common to expand topics.	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking.	-Has basic vocabulary, permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest. -If precise word is lacking, may use circumlocution ineffectively. May resort to native language.	-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. -Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.	-Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -May use circumlocution successfully when specific terms are lacking.	-Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -Uses circumlocution effectively. Rarely uses native language.	-Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations. -Lack of vocabulary rarely interrupts the flow of speech.
Listening Comprehension								
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. -May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate.	-Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands without prompting.	-Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending everyday topics. (Can request clarification verbally.)	-Understands main ideas and many details in connected speech on some academic topics and on topics of personal interest.	-Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech.	-Understands complex academic discourse and highly idiomatic speech in conversation. -Confusion may occur due to socio-cultural nuances or unfamiliar topics.

* This feature may not appear, but if present in student speech, is acceptable at the Jr. Advanced-Mid level of proficiency.

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines, American Council on the Teaching of Foreign Languages (1986, 1999).

Contact Lynn Thompson lthompson@cal.org for more information.

Appendix II Analysis of Results from the Preliminary FLES Evaluation Report

Frederick H. Jackson, Ph.D.
Chair, Citizens' World Language Advisory Committee

Summary of APS Policy and National Expectations Relative to FLES and World Language Study Generally

"All APS students should be proficient in at least two languages upon graduation and should have access to world language proficiency programs regardless of school of attendance."—APS School Board

ACTFL Position Statement on Early Language Learning: *"Since research shows that an early language learning experience generally results in the development of native or near-native pronunciation and intonation, it is recommended that students be provided the opportunity to learn a second language as early as possible in school. This early language learning experience not only helps to develop native-like pronunciation but also promotes higher levels of proficiency if the student continues in a well-articulated sequence of language learning. Research corroborates additional benefits including strengthening of literacy in students' first language, raising standardized test scores in other subject areas, and developing comfort with cultural differences. **These benefits accrue with instruction that is continuous throughout the school year, connected grade to grade, and more frequent than twice per week, adding up to at least 90 minutes per week, at both the elementary and middle school levels.**"* [<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#early>]

Overview of Assessment Results Regarding Spanish-language Proficiency

- I. The APS FLES Programs are developing significant and measurable Spanish-language proficiency in Arlington's elementary school students.

"The Spanish teachers at Glebe and Henry schools should be commended for delivering quality instruction in the Spanish language and for helping students gain grade-level oral language proficiency."—Center for Applied Linguistics (CAL) Report on SOPA assessment, p. 15.

- In the three core skills of listening, speaking, and reading Spanish, Arlington's FLES students met or, to significant extent, exceeded the baseline goals set for them by Arlington, based on the stated expectations of the American Council on the Teaching of Foreign Languages (ACTFL).
 - On the Simulated Oral Proficiency Assessment (SOPA), administered by CAL, all of the 40 5th-grade students assessed met the **6-year goals** of Novice-Mid to Novice-High proficiency, after only four years of study, and 34% of those 40 students exceeded the ACTFL 6-year goals and achieved Junior-Intermediate or Advanced Proficiency.¹⁹

¹⁹ The Intermediate level reflects the ability to function in most routine social and practical situations in the culture, while Advanced also includes the ability to narrate and describe at

