

MEMORANDUM

TO: ARLINGTON SCHOOL BOARD
FROM: WORLD LANGUAGES ADVISORY COMMITTEE
DATE: MARCH 28, 2016
SUBJECT: NON-RECOMMENDING YEAR REPORT

OVERVIEW

The report includes the following sections:

- ❖ Committee Activities
- ❖ Update of Previous WLAC Recommendations [from January 2013]
- ❖ Status Report on 2014 Recommendations
- ❖ Other Important Achievements In APS World Language Programs In SY-2015
- ❖ Summary Report on Other Issues Monitored by the WLAC Since 2014 Report with Recommendations
- ❖ Committee Members and Representatives

CURRENT YEAR COMMITTEE ACTIVITIES:

The activities of the World Languages Advisory Committee (WLAC) for this school year have included the following:

- Inclusion and orientation of five new committee members and three new student representatives of Wakefield, Washington-Lee and Yorktown High Schools.
- Meetings and online discussion with APS and ACI leadership and submission to ACI chairs of WLAC responses to School Board requests for recommendations
- Meetings and online discussion with representatives of the Special Education Committee (ASEAC), and collaboration with ASEAC and the Director of Special Education in drafting principles for schools to use in serving elementary Students with Disabilities who are enrolled in Foreign Language in Elementary School (FLES).
- In order to clarify and improve communication with APS families about the various world language programs offered by the different schools, WLAC members have been drafting a Parents' Guide to WL programs. A draft-in-progress is included in Appendix 12.
- Also to enhance communication with the community, the WLAC co-sponsored with the APS World Languages Office (WLO) an open house presentation in early January for families with rising middle school and/or high school students to explain about world language courses and opportunities to choose from. This was the seventh such event.

- WLAC representatives have participated in official meetings to review, evaluate and recommend proposed new Spanish language curriculum materials for the Immersion programs, Spanish for Fluent Speakers and the regular Spanish sequence.
- WLAC representatives have been invited participants at language-related events at Wakefield High School, including the bi-annual Poetry Declamation Contest.
- The WLAC chair and previous chairs met with the World Language Supervisor and senior APS planners to brainstorm and discuss the concept of establishing a “Language Hub” at an existing high school and to consider and assess possible online programs for language instruction.
- The WLAC Chair has participated in WLO observations of instruction at five elementary programs that have begun implementing FLES in the past two years.

UPDATE OF PREVIOUS RECOMMENDATIONS:

There has been excellent progress in addressing the WLAC’s recommendations from three years ago, as described here.

Previous Recommendations (January 2013)	Present Status of the Recommendations
1: Implement the long-standing APS commitment to a fully articulated sequence of world language education with the goal of enabling each graduate from Arlington schools to be proficient in English and at least one other language, by eliminating the following three obstacles to that implementation.	<i>Very significant progress has been made, particularly for elementary school students. Progress is also being made in middle school programs of study, albeit more slowly.</i>
<u>Objective IA:</u> Enable every Arlington elementary school child (K-5) to have reasonable access to regular proficiency-based WL instruction.	<i>Every APS elementary school now offers proficiency-based instruction of Spanish, and every student is required to enroll unless excused for academic reasons. While two schools do not yet offer FLES at every grade level, they have introduced instruction at lower grades and adding another grade level each year.</i>
<u>Objective IB:</u> Offer both a well-articulated continuation of Spanish for 6th grade students rising from FLES programs and beginning language instruction for those who have never studied	<i>Every middle school now offers a one-semester 6th grade course in Transition Spanish, for which enrollment has increased. Three of the 6 schools also offer beginning courses in French, Latin, and Spanish and offer a fluent speaker’s course in Spanish. Thomas Jefferson Middle School (TJ)</i>

<p>another language or who wish to switch from Spanish.</p>	<p><i>also offers beginning courses in Arabic and Chinese (as part of the IB curriculum.) However, there are two continuing issues: (1) the three remaining middle schools have not yet established plans to offer 6th grade language other than Spanish; and (2) not every student is permitted to enroll in a language course, as some must take additional Reading or other remediation instead.</i></p>
<p><u>Objective IC:</u> WL course offerings in grades 7 and 8, which carry high school credit, must meet students at their demonstrated proficiency levels in order to provide a well-articulated continuity of instruction.</p>	<p><i>Every middle school offers Spanish I and II for Fluent Speakers. Some middle schools this year are already offering differentiated sections of Spanish I courses in the 7th grade, based on proficiency, and the School Board has officially approved the recommendation for all middle schools that currently offer 6th grade Introductory classes in Spanish, French and Latin to offer both regular and intensified sections of Level I of those languages beginning next fall.^{1 2}</i></p> <p><i>Also, the APS World Language office is conducting a research study this year to determine the range(s) of proficiency that can reasonably be expected of students (a) after 6 years of FLES; (b) after one year of official Spanish I at both high school and middle school levels; and (c) after completing sixth grade Transitional Spanish. It is expected that the data from this study will permit more precise placement of students in courses and more accurate assignment of language credits.</i></p>
<p>2: Provide a minimum of three classes per week of instruction for a total of no fewer than 90 minutes per week in <u>every</u> elementary school's language program.</p>	<p><i>An important component of this recommendation has been achieved this year. Every school now provides at least the minimum of 90 minutes per week of instruction, and several schools provide more than 90 minutes/week. Ten schools, however, still teach only two classes per week.</i></p>

