



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

1. To expand foreign language study for students served by FLAP.

1.a. Performance Measure	Measure Type	Quantitative Data					
1a. The number of students participating in foreign language instruction in the non-critical languages funded by FLAP.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		N/A	/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
1b. The average number of minutes per week of foreign language instruction in the non-critical languages funded by FLAP.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		N/A	/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a and 1b.

The New Horizons project did not fund foreign language study in non-critical languages for students.



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2. Project Objective Check if this is a status update for the previous budget period.

2. In order to expand foreign language study in critical languages for students served by FLAP, each year, the number of students learning Chinese will increase by at least 50 students and the number of minutes of instruction will increase by 45 minutes.

2.a. Performance Measure	Measure Type	Quantitative Data					
2a. The number of students participating in critical languages funded by FLAP.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		2593	/		2802	/	

2.b. Performance Measure	Measure Type	Quantitative Data					
2b. The average number of minutes per week of foreign language instruction in the critical languages funded by FLAP.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1591 minutes / 37 weeks			1661 mi- nutes / 37 weeks	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a. During the final year of project, the total number of students receiving Chinese language instruction was 2802. In the previous report, the total number of students was 2,802 with the goal of the project being to increase the number of students by 50. The breakdown of students by grade is in Section C.

2b. During the final year of the New Horizon project, the average total number of minutes per week of Chinese language instruction was 1661 minutes over 37 weeks. This is an increase from the previous data which showed the average total number of minutes per week of 1591 minutes over 37 weeks. This was an increase of 70 minutes which exceeded the target.



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3. Project Objective Check if this is a status update for the previous budget period.

3. To develop a district baseline for proficiency in a foreign language for Chinese language students using nationally recognized assessment tools, and assess using these instruments at appropriate times throughout the project and beyond as well as improve student outcomes in other areas.

3.a. Performance Measure	Measure Type	Quantitative Data					
Students will be administered the NOELLA listening proficiency exam in Chinese and will successfully complete 30% of the items tests.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	30		/	37

Explanation of Progress (Include Qualitative Data and Data Collection Information)

3a. The NOELLA proficiency exam developed by the Center for Applied Second Language Studies (The Northwest National Foreign Language Resource Center) is in its pilot stage and one of the JCPS schools participated in the piloting of the proficiency test. In total, 62 beginning Chinese language students participated in the piloting of the NOELLA proficiency exam.



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4. Project Objective Check if this is a status update for the previous budget period.

4. To provide professional development to Chinese language teachers and Chinese bilingual associate instructors, that is of sufficiently high caliber as to increase teaching skills, provide connections to other disciplines and form the basis for teacher-initiated special learning projects.

4.a. Performance Measure	Measure Type	Quantitative Data					
Chinese language teachers and instructors will be observed for their implementation of pedagogical strategies learned during the professional development activities.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		6	/6	100		6	/6

Explanation of Progress (Include Qualitative Data and Data Collection Information)

4a. All Chinese language teachers were observed each year of the project. Results from the observations are in Section C. The data showed that from the beginning of the project to the end of the project, there was significant growth in quality of instruction. As delineated in Section C, the percentage of time Chinese was spoken in the classroom increased from 59% to 85%, teacher's use of conversation activities increased from 62% to 86%, and teacher's use of Total Physical Response in instruction increased from 13% to 86%.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

5. Project Objective Check if this is a status update for the previous budget period.

5. To create opportunities, methods, and replication materials for all stakeholders (parents, teachers, and administrators) to disseminate lessons learned through the project both locally and nationally

5.a. Performance Measure	Measure Type	Quantitative Data					
Provision of an international/Chinese language immersion summer camp for students and teachers	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		15	/		30	/	

5.b. Performance Measure	Measure Type	Quantitative Data					
Provision of information on world languages to at least 500 parents.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		500	/		700	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

