

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: Foreign Language

Program Commitment: Level 1 (Current Funding)

Participants: Lisa Adams (BHS), Tom Demos (BHS), Julie Johnson (BHS), Jim Rickert (HWS), Pam Spencer (BHS), Audrey Stotko (LWS), Elizabeth Taylor (HCS), Nichole Woodruff (AGS), Jake Wyeth (GMS)

The K-12 foreign language program is serving 5,173 students during the 09-10 school year. The elementary FLES program serves all 6 buildings and 2,663 students. The foreign language program at the middle school serves 1,336 students, and the high school has 1,174 students engaged in Spanish, French, and Latin classes.

I. Program Outcomes:

- A. Reinforcement of literacy skills and strategies (K-5)
- B. Support system for special populations (e.g. ELL, bilingual, PST) (K-5)
- C. Language readiness for future foreign language acquisition (K-5)
- D. Tolerance/Global Citizenry (K-12)
- E. Reinforcement of content area curriculum (K-12)
- F. Competent speakers/readers/writers/listeners in the language (6-12)

II. Program Activities:

- A. Exploration of language and culture through a wide range of instructional methodologies with an emphasis on total physical response (K-5)
- B. Interdisciplinary collaboration with content area teachers (K-5)
- C. Exploration and study of culture, including contemporary, historical, and geographical aspects (K-12)
- D. Critical thinking and problem-solving through a wide range of instructional methodologies (6-12)
- E. Listening, speaking, reading and writing (6-12)

III. Program Evaluation:

- A. Grade 3 and 5 ISAT Reading (% M/E)
- B. Average weekly time calculations in support of interventions
- C. Grade 5 % Secure (skills) & Grade 5 Student Survey (motivational)
- D. Pre/Post Test & Discipline Data Tracking
- E. GPA and ACT comparisons (levels 3,4,5 students)
- F. Course Level Grade & AP Results/College Placement

IV. Program Expenditures: Current Level of Funding

IV. Program Expenditures	Level 1: Current
Salaries - Certified Staff	984,278
Fringe Benefits - Certified	176,799
Salary - Non Certified Staff	0
Fringe Benefits - Non Certified	0
Purchased Services	0
Supplies/Materials	1,065
Equipment	0
Other / Tuition	0
Non-Capitalized Equipment	0
Total	1,162,142
Minus Revenue	0
District Program Cost	1,162,142
FTE - Certified	16.74
FTE - Non Certified	0.00

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: Foreign Language K-12

Program Commitment: Level 2 (10% Reduction from Level 1)

I. Program Outcomes:

- A. Reinforcement of literacy skills and strategies (K-5)
- B. Support system for special populations (e.g. ELL, bilingual, PST) (K-5)
- C. Language readiness for future foreign language acquisition (K-5)
- D. Tolerance/Global Citizenry (K-12)
- E. Reinforcement of content area curriculum (K-12)
- F. Competent speakers/readers/writers/listeners in the language (6-12)

II. Program Activities:

- A. Exploration of language and culture through a wide range of instructional methodologies with an emphasis on total physical response (K-5)
- B. Interdisciplinary collaboration with content area teachers (K-5)
- C. Exploration and study of culture, including contemporary, historical, and geographical aspects (K-12)
- D. Critical thinking and problem-solving through a wide range of instructional methodologies (6-12)
- E. Listening, speaking, reading and writing (6-12)

III. Program Evaluation:

- A. Grade 3 and 5 ISAT Reading (% M/E)
- B. Average weekly time calculations in support of interventions
- C. Grade 5 % Secure (skills) & Grade 5 Student Survey (motivational)
- D. Pre/Post Test & Discipline Data Tracking
- E. GPA and ACT comparisons (levels 3, 4, 5 students)
- F. Course Level Grade & AP Results/College Placement

IV. Program Expenditures: 10% Reduction from Level 1

IV. Program Expenditures	Level 1: Current	Level 2: - 10%	Dif. 1 / 2
Salaries - Certified Staff	984,278	885,851	-98,427
Fringe Benefits - Certified	176,799	159,119	-17,680
Salary - Non Certified Staff	0		0
Fringe Benefits - Non Certified	0		0
Purchased Services	0		0
Supplies/Materials	1,065	958	-107
Equipment	0	0	0
Other / Tuition	0	0	0
Non-Capitalized Equipment			
Total	1,162,142	1,045,928	-116,214
Minus Revenue	0	0	0
District Program Cost	1,162,142	1,045,928	-116,214
FTE - Certified	16.74	14.42	-2.32
FTE - Non Certified	0.00	0	0.00

Differential: \$116,214
(Difference between
Level 1 & Level 2 funding)

Implications for 10% Reduction from Level 1

If reductions are applied to K-5 programming...