¹ The middle school programs that are offering sixth grade Introductory courses in French, Latin and Spanish are Jefferson and Swanson Middle Schools and the H-B Woodlawn Secondary Program. The same three schools are committed to offering seventh grade intensified courses in Spanish 1, and Jefferson and Swanson also plan to offer intensified sections of French 1 and Latin 1. The remaining three middle schools have not announced similar plans for any specific time in the future. The WLAC recommends that they do so promptly.

² The WLAC expects that there will also eventually be a need to offer intensified sections of Spanish II, at least, to meet the needs for the many students who will enter 8th grade having already completed eight years of proficiency-based study of the language (K-7).

3: Establish a “World Language Seal of Excellence” for the High School Diploma.	<i>Achieved! Beginning with this school year, APS is offering the opportunity for students to earn a Virginia State Seal of Biliteracy in English and another language.</i>
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STATUS OF 2014 RECOMMENDATIONS

Last Recommendation #1. *Develop and implement an extended program of professional teacher development to prepare teachers to differentiate instruction appropriately for students of differing abilities, backgrounds and learning styles.*

Status: Significant steps have been taken in response to this recommendation. Several teacher development activities have been offered by the World Language Office (WLO), including two multi-day workshops conducted together with the Special Education Department for language teachers and for school administrators. The WLO is committed to working with the Department of Special Education to continue to develop the abilities of APS language teachers and schools to meet the learning needs of all students.

Unfortunately, only very limited time is available during the school year for teacher professional development and education. The WL Supervisor estimates that teachers are available to participate for no more than one hour a month. This is not adequate. Exacerbating the situation is that there are too few staff available to plan and deliver professional development for the 108 elementary school teachers of Spanish and 75 secondary school teachers of the eight different languages, with course levels from Introductory to Advanced Studies for Fluent Speakers. The number of students in grades 7-12 taking language has grown over the last five years from 5,323 in SY 2011-12 to 6,559 this year – an increase of 23% -- while overall 7-12 enrollments in the same period have increased by 17%. This year, more than 69% of students in grades 7-12 and nearly 100% of students in grades K-5 are enrolled in a world language. (See Appendices 4, 5, and 6.) To train and support the teachers of these students, staffing in the World Language Office had remained unchanged until this year, when one FLES Instructional Coach was added to the existing World Language Supervisor and WL Specialist. This level of staffing, is inadequate.³ It is imperative that the FLES Coach position be renewed for next year and it is very desirable to add an Instructional Coach to serve secondary school language teachers.

The WLO has not yet arranged for one or more language education experts on diversification and learner-centered language instruction or on teaching SWDs to conduct workshops in these important areas. The WLAC recommends that this be carried out in the coming summer and during the next school year.

- 1) **Rationale.** This teacher training and development has become especially important in light of increasing class sizes and the wide diversity of backgrounds, abilities, and learning aptitudes that students bring to class. Students in a world language class in middle school may range from already fluent in the language to just beginning its study. One solution to address this is to group the students according to their language proficiency and learning abilities, and this is being done, but it is not always

³ Other subject areas, such as English, Mathematics, Science, and ESOL-HILT, have more staff available to mentor teachers and provide students with needed individual attention.

possible due to resulting small class sizes⁴.

In addition to proficiency variation, there are also other differences among students that affect their ability to learn easily in a classroom, including individual learning abilities and styles and such individual characteristics as tolerance for ambiguity, memory skills, and awareness of linguistic features. Differentiation allows the teacher to meet individual learning needs, meeting students where they are and allowing them to achieve the best possible learning outcomes.

Another kind of diversity arises when there are students with learning disabilities in the classroom or students with other individual characteristics that may make traditional classroom language learning difficult for them, such as difficulty with hearing, vision, or with concentration on a task. There is ample research and articles on practical experience to demonstrate that these students can be very good language learners.⁵ In addition, it is federal and state law that students identified as having a disability—approximately 15% of the Arlington student body—must receive the necessary support and accommodations to enable them to study effectively in a world language class.⁶

Teachers and other instructional support staff must be prepared to work with very diverse students in classes of 20 to 25 or more and do so in such a way that every student is able to learn to his or her maximum capacity. The intelligent and well thought-out deployment of individual technology in the classroom (such as individual iPads) can be an asset for our very professional teachers in working with students and providing them with level-appropriate learning tasks. But there remains a significant need for further professional development to help language teachers move from a model of “teaching a language class” to “facilitating the language learning of every student.”