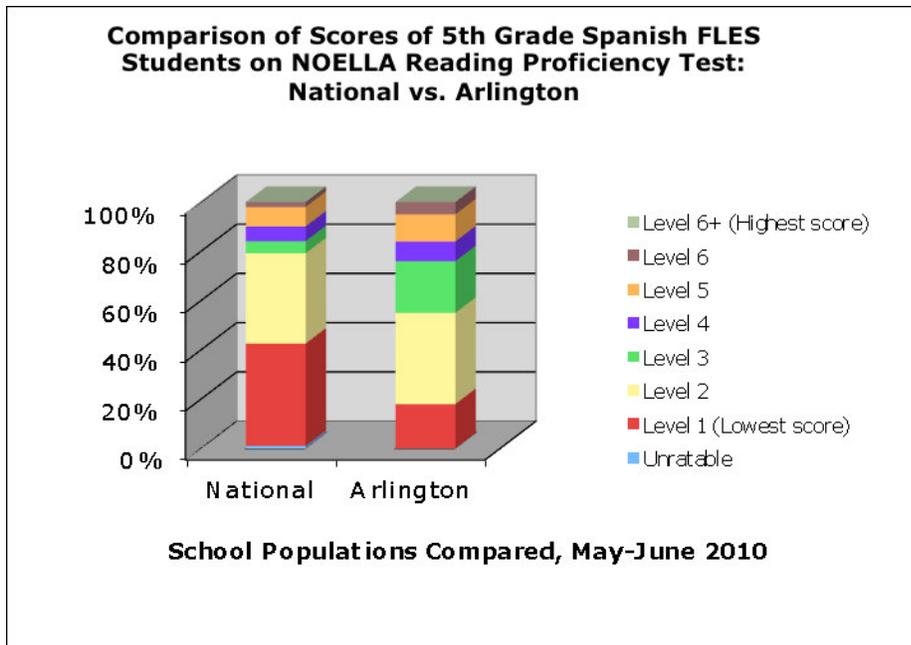
- On the computer-delivered National Online Early Language Learning Assessment (NOELLA) Reading test, all 108 5th-grade students at least met the minimum 4-year goal of Novice-Low proficiency, another 45% met the 6-year goal of Novice-Mid to Novice-High proficiency, and the remaining 37% exceeded the 6-year goals by achieving Intermediate level Reading proficiency.
 - Only 83 of the 108 students had been enrolled in FLES for all four years. The other 25 had enrolled later; most of the students who received the lowest Novice-Low scores were from this group.
 - Arlington's NOELLA results compare very favorably to national results on the test for nine school districts in seven states²⁰, where only 16% of 5th graders achieved the highest score of Intermediate proficiency (compared to Arlington's 38%). See Figure 1 below.
- Nine of ten Hispanic heritage 5th-grade students demonstrated a level of Speaking and Listening Proficiency on the SOPA assessment that was equivalent to ACTFL Advanced Proficiency in only four years. The one remaining Hispanic heritage student achieved the Intermediate-High level. See attached junior-level descriptions.
- Results indicate that FLES teachers are successfully differentiating their lessons for Hispanic heritage learners to enable them to achieve more.

Figure 1. Summary of Arlington vs. National Results on NOELLA Reading Test

	Arlington 5 th Graders		National 5 th Graders	
	Percentage	Cumulative %	Percentage	Cumulative %
<i>Intermediate-High Prof</i>	5%	100%	2%	100%
<i>Intermediate-Mid Prof</i>	11%	95%	8%	98%
<i>Intermediate-Low Prof</i>	21%	84%	6%	90%
Novice-High Proficiency	8%	63%	5%	84%
Novice-Mid Proficiency	37%	55%	37%	79%
Novice-Low Proficiency	18%	18%	42%	42%

length, to be able to clarify and confirm understanding and to function effectively in many unpredictable situations in the culture. The level Novice-High indicates the ability to function often at the Intermediate level, but not consistently. See attached matrix of ACTFL junior-levels.

²⁰ The states are Colorado, Georgia, Oregon, Tennessee, Texas, Washington and Wyoming.



Overview and detailed analysis of reported results for Arlington FLES school students vs. results for non-FLES school students.

- II. Comparisons of test results on Standards of Learning (SOL), Diagnostic Reading Profile (DRP), and Stanford 10 assessments in non-Spanish content subjects between FLES school populations and non-FLES school populations provide some inconsistent results, with one FLES school in particular showing a different pattern from the other five FLES schools. Hanover made four such comparisons, which are described in tables A-D below. The following points are particularly important in examining the results:
 - 16 different tests were administered across grades 2-5 to the students, in the subject content areas of History, Mathematics, Reading, Science, Social Studies and Writing.
 - The number of FLES students included in three of the four comparisons was quite low for confident analysis.
 - In five of the six FLES schools studied, FLES student results were either not statistically different from or else significantly higher than the results for the non-FLES peer groups.
 - However, in one comparison [(B) below], several FLES student results in a non-Title I school were significantly lower than for the non-FLES peer group of 13 schools.
 - Additional data in future years, with larger N's, should help to clarify the patterns observed.

