MS/HS World Language Curriculum Review
Year 1 Self-Study

West St. Paul - Mendota Heights - Eagan Area Schools
School District 197

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August 19, 2024

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Executive Summary

A team of world language teachers conducted a comprehensive review of the district's world language program. The review examined current practices, explored successful models from other districts, and gathered feedback from students, staff, and families. Key findings included the need for updated curriculum materials, improved student transitions between courses, and increased access to immersive experiences. The team identified opportunities to enhance the program through technology integration, expanded language offerings, and stronger partnerships with higher education institutions.

Background

Previous District-wide World Language Reviews Processes

During the 2013-2014 and 2014-2015 school years, School District 197 conducted a curriculum review process for the K-12 World Language subject area. The links to both reports are found below, as well as through the district's website, www.isd197.org.

- 2013-14 Year 1: https://www.isd197.org/fs/resource-manager/view/02b8de8f-3864-4421-a696-ea5d1ae4d6b1
- 2014-15 Year 2: https://www.isd197.org/fs/resource-manager/view/ab41708b-cea0-45c5-aa52-d98d5ed0f240

High level summary of their work between 2013 and 2015:

A team of K-12 world language teachers analyzed the ACTFL standards to improve language instruction. They created detailed learning targets for each grade level and benchmark, along with assessments and resources. Overall, the department's goal was to enhance world language education by aligning curriculum with standards, providing effective resources, and offering opportunities for student recognition.

Key Findings and Recommendations:

- Curriculum Framework: A new framework was developed outlining standards, benchmarks, learning targets,vocabulary, resources, and assessments for each grade level.
- Textbook Updates: New textbooks are needed for French IV and Spanish IV/V due to curriculum changes and difficulty levels.
- Rosetta Stone Discontinued: After evaluation, Rosetta Stone was deemed ineffective and will no longer be used.
- Language Proficiency Certificates: The district will offer Minnesota World Language Proficiency Certificates to students who meet specific proficiency levels. Assessments and procedures will be established.

Next Steps:

- Communicate certificate opportunities to families and include them on student transcripts.
- Develop parent resources about language proficiency outcomes.

A summary of the current review team's implementation and evaluation of the details noted above are included in the sections that follow.

Understanding World Language Standards:

State law (Minn. Stat. 120B.022, subd.1 [2022]) requires each district to use the current world languages standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL's World-Readiness Standards for Learning Languages presents five goal areas in the language learning and teaching: communication, culture, comparison, connection, and community. The World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.



Assessments:

There are no state required standardized assessments for world languages. Schools and world languages educators are strongly encouraged to develop assessment units based on the ACTFL's Integrated Performance Assessment (IPA) model. The Center for Advanced Research on Language Acquisition (CARLA) provides extensive resources for developing IPA. IPA integrates all three communicative modes: interpretive, interpersonal, and presentational communications under the common theme or a topic being taught in the classroom. IPA is a classroom based assessment model.



Recognition and Awards Program

Minnesota Bilingual Seals and World Language Proficiency Certificate are the state's official award to recognize students' linguistic skills other than English. Minnesota World Language Proficiency Certificate, legislated in 2009, is an award given to students in any grade level who demonstrate ACTFL's Intermediate Low level or higher in all of the four modalities—listening, reading, speaking and writing in languages other than English.

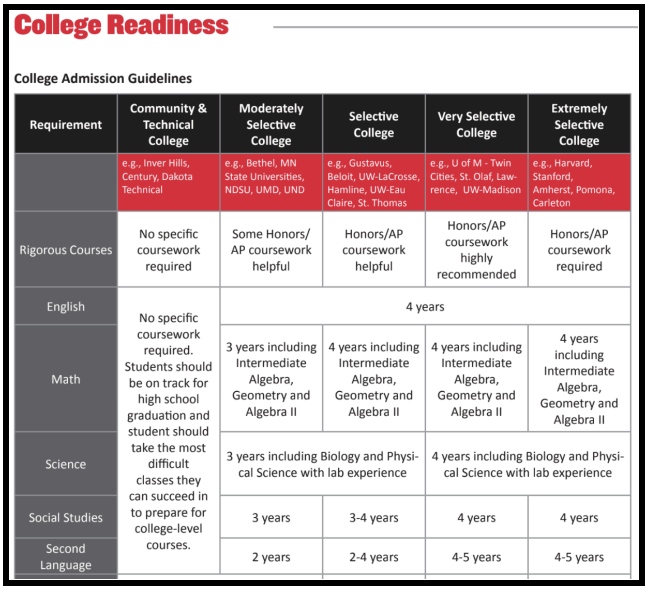
Minnesota Bilingual and Multilingual Seals were legislated in the Learning English for Academic Proficiency and Success (LEAPS) Act in 2014. Minnesota public school districts, charter schools, and nonpublic schools may award Minnesota bilingual and multilingual seals to high school students upon graduation who have demonstrated the required levels of language proficiency through assessment in languages other than English, including American Sign Language (ASL) and Indigenous American Indian languages. The required proficiency levels are ACTFL Advanced Low for a Platinum Seal; ACTFL Intermediate High for a Gold Seal in all of the four modalities—listening, reading, speaking and writing.

In order to qualify for a bilingual seal, a student must also demonstrate proficiency in English by having met the required English Language Arts credit for high school graduation. The World Language Proficiency Certificate does not have English Language Arts credit requirements.

Graduation Requirements:

World languages are considered elective content courses and are not required for high school graduation. However; they should be counted towards seven elective credits that are required for high school graduation. All students are strongly encouraged to take world languages courses to develop and refine language proficiency in addition to English and cultural competency for the 21st century world.

The image included here shows that while the graduation requirements do not include World Language coursework, however as students consider colleges, even beginning with ones that typically have a moderately selective admission requirement, three years of world language coursework is either required or strongly recommended.



College Readiness

College Admission Guidelines

Requirement	Community & Technical College	Moderately Selective College	Selective College	Very Selective College	Extremely Selective College
	e.g., Inver Hills, Century, Dakota Technical	e.g., Bethel, MN State Universities, NDSU, UMD, UND	e.g., Gustavus, Beloit, UW-LaCrosse, Hamline, UW-Eau Claire, St. Thomas	e.g., U of M - Twin Cities, St. Olaf, Lawrence, UW-Madison	e.g., Harvard, Stanford, Amherst, Pomona, Carleton
Rigorous Courses	No specific coursework required	Some Honors/ AP coursework helpful	Honors/AP coursework helpful	Honors/AP coursework highly recommended	Honors/AP coursework required
English	No specific coursework required. Students should be on track for high school graduation and student should take the most difficult classes they can succeed in to prepare for college-level courses.	4 years			
Math		3 years including Intermediate Algebra, Geometry and Algebra II	4 years including Intermediate Algebra, Geometry and Algebra II	4 years including Intermediate Algebra, Geometry and Algebra II	4 years including Intermediate Algebra, Geometry and Algebra II
Science		3 years including Biology and Physical Science with lab experience		4 years including Biology and Physical Science with lab experience	
Social Studies		3 years	3-4 years	4 years	4 years
Second Language		2 years	2-4 years	4-5 years	4-5 years

Summary

Beginning in the fall of 2023, a review team (Appendix A) was put together including the staff from each middle and high school in each language area (French, German and Spanish) as well as administrative liaisons from each secondary site.

As a part of the process in year one, our secondary World Language committee reviewed;

- And summarized documents related to previous curriculum review cycles
- Important state-related documents and expectations related to World Language programming
- ACTFL standards and language proficiency levels
- And identified key elements and features of our current World Language programming
- Several types of data and generated key insights and findings
- The purpose of the Multilingual Seals award and how our district participates in the process
- World Language programming in other districts and schools across the metro-area
- How the middle school schedule changes impact in the skills and outcomes of our Spanish sequence
- Ways in which to modify skills/outcomes all levels of Spanish to improve performance and retainment
- The purpose and impact of the Spanish for Native Speakers course pathway
- Collected and reviewed student, staff and community survey and listening session data
- Current research in World Language programming
- Past practices and approaches for culminating experiences in each language (field trips)
- Post-secondary requirements for high school coursework in world language

A summary and applicable insights for each element listed above can be found in the following report.

The team had originally planned on meeting four times during the school year with a consistent membership which included the Spanish teacher at each middle school and one representative from each of the three language pathways in French, German and Spanish. However, as the review process unfolded, different configurations were necessary for each of these four meetings, which helped to limit the impact of missed instructional time on students in each area, as well as being able to focus solely on one language area in some of the meetings.

Internal Environmental Scan

In order to get a broad sense of what students' world language experience looks like across the district, our curriculum review team conducted both an internal and external environmental scan of World Language programming and instruction. The first phase of our internal environmental scan was to review the work and recommendations of the previous World Language review team. In reviewing the work from the 2013 and 2015 review, below are the team's perspective on implementation and effectiveness of the original key findings, recommendations, and next steps.

