Arlington Public Schools

World Languages Evaluation Report

Prepared by the Office of Planning and Evaluation

Response from the World Languages Office

April 2013

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Appendices are available at www.apsva.us/evaluationreports.

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EXECUTIVE SUMMARY

Introduction

This evaluation examines the success of the elementary and secondary World Languages Program from 2007-2012. It is the second comprehensive evaluation of World Languages and follows the initial evaluations reported in 2003 (secondary) and 2005 (elementary immersion).

The report addresses the following three evaluation questions outlined in Arlington Public Schools (APS) policy and procedures (45-3) for accountability and evaluation:

1. How effectively was the World Languages program implemented?
2. What were the outcomes for the targeted populations?
3. How satisfied are students, parents, and teachers with the World Languages program?

World Languages Program

The primary goal of the World Languages Program is to provide students with the functional knowledge and language skills that will help them understand and connect with other cultures and communities, thus preparing them to succeed in the 21st century.

Since the last program evaluation was completed, World Languages programs in APS have evolved and expanded in many ways. In 2003, APS offered three main language choices at the secondary level: French, Latin and Spanish. German was offered at the high school level (and middle school at HB-Woodlawn), and Japanese was primarily offered at HB-Woodlawn and as an online course. Today, students who begin language study at the middle school level have two additional choices: Arabic and Chinese. At the elementary level, there are now 11 elementary schools that offer Spanish instruction through the Foreign Language in the Elementary Schools (FLES) program, in addition to the Two Way Immersion programs offered at Key and Claremont elementary schools.

The goals for language instruction in Arlington Public School reflect the standards outlined in the *Standards for Foreign Language Learning in the 21st Century* (1999), published by the National Standards in Foreign Language Education Project. The goals adopted are as follows:

Communication:	Use knowledge and language skills for functional communication in modern languages and, for Latin, to read and understand Latin texts.
Cultures:	Gain knowledge of other cultural perspectives and practices.
Connections:	Connect foreign language and Latin study to experiences in other curricular areas and to personal interests.
Comparisons:	Compare the target language and culture with students' own language and culture.
Communities:	Use the language and apply learning to the world beyond the classroom.

Methodology

This evaluation uses a variety of sources of information to assess program implementation, outcomes, and user satisfaction. The Classroom Assessment Scoring System (CLASS), developed at the University of Virginia's Curry School of Education, assesses the interactions between students and adults in the classroom. The World Languages observation checklist developed for this evaluation assesses critical areas of World Language instruction that are not addressed by CLASS. The two tools together provide a comprehensive view of World Language instruction in APS. These sources are complemented by a review of World Language enrollment patterns; analyses of multiple language proficiency and content assessments; and results from teacher focus groups, parent interviews, and a student survey.

Findings

Strengths

- CLASS observations indicate that World Language classrooms at all levels demonstrate strong emotional support, effective classroom organization, and high levels of student engagement.
- Observations using the World Languages checklist indicated different strengths by grade level, but at all levels, high percentages of observations found that learning experiences addressed multiple skill modalities (speaking, listening, reading, and writing).
- Enrollment in World Language instruction has increased at both the elementary and secondary levels.
- Assessments of Spanish listening, speaking, reading, and writing indicate that most 5th grade FLES students are meeting language proficiency expectations. This is true both for native speakers of Spanish and for native speakers of English or another language, although a greater percentage of native Spanish-speakers met the benchmarks.
- Assessments of Spanish listening, speaking, reading, and writing indicate that almost all 5th and 8th grade immersion students are meeting or exceeding language proficiency expectations, regardless of native language.
- High school students enrolled in level III French, German, and Spanish courses generally meet language proficiency benchmarks for reading, writing, listening, and speaking, with the exception of German reading scores over the last two years.
- The IB Spanish pass rate has remained consistently high.
- Standards of Learning (SOL) assessment results for elementary immersion students indicate that native English-speaking students generally outperform their peers who are not enrolled in immersion programs. This is true for all content areas.
- SOL Reading, Writing, Math, and Science assessment results for 8th grade immersion students indicate that these students consistently outperform their non-immersion peers in these subjects, regardless of students' native or dominant language.
- Focus groups indicate that most elementary FLES and Immersion teachers are satisfied with their role as FLES or Immersion instructor.
- A survey for students enrolled in a distance learning World Language course revealed that most students felt that equal time was allotted to the development of their reading, writing, listening,

and speaking skills. Most students also reported feeling supported by their teachers and were able to interact with them even though they didn't necessarily see each other face-to-face.

Areas that Need Improvement

- CLASS observations indicate that World Language classrooms at all levels have room for improvement in the area of Instructional Support.
- Observations using the World Languages checklist indicate three areas of concern at all levels:
    - the need for teachers to differentiate instruction according to students' proficiency levels
    - the need for students to have more opportunities to learn about the culture and history of the language
    - the need for teachers to group students for engagement in meaningful linguistic tasks.
- An analysis of World Language enrollment patterns indicates that the FLES program does not appear to have the impact on secondary enrollment that elementary Immersion has, and in many cases subgroups of students who had no elementary World Language instruction enrolled in secondary World Language courses at a higher rate than former FLES students. It is important to note that the Immersion program offers a clear pathway for students to continue Spanish instruction as they enter middle school. A similar pathway is not available for rising middle school students who participated in the FLES program.
- Black and Asian students are under-represented in AP and IB World Language courses. Female students enroll in higher-level language courses at a greater rate than males. Disabled students are the most under-represented subgroup in higher-level language courses overall.
- Black students and disabled students in high school level III World Language courses lag behind their peers in meeting language proficiency expectations.
- The AP Spanish Language and AP Spanish Literature pass rates have been on a decline for the last three years. On average, fewer than half of all AP Latin or IB Latin test takers pass the test. While AP French pass rates hovered around 53% between 2007-08 and 2010-11, the pass rate increased to 83% in 2011-12.
- While the pass rate for the new 3rd and 5th grade Math SOL tests decreased across the board in 2011-12, the pass rate for immersion students who are native speakers of a language other than English dropped by a greater degree than that of their non-immersion peers. Non-native English speakers in the elementary immersion program pass the Science and Writing SOL tests at lower rates than their non-immersion peers. In the elementary Immersion program, Math and Science are taught in Spanish.
- World Geography SOL assessment pass rates for 8th grade immersion students who are native speakers of a language other than English have dropped in the last three years, from a high of 90% in 2007-08 to a low of 65% in 2011-12. In the middle school Immersion program, Social Studies, including World Geography, is taught in Spanish.
- Focus groups with FLES teachers revealed recurring concerns around the issues of space, scheduling, and support, while Immersion teachers' concerns were primarily about testing and time for planning, parent conferences, and completing grades/report cards.

- In interviews with a small group of parents whose children were once enrolled in an elementary Immersion school, but who had eventually pulled them out of the program, most indicated that they discontinued the program due to school- or learning-related problems.
- Results from the spring 2011 survey of distance learning students revealed that, depending on the language, between 30% and 50% of respondents said they did not feel they were receiving the same foreign language education that students in traditional classrooms received. In addition, between 21% and 38% said that technical problems experienced during class had not been quickly resolved and/or resulted in a major interruption to instruction. The Office of Instructional and Innovative Technologies has already responded to these findings by implementing improvements to technology and is closely monitoring technical aspects of distance learning courses.

Recommendations

Data

The following recommendations require the World Languages Office and the Department of Information Services to work together to ensure the regular availability of enrollment and assessment data.

- Continue to monitor the impact of FLES on enrollment in World Language courses at the 7th and 9th grade levels, as FLES programs expand and are more fully implemented within an articulated sequence.
- Continue to monitor the enrollment patterns of under-represented groups in World Languages courses, in collaboration with the Office of Minority Achievement, Pupil Services, and Directors of Counseling. In addition, the Office of Planning and Evaluation will explore this issue for all instructional areas in the upcoming evaluation of Minority Achievement, which will enter the planning phase in the 2013-14 school year.
- Continue to monitor all test scores in order to adapt curriculum and proficiency expectations as needed and to determine where additional instructional support is necessary. Particular attention needs to be paid to Arabic, Chinese, Japanese, and Spanish for Fluent Speakers courses.

Implementation

The following recommendations are to be implemented by the World Languages Office.

- Examine the implementation of the instructional practices within the Immersion program to encourage the transfer of content from one language to the other. Integrate the Spanish- and English-language curricula at the county level to ensure that crucial content vocabulary and concepts are taught and practiced in both languages in order for students to attain academic success.
- Create for schools a model for FLES implementation that focuses on fidelity and follows consistent guidelines (i.e., scheduling, collaboration, time for instruction, cultural experiences, etc.).
- Re-evaluate the Latin curriculum in order to better align to the AP Latin standards.
- Ensure that professional development opportunities meet the needs listed below:

- Instructional Support, specifically in the areas of language modeling, content understanding, and analysis and problem solving.
- Differentiation of instruction, specifically based on students' proficiency levels.
- Working with students with disabilities, to ensure the needs of Special Education students enrolled in World Language classes are being met.

The following recommendations require work with other programs, offices, and departments.

- Develop a plan to provide an uninterrupted sequence of World Language study from elementary (FLES and Immersion) to secondary Spanish instruction, specifically addressing the transition that occurs at grade 6.
- Work with the Special Education Office to examine and improve support for students with disabilities enrolled in World Languages courses.
- Define the responsibilities associated with delivering World Language instruction via distance learning.
- Work with the Office of Instructional and Innovative Technologies to improve the quality of the video and audio provided through distance learning instruction.

Staff Response and Action Plan – *prepared by the World Languages Office*

The program evaluation process and ensuing outcomes provide guidance in our next steps for continuous growth and the improvement of all services provided by the World Languages Office. Following is an outline of the actions that our office has initiated and will plan in order to improve the delivery of World Language instruction to our students.

Data

Recommendations requiring the World Languages Office and the Department of Information Services to work together

Recommendation: Continue to monitor the impact of FLES on enrollment in World Language courses at the 7th and 9th grade levels, as FLES programs expand and are more fully implemented within an articulated sequence.

Response: In conjunction with the Office of Planning and Evaluation, the World Languages Office will monitor enrollment on a yearly basis to assess if participation in FLES has an impact on secondary enrollment.

Recommendation: Continue to monitor the enrollment patterns of under-represented groups in World Languages courses, in collaboration with the Office of Minority Achievement, Pupil Services, and Directors of Counseling. In addition, the Office of Planning and Evaluation will explore this issue for all instructional areas in the upcoming evaluation of Minority Achievement, which will enter the planning phase in the 2013-14 school year.

Response: The World Languages Offices plans to

- Continue to foster participation of underrepresented groups in World Languages by working with schools to inform parents and students about the advantages of early World Language study.
- Research the impact of participation in remediation courses on World Language enrollment, with particular attention given to underrepresented groups.
- Continue to offer workshops to the community to disseminate information on the foreign language requirements of the Advanced Studies Diploma and the opportunities for the study of World Languages in APS. One example of an ongoing initiative includes the World Language Open House, organized in collaboration with the World Languages Advisory Committee. This is a yearly event that takes place during the first week of December.

Recommendation: Continue to monitor all test scores in order to adapt curriculum and proficiency expectations as needed and to determine where additional instructional support is necessary. Particular attention needs to be paid to Arabic, Chinese, Japanese, and Spanish for Fluent Speakers courses.

Response: Specific examples of current and future work include:

- The World Languages Office is in the second year of implementing Performance Assessment Tasks (PATs) with the goal of improving proficiency in speaking and writing at levels I-II at the secondary level. The Office will continue to implement these assessments at higher levels.
- Continue the modifications to the Arab Academy course being made by staff from the Office of Instructional and Innovative Technologies. This includes giving the APS teachers the ability to set the scope, sequence, and pace of online activities, which now include teacher-developed activities designed for differentiation according to student proficiency.
- Continue to implement and use the results of the STAMP 4Se for Grade 5 students in FLES and Immersion, with the goal of comparing student performance to proficiency expectations and making curricular adjustments as needed.
- Continue to implement and use the results of the STAMP 4S for secondary students in level III World Languages. Use the results of the STAMP 4S from 2011-12 and 2012-13 to establish achievable benchmarks for students in Arabic, Chinese and Japanese.
- Review the results of the National Latin Exam and AP Latin Exam to better understand how the APS benchmarks align to these assessments and to make curricular adjustments as needed.
- Evaluate and redesign the Spanish for Fluent Speakers (SFS) curriculum to make it more theme-based, incorporating the results of the Aprenda 3 from the SFS level III course. This will include an alignment to national Spanish language standards and vertical alignment to goals and expectations of the AP level.

Implementation

Recommendations to be implemented by the World Languages Office

Recommendation: Examine the implementation of the instructional practices within the Immersion program to encourage the transfer of content from one language to the other. Integrate the Spanish- and English-language curricula at the county level to ensure that crucial content vocabulary

and concepts are taught and practiced in both languages in order for students to attain academic success.

Response: The World Languages Office staff is already working in concert with the Immersion principals to implement a plan that provides more Immersion-specific staff development. As part of this plan, monthly meetings with grade-level teams are scheduled to examine program proficiency goals and vertical articulation between elementary and secondary Immersion.

Recommendation: Create for schools a model for FLES implementation that focuses on fidelity and follows consistent guidelines (i.e., scheduling, collaboration, time for instruction, cultural experiences, etc.).

Response: Under the guidance of the Assistant Superintendent of Instruction, staff is already collaborating closely with school administrators to bring more consistency to the implementation of the FLES program in terms of the amount of instructional time dedicated to Spanish, which now ranges from 90-120 minutes of instruction.

Recommendation: Re-evaluate the Latin curriculum in order to better align to the AP Latin standards.

Response: The World Languages Office has initiated discussions with all APS Latin teachers to evaluate program evaluation results and to determine ways to better align the existing curricular expectations with national and AP benchmarks. Additionally, the Latin teachers have implemented the PAT-Latinae, a pilot performance assessment, at level I. This assessment will be implemented in levels II and above in coming years.

Recommendation: Ensure that professional development opportunities meet the needs listed below:

- Instructional Support, specifically in the areas of language modeling, content understanding, and analysis and problem solving.
- Differentiation of instruction, specifically based on students' proficiency levels.
- Working with students with disabilities, to ensure the needs of Special Education students enrolled in World Language classes are being met.

Response: The World Languages Office will develop a long-term plan based on the Standards for Professional Learning (2011) and including collaboration with Department Chairs at each secondary school, as well as partnerships with outside institutions such as the Center for Applied Linguistics.

Recommendations requiring work with other programs, offices, and departments

Recommendation: Develop a plan to provide an uninterrupted sequence of World Language study from elementary (FLES and Immersion) to secondary Spanish instruction, specifically addressing the transition that occurs at grade 6.

Response: This recommendation depends upon two major changes that are outside of the program's control: first, the full implementation of the FLES program in the nine remaining schools without a FLES program and second, the design and implementation of alternative scheduling and/or delivery models to allot time for students to participate in World Languages within a continued sequence of study. At present, there is no room in the schedule for the addition of World Languages as a full elective in Grade 6. When the schedule for middle school reflects these changes, there will be room for an articulated, uninterrupted sequence of study from elementary to high school.

Recommendation: Work with the Special Education Office to examine and improve support for students with disabilities enrolled in World Languages courses.

Response: Staff will work closely with the Director of Special Education to examine ways in which students with special needs can be supported in the World Language classroom.

Recommendation: Define the responsibilities associated with delivering World Language instruction via distance learning.

Response: The Offices of Instructional and Innovative Technologies and World Languages work together to provide access to online language courses. As a result of this collaboration, roles are better defined and support systems for teacher training are already in place.

Recommendation: Work with the Office of Instructional and Innovative Technologies to improve the quality of the video and audio provided through distance learning instruction.

Response: All technical aspects of the online delivery of instruction are being closely monitored by staff from Information Services under the guidance of the Director of Distance Learning and Instructional and Innovative Technologies.

SECTION 1: BACKGROUND

The World Languages program has changed considerably over the last nine years, which was when the last program evaluation was conducted. Spanish instruction is now offered at 13 elementary schools, compared to 3 in 2003-04. Two additional languages (Chinese and Arabic) have been added to the repertoire, which previously consisted of Spanish, French, German, Japanese, and Latin. Several Distance Learning language classes have become available to students via the Internet. Overall, the total enrollment in world languages has increased from 4,967 students in 2003-04 to 10,820 in 2012-13.

This evaluation employed various methodologies to collect data with which to examine the success of the World Languages program over time. In particular, this report addresses the following three evaluation questions outlined in APS policy and procedures (45-3) for accountability and evaluation:

1. How effectively was the World Languages program implemented?
2. What were the outcomes for the targeted populations?
3. How satisfied are students, parents, and teachers with the World Languages program?

This report is divided into four main sections: (1) background on the World Languages program and the methodology used to evaluate it; (2) findings related to implementation, outcomes, and satisfaction; (3) recommendations for program improvement; and (4) an action plan outlined by the World Languages Program Office.

Appendices, that are located at the end of this report, contain definitions, original data sets, and various reports used to construct this evaluation.

World Languages Program Description

The World Languages program in Arlington Public Schools (APS) offers students a variety of opportunities to learn another language, thereby preparing them to participate more fully in the global community. The primary goal of the World Languages program is to provide students with the functional knowledge and language skills that will help them understand and connect with other cultures and communities, thus preparing them to succeed in the 21st century.

The communication goal is the cornerstone of the World Languages curricula. Most students enroll in a world language because of their desire to speak, read, and write the target language. The primary goal of the World Languages program in APS is to help students develop the skills that allow them to conduct face-to-face oral exchanges with other speakers, to read and write for functional purposes, to gain an appreciation for other cultures, and to apply their communication skills beyond the World Language classroom.

The principal goal of communication is somewhat different for the Latin program than for the other languages. All activities in the Latin classroom are geared toward reading the texts left by the ancient Romans, thus the goal of communication is between the student and the printed page. On this journey of learning to read Latin, students also learn grammar, history, culture, and vocabulary, as well as how the Latin language impacted the English, Spanish, and French cultures.

World Language instruction is delivered in a variety of formats: Face-to-face instruction, Spanish Immersion, Foreign Language in the Elementary School (FLES), Spanish for Fluent Speakers, Distance Learning, and blended instruction.

Program Support and Resources

The APS World Languages Office has three staff members, including 1.0 fulltime equivalent (FTE) positions for a supervisor, a specialist, and an administrative assistant. For FY 2013, the estimated cost for staffing World Languages is $300,000, which includes an estimated rate of 20% for benefits.[1] The primary responsibilities of these three fulltime employees are as follows:

Table 1: World Languages Office Staff and Responsibilities

Employee	Primary Responsibilities
World Languages Supervisor	Plan staff development Oversee development and implementation of curriculum and assessment Review support and supplementary materials Observe and evaluate new and experienced teachers for improvement and support Organize and implement textbook adoption Organize and coordinate countywide activities Organize countywide informational meetings for parents and families Prepare items for public information Collaborate with Planning & Evaluation to implement Program Evaluation Facilitate and guide new program initiatives Initiate system-wide studies Act as a liaison between administration and teachers Identify resource needs Screen and interview candidates Act as liaison between office and World Languages Citizens Advisory Committee
World Languages Specialist	Plan staff development Support curriculum development and implementation of curriculum Review support and supplementary instructional materials Organize countywide activities Assist teachers in lesson development and implementation
Administrative Assistant	Provide clerical support to World Languages Office staff Maintain communication with department chairs to disseminate relevant information related to textbook purchases and ordering and curricular materials Manage accounts and budget related to STARTALK Maintain open communication with teachers and the community regarding availability of programs and special events organized by the office Support the textbook adoption process

[1] Source for average teacher salary: The Washington Area Boards of Education (WABE) guide, which compares area school districts' salaries, budget, cost per pupil, and class sizes. http://apsva.us/cms/lib2/VA01000586/Centricity/Domain/99/FY%202013%20WABE%20Final%20100912.pdf

In addition to overseeing the development and implementation of APS K–12 World Language and Immersion programs, the World Languages Office coordinates regular meetings to keep all World Language teachers informed of current initiatives and activities. It also acts as a liaison between a school's administrators and teachers and the World Languages Advisory Committee.

The teaching staff for FY 2013 includes the following positions to support World Languages:

Elementary Level

- 36 Immersion teachers who are also responsible for providing content instruction in mathematics and science, as well as Spanish language arts.
- 27 FLES teachers who are responsible for providing language instruction.

Secondary Level

- 65 traditional classroom teachers
- 11 distance learning teachers
- 4 electronic classroom specialists at the three comprehensive high schools and H-B Woodlawn
- 8 online learning facilitators at the comprehensive middle schools and high schools

The budget for the Department of Instruction includes funds for approved curriculum and staff development. The FY 2013 budget includes $767,365 that is shared among **all** instructional programs to pay for

- salaries for curriculum work done by teachers;
- salaries and costs for in-service professionals, including outside consultants, contract courses, and staff participating in professional learning outside of their contract hours; and
- conference registration fees for both presenters and attendees.

Resources for Distance Learning staffing, professional development and training, and support—including software and other online resources—for Arabic, Chinese, Japanese, Latin and German languages come from the Office of Instructional and Innovative Technologies.

Since the last program evaluation report was compiled during school year 2003-04, World Language programs in APS have evolved and expanded in many ways. Overall participation in World Languages has increased and so have the language choices available to students. The table below provides more detailed information about the changes to the World Languages program since the last evaluation.

Table 2: Program Growth since 2003-04 Program Evaluation

	SY 2003-04	SY 2012-2013
Total enrollment in World Languages (elementary and secondary)	Total elementary enrollment: 587[2] Total secondary enrollment: 4,380 Total World Language enrollment: 4,967	Total elementary enrollment: 5,168 Total secondary enrollment: 5,652 Total World Language enrollment: 10,820[3]
Number of elementary programs and schools	1 school: Key 2 programs within schools: Abingdon and Oakridge	11 FLES schools: Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Glebe, Jamestown, Patrick Henry, McKinley, and Randolph 2 Immersion schools: Claremont and Key
Languages offered at the middle school level	Grade 6: Exploratory Program in French, Latin, and Spanish	Grade 6: Exploratory Program in French, Latin and Spanish; Transitional Spanish, semester course
	Grades 7 and 8: French, Latin, Spanish, and Spanish for Fluent Speakers	Grades 7 and 8: Arabic, Chinese, French, Latin, Spanish, and Spanish for Fluent Speakers
	Grades 6, 7, and 8: Spanish Immersion at Gunston	Grades 6, 7, and 8: Spanish Immersion at Gunston
Languages offered at the high school level	French, German, Latin, Spanish (Immersion available at Wakefield), and Spanish for Fluent Speakers. Japanese (online, available at HBW only)	Arabic, Chinese, French, German, Japanese, Latin, Spanish (Immersion available at Wakefield), and Spanish for Fluent Speakers
Number of World Language teachers	World Language teachers: 73 Immersion: 18 Secondary: 55	World Language teachers: 139 FLES: 27 Immersion: 36 Secondary: 76 (includes Distance Learning teachers)

The first Foreign Language in the Elementary Schools (FLES) program was introduced in 2006-07. By 2012-13, the FLES program was available in 11 schools. APS offered three main language choices in 2003 at the secondary level: French, Latin and Spanish. German was offered at the high school level (and middle school at H-B Woodlawn) and Japanese was primarily offered at H-B Woodlawn as an online course. Today, students who begin language study at the middle school level have two other choices: Arabic and Chinese. The changes in our programs and services also include the addition of the Credit by Exam initiative, which allows students to obtain foreign language credit by demonstrating proficiency in a language other than English. Among other choices that have been added for our students, Arabic and Chinese are offered during the summer free of charge through the STARTALK federal grant. Arlington has earned these grants for seven consecutive years.

[2] This number reflects the September 30, 2003 enrollment for Key Elementary School. It does not include students who were enrolled in the Immersion programs within Abingdon and Oakridge Elementary Schools.
[3] Totals are based on World Languages enrollment in the APS Student Information System as of April 12, 2013.

During the 2012-13 school year, Arlington Public Schools employed a total of 139 World Language teachers. At the elementary level, there were a total of 63 language teachers. This total included 27 FLES teachers and 36 Immersion teachers who delivered content in Spanish in the Immersion program, either as homeroom teachers or Science teachers. At the secondary level (grades 6–12) there were a total of 76 teachers. This number included 9 secondary Immersion teachers, 11 Distance Learning teachers, and all secondary teachers who delivered instruction face-to-face. Implementation of the World Languages Program is a concerted effort between the central office program staff and individual school staffs.

The APS Department of Instruction provides textbook funds for World Languages. However, textbooks for Distance Learning courses have been purchased by the Office of Instructional and Innovative Technologies in the Department of Information Services. Typically, a new adoption process is conducted approximately every six years as part of the textbook adoption calendar. The last textbook adoption for World Language courses took place in 2005. Due to budget constraints, no new adoptions have taken place since. Currently, APS uses textbooks from a variety of providers.

Program Attributes

In grades K through 12, Spanish is offered as a second language to most students. At the middle and high school levels, availability to instruction in Arabic, Chinese, French, German and Japanese varies from school to school. In addition to these modern languages, the classical language of Latin is available to most middle and high school students. These languages are offered as electives and are open to students of all ability levels. There are no prerequisites for beginning World Language or Latin study.

World languages instruction is delivered in a variety of formats, dependent upon enrollment numbers and the use of staffing allocations at each school. The World Languages program provides students with the functional knowledge and language skills for success in modern and classical languages through the modalities described below:

FOREIGN LANGUAGE IN ELEMENTARY SCHOOL (FLES): Spanish instruction is provided at a minimum of 90 minutes a week to students in grades K–5 at 11 APS elementary schools.

IMMERSION: A two-way Spanish Immersion Program is offered at two elementary schools, one middle school and one high school. The Immersion program has the stated goals of developing high levels of proficiency in the native language and in a second language through content instruction; developing high levels of literacy in Spanish and English; promoting academic achievement in the content areas in both languages; and developing cross-cultural competence.

FACE-TO-FACE INSTRUCTION: All levels of Spanish (K–12) and French (7–12) are taught face-to-face. The three comprehensive high schools offer face-to-face instruction in different languages, but all participating students receive at least 140 hours of instruction each school year, as required by the state for the awarding of secondary foreign language credit.

