



MEQUON-THIENSVILLE SCHOOL DISTRICT

<u>Subject:</u> World Language Program Design Team (WLPDT) Recommendation	<u>Category:</u> <input type="checkbox"/> Action <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information
<u>Attachments:</u> September 19 WLPDT Executive Summary WLPDT Data October 2011	<u>Date for Consideration:</u> October 31, 2011

Introduction

This communication provides an overview to the School Board the design team's October recommendations and the next steps for the WLPDT. For further background on the work completed to date, please see the attached executive summary dated September 21, 2011.

Mission and Vision for World Language Programming

The vision of the Mequon-Thiensville School District World Language Program is that all graduates are exposed to the linguistic and cultural diversity of our world throughout their K-12 experience. This comprehensive education allows students to master essential knowledge and skills that make them post-secondary ready in the area of second language study by the conclusion of high school. Programming is diverse and clearly aligned across schools and levels, providing a balance of depth and breadth in study. Twenty-first Century technology supports and enhances the study of world language and is used to maintain or improve program quality.

The mission of the Mequon-Thiensville School District World Language Program is to equip all students with transferable skills that encourage them to recognize, respect and respond to cultural perspectives while inspiring a passion to investigate the world as informed global citizens. This vision and mission was created by the WLPDT this summer and fall after review of the data and research on world language programming.

October 2011 Recommendations (2012-2013 School Year and Beyond):

The administrative members of the design team met the last week in September and the WLPDT met the third week of October for their seventh meeting to finalize the October recommendations:

- The elimination of German language by not offering Level 1 at middle schools in 2012-13 or high school beginning in 2013-14. The phase out process is described below.
- A new middle school schedule beginning in 2012-13 that changes the current 7th and 8th grade programming format, eliminates the current "forced choice" issue for seventh grade students, and meets the needs of all students for high school experiences. This recommendation creates opportunity for the long term recommendations that will be provided in January 2012. Details are below.
- Introduce Latin Level I as one of three choices for world languages at middle school in 2012-2013. This supports in creating a dual credit (College in the Schools) option in the future at Homestead. College in the Schools will be part of January recommendations.

Note: The School Board must act on these recommendations in the fall in time for the middle school registration and staffing decisions needed.

January 2012 Recommendations (2013-2014 School Year and Beyond):

The WLPDT meeting the first week in October began the process of developing additional recommendations. Three meetings in the next three months will focus on recommendations for the School Board to be presented in January. These recommendations may include elementary language, introduction of new language(s), exploratory language at sixth grade, non-traditional delivery systems, etc.

Details of October Recommendation:

The most important measures for the success of the WLPDT recommendations approved by the School Board will be a sustainable enrollment in the world language program. The WLPDT defined a sustainable enrollment to mean a vibrant program of enrollment at the high school level with all levels of instruction provided in independent sections. As enrollment in the MTSD German program has waned over the past several years, this language option for students is proposed for phase-out beginning in the 2012-2013 school year.

As the phase-out begins in 2012-2013, the seventh graders (Steffen Middle School only) currently enrolled in German I will continue with the second half of the course as eighth graders next year. No seventh graders will have German I as an option in 2012-2013; after 2012-2013, no middle school students will have German I as an option. In order to support the commitment the School Board has made to those students currently enrolled in German, the process of no longer offering German in the Mequon-Thiensville School District would be:

Year	Offerings in German in MTSD
2012-2013	Offer Levels I – IV and AP (German available in 8 th grade only)
2013-2014	Offer Levels II – IV and AP (Note: this is the year that current seventh graders take Level II)
2014-2015	Offer Levels III and IV and AP
2015-2016	Offer Level IV and AP
2016-2017	Offer AP

During the phase-out, the current practice of not running a Level I section without at least 15 students enrolled in the course will be maintained. During the phase-out, the current practice of combining targeted levels with low enrollment into the same section will be maintained as necessary and appropriate.

Further information regarding enrollment trends, FTEs assigned to German, and other data the design team used during their decision making process was presented at the October 10, 2011 Board meeting. Note: All short term recommendations from the WLPDT have been based upon the current full time equivalency (approximately 10 FTE) dedicated to world languages currently.