As specified in the 2013 WL *Evaluation Report*, the World Language Programs in APS require professional teacher development at all levels that focuses on:

- “Differentiation of instruction, especially based on students’ proficiency levels;

⁴ In Objective 1C of our past Recommendation #1 we recommended that APS offer differing Level 1-2 language courses in grades 7 and 8, with different curricula, to account for differing language skills. The planned *intensified* curricula for Spanish 1, Latin 1 and French 1 that will be offered in Fall 2016 are a step toward this.

⁵ See, for example, the following:

Ganschow, Leonore, and Elke Schneider. 2006. “Assisting Students with Foreign Language Learning Difficulties in School.” Retrieved from <http://www.ldonline.org/article/22725/?theme=print>

Konyndyk, Irene Brouwer. 2011. *Foreign Languages for Everyone: How I Learned to Teach Second Languages to Students with Learning Disabilities*. Grand Rapids, MI: Edenridge Press.

⁶ Linda Arnsbarger of ASEAC has written the following to us on this subject: “The Virginia special education regulations say, “Core academic subjects’ means English, reading or language arts, mathematics, science, **foreign languages**, civics and government, economics, arts, history, and geography.” 8 VAC 20-81-10.

http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf. The identical definition also is in the federal law and the federal regulations. The state and federal regulations also provide that the goal of special education is to ensure that the child has access to the same “general curriculum” used for children without disabilities that has been adopted by the school district.”

- “Working with students with disabilities, to ensure the needs of Special Education students enrolled in World Language classes are met; and
- “Instructional Support, specifically in the areas of language modeling, content understanding [e.g., ‘comprehensible input’], and analysis and problem-solving.”

Learning to apply what is learned in professional development in these areas cannot take place as a result of a single presentation or workshop. The mastery of these skills is achieved over time and with guided reflection. The professional development program that we are recommending must not consist of single one-off workshops, but must be carried out over the school year and be related to the teachers’ actual classroom experiences.

2) Strategic Plan Alignment: This recommendation aligns with each of the five goals of the Strategic Plan. Implementing it will help APS (1) Challenge and engage all students; (2) Eliminate achievement gaps (by enabling every student to succeed); (3) Develop high quality staff; (4) Provide optimal learning environments for every learner; and (5) Meet needs of the whole child.

3) Budgetary Implications [estimate] Funding to pay salaries of two additional World Language Instructional Coaches to support the WLO and work with teachers is needed.⁷ In addition, a year-long series of training workshops and other experiences for APS world language teachers would not be inexpensive, especially if external language education experts are contracted to conduct some of them. Other likely expenses would include the costs of substitute teachers to cover classes for the participants.

4) ACI Committee vote:

Yes	No	Abstaining
14	0	1

Recommendation #2. *Continue to strengthen the articulation in World Language instruction between elementary and middle schools and through the middle school years. Finish carrying out the WLAC’s previous Recommendation #1, and thereby implement the WL Evaluation recommendation to “provide an uninterrupted sequence of WL study from elementary (FLES and Immersion) to secondary Spanish instruction, specifically addressing the transition that occurs at grade 6.” This will entail continuous language learning from kindergarten through 8th grade, with encouragement for continued study in high school; alternatively, for students who choose to begin study of a new language in 6th or 7th grade, these languages would also form an articulated sequence through 8th grade and into high school, where students could complete the requirements for the Advanced Studies Diploma.*

Status: As discussed above, the APS WLO and APS principals are committed to seeking ways to improve placement and progress of all students, with a particular focus on Middle

⁷ It is reported that funding for one WL Instructional Coach is included in the Superintendent’s proposed budget.

School courses. Significant progress is being made this year in all middle schools in offering differentiated levels for students taking Spanish in grades 6-8. In Grade 6, every school offers a one-semester course in Transition Spanish and is committed to offering a one-semester Introduction to Spanish course for beginners starting next fall. Jefferson and Swanson are also offering one-semester Introduction courses in French and Latin.

Jefferson, Swanson and H-B Woodlawn also plan to begin offering *intensified* versions of Spanish I next fall in addition to the regular offerings of that course, and Jefferson and Swanson will offer intensified French 1 and Latin 1. Jefferson will also offer intensified instruction for Arabic 1 and Chinese 1. (In subsequent years, the WLAC very much hopes that the other three middle schools will also offer Introduction courses in Spanish, French and Latin in 6th grade, continuing with 7th grade *intensified* courses in those languages, thus insuring equal opportunity for all students.)