SPANISH FOR FLUENT SPEAKERS: Students who come from Spanish-speaking backgrounds or have significant prior experience with the Spanish language may enroll in this program beginning in grade 7. This program provides for a full range of proficiency levels, from Beginning to Advanced Placement levels in language and literature.

TRANSITIONAL SPANISH, GRADE 6: Students who have participated in the FLES program or those who demonstrated comparable proficiency may participate in the 6th grade transitional Spanish class. This is a semester course paired with a semester of reading in English. In this class, students continue their study of the Spanish language and culture through practice in listening, speaking, reading, and writing. Stress is placed on the functional use of the language through dialogues and other interactive activities.

DISTANCE LEARNING, AN ALTERNATIVE DELIVERY OF INSTRUCTION: World Language courses are provided through alternative methods when enrollment is low across the county or when it is difficult to hire an instructor for that language. These methods allow APS to offer languages such as Arabic, Chinese, German and Japanese that traditionally have lower enrollment but enrich the choices to which our students have access. Currently, nearly 7% of students enrolled in World Languages in APS take a language that follows some type of Distance Learning instruction. These courses are coordinated through the Office of Instructional and Innovative Technologies, which is part of the Information Services Department. The alternative methods include:

- **2-WAY AUDIO/VIDEO ENHANCED WITH ONLINE INSTRUCTION:** The teacher is present with one group of students while the lesson is broadcast to students in one or more different schools. Students at all locations are able to interact with the teacher and with each other during class meetings.
- **BLENDED INSTRUCTION:** This instructional format is a combination of face-to-face and online instruction offered to high school students. Typically, the students complete their work online for 80% of the time and have face-to-face instruction for 20% of the time.
- **ONLINE:** The Virginia Department of Education offers online instruction in World Languages to students across the Commonwealth and the nation via *Virtual Virginia*. APS students at Wakefield High School participate in Virtual Virginia for Latin I, II, III and IV-AP. APS students across the county participate in Virtual Virginia for Chinese III, IV, and V-AP. These virtual classes vary from year to year, but all are on the approved state Multi-Online Provider (MOP) list.

The table below shows the number and percentage of students enrolled in various types of World Language classes at the secondary level based on enrollment figures for November of 2012 when 10,155 students were enrolled across APS middle schools and high schools.

Table 3: World Languages Enrollment, November 2012

		Arabic	Chinese	French	German	Japanese	Latin	Spanish	TOTAL
# enrolled in all World Languages		112	172	1282	103	47	471	3727	**5914**
% of all World Language students		1.89%	2.91%	21.68%	1.74%	0.79%	7.96%	63.02%	**100.00%**
# enrolled in face-to-face instruction		8	22	1281	33	0	438	3727	**5509**
% enrolled in face-to-face instruction		7.14%	12.79%	99.92%	32.04%	0	92.99%	100.00%	**93.15%**
Distance Learning Courses	# enrolled in blended classes	65	111	0	0	47	0	0	**223**
	% enrolled in blended classes	58.04%	64.53%	0	0	100.00%	0	0	**3.77%**
	# enrolled in online classes	0	39	1	0	0	6	0	**46**
	% enrolled in online classes	0	22.67%	0.08%	0	0	1.27%	0	**0.78%**
	# enrolled in 2-way A/V classes	39	0	0	70	0	27	0	**136**
	% enrolled in 2-way A/V classes	34.82%	0	0	67.96%	0	5.73%	0	**2.30%**
TOTAL percentage of APS secondary students enrolled in World Languages		1.10%	1.69%	12.62%	1.01%	0.46%	4.64%	36.70%	**58.24%**

Elementary Level

At the elementary level, Spanish is taught in two formats: Immersion and FLES. Together, these two programs provide Spanish instruction to more than half of all elementary students in APS.

The two-way Spanish Immersion program is offered at two elementary schools: Key and Claremont. The FLES program is offered at 11 elementary schools: Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Glebe, Jamestown, Patrick Henry, McKinley, and Randolph.

Secondary Level—Middle School

The comprehensive Program of Studies in World Languages and Latin offers all students the opportunity to begin their studies at the middle school level and continue in a sequential program through their high school years. At the middle school level, two levels of five languages are offered (Arabic, Chinese, French, Latin, and Spanish). The delivery format and languages may vary from school to school. German is offered as a middle school choice only at H-B Woodlawn.

Table 4: Middle School World Languages Offerings

Format	Language	School	Grades
Face-to-face	Introduction to French	HB Woodlawn	6
	French I, II	Gunston, HB Woodlawn, Jefferson, Kenmore, Swanson, Williamsburg	7–8
	Introduction to German	HB Woodlawn	6
	German I, II	HB Woodlawn	7–8
	Introduction to Latin	HB Woodlawn	6
	Latin I, II	HB Woodlawn, Swanson, Williamsburg	7–8
	Introduction to Spanish	HB Woodlawn	6
	Transitional Spanish	Jefferson, Kenmore, Swanson, Williamsburg	6
	Spanish I, II	Gunston, HB Woodlawn, Jefferson, Kenmore, Swanson, Williamsburg	7–8
	Spanish for Fluent Speakers I, II	HB Woodlawn	6–8
		Gunston, Jefferson, Kenmore, Swanson	7–8
	Spanish for Fluent Speakers III	HB Woodlawn	8
	Spanish Immersion	Gunston	6–8
	Exploratory Wheel (may include French, Latin and Spanish)	Gunston, Jefferson, Swanson, Williamsburg	6
2-Way Audio/Video Enhanced	Latin I, II	Gunston, Jefferson, Kenmore	7–8
Blended	Arabic I, II	Gunston, HB Woodlawn, Jefferson, Kenmore, Swanson, Williamsburg	7–8
	Chinese I, II	Gunston, HB Woodlawn, Jefferson, Kenmore, Swanson, Williamsburg	7–8
	Japanese I	HB Woodlawn	8

More than two-thirds of APS World Language students begin a level I World Language program during middle school. At the 6th grade level, some students have the opportunity to participate in an exploratory class that introduces them to French, Latin, or Spanish.

Beginning in the 7th grade, the language choices include Arabic, Chinese, French, Latin, and Spanish. Language offerings may vary within middle schools based on enrollment and scheduling limitations. Students attending middle school at H-B Woodlawn also have the option of enrolling in German language studies.

In the 8th grade, students can begin or continue their language studies in Arabic, Chinese, French, Latin, and Spanish, as well as German at H-B Woodlawn. Students at H-B Woodlawn also have the opportunity to begin taking Japanese. In the level II programs, students continue to develop proficiency in listening, speaking, reading, writing, and understanding cultural perspectives and practices of the target cultures. All World Languages offered in the 7th and 8th grade provide high school credit.

Secondary Level—High School

Students can either begin their study of a World Language in high school or continue in the language they started to learn in elementary or middle school. At the high school level, seven languages (Arabic, Chinese, French, German, Japanese, Latin, and Spanish) are offered at multiple levels. To encourage extended study, advanced levels offer the option for Advancement Placement (AP) courses, non-AP courses, and International Baccalaureate (IB) courses. The delivery format varies from school to school.

Approximately one-third of APS students begin their language studies in high school. All high schools offer uninterrupted sequential study through AP levels in Chinese, French, German, Latin, Spanish, and Spanish for Fluent Speakers. Since Japanese is a high school class, only levels I-IV are offered. There is no AP level Arabic exam offered through the College Board, but students can take up to level VI through online providers. Because of low enrollments at certain levels, some Arabic, Chinese, German, Japanese and Latin classes are taught through the use of Distance Learning technology. Upper level languages not taught through Distance Learning may be combined due to low enrollments. For example, a French V class requested by 12 students can be combined with a French VI class of 8 students. Such combinations allow advanced World Language classes to be conducted when enrollment is below the required minimum of 15 students.

At Washington-Lee, students may enroll in IB language courses in Spanish, French, or Latin. Arabic and Chinese are projected to be offered as IB languages beginning in the fall of 2013.

A full face-to-face program of Latin is offered at all high schools, with the exception of Wakefield, where Latin is offered online through Virtual Virginia.

Table 5: High School World Languages Offerings

Format	Language	School
Face-to-face	Arabic III	Washington-Lee
	French I, II, III, IV, V, VI, V-AP, VI-AP	HB Woodlawn, Wakefield, Washington-Lee, Yorktown
	French IB	Washington-Lee
	German I, II, III	HB Woodlawn, Yorktown
	Latin I, II, III, IV, V, IV-AP, V-AP	HB Woodlawn, Washington-Lee, Yorktown
	Latin IB	Washington-Lee
	Spanish I, II, III, IV, V, VI, V-AP, VI-AP	HB Woodlawn, Wakefield, Washington-Lee, Yorktown
	Spanish IB	Washington-Lee
	Spanish for Fluent Speakers I, II, III, IV- AP Language, V-AP Literature Part 1, VI-AP Literature Part 2	HB Woodlawn, Wakefield, Washington-Lee, Yorktown
	Spanish for Fluent Speakers[4] IB	Washington-Lee
	Spanish Immersion	Wakefield (grades 9 & 10)
2-Way Audio/Video Enhanced	German I, II, III, IV, IV-AP	Wakefield, Washington-Lee, Yorktown
Blended	Arabic I, II, III, IV, V, VI	HB Woodlawn, Wakefield, Washington-Lee, Yorktown
	Chinese I, II	HB Woodlawn, Wakefield, Washington-Lee, Yorktown
	Japanese I, II, III, IV	HB Woodlawn, Washington-Lee, Yorktown
Online (Virtual Virginia)	Chinese III, IV, V-AP	HB Woodlawn, Wakefield, Washington-Lee, Yorktown
	Latin I, II, III, IV-AP	Wakefield

To earn a Standard Diploma, students must acquire 2 standard units of credit in the discipline of Foreign Language, Fine Arts, or Career and Technical Education—one of which can be from a World Language. To earn an Advanced Diploma, students must acquire 3 standard units of credit in the discipline of Foreign Language. To satisfy this requirement, students must complete 3 years of one language or 2 years each of two languages.

[4] Students who choose to participate in IB Spanish for Fluent Speakers at Washington-Lee may graduate with a bilingual diploma.

Assessment

APS uses several different assessments to evaluate the proficiency of students in each language. The table below shows the tests administered by language and the areas that are assessed.

Table 6: World Language Assessments

Test Name	Administration Group	Assessment Components
Aprenda 3[5]	Spanish for Fluent Speakers Level III students	Language, Spelling, Reading (selected components), Vocabulary (selected components), Listening Comprehension (selected components)
STAMP 4Se	5th grade Immersion students, 5th grade FLES students who have completed the full 6-year sequence[6]	Listening, Speaking, Reading, Writing
STAMP 4S	8th grade Immersion students, Level III students in Arabic, Chinese, French, German, Japanese, and Spanish	Listening, Speaking, Reading, Writing
National Latin Exam	Middle and high school students enrolled in Latin I-VI	Grammar, Reading Comprehension, Roman Culture, History, Geography and Mythology and Etymology
AP	Chinese, French, German, Latin, Spanish Language and Spanish Literature	Chinese, French, German: Language and Culture Latin: Poetry, Prose, History, Translation Spanish Language: Listening, Speaking, Reading, Writing Spanish Literature: Literature and Writing
IB	French, Latin, Spanish	Listening, Speaking, Reading, Writing, Literature
DELE	High school former Immersion students who elect to participate	Listening, Speaking, Reading, Writing, Grammar (uses the Common European Framework for languages as the scale)

Curriculum

The curriculum for all languages is aligned to national and state standards and focuses on developing communicative skills and proficiency. A curriculum framework has been created for each of the World Language programs. The frameworks serve as a guide for goals for students, expected outcomes by level and skills taught at each level.

5 This test was administered to students in grades 5 and 8 in the spring 2011 as part of Program Evaluation. It is used regularly for Spanish for Fluent Speakers Level III students.

6 In SY 2012-13, these schools were Glebe, Henry, and Barcroft. In SY 2010-11, all FLES schools participated as part of Program Evaluation.

Table 7: Curriculum Frameworks

Language or Program	Curriculum Framework Location
FLES (Foreign Language in the Elementary School)	FLES Curriculum Framework
Two-way Spanish Immersion K–5	Two-way Immersion Program Curriculum Framework
Secondary World Languages (Arabic, Chinese, French, German, Japanese, Spanish)	Secondary World Languages Curriculum Framework
Latin	Latin Curriculum Framework
Spanish for Fluent Speakers	Spanish for Fluent Speakers Curriculum Framework

A complete description of curriculum for each grade level can be found in the APS Program of Studies.

Best and Current Practices

The release of the *American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners* (2002) and the *ACTFL Proficiency Guidelines* (2001 and 2012) provide a national perspective on language proficiency expectations and help to define what "success" looks like in a proficiency-based program. (The most recent versions of both guiding documents can be found in Appendix G.) The guidelines define proficiency in terms of the global tasks or functions the speaker can handle, the contexts in which he or she can effectively communicate, the content about which the speaker can communicate and the accuracy with which he or she communicates (Liskin-Gasparro, 1987). Typically, accuracy is considered in terms of how well the foreign language speaker is understood by native speakers.

Professional Development

There are a variety of professional development opportunities for World Language teachers in APS. Pre-service training is offered to all World Language teachers, with extra support given to new teachers. Secondary teachers meet on a monthly basis to develop skills related to best practices in instruction and assessment. Elementary Immersion teachers are offered periodic, focused professional development to hone skills primarily related to the Spanish literacy skills of their students. Professional Development is given to FLES teachers with an emphasis on best practices in the FLES classroom and the inclusion of content-based themes within the established Spanish curriculum. Guest speakers who are leaders in their field of expertise have been hired on occasion to offer professional development either at the program level or across all languages and programs. The time allotted for professional development, however, is scarce. This is particularly true in schools where a school-based or countywide initiative is being implemented.

Throughout the school year, individual and small group professional development is given by the World Languages Supervisor and Specialist on an as-requested basis with the goal of assisting teachers to the greatest extent possible.

Goals and Objectives

The APS World Languages Office is part of the APS Department of Instruction (DOI) and works to assist APS in meeting its overall Strategic Plan Goals. The current strategic plan runs through 2016-17 and focuses on five important goal areas:

Goal 1: Ensure that Every Student is Challenged and Engaged

Goal 2: Eliminate Achievement Gaps

Goal 3: Recruit, Retain and Develop High-Quality Staff

Goal 4: Provide Optimal Learning Environments

Goal 5: Meet the Needs of the Whole Child

Students are highly encouraged to complete two years of a World Language by the end of grade 8. Students who wish to pursue the Advanced Studies Diploma must obtain three credits in foreign language. This requirement can be met by taking three years of one World Language, or two years of two World Languages. Schools are encouraged, however, to provide opportunities for language instruction that exceed prescribed standards in order to meet the needs of all students. Therefore, APS offers instruction at the advanced level for most of the languages offered. This includes Advanced Placement levels for Chinese, French, German, Latin and Spanish in all of our high schools, and it includes International Baccalaureate courses for Arabic, Chinese, French, Latin and Spanish for students attending Washington-Lee High School.

The goals for language instruction in Arlington Public School reflect the standards outlined in the *Standards for Foreign Language Learning in the 21st Century* (1999), published by the National Standards in Foreign Language Education Project. The goals adopted are as follows:

Communication:	Use knowledge and language skills for functional communication in modern languages and, for Latin, to read and understand Latin texts.
Cultures:	Gain knowledge of other cultural perspectives and practices.
Connections:	Connect foreign language and Latin study to experiences in other curricular areas and to personal interests.
Comparisons:	Compare the target language and culture with students' own language and culture.
Communities:	Use the language and apply learning to the world beyond the classroom.

In 2007, these standards were adopted as the *Foreign Language Standards of Learning (SOL) for Virginia Public Schools*. The Virginia standards also provide details on expectations for student performance in each of the areas listed above and expand each goal into performance standards and progress indicators for each language level.

An essential belief within the World Languages program is that all students can be successful language learners. This belief is also expressed in the 2010 Arlington School Board value statement, which states that "all APS students should be proficient in at least two languages upon graduation and should have access to World Language proficiency programs regardless of school of attendance." Students of varied

ability levels, learning styles, and interests are encouraged to begin their language studies as early as possible and to continue their studies through the Advanced Placement levels.

Attributes of Success

In APS, benchmarks for student performance are set based on national guidelines from the *American Council on the Teaching of Foreign Language (ACTFL)* that describe characteristics of performance at various levels. Due to many factors, students learn languages and become proficient at widely varied rates. Proficiency is not solely a product of length of years of study, but also depends on intrinsic and extrinsic factors such as personal commitment and exposure to Immersion experiences. For these reasons, students participating at the same course level may exhibit a range of proficiency levels in listening, speaking, reading, and writing. Nationally, these proficiency levels, or benchmarks, are characterized as Novice, Intermediate, and Advanced. Most public school secondary programs provide 140 hours of study in the target language by level per academic year. The *ACTFL Performance Guidelines for K-12 Learners* (2002) set the following proficiency levels based on years of study:

Novice Level	(1–3 years of study)
Intermediate Level	(2–5 years of study)
Advanced Level	(5 years + of study)

Each of these three major levels is subdivided into three sub-levels: Low, Mid, and High. Each sub-level is characterized by a set of descriptors or criteria to which an individual's receptive and productive skills are compared. A complete description of each sub-level is available in Appendix G1.

The *ACTFL Performance Guidelines for K-12 Learners* (2002) provides educators with an understanding of realistic goals for language acquisition and alleviates the pressure experienced by many foreign language educators to achieve unrealistic goals in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Hundreds of American foreign language educators who reviewed and responded to these guidelines during their development have verified that the descriptions represent the reality of what students should be able to do with a foreign language after set amounts of time, provided that their instruction is both standards-based and performance-based. The *ACTFL Performance Guidelines for K-12 Learners* (2002) provides a full description of the linguistic characteristics of each proficiency level. These characteristics include the level of mastery or accuracy in language production that is appropriate at each proficiency level. Unlike other curricular areas, there are no national norms for foreign language proficiency.

The *ACTFL Proficiency Guidelines* provide the basis for the oral and writing proficiency expectations outlined in the *APS Secondary World Languages Curriculum Framework*. At the time of development of the framework, benchmark descriptors for the productive skills of speaking and writing were established to align with existing countywide assessment tools. Because the guidelines are not linked to a specific course of study or textbook, they are appropriate for evaluation purposes and can be used to compare attainment of proficiency.

The *ACTFL Proficiency Guidelines* for speaking provide the following brief descriptions of expectations that characterize oral performance at the following levels:

NOVICE LEVEL: Speakers demonstrating a Novice level performance show the ability to use memorized words and phrases, list and name objects, and have limited or no ability to create with the language. Even the most sympathetic listener, accustomed to non-native speakers, may have difficulty understanding a performance at this level. For example, a performance at this level might include the ability to list colors or exchange basic greetings, to perform in a memorized dialogue, or to answer simple patterned questions like those related to time or weather.

Additional language functions appropriate to the Novice level can be found in the Student Self–Assessments for level I and level II or the sample Performance Expectations in the *APS Secondary World Languages Curriculum Framework*, found in Appendix G3.

INTERMEDIATE LEVEL: Speakers demonstrating an Intermediate level performance show survival level language; that is, the ability to get into, through, and out of an oral interaction adequately, although not necessarily gracefully. Performances at this level show the ability to create novel sentences and to string sentences together. Most performances at this level are limited to discussion of the familiar and the students' own experiences. A sympathetic listener can usually understand a performance at this level. Some examples of a performance at this level might include the ability to purchase food or another basic item, to talk about family, daily routines, likes and dislikes, to describe self and others, or to talk about daily events in past, present, and future tense.

Additional language functions appropriate to the Intermediate level can be found in the Student Self-Assessments for levels III and IV or the sample Performance Expectations in the *APS Secondary World Languages Curriculum Framework*, found in Appendix G3.

ADVANCED LEVEL: Performances at this level show the ability to join sentences together into coherent paragraphs through the use of sequencing and connectors. Vocabulary is adequate to the task and, when specific vocabulary is called for, speakers show the ability to circumlocute or to "talk around" those specific terms they don't know. A native speaker unaccustomed to non-native speakers can usually understand a performance at this level. A performance at this level might include the ability to return (or at least attempt to return) an item to a store, even if the store has a policy that limits returns. Other proficiency indicators include the speaker's ability to state opinions or to use extended discourse of paragraph length in oral presentations. Students demonstrate accuracy with a full range of tenses including subjunctive.

Additional language functions appropriate to the Advanced level can be found in the Fluent Speakers Student Self-Assessments for levels III and IV or the sample Performance Expectations in the *APS Spanish for Fluent Speakers Curriculum Framework,* found in Appendix G4.

Similar descriptions for benchmarking writing skills at the Novice, Intermediate, and Advanced levels are available in the *ACTFL Proficiency Guidelines*, available in Appendix G1.

Expectations for World Language Learners

Based on the ACTFL national guidelines, functional knowledge and language skills are assessed by how well a student is able to listen, speak, read, and write in a foreign language by program and years of study.

Table 8: Benchmarks by Program and Language

Program	Target Language	Years in Program	Expectations for Functional Knowledge and Language Skills (Listening, Speaking, Reading, and Writing)
Immersion	Spanish	K–8	Intermediate-Low to Intermediate-High
		9–12	Intermediate-High to Advanced-Low[7]
FLES	Spanish	K–5	Novice-Mid to Novice-High
Modern Languages	Spanish, French, German	Level III	Novice-High to Intermediate-Low
		Level VI	Intermediate-Mid to Intermediate-High
	Spanish for Fluent Speakers	Level III	Intermediate-High to Advanced-Low
	Chinese, Japanese, Arabic	Level III	Evaluation will establish baseline
Latin	Latin	Level III	Meet or exceed National Latin Exam Level III benchmark

As described in the table above, the program evaluation for **Immersion, FLES, and Modern Languages** focuses on the receptive and productive language skills of students at different grade or language levels. "Success" is defined by the degree to which students reach targeted proficiency levels.

Proficiency expectations in **Spanish, French, and German** range from Novice-High to Intermediate-Low for students exiting level III. Proficiency expectations for students exiting the level VI program range from Intermediate-Mid to Intermediate-High. Proficiency expectations for students exiting the level III program in **Chinese, Japanese, or Arabic** have yet to be established, as these programs are in their nascent stage.

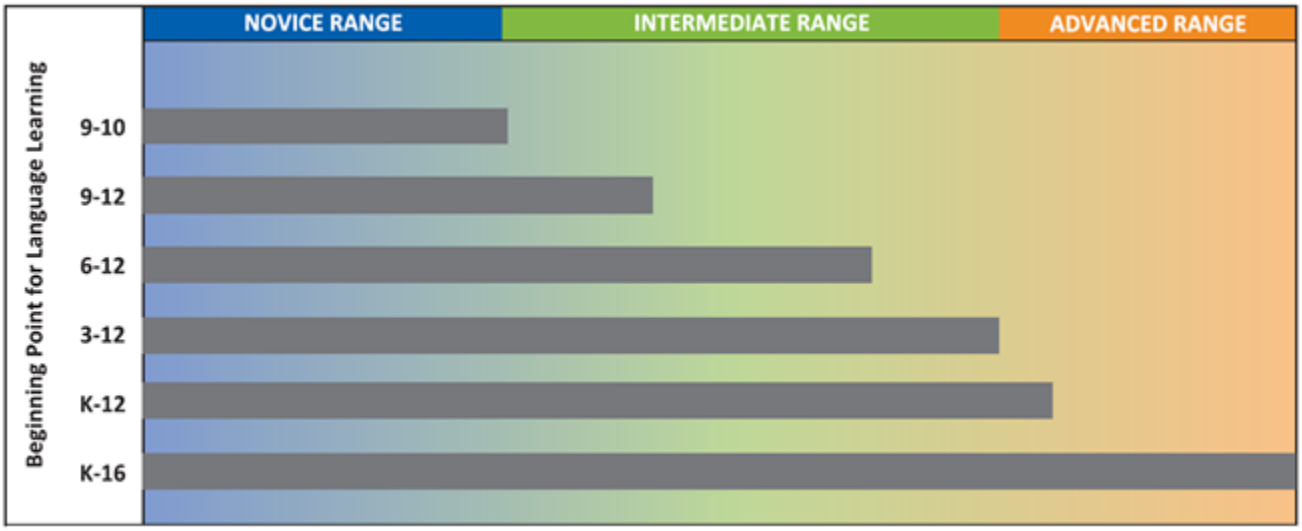
There are no nationally established expectations for proficiency for students in programs such as Arlington's **Spanish for Fluent Speakers** program. Therefore, based on classroom experience in working with native speakers and a review of the ACTFL proficiency expectations for the Advanced level, the Spanish for Fluent Speakers teachers, the World Languages Supervisor, and the World Language Specialist determined that the Intermediate-High to Advanced-Low is appropriate for students exiting the program at level III.

The **Latin** program goals center on language usage, reading comprehension, Roman culture in the context of readings, and connections between Latin and English languages. The National Latin Exam is universally accepted by secondary Latin programs as a tool appropriate for measuring achievement in meeting both national and local standards. The National Latin Exam has traditionally been a part of the assessment practice within the Latin program and has provided feedback on how well Arlington students meet national norms. The expectation is that Latin II students will score at or above the national average.

[7] The Advanced-Low level is expected for students who successfully complete the highest level courses offered in Spanish, such as AP Spanish Literature part 1 and part 2.

In a proficiency based program, students over time will exhibit increasingly complex language behaviors. Students who do not have access to foreign language instruction until high school may remain in the Novice range and will not develop proficiency beyond the Intermediate range. On the other hand, elementary Immersion students who continue their studies through high school may reach the Advanced range. The figure below graphically illustrates the influence of time on language performance ability and shows what ability is reasonable to expect of students (non-Immersion) who begin foreign language study at various points in the K–12 spectrum.

