

Mapping Languages Taught in Washington High Schools — 2012

Background

In 2007 and 2009, the Mapping and Enhancing Language Learning (MELL) project created county maps based on MELL survey results of languages offered in Washington public high schools to help illustrate the distribution of world languages offered across the state. To identify patterns in the increase and decrease of languages offered over time, we have created the following county maps for 2012. The data in these maps come from the Spring 2012 world language enrollments reported in the Office of Superintendent of Public Instruction (OSPI) CEDARS database. For more information about CEDARS, visit <http://www.k12.wa.us/CEDARS/default.aspx>. For specific data about world language enrollments by school, district, county, and language, download CEDARS World Language Enrollments Spring 2012 (Excel) at http://depts.washington.edu/mellwa/Maps/counties_hs_2012.php

County and Number of High Schools in the County with Enrollments in the OSPI CEDARS Data in Spring 2012

Adams	5	Lewis	12
Asotin	2	Lincoln	7
Benton	13	Mason	4
Chelan	6	Okanogan	9
Clallam	9	Pacific	8
Clark	23	Pend Oreille	4
Columbia	1	Pierce	42
Cowlitz	9	San Juan	5
Douglas	6	Skagit	6
Ferry	3	Skamania	2
Franklin	5	Snohomish	38
Garfield	1	Spokane	29
Grant	12	Stevens	11
Grays Harbor	11	Thurston	16
Island	4	Wahkiakum	1
Jefferson	3	Walla Walla	9
King	92	Whatcom	14
Kitsap	19	Whitman	9
Kittitas	6	Yakima	21
Klickitat	8	Total count	485

High School Language Enrollments in Spring 2012

Language	Total # of Enrollments	% of Total Enrollments	# of Schools Offering Language
Spanish	143 439	62.9%	481
French	37 976	16.7%	256
ASL	17 112	7.5%	131
German	12 294	5.4%	139
Japanese	11 163	4.9%	134
Chinese	3 256	1.4%	58
Other	2 771	1.2%	
Total	228 011	100%	507

At least 2 years

In the 2012 OSPI CEDARS survey, high schools in 39 out of 39 counties reported offering at least 2 years of a world language.





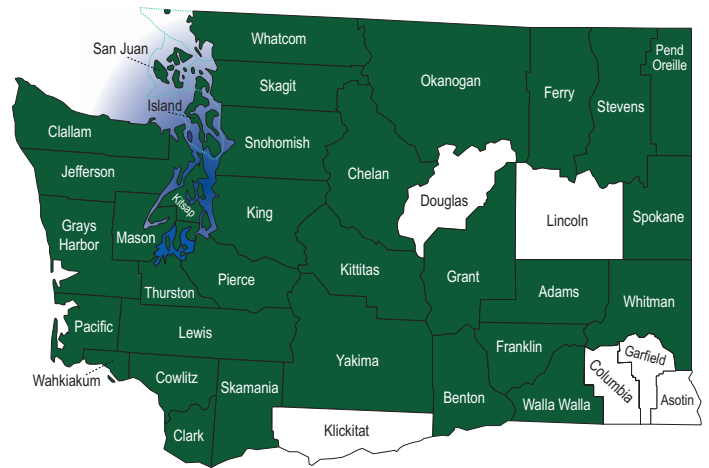
4 or more years

In the 2012 OSPI CEDARS data, high schools in 32 out of 39 counties reported offering four or more years of the same world language (for example, students may have begun language study in middle school and continued through the AP level in high school). (2009: 29 out of 39)



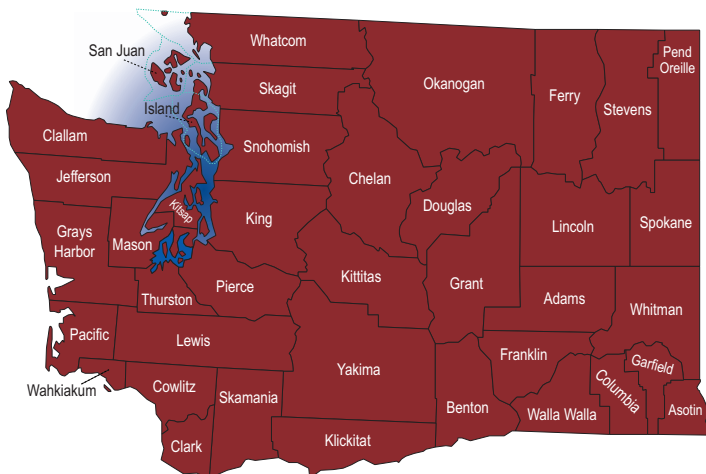
2 or more languages

In the 2012 OSPI CEDARS data, high schools in 33 out of 39 counties reported offering 2 or more world languages at their schools. (2009: 33 out of 39 | Added: Pacific | Dropped: Lincoln)