The 2014 WLAC Report had recommended that the middle schools move more rapidly to address the language needs of their students. However, we are persuaded that once every middle school is, in fact, offering Introduction to French, Latin and Spanish in 6th grade and intensified Language I courses in 7th grade, the current plans will result in a solid middle school world language program. There will be one remaining concern, however: as we have already reported, many students who want to take a world language in 6th grade are not permitted to do so due to the determination of a need for remediation in a subject such as Reading, Math, or English.

- 1) Rationale.** In language education, ‘articulation’ is the task (and art) of ensuring that language instruction in one class or course builds explicitly upon what the learners already know and can do with the language. The achievement of articulation depends on measurable performance-based benchmarks of learning and close communication among teachers about expectations and learner progress. It also depends on proper placement of learners into classes at levels that engage and challenge them. The three middle schools that offer both transition and beginning language courses in 6th grade provide a range of learning choices to suit every learner. The array of 6th grade language courses offered by the other middle schools is more limited and limiting, as reflected in the lower language enrollment figures for each of those schools that are shown in Appendix 4, Graphs 4.2 and 4.3.
- 2) Strategic Plan Alignment:** This recommendation aligns with these goals of the Strategic Plan. Implementing it will help APS (1) Challenge and engage all students; (2) Eliminate achievement gaps (by enabling every student to succeed); (4) Provide optimal learning environments for every learner; and (5) Meet needs of the whole child.
- 3) Budgetary Implications [estimate]** True articulation has been described as a collaborative effort, where language educators at all levels agree on achievable performance benchmarks, how they will be achieved and how they will be assessed. The assessments need to be administered and the results need to be used to advise students and place them in appropriate classes. To provide the opportunity for this to happen may well require APS to designate additional time for language teachers to meet together, at first with APS guidance and oversight, to learn about the assessment instruments to be used, discuss benchmarks and

possible remediation and/or curriculum adjustment to help students achieve them, and to discuss individual learners. This will entail some cost, even if it only takes place once a month. The already planned addition of 7th grade intensified instruction of Spanish 1, French 1, and Latin 1 may also have staffing implications that involve costs.

4) ACI Committee vote

Yes	No	Abstaining
13	0	2

Recommendation #3. *Begin planning now for World Language courses to be made a component of the “core” curriculum for grades K-8 by Fall 2016.*

Status: We intend the term “core course” to denote any academic subject that is required of all students in a given school year, unless other official arrangements are made. That is, we have recommended that World Language be a required academic subject for students in grades K-8. This concept appears to be controversial for several members of the APS community. There has been some resistance to designating WL as a “core” course in elementary school, and some middle school parents have reported that children with learning disabilities or students whose native language is not English have been discouraged by advisors from enrolling in a world language.

1) Rationale.

a) World Languages are defined as core by statute.

Virginia statutes define “core academic subjects” as “English, Reading or Language Arts, Mathematics, Science, **Foreign Languages**, Civics and Government, Economics, Arts, History, and Geography.” 8 VAC 20-81-10.⁸ At the time the recommendation was made, Federal law (recently revised) used the same definitions.⁹ In Arlington, however, world language courses have been treated as electives or “special” courses, not “core.”. This has had consequences¹⁰:

- i) Students are sometimes discouraged from taking a language.
- ii) In the 6th grade, total WL instruction time is equivalent to one semester, rather than a full year, and the opportunity to take a WL is not made available to every student. As a result, many students enter the 7th grade having had no language instruction for a full year, while many of their classmates have continued their learning.¹¹

⁸ www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf. See also Footnote 6 on page 4 above.

⁹ Possible implications for APS of the new federal regulations will be discussed in our future report.

¹⁰ In previous years, elementary and 6th grade students who required remediation in other subjects were often pulled out of their language classes for that purpose. In the current school year, that has been noticeably less frequent.

¹¹ Many of the benefits identified by research have been described in previous WLAC reports to the School Board. Also, see ACTFL’s summary of relevant research findings at: <http://www.actfl.org/advocacy/what-the-research-shows> .

- b) **Language study provides proven cognitive benefits for other core subjects.** Research has shown that bilingualism is correlated with significant cognitive advantages (e.g., better working memory and executive control). These attributes are critical in other domains of learning, including math and English. And dual-language learners close academic achievement gaps faster than native English-speakers.¹²¹³
- c) **Language competence is increasingly important for getting a job.** Federal and local governments are *increasingly reporting difficulties in recruiting otherwise qualified individuals with adequate proficiency in a world language to perform the work that is needed*, both internationally and to accommodate changing domestic demographics.¹⁴ At the same time, it has been reported, “One in 3 U.S. medium and large-sized companies have international operations and/or serve multilingual and multicultural clientele. 93% seek ‘employees who work effectively with businesses from different countries and cultures.’¹⁵ Most organizations don’t have their own language learning programs, so they depend on hiring people who have received strong language instruction in schools. To serve these burgeoning needs, the US language-service industry is projected to grow by up to 7.5% annually through 2018 – more than twice the rate of growth of the national economy.¹⁶

2) Impact

Designating World Language as a core subject in Arlington schools, through at least 8th grade, would indicate clearly to teachers, administrators, parents and students that it is a required subject for all students, and that it is as important as other academic subjects (i.e., Math, English Language Arts, Reading, Science and Social Science). World Language would no longer be relegated to the status of an elective or special.