Middle School Schedule

The WLPDT recommendation to change the 7th grade programming is designed to leverage and provide the opportunity for the long term recommendations the design team will provide in January. This recommendation considered the need for consistency of instruction along with time of student instruction. The research of other middle school programs has yielded a wide variety of instructional delivery models. The WLPDT believes this is the most appropriate model possible to meet the vision and mission for the MTSD World Language Program.

Current and Proposed Instructional Minutes		
Current Level I 7 th Grade	180 days X 48 minutes	8640 minutes
Current Level I 8 th Grade	180 days X 48 minutes	8640 minutes
<i>Total Minutes</i>		17,280
Proposed A/B 7th grade		
Level I 7 th Grade	90 days X 48 minutes	4320 minutes
Level I 8 th Grade	180 days X 48 minutes	8640 minutes
<i>Total Minutes</i>		12,960

The number of minutes of instruction for ninth graders taking Level I at Homestead will be **8,760** minutes next year. Data was reviewed in October, including enrollment trends and student perceptual data. Approximately 10% of students who complete Level I at the middle school repeat Level I in high school. Less than 10% of students chose to switch to another language after completing Level I in eighth grade. The primary reason is student and parental choice based upon perceived level of preparation.

Current Model:

6 th Grade	7.5 weeks Art	7.5 weeks F.A.C.E.	7.5 weeks Financial Literacy	7.5 weeks PLTW	7.5 weeks Wellness
7 th Grade	French, German or Spanish (1 year) or Related Arts Class (1 year/2 semesters) Art, F.A.C.E. or PLTW				
8 th Grade	French, German or Spanish (1 year) or Related Arts Class (1 year/2 semesters) Art, F.A.C.E. or PLTW				

Proposed Model:

6 th Grade	7.5 weeks Art	7.5 weeks F.A.C.E.	7.5 weeks Financial Literacy	7.5 weeks PLTW	7.5 weeks Wellness
7 th Grade	French, Latin 1 or Spanish ("A" Days = 1 Semester) Art, F.A.C.E. or PLTW ("B" Days = 1 Semester)				
8 th Grade	French, Latin or Spanish or Art, F.A.C.E. or PLTW				

Plus	Delta
<ul style="list-style-type: none"> ◆ Students may take a Related Arts Class and a World Language in 7th grade. ◆ Eliminates forced choice for students at 7th grade. ◆ An intervention block will be integrated for those students not choosing a world language at 7th or 8th grade. 	<ul style="list-style-type: none"> ◆ Not all students may opt in to a World Language ◆ There may be capacity issues based on student enrollment. ◆ Forced choice at 8th grade still present. ◆ There is 25% less instructional time from current model.

Development of Preliminary January Recommendations:

Early in the process, the WLPDT identified and began evaluating the desired state of world language programming. The group has relied on ongoing data collection and analysis. A brief description of recent actions and those planned include:

1. World Language department and administrators have communicated or met with Wisconsin teachers of Mandarin Chinese to learn more about the language and options.
2. The three upcoming meetings will be spent further analyzing the data collected from the eight comparable school districts identified before making long term recommendations. School districts that match the Homestead High School four year college post high school plan benchmark of 80% are being contacted with specific questions about their school district programs:
 - Wisconsin: Whitefish Bay, Nicolet area, Arrowhead area, Elmbrook
 - Midwest: New Trier, IL; Edina, MN; Bloomfield Hills, MI; Shaker Heights, OH
3. Identify possible options for non-traditional methods of delivery including online courses.
4. The pursuit of seed money from grants and educational foundations has been identified since it was the charge of the WLPDT to make recommendation not financed at the expense of other existing programming.

Conclusion:

Members of the WLPDT met after the October 10, 2011 School Board working meeting to review recommendations. Data regarding the three recommendations from October is attached.

Submitted By: Eric Dimmitt	
Board of Education Action:	<input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> Research/Report Back



MEQUON-THIENSVILLE SCHOOL DISTRICT
BOARD OF EDUCATION

EXECUTIVE SUMMARY

Subject: World Language Program Design Team (WLPDT) Status Update	Category: <input type="checkbox"/> Action <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information
Attachments: WLPDT Minutes (July, August, and September) June 2011 WLPDT Report to Board	Date for Consideration: September 19, 2011 School Board Meeting

This communication serves as an update of the progress of the World Language Program Design Team (WLPDT) over the last two and half months. The WLPDT was commissioned by the School Board in June 2011 following reports on the status of the current grades 7-12 World Language Program in January and June of 2010 and March 2011.