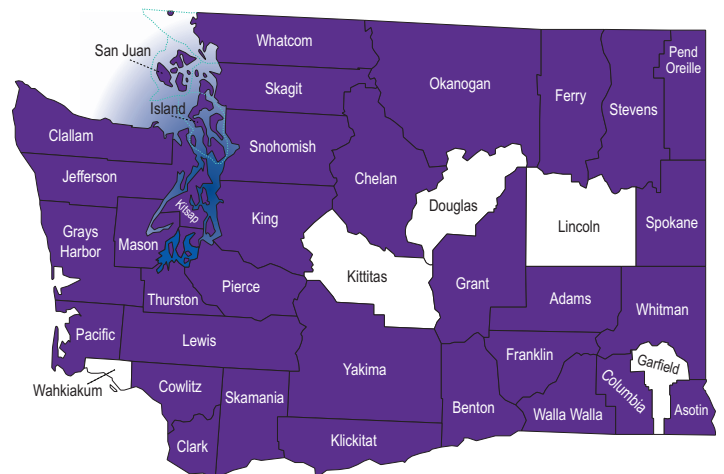
Spanish

In the 2012 OSPI CEDARS survey, high schools in 39 out of 39 counties reported offering Spanish. (2009: 39 out of 39)



French

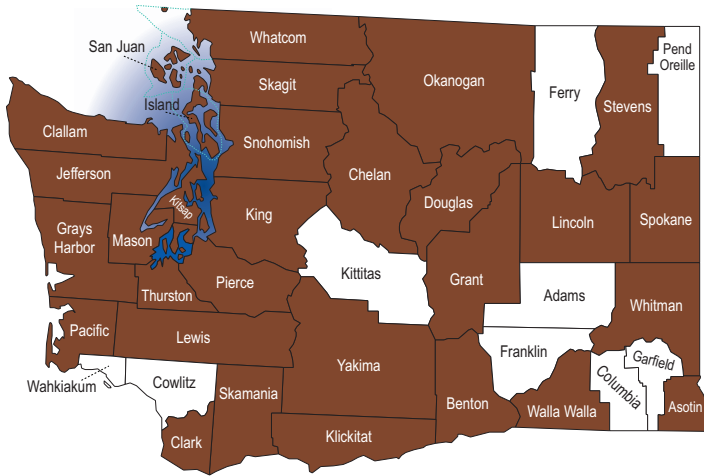
In the 2012 OSPI CEDARS survey, high schools in 34 out of 39 counties reported offering French. (2009: 29 out of 39)





German

In the 2012 OSPI CEDARS survey, high schools in 30 out of 39 counties reported offering German. (2009: 21 out of 39)



Japanese

In the 2012 OSPI CEDARS survey, high schools in 25 out of 39 counties reported offering Japanese. (2009: 21 out of 39)



ASL American Sign Language

In the 2012 OSPI CEDARS survey, high schools in 28 out of 39 counties reported offering ASL. (2009: 17 out of 39)



Latin

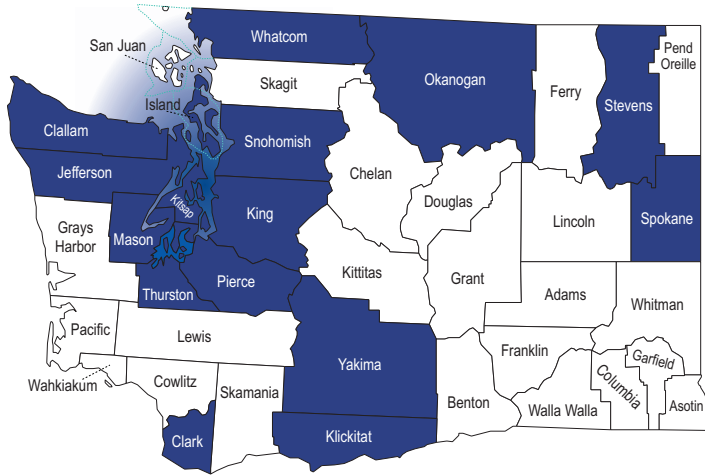
In the 2012 OSPI CEDARS survey, high schools in 17 out of 39 counties reported offering Latin. (2009: 4 out of 39)





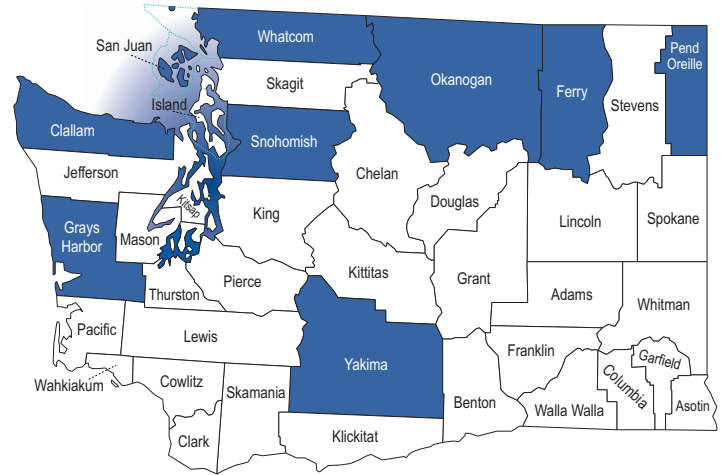
Chinese

In the 2012 OSPI CEDARS survey, high schools in 16 out of 39 counties reported offering Chinese. (2009: 5 out of 39)