(A) One Title-I FLES School that began FLES in 2006 (4 years of FLES) vs. 6 Non-FLES Title-I FLES School N = 38²¹; 6 Non-FLES Schools N = 203

Grades	No Significant Difference in results	FLES-School Results are Significantly Higher	FLES-School Results are Significantly Lower
3	Reading SOL/Science SOL	Mathematics SOL/ History SOL	None
4	History SOL/ Mathematics SOL/ Stanford Reading/ Stanford Math /DRP 2-4	Reading SOL /Stanford Science/ Stanford Social Studies [Hispanic DRP 2-4]	None
5	Reading SOL/ Mathematics SOL/ Science SOL	Writing SOL	None

Other notes:

- a. Populations were statistically the same
- b. LEP status was a non-factor in achievement level

(B) One Non-Title-I FLES School that began FLES in 2006 (4 years of FLES) vs. all 13 Non-FLES/ Non-Immersion APS Elementary Schools
FLES School N = 53²²; Non-FLES Schools N = 610

Grades	No Significant Difference in results	FLES-School Results are Significantly Higher	FLES-School Results are Significantly Lower
3	History SOL	None	Mathematics SOL/Reading SOL/Science SOL
4	Stanford Mathematics / Stanford Reading	None	History SOL /Mathematics SOL/Reading SOL/Stanford Science /Stanford Social Studies/ DRP
5	Reading SOL/Science SOL/Writing SOL	Mathematics SOL	None

Other notes:

- a. Populations were statistically the same
- b. This school was the only one to show FLES students scoring lower than their non-FLES peers in several subject areas.

(C) One Title-I FLES School that began FLES in 2007 (3 years of FLES) vs. 6 Non-FLES Title-I FLES School N = 39²³; Non-FLES Schools N = 203

²¹ This number, distributed over 3 grades, is too small to draw any meaningful conclusion.

²² This number, distributed over 3 grades, is too small to draw meaningful conclusions.

²³ This number, distributed over 3 grades, is too small to draw any meaningful conclusion.

Grades	No Significant Difference in results	FLES-School Results Significantly Higher	FLES-School Results Significantly Lower
4	History SOL/Mathematics SOL/ Reading SOL /DRP /Stanford Mathematics	Stanford Reading /Stanford Science /Stanford Social Studies	None
5	Writing SOL/ Mathematics SOL	Reading SOL/ Science SOL	None

Other notes:

- a. Populations were statistically the same
- b. There are no significant differences in 3rd-grade scores for all subjects between FLES and non-FLES students
- c. LEP status was a non-factor in achievement
- d. Gifted FLES students scored higher than peers on the 3rd grade Math and Science SOLs.
- e. Grade 4 Black FLES students showed more progress and scored higher than non-FLES Black students
- f. Grade 4 Black & Hispanic FLES students scored higher than peers in other schools on Stanford tests
- g. Grade 4 Gifted and LEP students in FLES schools were lower in Mathematics than peers

(D) Three Non-Title-I FLES Schools that began FLES in 2008 (2 years of FLES) vs. all 13 Non-FLES/Non-Immersion APS Elementary Schools
 FLES School N = 166; Non-FLES Schools N = 610

Grades	No Significant Difference in results	FLES-School Results Significantly Higher	FLES-School Results Significantly Lower
4	Reading SOL/ Stanford Reading/ Stanford Mathematics/ Stanford Science/ Stanford Social Studies	History SOL/DRP	Mathematics SOL
5	Mathematics SOL	Reading SOL/Science SOL/ Writing SOL	None

Other notes:

- a. Populations were statistically the same
- b. LEP status was again a non-factor in achievement
- c. Hispanic heritage students in FLES had higher results than non-FLES peers in 4th-grade Mathematics
- d. The 4th grade Mathematics SOL scores here are the only instance, other than in School (B) above (FLES, non-Title-I), where scores for any subject at any grade level are statistically lower among FLES students than non-FLES students. In all other tests, in the five schools studied in (A), (C), and (D), FLES student results were either not significantly different from or else significantly higher than results for the non-FLES peer groups.