Benefits to our Students of Including World Language in the Core Curriculum

- All students would enjoy the cognitive benefits from second language learning and bilingual exposure, even if they do not eventually become fully proficient in a second language.¹⁷
- WL as core would bring APS in line with the view of the majority of Americans today. In a 2008 survey, 80% of respondents agreed that children should learn a second

¹² Slater and Steele, “The Effect of Dual-Language Immersion on Student Achievement in the Portland Public Schools,” <http://ies.ed.gov/funding/grantsearch/details.asp?ID=1294>

¹³ JNCL-NCLIS White Paper, “Dual Language Education Closing the Achievement Gap,” <http://www.languagepolicy.org>

¹⁴ See, e.g., Jackson and Malone, 2009. “Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a National Language Framework.” Retrieved from http://www.nflc.umd.edu/publications/Building_The_Foreign_Language_Capacity_We_Need.

¹⁵ Cited from a 2014 Michigan State University Survey for the Joint National Committee on Languages “Recruiting Trends Survey on Global Talent,” and reported in <http://www.eaccny.com/news/member-news/global-employers-reexamine-the-relevance-of-study-abroad/>

¹⁶ See <https://www.gala-global.org/industry/industry-facts-and-data>.

¹⁷ Many of the benefits identified by research have been described in previous WLAC reports to the School Board. Also, see ACTFL’s summary of relevant research findings at: <http://www.actfl.org/advocacy/what-the-research-shows> .

language before finishing high school, and 68% said foreign languages were as valuable as math and science.¹⁸

- The School Board’s vision for every APS graduate to be proficient in English and at least one other language would be much closer to being achieved.
- The sixth grade “gap” in proficiency-directed language learning would be closed, allowing greater opportunity for students to become proficient. Timing of WL instruction is critical, since it takes many years of consistent, uninterrupted instruction to achieve adequate levels of WL proficiency.
- Every student would enroll in a WL in 6th grade and in [at least] one high school-level language course in each of the 7th and 8th grades, thus making it easier for our students to obtain the three credits in one language (or four credits in two) needed to qualify for the ASD. (If a student passed 7th and 8th grade language and also earned another two credits by taking and passing the test for Credit by Examination, s/he would have completed the language requirement for the ASD by the end of 8th grade.)
- In addition to developing skills to make the attainment of the Advanced Studies Diploma more achievable, students would also have a strong head-start toward meeting the criteria to be recognized with the new Virginia State Seal of Biliteracy on their diploma.
- With WL as “core,” there would be less frequent instances of students dropping a WL course and likely fewer pullouts of students and potentially less scheduling of other school activities (such as assemblies) during WL classes. Fewer gaps in WL instruction would mean more success in mastering the material, inspiring students to continue with WL study so as to meet the language requirements for the Advanced Studies Diploma.
- Students with disabilities (SWD) would be able to obtain accommodations and support in non-elective language study, helping them to successfully enroll in WL during their school years.¹⁹
- A core emphasis on WL, along with the existing focus on STEM and English, would give students greater opportunities in the competitive job market after finishing their schooling.
- Finally, treating WL as core sets the tone early on for all of our students and teachers to view WL as an important subject. WL is a subject that requires student engagement and active learning. Only this way will students be able to succeed in gaining meaningful proficiency and sustained success by being able to communicate in the target language.

1) Strategic Plan Alignment: This recommendation aligns with goals of the Strategic Plan to challenge and engage all students and meet the needs of the whole child.

¹⁸ Robinson, John P., William Rivers, and Richard Brecht, “Demographic and Sociopolitical Predictors of American Attitudes towards Foreign Language Policy,” *Language Policy*, 5 (4), p. 421-442 (2006), Kluwer Academic Publishers.

¹⁹ The WLAC thinks that it may be helpful for some students to be able to stretch out the time to obtain proficiency in WL. A WL core requirement could be modified to meet the individual learning needs of SWDs.

2) Budgetary Implications [estimate] If the daily schedule of classes does not have to be changed to implement this recommendation, the primary cost will be for planning.

3) ACI Committee vote

Yes	No	Abstaining
13	1	1

Recommendation #4. *Designate choice “Hub” schools in Middle and High School to offer the low volume languages in teacher-fronted classes. Highly motivated students at other schools would still be able to take any of these languages through online learning.*

Status: APS has been studying potential pros and cons of such an approach to designate one or more hub schools or magnet schools for world language study.