Curriculum Framework: A new framework was developed outlining standards, benchmarks, learning targets,vocabulary, resources, and assessments for each grade level. **This work was mostly completed in following years - however creating a sustainable process for reviewing, updating, and innovating on these frameworks did not occur.** Therefore, what was created in 2015 was mostly unchanged on the documents.

Textbook Updates: New textbooks are needed for French IV and Spanish IV/V due to curriculum changes and difficulty levels. **Completed as described.**

Rosetta Stone Discontinued: After evaluation, Rosetta Stone was deemed ineffective and will no longer be used. **Completed as described.**

Language Proficiency Certificates: The district will offer Minnesota World Language Proficiency Certificates to students who meet specific proficiency levels. Assessments and procedures will be established. **Minimally implemented and eventually ended** - due to unforeseen circumstances regarding scheduling, requirements, and in general, a shift in focus away from using these classroom-based assessments.

Communicate certificate opportunities to families and include them on student transcripts. **As identified above, due to the shift away from formalizing this process, minimal information was developed or sent home in the early years of installation (2015, 16, 17) and then essentially ended.** Instead, the focus grew in a similar way through the development and expansion of the Bilingual Seals testing, beginning in 2018.

Develop parent resources about language proficiency outcomes. **Completed with changes in installation.** Expectations around proficiency outcomes and standards were largely sent out via syllabi created by the staff for each course, general information included in the TRHS registration guides, and/or through information disseminated through resources for courses on Canvas.

Additional Topics from current review

Several other topics emerged from the current department's review of the curriculum review process resources that were not originally on the recommendations or next steps. These emerging topics are noted below, labeled by theme and then details.

World Language Courses:

- **Placement of native speakers and purpose of Spanish for Native Speakers course:** The purpose of the Spanish for Native Speakers course needs clarification. Is it designed to help students reach higher levels of Spanish proficiency or to maintain their heritage language and culture? Ideally, it should address both, but typically cannot. Additionally, the course, which had a section of it run at the middle schools for the last few years as well, will not be offered any longer due to the constraints that the new middle school changes create.

Student Placement:

- **Challenges in placement:** Accurate placement of students in language courses across all levels (particularly Spanish and German) remains an issue. This is likely due to factors like limited exposure to languages in early grades (K-7) and open enrollment into Two Rivers HS from surrounding immersion programs.

Instructional Methods and Technology:

- **Evolution of teaching methods:** Language instruction has shifted to accommodate changing student learning styles. Technology plays a bigger role, offering more opportunities for independent learning and cultural exploration.
- **Impact of technology:** Access to technology has been beneficial, allowing teachers to showcase cultural aspects beyond just language instruction. However, the potential of AI for language learning is yet to be fully explored.

Additional Considerations:

- **Connecting language to other subjects:** Integrating world language content with ELA standards could be a valuable strategy.
- **Immersive experiences:** Creating immersive learning environments throughout the school day could enhance language acquisition and cultural understanding.

Internal Review Part II: ISD 197 Program and Course Scan

For the second portion of our internal environmental scan, review members worked in grade and/or course-like groups to identify responses for a variety of questions, which helped to understand the programming options in each language pathway. Emerging themes from this work are summarized below.

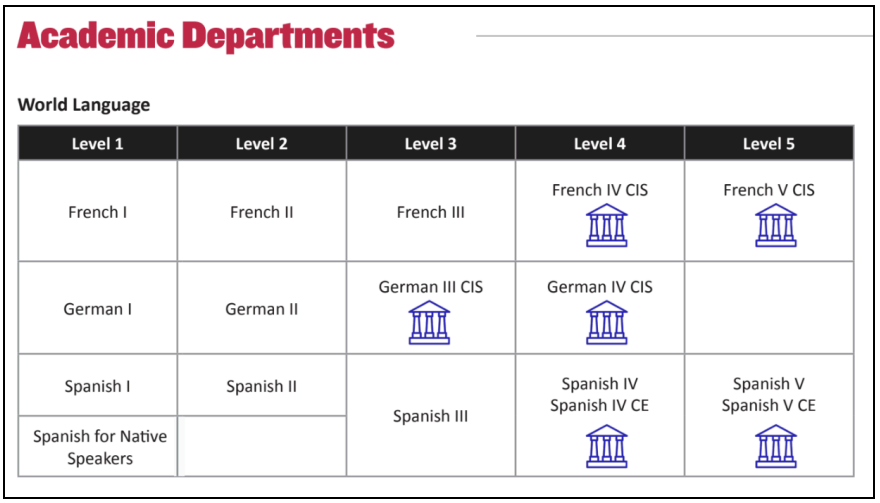
French and German Themes:

- **Course Sequence:** The programs offer a four-level sequence that provide college credit bearing options by level 3 in German, and level 4 in French. Progression generally requires a C- in the previous course.
- **Instructional Methods:** A variety of teaching methods are used to cater to different learning styles. Interactive activities are emphasized to develop speaking and listening skills.
- **Content Focus:** Comprehensible input is a key strategy at all levels, ensuring students are exposed to authentic spoken German or French appropriate for their proficiency.
- **Curriculum Materials:** German 1 & 2 use the textbook "Komm mit!" (HRW). German 3 & 4 utilize the University of Minnesota's intermediate German curriculum (1003 & 1004). The college credit bearing courses in French require new textbooks to be implemented in fall 2024 due to changes in the coursework at the University of Minnesota in French.
- **College Credit:** College in Schools (CIS) German III & IV and CIS French IV and V offer the opportunity to earn 5 college credits each through the University of Minnesota (requires a C- minimum).

Spanish Themes:

- **Course Sequence:** The Spanish pathway offers a five-level sequence, which could start as early as 8th grade at both middle schools, and provides additional credit bearing options by Spanish IV and V Spanish for Native Speakers was also offered in both middle schools in grade 8 and at the high school, however, due to the change in the middle school schedule, offering the Spanish for Native Speakers course will no longer be a viable option in grade 8, and will only be offered in high school.
- **Instructional Methods:** A mix of lecture, whole group discussions, and individual work is used. Spanish for Native Speakers emphasizes small group activities like literature circles.
- **Variations Across Buildings/Teachers:** There might be differences in materials used and pacing of lessons between teachers and schools.
- **Potential Concerns:** Some coursework in the language pathways approach skills and content with a focus on technicalities, which might not be the most effective method for language acquisition.

A visual representation of each language pathway is included here for reference



Internal Review Part III: Capstone Immersive Experiences

The third phase of the internal review was to describe the capstone immersive experiences which are available to students. The team was asked to identify the details that each experience likely had in common, which are noted below;

- Where do students go?
- How are students selected or how do they sign-up?
- What do students do?
- How long are students gone?
- How long have students been taking this trip, or trips like this, in this language?
- What are the benefits of experiences like this?
- Are there ways that these experiences can be expanded, modified, etc.?
- Any other feedback or important information to include?

A summary of each language's immersive experience is below.

French

- **Destinations:** France, local French restaurants, and the Minneapolis Institute of Art (MIA) for French Impressionism exhibits.
- **Trip Details:** 9-10 day trips to France every two years during spring break. Local field trips to French restaurants for students.
- **Student Selection:** Students sign up through a travel company.
- **Benefits:** Cultural immersion, language practice, and increased cultural awareness.
- **Challenges:** Rising costs for restaurant outings and potential limitations due to COVID-19.

German

- **Destinations:** Germany, Austria, Switzerland, northern Italy, and the Czech Republic.
- **Trip Details:** 9-10 day trips with a focus on city tours, cultural experiences, and free time.
- **Student Selection:** Open to all students, primarily German language learners.
- **Benefits:** Cultural immersion and language practice in authentic settings.
- **Challenges:** Increasing trip costs.

Spanish

- **Destination:** Costa Rica.
- **Trip Details:** One-week trips with a focus on travel and community service.
- **Student Selection:** Primarily junior and senior Spanish students.
- **Benefits:** Cultural immersion and language practice.

Common Benefits: All trips offer students opportunities for cultural exchange, language improvement, and personal growth.

Common Challenges: Rising costs are a shared concern among trip organizers.

Potential Improvements: Explore cost-saving measures or fundraising options to make trips more accessible to students.

Internal Scan Summary:

Curriculum and Program Implementation

- Curriculum Framework: A comprehensive framework was developed but lacks a sustainable update process.
- Textbook Adequacy: Textbooks for upper-level French and Spanish courses require updates.
- Technology Integration: Technology is utilized for cultural exploration but its full potential, including AI, remains untapped.
- Language Proficiency: The district's approach to language proficiency certificates was discontinued, with a shift towards Bilingual Seals.