Figure 1: ACTFL Expected Levels of Performance



Source: ACTFL Performance Descriptors for Language Learners, 2012

It is assumed that students participate in a sustained sequence of standards-based, performance-outcome language instruction to reach the proficiency levels indicated in the chart. For example, modern language students who begin their language studies in the 6th grade and continue through the 12th grade are expected to advance into the Intermediate range.

Students who achieve a Novice range of performance can communicate minimally with formulaic and rote utterance; they can understand and produce highly practiced words and phrases. Students who achieve an Intermediate range of performance can create with language, ask and answer simple questions on familiar topics, and communicate about themselves and everyday life. Students who achieve an Advanced range of performance can express themselves fully to maintain a conversation; they can handle complicated situations and share their points of view during discussions.

What Will Success Look Like?

Achieving success in World Languages means to be able to function in the target language in multiple contexts and for a variety of purposes. The ultimate goal of our program is for students to develop confidence in their abilities to use the language to communicate orally and in writing and ultimately to use these skills for personal enjoyment and to fulfill career goals. Ultimately, as 21st century learners, we want our students to be prepared to compete in a global economy and to fully participate in a global society for which cross-cultural understanding and multilingual skills are essential elements.

Through successful implementation, the APS World Language program should result in the following:

- All students can effectively communicate in the target language at their expected proficiency level.
- All students can make meaningful connections on how their proficiency skills are applied in real contexts.
- All students can make meaningful connections between their first language and culture and the target culture and language of study.
- All students are prepared to successfully enroll in higher level courses such as Advanced Placement and IB courses.
- All teachers have the content and pedagogical knowledge and support necessary to effectively teach the APS curriculum.

Methodology

Evaluation Design and Questions

Data collection for this evaluation started in the fall of 2010–11 and was put on hold during the 2011-12 school year to accommodate the accelerated schedule for the evaluation of services for English language learners.

The evaluation design process began with a review of the previous World Languages evaluations (Secondary Foreign Language, 2003; Two-Way Immersion, 2005). This review served to identify program changes, improvements, and expansions. The World Languages Citizens Advisory Committee (WLAC) reviewed the information and provided input. A draft design was developed following the guidelines in APS Policy Implementation Procedure 45-3, Accountability and Evaluation. A key component was to articulate goals for new programs and to identify assessments that could measure the outcomes of those programs. The design team also recognized the immediate need to evaluate the FLES program due to budget considerations during expansion of the program. A preliminary FLES program evaluation report was presented to the School Board in January 2011.

The World Languages Evaluation design can be found in the Table below.

Table 9: World Languages Evaluation Design, 2010-11

Program Service/Objective	Program/Service Question	Data Source(s)
Evaluation Question 1: Implementation *How effectively was the World Languages program implemented?*		
APS students in Kindergarten through grade 12 will display increased participation in educational opportunities that develop their cultural knowledge, awareness and sensitivity (2005-2011 Strategic Plan objective 1.3), and there will be a decrease in the gaps in the proportion of APS students in identified groups participating in educational opportunities that develop their cultural knowledge, awareness, and sensitivity (2005-2011 Strategic Plan objective 2.2).	1a To what degree are students in grades Kindergarten through grade 12 participating in a World Language experience?	***Strategic plan indicators*** • Percentage of grade 6–12 students participating in World Language classes at various levels • Gap in percentage of grade 6–12 students in identified groups participating in World Language classes at various levels ***Other indicators*** • Percentage of Kindergarten through grade 5 students receiving World Language instruction
APS students complete level 3 of a World Language by the end of grade 12.	2a To what extent are graduates completing level 3, 4 or higher of a World Language by the end of grade 12 and/or proficient in at least two languages by graduation? 2b To what extent are secondary students participating in AP and IB World Language courses? 2c To what degree are students with elementary World Language experience (Immersion, FLES), continuing to study World Languages in middle and high school?	***World Language enrollment data***
Best instructional practices for emotional support, classroom organization, instructional support and student engagement are evident across instruction in World Languages.	3a To what degree are best instructional practices evident in World Language classrooms? 3b To what degree are best instructional practices specific to World Languages evident in classrooms?	***Observations*** • *CLASS* • *World Languages Program Checklist*
World Language classes are conducted primarily in the target language.	4a To what extent is communication during class conducted in the target language of study?	***Observations*** • *World Languages Program Checklist*

Program Service/Objective	Program/Service Question	Data Source(s)
The World Language program provides an articulated program across school levels.	5a To what degree are secondary World Language programs articulated from one school level to the next?	***Secondary course syllabi comparisons***

Program Service/Objective	Program/Service Question	Data Source(s)
Evaluation Question 2: Outcomes What were the outcomes for the targeted populations?		
Students who complete the sequence of instruction in World Languages develop language proficiency in listening, speaking, reading and writing.	6a To what extent are **Immersion** students meeting proficiency expectations in Spanish as a second language for listening, speaking and reading? 6b To what extent are **Immersion** students developing first language skills (reading comprehension, vocabulary, and language)? 6c To what extent are **FLES** students meeting proficiency expectations for listening, speaking and reading? 6d To what extent are **Level 3** students meeting proficiency expectations for speaking, reading and writing? 6e To what extent are **Spanish for Fluent Speakers Level 3** students developing first language skills in reading comprehension, vocabulary spelling and grammar? 6f To what extent are **Latin** students achieving in reading comprehension, vocabulary, grammar, mythology, and history in Latin? 6g To what extent are **AP and IB** students meeting proficiency expectations for proficiency at advanced levels?	***AP*** • high school Advanced Placement students (French, German, Latin, and Spanish) ***APRENDA 3 (Spanish reading comprehension, vocabulary, and language)*** • grade 5 and 8 Immersion students • high school Spanish for Fluent Speakers students ***DELE (Spanish listening, speaking, writing and reading*** • high school Immersion students ***IB*** • high school International Baccalaureate students (French, Latin, and Spanish) ***National Latin Exam (grammar, comprehension, mythology, and history)*** • Latin students, all levels ***SOPA (Spanish listening and speaking)*** • grade 5 and 8 Immersion students • grade 5 Barcroft FLS* students ***STAMP (reading, writing and speaking)*** • grade 5 and 8 Immersion students (Spanish) • high school level 3 students (Arabic, Chinese, French, German, Japanese, and Spanish)

* First Language Support program

Program Service/Objective	Program/Service Question	Data Source(s)
The Immersion Program promotes high academic achievement in the content areas in both languages.	7a To what degree do **Immersion** students meet or exceed expectations in the core academic areas of reading, math, science and social studies?	***SOL assessments for English, Mathematics, History & Social Studies, and Science*** • grade 3, 5, and 8

Program Service/Objective	Program/Service Question	Data Source(s)
Evaluation Question 3: Satisfaction How satisfied are students, parents, and teachers with the World Languages program?		
Students enjoy World Language instruction.	8a How do students in World Language Distance Learning courses feel about the impact and value of their Distance Learning experience? 8b Why do some students opt out of the Immersion program?	***Telephone Interviews*** • parents of students who left the Immersion program ***Student Survey*** • Distance Learning students
Teachers are satisfied with the support for their language programs.	9a To what extent do teachers feel they have the resources and support they need?	***Teacher Focus Groups*** • Elementary Immersion • FLES

Study Measures

Primary data sources were used to inform this evaluation and are described in detail.

Program Implementation—Observations of Teacher-Student Interaction Using CLASS

In 2010–11, APS adopted the Classroom Assessment Scoring System (CLASS) protocol to observe teacher–student interactions for all program evaluations. CLASS was developed at the University of Virginia's Curry School of Education and provides a common lens and language focused on classroom interactions that encourage student learning.

The CLASS framework is derived from developmental theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning. Research conducted in more than 6,000 classrooms concludes that grades Pre-K–5 classrooms with higher CLASS ratings realize greater gains in achievement and social skill development.[8] Research using the CLASS-S (secondary) has shown that teachers' skills in establishing a positive emotional climate, their sensitivity to student needs, and their structuring of their classrooms and lessons in ways that recognize adolescents' needs for a sense of autonomy and control, for an active role in their learning, and for opportunities for peer interaction were all associated with higher relative student gains in achievement.[9]

[8] http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning.**

[9] http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning**

The CLASS tool organizes teacher–student interactions into three broad domains: emotional support, classroom organization, and instructional support. The upper elementary and secondary tools include an additional domain: student engagement. Within all domains except student engagement, interactions are further organized into multiple dimensions. These domains are described in detail in Appendix C1.

In the fall of 2010, the Office of Planning and Evaluation recruited administrators and retired teachers to become certified CLASS observers through in-depth training provided by the University of Virginia. Over the course of two years (2010-11 and 2011-12), certified CLASS observers visited more than 160 World Language classrooms at the elementary, middle, and high school levels, including FLES, Immersion, and secondary World Language courses. Details on the sample selected for the study, as well as CLASS scores by level and program, can be found in Appendix C3.

Program Implementation—Observations of Content Instruction Using the Program Checklist

The World Languages Office developed an additional observation tool to assess best practices specific to World Language instruction that were not addressed by CLASS. In the spring of 2011, the World Languages Office and the Office of Planning and Evaluation conducted an observer training for 13 observers, who were either retired World Language teachers or other experts in Language instruction from the community. During the full-day training, observers developed a consistent understanding of the observation tool and were assessed for inter-rater reliability. During a two-week window in March 2011, observers completed 108 observations across all APS schools and programs that offered World Language instruction. Details on the sample selected for the study, as well as Checklist results by level and program can be found in Appendix C4.

Program Implementation—Enrollment Data from APS Student Information System

The Office of Planning and Evaluation used data collected through the APS student information system, eSchoolPlus, to report on enrollment in World Language classes. Specific information on participation and enrollment data by level, program, and course type can be found in Appendices B1, B2, B3, and B4.

Student Outcomes—Syllabi Analysis by Hanover Research Council

During the 2010-11 school year, the Office of Planning and Evaluation and the World Languages Office collected 127 course syllabi from secondary World Language teachers. The Hanover Research Council (HRC) conducted an analysis of the syllabi to assess the extent to which an articulated program is provided across school levels, and to provide baseline data about the extent to which course syllabi were already meeting two new communication policies approved by the School Board in 2011. The complete HRC report on World Languages Syllabi can be found in Appendix E1.

Student Outcomes—Standards of Learning

The Commonwealth of Virginia measures academic achievement through annual Standards of Learning (SOL) tests. Students are expected to take grade-level content assessments in grades 3 through 8 as well as end-of-course assessments in middle and/or high school. The Office of Planning and Evaluation used SOL assessment data from eSchoolPlus to report on academic achievement in four core subject areas

(Reading and Writing, Mathematics, Science, and History) for Immersion and non-Immersion students in grades 3, 5, and 8. Details on SOL student outcomes for Immersion and non-Immersion students can be found in Appendices D10 and D11.

Student Outcomes—AP and IB

Advanced Placement (AP) and International Baccalaureate (IB) courses offer students college-level courses during high school. Colleges vary in how they apply the credit but, generally, students earning scores of 3 or higher on AP exams or scores of 4 or higher on IB exams are awarded college credit or advanced standing. All AP and IB students in APS must take the exams associated with the courses in which they are enrolled. APS assumes the costs for these exams. The Office of Planning and Evaluation used data provided by the test companies to report on language proficiency for students in advanced World Language courses. Details on AP exams and student outcomes can be found in Appendix D6. Details on IB exams and student outcomes can be found in Appendix D7.

Student Outcomes—Aprenda 3

The Aprenda 3 is a norm-referenced assessment that measures the academic achievement of Spanish-speaking students in their native language. In spring 2011, English- and Spanish-speaking Immersion students in grades 5 and 8, as well as high school students in the Spanish for Fluent Speakers courses, took the Aprenda 3 assessment. The Office of Planning and Evaluation used test results provided by the test company to report on language proficiency for these students. Details on the Aprenda 3 results for grade 5 Immersion students, grade 8 Immersion students, and high school Spanish for Fluent Speakers in Level III can be found in Appendices D2, D3, and D4, respectively.

Student Outcomes—Diplomas of Spanish as a Foreign Language (DELE)

The DELE is the official accreditation of the degree of fluency of the Spanish Language, issued and recognized by the Ministry of Education, Culture, and Sport of Spain. The B2 level (High-Intermediate) is offered to students who are enrolled in Immersion at Wakefield High School. Students who pass this level of the test prove that they have the necessary knowledge of the Spanish language to allow communication in everyday situations that do not require specialized terms. The Office of Planning and Evaluation used test results provided by the test company to report on language proficiency for these students. Details on DELE test results can be found in Appendix D8.

Student Outcomes—National Latin Exam (NLE)

The National Latin Exam is offered under the joint sponsorship of the American Classical League and the National Junior Classical League. The Office of Planning and Evaluation used test results provided by the test company to report on the performance of APS students in comparison to their peers across the country. Details on the nine National Latin Exams offered by APS and student outcomes can be found in Appendix D9.

Student Outcomes—Student Oral Proficiency Assessment (SOPA)

In spring 2011, APS contracted with the Center for Applied Linguistics (CAL) to conduct a criterion-referenced assessment of students' oral language proficiency in Spanish using the Student Oral Proficiency Assessment (SOPA). Dr. Igone Arteagoitia, Senior Researcher at CAL, and Melissa Sen, APS

World Languages Teacher Specialist, conducted the assessment interviews at the four participating schools: Key, Claremont, Barcroft, and Gunston. CAL provided APS with a report summarizing the results, which is available in Appendix E2.

Student Outcomes—STAMP 4Se and STAMP 4S

The STAMP assessment is a web-based language proficiency assessment. The STAMP 4Se is the elementary version of the test, formerly known as the National Online Early Language Learning Assessment (NOELLA). The STAMP 4S is the secondary version and includes tests in Arabic, Chinese, French, Japanese, and Spanish. The Office of Planning and Evaluation used test results provided by the test company to report on the language proficiency of Immersion students in grades 5 and 8, as well as high school students taking level III World Language courses. Students were assessed in reading, writing, and speaking in 2010-11 and 2011-12. Listening skills were assessed for the first time in 2011-12. Details on STAMP benchmarks and outcomes by grade level and subtest can be found in Appendix D1.

Stakeholder Satisfaction—Teacher Focus Groups

APS contracted with research consultant Colleen Ryan to conduct two focus groups: one with FLES teachers in December 2011, and one with K–5 Immersion teachers in January 2012. The overarching goals of each focus group were to learn how each program is implemented day-to-day and identify ways to improve implementation. Details on the FLES teacher experience can be found in Appendix F1. Details on the elementary Immersion teacher experience can be found in Appendix F2.

Stakeholder Satisfaction—Telephone Interviews of Immersion Parents

In January and February of 2012, Colleen Ryan also conducted telephone interviews with the parents of several students who had discontinued the Immersion program. The overarching goals of the interviews were to understand why families initially chose to participate in Spanish Immersion, explore their reasons for opting out, hear the advantages and disadvantages of participating in the program from their perspective, and listen to any perceptions about the role that race played, or did not play, in their children's Immersion experience. Details on the interview responses can be found in Appendix F3.

Stakeholder Satisfaction—Survey of Distance Learning Students

In spring 2011, middle and high school students enrolled in a World Language Distance Learning course participated in a survey that sought feedback on the impact and value of their current Distance Learning experience. Around 340 students responded to 34 questions that provided quantitative and qualitative feedback on their online experience learning Arabic, Chinese, French, German, Japanese, or Latin. Details on the survey and student responses can be found in Appendix F4.

SECTION 2: FINDINGS

This section presents the findings associated with the three evaluation questions outlined in APS policy and procedures (45-3) for accountability and evaluation.

Evaluation Question #1: How effectively was the World Languages program implemented?

To address this question, this evaluation focused on two areas: (1) participation, enrollment, and alignment to targets in World Language instruction, and (2) best instructional practices in World Language classrooms.

Participation, Enrollment, and Alignment to Targets

Strategic Plan Targets for Participation and Enrollment

The 2005-2011 Arlington Public Schools Strategic Plan[10] contained two indicators that address World Language participation expectations overall. Objective 1.3 states, "APS students in preschool through grade 12 will display increased participation in opportunities that develop cultural knowledge awareness and sensitivity" as measured by the percent of students in grades 6–12 participating in foreign language classes at various levels. Objective 2.2 states, "There will be a decrease in the gaps in the proportion of children in identified groups participating in educational opportunities that develop their cultural knowledge, awareness, and sensitivity" as measured by the percent of students in grades 6–12 in identified groups participating in foreign language classes at various levels.

At the Elementary Level

Though the measureable indicators in the 2005-2011 APS Strategic Plan reference secondary statistics, enrollment at the elementary level was also measureable. The percentage of students in grades K–5 receiving Spanish instruction increased from 11% in 2005-06 to 56% in 2011-12.

Table 10: Percentage of APS Elementary Students Receiving Spanish Instruction

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Number of students in Grades K–5	8,232	8,379	8,832	9,162	9,793	10,392	10,867
Percent receiving Spanish instruction	11%	14%	23%	37%	41%	40%	56%

This increase correlates to the increase in the number of elementary schools offering the Foreign Language in the Elementary Schools (FLES) program to students over the last six years, which rose from two schools in 2006-07 to eleven schools in 2011-12. (See Table 1 in Appendix B1.)

[10] For purposes of this evaluation, the 2005-2011 Strategic Plan Indicators were used as guides. The current 2012-2017 Strategic Plan identifies the following indicator for World Languages under Goal 1: Students acquire world languages and meet proficiency standards in reading, writing, speaking, and listening.

At the Secondary Level

In reference to APS Objective 1.3, secondary students exceeded the 48% participation baseline established in 2004-05 in each of the next six years. In 2009-10 and 2010-11, 56% of the secondary student population was enrolled in World Language classes at various levels. While overall enrollment increased consistently, the majority of students enrolled in World Language classes were White. The subgroup most under-represented in World Language classes at the secondary level was students with disabilities (24%). (See Tables 3 and 4 in Appendix B1.)

In reference to APS Objective 2.2, the participation gap between secondary White students and Black students widened 8 percentage points in 2010-11 from the previous year. The largest gap (38 percentage points) was between disabled and non-disabled students. (See Table 4 in Appendix B1.)

At both the elementary and secondary levels, roughly half of the student population is not engaged in World Language instruction. Students enrolled in one of the eleven elementary FLES schools or two Immersion schools participate in Spanish instruction; World Language instruction is not available at the other nine elementary schools. Middle school World Language participation is not required, but students who participate in instruction may earn credit toward their high school diploma.

General Finding: *The World Languages Program has been instrumental in helping APS meet one of its Strategic Plan objectives. Through increased enrollment in World Language courses at the elementary and secondary levels, student participation is increasing in opportunities that develop cultural knowledge awareness and sensitivity. At the secondary level, the only gap to decrease was the White/Hispanic gap, which went from 20 to 15 percentage points between 2005-06 and 2010-11. It is worth noting that in the 2011-12 school year, 40% of students across APS were not engaged in World Language instruction.*

Participation in Advanced Levels of World Language Instruction

More than half the seniors in APS have enrolled in at least a level III World Language course by grade 12, thus demonstrating a commitment to continued instruction in World Languages. In both 2010-11 and 2011-12, 67% of high school seniors had participated in a level III or higher World Language course during their high school experience, and 27% or more had enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Spanish for Fluent Speakers (SFS) course.

Table 11: Advanced World Language Enrollment by Grade 12

School Year	Total Grade 12 Enrollment	Percent Enrolled at Level III or Higher	Percent Enrolled in AP, IB, or SFS
2011-12	1331	67%	29%
2010-11	1297	67%	27%
2009-10	1167	68%	28%

According to the 2013-2014 Arlington Program of Studies, students who plan to continue their World Language study in college should participate in language instruction through their senior year. To determine the extent to which this is occurring, it is useful to look at World Language participation by race and ethnicity. Over the last three school years, grade 12 White students and students whose race

was listed as "Other" were most likely to have enrolled in an advanced World Language course during their high school years, while Black and Asian students were the least likely. In addition, Black and Asian students were least likely to have enrolled in an AP, IB, or SFS World Language course during their high school years, while Hispanics were over-represented in high school. Hispanic students dominated AP World Language classes each year between 2006-07 and 2011-12, with the vast majority enrolled in either AP Spanish Language or AP Spanish Literature. White students represented the next largest group enrolled in AP World Language classes.

Figure 2: Advanced World Language Enrollment by Race/Ethnicity by Grade 12

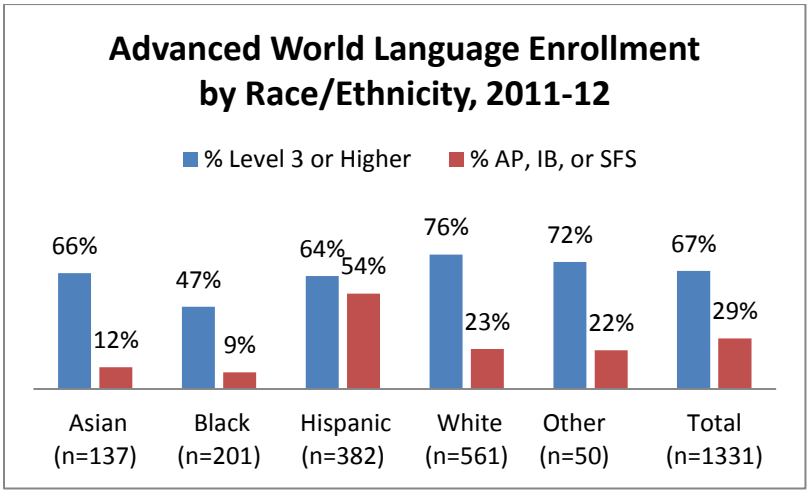


Table 12: AP & IB World Languages Enrollment by Race/Ethnicity by Year

World Languages Course Type	Race	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
		N	%	N	%	N	%	N	%	N	%	N	%
AP	Asian	12	4%	10	4%	8	3%	12	4%	7	2%	14	4%
	Black	10	3%	10	4%	16	5%	21	7%	13	4%	12	3%
	Hispanic	173	54%	150	54%	163	53%	151	48%	183	60%	192	54%
	White	128	40%	104	38%	117	38%	126	40%	88	29%	122	34%
	Other	0	0%	2	1%	3	1%	3	1%	12	4%	14	4%
	Total	323	100%	276	100%	307	100%	313	100%	303	100%	354	100%
IB	Asian	17	12%	9	7%	13	9%	15	10%	18	10%	10	6%
	Black	12	8%	13	10%	13	9%	13	9%	7	4%	5	3%
	Hispanic	25	17%	31	24%	24	17%	31	21%	34	19%	38	21%
	White	88	62%	75	58%	88	63%	90	60%	108	61%	115	65%
	Other	1	1%	1	1%	2	1%	1	1%	11	6%	10	6%
	Total	143	100%	129	100%	140	100%	150	100%	178	100%	178	100%
Total High School Enrollment	Asian	558	11%	571	11%	618	11%	641	12%	632	11%	609	11%
	Black	756	15%	807	16%	814	15%	863	16%	784	14%	735	13%
	Hispanic	1526	30%	1541	30%	1639	30%	1584	29%	1680	30%	1720	30%
	White	2236	44%	2232	43%	2283	42%	2328	43%	2242	40%	2356	42%
	Other	26	1%	35	1%	36	1%	41	1%	222	4%	247	4%
	Total	5102	100%	5186	100%	5390	100%	5457	100%	5560	100%	5667	100%

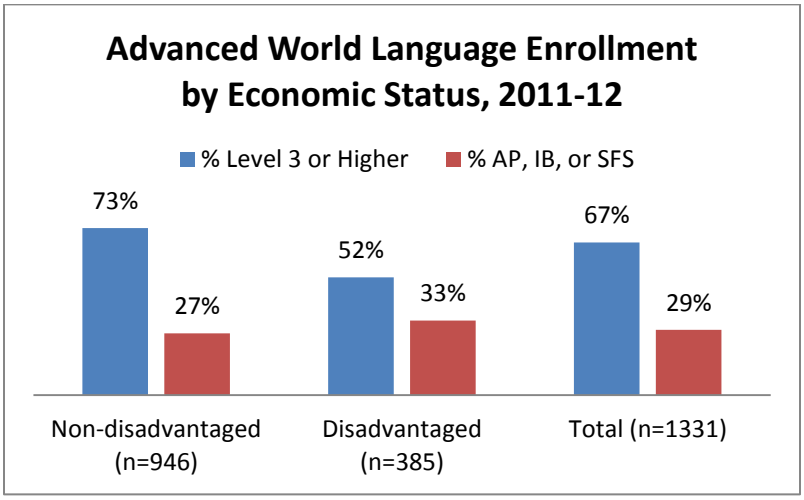
Of the AP courses offered, White students participated in AP Spanish Language classes most often each year, followed by AP Latin and AP French. Black students participated in AP Spanish Language slightly more than any other AP World Language course. Asian participation was evenly distributed across all AP language course offerings. (See Table 3 in Appendix D7.)

IB World Language classes are offered in French, Spanish, and Latin at Washington-Lee High School. White students dominate these classes and are evenly distributed between French and Spanish—around 20 students per language per year. (Fewer than eight students have participated in IB Latin in each of the last six years.) IB World Language classes are least attended by Black and Asian students. Students who participate in the IB Spanish for Fluent Speakers course may graduate with a bilingual diploma.

Between 2009-10 and 2011-12, there was very little change in the enrollment practices between the genders, with a greater percentage of female students enrolling in advanced World Languages by grade 12 than males. This is reflected in both the percentage of students enrolled in a level III or higher course and in an AP, IB, or SFS course. (See Table 3 in Appendix B2.) In 2011-12, 35% of the females in grade 12 had been enrolled in an AP, IB, or SFS course during their high school years compared to 23% of males. The distinction is even greater when viewing AP and IB enrollment. In 2011-12, 60% of the high school students enrolled in AP World Languages courses and 68% enrolled in IB World Language courses were female. (See Table 3 in Appendix B3.)

Of interest is the enrollment data for economically disadvantaged students and limited English proficient (LEP) students. The percentage of non-disadvantaged students enrolled in a level III or higher course by grade 12 was much higher than that of disadvantaged students; however, a greater percentage of disadvantaged students had enrolled in AP, IB, or SFS courses than non-disadvantaged students by their senior year. (See Table 4 in Appendix B2.)