1) Rationale. Low enrollments in several world languages (especially Arabic, Chinese, German and Japanese) and the desire of APS and parents to have every language offered at every secondary school have led to the very frequent adoption of some form of technology-assisted blended or online learning in place of teacher-fronted instruction. In fact, every language except Spanish is being taught to one or more language classes through technology. (See Appendix 7, Tables 7.1 and 7.2.) The WLAC has reported previously that the proficiency results in courses taught online are often not as strong as for teacher-fronted classes, particularly in Speaking, and that many students have been unhappy about the lack of opportunity in these classes for real spoken and written interaction in the language.²⁰ This need for spontaneous interaction with a teacher and with other users of the language was also a strong element of the 2013 *World Languages Evaluation Report* component that looked at Distance Learning (Appendix F pp. 52-82). While these problems have been mitigated to some extent by providing an itinerant teacher on a regular weekly basis and by arranging opportunities for contact with the teacher for feedback and interaction in the language, these remedies are still not sufficient for many learners. It would be far preferable for them to have a professional language teacher in the class every day to guide and motivate them and help them attain the maximum benefits from using the rich technology tools.

An alternative way for APS to offer less common languages is to teach them in fewer locations, so that the resulting enrollments would more likely be large enough to meet the required minimum of 15 students for a teacher-fronted class. The establishment of a school as a “hub school” for the teaching of low enrollment languages--at least at the high school level--could make face-to-face instruction feasible. In the beginning years of the Chinese and Arabic programs, they were each offered in only one location for middle school and one location for high school (albeit after the school day), and enrollments at each level were substantial enough for each class to be instructed by a teacher.

²⁰ A professional educator evaluated student responses to the APS secondary language program in 2014. One of her findings was, “Most of the students taking a language through online learning expressed frustration in the lack of availability of teacher interaction and interacting with fellow students.” See Appendix 9 in the 2014 WLAC Report with Recommendations.

To avoid additional transportation costs, any such hub would presumably need to be located at school(s) where transportation is already provided from across the county (for other APS programs) and where there is sufficient space to accommodate interested transfer students. The new Wakefield High School might serve such a role for APS, or two such schools might be established as hubs for different sets of the low-enrollment languages.²¹ Students who wanted to study a particular language, such as Arabic, German or Chinese in a teacher-led class would need to indicate by the middle of 8th grade their intent to study in the designated high school hub for that language. (It is assumed here that such students would make a complete transfer to their “hub,” and would ultimately graduate from there. It might also be possible to have students bused from their neighborhood school to the hub for language course and one or two other courses and then be bused back to the neighborhood school.)

In any case, careful advance planning and good information to families would be a necessary part of this approach.

The Case for Creating a “Language Hub” School for Lower Enrollment Languages

Proposed Plan:

1. Every High School would continue to offer teacher-fronted classes in Latin, French, Spanish, Spanish for Fluent Speakers and American Sign Language.²² W-L HS would continue to offer teacher-fronted IB Chinese as part of its International Baccalaureate program.
2. The Hub School would guarantee teacher-fronted instruction for all languages at all levels: American Sign Language, Arabic, Chinese, French, German, Japanese, Latin, Spanish, and Spanish for Fluent Speakers.
3. Most students would transfer to the Hub full-time. Some might possibly be bused for two or three periods from their present school. (Buses would run directly from Yorktown and W-L down George Mason Blvd.)

Benefits to APS: Savings would be achieved by moving students (and teachers) from very crowded space to more open space. Savings are also achieved by the consolidation of learners into group classes at a single location.

Benefits to Students: The established Hub would guarantee teacher-fronted instruction, which many students find necessary in order to learn effectively. Students would be together with other students of the language, providing more opportunities for interaction. (Other schools might continue to offer instruction in the low enrollment languages, but typically only online.)

Some advantages of locating the Hub at Wakefield HS.

- Already has an outstanding principal and language program chair

²¹ Washington-Lee already serves as the high school site for IB languages, in a program which includes every APS language except American Sign Language, Arabic, German and Japanese.

²² If enrollment in any one of these courses were to be too low to make up a class, the school would need autonomy to cancel the class, combine it with another or have it delivered virtually.

- The Hub language faculty would benefit from proximity to the Spanish Immersion program
- The Hub school could add other courses about the countries and cultures where the language is spoken, possibly teaching some of them in the language. It could also open to language and culture resources in the Arlington community.
- A language/culture area of the school could be instituted, where relevant media and printed resources, realia, music and artwork would be available.
- A Saturday schedule of language instruction could be established at the Hub in all nine languages, available for Hub students and other students from throughout county
- Wakefield would be recognized as a “Language Institute”—a magnet for language students across Arlington County and also for expert language teachers.

