



Shorewood
SCHOOL DISTRICT

**Results Monitoring Document
R-2 Academic Mastery
World Languages**

Certification of the Superintendent: *With respect to Results 2 (Academic Mastery: World Languages), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

☐ Making reasonable progress toward achieving the desired results
☒ Making reasonable progress with the exceptions noted
☐ Failing to make reasonable progress
☐ Presentation of Indicators for Approval
☐ Presentation of Baseline Data for Approval

Signed: Bryan Dan, Superintendent Date: January 28, 2020

Executive Summary

This report shows overall good achievement in our World Languages Department. There are some specific areas that can be focused on: specifically students with disabilities as this subgroup has some of the larger differences in academic performance. This will be discussed in curriculum meetings throughout this academic year.

As mentioned, World Languages is up for curriculum evaluation this 2019-20 school year. The department has met 3 times (2 full days and 1 after school meeting) and has a couple more meetings scheduled. They are currently piloting new curriculum at several different levels, and utilizing our Action Research option to look at equity within our curriculum. We have also discussed structural components and issues around how Shorewood provides their World Languages curriculum. As we are still discussing and figuring out the nuances of these topics, a more detailed description of the final curriculum evaluation decisions will be giving in conjunction with OE-11: Instructional Programming.

Disposition of the Board: *With respect to Results 2 (Academic Mastery: World Languages), the Board:*

☐ Making reasonable progress toward achieving the desired results
☒ Making reasonable progress with the exceptions noted
☐ Failing to make reasonable progress

Summary statement/motion of the Board:

Consider changing indicators.

Signed: [Signature], Board President Date: 01/28/2020

Definition of Terms:

- **Spanish Skills Grade:** The “Spanish Skills” grade is a portion of a student’s final grade in grades 4 through 6. Students’ final grades are composed of three components: Spanish Skills, Effort, and Behavior. For the sake of measuring academic mastery, we will only look at the “Spanish Skills” portion of the final grade.
- **Final Grade:** A final grade is used to determine a student’s level of readiness in Spanish and/or French classes 7-12. These grades are weighted differently depending on the course and the content being covered. The teacher for each course determines how a final grade will be determined.
- **ELL:** English Language Learner. A student whose native language is not English. ELL students have a level between 1 and 6 (a level 7 is a native speaker of English). A level one is experiencing the language for the first time, and level 6 is functioning at almost the same level as a native English speaker
- **F&R:** Free & Reduced Lunch– A student from a household with an income at or below a predetermined percent of the poverty income threshold is eligible for free or reduced lunch. These percentages are determined by the federal government.

R-2.1 Academic Mastery: World Languages

Demonstrate mastery in a body of knowledge and skills within each discipline: World Languages

SUPERINTENDENT Interpretation:

Mastery shall mean students have possession, display great skill, knowledge, or technique that will make them successful at the next level of curriculum.

World Languages shall mean the study of Spanish and French with a focus on communication, culture, connections, comparisons, and communities.

	<u>Superintendent</u>	<u>Board</u>
R-2.1 Academic Mastery: World Languages	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Indicator 1:

- Grades 4-6
 - Percent of students that are "Developing" or "Secure" in the area of "Spanish Skills" on their final trimester report card.

Evidence:

	Fall 2017	Fall 2018	Target	Fall 2019 (Current)	% Change	5 Year Target
Hispanic	100%	95.8%	95%	92.1%	-3.7%	95%
Asian	85.2%	89.3%	90%	97.6%	+8.3%	95%
Black	89.7%	88.2%	91%	85.7%	-2.5%	95%
White	95.8%	94.9%	95%	93.0%	-1.9%	95%
Male	93.0%	93.4%	94%	89.1%	-4.3%	95%
Female	95.6%	93.7%	95%	95.9%	+2.2%	95%
Non F&R	96%	96.1%	95%	94.0%	-2.1%	95%
F&R	86.3%	82.5%	88%	82.3%	-0.2%	95%
Non ELL	95.8%	94.6%	95%	91.8%	-2.8%	95%
ELL	82.7%	85.5%	86%	100%	+14.5%	95%
Sw/oD				93.7%	N/A	95%
Sw/D				82.4%	N/A	94%
Overall	94.3%	93.5%	94%	92.4%	-1.1%	95%

Superintendent Indicator 2:

- Grades 7-12
 - Percent of students that are "C" or above on their final grade in their Spanish or French class.

Evidence:

	Fall 2017	Fall 2018	Target	Fall 2019 (Current)	% Change	5 Year Target
Hispanic	97.7%	86.4%	90%	83.3%	-3.1%	95%
Asian	96.6%	100%	95%	93.0%	-7.0%	95%
Black	85.7%	86.4%	88%	73.7%	-12.7%	95%
White	95.3%	95.4%	95%	94.2%	-1.2%	95%
Male	91.5%	91.4%	92%	86.9%	-4.5%	95%
Female	96.2%	96.5%	95%	94.4%	-2.1%	95%
Non F&R	94.9%	95.3%	95%	92.4%	-2.9%	95%
F&R	89.3%	88.1%	90%	81.3%	-6.8%	95%
Non ELL	94.0%	94.4%	95%	91.4%	-3.0%	95%
ELL	96.6%	91.7%	94%	85.7%	-6.0%	95%
Sw/oD				91.7%	N/A	95%
Sw/D				78.8%	N/A	91%
Overall	94.2%	94.3%	95%	91.1%	-3.2%	95%