Figure 3: Advanced World Language Enrollment by Economic Status by Grade 12



Likewise, a greater percentage of non-LEP students had enrolled in a level III or higher World Language course by their senior year than their LEP peers, but a greater percentage of LEP students had enrolled in AP, IB, or SFS World Language courses than their non-LEP peers. (See Table 5 and corresponding figures in Appendix B2.)

When looking at the total population of disadvantaged or LEP high school students who were enrolled in AP courses by their senior year, the majority enrolled in AP Spanish Language followed by AP Spanish Literature. (See Tables 5 and 6 in Appendix D6.) Fewer than five disadvantaged students or LEP students have enrolled in an AP Latin, AP German, or AP French classes in each of the last six years.

Finally, disabled students are the subgroup most under-represented in advanced World Language courses. In each of the last three years, 26% or less of this population has participated in a level III or higher class by their senior year.

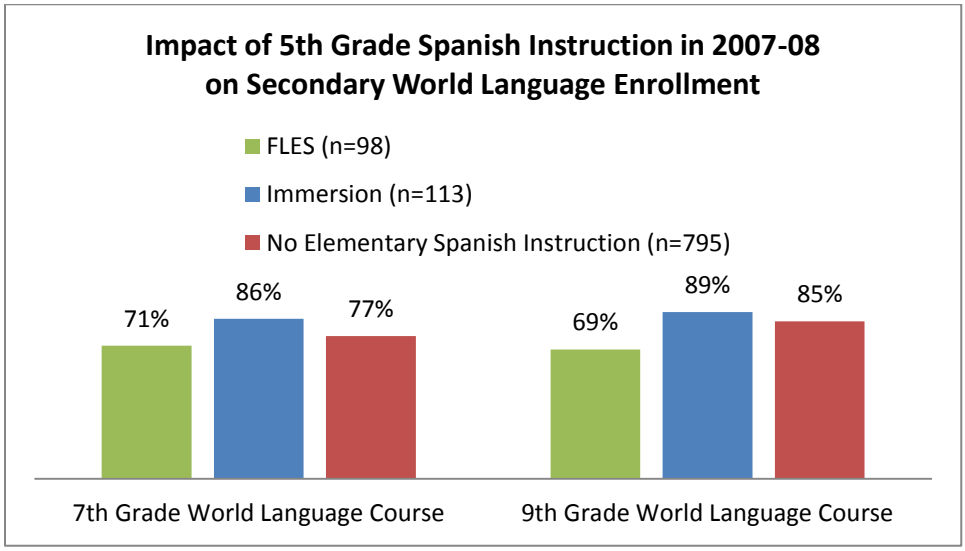
General Findings: *While all high school students, regardless of race/ethnicity, are represented in advanced World Language courses, Hispanic students are over-represented in AP and Spanish for Fluent Speakers courses while Whites are over-represented in IB courses. Black and Asian students are under-represented in AP, IB, or Spanish for Fluent Speakers courses. Female students enroll in higher level language courses at a greater rate than males. Disabled students are least represented in higher level language courses overall.*

The Impact of Elementary Spanish Instruction on Secondary World Languages Enrollment

A Spanish Immersion program has been available at Key Elementary School since 1985-86 and at Claremont Elementary School since 2003-04. The Spanish Immersion program immerses students in the Spanish language as they learn Spanish reading/writing, mathematics, science, and music or art. Several other elementary schools offer the Foreign Language in the Elementary Schools (FLES) program, which provides students with a Spanish language arts class. The FLES program has grown in Arlington from two schools in 2006-07 to eleven schools in 2011-12. (For a complete listing of participating schools, see Table 1 in Appendix B4.)

To determine the impact these two programs have had on secondary World Language enrollment, data were collected at the 5th, 7th, and 9th grade levels, where applicable, beginning in 2005-06. The data indicate that the Immersion program does impact middle school and high school World Language enrollment. Students who participated in the Immersion program as 5th graders in 2007-08 enrolled in World Language courses at a higher rate as 7th graders (in 2009-10) and as 9th graders (in 2011-12) than those students who either took part in FLES or did not participate at all in Spanish instruction at the elementary level.

Figure 4: Impact of Elementary Spanish Instruction on Middle School and High School World Language Enrollment



One reason why Immersion may play a significant role in later World Language enrollment is because there is a clear pathway for Immersion students as they enter middle school. Students who attended Key or Claremont Elementary may enroll in Gunston Middle School's continuing Immersion program where they receive Science and History instruction in Spanish and participate in a Spanish Language Arts class in an uninterrupted sequence from 6th grade to 8th grade. Clear pathways such as this are not available for rising middle school students who participated in the FLES program. Transitional Spanish is only available to former FLES students and non-FLES students who demonstrate benchmark proficiency in Spanish. In addition, these students must be reading on grade level in English. Students who don't meet these requirements cannot enroll in a Spanish class or other World Language class until 7th grade, along with those students who did not have access to Spanish instruction at all in elementary school.

The majority of 5th grade Immersion students are Hispanic or White, yet a greater percentage of White students enroll in World Language courses in both 7th grade and 9th grade. Very few Black students, and even fewer Asian students, participated in the elementary Immersion and FLES programs in 2007-08, making it difficult to determine the impact those programs had on later World Language enrollment for these subgroups.

Table 13: Impact of Grade 5 Spanish Instruction in 2007-08 on 7th and 9th Grade World Language Enrollment

Race/Ethnicity	5th Grade Spanish Instruction 2007-08	Number of Students	% Enrolled in 7th Grade World Language Course 2009-10	% Enrolled in 9th Grade World Language Course 2011-12
White	FLES	28	75%	89%
	Immersion	49	96%	96%
	None	443	90%	93%
Hispanic	FLES	43	67%	60%
	Immersion	52	79%	83%
	None	165	50%	68%
Black	FLES	17	65%	65%
	Immersion	6	83%	100%
	None	94	55%	71%
Asian	FLES	9	89%	67%
	Immersion	6	67%	83%
	None	89	80%	89%

However, Black students who were enrolled in a grade 5 Immersion school appear to continue with their language studies at a greater rate in middle school than those Black students who were enrolled in a grade 5 FLES school or Black students who did not receive any language instruction in grade 5. (Due to low enrollment, no patterns emerged for 9th grade enrollment.) Similarly, Hispanic students who were enrolled in a grade 5 Immersion school continue with their language studies at a greater rate in grade 7 and grade 9 than FLES students or students who had no elementary language instruction. (See Table 4 in Appendix B4.)

The Immersion program appears to generally have had a positive impact on both 7th and 9th grade World Language enrollment among the genders, across economic statuses, between LEP and non-LEP students, and within the non-disabled population. Among the disabled population, however, the data was inconsistent, as table 5 shows.

The FLES program does not appear to have the impact that the Immersion program has on 7th and 9th grade World Language enrollment. In fact, in most cases where the data were disaggregated, students who had no World Language instruction whatsoever in elementary school enrolled in 7th and 9th grade World Language courses at a higher percentage than those students who had participated in FLES.

Table 14: Impact of Grade 5 Spanish Instruction on 7th and 9th Grade World Language Enrollment for Disabled Students

	School Year	5th Grade Spanish Instruction	Number of Students	% Enrolled in 7th Grade World Language Course	% Enrolled in 9th Grade World Language Course
Disabled Students	2009-10	FLES	58	26%	n/a
		Immersion	12	17%	n/a
		None	123	39%	n/a
	2008-09	FLES	48	25%	n/a
		Immersion	20	30%	n/a
		None	112	35%	n/a
	2007-08	FLES	20	10%	25%
		Immersion	18	44%	72%
		None	128	35%	49%
	2006-07	FLES	12	58%	42%
		Immersion	13	38%	38%
		None	128	38%	46%
	2005-06	FLES	n/a	n/a	n/a
		Immersion	10	30%	50%
		None	151	28%	41%

General Findings: *Overall, students who participate in Spanish Immersion at the elementary level appear to enroll in 7th and 9th grade World Language courses at a greater rate than their peers, with White students enrolling at a higher rate than Hispanic, Black, or Asian students. The FLES program does not appear to have the impact on enrollment that Immersion has, and in many cases subgroups of students who had no elementary World Language instruction enrolled in 7th and 9th grade World Language courses at a higher rate than former FLES students.*

Alignment and Efficacy of FLES Implementation

The Foreign Language in the Elementary Schools (FLES) Program Evaluation Report, which was presented to the Arlington School Board on January 20, 2011, looked at the efficacy of FLES program implementation based on data collected in the spring of 2010 and organized according to the 2010-11 FLES Decision Matrix adopted by the School Board. (See Appendix E3.) While scores will be discussed

later in this report, it is worth noting here that student proficiency outcomes exceeded expectations for listening, speaking, and reading comprehension. FLES students also exceeded the proficiency expectations for communication identified by the American Council on the Teaching of Foreign Languages (ACTFL).

The long-term benefits for FLES students are evident. The ACTFL Standards for World Language Learning are based on the philosophy that, "Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad." To that end, the measureable success of the APS FLES program provides students with access to future participation and success in World Languages at the secondary level, college, and beyond.

Initial findings showed that FLES aligned with the 2005-2011 APS Strategic Plan and School Board Vision, Mission, and Priorities as evidenced by

- the Strategic Plan Goal to "prepare each student to succeed in a diverse, changing world";
- the Strategic Plan Indicator that aims for all students to complete level III of a World Language by the end of grade 10;
- the Strategic Plan Indicator that aims for all students to participate in World Language classes at various levels; and
- the mission statement that "APS instills a love of learning in its students and prepares them to be successful global citizens."

General Findings: *While conclusions cannot be drawn at this time due to limited cohort longevity (the cohort consisted of FLES students who were in their fourth year of a six-year program), expectations at the time of this report were that this solid foundation for language learning would lead to continued enrollment in language proficiency programs in secondary school. However, current data show that while students have a solid foundation for World Language proficiency, they lack the opportunity to continue their studies due to scheduling and logistical constraints. A clear pathway is not available to former FLES students who may want to continue their language study at the middle school level.*

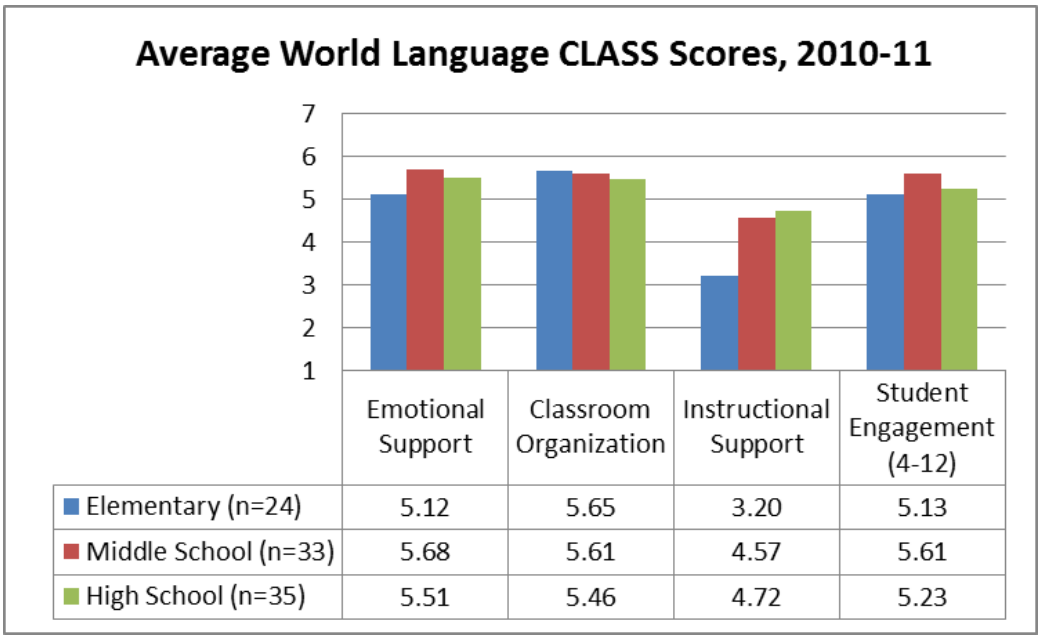
Best Instructional Practices

Classroom Assessment Scoring System (CLASS)

The CLASS observation tool, developed by the University of Virginia's Curry School of Education, was used to assess the interactions between teachers and students to help evaluate how well the World Languages program was implemented in APS classrooms. The CLASS tool organizes these interactions into three broad domains: (1) Emotional Support, (2) Classroom Organization, and (3) Instructional Support. The upper elementary and secondary CLASS tool employs an additional domain: (4) Student Engagement. Each domain contains specific observable dimensions geared toward age appropriateness. (For more information on CLASS and its alignment with APS Best Instructional Practices, see Appendices C1 and C2.) In addition to the broad domains, two composite scores were developed for APS to assess effective instruction for gifted learners (Differentiation Composite) and to assess culturally responsive behaviors in the classroom (Culturally Responsive Composite).

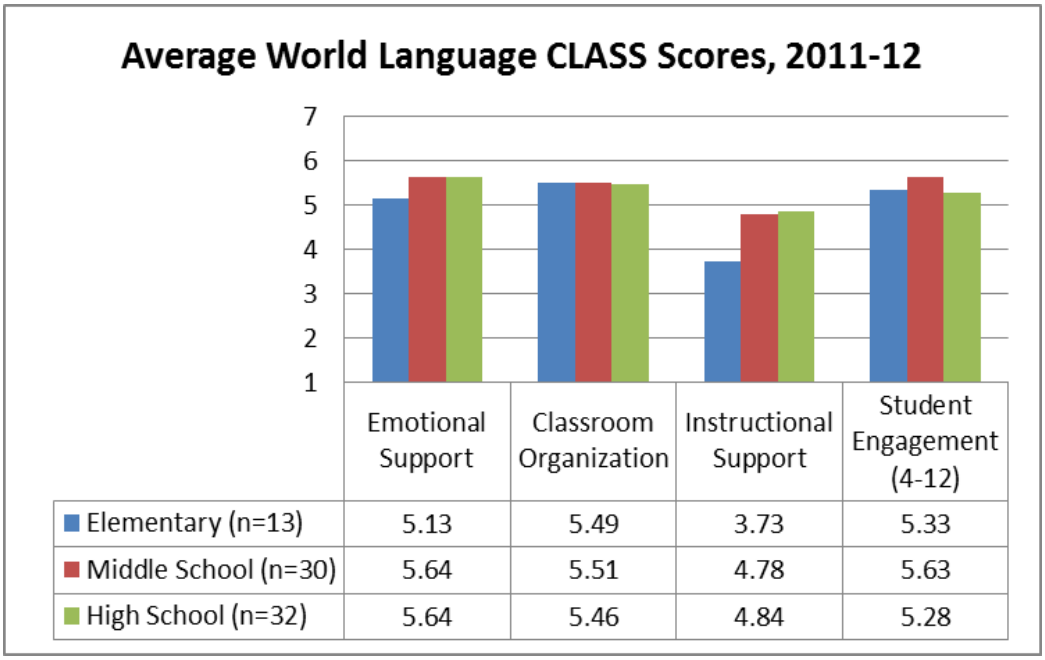
CLASS observations were conducted in World Language classes across grade levels in 2010-11 and 2011-12. The CLASS tool utilizes a 7-point scale, with 1 and 2 in the low range; 3, 4, and 5 in the middle range; and 6 and 7 in the high range. Overall, APS World Language classrooms scored in the upper middle range in three of the four domains at the elementary, middle, and high school levels.

Figure 5: Average World Language CLASS Scores, 2010-11



	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)
Elementary (n=24)	5.12	5.65	3.20	5.13
Middle School (n=33)	5.68	5.61	4.57	5.61
High School (n=35)	5.51	5.46	4.72	5.23

Figure 6: Average World Language CLASS Scores, 2011-12



	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)
Elementary (n=13)	5.13	5.49	3.73	5.33
Middle School (n=30)	5.64	5.51	4.78	5.63
High School (n=32)	5.64	5.46	4.84	5.28

The lowest scores were applied to the Instructional Support domain. Instructional Support covers six dimensions that are designated as grade appropriate:

(1) concept development, grades pre-K–3;
(2) content understanding, grades 4–12;
(3) analysis and problem solving, grades 4–12;
(4) quality of feedback, grades pre-K–12;
(5) language modeling, grades pre-K–3; and
(6) instructional dialogue, grades 4–5.

Observers scored the Analysis and Problem Solving dimension particularly low. This dimension assesses the degree to which teachers facilitate students' use of higher level thinking skills. While middle school classrooms scored an average of 4.21 and high school classrooms scored an average of 4.38 in 2010-11, elementary school classrooms scored an average of 2.38. (At the elementary level, the Analysis and Problem Solving dimension applies to grades 4 and 5 only.) In 2011-12, elementary school classrooms scored an average of 2.67, middle school classrooms scored an average of 4.17, and high school classrooms scored an average of 4.44.

K–3 World Language classrooms also scored low in the Instructional Support dimension of Concept Development, which assesses how well teachers use discussion and activities to promote students' higher order thinking skills. In 2010-11 the average score in this dimension was 2.56; in 2011-12 the average score was a point higher than the previous year at 3.57. (See Tables 1 and 2 in Appendix C3.)

Another dimension of importance to World Languages is Language Modeling, which is a lower elementary dimension and captures the quality and amount of time devoted to the teacher's use of language-stimulation and language-facilitation techniques. In 2010-11, this dimension received a score of 3.44 in elementary classrooms overall; in 2011-12 that score increased slightly to 3.71.

There was no noticeable difference in CLASS scores when the data was disaggregated by World Language program (i.e., FLES, Immersion, or secondary World Language classes). (See Table 3 in Appendix C3.)

General Findings: *While World Language classrooms at the elementary, middle, and high school levels demonstrate good emotional support, effective classroom organization, and high levels of student engagement, there is plenty of room for improvement, especially in the area of Instructional Support. Specifically, teachers at all grade levels scored in the low-mid range for presenting lessons that did not facilitate higher level thinking skills, such as analysis and reasoning. Program type (Immersion, FLES, and secondary World Language) did not have an effect on instructional best practices.*

World Languages Content Checklist

In the spring of 2011, World Languages content experts observed World Language classrooms to determine the degree to which best practices in World Language instruction were being utilized at the elementary, middle, and high school levels. The observation tool, or checklist, was created by the offices of Planning and Evaluation and World Languages and included 21 criteria, which content experts marked as "observed" or "not observed." The following instructional practice was observed most often:

"The learning experiences address multiple skill modalities (speaking, listening, reading, and writing)." Elementary World Language classrooms were observed using this practice 93.8% of the time; middle school use was observed 86.1% of the time; and high school use was observed 90.0% of the time. This was the highest score achieved by high school classrooms.

The practice that was observed most often at the middle school level was this: "The students have sufficient time for the practice of skills and processes presented in the lesson." This was observed 91.7% of the time at the middle school level, but only 85.0% of the time at the high school level and just 78.1% of the time at the elementary school level.

Generally, best practice outcomes were observed more frequently at the elementary level than middle school or high school levels.

Table 15: World Languages Observed Outcomes by Level, Spring 2011

Checklist Item	Elementary School (n = 32)	Middle School (n=36)	High School (n = 40)
The teacher monitors comprehension, confidence and application of language skills.	96.9%	75.0%	85.0%
The teacher presents vocabulary in meaningful context.	93.8%	75.0%	70.0%
The lesson reflects real world, language performance goals.	90.6%	80.6%	70.0%
The teacher uses the target language almost exclusively and encourages students to do so.	90.6%	55.6%	77.5%

The following two outcomes were observed the least: (1) "The teacher differentiates instruction according to the students' proficiency levels," and (2) "The students have opportunities to learn about the cultures, ideas, geography, and history of societies where the language is/was spoken."

Table 16: World Languages Observed Outcomes by Level and Program, Spring 2011

Checklist Item	Elementary School (n = 32)	Middle School (n=36)	High School (n = 40)	FLES (n=17)	Immersion (n=22)	Secondary WL (n=69)
The teacher differentiates instruction according to the students' proficiency levels.	28.1%	44.4%	55.0%	29.4%	45.5%	46.4%
The students have opportunities to learn about the cultures, ideas, geography, and history of societies where the language is/was spoken.	31.3%	44.4%	57.5%	35.3%	22.7%	55.1%

When the data was disaggregated by World Language program type, over 94% of FLES classrooms exhibited language performance goals, learning experiences that addressed multiple skill modalities, vocabulary in meaningful context, and the monitoring of comprehension and application of language skills. Immersion classrooms scored higher than this in only one area: they displayed culturally and linguistically significant materials in their classrooms 100% of the time.

For more information on checklist outcomes by level and program, see Tables 1 and 2 in Appendix C4.

At the high school level, data was further disaggregated by delivery format. Traditional classrooms scored high in the following three areas:

- The classroom displays include materials that are culturally and linguistically significant. (93.4%)
- The students have sufficient time for the practice of skills and processes presented in the lesson. (86.9%)
- The learning experiences address multiple communicative modes (interpersonal, presentation, and interpretive). (86.9%)

Non-traditional classrooms (Distance Learning) scored a 92.9% in the following four areas:

- The learning experiences address multiple communicative modes (interpersonal, presentation, and interpretive).
- The teacher presents vocabulary in meaningful context.
- The teacher monitors comprehension, confidence, and application of language skills.
- The students have sufficient time for the practice of skills and processes presented in the lesson.

For more information on checklist outcomes by secondary program delivery format, see Table 3 in Appendix C4.

General Findings: *The quality of World Language instruction differed by grade level and program, but areas of improvement were identified in specific categories at all levels. Three areas of concern overall are (1) the need for teachers to differentiate instruction according to students' proficiency levels, (2) the need for students to have more opportunities to learn about the culture and history of the language, and (3) the need for teachers to group students for engagement in meaningful linguistic tasks.*

Alignment of School Syllabi to World Languages Requirements

A number of local, state, and national documents guide World Language instruction in APS, including *The Standards for Foreign Language Learning in the 21st Century and Foreign Language Standards for the Learning for Virginia Public Schools.*[11] According to the standards outlined in the *Secondary World Languages Curriculum Framework for Arlington Public Schools, 2010,* the *Spanish for Fluent Speakers Curriculum Framework for Arlington Public Schools, 2011,* and the *APS Latin Curriculum Framework, 2010,* students should receive instruction in the "five Cs":

- communication
- culture
- connections
- comparisons
- community

There are 11 overall standards and 37 performance standards associated with these five goals. The complete set of guiding documents can be found in Appendix G.

[11] This document can be found at http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/complete/stds_foreignlanguage.pdf.

In 2011, the APS School Board approved two new communication policies related to student progress, grading, and reporting: (1) *APS Policy Implementation Procedures 20-5.100 Communication – Student Progress, Program, and Grading*—schools are to communicate program goals, student progress, and expected outcomes to parents; and (2) *APS Policy Implementation Procedures 20-5.150 Communication – Grade Reporting to Parents (Grades 6–12)*—teachers must develop course syllabi for parents and students that define grading procedures and outline the standards and requirements of the course.

Prior to these new policies taking effect, 127 course syllabi from APS middle and high schools were collected to assess the extent to which APS schools were already meeting the various requirements. The study was conducted by Hanover Research Council (HRC). The complete HRC report on World Languages Syllabi can be found in Appendix E1.

HRC first reviewed the alignment of the syllabi to the *APS Secondary World Languages Curriculum Framework, APS Spanish for Fluent Speakers Curriculum Framework,* and the *APS Latin Curriculum Framework* with a focus on the "five Cs", as listed above[12]. Overall, approximately half of the goals and objectives were found to be reflected in the syllabi collected in the fall of 2011, with middle schools including a slightly higher average number of requirements than the high schools. "Communication" objectives were most frequently mentioned in the syllabi, while "community" objectives were the most frequently omitted. Of all the languages, French syllabi reflected the highest number of standards, and Latin syllabi reflected the lowest number.

Secondly, HRC found that the majority of syllabi did not address how the curriculum builds upon previous courses from one year to the next. Though articulation is not a requirement defined within APS policy implementation procedures, it is considered a best practice and was examined across the syllabi, languages, and levels.

Finally, the new *APS Policy Implementation Procedures (PIP) 20-5.150,* which was to take effect in November of 2011, lists eight criteria that are to be included in each syllabus along with the following statement, "Student grades reflect student achievement and not student behavior." HRC discovered that this statement was not included in any syllabus, and no syllabus included more than five of the eight criteria. Of the 127 unique syllabi examined, 108 contained information on how various assessments are used to calculate a student's quarterly and final grades, while just one gave an explanation on how a final grade would be calculated in the absence of a final exam. Overall, the average number of grade reporting criteria was relatively constant across the schools.

Since the release of the HRC Report, *Review and Analysis of World Languages Syllabi at the Secondary Level,* the World Languages Program Office has developed and deployed a World Languages syllabus template for schools to use that incorporates the criteria identified by the APS School Board while making allowances for school flexibility where appropriate. It was used for the first time in the fall of 2012.

[12] Middle school Immersion syllabi were evaluated using the *APS Spanish for Fluent Speakers Curriculum Framework,* found in Appendix G4.

General Findings: *Alignment of the syllabi to the World Languages Curriculum Frameworks was generally low. Of the five "C's" of instruction, communication was referenced in the syllabi most frequently. Middle school syllabi included a slightly higher average percentage of curriculum standards than high school syllabi, but grading processes were addressed more often at the high school level. The majority of syllabi did not mention how curriculum builds upon previous courses in the same language. Should this study be conducted again, it is likely all schools would receive high ratings in each area due to the fall 2012 implementation of a syllabus template, designed by the World Languages Program Office, to ensure that local criteria are being met.*

Evaluation Question #2: What Were the Outcomes for the Targeted Populations?

To address this question, this evaluation examined the test scores achieved by different language groups at various levels of instruction for different World Language tests. Though scores cannot be compared between tests, proficiency can be evaluated by language and program across the grade levels and within subgroups.