5a. A one-week international summer camp for elementary and middle school students from all Kentucky school districts was developed to serve the following purposes. (1) Provide an additional opportunity for students to gain Chinese language proficiency; (2) Provide students from schools not participating in the project an early exposure to Chinese language and culture, thereby creating a demand for additional Chinese language programs; (3) Create a professional development scenario for Bilingual Associate Instructors and Teachers to apply new teaching and assessment strategies; and (4) Prepare volunteer teachers from China for their work in American schools. A pre-post survey was distributed to the participating students in the camp. The data reflected positive with 90% of participants agreeing that the instruction at the camp was taught ‘very well’ and 90% of participants agreeing that ‘learning a language during the summer was a good experience.’

5b. A World Languages Showcase & Exposition was held for parents and students in February. This event featured student dance, music, and drama from the district's world language programs, and it highlighted students' world language and culture knowledge. In all, over 700 parents attended the showcase.

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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

1. Utilizing your evaluation results, draw conclusions about the success of the project and its impact. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered.

Looking at the longitudinal data (see charts below), the results of the New Horizons Project were positive. Teachers improved in the amount of time Chinese language was used for instruction and increased in their quality of instruction during the course of the grant. They were more likely to use Total Physical Response during instruction and to embed new language in conversational activities rather than rote memorization. An unanticipated outcomes from the project included of a strong camaraderie developed between the Chinese language teachers across the schools. Barriers included the challenge of increasing the dedicated amount of time for Chinese language instruction at the elementary level. Across all the elementary schools, the Chinese language teacher worked with all the students in the school so while there were many students receiving Chinese language instruction, the number of minutes per student was much lower than the high school level due to the ratio of Chinese language teacher to student.

Longitudinal Data

Language Spoken in Classroom	% Yes 07-08	% Yes 08-09	% Yes 09-10
Chinese	59%	69%	85%
English	41%	31%	17%

Instructional Components	% Moderately and Above 07-08	% Moderately and Above 08-09	% Moderately and Above 09-10
Student's language acquisition is facilitated through the teacher's use of TPR.	13%	50%	86%
New language activities are built upon previously acquired language.	75%	84%	100%
Vocabulary development is in the context of conversational activities.	62%	67%	86%

Additional Chart for Performance Objective 2A.

Grade	Total Number of Students Receiving Chinese Language Instruction
K	474
1	522
2	455
3	439
4	477
5	418
9	4
10	6
11	2
12	5
Total	2802

The information below is an expansion of data for Performance Objective 4a.

**New Horizons Project (FLAP Grant):
Results from 2008-2009 Observations**

In Fall 2008, there were 6 teachers in Jefferson County Public schools teaching Chinese language. These teachers represented 7 schools (5 elementary schools, 2 high schools) consisting of:

Elementary: Brandeis, Field, Stopher, Wheeler, and Wilder
High: Atherton, Ballard

All teachers (100%) were observed by the project evaluator in the Fall of 2008. The following report shows the results from the observations.

Methodology

Observations were collected from teachers of Chinese language in November and December of 2008. Observations were collected using the New Horizons Observation Measure (2007) by the project evaluator from the Dept. of Accountability, Research, and Planning in JCPS.

Results

Length of Observations: Each observation was approximately the length of one school period. The average length of an observation was about 36 minutes with a range of 20 minutes to 50 minutes.

Number of Students: The average number of students in a classroom was 20 with a range of 6 students to 24 students.

Topic of Lessons Observed: The lessons observed ranged in topics from basic introduction vocabulary (name, age) to more in-depth conversations about family, food/drink, and holidays. Two teachers reviewed vocabulary related to calendar and numbers (33%).

Instructional Orientation: During the observation period, the most frequent instructional orientation was direct instruction (whole class lecture). All classes had direct instruction for more than half the period observed, and 3 classes (50%) had direct instruction as the sole instructional orientation. Two teachers utilized small group instruction (33%) and two teachers had some independent/individual work (33%).