Since July, there have been five meetings of the WLPDT. This included a full day in July, a half day in August, and three after school meetings in September. The design team includes four parents, five world language teachers, and four administrators. At the July 21 and August 26 meeting, the design team developed background and knowledge on the issues and topics. At the recent September 6, 7, and 13 meeting, the WLPDT began developing frameworks and recommendations.

During and between meeting dates, work teams further explored the areas of marketing/education on world languages, new programming options, and new delivery models. Mission and vision statements for the programs were also created (see design team minutes).

The WLPDT has acquired further background knowledge on world language through the following activities:

- Reviewed previous board reports from 2010 and 2011
- Reviewed local, state and national world language standards and current enrollment trends
- Conference call with the WI DPI Consultant for World Language
- Conducted research of other school districts' program
- Discussed community perceptions and interests
- Conferred with other school districts

In addition, the WLPDT has identified and is currently evaluating the merit of the desired state of world language programming in MTSD (for example, expanding and changing current programming like elementary and exploratory language programs and offering a different language) along with continuing to review data collected from comparable districts. Proposals for

school board consideration will likely include both short term recommendations for the 2012-2013 school year and long term recommendations for the 2013-2014 school year and beyond.

All these activities are meant to meet the expectations set out on the June 2011 report that outlined the purpose and tasks of the WLPDT to the school board and community.

The WLPDT plans to have a report for the School Board at the October meeting. At this time, the design team plans to meet at least one more time the week of September 26 to review a preliminary report in order to meet the planning needs for the 2012-13 school year. If this timeline cannot be met due to new information or considerations by members, an adjustment to the November board meeting will be known by the last week of September.

The most important measures for the success of the WLPDT recommendations approved by the School Board will be a sustainable enrollment in the world language program. The WLPDT defines a sustainable enrollment as a vibrant program of enrollment at the high school level with all levels of instruction provided in independent sections. In addition, other measures such as students' critical thinking abilities as assessed on assessments in the early grades and perceptual data of students and parents collected following program implementation will be important to assessing the success of the program.

All short term recommendations from the WLPDT have been based upon the current full time equivalency (approximately 10 FTE) dedicated to world languages currently. Long range recommendations of the design team consider the pursuit of seed money from grants and educational foundations. As outlined in the June report to the school board, it has always been the perspective that any WLPDT proposed recommendation not be financed at the expense of other existing programming.

If you have any questions on the progress of the WLPDT, please feel free to contact me.

Submitted By: Eric Dimmitt	
Board of Education Action:	<input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> Research/Report Back

WLPDT Data: October 19, 2011

The following is a compilation of the data used by the WLPDT in making recommendations for the October School Board meeting. Some data needed to be summarized to respect student confidentiality. (Further information from the eight school district systems surveyed will be available prior to the additional January recommendations for the School Board.)

1. In the last three school years, how many of the students enrolled in Level 1 at middle school took the Level I at high school the next year? In other words, how many 8th grade French, Spanish, or German (Level I at middle school) then took again (repeated) Level 1 French, German, and Spanish (the same language again) as freshmen.		
Class of 2015 Level I Spanish at Homestead High School	10	10%
Class of 2015 Level I French at Homestead High School	1	7%
Class of 2015 Level I German at Homestead High School	N/A	
Class of 2014 Level I Spanish at Homestead High School	10	9%
Class of 2014 Level I French at Homestead High School	0	0%
Class of 2014 Level I German at Homestead High School	N/A	
Class of 2013 Level I Spanish at Homestead High School	27	24%
Class of 2013 Level I French at Homestead High School	0	0%
Class of 2013 Level I German at Homestead High School	N/A	
2. The average overall cumulative GPA of students who took four years of German, French, and Spanish at the high school the last three years ?		
Class of 2009	3.57	N=136
Class of 2010	3.6	N=138
Class of 2011	3.54	N=141
3. Number of Students who take middle school language and choose to continue in that same language in ninth grade (Spanish and French)? <i>Class of 2014</i>		
Students taking Spanish grade 8	116	
Students taking Spanish grade 9	100	
Students taking French grade 8	24	
Students taking French grade 9	16	