Course Structure and Content

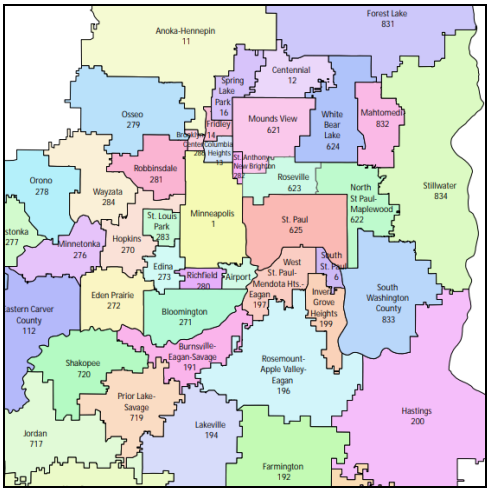
- Course Sequencing: While the four-level sequence for French and German is established, the Spanish pathway,including the Spanish for Native Speakers course, requires further review and potential adjustments.
- Student Placement: Challenges exist in accurately placing students in appropriate language levels due to factors such as limited early language exposure.
- Instructional Focus: There's a need to balance skills-based instruction with a focus on authentic language use and cultural understanding.

Immersive Experiences

- Positive Impact: Immersive experiences, like trips to France, Germany, and Costa Rica, offer valuable cultural and language learning opportunities.
- Accessibility Challenges: Rising costs and limited opportunities for participation hinder the accessibility of these experiences.

External Environmental Scan

External Environmental Scan



Once the team had conducted their internal environmental scan, they turned their attention towards what is observable externally in terms of how World Language courses and programs are approached across the metro, as well as through leading research from national organizations.

The first phase of our external environmental scan focused on exploring how districts across the metro approached world language instruction, curriculum, and secondary courses and course pathways.

The review team studied over 30 districts' course registration guides and district websites/related materials during this process, from districts that are either comparable to ours. **Below is a summary of the team's findings from this stage of the work.**

- **Middle School:** Most districts offer Sp anish I in 8th grade. Immersion programs continue from elementary to middle school. Some districts explore languages in 6th and 7th grades for non-immersion students.
- **High School:** Spanish is the most common language offered with various levels up to AP or CE/CIS. Some schools offer heritage language tracks or additional courses like Spanish honors, history and culture of Latin America. Bilingual seals, proficiency exams, and project-based learning are incorporated in some programs.

Themes, Ideas, and Questions

- **Program Differentiation:** Our CE/CIS program is unique compared to other districts' focus on AP or IB. How can we leverage this strength?
- **Immersion vs. Exploratory:** Should we consider exploratory language options for middle school students in addition to the official Spanish I course?
- **Heritage Language Programs:** Should we consider offering heritage language tracks to cater to specific student populations, which would be different than how the Spanish for Native Speakers courses were developed?
- **Advanced Placement:** How do other districts achieve high levels of success in AP World Languages?
- **Assessment and Recognition:** What are the benefits and challenges of implementing bilingual seals, proficiency exams, or national language exams?
- **Curriculum Innovation:** How can we incorporate more project-based learning and community engagement into our World Language program?

The second phase of the external scan centers on reviewing important literature in the content area.

External Scan Part I: MDE Resources for World Languages

The first investigation the review team conducted was to identify which resources and information might be helpful specifically from the Minnesota Department of Education's (MDE) resources for World Language programming.

Below were important areas for current and future exploration for the World Language review team.

- The information within the American Council on the Teaching of Foreign Languages (ACTFL) standards would be useful to review in more detail during our curriculum review process
- ACTFL Assessment of Performance toward Proficiency in Languages® (AAPPL): This assessment method needs further investigation.
- It would be worthwhile to explore again the Integrated Performance Assessments (IPA), which are classroom-based assessment models that integrate speaking, listening, and writing. While effective, time constraints hindered its implementation in prior years - maybe there could be a way to reintroduce these again.
- New Legislation: The introduction of Personal Finance and Ethnic Standards could impact World Language enrollment (an additional required semester for 9th graders in Geo/Ethnic Studies and all students will be required to complete a personal finance course in grades 10-12 prior to graduating).
- Bilingual Seals: This is a potential area of interest to consider expanding in the model that it already exists, as well as within the world language classrooms themselves. The team will continue to explore this in future meetings.

External Scan Part II: National and International Resources for World Languages

The second investigation the review team conducted was to add to the information above that the state of Minnesota provides in World Language assistance with other state, national, or international professional resources which could help to inform the team's recommendations moving forward. The team found useful resources in the form of instructional materials to support courses, professional development opportunities, national and international approaches to world language standards, and ways in which to assess students to determine proficiency levels in reading, writing, speaking and listening. A sample of those resources are identified below.

Post-secondary programming:

- AP for All: https://apforallnyc.com/world-languages/

Standards, Curriculum, Instruction and Assessment

- ACTFL Standards: https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements
- Minnesota Council on the Teaching of Languages and Cultures https://mctlc.org/
- How World Language Teaching has Evolved: https://www.cultofpedagogy.com/world-language/
- 9 common mistakes made during world language curriculum development: https://lalibrelanguagelearning.com/world-language-curriculum-mistakes-what-to-do-instead/
- Center for Advanced Research on Language Acquisition (CARLA) https://lalibrelanguagelearning.com/world-language-curriculum-mistakes-what-to-do-instead/
- AAPPL Assessments: https://www.actfl.org/assessments/k-12-assessments/aappl
- World Readiness Standards: https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf
- Artificial Intelligence and world language instruction: https://intellias.com/how-ai-helps-crack-a-new-language/

Professional Organizations

- American Association of French Teachers: https://frenchteachers.org/
- American Association of German Teachers: https://www.aatg.org/

Podcasts:

- The Potential Benefits of Podcasts for Language Learning https://www.researchgate.net/profile/Ismail-Yaman-3/publication/314364155_The_Potential_Benefits_of_Podcasts_for_Language_Learning/links/58c106dfa6fdcc064542082e/The-Potential-Benefits-of-Podcasts-for-Language-Learning.pdf

External Scan Part III: Admissions and Graduation Requirements - World Languages

The third investigation the review team conducted was to review the admissions and college graduation expectations of students who enroll in the colleges and universities with typically the highest enrollment from graduating students in ISD 197.

The sampling of colleges and universities is below, which shows a mix between public and private institutions, two and four year institutions, liberal arts colleges and research-centered colleges.

Two year institutions
Inver Hills Community College
St. Paul College
Dakota County Technical College
Normandale Community College

Four year institutions - Public and private
Augsburg University
DePaul University
Gustavus Adolphus College
Mankato State University
North Dakota State University
Hamline University

Four year institutions - Public and private (con't)
Southwest State University
St Catherine University
St Olaf College
St. Mary's University
University of Iowa
University of Minnesota - Twin Cities
University of St. Thomas
University of Wisconsin

A summary of those findings is below.
World language requirements vary among postsecondary institutions. Some universities require world languages for graduation or admission, while others recommend them or have no requirement. There are also universities that require global perspectives credits, which can be fulfilled through world language courses but also other options.

Generally speaking, in most situations;

- students enrolling at most universities that our students in 197 attend, students are recommended or required to have some level of world language education experience in their high school years, and in most colleges and universities
- and/or students will need to complete some level of world language education before graduating from the college or university, which many times could also be the high school experiences they come with.

External Scan Part IV: Additional Efforts

Additional Efforts initiated as a result of the World Language review process include (along with further details following);

- MS Schedule Review and Recommendations,
- MDE's Native Language Restoration Grant
- Smoothing transitions between all levels of the Spanish course pathway
- Re-establishing alignment with Spanish college-credit bearing courses, starting with CE Spanish IV
- Integrating leadership possibilities for native Spanish speakers

MS Schedule Review and Recommendations:

In May 2022, District administration kicked off the beginning stages of changing the middle school schedule. The reason for the schedule change is to develop a consistent schedule across both middle schools, simplify the schedule for families and staff, and ensure we are meeting the new state standards for media arts and fine arts.

The process began with seeking feedback from current middle school staff, students, and families. The information from those surveys was used by the Middle School Design Team (made up of middle school administrators and staff, along with district administrators who act as information resources and liaisons to the school board) to create multiple schedule options.

Creating a Framework- Our Middle School Design Team developed different schedule options and presented them to the community. The goals of the feedback sessions were to hear from the community and get their ideas before refining the options and sending them to the District administrators, who brought a recommended option to the School Board for a decision in June 2023.

The School Board Actions: The initial board-approved schedule framework included both homeroom and flex periods. It was determined that two separate periods for homeroom and flex within the confines of a 6 period day didn't comply with the teacher contract. So, in collaboration with the middle school administration, district staff, the Middle School Design Team, and the negotiations team, an amendment was proposed and approved.

