Date: 11/12/2018

SUPERINTENDENT CERTIFICATION

With respect to Results Policy E-2, Academic Performance – World Language, the Superintendent certifies that the following information is accurate and complete, and that the District is:

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

Superintendent Summary Statement:

Signed: ________________________________ Date: _______________

Superintendent

BOARD OF EDUCATION ACTION

With respect to Results Policy E-2 Academic Performance- World Language, the Board finds that the organization and the Superintendent are:

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

Board Comments

Date for re-monitoring: ____________________________

Signed: ________________________________ Date: _______________

Board President
Policy Ends 2 – Academic Achievement
The focus of the Columbus School District is that each student will be literate, and able to integrate and apply the knowledge, skills, and competencies across all academic disciplines. Each student will achieve at individual and appropriately challenging levels of complexity.

Indicators in the following areas will be used to demonstrate improvement in student achievement:

E-2.1 English/Language Arts
E-2.2 Social Studies
E-2.3 Science
E-2.4 Math
E-2.5 Fine Arts
E-2.6 Physical Education / Health
E-2.7 World Language
E-2.8 Career Technical Education

Superintendent Interpretation:
The Board of Education expects that every student in the Columbus School District demonstrate literacy skills at or above grade level expectations for the grade level in which he/she is enrolled. The Board believes that a child’s ability to read is an essential skill for academic success in all other subjects. Further, each child’s ability to think critically, apply their knowledge, problem solve in the various content areas is essential for individual growth and success.

E-2 Academic Achievement
The focus of the Columbus School District is that each student will be literate, and able to integrate and apply the knowledge, skills, and competencies across all academic disciplines. Each student will achieve at individual and appropriately challenging levels of complexity.

Indicators in the following areas will be used to demonstrate improvement in student achievement:

E-2.1 English/Language Arts
E-2.2 Social Studies
E-2.3 Science
E-2.4 Math
E-2.5 Fine Arts
E-2.6 Physical Education / Health
E-2.7 World Language
E-2.8 Career Technical Education

Critical Terms:

World Language
Columbus School District currently offers the following content areas under the umbrella of World Language:

- Spanish

Wisconsin Global Education Achievement Certificate
A certificate student may earn for completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies.
Columbus School District
Monitoring Report
E-2 ACADEMIC ACHIEVEMENT –
World Language

<table>
<thead>
<tr>
<th>Student Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Reduced Lunch</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>English Language Learners (ELL)</td>
</tr>
<tr>
<td>Black/African American</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>Multiple Ethnicities</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
</tr>
</tbody>
</table>

**Interpretation:**
A well-rounded student will experience a variety of learning opportunities in school. As such, the district has the obligation to ensure all students have access to a variety of course opportunities.

**World Language Indicator 1:** 100% of 7-12 students will have access to World Language courses each academic year.

*Assessment Tool:* Infinite Campus course enrollments

*Evidence:* All students in grades 7-12 have access to World Language courses. The following are World Language electives that ran for students in grades 7-12 during the 2017-18 school year.

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>2017-18 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 7-8</td>
<td>Spanish A</td>
</tr>
<tr>
<td></td>
<td>Spanish A/B</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>Spanish 1</td>
</tr>
<tr>
<td></td>
<td>Spanish 2</td>
</tr>
<tr>
<td></td>
<td>Spanish 3</td>
</tr>
<tr>
<td></td>
<td>Spanish 4</td>
</tr>
<tr>
<td></td>
<td>Spanish 5</td>
</tr>
</tbody>
</table>

**Superintendent’s Interpretation**

Reasonable | Unreasonable

**World Language Indicator 2:** The number of students who request high school Spanish for credit by the end of 8th grade will remain steady or increase for all students.

Reasonable | Unreasonable

3 | Page
### Columbus School District Monitoring Report

#### E-2 ACADEMIC ACHIEVEMENT – World Language

**Assessment Tool:** Columbus Middle School course requests

**Evidence:** The number of students who request high school Spanish for credit by the end of 8th grade increased.

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students who earned high school Spanish credit by the end of 8th grade</td>
<td>24</td>
<td>26</td>
</tr>
</tbody>
</table>

**World Language Indicator 3:** The number of students who request high school Spanish for credit by the end of 8th grade will remain steady or increase for all subgroups.

**Assessment Tool:** Columbus Middle School course requests

**Evidence:** Overall, the number of students who requested high school Spanish for credit by the end of 8th grade increased for all subgroups.

*Specific subgroup percentages regarding race, special education status, economic status, and English Language Learners will not be reported due to potential of student-identifiable information.*

<table>
<thead>
<tr>
<th></th>
<th>Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference in number of students who belong to subgroups and who requested high school Spanish for credit by the end of 8th grade between 2016-17 and 2017-18.</td>
<td>X</td>
</tr>
</tbody>
</table>

**World Language Indicator 4:** The number of students earning a Wisconsin Global Education Achievement Certificate will remain steady or increase for all students.

**Assessment Tool:** Wisconsin Global Education Achievement Certificate

**Evidence:** 2017-18 was the first year that students earned a Wisconsin Global Education Achievement Certificate. This is baseline data.

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students who earned a Wisconsin Global Education Achievement Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

Reasonable | Unreasonable
---|---
X | n/a
World Language Indicator 5: The number of students earning a Wisconsin Global Education Achievement Certificate will remain steady or increase for all subgroups.

Assessment Tool: Wisconsin Global Education Achievement Certificate

Evidence: 2017-18 was the first year that students earned a Wisconsin Global Education Achievement Certificate, establishing baseline data.

*Specific subgroup percentages regarding race, special education status, economic status, and English Language Learners will not be reported due to potential of student-identifiable information.

Analysis Summary (Here’s what the data has told us):

Students have the opportunity to take Spanish as a World Language. Students are able to take courses in person (versus online) to earn credits to prepare them for admission to any post-secondary institution. The section of Spanish B that runs each school year is full and allowing students an opportunity to get a jump start on earning credit in Spanish before high school. By having this option, students will be able to earn more credits in advanced Spanish courses during high school. The Wisconsin Global Education Achievement Certificate involves more than just taking Spanish. Students who earn this immerse themselves in world cultural experiences in a variety of courses and activities while in high school. This is an option that should be fostered more.

Date: 11/12/2018

Superintendent

Board President