Evidence of Progress

Spanish Proficiency for Grade 5 FLES Students

APS adopted ACTFL standards for language proficiency around the following benchmarks:

- Novice-Low, Novice-Mid, Novice-High
- Intermediate-Low, Intermediate-Mid, Intermediate-High
- Advanced-Low, Advanced-Mid, Advanced-High

The *ACTFL Proficiency Guidelines* and the *ACTFL Performance Guidelines for K-12 Learners* can be found in Appendix G1 and Appendix G2, respectively.

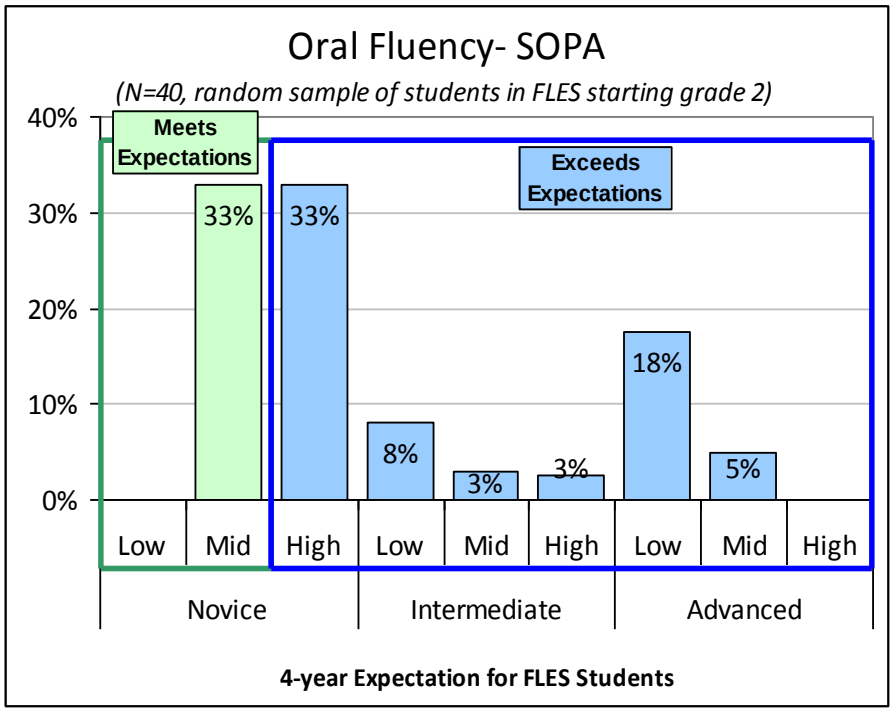
Student Oral Proficiency Assessment (SOPA)

In the spring of 2010, APS contracted with the Center for Applied Linguistics (CAL) to assess the speaking and listening proficiency of FLES students who had participated in the program the longest. CAL used the Student Oral Proficiency Assessment (SOPA) with a random sample of 40 grade 5 students. Following ACTFL standards, the FLES program set an oral proficiency goal of Novice-Mid to Novice-High for those students who had participated in FLES continually since Kindergarten. However, the sampled group of students had only been in the program since grade 2 (2006-07). Therefore, the proficiency goals were adjusted to range between Novice-Low and Novice-Mid.

The average ratings for the non-native Spanish speakers (75% of sample) fell above the adjusted goal and ranged between Novice-Mid and Novice-High, more in line with the proficiency goals for students who had been in a FLES program for six years. The average ratings for the native Spanish speakers (25% of the sample) were in the Advanced-Low and Advanced-Mid range, exceeding expectations.

Overall, 33% of the students tested met expectations; 67% exceeded expectations.

Figure 7: SOPA Oral Fluency Compared to FLES Expectations, 2010



National Online Early Language Learning Assessment (NOELLA) and STAMP 4Se

Also in the spring of 2010, 108 APS 5th grade FLES students were administered the National Online Early Language Learning Assessment (NOELLA) for reading proficiency. Among the group of students tested, 83 had entered the FLES program in grade 2, and 25 of them had entered after grade 2. These students were expected to score between Novice-Low and Novice-Mid, but they performed better than expected. (The NOELLA scale for Reading does not include Advanced levels of proficiency.) Overall, 55% of the students tested met expectations; 45% exceeded expectations.

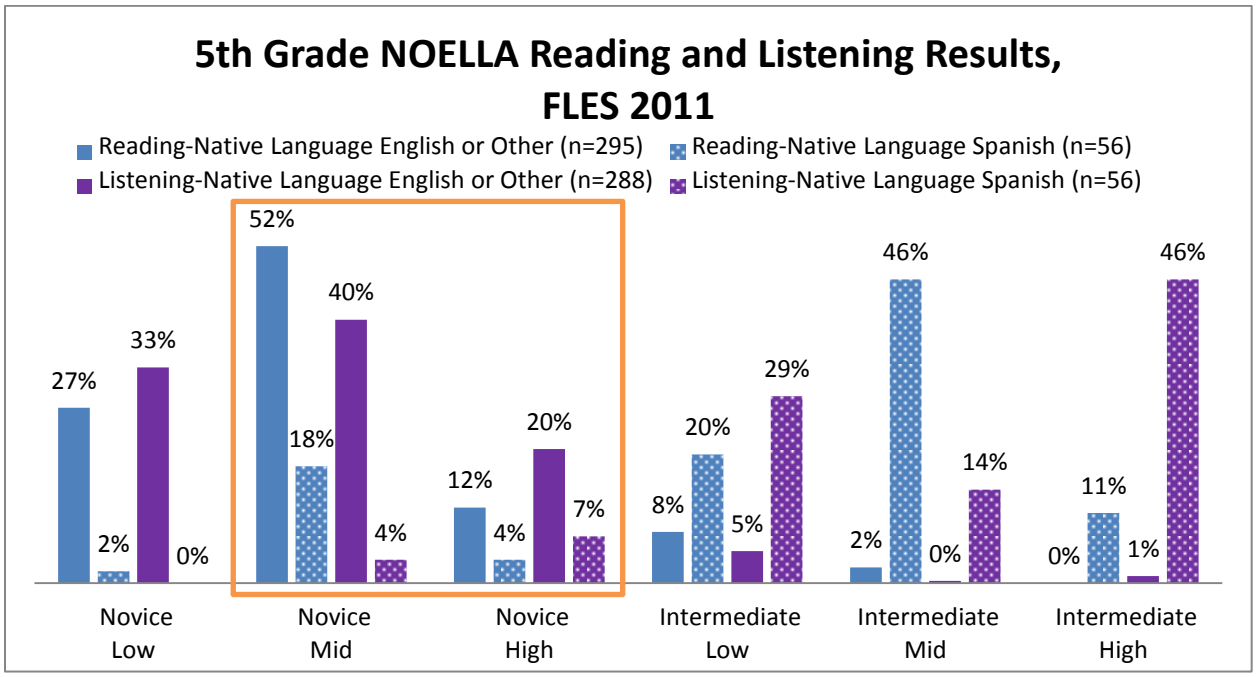
Additional information on the preliminary outcomes of the FLES program through 2010, which were presented to the School Board in January 2011, can be found in Appendix E3.

The NOELLA was again administered to 5th grade students in the spring of 2011. Over 300 students from seven elementary schools, who had received a varying number of years of FLES instruction, participated in the test. That year, the NOELLA was used to assess students in the areas of Reading and Listening, with the benchmark set between Novice-Mid and Novice-High. (Like the NOELLA scale for Reading, the NOELLA scale for Listening does not include Advanced levels of proficiency.)

Of the students whose first language was English or something other than Spanish, 64% met the benchmark for Reading, 10% percent exceeded the benchmark, and 27% fell below it. Of the students whose first language was Spanish, 22% met the benchmark for reading while 76% exceeded it.

Of the students whose first language was English or something other than Spanish, approximately 66% met or exceeded the benchmark for Listening while 33% fell below the benchmark. Among native Spanish speakers, 11% met the benchmark for Listening while 89% exceeded it.

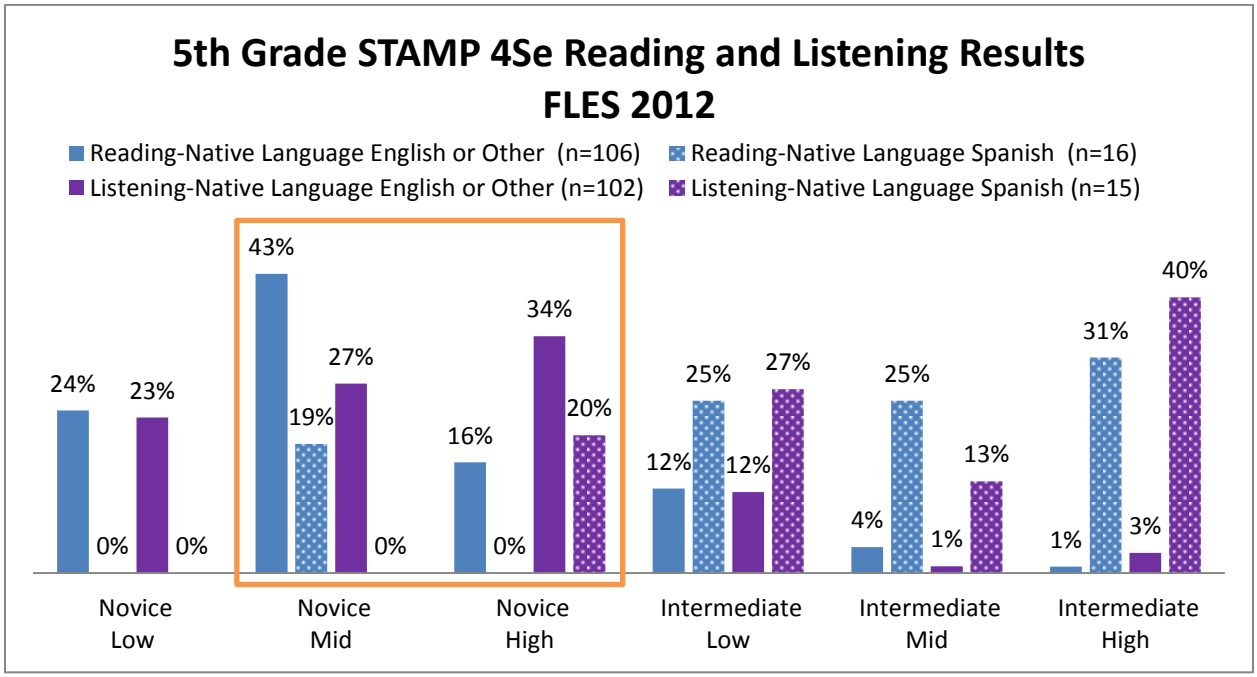
Figure 8: NOELLA Grade 5 Reading and Listening Results for FLES, 2011



In the spring of 2012, the revised version of the NOELLA—the STAMP 4Se—was administered to 5th grade students from Glebe and Henry Elementary Schools, the first two schools to provide the FLES program. These students would have received Spanish language instruction since Kindergarten.

The STAMP 4Se assessed students in the areas of Reading, Listening, Writing, and Speaking. Once again, the benchmark was set between Novice-Mid and Novice-High.

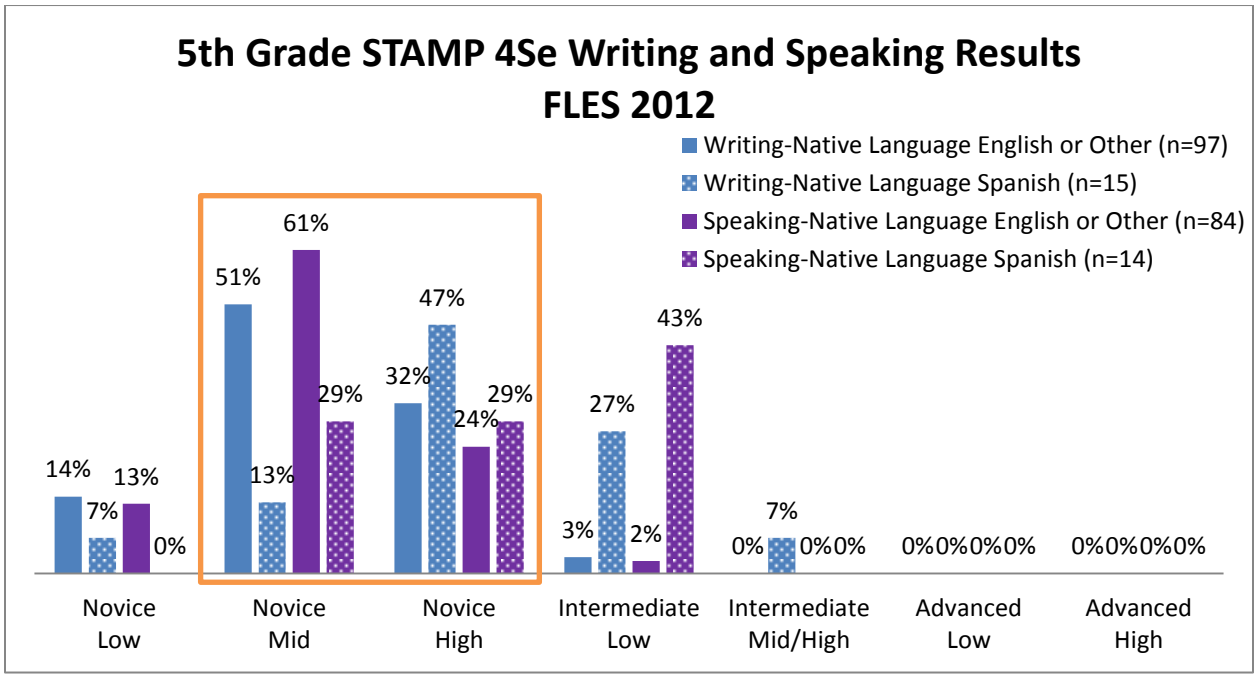
Figure 9: STAMP 4Se Grade 5 Reading and Listening Results for FLES, 2012



Of the students whose first language was English or a language other than Spanish, 59% met the benchmark for Reading, 17% exceeded it, and 24% fell short of the benchmark. Of the students whose first language was Spanish, 19% met the benchmark for Reading, and 81% exceeded it.

The benchmark for grade 5 FLES students on the Writing and Speaking subtests of the STAMP 4Se was also Novice-Mid to Novice-High. It is important to note that the scale on the new version of the test—administered for the first time in 2011-12—was adjusted to include Advanced proficiency levels, and the Intermediate-Mid and Intermediate-High benchmarks were combined.

Figure 10: STAMP 4Se Grade 5 Writing and Speaking Results for FLES, 2012



The majority of students, whatever their native language, met the benchmarks for Writing and Speaking. Among students whose native language was English or something other than Spanish, 14% fell below the benchmark for Writing and 3% exceeded it. Among students whose native language was Spanish, 7% fell below the benchmark and 34% exceeded it. In the area of Speaking, 13% of the students whose native language was English or something other than Spanish fell below the benchmark while 2% exceeded it. No student whose first language was Spanish fell below the benchmark for Speaking, and 43% exceeded it.

For more information on the SOPA, NOELLA, and STAMP 4Se results for grade 5 Immersion students, see Appendix E2 and Appendix D1.

General Findings: *Grade 5 FLES students met or exceeded the benchmarks established for Spanish proficiency in Reading, Listening, and Speaking in the spring of 2010. In the springs of 2011 and 2012, FLES students whose first language was Spanish met or exceeded the Reading, Listening, Writing, and Speaking benchmarks. However, roughly a quarter of the FLES students whose first language was English or something other than Spanish did not meet the benchmark in Reading and Listening in both years, and roughly 14% did not meet the Writing and Speaking benchmarks.*

Spanish Proficiency for Grade 5 Immersion Students

Student Oral Proficiency Assessment (SOPA)

In the spring of 2011, APS again contracted with the Center for Applied Linguistics (CAL) to assess the oral language proficiency of students—this time for Immersion students. Approximately 50% of the Immersion population in 5th and 8th grades were administered the Student Oral Proficiency Assessment (SOPA) to assess oral fluency, grammar (speaking), vocabulary (speaking), and listening comprehension.

The following proficiency levels were employed:

- Junior Novice-Low, Junior Novice-Mid, Junior Novice-High
- Junior Intermediate-Low, Junior Intermediate-Mid, Junior Intermediate-High
- Junior Advanced-Low, Junior Advanced-Mid, Junior Advanced-High

It was the district's expectation that students in 5th grade would score at the Junior Intermediate-Mid level in the three skills that assess language production (oral fluency, grammar, and vocabulary) and at the Junior Intermediate-High level for listening comprehension. Students in the 8th grade were expected to score at the Junior Advanced-Low level for the three language production skills and at the Junior Advanced-Mid level for listening comprehension.

In all four areas (oral fluency, grammar, vocabulary, and listening comprehension), the majority of students in both grade 5 and grade 8 scored above the benchmarks, and native Spanish speakers achieved higher ratings than native English speakers. Just a handful of students, predominantly native English speakers, scored below the benchmark on each test.

Additional information and results from the SOPA administration can be found in Appendix E2.

National Online Early Language Learning Assessment (NOELLA) and STAMP 4Se

For purposes of this evaluation, 5th grade students enrolled in the Immersion programs at Claremont and Key Elementary Schools were administered the National Online Early Language Learning Assessment (NOELLA) in the spring of 2011 and the revised version of the test—the STAMP 4Se—in the spring of 2012. Students who scored high on the NOELLA in the spring of 2011 were also administered the Aprenda 3 assessment. This test was designed to measure the academic achievement of Spanish speaking students in their native language, but it was administered to both native Spanish speakers and non-native Spanish speakers who demonstrated proficiency in the Spanish language.

The NOELLA (2010-11) assessed students in the areas of Reading and Listening using the following six benchmarks:

- Novice-Low, Novice-Mid, Novice-High
- Intermediate-Low, Intermediate-Mid, Intermediate-High

The STAMP 4Se (2011-12) assessed students in the areas of Reading, Listening, Writing, and Speaking. While the Reading and Listening benchmarks remained the same, the Writing and Speaking benchmarks combined two of the Intermediate levels and added two Advanced levels as follows:

- Novice-Low, Novice-Mid, Novice-High
- Intermediate-Low, Intermediate-Mid/High
- Advanced-Low, Advanced-High

The benchmark for grade 5 Immersion students was between Novice-High and Intermediate-Low. Between 96% and 97% of APS students tested met or surpassed this benchmark in both years for Reading and Listening, whether their first language was Spanish, English, or something else.

Between 2011 and 2012, the percentage of students exceeding the benchmark in Listening rose for both native Spanish speakers and non-native Spanish speakers.

Figure 11: NOELLA Grade 5 Reading and Listening Results for Immersion, 2011

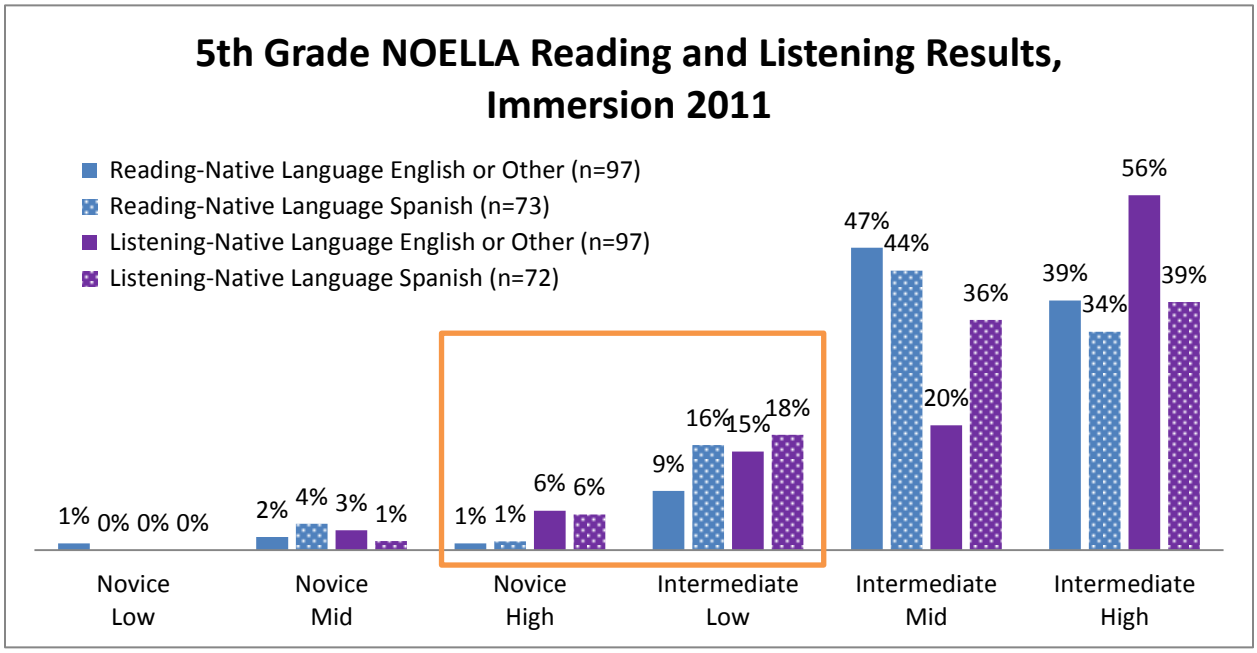
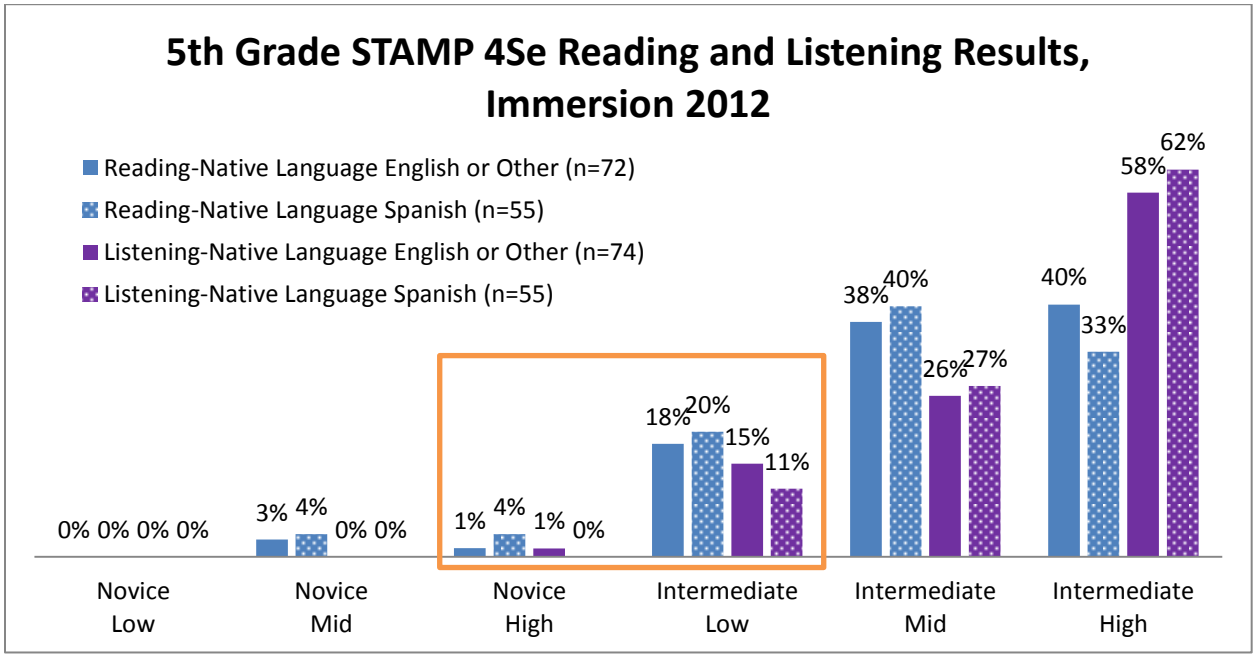
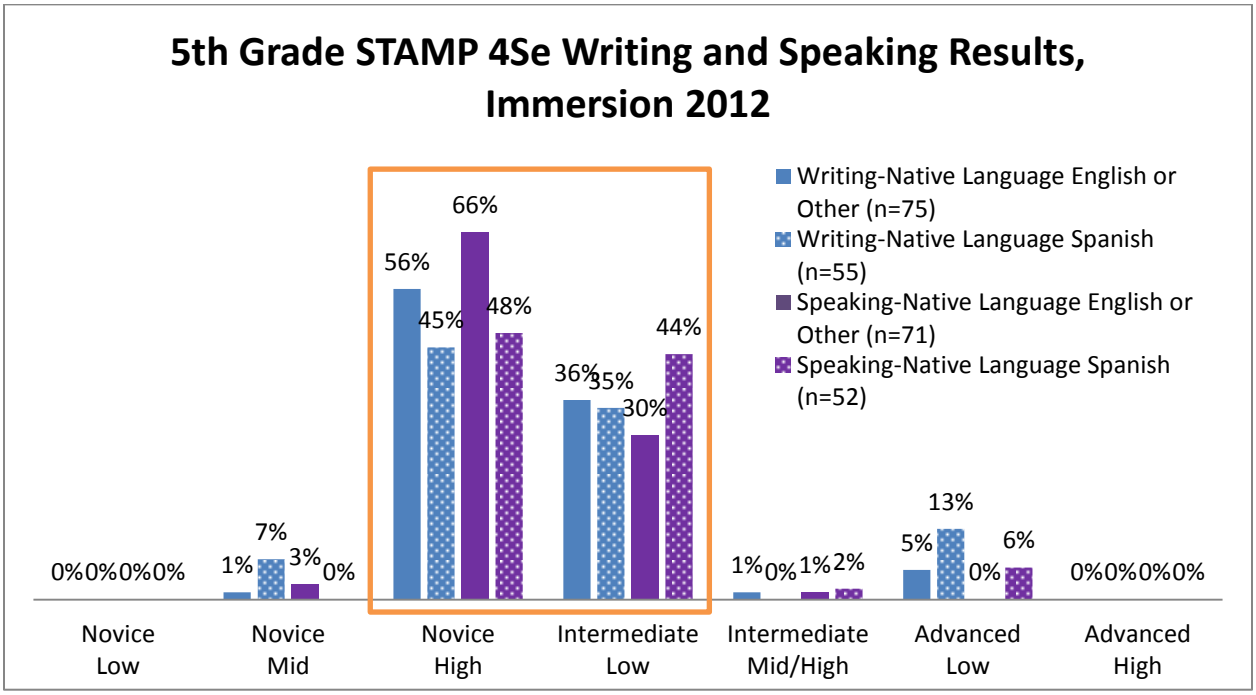


Figure 12: STAMP 4Se Grade 5 Reading and Listening Results for Immersion, 2012



The benchmark for grade 5 students on the Writing and Speaking subtests of the STAMP 4Se, administered in the spring of 2012 only, was also Novice-High to Intermediate-Low, which is where the greatest majority of students scored. It is worth noting, however, that among students classified as native Spanish speakers, 13% scored in the Advanced range for Writing and 6% scored in the Advanced range for Speaking.