The framework moving forward includes:

- Six-period day with four lunches
- A flex period
- 52-minute class periods
- Period 1 is 10 minutes longer to allow for non-instructional activities at the beginning of the day
- A/B (every other day) elective schedules for grades 5-8
- Three-minute passing time

Impact of middle school schedule changes on on World Language Program and Courses

What is the impact of these changes for the middle school schedule on a course like Spanish I, which is a high school credit-bearing course offered at the middle school in the past?

Spanish I:
Spanish 1 is a high school credit bearing course. With the change in the middle school schedule all electives moved to an every other day structure to support more equitable access. In order to retain Spanish I as an option in the new schedule, the department had to do some rethinking of how this could be accomplished. In consultation with district and building administrators, as well with the World Language staff directly impacted by this change, the following recommendations were made in order to maintain the integrity, as much as possible, for offering Spanish I at the middle school.

- Spanish I, which was once only offered as an 8th grade elective and met every day, will now span a two-year, every other day model to address the same content as before.
- Essentially, 7th grade Spanish will be the first semester of Spanish I, and 8th grade will be the second semester of Spanish I, therefore completing the credit requirement for time.
- Full credit for Spanish I will require students to complete both years of Spanish.
- For students in the 2024-2025 cohort of 8th graders, a carefully condensed version of Spanish I is being created so that current 8th grade students can continue, as they have already, with Spanish II at the high school as 9th graders. This version was co-created with both middle and high school Spanish staff.
- In future years, the need for whether this option will need to be offered will be reconsidered. A preliminary study shows some potential need for this to be reconsidered on a yearly basis, however the data does not necessarily confirm that it would be sustainable with the number of students that it may impact.
- It was also determined that German and French would not be offered at the middle school because they had a pathway at the high school to attain college credit, whereas Spanish needed to have this additional year available at the middle school.

A positive impact of expanding the course span over two years to include a 7th grade option aligns with a sizable amount of feedback that was received from staff, students, and community members, during the input gathering stage noted earlier in this process.

Native for Spanish Speakers: As well, the middle school schedule change impacted the other high school credit-bearing world language course at the middle school level, which is Spanish for Native Speakers I (which is offered also at the high school). Given the enrollment challenges for this course, in terms of appropriate candidates and sheer number of students that could then take it, as well needing to follow a similar structure as the every-other-day, two-year long approach for maintaining the Spanish I course at the middle school, the recommendation for Spanish for Native Speakers I moving forward is to eliminate the course in the middle school course offerings, at least for now. This decision was vetted through district and building administrators, impacted Spanish I staff at all three secondary sites, as well as provided in updates to the school board along the way.

Native Language Restoration Grant

Early in the 2023-2024 school year, MDE made available a grant opportunity for any district to apply for which would help to revitalize and preserve the Dakota and Ojibwe languages. This involves providing financial support to organizations and communities working to:

- Document and preserve the languages.
- Develop educational programs and immersion programs.
- Increase language fluency and usage among Native American communities.

By investing in language revitalization, the state aims to strengthen Native American cultural identity, heritage, and overall well-being.

The application process unofficially opened up to determine interest and capacity of school districts to pursue this new grant opportunity. This process was opened in the fall of 2023 and closed in the winter of 2024. Districts who submitted a pre application for this grant would not only help provide details that the state of Minnesota would need for programming options if the grant was made available, and it also provided districts who submitted the application with priority points in their official grant application process, which can be very helpful in being approved through the decision making staff of reviewing grant applications. On behalf of School District 197, a pre-application was submitted during the open window of time. This pre-application provided insight on several things, including our interest, past commitment to advancing and sustaining American Indian education programming in our district, and early plans for what the grant features might be, including which language(s) we would apply for financial support in, and how that programming would be installed.

In March 2024, the state of Minnesota officially opened up the application process for obtaining possible funding to start and/or sustain this type of language programming. School District 197 officially submitted a grant application in the spring of 2024. A very high level summary of the features of School District 197's application is included in the bulleted list below;

The school district plans to offer Native language instruction, primarily Ojibwe or Dakota, to American Indian students. The district will prioritize in-person instruction and monitor student enrollment to determine the most effective approach. A tiered approach will be used to address potential challenges:

1. **In-person Ojibwe course:** This is the preferred option, but requires hiring a qualified instructor.
2. **PSEO partnership:** If staffing issues arise, the district will partner with local universities to offer in-person Native language courses through contracted PSEO courses to be taught on-site at TRHS.
3. **Virtual coursework:** As a backup, students can enroll in an independent study course with virtual language instruction. This option would allow for several Native Languages to be offered on-site at TRHS. This option would also eliminate potential issues on licensed staff for a Native Language course, and potentially low enrollment to run a full section of in-person and live instruction in one language.
4. **Traditional PSEO:** As a last resort, students may enroll in traditional PSEO Native language courses at nearby universities and School District 197 will refocus financial support in other directions, such as providing transportation for students.

At the time of the development of this report, no updates on which district's applications were approved, at what level, and what the next steps would be if approved.

Smoothing transitions between all levels of the Spanish course pathway

As the review team's work unfolded, particularly as it relates to:

- the middle school schedule changes for 24-25,
- and based on both enrollment patterns and feedback from student panels held in March (which centered on the reasons behind the sharp drop off between Spanish II and Spanish III)

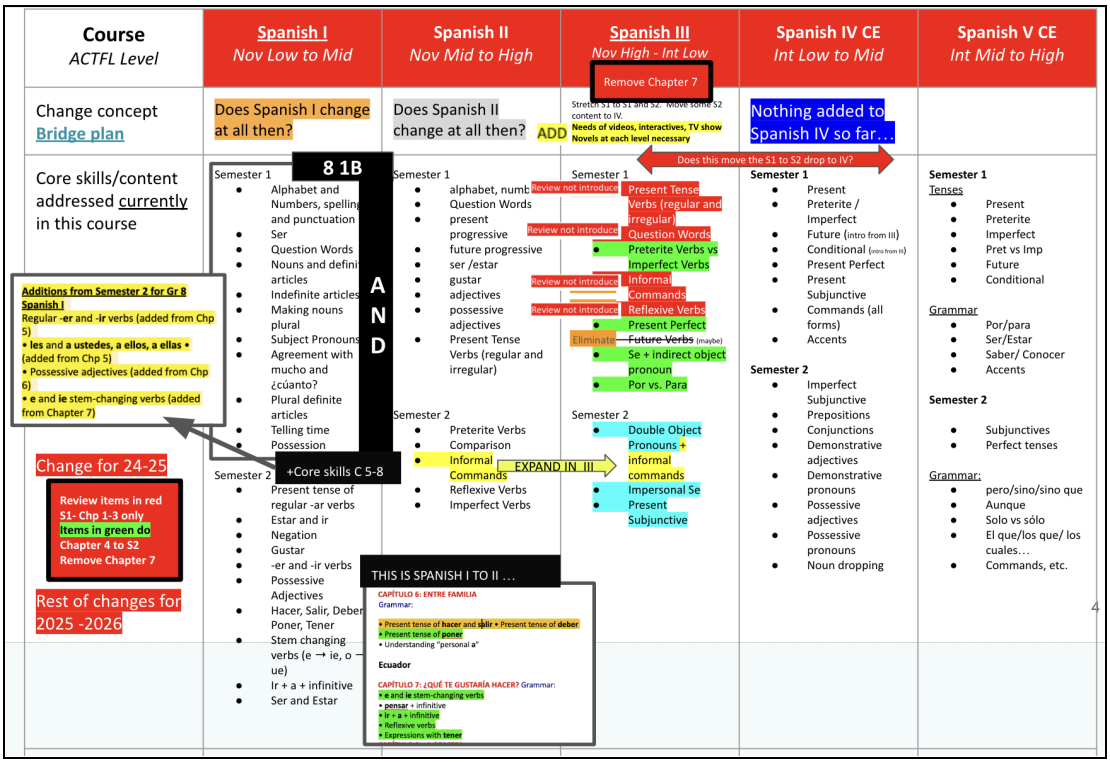
The review team identified that not only is the Spanish I to Spanish II transition between the changing middle school Spanish course approach and the high school expectations for incoming students completing Spanish I and enrolling Spanish II, it could and should have ripple effects

Reestablishing alignment with college-credit bearing courses

As the team intensified their efforts on smoothing the transition from Spanish I through Spanish III, it was also noticed that work on articulating the skills from Spanish III to the upper level Spanish IV and V courses, particularly those with concurrent enrollment credits associated with them, would be equally important.

To this end, the review team started to more clearly identify what skills and outcomes would be the focus of the Spanish III course, which then in turn, helped to show how Spanish II and Spanish IV CE could better align with Spanish III to minimize the big jump between those levels and Spanish III.