**Appendix III:
Enrollments
Elementary**

No Language Programs	Students	Projected Teacher FTEs ²⁴
Abingdon	464	2.5
ATS	432	2
Barrett	479	2.5
Campbell	332	2
Carlin Springs	505	3
Drew	444	2
Hoffman-Boston	271	2
Long Branch	495	2.5
Nottingham	578	3
Oakridge	602	3
Science Focus	529	3
Taylor	661	3
Tuckahoe	622	3
Total	6414	33.5
FLES Schools		
Ashlawn	395	2
Barcroft	359	2
Glebe	447	2
Henry	356	2
Jamestown	548	3
McKinley	493	2.5
Randolph	370	2
Total	2968	15.5
Immersion Schools		
Claremont	457	N/A
Key	591	N/A
Total	1048	

**2010-11
in APS
Schools**

²⁴ Based on revised Staffing Metric used in 2010-2011, where two FLES teachers instruct up to 450 students, and three teachers are required above that number.

Appendix IV. The Three Other Alternatives for the Implementation of FLES Programs in Arlington Schools

A. Alternative A: Implement the Existing FLES Program in the Other Schools

Using the same instructional format that is currently used in the seven FLES schools and applying it in the 13 additional schools, Alternative A would provide 120 minutes of Spanish instruction to students in grades K-5, over three classes per week.

Estimated Costs: The current costs for staffing the seven FLES programs (@ 15.5 FTE) are approximately \$1,333,000 per year. As shown in the table in Appendix III, the addition of thirteen additional FLES schools and the implementation of the same staffing guidelines as at present would require an estimated 33.5 more FTEs, or another \$2,881,000, plus one-time costs for additional instructional materials. The **total personnel costs** for the 49 FLES teachers in all 20 FLES programs in grades K-5 would be **\$4,214,000** per year. Materials costs for the thirteen new schools would not exceed \$20,000 per school, for a one-time cost of \$260,000 for all the schools. The first-year total **new investment** beyond current costs would be approximately **\$3,141,000**.

Advantages:

1. This program would make proficiency-based world language study available in every Arlington elementary school.
2. This program has been demonstrated to be highly effective in the seven schools where it has been piloted.
3. The program begins language learning at an early age, when children easily develop listening comprehension skills, native-like accents and automatic control of basic grammatical structures.
4. Several of the cognitive benefits of bilingualism, such as increased creativity in thinking, have been shown to be especially characteristic of children who begin language study early.
5. Starting language learning early has also been shown to be motivating. It reduces or eliminates the apprehension sometimes felt by older learners.
6. Eliminating Early-Release Wednesday in order to implement the FLES programs has the added benefit of freeing up additional weekly instructional time beyond Spanish instruction that schools can use to address the learning priorities of their students.
7. Implementation of this alternative could be spread out over three or four years.

Disadvantages:

1. If implemented all at once, this alternative would increase program costs by over three million dollars at a time when resources are very scarce.

Alternative B. Begin FLES Instruction in Grade Two. The second alternative would delay beginning instruction of language for two years and start in the second grade. It would then provide the full 120 minutes per week of instruction in grades 2-5.

Estimated Costs: Alternative B reduces the amount of instructional time by two years, at a savings of approximately 33% over the current FLES costs per school. The approach potentially reduces the personnel costs for the current seven FLES schools by

one-third to \$893,110. The personnel costs to implement this FLES program in the 13 unserved schools in grades 2-5 would be \$1,930,270, and the costs for instructional materials would also be lower because of the later start. The total personnel costs to implement this FLES program for grades 2-5 into all twenty schools would be \$2,823,380 per year. One-time materials costs would not exceed \$15,000 per school, or \$195,000 for all 13 new schools. By also including the savings from the 1/3 reduction of the current FLES program, the first-year total **new investment** would be approximately **\$1,685,380**.

Advantages:

1. This program would make proficiency-based world language study available in every Arlington elementary school.
2. Starting at Grade 2 is especially attractive, because the preliminary FLES evaluation has already demonstrated what APS can achieve with four years of FLES instruction. Four years of FLES study from grades 2-5 have been shown to be highly effective in the schools where the preliminary FLES evaluation was conducted last year.
3. This approach gives Arlington's children four solid years of Spanish in elementary school and a very formidable, expected proficiency for beginning learners of Novice-Mid to Intermediate-Low in Speaking, Listening and Reading, based on the results already achieved at the seven Arlington schools.
4. The American Council for the Teaching of Foreign Languages has reported that proficiency gains for children who begin language study at grade 2 and continue for several years do not appear to differ significantly from those who begin in kindergarten, except that the younger learners are more likely to establish a native-like accent.
5. Eliminating the first two years of FLES instruction and Early-Release Wednesday potentially frees up two years of instruction time that could be used to help build basic English listening and literacy skills. Once FLES begins in the second grade, some additional weekly instructional time remains available for schools to use to address the learning priorities of their students.
6. Starting language learning at a young age has been shown to be motivating. It reduces or eliminates the apprehension sometimes felt by older learners.
7. Implementation of this alternative could possibly be spread out over three or four years.
8. This alternative offers a substantial savings of approximately 1.5 million dollars in FLES instruction costs lower than Alternative A.