Native American Languages

In the 2012 OSPI CEDARS survey, high schools in 9 out of 39 counties reported offering Native American Languages. (2009: 7 out of 39)



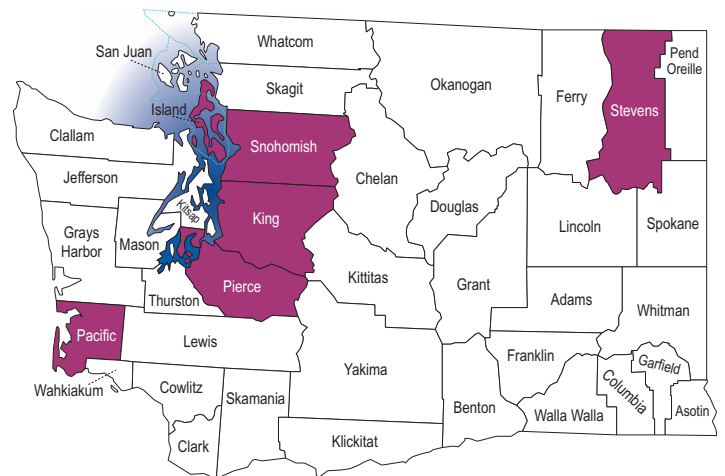
Russian

In the 2012 OSPI CEDARS survey, high schools in 9 out of 39 counties reported offering Russian. (2009: 5 out of 39)



Arabic

In the 2012 OSPI CEDARS survey, high schools in 6 out of 39 counties reported offering Arabic. (2009: 1 out of 39)





Korean

In the 2012 OSPI CEDARS survey, high schools in 6 out of 39 counties reported offering Korean. (2009: Not listed)



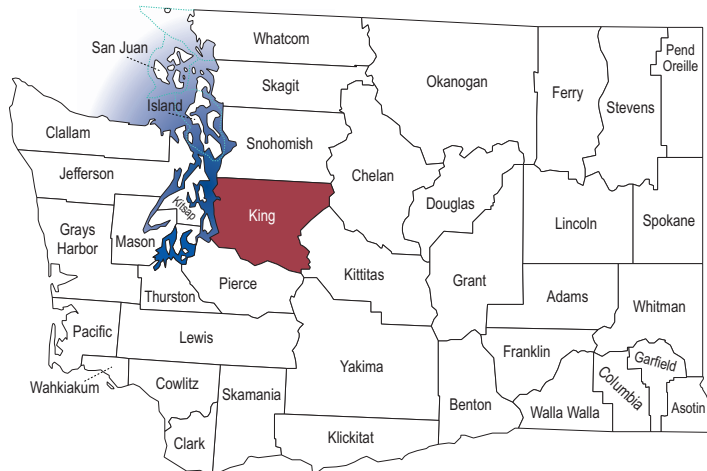
Italian

In the 2012 OSPI CEDARS survey, high schools in 5 out of 39 counties reported offering Italian. (2009: Not listed)



Vietnamese

In the 2012 OSPI CEDARS survey, high schools in 7 out of 39 counties reported offering Vietnamese. (2009: Not listed)



Impact of Online Learning and Competency-Based Credits

Since 2011, students in Washington State have had the opportunity to take nationally available language proficiency tests to demonstrate their ability to read, write, listen, and speak in a language other than English. They can potentially earn from 1 to 4 high school competency-based credits in a world language. We are now seeing the impact of this change in at least two ways. First, languages such as Vietnamese, which were not taught in Washington schools, now have students who count as enrollments in the OSPI CEDARS database by having demonstrated proficiency and earning competency-based credits. Second, students in various places in the state may be tested in languages that are not taught in their schools and in this way, those languages now “appear” in the county maps. For more information about Competency-Based Credits, visit: <http://www.k12.wa.us/WorldLanguages/CompetencyBasedCredits.aspx>. Similarly, students anywhere in the state can potentially register for a variety of language courses offered through the OSPI Digital Learning Department. Those course enrollments are also included in CEDARS, but may not be marked as an online course.

The Mapping and Enhancing Language Learning (MELL) project was initiated in 2006 by four National Resource Centers at the University of Washington's Jackson School of International Studies, which received funding through the U.S. Department of Education's Title VI program to launch a project to collect data on world language learning and teaching in Washington K-12 schools and colleges. The Center for Global Studies (CGS), Center for West European Studies (CWES), East Asia Center (EAC), and the Ellison Center for Russian, East European and Central Asian Studies (REECAS) are partnering with the UW Language Learning Center and the Washington State Office of Superintendent of Public Instruction (OSPI) to track and report data on world language teaching trends in Washington State. For further information, visit: <http://depts.washington.edu/mellwa/index.php>.