Figure 13: STAMP 4Se Grade 5 Writing and Speaking Results for Immersion, 2012



For more information on the NOELLA and STAMP 4Se results for grade 5 Immersion students, see Appendix D1.

Of the 170 5th grade students who participated in the NOELLA in 2011, 43 were selected to participate in the Aprenda 3 norm-referenced assessment. These students were tested in Vocabulary, Language, Spelling, Listening Comprehension, and Reading Comprehension. Between 80 and 100 percent of the test takers scored at or above the 60th percentile in each area except one: Spelling. The complete results of the Aprenda 3 assessment for grade 5 Immersion students can be found in Appendix D2.

General Findings: *The vast majority of grade 5 Immersion students met or exceeded the benchmarks established for proficiency in Reading, Listening, Speaking, and Writing in 2011 and 2012. There was little difference in performance between native Spanish speakers and students whose first language was something other than Spanish. In 2012, Immersion students scored better overall on all four tests than their peers who were enrolled in a FLES program, whether they were native Spanish speakers or not.*

Spanish Proficiency for Grade 8 Immersion Students

STAMP

The STAMP (classic) was used in the spring of 2010-11 and the STAMP 4S (a revised version of the test) was used in 2011-12 to assess grade 8 Immersion students and high school students enrolled in a level III Spanish course. The classic STAMP benchmarks included only Novice and Intermediate levels. The benchmarks for the STAMP 4S were expanded to include Advanced levels, as shown in the table below. The STAMP benchmarks, though similar to the ACTFL proficiency levels, do not directly correlate.

Table 17: STAMP Benchmarks for Middle School and High School

Reading and Listening Benchmarks	Writing and Speaking Benchmarks
• Novice-Low	• Novice-Low
• Novice-Mid	• Novice-Mid
• Novice-High	• Novice-High
• Intermediate-Low	• Intermediate-Low
• Intermediate-Mid	• Intermediate-Mid
• Intermediate-High	• Intermediate-High
• Advanced-Low (STAMP 4S only)	• Advanced-Low (STAMP 4S only)
• Advanced-Mid (STAMP 4S only)	• Advanced-Mid/High (STAMP 4S only)
• Advanced-High (STAMP 4S only)	

For comparison purposes, the STAMP 4S benchmarks have been applied to all results in this evaluation. However, it is important to note that the benchmark changes make direct comparisons of Reading scores difficult. The STAMP 4S in 2011-12 required students to achieve a 90% accuracy rating to be placed in any given level. In 2010-11, students needed to achieve an 80% accuracy rating to be placed in any given level. With the addition of Advanced levels, the STAMP 4S results will show more students scoring at higher levels in Reading when compared to the classic STAMP results. The 2011-12 data is considered to be a more accurate reflection of each student's foreign language ability. The benchmark on all subtests for all grade 8 Immersion students, regardless of their native language, is Intermediate-Low to Intermediate-High.

Approximately 90% of students met or exceeded the benchmark for Reading 2011-12. The disaggregated data provide more information. In that year, 22% of limited English proficient (LEP) students scored below the Reading benchmark compared to 5% of the non-LEP population; and 20% of the disadvantaged students scored below the Reading benchmark compared to 6% of the non-disadvantaged population. In addition, 12% of the students scoring below benchmark were Hispanic; none were White.

On the Writing subtest, just 1% of the overall population scored below the benchmark in 2010-11 compared to 6% in 2011-12. All of these students in 2011-12 were male.

On the Speaking subtest, 2% of the overall population scored below the benchmark in 2010-11 compared to 9% in 2011-12. Most of these students who scored below the benchmark in 2011-12 were classified as disadvantaged, Hispanic, or male.

The Listening subtest was administered for the first time in 2011-12. Ten percent of the test-takers scored below the benchmark; the majority were male, disadvantaged, or LEP.

Students whose native language was English or something other than Spanish tended to score higher than native Spanish speakers on three of the four STAMP 4S subtests in 2011-12. Spanish speaking students performed slightly better on the Writing subtest.

Table 18: STAMP 4S Results for Grade 8 Immersion by Native Language, 2011-12

Subtest	Native Language	No. Tested	% Below Benchmark	% At Benchmark	% Above Benchmark
Reading	English or Other	49	6%	53%	41%
	Spanish	30	17%	60%	23%
Listening	English or Other	49	6%	47%	47%
	Spanish	30	17%	63%	20%
Writing	English or Other	49	6%	90%	4%
	Spanish	30	3%	90%	7%
Speaking	English or Other	48	8%	92%	0%
	Spanish	28	11%	86%	4%

The complete STAMP results for 8th grade Immersion students can be found in Appendix D5.

General Findings: *STAMP proficiency levels and benchmark scores changed from 2010-11 to 2011-12, which may or may not be the reason why the percentage of students reaching benchmark decreased from one year to the next. Additional years of data are needed to draw conclusive results. However, it is safe to say that most of the students not making benchmark in all four subjects were male.*

Spanish Proficiency for Advanced High School Students

STAMP

High school students enrolled in a level III Spanish course participate in the STAMP assessment and are expected to score between Novice-High and Intermediate-Low on the tests for Reading, Writing, Speaking, and Listening. Around 500 high school students have participated in the STAMP for Spanish in each of the last five years. As a reminder, benchmarks were expanded and the algorithm used to place students into proficiency levels was changed in 2011-12. Therefore, direct comparisons between 2011-12 results and results from previous years are not possible, and Reading scores in particular need to be interpreted with caution.

The percentage of students meeting or exceeding the Reading benchmark increased between 2007-08 and 2010-11, from 43% to 66%. With the addition of Advanced levels of proficiency in 2011-12, 95% of test takers scored at or above the Reading benchmark for level III Spanish.

In each of the last five years, the groups with the greatest percentage below benchmark for Reading were Black and Asian students. Between 2008-09 and 2010-11, more than 60% of the Black test-takers and approximately 50% of the Asian test-takers did not reach the benchmark. In 2011-12, that number changed dramatically, with 14% of the Black population, 7% of the Hispanic population, and 5% of the Asian population not meeting benchmark compared to 2% of the White test-takers.

Table 19: STAMP Reading Benchmark Results for High School Level III Spanish by Race/Ethnicity

School Year	Race/ Ethnicity	# of Students	% Below Benchmark	% At or Above Benchmark
2011-12	Asian	59	5%	95%
	Black	69	14%	86%
	Hispanic	91	7%	93%
	White	276	2%	98%
	Other	29	3%	97%
2010-11	Asian	57	49%	51%
	Black	81	63%	37%
	Hispanic	94	33%	67%
	White	277	22%	78%
	Other	29	38%	62%

Table 20: STAMP Writing Benchmark and Gap Results for High School Level III Spanish

School Year	Race/ Ethnicity	No. Tested	% Below Benchmark	% At Benchmark	% Above Benchmark	Gap (White)
2011-12	Black	67	15%	84%	1%	15
	White	271	0%	92%	8%	
2010-11	Black	81	2%	97%	1%	1
	White	275	1%	93%	7%	
2009-10	Black	97	6%	88%	6%	5
	White	278	1%	90%	9%	
2008-09	Black	89	17%	82%	1%	16
	White	257	1%	93%	5%	
2007-08	Black	64	23%	77%	0%	21
	White	266	2%	97%	1%	

Note: Percentages may not add up to 100 due to rounding error.

A greater percentage of students who did not reach the Reading benchmark were classified as disadvantaged and LEP. No other clear patterns emerged in the Reading results among any other subgroups.

The percentage of students meeting or exceeding the Writing benchmark on the STAMP increased between 2007-08 and 2010-11, from 95% to 99%. With the addition of Advanced levels of proficiency in 2011-12, 97% of test takers scored at or above the Writing benchmark for Spanish.

Black students made the greatest improvement over four years, as the percentage of students meeting the benchmark increased from 77% in 2007-08 to 97% in 2010-11. The next year, that number slipped to 84%.

The benchmark gap between Blacks and Whites noticeably decreased over four years, from 21 percentage points in 2007-08 to 1 percentage point in 2010-11. But in 2011-12, with the introduction of the new STAMP 4S, the gap increased to 15 percentage points. No Asian students fell below benchmark in the last two years. No other clear patterns emerged in the Writing results.

The percentage of students meeting or exceeding the Speaking benchmark on the STAMP increased between 2007-08 and 2010-11, from 89% to 96%. With the addition of Advanced levels of proficiency in 2011-12, 93% of test takers scored at or above the Speaking benchmark for Spanish.

The race/ethnicity subgroup with the greatest percentage of students not meeting the benchmark for Speaking was Black. However, this number decreased considerably between 2007-08 and 2010-11, from 37% to 12%. In 2011-12, the percentage of Black students not meeting the benchmark was comparable to the year before at 14%.

Another subgroup that had a noticeably larger percentage of students not meeting the Speaking benchmark was disadvantaged students. For the last three years, the percentage point gap between disadvantaged and non-disadvantaged students remained steady at 6 percentage points.

The Listening subtest was administered for the first time in 2011-12, and 17% of the test-takers scored below the benchmark. Over 40% of the Black population did not reach the benchmark, compared to 11% of the Hispanic population, 12% of the White population, and 16% of the Asian population.

The complete STAMP results for high school level III Spanish can be found in Appendix D5.

Aprenda 3

The Aprenda 3 was also used in the spring of 2011 to assess the Spanish proficiency of grade 8 Immersion students and high school students enrolled in a Spanish for Fluent Speakers (SFS) course. It is important to remember that the Aprenda 3 test was designed to measure the academic achievement of Spanish-speaking students in their native language. Reference norms are provided by native Spanish-speaking students from the U.S., Mexico, and Puerto Rico. 48 middle school students and 189 high school students participated in the test.

Grade 8 Immersion students participated in four subtests: Vocabulary, Language, Spelling, and Listening Comprehension. High school SFS students took the following four subtests: Vocabulary, Language, Spelling, and Reading Comprehension.

Table 21: Aprenda 3 Results--Immersion Students Scoring at the 60th Percentile or Above, Spring 2011

Aprenda 3 Subtest	Percent scoring at or above the 60th percentile		
	Grade 5 Immersion	Grade 8 Immersion	High School Spanish for Foreign Speakers
Vocabulary	83.7%	60.4%	9.5%
Language	100.0%	87.5%	34.8%
Spelling	67.5%	51.0%	11.4%
Listening Comprehension	80.9%	48.9%	na
Reading Comprehension	81.5%	na	34.3%

Overall, the data show grade 5 Immersion students perform better than grade 8 Immersion students who score better than high school SFS students. While oral fluency is required to enter the SFS program, reading and writing proficiency are not. Therefore, the literacy skills among the SFS students vary greatly, as evidenced by the scores they achieved on the Aprenda 3. The test also proved to be problematic at the elementary and middle school levels because the test format is not consistent with

typical assessments used in APS classrooms and took many hours for Immersion students to complete. That said, the test will no longer be used to assess Immersion students, but until a more appropriate test is designed for SFS students, the Aprenda 3 will continue to be administered to them.

Additional information on Aprenda 3 results for grade 8 Immersion students and high school SFS students can be found in Appendix D3 and Appendix D4, respectively.

Advanced Placement (AP)

The College Board offers two types of AP Spanish exams: Spanish Language and Spanish Literature. The majority of the students enrolled in both courses are Hispanic, with a greater number of students overall enrolling in a Spanish Language course. Between 2008-09 and 2010-11, the pass rates for both tests have declined: 11 percentage points for Spanish Language and 27 percentage points for Spanish Literature. The Spanish Language pass rate is the same as it was 5 years ago, while the Spanish Literature pass rate is at its second lowest level in five years.

Table 22: AP Spanish Exam Results

Test	School Year	No. Tested	% Passing
Spanish Language	2010-11	189	72%
	2009-10	169	73%
	2008-09	233	83%
	2007-08	135	85%
	2006-07	181	72%
Spanish Literature	2010-11	50	54%
	2009-10	32	69%
	2008-09	54	81%
	2007-08	45	69%
	2006-07	32	41%

Table 23: AP Spanish Exam Results, 2006-07 to 2010-11

Race/ Ethnicity	School Year	Spanish Language		Spanish Literature	
		No. Tested	% Passing	No. Tested	% Passing
Black	2010-11	8	13%	*	*
	2009-10	13	31%	*	*
	2008-09	6	50%	*	*
	2006-07	5	40%	*	*
Hispanic	2010-11	129	80%	43	51%
	2009-10	97	79%	31	71%
	2008-09	170	87%	45	80%
	2006-07	131	79%	31	42%
White	2010-11	46	70%	*	*
	2009-10	54	76%	*	*
	2008-09	54	74%	7	86%
	2006-07	42	60%	*	*

* Data is not included when the number of participants was fewer than five. This included Asian students and "Other" ethnicities.

Though only a small number of Black students enroll in the AP Spanish courses, their pass rate is low and declining. Between 2008-09 and 2010-11, the Black pass rate for Spanish Language slipped from 50% to 13%.

Though the number is small, the majority of students enrolled in AP Spanish Literature classes are Hispanic. Their pass rate, too, is low and declining. Between 2008-09 and 2010-11, the pass rate for Hispanic students in Spanish Literature fell from 80% to 51%. This decrease is reflected in most disaggregated subgroups and is cause for concern.

Additional AP Spanish Language and AP Spanish Literature results can be found in Appendix D7.

International Baccalaureate (IB)

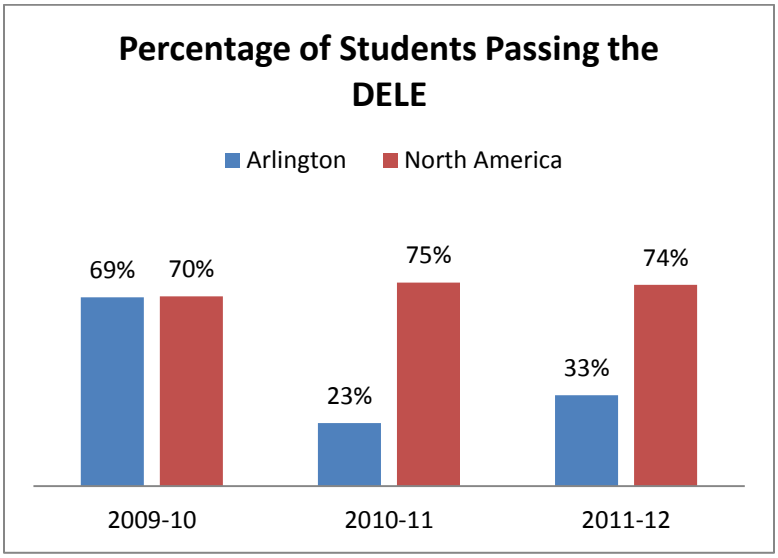
Each year, a small number of students choose to enroll in the IB Spanish language courses offered at Washington-Lee High School. The majority of these students are White and female. Between 2006-07 and 2010-11, more than 90% of these test takers passed the IB Spanish exam; 100% of White students and 100% of females passed in each year. Fewer than six Black or Asian students participated in an IB Spanish course in each of the last five years.

Additional IB Spanish Language results can be found in Appendix D7.

Diploma of Spanish as a Foreign Language (DELE)

Wakefield High School Spanish Immersion students have the option of taking the DELE (Diploma of Spanish as a Foreign Language) exam. The DELE tests students in the areas of Listening, Speaking, Reading, Writing, and Grammar. APS has administered this test to between 13 and 15 students in each of the last three years. Though the pass rate in Arlington was comparable to the national pass rate in 2009-10, the APS pass rate has not measured up to the national pass rate in each of the last two years. Students who pass this test receive official accreditation at the exam level for fluency in the Spanish language. This accreditation is issued and recognized by the Ministry of Education, Culture, and Sport of Spain.

Figure 14: Pass Rate for DELE in APS and North America by Year



Additional information on the DELE can be found in Appendix D8.

General Findings: *Students enrolled in a level III Spanish course performed well in Reading, Writing, and Speaking as the percentage of students not making benchmark on the STAMP tests decreased between 2007-08 and 2010-11. With a change in algorithms and proficiency levels, 2011-12 data comparisons are not possible. However, Black students continue to lag behind their White, Hispanic, and Asian peers in meeting the established benchmarks. The AP Spanish Language and AP Spanish Literature pass rates have been on a steep decline for that last three years. Likewise, the percentage of students passing the DELE exam has dropped dramatically over the same period. The IB Spanish pass rate, however, has remained consistently high, but the number of test-takers is small and primarily White and female.*

French Proficiency for Advanced High School Students

STAMP

High school students enrolled in a level III French course participate in the STAMP assessment, which assesses Reading, Writing, Speaking, and Listening skills. Students are expected to score between Novice-High and Intermediate-Low on each of the STAMP tests. (See Table 17 on page 53 for information on past and current STAMP benchmarks.) On average, 227 high school students participated in the STAMP for French in each of the last five years.

Between 2007-08 and 2010-11, approximately two-thirds of all test-takers met or exceeded the benchmark in Reading. But in 2011-12, this number increased to 94%. As stated earlier, the STAMP was revised in 2011-12, and the new STAMP 4S utilized an adapted algorithm and incorporated additional benchmark levels into the mix. As a result, Reading results prior to 2011-12 need to be interpreted with caution.

Because the new STAMP 4S is considered to facilitate a more accurate identification of each test taker's ability, and because the STAMP 4S will show more students scoring at a higher rate for Reading, it is not possible to compare the 2011-12 Reading results to the previous years' results. However, it is worth noting that in 2011-12, 4% of the White test-takers, 13% of the Asian test-takers, and 19% of the Black test-takers scored below the benchmark, while 100% of Hispanic test-takers scored at or above the benchmark. These results can serve as a baseline for French proficiency in future years. (See Table 15 in Appendix D5.)

Table 24: STAMP Reading Benchmark Results for High School Level III French, 2011-12

Race/ Ethnicity	Number Tested	% Below Benchmark	% At Benchmark	% Above Benchmark
Asian	30	13%	57%	30%
Black	21	19%	43%	38%
Hispanic	36	0%	47%	53%
White	137	4%	31%	66%
Other	11	0%	64%	36%

The percentage of students meeting or exceeding the Writing benchmark on the STAMP assessment for French remained relatively steady between 96% and 99% for each of the last five years. In 2010-11 and 2011-12, 7% and 5% of the Black test-takers, respectively, scored below the benchmark. No other race/ethnicity subgroup fell below the benchmark for Writing in French.

The percentage of students meeting or exceeding the Speaking benchmark on the STAMP for French increased between 2007-08 and 2010-11, from 93% to 97%. With the addition of Advanced levels of proficiency in 2011-12, that number slipped back to 93%. The subgroup with the greatest percentage of students not meeting the benchmark for Speaking was Black students. Large gains were made between 2009-10 (12% not meeting benchmark) and 2010-11 (7% not meeting benchmark), but in 2011-12, 22% of the Black test-takers did not meet the benchmark.

Another subgroup that had a noticeably larger percentage of students not meeting the Speaking benchmark in French was disabled students. In 2011-12 alone, a third of the students classified with a disability did not make the benchmark. This data, however, needs to be interpreted with caution due to the low number of disabled students enrolled in an advanced French course.

The Listening subtest was administered for the first time in 2011-12, with 73% of the test-takers scoring above the benchmark. A large percentage of students from each race/ethnicity subgroup (22% to 44%) scored below the benchmark.

The complete STAMP results for high school level III French can be found in Appendix D5.

Advanced Placement (AP)

The College Board offers a French Language exam for students enrolled in AP French. Approximately 30 students participate each year, and the pass rate has slowly increased from 50% in 2007-08 to 57% in 2010-11. The majority of test-takers are White, non-disadvantaged, non-disabled, non-LEP, and female.

Additional AP French data can be found in Appendix D6.

International Baccalaureate (IB)

Each year, around 30 students enroll in the IB French language courses offered at Washington-Lee High School. The pass rate was at its highest level in 2006-07 (100%). In 2010-11, the pass rate was 88%. The majority of these students are White, female, non-disadvantaged, non-disabled, and non-LEP. With enrollment in each of the corresponding subgroups low (usually fewer than five students), no additional conclusions can be drawn.

Additional IB French results can be found in Appendix D7.

General Findings: *The majority of students enrolled in a level III French course generally scored above benchmark on the Reading, Writing, Speaking, and Listening STAMP assessments. Black and Asian subgroups had the greatest percentage of students not meeting the benchmark in all four areas. A large percentage of disabled students also struggled to reach the benchmark in Speaking. Between 2007-08 and 2010-11, the AP French exam pass rates have hovered around 53% while the IB French pass rates have exceeded 78%. Like IB Spanish, the number of students enrolled in IB French is small and primarily composed of White students and females.*

German Proficiency for Advanced High School Students

STAMP

High school students enrolled in a level III German course also participate in the STAMP assessment. The number participating in the German STAMP assessment has slowly increased from 10 students in 2007-08 to 25 students in 2011-12. The STAMP assesses reading, writing, speaking, and listening skills; and students are expected to score between Novice-High and Intermediate-Low on each of the STAMP tests. (See Table 17 on page 51 for information on past and current STAMP benchmarks.)

The German STAMP Reading pass rate for this small number of students has been on a visible decline. In 2009-10, 70% of the test takers met the benchmark, while 30% did not. In 2010-11, 50% met the benchmark; 50% did not. And in 2011-12, 48% met the benchmark while 52% did not. In addition, no student enrolled in a level III German class has scored above the benchmark on the STAMP or

STAMP 4S. This information is cause for concern in light of the fact that the test provider cautioned users to expect higher Reading scores in 2011-12 with the new test. This was the case with the STAMP 4S for Spanish and French, as the percentage of students not meeting the benchmark slipped from double-digits in 2009-10 and 2010-11 to a single-digit in 2011-12. The STAMP 4S was said to provide a more accurate reflection of each test taker's ability, and results from prior years were to be interpreted with caution.

Table 25: STAMP Reading Benchmark Results for High School Level III German, French, and Spanish

School Year	Language	% Below Benchmark	% At Benchmark	% Above Benchmark
2011-12	German	52%	48%	0%
	French	6%	39%	55%
	Spanish	5%	35%	60%
2010-11	German	50%	50%	0%
	French	37%	59%	5%
	Spanish	34%	64%	2%
2009-10	German	30%	70%	0%
	French	34%	57%	9%
	Spanish	41%	57%	3%

Note: Percentages may not add up to 100 due to rounding error.

These same students fared much better on the other three subtests. From 2007-08 to 2010-11, 100% of the test-takers met the benchmark for Writing in German. In 2011-12, that number fell to 96%; those students who did not meet benchmark were all female. On the Speaking subtest, 100% of the test-takers met or exceeded the benchmark in each of the last five years.

The Listening subtest was administered for the first time in 2011-12, and 88% of the test-takers met or exceeded the benchmark. Those students who did not meet the benchmark were all female.

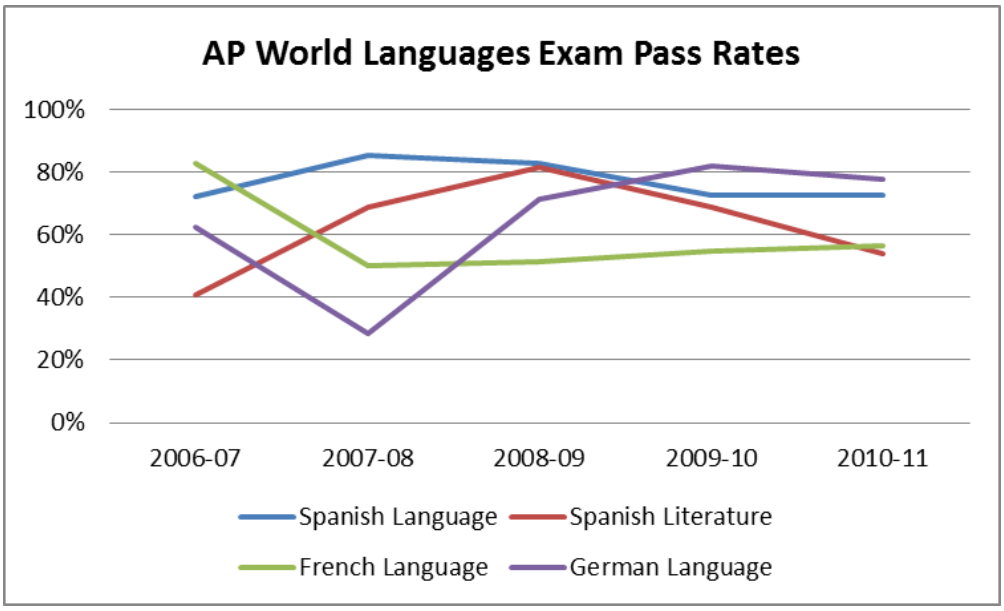
Due to the small number of students participating in German instruction, it is not possible to draw further conclusions from the data.

The complete STAMP results for high school level III German can be found in Appendix D5.

Advanced Placement (AP)

Around 10 students participate in AP German Language tests each year. Their pass rate has increased from 63% in 2006-07 to 78% in 2010-11. With room to grow, German AP students outperformed their Spanish and French peers. The majority of AP German language test-takers are White, non-disabled, non-disadvantaged, and non-LEP.

Figure 15: AP World Languages Pass Rates, 2006-07 through 2010-11



Additional AP German data can be found in Appendix D6.