WLPDT Data: October 19, 2011

4. The number and % of students who switch (from French to Spanish, French to Latin, Spanish to French, and Spanish to Latin) in their freshmen year after taking Level 1 in another language as eighth graders. Class of 2014		
	#	%
French to Spanish	0	0%
French to Latin	2	8%
Spanish to French	1	0.80%
Spanish to Latin	5	4%
5. The average grade of those who continue into Level 2 as ninth graders after taking Level 1 in middle school. Class of 2014		
Average S1 Grade, 10-11 School Year Level 2 Spanish	3.35	
Average S1 Grade, 10-11 School Year Level 2 French	3.2	
6. The number of students who completed Level I at the middle school and continue in the same language for two more years into Level 3 (French and Spanish) versus the number of students who complete Level I at the high school and complete Level 3 (French and Spanish). Class of 2011.		
Complete Level I at middle school and continue into Level 3 (French and Spanish)	113	
Complete Level I at Homestead High School and continue into Level 3 (French and Spanish)	52	

Percentage of World Language Students at Homestead High School:

	2000-1	2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
% World Language Students	69%	66%	66%	69%	71%	74%	74%	74%	73%	72%	66%	68%

**Survey of Homestead High School Spanish
and French Level I and II Students**

Spanish I Students

The number of Spanish 1 students who took 2 years in middle school and the middle school attended:

- Steffen: 6
- Lake Shore: 8
- Lumen Christi: 15
- Lake Shore & another school (due to relocation): 2
- Steffen & another school (due to relocation): 2
- Other schools: 4

Student responses for retaking Spanish I:
(More than one response may have been selected.)

- Own decision - 26
- To get a better grade - 9
- Parents' decision - 8
- Teacher recommendation - 5

Spanish II Students

83 middle school students in Spanish 2 this year

Comments regarding how prepared the students feel about preparation for Level II

	Lake Shore	Steffen	Lumen Christi	Others
Positive	29	34	1	5
Tentative	10	3	0	1
Negative	1	1	0	0

French I

Small sample size (see note)

French II

13 middle school students last year. All current 9th grade Level II students reported pacing and time spent in two-year program was appropriate.

Area Middle School World Language Programs

Nicolet Feeder Districts

1. Maple Dale Middle School, Maple Dale-Indian Hill District

World languages are taught every day in 7th & 8th grade, 43 minutes a class. 7th & 8th grade instruction is the equivalent of the first year of the language at the high school.

2. Bayside Middle School, Fox Point/Bayside District

6th grade: 2 times a week, 43 minutes each time

7th & 8th grade: languages are taught every day. 7th & 8th grade instruction is the equivalent of the first year of the language at the high school.

3. Glen Hills Middle School, Glendale-River Hills District

5th & 6th grade: twice a week for 30 min.

7th & 8th grade: 4 times a week, 47 min. a class. 7th & 8th grade instruction is the equivalent of the first year of the language at the high school.

Henry Clay Middle School, Whitefish Bay District

World language study begins in 6th grade with an A/B schedule. They teach French, German and Spanish. In 7th & 8th grade, they meet every day, 44 minutes a class. 7th & 8th grade instruction is the equivalent of the first year of the language at the high school.

Shorewood Intermediate School, Shorewood District

They do have an elementary program. They meet every day in 7th & 8th grade, 55 minutes a class, and it is the equivalent of the first year program at the high school. However, some more advanced students go to level 3 after middle school due to the elementary program.

Webster Middle School, Cedarburg District

They have a 6th grade exploratory: 1 quarter of German/French/Spanish, total of 9 weeks.

7th grade: elect one of the languages and A/B all year long., 51 minutes a class.

8th grade: continue every day all year long, 46 minutes a class. 7th + 8th = first year of a language at the high school.

John Long Middle School, Grafton District

In 8th grade they meet every day for 45 minutes a class. They teach the equivalent of the first year of language study at the high school in 8th grade.