While not easy to interpret to the unfamiliar eye, the curriculum plan here → displays how skills are to be moved across the Spanish pathway to smoothen the transitions through and to Spanish V CE. This plan will be further clarified as the review team continues their process in the years to come.



How can we leverage the home language of/for our students who speak Spanish?

In the past:
Warrior time option for native language speakers - Language Cafe, informal way to use language in social settings.

Considerations
How can we provide students with opps to use their native language due to schedule constraints?
Certain grade levels?
Certain language levels? Spanish V CE is where we have done this in a way.
Certain languages?
Fluency in each/some modalities?
Could they join our trips we take?
Align with hours: EL level ___ 4th hour, Spanish __ 4th hour
Could we do a summative project each year
Lunch groups

Curriculum Review Discussions:
What is a model that could be implemented to pair native Spanish speakers w/Spanish I-III
How can we support students struggling in their language development?

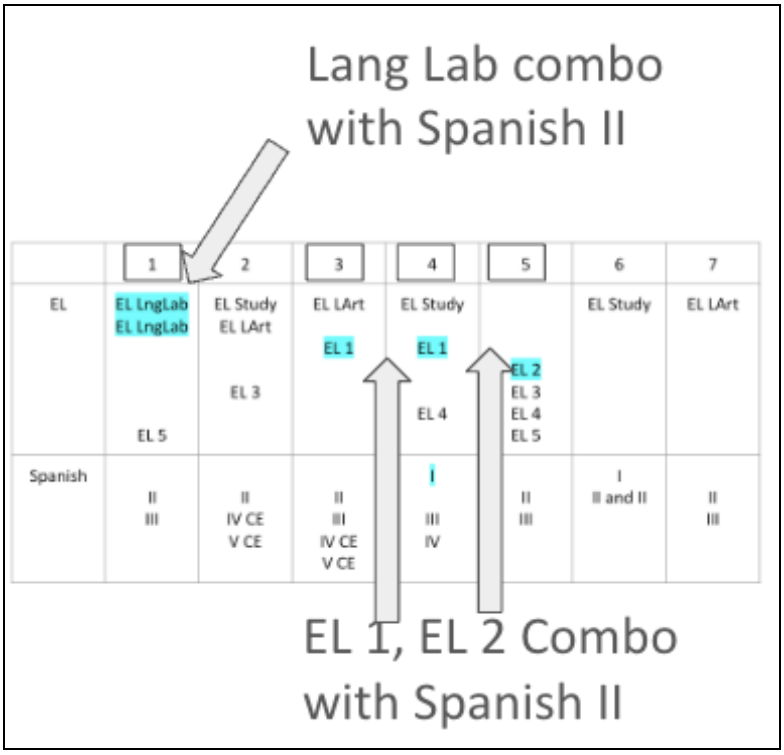
Integrating leadership possibilities for native Spanish speakers

A topic that emerged later in the review process within the department, and in consultation with the English Learner program coordinator, was how we could integrate our native Spanish speakers within the Spanish courses and pathways in ways that have been unexplored so far.

Before ideas begin developing, the team spent time identifying what has been done in the past, what could be explored in the future, and how this concept could dovetail with the world language review process. An image of this planning is ← included here.

Through the early work on this project, several encouraging concepts developed. One in particular gained early attention which is described below.

Include native Spanish speakers with strong language skills within the EL course pathways in such ways as individual tutors, small group learning leaders, and providing perspectives of Spanish culture. One simple diagram of who this could be explored in future years, seen here → this image here, which shows what periods of Spanish II overlap with the EL Language Lab course. This would be the ideal partnership to start with.



Additional concepts that were discussed and could be integrated into the review process in future years are noted below.

- How to include native Spanish speakers in our current courses, including S4NS but also Spanish I-IV CE.
- Could we have students shadow courses, to see if that level of course would be the right fit?
- Could we use the AAPPL test as an onramp?
- Could we use ACCESS as an onramp?

External Scan Summary:

Key findings:

- **Program Offerings:** Spanish is the most common language offered, with various levels and pathways. Some schools offer heritage language tracks or additional courses like Spanish honors.
- **Assessment and Recognition:** Bilingual seals, proficiency exams, and project-based learning are incorporated in some programs.
- **Curriculum Innovation:** There's a growing use of project-based learning and community engagement in World Language programs.

The scan investigated resources from various sources:

- **Minnesota Department of Education (MDE):** Resources like ACTFL standards and Integrated Performance Assessments (IPA) were identified for further exploration.
- **National and International Resources:** The team found resources for instructional materials, professional development, language standards, and student assessments.
- **College and University Admissions:** Most colleges and universities recommend or require some level of World Language coursework, either for admission or graduation.

Additional Efforts:

- The district is reviewing the middle school schedule changes and its impact on World Language courses, particularly Spanish I.
- ISD 197 applied for a grant to offer Native language instruction (Ojibwe or Dakota) to American Indian students.
- The World Language department is working on smoothing transitions between all levels of the Spanish course pathway and realigning high school Spanish courses with college credit-bearing options.
- The department is exploring ways to integrate leadership possibilities for native Spanish speakers within the Spanish courses and pathways.

Core Beliefs and Outcomes that Matter to All

As a team we continue to come back to our School District 197 Strategic Framework. The core beliefs lead us in all of the work that we do. The team has not yet reviewed and developed their Core Beliefs and Outcomes that Matter to All. This information will be provided as it is developed in future board reports and updates.

Strengths and Weaknesses

Typically, a curriculum review team dedicates specific time across the year discussing what they believed to be the strengths and weaknesses of their programming and coursework options provided in their department in School District 197. As each team's work unfolds over the course of the year, similarities and differences appear in how that department is conducting its work compared to previous departments.

The World Language process, very early on, was moving in and out of year 1 and year 2 areas of work, and specifically because as more urgent and pressing needs (areas for improvement) emerged, the team observed that there were decisions they could move quickly to mitigating these needs. Therefore, rather than producing a list of these strengths and weaknesses, the team mobilized efforts quickly to address these more swiftly than a three year process would typically deliver.

As a result, a noticeable change that this report has over other reports is that there is not necessarily a separate section, dedicated to only strengths and weaknesses. Instead, these areas for celebration (such as the expansion of the Bilingual Seals program) and improvement (enrollment patterns within the Spanish pathway), were integrated in the report. This helps to provide the context necessary to understand the reason why they are celebrations or concerns, and what might be early ways in which the department was working towards building on strengths or reducing concerns.

Survey Data/Input Gathering

Curriculum review teams during the first year of review conduct input-gathering activities that collect information from students, staff, families, and community members. Typically teams work from a list of input opportunities such as surveys, interactive teacher/student panels, and feedback from various advisory groups.

Surveys and Input Sessions-

As the work unfolded for the World Language team, they opted to take a different direction, at least for now, about integrating a new survey for students, staff or families.

However, the feedback sessions and survey input from students, staff and families that was gathered during

the middle school schedule review process provided quite a bit of helpful suggestions, particularly as it relates to the middle school world language experience. The themes from those feedback sessions and surveys are noted below, with emphasis placed where world language is specifically or indirectly mentioned.

Student Input Session

More choice is desired

- other options for music requirement
- other languages
- other art classes
- other electives

Student Survey Themes

Question: What are some other areas you would like to learn about in school? Overall, there were nearly 20 common themes for responses to this question. The five most common themes for what other areas would students like to learn about were (most common is first)

- World Languages (more Spanish as well as other languages)
- Science (e.g., astronomy, engineering)
- Family and Consumer Science (e.g., cooking, baking)
- Life Skills (e.g., taxes, finances)
- Art (e.g, pottery, more art in general)

Staff Survey Themes

Question: What are some other areas you think students would like to learn about? Overall, there were over 20 common themes for responses to this question. The area that had nearly double the amount of requests over any other topic and was, by far, the most requested topic was related to family and consumer sciences (e.g., cooking, fashion, life skills).

The next set of common themes include:

- Financial literacy
- Technology education/Industrial Arts (e.g., woods, metals, repair)
- Mindfulness/social emotional learning

The third tier of common responses were centered on more specific coursework, such as more art offerings, expanding world language studies, offering alternatives to student's music courses (e.g, non-performance-based), computer science and programming, theater, and time set aside for students to work on completing their work, having a break in the day and/or developing skills of independence.

Family Survey Themes

Question: Is there anything specific you would like to add about your responses about the middle school experience? Overall, there were over 20 common themes for responses to this question. The majority of the responses (89%) were provided by either multi-racial families (11%) or white families (77%). There were no discernible patterns within the responses from families of color.

The six most common themes for the additional feedback are noted below (most common is first). The differences between each item is minimal.