General Findings: *Only half the students enrolled in a level III German class have scored above the benchmark on the STAMP assessment for Reading in the last two years. These same students performed very well on the other STAMP tests. In each of the last 5 years, over 95% met the benchmark for Writing and 100% met the benchmark for Speaking. In 2011-12, 88% met the benchmark for Listening. Though the number of participating students is small, those enrolled in an AP German class have achieved higher pass rates in the last two years than students enrolled in other AP World Language classes.*

Latin Proficiency for Advanced High School Students

National Latin Exam (NLE)

Middle and high school students enrolled in Latin I – Latin VI courses participate in the National Latin Exam (NLE), which tests student proficiency in grammar, reading comprehension, Roman culture, history, geography, and mythology and etymology. Students who meet or exceed exam expectations receive NLE ribbons, certificates of achievement, or medals. APS students are offered nine out of ten possible NLE assessments.

Over the last three years, 46% or less of the APS students who participated in the NLE tests (Introduction to Latin, Latin I, Latin II, Latin III Prose, Latin IV Prose, and Latin IV Poetry) have met or exceeded the national average. In the last three years, only three tests produced scores where 50% or more of the APS students met or exceeded the national averages: Latin III, Latin V, and Latin VI.

Table 26: Percentage of Students Meeting or Exceeding the NLE National Average

Latin Exam	2009-10		2010-11		2011-12	
	# Tested	% Meeting or Exceeding National Average	# Tested	% Meeting or Exceeding National Average	# Tested	% Meeting or Exceeding National Average
Introduction	n/a	n/a	n/a	n/a	9	33%
Latin I	137	26%	160	43%	124	40%
Latin II	91	42%	119	40%	120	43%
Latin III	45	49%	66	53%	94	60%
Latin III Prose	10	20%	7	0%	n/a	n/a
Latin IV Prose	28	46%	12	33%	*	*
Latin IV Poetry	7	29%	21	29%	48	29%
Latin V	24	38%	10	50%	18	22%
Latin VI	*	*	8	50%	*	*

*fewer than 5 students, not reported

Additional information on the National Latin Exam can be found in Appendix D9.

Advanced Placement (AP)

Over 20 students participate in the AP Latin: Vergil test. The AP pass rate for Latin has declined over the last three years, from 52% in 2008-09 to 23% in 2010-11. Because the number of participants is so small, it is not possible to draw further conclusions from the data.

Additional AP Latin: Vergil data can be found in Appendix D6.

International Baccalaureate (IB)

Each year, fewer than 10 students enroll in the IB Latin course offered at Washington-Lee High School. In 2010-11, the pass rate was 80%, up from 57% two years prior. This pass rate should be interpreted with caution because fewer than 8 students participate in IB Latin in any given year.

Additional IB Latin data can be found in Appendix D7.

General Findings: *Students who participate in the AP Latin or IB Latin tests do not generally score well. On average, less than half of all test takers pass their Latin test or meet the expected benchmark.*

Arabic Proficiency for Advanced High School Students

STAMP

An Arabic assessment was available to APS students for the first time in 2011-12. The STAMP 4S assessment was administered to 13 students who were enrolled in a level III Arabic course. As a starting point, the same benchmarks (Novice-High to Intermediate-Low) established for level III courses in French, German, and Spanish were used for this evaluation. However, because the level of difficulty of learning Arabic is higher than European-based languages, these benchmarks will be adjusted using data collected in this program evaluation.

In Reading, 92% of the test-takers met or exceeded the benchmark for Arabic. In Writing, 83% met or exceeded the benchmark. In Speaking, 78% met or exceeded the benchmark, and 80% met or exceeded the benchmark in Listening.

Chinese Proficiency for Advanced High School Students

STAMP

Two years of benchmark data are available for students enrolled in a level III Chinese course. The STAMP for Chinese Simplified was administered to 17 students in 2010-11, and the STAMP 4S was administered to 12 students in 2011-12. The new STAMP 4S is considered to facilitate a more accurate identification of each test taker's ability and will show more students scoring at a higher rate for Reading. This information is disconcerting because 41% of test-takers met or exceeded the benchmark on the Reading subtest in 2010-11, but 100% fell below the benchmark in 2011-12. However, because the level of difficulty of learning Chinese is higher than European-based languages, all benchmarks will be adjusted using data collected in this program evaluation.

Students did much better on the Writing subtest, with 94% meeting or exceeding the benchmark in 2010-11 and 100% meeting or exceeding the benchmark in 2011-12.

On the Speaking subtest for Chinese Simplified, 92% of the 2010-11 test-takers met or exceeded the benchmark. This number fell to 88% in 2011-12.

The Listening subtest was available for the first time in 2011-12. The majority of test-takers (67%) did not meet the benchmark.

Japanese Proficiency for Advanced High School Students

STAMP

The Japanese STAMP assessments were administered to students enrolled in a level III Japanese course over the last two years. However, fewer than five students were enrolled in 2010-11, so data are only available for 2011-12.

In Reading, 94% of the test-takers met or exceeded the benchmark. One-hundred percent met or exceeded the benchmark in Writing, and 100% met the benchmark in Speaking. In Listening, 83% met or exceeded the benchmark. However, because the level of difficulty of learning Japanese is higher than European-based languages, the benchmarks will be adjusted using data collected in this program evaluation.

Complete STAMP results for level III Arabic, Chinese, and Japanese can be found in Appendix D5.

General Findings: *Using benchmarks established for level III courses in French, German, and Spanish, students enrolled in Arabic and Japanese language classes performed well on the STAMP Reading, Writing, Speaking, and Listening tests. Students enrolled in Chinese language classes performed well on the STAMP Writing and Speaking tests. Learning these languages is more difficult than learning a European language; therefore the World Languages office will use this data to adjust the benchmarks for Arabic, Chinese, and Japanese.*

The Effect of Immersion on Success in Core Subjects

For purposes of this evaluation, six years of data were examined to determine the extent to which the Immersion program impacts Standards of Learning (SOL) test scores in the four core subject areas. SOL test data at grades 3, 5, and 8 was disaggregated by program (i.e., Immersion or non-Immersion) and subject (i.e., Reading and Writing, Mathematics, Science, and History/World Geography), and again by native language and other demographic variables to assess the impact.

When interpreting the data, note that the number of students in each Immersion group was considerably smaller than the number of students in any non-Immersion group. Also, the grade 3 and grade 5 Immersion data reflect all the students within the Immersion schools (i.e., Claremont Elementary and Key Elementary) while the grade 8 Immersion data reflect only those students who chose to participate in the Immersion program offered at Gunston Middle School. Due to self-selection at the 8th grade level, the subgroups in middle school are even smaller than the elementary school subgroups. Students whose first language is Spanish may enter the Immersion program at any time, but students whose first language is English must enroll in the Immersion program in Kindergarten or grade 1, or they must meet entry level proficiency requirements for Spanish if seeking admission after 1st grade.

To evaluate the impact of the Immersion program and students' native language on performance, data were disaggregated by the following four groups:

- Immersion English (IE) – students enrolled in a Spanish Immersion program whose home language is English
- Immersion Other (IO) – students enrolled in a Spanish Immersion program whose home language is something other than English
- Non-Immersion English (NIE) – students not enrolled in a Spanish Immersion program whose home language is English
- Non-Immersion Other (NIO) – students not enrolled in a Spanish Immersion program whose home language is something other than English

Reading by Immersion and Native Language

The 3rd grade SOL Reading pass rates were highest among "Immersion English" students. These pass rates ranged between a low of 91% (2011-12) and a high of 98% (2007-08 and 2008-09). This can be compared to the 3rd grade SOL Reading pass rates for "Non-Immersion English" students, which ranged from a low of 89% (2006-07 and 2008-09) to a high of 92% (2010-11). Students whose first language was something other than English scored significantly lower than their English-speaking peers in all six years, whether they were immersed in Spanish instruction or not.

Table 27: Percentage of Grade 3 Students Passing the Reading SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
93%	52%	98%	70%	98%	72%	95%	65%	96%	76%	91%	58%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
89%	62%	90%	74%	89%	76%	91%	83%	92%	74%	91%	78%

Likewise, the 5th grade SOL Reading pass rates were highest among "Immersion English" students. These pass rates ranged between a low of 96% (2006-07) and a high of 100% (2009-10 and 2010-11). Students whose first language was something other than English scored much lower than their English-speaking peers in all six years, whether they were enrolled in Immersion or not.

The gaps between "Immersion English" and "Immersion Other" students were smaller at grade 5 than at grade 3, not because the pass rates for English speaking students neglected to rise, but because the gains made by "Immersion Other" students increased at a greater rate.

Table 28: Percentage of Grade 5 Students Passing the Reading SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
96%	80%	97%	80%	97%	83%	100%	79%	100%	85%	99%	73%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
91%	70%	94%	81%	94%	89%	93%	83%	94%	85%	94%	78%

At the 8th grade level, the highest SOL Reading pass rates were obtained by "Immersion English" students, followed by "Immersion Other" students. This was the first time Immersion students overall scored higher than non-Immersion English speaking students.

Table 29: Percentage of Grade 8 Students Passing the Reading SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
95%	91%	95%	90%	100%	95%	98%	82%	100%	91%	100%	97%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
87%	57%	89%	70%	93%	73%	94%	78%	94%	81%	93%	71%

The complete SOL Reading assessment results for Immersion and non-Immersion students by native language can be found in Appendix D10.

Reading by Demographics

At the 3rd, 5th, and 8th grade levels, White students consistently posted the highest Reading pass rates, and Immersion students normally scored slightly higher than their non-Immersion peers.

Over the last five years, the SOL Reading pass rates for Black Immersion students ranged between 67% and 100% at grade 3, and between 80% and 100% at grade 5. This data, however, should be interpreted with caution, as the number of participating students was very small (13 or fewer). Black Immersion students generally achieved pass rates more than 10 percentage points above their non-Immersion peers at both the 3rd and 5th grade levels. By grade 8, fewer than five Black students were enrolled in an Immersion program, so data are not available for comparison purposes.

Grade 3 Hispanic students achieved pass rates between 52% and 77% for both Immersion and non-Immersion students. The pass rates were generally higher at the 5th grade level for both groups, with Immersion students normally performing better than their non-Immersion peers. By grade 8, Hispanic Immersion students were consistently outperforming their non-Immersion peers.

Table 30: Percentage of Hispanic Students Passing the Reading SOL by Program, Grade, and Year

Hispanic Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	56%	71%	72%	67%	77%	63%
	Non-Immersion	52%	68%	69%	75%	72%	77%
Grade 5	Immersion	82%	81%	84%	81%	86%	77%
	Non-Immersion	72%	77%	86%	79%	81%	75%
Grade 8	Immersion	87%	89%	96%	87%	93%	98%
	Non-Immersion	54%	65%	68%	73%	79%	66%

Concerning gender, female students in grades 3 and 5 slightly outperformed their male peers in each of the six years reported, whether they were classified Immersion or non-Immersion. By grade 8, the pass rates for Immersion males met or passed the pass rates for Immersion females. The pass rates for non-Immersion males, however, still lagged.

When the data was disaggregated by economic status, non-disadvantaged students in grades 3, 5, and 8 consistently outperformed their disadvantaged peers, whether they were classified Immersion or non-Immersion. However, among disadvantaged students, the gap between Immersion and non-Immersion students was much larger in grade 8 than in grade 3 mainly due to increased pass rates obtained by Immersion students.

Table 31: Percentage of Disadvantaged Students Passing the Reading SOL by Program, Grade, and Year

Disadvantaged Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	52%	66%	69%	61%	72%	51%
	Non-Immersion	56%	70%	71%	73%	70%	74%
Grade 5	Immersion	76%	76%	83%	82%	81%	69%
	Non-Immersion	65%	74%	84%	77%	80%	72%
Grade 8	Immersion	93%	91%	100%	83%	86%	96%
	Non-Immersion	50%	63%	68%	74%	76%	68%

Over the last five years, pass rates for non-LEP students in grades 3, 5, and 8 were 89% or above, and Immersion students consistently scored higher than non-Immersion students. Among the Limited English proficient (LEP) population, non-Immersion students normally achieved higher Reading pass rates than their non-LEP peers in grades 3 and 5. But by grade 8, pass rates for LEP Immersion students had surpassed the pass rates of LEP non-Immersion students, and in some cases were almost as high as the pass rates for Immersion non-LEP students.

Table 32: Percentage of LEP Students Passing the Reading SOL by Program, Grade, and Year

LEP Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	49%	68%	70%	65%	74%	54%
	Non-Immersion	61%	73%	75%	83%	73%	77%
Grade 5	Immersion	78%	74%	82%	75%	81%	72%
	Non-Immersion	67%	78%	88%	81%	83%	77%
Grade 8	Immersion	82%	90%	92%	75%	89%	96%
	Non-Immersion	45%	61%	66%	72%	75%	67%

When the data was disaggregated by disability status, non-disabled students in grades 3 and 5 outperformed their disabled peers. Among disabled students in grades 3 and 5, non-Immersion students generally achieved higher pass rates than Immersion students. Disability data were not available at the 8th grade level because the number of students with disabilities in the Immersion program was too small to report.

The complete SOL Reading assessment results for Immersion and non-Immersion students by demographics can be found in Appendix D11.

General Findings: *At the 3rd grade level, students enrolled in an Immersion program whose first language was English scored highest on the Reading SOLs, while those whose first language was something other than English received the lowest pass rates. By grade 8, all students enrolled in an Immersion program and students whose first language was English were achieving similarly high scores. Only non-Immersion students whose first language was something other than English were scoring lower.*

In terms of demographics, White students consistently obtained high pass rates in Reading at grades 3, 5, and 8 whether they were enrolled in Immersion or not. In several cases, (e.g., Hispanic, disadvantaged, and LEP) the gap between Immersion and non-Immersion students flipped between grades 3 and 8 as the pass rates for Immersion students increased and the pass rates for non-Immersion students remained relatively flat.

Mathematics by Immersion and Native Language

SOL Mathematics pass rates in grades 3, 5, and 8 were highest among students whose native language was English, and scores were slightly higher for "Immersion English" students than for "Non-Immersion English" students.

Table 33: Percentage of Grade 3 Students Passing the Mathematics SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
100%	72%	99%	84%	97%	88%	97%	86%	100%	96%	86%	46%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
93%	82%	93%	79%	94%	82%	97%	89%	96%	88%	83%	62%

Table 34: Percentage of Grade 5 Students Passing the Mathematics SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
93%	69%	91%	84%	96%	70%	100%	86%	99%	94%	94%	59%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
92%	77%	94%	78%	94%	82%	95%	85%	95%	89%	90%	70%

Table 35: Percentage of Grade 8 Students Passing the Mathematics SOL* by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
100%	95%	95%	100%	100%	95%	100%	88%	100%	88%	91%	71%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
90%	70%	92%	81%	94%	80%	94%	76%	93%	75%	83%	54%

*The Mathematics SOL pass rates are an aggregation of the scores achieved by 8th graders enrolled in Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Across the board, scores dropped for every group in 2011-12 with the administration of a new state Mathematics assessment. The hit was especially hard on students whose first language was something other than English. For example, the grade 5 pass rate for "Non-Immersion Other" students fell 19 percentage points, and the pass rate for "Immersion Other" students fell 35 percentage points.

The complete SOL Mathematics assessment results for Immersion and non-Immersion students by native language can be found in Appendix D10.

Mathematics by Demographics

At the 3rd, 5th, and 8th grade levels, White students posted the highest Mathematics pass rates, with White Immersion students generally performing better than their White non-Immersion peers.

The SOL Mathematics grade 3 pass rates for Black Immersion students were between 9 and 24 percentage points higher than the pass rates for Black non-Immersion students in every year except 2011-12 when the new Mathematics SOL was administered. This data, however, should be interpreted with caution, as the number of participating students was very small (13 or fewer). No consistent pattern emerged from the 5th grade data for Black students, and the number of 8th grade Black participants was too small to report findings.

In grades 3 and 5, the pass rates of Hispanic Immersion students and Hispanic non-Immersion students were never more than 10 percentage points apart. By grade 8, Immersion students posted pass rates that were 20 percentage points or more above their non-Immersion peers in each year reported.

Table 36: Percentage of Hispanic Students Passing the Mathematics SOL by Program, Grade, and Year

Hispanic Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	**Immersion**	75%	84%	88%	86%	96%	50%
	Non-Immersion	76%	74%	80%	88%	88%	60%
Grade 5	**Immersion**	73%	84%	73%	88%	93%	65%
	Non-Immersion	74%	75%	79%	81%	86%	66%
Grade 8	**Immersion**	95%	100%	96%	91%	93%	76%
	Non-Immersion	62%	76%	76%	71%	72%	48%

Concerning gender, the pass rates for non-Immersion females were comparable to those of non-Immersion males in grades 3, 5, and 8; and the pass rates for Immersion female were comparable to those of Immersion males in grades 3 and 5. But by grade 8, Immersion males were achieving higher

pass rates than Immersion females. Overall, the pass rates for Immersion students were noticeably higher than the pass rates for non-Immersion students.

When the data was disaggregated by economic status, non-disadvantaged students in grades 3, 5, and 8 noticeably outperformed their disadvantaged peers, whether they were classified Immersion or non-Immersion. No pattern emerged between Immersion and non-Immersion students within a program until grade 8. In all six years, Immersion students achieved higher pass rates than their non-Immersion peers. The gap between disadvantaged Immersion students and disadvantaged non-Immersion students ranged between 15 and 29 percentage points.

Table 37: Percentage of Disadvantaged Students Passing the Mathematics SOL by Program, Grade, and Year

Disadvantaged Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	71%	82%	86%	84%	94%	43%
	Non-Immersion	77%	75%	79%	87%	85%	56%
Grade 5	Immersion	68%	79%	72%	85%	91%	55%
	Non-Immersion	74%	71%	78%	82%	85%	62%
Grade 8	Immersion	92%	100%	92%	92%	85%	72%
	Non-Immersion	63%	75%	76%	73%	70%	48%

Non-LEP students in grades 3, 5, and 8 achieved higher Mathematics pass rates than their LEP peers in each of the six years reported, whether they were classified as Immersion or non-Immersion students. In grades 3 and 5, non-LEP Immersion students consistently scored higher than non-LEP non-Immersion students. But in grade 8, LEP Immersion students scored considerably higher than LEP non-Immersion students.

Table 38: Percentage of LEP Students Passing the Mathematics SOL by Program, Grade, and Year

LEP Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	71%	82%	86%	84%	94%	43%
	Non-Immersion	77%	75%	79%	87%	83%	56%
Grade 5	Immersion	84%	92%	58%	68%	79%	69%
	Non-Immersion	83%	88%	69%	76%	76%	81%
Grade 8	Immersion	89%	100%	92%	88%	88%	65%
	Non-Immersion	63%	76%	75%	71%	69%	52%

When the data were disaggregated by disability status, non-disabled students in grades 3 and 5 consistently outperformed their disabled peers. Disability data are not available at the 8th grade level because the number of students with disabilities in the Immersion program was too small to report.

The complete SOL Mathematics assessment results for Immersion and non-Immersion students by demographics can be found in Appendix D11.

General Findings: *The Mathematics pass rates for 3rd, 5th, and 8th grade students by Immersion and native language remained relatively constant over the years. In 2011-12, new Mathematics assessments were administered based on the new state standards, and scores dropped across the board. The pass rates for Immersion students, however, fared better than the pass rates for non-Immersion students. In terms of demographics, this was especially evident among the Hispanic and disadvantaged populations.*

Science by Immersion and Native Language

The SOL Science pass rates for grades 3 and 5 were highest among students whose native language was English. The pass rates for native English speaking Immersion and non-Immersion students were 92% or above in each of the six years reported.

Table 39: Percentage of Grade 3 Students Passing the Science SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
99%	77%	96%	82%	98%	82%	96%	72%	99%	80%	98%	83%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
95%	85%	92%	83%	94%	89%	95%	88%	95%	85%	95%	90%

At the 3rd grade level, "Non-Immersion Other" students had higher pass rates in all six years reported than their "Immersion Other" peers. This pattern did not appear at the 5th grade level.

Table 40: Percentage of Grade 5 Students Passing the Science SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
94%	67%	93%	75%	97%	69%	99%	70%	98%	81%	97%	69%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
92%	81%	93%	73%	93%	76%	94%	75%	94%	79%	96%	76%

By grade 8, pass rates shifted further, as "Immersion Other" students consistently achieved pass rates between 94% and 100%, rivaling the pass rates of native English-speaking students, both Immersion and non-Immersion. Students classified as "Non-Immersion Other" posted pass rates more than 10 percentage points lower than any other group.

Table 41: Percentage of Grade 8 Students Passing the Science SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
100%	96%	100%	100%	100%	100%	100%	94%	100%	89%	100%	100%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
94%	76%	94%	72%	95%	74%	96%	77%	97%	80%	97%	84%

The complete SOL Science assessment results for Immersion and non-Immersion students by native language can be found in Appendix D10.

Science by Demographics

At the 3rd and 5th grade levels, White students consistently achieved the highest pass rates (between 94% and 100%). At the 8th grade level, White Immersion students posted pass rates of 100% each year while White non-Immersion students posted pass rates ranging from 97% to 99%.

Though the number of grade 3 Black Immersion students was low (8 to 13), they achieved a pass rate of 100% in three of the six years reported. There were fewer Black Immersion students (5 to 12) in grade 5, and pass rates fluctuated more (between 40% and 100%). The highest Science pass rates achieved by Black non-Immersion students were 81% for grade 3 and 79% for grade 5. No comparison data was available for grade 8 Black students due to low enrollment.

For Hispanic students, the pass rates were slightly higher in 3rd grade than in 5th grade for both Immersion and non-Immersion students. At the 8th grade level, pass rates never got above 83% for Hispanic non-Immersion students but ranged between 93% and 100% for Hispanic Immersion students.

Table 42: Percentage of Hispanic Students Passing the Science SOL by Program, Grade, and Year

Hispanic Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	78%	83%	83%	74%	83%	85%
	Non-Immersion	79%	79%	83%	84%	86%	88%
Grade 5	Immersion	71%	77%	72%	74%	83%	72%
	Non-Immersion	81%	69%	75%	73%	76%	75%
Grade 8	Immersion	96%	100%	100%	96%	93%	100%
	Non-Immersion	72%	68%	72%	76%	79%	83%

Concerning gender, the pass rates between male and female students in grades 3 and 5 varied little over the years, with no comparable difference between students in the Immersion and non-Immersion programs. At the 8th grade level, both male and female Immersion students had pass rates higher than their non-Immersion peers. (Immersion = 93% to 100%; non-Immersion = 85% to 93%)

When the data were disaggregated by economic status, non-disadvantaged students in grades 3, 5, and 8 always outperformed their disadvantaged peers, whether they were classified Immersion or non-Immersion. At the 3rd grade level, disadvantaged non-Immersion students usually performed better than Immersion students. At the 8th grade level, disadvantaged Immersion students outperformed their non-Immersion peers.

Table 43: Percentage of Disadvantaged Students Passing the Science SOL by Program, Grade, and Year

Disadvantaged Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	74%	77%	76%	67%	76%	78%
	Non-Immersion	81%	76%	83%	80%	79%	86%
Grade 5	Immersion	73%	70%	68%	71%	77%	61%
	Non-Immersion	79%	66%	70%	72%	74%	71%
Grade 8	Immersion	93%	100%	100%	92%	86%	100%
	Non-Immersion	71%	66%	69%	75%	75%	80%

Non-LEP students in grades 3, 5, and 8 achieved higher Science pass rates than their LEP peers in each of the six years reported, whether they were classified as Immersion or non-Immersion students. In grades 3 and 5, LEP non-Immersion students consistently scored higher than Immersion students. But in grade 8, LEP Immersion students achieved pass rates that greatly surpassed their non-Immersion peers.

Table 44: Percentage of LEP Students Passing the Science SOL by Program, Grade, and Year

LEP Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	75%	81%	78%	70%	78%	81%
	Non-Immersion	84%	83%	89%	88%	85%	89%
Grade 5	Immersion	68%	66%	65%	66%	77%	66%
	Non-Immersion	80%	70%	74%	72%	77%	75%
Grade 8	Immersion	91%	100%	100%	88%	78%	100%
	Non-Immersion	69%	64%	66%	70%	75%	80%

When the data were disaggregated by disability status, 3rd and 5th grade non-disabled students consistently outperformed their disabled peers. At the 5th grade level, pass rates for disabled Immersion students were extremely low—between 33% and 60%. It is important to keep in mind that the number of students in this category ranged between 13 and 24. Disabled non-Immersion 5th grade students fared slightly better with pass rates between 67% and 70%. Disability data are not available at the 8th grade level because the number of students with disabilities in the Immersion program is too small to report.

The complete SOL Science assessment results for Immersion and non-Immersion students by demographics can be found in Appendix D11.

General Findings: *The Science pass rates for grades 3 and 5 were highest among students whose native language was English. However, in grade 8, students classified as "Immersion Other" scored just as high as or higher than students classified as "Non-Immersion English." In terms of demographics, there was no consistent pattern between the pass rates of Immersion and non-Immersion groups until grade 8 when Immersion students scored higher than their non-Immersion peers, whether the data were disaggregated by race/ethnicity, gender, economic status, or LEP status.*

History and World Geography by Immersion and Native Language

The pass rates on the Grade 3 SOL History assessment and the End-of-Course SOL World Geography assessment (administered to APS students in grade 8) were highest among students whose native language was English. (No History assessment is administered to grade 5 students, so no other test data are available for comparison purposes.)

The pass rates for grade 3 Immersion and non-Immersion English students ranged between 91% and 100% in each of the six years reported. Between 2006-07 and 2008-09, "Immersion Other" students scored higher than "Non-Immersion Other" students. Between 2009-10 and 2011-12, that trend was reversed.

Table 45: Percentage of Grade 3 Students Passing the History SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
98%	82%	99%	90%	100%	94%	99%	87%	99%	69%	92%	69%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
95%	85%	93%	86%	95%	90%	96%	90%	93%	75%	91%	77%

The most notable finding among the grade 8 World Geography results is that pass rates for "Immersion Other" students dropped in the last three years, from a high of 90% in 2007-08 to a low of 65% in 2011-12.