Disadvantages:

1. This alternative also increases instructional costs over the present seven schools' costs (\$1,333,000); if implemented at one time, it would exceed the present year's budget by \$1,490,000.
2. Although this program also begins language learning at an early age, it is less clear that children who begin language learning at ages seven or eight develop the same easy naturalness with the sounds and rhythms of the language as do five-year-olds.
3. This alternative provides 12.5% fewer hours of classroom instruction than does

Alternative B.

4. If students in grades K-1 retained early-release-Wednesday while students in 2-5 followed this alternative, it would adversely impact transportation and daycare provision; if students in K-1 also had Wednesday afternoon instruction, APS would need to provide it for them, which would need to be added to the costs of this approach.
5. If this program were started in fall 2011, kindergarten students in the current seven FLES schools might have no FLES class to continue into in the first grade, unless they were “grandfathered.”

Alternative D: Postpone beginning FLES instruction until grade four, as is done in some European and Asian countries. Have mandatory instruction of Spanish in grades 4-6²⁵. The fourth approach would provide students in grades 4 to 6 with 120 minutes per week of instruction, sufficient for most beginning students to attain Novice-Mid Proficiency and for a few to attain Novice-High. Although the global and national trend is toward early language learning, several EU and East Asian countries do not begin required second language instruction until the middle of elementary school, although they require an average total of nine years of foreign language study after it begins. A potential logistical drawback of this approach is that it would entail making Spanish a required core sixth grade class, so as to provide at least three full years of proficiency-based language learning.

Estimated costs: Elementary school personnel costs would be only one-third of the costs indicated in Alternative A, because they would involve instruction for only two years instead of six. However, the cost of Middle School instruction would need to be added. Calculated in this fashion, **elementary school teacher costs** for 20 schools would be \$1,403,262, or only \$70,262 more than the current costs for the 6-year seven-school program. **Middle School costs** are more difficult to estimate. There is 0.75 FTE of Transitional Spanish teachers already teaching. Based on the current 6th grade student population of 1,337 and assuming a class size of 25 and a full-time teaching load of 5 periods/day, we estimate that another 11 teachers would be required per year for sixth grade, for \$946,000. The total personnel costs are estimated at \$2,349,262. Costs for elementary and sixth grade materials are estimated not to exceed a total of \$154,000. By also including the savings from the 67% reduction of the current FLES program, the first-year total **new investment** would be approximately **\$1,170,262**. (Note: Current FLES students in grades K-2 would need to be “grandfathered” and enabled to continue their study until they complete grade three. Additionally, because they would have more Spanish than the beginning fourth graders, they would need differentiated instruction through sixth grade. Costs for this would not be great, but would need to be calculated).

Advantages:

1. This program would make proficiency-based world language study available in every Arlington elementary school and in the 6th grade.

²⁵ The possibility of beginning a FLES program in grade three was considered and then rejected by the committee, because of the other events that start in third grade, including the introduction of course grades and Standards of Learning testing.

2. This alternative is the least expensive of the four alternatives presented. It is approximately \$510,000 under the next lowest alternative.
3. This approach gives Arlington's children three years of Spanish at the end of elementary school and the beginning of middle school, with the possibility of continuing in seventh grade with high school credit.
4. Eliminating the first four years of FLES instruction and eliminating Early-Release Wednesdays frees up four years of 135 minutes/week of instruction time that could be used to help build basic knowledge and skills. Once FLES begins in the fourth grade, extra weekly instructional time is also available for schools to use to address the learning priorities of their students.