- Middle school staff are excellent
- Requests to loosen the requirements on music courses
- A general feeling of disrespect within the student population exists
- Requests to raise the academic rigor for students
- Requests for more elective choices that students can choose from
- Ongoing issues of bullying by students

Question: What other classes and activities do you wish your child's middle school offered? Overall, there were more than 20 themes for responses to this question. The seven most common were (most common first)

- World Languages (earlier language options, include other languages)
- STEM (e.g., coding, computer science, engineering)
- Creating at least a few options for 5th graders, increasing options for Gr. 6
- Art (specifically offering Art year-round)
- Family/Consumer Science (e.g. cooking, baking) and Life Skills (e.g. finances)
- Tech Ed (e.g. woodworking)
- Creative expression (e.g., theater, drama, speech, debate, creative writing)

Important note: Of the themes noted above, STEM-based courses, increased options for World Languages, Creative expression, and Family and Consumer Science were the themes that were requested more frequently than the others for families of students of color, while the remainder were requested mostly by white families.

Question: What is one thing you would like to change about the middle school schedule? Overall, there were over 10 common themes for responses to this question. Providing breaks within the school day (e.g., recess, longer passing time, more time for lunch) was the highest request, nearly three times larger than the next most common themes. The next set of common themes that families requested included (most common first):

- Consider changing the start/end times
- Providing more elective course opportunities
- Creating ways in which individual students can access teacher support
- Loosening requirements in music

The remainder of the responses were mostly singular in nature, and therefore resulted in no additional common themes.

Interactive Student Panel



In February 2023, a representative group of students were identified to provide our world language department with an interactive panel session with the students themselves, to help find patterns and suggest possible next steps, in how students interact with world language courses and pathways.

This panel worked through a set of questions that were collaboratively developed by the review team and then shared with the students. In all we students offered to serve on the student panel. The questions that were asked during the student panel are noted below. Topics that are shaded were identified as the most important to spend time on.

Program-Level

- What motivated you to choose your particular world language course?
- What motivate(s/d) you to choose how long you were studying the language?
- Which transitions between courses were the easiest for you? Most difficult?
- What do we know from students about why they drop Spanish III?
- What challenges have you faced while learning a new language, and how have you overcome them?
- How do you think the world language program at our school could be improved to better meet the needs of students?

Language and Culture

- How has learning a world language impacted your cultural awareness and understanding?
- Have you had the chance to apply your language skills outside of the classroom, such as through travel or interaction with native speakers?
- Have you had the opportunity to participate in any language-related extracurricular activities or events?

Learning/Instruction

- Can you share any memorable experiences or projects from your language classes?
- What topics/skills/concepts have been the most challenging to learn?

Staff Synthesis of Panel

The World Language Department created a summary following the student and staff panel.

- What themes did you detect as students provided their input and perspectives?
    - Can we look at how to make courses attractive/doable so that students don't leave for those reasons (e.g., Spanish III).
    - The Pandemic had an impact on Level I courses - and what students were able to bring in for Level II.
- What is important department-wide?
    - As more competition (elective courses) grows in other areas, it impacts world language enrollment.
- Can we bring the counselors in to talk about drop/stay in courses, how to communicate the value/purpose of WL courses - Messaging consistency is critical.
- What is important subject-specific?
    - Spanish III is dense, compact, and needs to be spread out to help smoothen the II to IV transition.
- What might be our 2-3 most important aspects to build into our work?
    - Is there a way to, in the registration process, to make a request to keep a teacher (we hear that cohort is a value). Particularly level I and II, or II and III? Particularly in the level where consistency would be most important (Spanish II…SPanish III?)
- Is it possible to have some level of cohort I to II, or II to III, by teacher?



Data Analysis

The curriculum team reviewed several types of data to help identify patterns in participation, performance and achievement within the world language programming in middle and high school. The team also identified many questions they would like to explore in more depth as the curriculum review process unfolded. These questions are noted below.

- Student Panel Feedback (transition challenges and curriculum review suggestions)
- Density of content in course - Smoothening the three/four year sequence
- Structural considerations - Cohort II to III possibility?
- Spanish II to III drop off in registration
- Spanish III drops between Semester 1 and 2
- Spanish III to IV and IV CE
- Common assessments - Using AAPPL proficiency outcomes to drive Spanish pathway
- On-ramps for students in Spanish for Native Speakers
- Proficient Native Spanish speakers serving as support for students in Spanish III
- Instructional resources - Changes due to modifications in scope/sequence/content?Participation

These questions, along with the typical types of questions that a review team would consider, are shown through the data. See Appendix B for samples of the data reviewed.

Summary of Data Analysis and Findings

Key areas of focus:

- **Student enrollment and persistence:** The team analyzed enrollment trends across different language levels, identifying patterns of student drop-off, particularly between Spanish II and III.
- **Student performance:** The team explored performance data within Spanish levels to identify potential areas of concern or strength.
- **Bilingual Seals:** The team examined participation and performance trends related to the Bilingual Seals program.
- **Spanish for Native Speakers:** The team investigated the effectiveness of the Spanish for Native Speakers course in preparing students for higher-level Spanish courses.
- **Scheduling:** The team analyzed scheduling conflicts and their impact on course offerings.

Identified challenges and questions for further exploration:

- Smoothing transitions between different language levels, particularly within the Spanish pathway.
- Addressing the needs of native Spanish speakers.
- Improving student retention in Spanish III and beyond.
- Understanding the impact of new legislation on World Language programs.
- Exploring alternative assessment options, such as AAPPL or IPA.

Educational Equity Analysis / Four Way Equity Test

Throughout the entire curriculum review process, the team was charged with routinely asking how the questions included in the Four Way Equity Test could be used to address findings from each particular stage in the review process. Examples for how this work was integrated throughout the process are noted below.

For reference, the Four Way Equity Test questions are provided below as well:

1. Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?
2. Does this help to ensure equitable access for all?
3. Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age or other protected group?
4. Does this ensure the same rigorous standards for academic performance exist for all students?

Focus on smoother transitions:

- The middle school schedule changed, impacting the Spanish I course offered there. To ensure a smoother transition to high school Spanish, a two-year model was developed, splitting Spanish I into 7th and 8th-grade components.
- The review team identified a need to improve the transition between Spanish II and III due to enrollment drops. Solutions are still under development.
- Enhance Course Descriptions: Provide clear and informative course descriptions to help students make informed choices.
- Collaboration with Counselors: Work closely with counselors to ensure students are well-informed about course options and pathways.

Potential for Native Language Programs:

- A grant application was submitted to the MDE to offer Native language instruction (Ojibwe or Dakota) to American Indian students.
- A tiered approach is proposed, with in-person instruction being the priority, followed by PSEO partnerships, virtual coursework, and lastly, traditional PSEO courses at nearby universities.

External Scan for Best Practices:

- The team reviewed world language programs in other districts, including immersion programs and exploratory options in middle school.
- Offering heritage language tracks for specific student populations is also under consideration.

Focus on Equity and Access:

- The rising costs of immersive trip opportunities were acknowledged as a potential barrier for some students. The team is open to exploring cost-saving measures or fundraising options.
- Continue to expand and diversify the language available through the Bilingual Seals testing.

Interest, Choice and Connectedness:

- Strong interest in World Languages: Students and families expressed a desire for more language options earlier in their secondary experience, particularly Spanish and other languages.
- Strengthen Teacher-Student Relationships: Explore ways to maintain consistent teacher assignments for students, particularly for the earlier courses (level I and II for example).

Overall, the World Language department is taking steps to create a more equitable program by addressing transitions between levels, exploring Native language offerings, and finding ways to make immersive experiences more accessible.

Note: The curriculum review team hasn't yet developed Core Beliefs and Outcomes related to equity, but their focus on smoother transitions and potential Native language programs demonstrates a move towards a more inclusive World Language program.

Next Steps

In addition to the typical work conducted in year 2 of curriculum review, the world language department will begin prioritizing and work on the topics listed below.

<u>Standards, assessments, placements</u>

- Review the use of ACTFL standards and language proficiency levels, and potentially re-explore alternative assessment options, such as AAPPL or IPA.
- Continue the expansion of the Multilingual Seals program
- Explore ways to accurately place students in appropriate language levels due to factors such as limited early language exposure.

Language Pathways

- Monitor how new legislation in other areas may impact World Language programs.
- Begin creating a sustainable approach to monitoring courses, content, and alignment, particularly in the Spanish pathway, to reduce curriculum drift and bloat.
- Smoothing transitions (to improve retainment) between all levels of the Spanish course pathway, including middle to high school, and realigning high school Spanish courses with college credit-bearing options.
- Pending grant approval, begin the early work of implementing a Native language course (Ojibwe or Dakota) to American Indian students.

Spanish for Native Speakers

- Revisit the purpose and impact of the Spanish for Native Speakers course pathway, and make recommendations for the pathway and courses in 2025 and beyond.
- Explore additional ways to integrate leadership possibilities for native Spanish speakers within the Spanish courses and pathways.