2) Strategic Plan Alignment: This recommendation aligns with the five goals of the Strategic Plan. Implementing it will help APS (1) Challenge and engage all students; (2) Eliminate achievement gaps (by enabling every student to succeed); (3) [Provide instruction by] high quality staff; (4) Provide optimal learning environments for every learner, including teacher-fronted instruction for students who require it; and (5) Meet needs of the whole child.

3) Budgetary Implications [estimate] If the currently available cross-county busing is sufficient to bus language students to the hub, it is anticipated that costs for the establishment of hub schools would be largely limited to the necessary planning. It is possible that there would be a significant cost savings, since teachers of the languages would be located centrally in the hub school and not traveling as itinerants throughout the county. Also, since enrollments would be concentrated at the hub, the number of classes of the language would be significantly reduced, and less need to pay for online courses. However, APS should anticipate that the popularity of the hub program would take time to grow; it might take as long as five years before the program is at full capacity and can provide substantial savings.

4) Committee vote

Yes	No	Abstaining
12	1	1

OTHER IMPORTANT ACHIEVEMENTS IN APS WORLD LANGUAGE PROGRAMS IN SY-2015

- Most important, as noted previously (p.2), proficiency-oriented language instruction is now being delivered in every APS elementary school, as a result of the implementation of FLES in the last six schools to offer it. As a result, within another five years, all students completing elementary school in Arlington can be expected to have developed some functional proficiency in Spanish and to be prepared to continue studying that language or to successfully switch to studying a new language.
- The APS WLO has continued to include, as a component of program assessment, annual testing of students in high school level 3 of a world language, 5th grade FLES and Immersion students, and 8th grade immersion students. The results of these tests

from SY-2015 are shown in the tables in Appendix 9. They point to clear excellence in the immersion programs and the high school language programs; they also reflect improvements in the FLES programs for most schools.

- Expansion of opportunities for students to demonstrate proficiency and earn language credits by examination in any language. Beginning this year, students are able to earn from 1-4 credits in a language, based on their scores in a test battery administered by APS in the fall and winter.²³ This year, 460 students, in grades 7-12²⁴, took the test in one of 31 languages. Of those, all but ten students earned at least one language credit, and 338 (73%) earned either four or three credits. Together with strong English, four credits will qualify a student to receive the Virginia State Seal of Biliteracy, and three credits meet the language requirement for the Advanced Studies Diploma. Data are in Appendix 8.
- The program to offer American Sign Language (ASL) as a world language in every Arlington high school continues to grow, with two years of ASL instructed this year, and a third year scheduled to be added starting in Fall 2016. Strikingly, APS has reported that 19% of the students enrolled in this year's ASL I courses are Students with Disabilities.
- An APS Spanish teacher was honored as Teacher of the Year by the Southern Council of Language Teachers (SCOLT).
- APS authorized the World Languages Supervisor to designate a full-time FLES Instructional Coach to work with and advise the teachers in the six new FLES programs established this year. An experienced APS Spanish teacher was selected. She has proven to be a highly effective addition to the teacher development staff. It is important that this position be continued after this year and, ideally, that more WL Instructional Coach positions for middle school and high school be added.
- APS has received for the 10th year in a row a federal grant to offer summer intensive study STARTALK courses in Arabic and Chinese for students in grades 5-8.

SUMMARY REPORT ON OTHER ISSUES MONITORED BY THE WLAC SINCE 2014 REPORT WITH RECOMMENDATIONS

- 1. Concern about APS schools' commitments to serve students with learning disabilities effectively in WL study.** In discussion with the leadership of the Special Education Advisory Committee (ASEAC), we had learned that several parents of children diagnosed with learning disabilities felt that their children were not being encouraged by APS to take a world language, and, if they did enroll in a WL, were not provided with the accommodations or support mandated by federal law. This concern had been highlighted previously in the 2013 official *World Languages Evaluation Report*, where the recommendation was made for the World Language Office to "work with the Special Education Office to examine and improve support for students with

²³ The Virginia State Department of Education has issued a document that specifies Acceptable Evidence of Proficiency to qualify for the State Seal of Biliteracy (revised February 8, 2016). APS followed those specifications in selecting an appropriate test for each of the 31 languages.

²⁴ Plus one 6th grader, who earned two language credits.

disabilities enrolled in World Language courses.”

For the current school year, we are very pleased to be able to report that significant progress is being made in this area. The World Language Supervisor has been coordinating with the Director of Special Education to provide workshops and seminars for language teachers and school leadership to ensure that APS policy in this area is understood and implemented. The WLAC has continued to coordinate with ASEAC leaders and communicate with the World Language Office toward ensuring that students with disability (SWDs) have opportunity to participate in language study and receive appropriate instruction and support when they do so.²⁵

Furthermore, the WLAC has just recently learned of this year’s very promising initiative by the World Languages Department at Washington-Lee High School to offer seven integrated classes where SWDs are clustered into groups of 7 or more with a teaching assistant to support the teacher. Four Spanish classes are supported in this way, two ASL, and one Latin.