Disadvantages:

1. If this program were implemented in the existing seven FLES schools, many students in the current lower grades would have no FLES class to continue into in the next grade. In order not to waste learned language skills, current FLES students in K-2 Spanish need to be able to continue their study into 4th grade, rather than having it interrupted. This would adversely affect the cost savings of Alternative D in the first three years of implementation, until current kindergartners have completed grade 3.
2. This alternative provides only three years of instruction and only 66% of the instruction hours of Alternative B. Children would not be able to achieve as high a level of proficiency as they would had they started in kindergarten or grade two and continued their study. This is the weakest option pedagogically. (See ACTFL chart below.)
3. Children would almost certainly maintain a non-native accent because of starting language study so late.²⁶
4. If students in grades K-3 retained early-release-Wednesday while students in 4-5 followed this alternative, it would have a severe effect on transportation and daycare arrangements; if students in K-3 also had Wednesday afternoon instruction, APS would need to provide it for them, which would need to be added to the costs of this approach.
5. This option would require significant alterations to the Sixth grade curriculum to make room for required Spanish and English Reading courses, in place of the present program that offers only one semester of each during the year.

Table 4 on the next page provides comparisons of the costs and characteristics of the four options.

²⁶ If it is possible to augment this approach with a short "Exploratory" program (FLEX) in earlier grades or even a single class a week, it might be possible to help those children develop a better accent.

Table 4. Comparisons of the Four FLES Implementation Alternatives that were considered by the Committee

	**Alternative C	Alternative A	Alternative B	Alternative D
No. of Schools	20	20	20	20
Grades taught	K-5	K-5	2-5	4-(6)
Minutes/week	90	120	120	120
Total years	6	6	4	3
Comparative total hours of instruction (hours/week x years of instruction)	540	720	480	360
Annual teacher costs for 7 current FLES Schools under this alternative	\$999,750	\$1,333,000	\$893,110	\$758,907 ²⁷
Annual FLES teacher costs for 13 new schools	\$2,160,750	\$2,881,000	\$1,930,270	\$1,354,070 ²⁸
Total annual FLES teacher costs	\$3,160,500	\$4,214,000	\$2,823,380	\$2,349,262
Projected Increase over current costs	\$ 1,827,500	\$2,881,000	\$1,490,380	\$1,016,262
One-time materials costs (@ 13 schools)	\$227,500	\$260,000	\$190,000	\$154,000
Projected additional first-year costs over current FLES costs	\$2,055,000	\$3,141,000	\$1,685,380	\$1,170,262²⁹
Anticipated benchmark proficiency levels upon completion	Novice-Mid to Intermediate-Low	Novice-High to Intermediate-Low+	Novice-Mid to Intermediate-Low	Novice-Mid
Anticipated ultimate attainment at HS graduation	Intermediate-Mid to Advanced	Intermediate-High to Advanced	Intermediate-Mid to Advanced	Intermediate-Low to Intermediate-High

**The World Language Committee recommends alternative C.

²⁷ Includes 3.5 FTEs of 6th grade Transition Spanish teachers.

²⁸ Also includes 7.0 FTEs of 6th grade Transition Spanish teachers.

²⁹ This figure does not include the costs required to “grandfather” current FLES students in grades K-2 to permit them to continue Spanish study until they are out of the system.