Instruction

- Explore how technology tools, such as artificial intelligence, could be utilized in world language courses.
- Rebalance skills-based instruction with a focus on authentic language use and cultural understanding.

Resources

- Identify which courses need updated resources
- Conduct resource review processes to identify resources for the courses identified above.

Immersive experiences

- Address rising costs for participation in capstone immersive experiences in each language area.

Appendix A: World Language Team

Team Member	Title	Site
Shannon Haffely	Spanish Teacher	Heritage E-STEM Middle School
Thomas Raymond	Spanish Teacher	Friendly Hills Middle School
Emily Johnson	Spanish Teacher	Two Rivers High School
Jenny Johnson	Spanish Teacher	Two Rivers High School
Mark Stewart	Spanish Teacher	Two Rivers High School
Rob Hanson	Spanish Teacher	Two Rivers High School
Tony Kienitz	German Teacher	Two Rivers High School
Jason Laux	French Teacher	Two Rivers High School
Tom Orth	Associate Principal	Two Rivers High School
Andrea Saenz	EL Coordinator	District Office
Miles Lawson	Secondary Curriculum Coordinator	District Office

Appendix B: Data Analysis

What trends are observable in Bilingual Seals participation and performance over time?

SCHOOL DISTRICT 197

Highlights of 2023-2024 Administration

Number of testers in 2020 (3), in 2021 (5), in 2022 (17), in 2023 (19); in 2024 (44)

Languages tested in 2021 (2 -Spanish and Amharic)
Languages tested in 2022 (6 -Including our first ASL test, was the only in MN)
Languages tested in 2023 (6 -Arabic, Amharic, Spanish, Oromo, Chinese, French)

→**Number of languages tested** in 2024 (7 -Amharic, French, German, Russian, Slovak, Somali, Spanish)

SCHOOL DISTRICT 197

Highlights of 2023-2024 Administration

Total number of credits earned before 2024: 56
Total number of credits earned in 2024: 112

Percent of students earning at least two college credits since 2019: 98%, most earning 3 or 4.

General Information - Statewide:

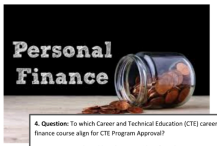
- Three highest tested languages- Chinese, French and Spanish as #1.
- Only 6 students 2021 tested in Amharic, 9 Arabic, and 7 Oromo.

What impact, maybe, will legislative requirements have on WL courses?

While it remains to be seen, there are potential impacts on all elective courses for students in grades 10-12 as a result of the personal finance legislation. The world language department, as well as all departments with electives-based courses, will be keeping a close eye on this legislation as the requirements continue to emerge from the state's personal finance workgroup.

SCHOOL DISTRICT 197

Legislative changes tracking



Still waiting for MDE task force to complete the work

TR Impact

- Inform incoming 9th graders of this requirement in 24-25 guide indicating that details will follow in the 25-26 guide.
- Update board policy to reflect this change.
- Once MDE issues guidance, develop requirements and lists of course that will meet these standards in time for the 25-26 guide.

4. Question: To which Career and Technical Education (CTE) career field program areas does the personal finance course align for CTE Program Approval?

MDE Response: The Table C document identifies what courses can be approved in each of the Career and Technical Education (CTE) career field program areas. Currently, Personal Finance is listed as an approved course option in the 140710 Business program as course number 18 (Personal Finance and Money Management) or course number 19 (Finance and Investing). It is also listed as an approved course option in the 090101 Family and Consumer Science program as course number 10 (Personal Finance I) or course number 11 (Personal Finance II).

5. Question: What content or standards are supposed to be addressed in the personal finance course?

MDE Response: There are a number of national organizations that have standards and frameworks for personal finance. MDE is working on developing guidance for districts and schools for the implementation of the personal finance course requirement.

Grade	Current	Actual	*x = 1/3A*
10	1	442	147 (+6))
11	82	379	126 (+4/5)
12	54	303	101 (+4)

What is the matriculation across levels? Start in I and end in III or CE. What patterns are observable within Spanish III Enrollment? Are there drops in and between levels?

- Enrollment has begun to increase again over time (since pre-COVID) again into Spanish III
- Persistence rates TO Spanish III are continuing to climb
- Persistence between Spanish III Semester 1 and Semester 2 is declining
- About ⅛ of the students that begin Spanish I persistent to Spanish IV CE
- 10% of students in Spanish V CE were in Spanish IV non-CE the year prior
- Comparatively speaking, TRHS has one of the strongest IV and V CE course enrollment patterns of all the high schools that Mankato works with.
- New to 7th or 8th at beginning of the year - 19-30 students in each grade at each school.
- Between 2-10 students are added to Spanish I after the start of the year typically at the middle school.

	2020	2021	2022	2023	2024	Average	Change since 2020 (or inception)
Spanish 8 FHMS	104	106	79	102	105	99	-5
Spanish 8 HMS	119	105	108	109	97	108	-11
Spanish I TRHS	49	49	52	52	58	52	3
Spanish I ALL	272	260	239	263	260		
Spanish II	170	189	167	165	215	181	11
Spanish III	147	95	100	118	134	119	-28
Spanish IV	56	47	29	16	28	35	-21
Spanish IV CE	49	55	25	59	57	49	0
Spanish V			10			10	NA
Spanish V CE	58	66	25	37	56	48	-10
S4NS HMS		29	29	25	24	27	27
S4NS FHMS		11	26	23	15	19	19
S4NS I TRHS		21	13	13		16	-5
S4NS II TRHS			21	25		23	2
Spanish II w/o Prior Yr TRHS Span I		140	118	113	163	134	
What percent of 8th graders enroll in Spanish II (not including TRHS Spanish I)		62.8%	55.9%	60.4%	77.3%		14.5%
Spanish I (ALL) to Spanish II Conversion		69.5%	64.2%	69.0%	81.7%		
Spanish II to Spanish III Conversion		55.9%	52.9%	70.7%	81.2%		25.3%
Spanish III to Spanish IV/IV CE Conversion		69.4%	56.8%	75.0%	72.0%		2.6%
Spanish 1 to Span IVCE (Span I=Span 8 or TRHS Span 1)				21.7%	21.9%		0.2%

SCHOOL DISTRICT 197

French Enrollment - 5 Year Trend

	2020	2021	2022	2023	2024	Average	Change since 2020 (or inception)
French I	54	58	49	64	57		
French II	28	18	18	24	26		
French III	32	29	20	27	30		
French III IS	3	2					
French IV							
French IV CE	13	25	23	15	18		
French V	13	7	14	8	9		
French V CE							
French I to French II Conversion		33%	31%	49%	41%	38%	7%
French II to French III Conversion		104%	111%	150%	125%	122%	21%
French III to French IV Conversion		81%	115%	56%	60%	78%	-21%
French I to French IV Conversion				28%	31%	29%	3%

SCHOOL DISTRICT 197

German Enrollment - 5 Year Trend

	2020	2021	2022	2023	2024	Average	Change since 2020 (or inception)
German I	36	42	31	30	32	34	-4
German II	34	31	23	29	20	27	-14
German III CIS	17	33	18	13	23	21	6
German IV CIS	17	13	25	15	11	16	-6
German I to German II Conversion		86%	55%	94%	67%	75%	-19%
German II to German III Conversion		97%	58%	57%	79%	73%	-18%
German I to German III CIS Conversion			69%	36%	35%	47%	-34%

Spanish Persistence between courses

	2020	2021	2022	2023	2024
Spanish II to Spanish III Conversion		55.9%	52.9%	70.7%	81.2%
	2020	2021	2022	2023	2024
Spanish III to Spanish IV/IV CE Conversion		69.4%	56.8%	75.0%	72.0%
	2020	2021	2022	2023	2024
Spanish 1 to Span IVCE (Span I=Span 8 or TRHS Span 1)				21.7%	21.9%

Spanish II to Spanish III Persistence

	2020	2021	2022	2023	2024
Spanish II to Spanish III Conversion		55.9%	52.9%	70.7%	81.2%

	2020	2021	2022	2023	2024
Spanish 1 to Span IVCE (Span I=Span 8 or TRHS Span 1)				21.7%	21.9%

Semester 1 to Semester 2 Change in Spanish III

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Semester 1	147	148	106	120	134
Semester 2	139	138	98	105	110
Change	8	10	8	15	24
Percent Drop	5.44%	6.76%	7.55%	12.50%	17.91%

SCHOOL DISTRICT 197

MS World Language Discussion

How many students enroll in Spanish I as 8th graders and are new to 197?

- 16 students total of 211 were new to 197 and in Spanish I (7.6%)
- Of the 16, 13 of new students were at FH (of 112), 3 were new students to HMS (of 99)
- Given the size, is this something worth problematizing at scale, or just provide options for individual students to pursue (online course provided by district for example).