- Loss of foreign language instructional time
- Reduced support for building level BIT/PST/SIP teams
- Reduced plan time for elementary teachers
- Decrease in program effectiveness and impact in outcomes A, B, C

If reductions are applied to 6-12 programming...

- Loss of foreign language capacity
- Potential loss of a language offering
- Decrease in college readiness
- Reduction in speaking and listening competencies
- Less content covered
- Less differentiation

Without specific logistics on any possible personnel cuts, the committee struggled to recommend any clustered or specific cuts, so the general consensus was to disperse the cuts over all three levels of the program if alternative could not be found.

Batavia Educational Program Review (BEPR)

2009 – 2010

Program: Foreign Language

Program Commitment: Level 3 (25% Reduction from Level 1)

I. Program Outcomes:

- A. Reinforcement of literacy skills and strategies (K-5)
- B. Support system for special populations (e.g. ELL, bilingual, PST) (K-5)
- C. Language readiness for future foreign language acquisition (K-5)
- D. Tolerance/Global Citizenry (K-12)
- E. Reinforcement of content area curriculum (K-12)
- F. Competent speakers/readers/writers/listeners in the language (6-12)

II. Program Activities:

- A. Exploration of language and culture through a wide range of instructional methodologies with an emphasis on total physical response (K-5)
- B. Interdisciplinary collaboration with content area teachers (K-5)
- C. Exploration and study of culture, including contemporary, historical, and geographical aspects (K-12)
- D. Critical thinking and problem-solving through a wide range of instructional methodologies (6-12)
- E. Listening, speaking, reading and writing (6-12)

III. Program Evaluation:

- A. Grade 3 and 5 ISAT Reading (% M/E)
- B. Average weekly time calculations in support of interventions
- C. Grade 5 % Secure (skills) & Grade 5 Student Survey (motivational)
- D. Pre/Post Test & Discipline Data Tracking
- E. GPA and ACT comparisons (levels 3,4,5 students)
- F. Course Level Grade & AP Results/College Placement

IV. Program Expenditures: 25% Reduction from Level 1

IV. Program Expenditures	Level 1: Current	Level 2: - 10%	Level 3: - 25%	Dif. 1 / 2	Dif. 1 / 3
Salaries - Certified Staff	984,278	885,851	738,209	-98,427	-246,069
Fringe Benefits - Certified	176,799	159,119	132,599	-17,680	-44,200
Salary - Non Certified Staff	0	0		0	0
Fringe Benefits - Non Certified	0	0		0	0
Purchased Services	0	0		0	0
Supplies/Materials	1,065	958	798	-107	-267
Equipment	0	0		0	0
Other / Tuition					
Non-Capitalized Equipment	0	0		0	0
Total	1,162,142	1,045,928	871,606	-116,214	-290,536
Minus Revenue	0	0	0	0	0
District Program Cost	1,162,142	1,045,928	871,606	-116,214	-290,536
FTE - Certified	16.74	14.42	10.93	-2.32	-5.81
FTE - Non Certified	0.00	0.00	0	0.00	0.00

Differential: \$290,536
(Difference between
Level 1 & Level 3 funding)

Implications for 25% Reduction from Level 1

If reductions are applied to K-5 programming...

- Loss of foreign language program
- Loss of support for building level BIT/PST/SIP teams
- Loss of plan time for elementary teachers
- Severe reduction in ability to address K-5 program outcomes

If reductions are applied to 6-12 programming...

- Loss of foreign language capacity
- Potential loss of multiple language offerings
- Potential loss of upper levels of a language(s)
- Decrease in college readiness
- Reduction in speaking and listening competencies
- Less content covered
- Less differentiation

Without specific logistics on any possible personnel cuts, the committee struggled to recommend any clustered or specific cuts, so the general consensus was to disperse the cuts over all three levels of the program if alternative could not be found.