Table 46: Percentage of Grade 8 Students Passing the World Geography SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
95%	83%	95%	90%	100%	86%	100%	65%	95%	74%	89%	65%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
89%	69%	89%	71%	91%	75%	92%	75%	91%	73%	91%	72%

The complete SOL History and World Geography assessment results for Immersion and non-Immersion students by native language can be found in Appendix D10.

History and World Geography by Demographics

At the 3rd and 8th grade levels, White students achieved pass rates of 95% or above in each of the six years reported, with White Immersion students achieving a pass rate of 100% on the World Geography test in each of the six years reported.

Though the number of Black Immersion students was low (6 to 13), they achieved a pass rate of 100% in four of the six years reported at the 3rd grade level. The pass rates for Black non-Immersion students were much lower, ranging between 63% and 83%. No comparison data was available for Black students at the 8th grade level due to low enrollment.

The pass rates for Immersion and non-Immersion Hispanic students were comparable in grade 3, but noticeably lower for non-Immersion students in grade 8. Hispanic Immersion students achieved pass rates between 71% and 89%, which were 4 to 24 percentage points higher than their Hispanic non-Immersion peers.

Table 47: Percentage of Hispanic Students Passing the History and World Geography SOLs by Program, Grade, and Year

Hispanic Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 3	Immersion	83%	90%	94%	87%	73%	72%
	Non-Immersion	79%	83%	88%	88%	73%	76%
Grade 8	Immersion	78%	89%	88%	74%	80%	71%
	Non-Immersion	63%	65%	72%	71%	70%	67%

Gender did not appear to have any bearing on Grade 3 History or Grade 8 World Geography pass rates for Immersion or non-Immersion students.

Non-disadvantaged grade 3 students achieved no pass rate lower than 91% over six years while disadvantaged students achieved pass rates as low as 63%.

A similar pattern occurred among the 3rd grade LEP population. Pass rates for LEP Immersion and non-Immersion students were 80% and 84%, respectively, in 2006-07. By 2011-12, those pass rates had dropped to 66% and 76%, respectively.

At the 8th grade level, disadvantaged students and LEP students had pass rates significantly lower than their non-disadvantaged peers in any given year, for both Immersion and non-Immersion students.

The complete SOL History and World Geography assessment results for Immersion and non-Immersion students by demographics can be found in Appendix D11.

General Findings: *The Grade 3 History and Grade 8 World Geography pass rates were highest among students whose native language was English. Unlike the pattern seen in other subject areas, Immersion students (overall, disadvantaged, and LEP) did not show higher pass rates in grade 8. Only grade 8 Hispanic Immersion students posted higher pass rates than Hispanic non-Immersion students.*

Writing by Immersion and Native Language

Students are administered the Writing SOL assessment for the first time in 5th grade and the second time in 8th grade. Consistently over the six years reported, "Immersion English" students achieved the highest pass rates. The pass rates for "Non-Immersion English" students were also high, in the 91% to 97% range, at both grade levels. The lowest scores were posted by students classified as "Immersion Other."

Table 48: Percentage of Grade 5 Students Passing the Writing SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
100%	83%	97%	76%	96%	74%	98%	86%	97%	73%	96%	77%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
95%	84%	95%	86%	93%	90%	94%	91%	91%	90%	95%	89%

In grade 8, "Immersion Other" students had Writing pass rates as high as "Immersion English" students and slightly higher than the pass rates posted by "Non-Immersion English" students. The pass rates for "Non-Immersion Other" students were at least 7 percentage points below any other group.

Table 49: Percentage of Grade 8 Students Passing the Writing SOL by Program and Native Language

2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
IE	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**	**IE**	**IO**
100%	96%	95%	100%	100%	95%	100%	100%	100%	100%	100%	97%
NIE	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**	**NIE**	**NIO**
91%	77%	93%	80%	95%	84%	97%	90%	96%	86%	95%	81%

The complete SOL Writing assessment results for Immersion and non-Immersion students by native language can be found in Appendix D10.

Writing by Demographics

White Immersion and non-Immersion students achieved pass rates between 95% and 100% in each of the six years reported.

Grade 5 Black Immersion students scored between 80% and 100% each year, slightly higher than their non-Immersion peers. This finding should be interpreted with caution, however, because the number of Black Immersion students was low each year (5 to 12 students). No comparison data was available for Black students in grade 8 due to low enrollment.

Grade 5 Hispanic non-Immersion students usually achieved higher pass rates in Writing than their Immersion peers, while grade 8 Hispanic Immersion students consistently outperformed their non-Immersion peers by 12 percentage points or more.

Table 50: Percentage of Hispanic Students Passing the Writing SOL by Program, Grade, and Year

Hispanic Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 5	Immersion	87%	77%	75%	88%	75%	80%
	Non-Immersion	84%	83%	88%	88%	87%	88%
Grade 8	Immersion	96%	100%	96%	100%	100%	98%
	Non-Immersion	74%	76%	80%	88%	85%	77%

In any given year, 5th grade female students achieved higher pass rates than their male peers in both the Immersion and non-Immersion categories. By grade 8, both female and male Immersion students were achieving higher pass rates in Writing than their non-Immersion peers, with non-Immersion females performing slightly better than non-Immersion males.

Non-disadvantaged 5th grade students consistently scored higher than disadvantaged students in both the Immersion and non-Immersion categories. At the 8th grade level, the Writing pass rates for disadvantaged Immersion students (93% to 100%) were comparable to the pass rates of all non-disadvantaged students. Only disadvantaged non-Immersion students posted pass rates below 90%.

Table 51: Percentage of Disadvantaged Students Passing the Writing SOL by Program, Grade, and Year

Disadvantaged Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 5	Immersion	83%	70%	73%	82%	66%	73%
	Non-Immersion	82%	81%	82%	84%	82%	82%
Grade 8	Immersion	93%	100%	93%	100%	100%	96%
	Non-Immersion	72%	75%	81%	89%	82%	78%

Non-LEP students consistently scored higher on the Writing SOL than their LEP peers in 5th grade. But in 8th grade, LEP Immersion students scored just as well as non-LEP students, and the LEP Immersion pass rates were 13 to 20 percentage points higher than the LEP non-Immersion pass rates in any given year.

Table 52: Percentage of LEP Students Passing the Writing SOL by Program, Grade, and Year

LEP Students		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Grade 5	Immersion	79%	69%	75%	84%	65%	76%
	Non-Immersion	82%	84%	90%	89%	89%	88%
Grade 8	Immersion	91%	100%	92%	100%	100%	96%
	Non-Immersion	68%	72%	79%	86%	82%	76%

The complete SOL Writing assessment results for Immersion and non-Immersion students by demographics can be found in Appendix D11.

General Findings: *The SOL Writing pass rates were highest among students whose native language was English in grade 5 and highest among Immersion students—English or Other—in grade 8. The pass rates for Hispanic Immersion students, disadvantaged Immersion students, and LEP Immersion students were higher in 8th grade than in 5th grade.*

Evaluation Question #3:
How satisfied are students, parents, and teachers with the World Languages Program?

To address this question, evaluators conducted parent interviews, facilitated teacher focus groups, and administered a student survey with which to collect feedback on World Languages program implementation and support for Immersion, FLES, and Distance Learning courses. The findings in this section of the evaluation are qualitative in nature and reflect the opinions of a small subset of participants in the countywide program.

Teacher Response to the FLES Program

In December of 2011, 13 FLES teachers participated in a focus group facilitated by an independent evaluator to discuss the benefits and drawbacks of the FLES program. These teachers represented six of the eleven elementary schools that offer the FLES program in APS.

While most teachers were satisfied with their role as a FLES instructor, three main concerns emerged as recurring themes throughout the focus group: space, scheduling, and support.

Space: The FLES teachers who were interviewed said they do not have their own classroom, but must move materials for various grade levels from room-to-room on a rolling cart. They said, this not only makes daily preparation difficult, it makes them feel like "guests" with an "itinerant" status. They added that if they had their own classroom they could create a cultural environment that would enhance the educational experience overall.

I think I sometimes feel somewhat marginal in the schools. We're technically a core subject, but we're not always treated like that.

Scheduling: The APS World Languages Office recommends a minimum of 90 minutes of instruction per week for students in grades K–5. Initially, FLES instruction was offered for 120–135 minutes per week. But in an effort to expand the program in the spring of 2011, the School Board cut the time allotted for instruction. Those schools that already had FLES programs in place (Glebe, Henry, Barcroft, Ashlawn, Jamestown, McKinley, and Randolph) gradually decreased the amount of FLES instruction per week. Those schools implementing the FLES program for the first time in the fall of 2011 (Barrett, Campbell, Carlin Springs and Drew) offered Spanish instruction for 90 minutes per week.

Time is tight as FLES teachers work to coordinate the education of an entire school as they transition from one classroom to the next. The teachers interviewed said that sheer volume of students (sometimes 30 to 45 students per class) across grade levels does not allow room for relationship-building or time to adequately assess the performance of each student. Another difficulty they faced is scheduling planning time with grade level teachers in order to create lessons that support instruction in other subject areas. In addition, these FLES teachers were often required to perform duties not required of regular classroom teachers (e.g., bus duty, recess duty, etc.).

Support: Because language instruction at the elementary level is considered a special, LEP and special education support are not available to FLES teachers. Students are often pulled out of Spanish instruction in order to receive other services. The FLES teachers interviewed said that many grade level teachers and administrators do not fully support the idea of teaching a second language to elementary-aged students. Another layer of difficulty they mentioned was the lack of uniformity in behavior management tools across classrooms and the unwillingness of many grade level teachers to share their space and materials with the FLES teacher. The language skills possessed by FLES teachers also make it difficult for them to secure a substitute when necessary.

> *The administrator really has to step in and say, "This is how it has to be whether you like it or not." Otherwise, you get one teacher who doesn't mind sharing and another will yell at you if you don't have your own crayons.*

Even with these limitations, these FLES teachers were positive about the FLES program and felt their efforts were having a positive effect on helping students learn the Spanish language and culture. While several teachers from schools with newly implemented FLES programs described other staff members as "guarded" about the benefits of FLES, more experienced FLES teachers advised them that the FLES climate would improve over time as staff became accustomed to the program and their role in it. Feelings were mixed, however, concerning the impact FLES has on native Spanish-speakers. Some respondents said they worried about these students being lost in the shuffle while others stated that FLES time gave these students an opportunity to shine.

The interview group of FLES teachers had several pieces of advice for administrators, other FLES teachers, and grade level teachers.

Advice for administrators:

- Be thoughtful about scheduling, and encourage communication by establishing a common planning time.
- Set classroom guidelines in the spirit of sharing (e.g., space, materials, and behavior management tools).
- Provide FLES teachers with a special education assistant to support instruction as needed.

Advice for FLES teachers:

- Be organized and flexible.
- Communicate with staff.

Advice for grade level teachers:

- Believe in the research that shows that learning a second language will not be detrimental to a student's education in other areas.
- Take time to plan lessons with the FLES teacher.
- Share.

The complete report entitled *Focus Group Research on the Implementation of the Foreign Language in the Elementary School (FLES) Program* can be found in Appendix F1.

Teacher Response to the Immersion Program

In January of 2012, 16 Immersion teachers from Arlington's two elementary Immersion schools (Claremont Elementary and Key Elementary) participated in a focus group facilitated by an independent evaluator to discuss the benefits and drawbacks of the Immersion program.

These teachers identified three main benefits of being an Immersion teacher:

1. Freedom to teach within the approved framework rather than teaching in a more scripted way.
2. A closer relationship to students who are learning Spanish *in* Spanish than would be available to them in other settings.
3. Reduced lesson planning time because the same lessons are administered twice each day.

We're responsible for teaching Spanish, but within that we have some freedom to pick poetry or to use certain stories.

These teachers identified three main drawbacks of being an Immersion teacher:

1. Testing in the core subjects puts stress on all teachers and a "time crunch" on language learning.
2. Measuring student performance in Spanish by testing them in English is problematic.
3. Time for planning, conferences with parents, and completing grades/report cards is not enough for Immersion teachers who teach twice as many students as non-Immersion homeroom teachers.

In the two elementary Immersion schools, close to 50% of instructional time is in Spanish, which includes Mathematics, Science, and Spanish Language Arts. Depending on the school, Art and Music may

be taught in Spanish as well. Testing, redirecting student behavior, and reviewing rules may be done in English.

Many transitions occur in the Immersion schools as students move from the "English part of the day" to the "Spanish part of the day." These Immersion respondents, like the FLES respondents, said that the various classroom management approaches added a layer of difficulty to the program.

The Immersion teachers interviewed also pointed out that many students who were in the Immersion program were there because their parents wanted it, not them. They cited that Spanish instruction became more challenging after grade 2, coinciding with SOL testing that begins in grade 3, and children who were model students in grade 2 could become disruptive in grade 3 if they didn't fully embrace learning in Spanish.

Overall, these respondents were happy with the Immersion program and their role as Immersion teachers. They did, however, offer several suggestions for improving the language acquisition experience for students:

- Emphasize the need for greater integration between Spanish- and English-language curricula. There is a perceived disconnect when all teachers are required to speak in Spanish but students are tested in English. Necessary vocabulary content words must be identified, taught, and reinforced in English in order for students to be successful on the state SOL tests.
- Schedule additional time into Vocabulary, Reading, and Mathematics periods. Extra time is needed for students to process new content information in a second language. If the curriculum moves along too quickly, information is never truly learned.
- Smaller class size would allow for more verbal interaction, which is a necessary component of learning a second language. Along the same lines, 2nd grade students who are not enthusiastic about continuing their education in Spanish should not be forced to continue in the Immersion program. Their presence can hinder their own learning and the education of their classmates. There should be an easier way to approach parents about this and transition these students into a traditional classroom.

> *Sometimes the children really want to say something about Math in English that they can't say [it] well in Spanish. And I don't want to squelch that [desire] because it's important in the advancement of mathematical thinking.*

The complete report entitled *Focus Group Research with Teachers on the Implementation of the Spanish Immersion Program at the Elementary School Level* can be found in Appendix F2.

Parent Response to the Immersion Program

In January and February of 2012, an independent evaluator conducted 13 telephone interviews with parents whose children were once enrolled in an Immersion school (Claremont Elementary and Key Elementary). The purpose of the interviews was to gather information about why parents originally

chose the APS Immersion program for their child and why they eventually pulled them out of the program either during elementary school or at the end of 5th grade, before middle school.

We felt that the school was not providing an environment for his success.

All parents, regardless of their native language, said that they had selected an Immersion program for their child because they felt that being bilingual would better prepare them for the future. Of the 13 parents interviewed, 5 were fluent Spanish speakers. The Spanish-speaking parents added that learning Spanish at school would help their child communicate better at home while furthering an appreciation for their culture.

Topping the reasons why parents removed their children from the Immersion program was school-based or learning-related problems. Several parents indicated that their children's special learning needs were not being met in the Immersion program and that the schoolwork had a tendency to become overwhelming. Concerns about adequate academic support were voiced over and over again. Several parents who did not speak Spanish stated that it was difficult to support their children's learning when they didn't understand the content.

My son needed tutoring help which we could not afford.

On one hand, a few parents questioned whether the Spanish-speaking teachers in APS were sufficiently qualified to support the Immersion program. On the other hand, a few parents complimented the abilities of their children's Spanish teachers.

The second most common reason why parents removed their children from the Immersion program had to do with geography. This reason was cited only by those parents whose children were ready to move on to 6th grade. The Immersion program, which continues at Gunston Middle School in South Arlington, presents transportation problems for some parents who live in North Arlington.

A third reason why students don't continue with the program after elementary school had to do with a preferred school choice. One child wanted to tap into the IB program at Jefferson Middle School, and another child was interested in what HB Woodlawn had to offer.

An additional topic addressed by the independent interviewer had to do with the parents' impression of how their children's race/ethnicity played into their Immersion experience. While this may not directly address the overarching question about satisfaction with the Immersion program overall, it does help to identify whether bias was a factor in their decision to move out of the program. Most parents said that race did not at all play a role in their decision to leave the Immersion program; most said that the varied race/ethnicities of students was a positive attribute of the school. Two parents mildly speculated completely opposite views—one saying that school staff treated Hispanic students with favoritism and another saying that they treated non-Hispanic White students with favoritism. The two African American parents interviewed said that race played no role at all.

One other observation worth noting is that while all the parents said that they felt well-informed about the Immersion program at the onset, once their children were in the program their questions and concerns were not addressed appropriately and persisted for some time.

The complete report entitled *Telephone Interviews with Parents with a Child Who Opted Out of the Spanish Immersion Program at the Elementary School Level* can be found in Appendix F3.

Student Response to Distance Learning

In the spring of 2011, more than 325 middle and high school students enrolled in an APS World Languages Distance Learning course participated in a survey aimed at evaluating the impact and value of their World Language online learning experience. Distance Learning courses are offered in Arabic, Chinese, French, German, Japanese, and Latin. In addition, AP classes in Chinese and German are offered online. Due to a low response rate from students enrolled in a French Distance Learning course, no data is provided for this language.

Students were asked to respond to 32 questions using a typical Likert scale with the following five options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. It is important to note that, overall, roughly 20% to 30% of respondents selected "neutral" on any given question. Therefore, it is useful to look at the percentage of students who agreed or strongly agreed with a statement in comparison to the percentage of students who disagreed or strongly disagreed with the same statement.

Distance Learning instruction is delivered in three basic modalities: completely online (the Virginia Department of Education's *Virtual Virginia* program), blended instruction (a combination of online and face-to-face instruction), and two-way audio/video enhanced instruction (teacher is present with one group of students while lesson is broadcast to students in other schools via closed-circuit television).

The majority of students participating in the survey said this was their first experience in a Distance Learning course. Students enrolled in Japanese were the most likely to have previously experienced online instruction (54.2%). Between 30% and 50% of respondents said they did not feel they were receiving the same foreign language education that students in traditional classrooms received. But, most students (over 52%) said they felt supported by their teachers and were able to interact with them though they didn't necessarily see each other face-to-face. More than 76% of Chinese Distance Learning students and 87% of Japanese Distance Learning students stated that they interacted with their teacher by phone or virtually less than once a week, while 74% of Arabic Distance Learning students stated they interacted with their teacher once a week. German students and Latin students stated they interacted with their instructor more than twice a week, 44.3% and 63.9%, respectively.

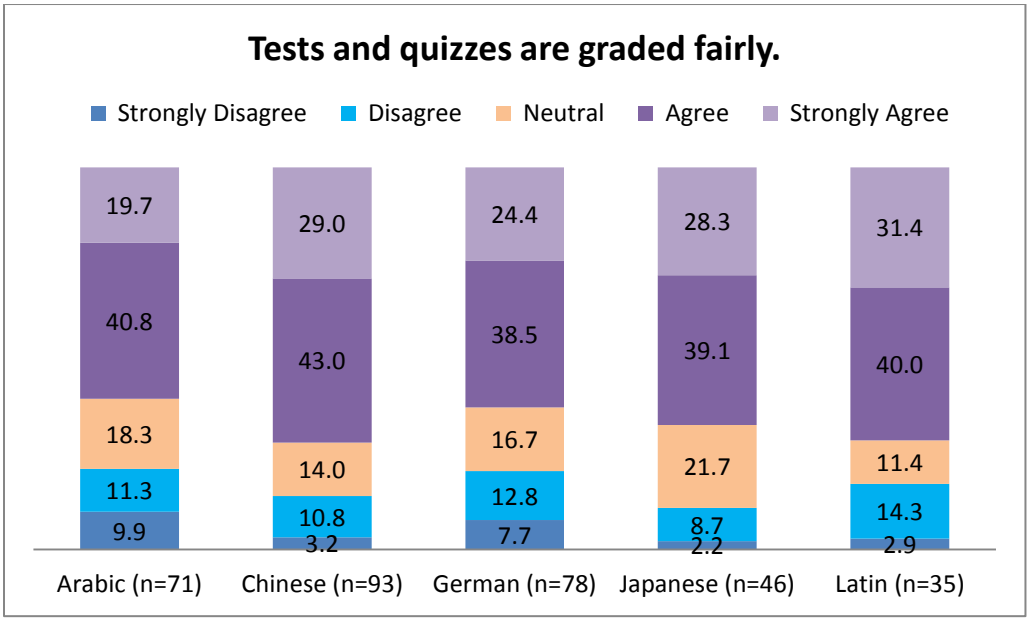
More than 50% of the respondents in any language group, except Arabic, said that their interactions with their teachers supported their success in the class. Fewer students in each group said they felt that their interactions with their language teachers were helpful.

Table 53: The Role of Teacher Interaction on Language Success by Language

Survey questions:	Percent of students who agree or strongly agree.				
	Arabic	Chinese	German	Japanese	Latin
My interactions with my teacher(s) support my success in this class.	45.5%	51.0%	58.2%	50.0%	52.8%
I feel that the interactions with my teachers(s) (via phone, e-mail, or virtual) are helpful.	24.7%	50.0%	51.9%	37.5%	41.6%

Despite the appearance of strained relationships between the students and teachers, a large percentage of students said they felt that World Languages tests and quizzes were fairly graded.

Figure 16: The Degree to which Distance Learning Students feel Tests and Quizzes are Fairly Graded



More than half of the respondents in any language group except German said they were able to interact with other Distance Learning students in the same course. However, less than a quarter of the respondents said they were communicating in the foreign language they were learning.

Between 47.1% and 58.7% of respondents said they felt equal time was allotted to the development of their reading, writing, listening, and speaking skills. Understandably, the lowest response was provided by students enrolled in Latin who were not necessarily learning to "speak" the language.

I n terms of using the language beyond the classroom, Japanese students rated this area particularly high, with almost 73% of respondents agreeing or strongly agreeing that they had been given opportunities to and had been encouraged to use the Japanese language for personal enjoyment and enrichment.

In terms of cultural practices, Arabic students rated this area noticeably lower than any other language group. A little more than a quarter of the Arabic respondents disagreed or strongly disagreed that they were given opportunities to identify and understand cultural perspectives of native Arabic speakers. And 37.4% of the Arabic respondents said they could not identify with the music, sports, games, and entertainment of the Arabic culture. Perhaps as a result of this deficit, just 31.6% of the Arabic respondents said they felt they were gaining significant knowledge of the language.

Technology played a large role in students' perception of the quality of instruction they received. A small number of students (2.9% to 14.6%) said they did not have the technology outside the classroom to succeed in their foreign language course. An even greater percentage (between 20.5% and 37.7%) said that any technical problems experienced during class had not been quickly resolved and/or resulted in a major interruption to instruction.

I have difficulty during the virtual calls over the Internet to my teachers because it is either that I can't hear them or they can't hear me. (Arabic)

The microphone feedback NEEDS to be fixed. It's terrible; we have to stop class whenever it starts troubling us. (German)

Between 30% and 43% of respondents said they would recommend a Distance Learning course to a friend. A slightly higher percentage (between 36% and 56%) said they themselves would enroll in a Distance Learning course again.

In addition to the 32 close-ended questions, students were asked 2 open-ended questions. The first asked students to name their favorite component of their Distance Learning course. A number of answers emerged that centered on specific themes. Between 14% (Japanese) and 43% (German) of the respondents stated that their favorite component of a Distance Learning course had to do with technology factors (i.e., working on computers and communicating with other schools). Between 7% (German) and 39% (Chinese) of respondents said they enjoyed the pacing of the lessons and the flexible schedule Distance Learning offers. Between 8% (German) and 22% (Japanese) of the respondents said they liked learning the language (i.e., good lessons and teachers).

The second open-ended question asked students for suggestions on how to improve Distance Learning. Three themes came out on top:

- Improve instruction by creating relevant activities and providing for more student-teacher interactions. (18% – 33%)
- Offer more face-to-face instruction time. (17% – 35%)
- Improve the audio and visual quality of the lessons and make it easier for students to access lessons and grades. (7% – 21%)

The complete report entitled *World Languages Distance Learning Survey Responses* can be found in Appendix F4.

SECTION 3: RECOMMENDATIONS

Data

The following recommendations require the World Languages Office and the Department of Information Services to work together to ensure the regular availability of enrollment and assessment data.

- Continue to monitor the impact of FLES on enrollment in World Language courses at the 7th and 9th grade levels, as FLES programs expand and are more fully implemented within an articulated sequence.
- Continue to monitor the enrollment patterns of under-represented groups in World Languages courses, in collaboration with the Office of Minority Achievement, Pupil Services, and Directors of Counseling. In addition, the Office of Planning and Evaluation will explore this issue for all instructional areas in the upcoming evaluation of Minority Achievement, which will enter the planning phase in the 2013-14 school year.
- Continue to monitor all test scores in order to adapt curriculum and proficiency expectations as needed and to determine where additional instructional support is necessary. Particular attention needs to be paid to Arabic, Chinese, Japanese, and Spanish for Fluent Speakers courses.

Implementation

The following recommendations are to be implemented by the World Languages Office.

- Examine the implementation of the instructional practices within the Immersion program to encourage the transfer of content from one language to the other. Integrate the Spanish- and English-language curricula at the county level to ensure that crucial content vocabulary and concepts are taught and practiced in both languages in order for students to attain academic success.
- Create for schools a model for FLES implementation that focuses on fidelity and follows consistent guidelines (i.e., scheduling, collaboration, time for instruction, cultural experiences, etc.).
- Re-evaluate the Latin curriculum in order to better align to the AP Latin standards.
- Ensure that professional development opportunities meet the needs listed below:
    - Instructional Support, specifically in the areas of language modeling, content understanding, and analysis and problem solving.
    - Differentiation of instruction, specifically based on students' proficiency levels.
    - Working with students with disabilities, to ensure the needs of Special Education students enrolled in World Language classes are being met.

The following recommendations require work with other programs, offices, and departments.

- Develop a plan to provide an uninterrupted sequence of World Language study from elementary (FLES and Immersion) to secondary Spanish instruction, specifically addressing the transition that occurs at grade 6.

- Work with the Special Education Office to examine and improve support for students with disabilities enrolled in World Languages courses.
- Define the responsibilities associated with delivering World Language instruction via distance learning.
- Work with the Office of Instructional and Innovative Technologies to improve the quality of the video and audio provided through distance learning instruction.