What to do with Spanish for Native Speakers, given the changes to MS schedule and it's rocky four-year implementation?

- Might be worth considering the busing students from FH and HMS to TRHS
- Run S4NS only at TRHS, and not include as 8th grade option

SCHOOL DISTRICT 197

Follow-ups to meeting

Information: How many students enroll in Spanish I as 8th graders and are new to 197?

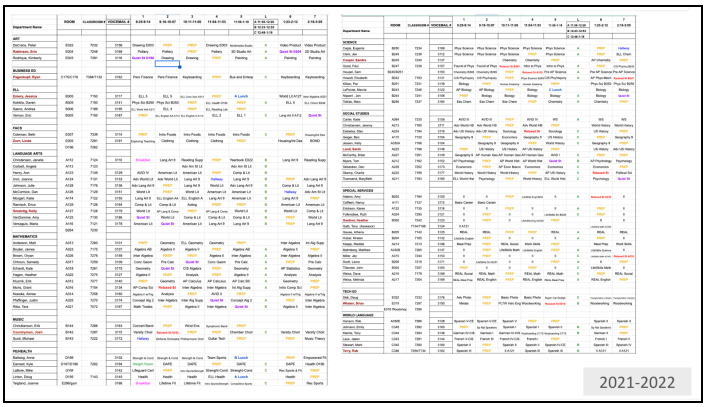
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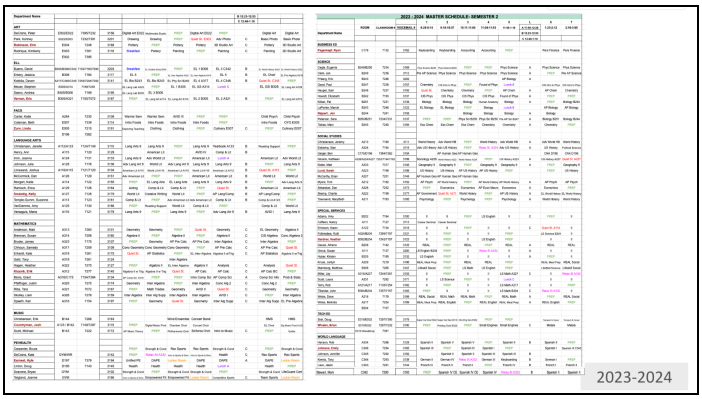
MS Schedule: What to do with Spanish for Native Speakers, given the changes to MS schedule and it's rocky four-year implementation?

- Might be worth considering the busing students from FH and HMS to TRHS
- Run S4NS only at TRHS, and not include as 8th grade option

What are the scheduling conflicts that exist (are there overlaps in the master schedule for French with other courses?)

Other than the typical conflicts and overlaps that exist for many electives-based courses (including when the entry and upper level courses, as well as singleton courses are run at which period), there were no new or noticeable patterns that appeared in the multi-year review of the master schedule for semesters 1 and 2 at Two Rivers High School.


2021-2022


2023-2024

What is the issue we are trying to address for Spanish for Native Speakers

There are many native Spanish speakers in our middle and high school level who have adequate speaking and listening skills, yet have not developed the reading and writing skills necessary to join a Spanish III course. Their speaking and listening skills are too far advanced for Spanish I, so a course that focuses on the reading and writing/grammar aspects of the Spanish language is what will help them be prepared for Spanish III. Therefore, the Spanish for Native Speakers (I) course was developed and implemented for the 2020-2021 school year.

The only way that a student can access the college-credit bearing opportunities is by either enrolling in Spanish I in 8th grade, or our S4NS pathway. This has been difficult to accomplish - instruction is focused on developing a second language, not the students first language (as would be the case with Spanish in Spanish for Native Speakers).

After the first year of implementation of the Spanish for Native Speakers I course, which occurred in the height of the pandemic and was provided through the online and hybrid instructional models, the department decided to create a second course, Spanish for Native Speakers II, which would help to bridge the gap between students still not yet prepared for Spanish III and Spanish for Native Speakers I. After offering the level II course for two years, the department observed that this level II course was not having the desired impact, and thus decided to remove the level II course from the TRHS registration process for the 2023-2024 school year.

The team did have a discussion also around other ways in which students could matriculate from a skill level similar to several of the students in the Spanish for Natives Speakers to Spanish III and beyond. The team said that while conceptually, the Spanish for Native Speakers courses were intended to provide this kind of

preparation at scale for many students, it just is not the best fit for adequately taking all levels of native Spanish speakers to an appropriate level of proficiency needed for this adjustment for Spanish III.

The team did also notice that the impact of the number of students at the higher levels of coursework in the Spanish pathway is impacted by both the number of Spanish for Native Speakers I sections that are run, as well as the number of students within those courses.

More closely reviewing the intent, purpose, and structure of the Spanish for Native Speakers course will be a high level priority topic for the team during Year 2 of curriculum review.

Perception Data: As provided earlier in this report within the **SURVEY DATA/INPUT GATHERING SECTION**, there were several instances of input that were gathered and analyzed for the perception, needs, and desires of the world language programming available in School District 197. The summary of this data is included in that section, rather than duplicating it here.

An example of this data is referenced in this image →

Survey Responses - Students

Q: What are some other areas you would like to learn about in school?

Overall, there were nearly 20 common themes for responses to this question. The five most common themes for what other areas would students like to learn about were (most common is first)

1. World Languages (more Spanish as well as other languages)
2. Science (e.g., astronomy, engineering)
3. Family and Consumer Science (e.g., cooking, baking)
4. Life Skills (e.g., taxes, finances)
5. Art (e.g, pottery, more art in general)

Important note: Students of color, and in particular Hispanic students, disproportionately preferred Art and FACS as areas they would like to learn more about in school, whereas white students indicated a disproportionate preference for science and world languages.

The next tier of common responses included but were not limited to; history, computer science, LGBTQ+, and sports/physical education.

SCHOOL DISTRICT 197

Achievement and Performance Data
The review team focused their efforts in exploring achievement and performance data through the lens of are there patterns within the grades and performance between Spanish levels?

An example of the type of data used to explore this enrollment pattern is included in this image →

SCHOOL DISTRICT 197

Current Spanish III Cohort

Link

Student Name	Gender	Special Ed	LEP	Ethnicity	Current Grade	2023-2024 (Span III Sem 1)	2022-2023 (S4NSII)	2022-2023 (Spanish II)	2022-2023 (S4NS I)	2021-2022 Spanish I (8th Gr)	2021-2022 (S4NS)	2021-2022 (Spanish I)	2021-2022 (Spanish II)
	F	No	No	Caucasian	10	B+		A		B+			
	F	No	No	Multi-Racial	10	B+		B+		A			
	F	No	No	Caucasian	10	B		A-		A			
	M	No	No	Hispanic	10	D-		D		B			
	F	No	No	Caucasian	10	B+		A		A-			
	F	No	Yes	Hispanic	9	B-							
	F	No	No	Caucasian	10	A		A		A			
	M	No	No	Caucasian	10	C+		B		B+			
	M	No	No	African American	11	B-							A-
	F	No	No	African American	10	B+		B+		A-			
	F	No	No	Caucasian	10	A		A		A			
	F	No	No	Multi-Racial	10	D		A-		B-			
	M	No	Yes	American Indian	9	F			C+				
	M	No	No	Caucasian	10	B		A		B			
	F	No	No	Caucasian	10	D		C+		B			
	F	No	No	Caucasian	10	A		A		A			
	F	No	No	Caucasian	10	B+		A		A-			
	M	No	No	Hispanic	10	C	C-				D-		
	M	No	No	Hispanic	10	B-		B+		B			
	F	No	No	Hispanic	9	B+			B+				
	M	No	No	African American	10	D+		A		A-			
	F	No	No	Hispanic	11	F							
	M	No	Yes	Hispanic	9	D-							
	M	No	No	Caucasian	10	B+							
	M	No	No	Hispanic	9	B-			A				
	F	No	No	Caucasian	10	C+	B				A		
	M	Yes	No	Multi-Racial	10	A		A		A			
	M	No	No	Caucasian	11	A		A				A	
	F	No	No	Hispanic	9	C			F				
	F	No	No	Multi-Racial	10	D		D		A-			
	F	No	No	Caucasian	9	A							
	M	No	No	Caucasian	10	C		B-		C-			
	F	No	No	Caucasian	10	A-		A		A			
	F	No	No	Hispanic	10	A		A		A			
	M	Yes	No	Hispanic	11	C-		D+				D	

47

There is a pattern of performance that did stick out to the review team, particularly as students moved from Spanish II to Spanish III, where enrollment dips both at the Spanish II to Spanish III initial enrollment, as well as the mid-year transition between semester 1 of Spanish III and semester 2 of Spanish III.