Appendix V: Other Possible Recommendations Considered by the Committee

1. **APS should return to the current "full FLES" K-5 120min/week curriculum** for all grades for all elementary schools as soon as budget conditions permit, or should select the dual-language Immersion model, supplemented by Spanish Language Arts instruction.
2. **APS should consider "Language Hub" Schools.** Over the next two years, consider establishing certain middle schools and high schools as "Language Hubs" for, languages other than Spanish (which would continue to be taught at every school), i.e., Chinese, Arabic, German, Japanese, and French. This is already in *de facto* practice with the Spanish Immersion program at Wakefield. Such an approach would almost certainly help to achieve sufficient enrollment for "blended" instruction in the languages, combining teacher-led instruction and interaction with rich technology resources. It would have implications for transportation, however.
3. **The International Baccalaureate program at Washington-Lee High School should offer one or more additional languages so as to expand the languages that students in the program may study in order to meet the IB language requirement.** APS should investigate what would be required to offer advanced study of German, Chinese, and Arabic as IB alternatives.
4. **All languages that are offered to APS students should be made available to students starting in 7th grade** (or, better, in 6th grade). At present, six years of secondary school language study (7-12) are offered only for French, Spanish, Latin and Spanish for Fluent Speakers. Chinese and Arabic are now offered in grades 7-12, but for only four years. German and Japanese are not available to middle school students except at HB Woodlawn. Six years need to be made available for study of Arabic, Chinese, German and Japanese.
5. **Establish a "World Language Seal of Excellence" for the High School diploma.** To signify the importance of language proficiency and as an incentive to in-depth long-term language study, the School Board should create a "World Language Seal of Excellence," to be awarded to graduating seniors who successfully complete a minimum of six years of language study at the secondary level, in one or more languages, with a passing mark in at least one course at the AP (or IB) level in at least one language. This would serve to motivate students to go beyond the three credits required for the Advanced Studies Diploma, and would be comparable to the existing Seals of Advanced Mathematics and Technology, Civics Education, and Career and Technical Education.
6. **Consider offering one or more new elementary school Immersion programs** at schools with high populations of Spanish speakers instead of a new FLES program for that school. The existing Arlington dual-language immersion

programs are national models, and research evidence supports immersion training as a highly effective way to develop near-native language competence in young children. While the committee recognizes that it is not easy to identify and recruit the 15 or more Spanish-speaking teachers to teach different content areas necessary for a successful immersion school, the long-term benefits are substantial.

7. **Survey language attitudes, beliefs and needs across the APS community,** including students, parents of students and prospective students, teachers, and principals, as well as business people and other professionals in the community. The survey should be prepared in three or more of the languages widely used in Arlington and should be administered in a variety of ways, including interview and paper and pencil questionnaire. Additional purposes of the survey include: (a) greater involvement of the community in education, and (b) identification of potential community resources that could strengthen language programs.
8. **Summer Spanish.** Intensive proficiency-based Spanish, similar to the STARTALK program, should be offered in the summer to help Arlington students to strengthen their oral proficiency and communicative effectiveness in the language. This would also enable students to make maximum progress when they return to school in the fall.
9. **Strengthen the Spanish Immersion program at Wakefield High School.** APS has established a strong relationship with the Spanish Academy to offer high-level immersion Spanish at Wakefield, where subjects are taught in the language. However, course enrollment guidelines have resulted in some courses that are listed in the program of courses do not get offered, which, in turn causes potentially interested students to enroll elsewhere. APS and Wakefield should commit to this program whole-heartedly for at least the next three years by teaching Second Year Immersion Spanish and offering electives in Spanish through the Spanish Academy, regardless of the enrollment number. If this were done as a kind of “loss-leader,” there is likelihood that it would attract students into the program to take advantage of this very special opportunity.
10. **Expand the languages offered in secondary school to include Russian.** Russian has been identified by the U.S. Department of Education as “critical to national security” (in addition to Arabic, Chinese and some other Asian languages.) This would be easier to achieve if “Language Hubs” were established. (See Item 1 on previous page.)

Appendix VI.

APS Elementary Schools with Proportion of Students Indicating Hispanic Heritage SY 2010-2011³⁰

School	Total Students	Hispanic	
		No.	%
*Abingdon	463	189	40.8%
Arl. Science Focus	529	43	8.1%
Arl. Traditional	431	53	12.3%
Ashlawn	396	59	14.9%
*Barcroft	356	184	51.7%
*Barrett	484	215	44.4%
*Campbell	332	149	44.9%
*Carlin Springs	517	359	69.4%
Claremont	460	220	47.8%
Drew	448	158	35.3%
Glebe	452	77	17.0%
Henry	362	121	33.4%
Hoffman-Boston	265	93	35.1%
Jamestown	551	37	6.7%
Key	593	292	49.2%
Long Branch	488	84	17.2%
McKinley	485	50	10.3%
Nottingham	576	37	6.4%
Oakridge	600	116	19.3%
*Randolph	369	185	50.1%
Taylor	659	43	6.5%
Tuckahoe	619	40	6.5%
Total Elem.	10435	2804	26.9%

³⁰ Table taken from the APS Civil Rights Statistics at <http://www.apsva.us/15401081104241813/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=54557>.