Language Orientation: All teachers spoke Chinese and English during the observation period. Overall, teachers spoke Chinese about 69% of the time and English about 31% of the time. Five of the six teachers (83%) spoke more Chinese than English. Only 1 teacher (17%) spoke almost exclusively English.

Instructional Components: Teachers were observed for instructional components related to language instruction. The chart below depicts the percentage of teachers who were rated on each of the instructional components. Most teachers introduced new vocabulary by building upon previously acquired language. There was a wide variation in the extent to which vocabulary development was in the context of conversational activities (as opposed to rote/recitation). While about half of the teachers observed used total physical response as a strategy, they did not use it extensively and typically, only used it during the greeting period. Only 1 of the teachers observed used TPR extensively during the period of time observed.

Instructional Components	No	Somewhat Low	Somewhat	Somewhat High	Yes
Student's language acquisition is facilitated through the teacher's use of TPR.	50%	0%	33%	0%	17%
New language activities are built upon previously acquired language.	17%	0%	50%	17%	17%
Vocabulary development is in the context of conversational activities.	33%	0%	33%	17%	17%

Context of Teaching and Learning: Teachers were observed for general instructional components. The chart below depicts the percentage of teachers who were rated on each of the general instructional components. Overall, classrooms had a positive climate, with respectful interactions among students and between teachers and students. Teachers were not as high on providing opportunities for teacher/student or student/student dialogue. This is likely related to the high use of direct instruction as noted above.

Instructional Components	Low	Somewhat Low	Moderate	Somewhat High	High
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Opportunities for student assessment/checks for understanding	0%	33%	33%	17%	17%
Opportunities for interactive instructor/student dialogue	0%	50%	33%	17%	0%
Opportunities for interactive student/student dialogue.	33%	50%	17%	0%	0%
Makes the lesson relevant to students (explains the why or purpose)	33%	0%	17%	33%	17%
Activities are developmentally appropriate	0%	0%	50%	17%	33%
Effective classroom management	0%	0%	17%	33%	50%
Effective use of resources (texts, computers, etc.) →If no resources used, check NA____	17%	0%	33%	33%	17%
Positive atmosphere among students	0%	0%	17%	33%	50%
Respectful interactions between instructor and students	0%	0%	0%	33%	66%
Overall instructional quality	17%	17%	33%	17%	17%

Student engagement: Generally, there was a high level of student engagement. Eighty-three percent of classrooms demonstrated that the majority of students were attentive to the teacher and 100% of the classrooms had the majority of the students engaged in activities. Students were more likely to answer questions than ask questions as indicated by the finding that 83% of classes had the majority of students answering at least one teacher-directed question while 33% of classes had the majority of students asking at least one question.

Primary classroom teacher: In 4 of the 5 elementary school classrooms (80%), the students' primary classroom teacher was present in the classroom during Chinese language instruction. There was one Chinese language teacher who had her own classroom, while the remaining teachers utilized the classroom of the primary teacher. In the classrooms where the primary classroom teacher was present, 3 out of 4 helped with classroom management when needed, but only 1 out of the 4 was actively engaged with the class.

New Horizons Project (FLAP Grant): Results from 2009-2010 Observations

In Winter 2009, there were 7 teachers in Jefferson County Public schools teaching Chinese language. These teachers represented 8 schools (6 elementary schools, 2 high schools) consisting of:

Elementary: Bloom, Brandeis, Field, Stopher, Wheeler, and Wilder

High: Atherton, Ballard

All teachers (100%) were observed by the project evaluator in the Winter of 2009. The following report shows the results from the observations.

Methodology

Observations were collected from teachers of Chinese language in November and December of 2009. Observations were collected using the New Horizons Observation Measure (2007) by the project evaluator from the Dept. of Accountability, Research, and Planning in JCPS.

Results

Length of Observations: Each observation was approximately the length of one school period. The average length of an observation was about 36 minutes with a range of 20 minutes to 50 minutes.

Number of Students: The average number of students in a classroom was 21 with a range of 9 students to 26 students.

Topic of Lessons Observed: The lessons observed ranged in topics from basic introduction vocabulary (greetings, colors) to more in-depth conversations about family, food/drink, and holidays. All teachers (100%) greeted students in Chinese (and vice versa), 71% reviewed food, and 43% of teachers reviewed colors vocabulary.

Instructional Orientation: During the observation period, the most frequent instructional orientation was direct instruction (whole class lecture). All classes had direct instruction for more than half the period observed, and 4 classes (57%) had direct instruction as the sole instructional orientation. One teacher utilized small group instruction (14%) and two teachers had some independent/individual work (29%).

Language Orientation: All teachers spoke Chinese and English during the observation period. Overall, teachers spoke Chinese about 83% of the time and English about 17% of the time. Four teachers (57%) spoke almost all Chinese during the entire class period observed (defined as speaking Chinese at least 90% of the time). Two teachers spoke Chinese most of the time (spoke Chinese at least 80% of the time but less than 90% of the time). Only 1 teacher (14%) spoke more English than Chinese.

Instructional Components: Teachers were observed for instructional components related to language instruction. The chart below depicts the percentage of teachers who were rated on each of the instructional components. All teachers introduced new vocabulary by building upon previously acquired language, and most teachers introduced new vocabulary in the context of conversational activities (as opposed to rote/recitation). Most teachers also used total physical response as a strategy to facilitate acquired language. Two teachers extensively built new vocabulary development in the context of conversational activities.

Instructional Components	No	Somewhat Low	Somewhat	Somewhat High	Yes
Student's language acquisition is facilitated through the teacher's use of TPR.	14%	0%	14%	71%	0%
New language activities are built upon previously acquired language.	0%	0%	43%	43%	14%
Vocabulary development is in the context of conversational activities.	0%	14%	43%	14%	29%

Context of Teaching and Learning: Teachers were observed for general instructional components. The chart below depicts the percentage of teachers who were rated on each of the general instructional components. Overall, classrooms had a positive climate, with respectful interactions among students and between teachers and students. Teachers were not as high on providing opportunities for student/student dialogue or in explaining the purpose of the lesson.

Instructional Components	Low	Somewhat Low	Moderate	Somewhat High	High
Opportunities for student assessment/checks for understanding	0%	0%	71%	29%	0%
Opportunities for interactive instructor/student dialogue	0%	14%	29%	43%	14%
Opportunities for interactive student/student dialogue.	14%	14%	43%	29%	0%
Makes the lesson relevant to students (explains the why or purpose)	0%	14%	86%	0%	0%
Activities are developmentally appropriate	0%	14%	29%	29%	29%
Effective classroom management	0%	0%	14%	57%	29%
Effective use of resources (texts, computers, etc.)	0%	0%	29%	43%	29%
Positive atmosphere among students	0%	0%	14%	29%	57%
Respectful interactions between instructor and students	0%	0%	0%	29%	71%
Overall instructional quality	0%	14%	14%	71%	0%

Student engagement: Generally, there was a high level of student engagement. All classrooms (100%) demonstrated that the majority of students were attentive to the teacher and 100% of the classrooms had the majority of the students engaged in activities. Students were more likely to answer questions than ask questions as indicated by the finding that 100% of classes had the majority of students answering at least one teacher-directed question but in every class, only between 25% and 50% students asked questions.

Primary classroom teacher: In 4 of the 6 elementary school classrooms (67%), the students' primary classroom teacher was present in the classroom during Chinese language instruction. There was one Chinese language teacher who had her own classroom, while the remaining teachers utilized the classroom of the primary teacher. In the classrooms where the primary classroom teacher was present, the primary teacher worked on lesson plans. Only 1 teacher attempted to say something in Chinese during the observation.