The discussion on page 3 of this report that describes the status of past Recommendation #1 includes more information about the staff development efforts of the World Language Office and the Department of Special Education.

2. Concern about proficiency scores achieved on the STAMP test by 5th grade

FLES students in 2014. Data included in Appendix 10.1 of the WLAC’s 2014 Report with Recommendations had appeared to show that almost 20% of 5th Grade FLES students in six schools that had been offering FLES for at least six years (K-5) had failed to meet benchmark proficiency goals. The reasons for this were unclear, and there was resulting speculation. After intensive research by the World Language Office, however, it was learned that the test battery had mistakenly been given to a number of students who had been enrolled for fewer than the indicated 6 years of language study. The World Language Supervisor was able to report to the School Board on May 7, 2015, that, in fact, more than 90% of the “standard” students who had completed the six years had actually met or exceeded the benchmark in the Listening test.²⁶

Results for the Spring 2015 iteration of this test for fifth grade students are shown in Appendix 9.1. Unfortunately, it was not possible prior to this test administration for APS to make arrangements to ensure that only students who had completed all six years of FLES took the test, and, as a result, the scores reported would appear to reflect many

²⁵ It is reported in Spring 2015 that only 22% of students diagnosed with learning disabilities were able to complete the requirements for the Advanced Studies Diploma (ASD). (Appendix 10.2) ASEAC members have said that the world language requirements are the most significant obstacle to their children achieving the ASD, and that the reasons this requirement is an obstacle are twofold: (1) students with disabilities are actively discouraged by APS staff from taking a language, and (2) the curriculum and teaching approach used fail to make the mandated accommodations or provide support to enable the students to succeed. Yet, when given the opportunity and support needed, many students with learning disabilities are able to develop second language ability sufficient to pass at least the third year of high school language.

²⁶ It is important to recognize that, of the 28 SWDs who had been enrolled in Spanish K-5, 54% achieved a proficiency rating at or above the benchmark. At the same time, all but one of the 18 LEP students in the cohort met or exceeded the benchmark.

of the same complications as the 2014 results. APS intends to try to disaggregate these test scores from 2015, and, at the same time, the WLO is committed to ensuring that for the language tests given to fifth graders in spring 2016, the cohort of students who have taken all six years of FLES will be clearly identified for analysis, so that a full and accurate report can be provided to the School Board. The WLAC will also report in depth on this concern in our December 2016 Report with Recommendations.

COMMITTEE MEMBERS AND REPRESENTATIVES:

Kelly Alexis has two multilingual children who are learning their father's heritage language of Modern Greek outside of school and who study Spanish via FLES at Tuckahoe Elementary School. Kelly and her husband were part of creating a bilingual preschool at their Greek Orthodox church in Falls Church, VA. She studied Spanish in high school and learned Modern Greek that she speaks with family and friends.

Sara Aramendia grew up in a bilingual (English/Spanish) environment; she studied French and German at APS during middle school, Spanish in high school; and Chinese abroad in Nanjing during her graduate studies. She and her husband are raising their three children to be multilingual; this includes participation in the Spanish immersion program at Claremont Elementary School.

Anh Bolles has two multilingual children who are in the Spanish immersion program at Key Elementary School and Washington-Lee High School. She studied Spanish in high school and grew up speaking Vietnamese.

Caroline Bosc, former WLAC chair, has a son who graduated from Washington-Lee HS and a 15 year-old son attending Wakefield HS. Caroline teaches French at Holton-Arms in Bethesda. French is the primary language in her household.

Eden Brown has a 10th Grader attending Yorktown HS who speaks French and has taken Arabic in MS, and has had two other children complete school in Arlington. Eden is a fluent speaker of French, with additional proficiency in Italian. She has studied Sinhala, Hindi, and German. She is currently taking Spanish on line at NOVA. She is on her second career, as a journalist. All three of her children speak good French, and one speaks fluent Bangla, after doing the State Department's Critical Language Study program in Dhaka.

Marijoy Cordero is raising 6 bilingual children in English and French. Two attend Swanson Middle School and are studying Latin. One attends Washington-Lee High School and is studying German. She studied French and Latin as an APS student. Marijoy is a teacher at Carlin Springs Elementary School.

Becky Cuthbertson is interested in students' acquisition of both native/heritage and "foreign" languages. She is a parent of one Arlington Public Schools graduate who learned Arabic and one current APS student learning French in Swanson Middle School.

Hans Fenstermacher has been a linguist, entrepreneur, and global executive in the language business for over 30 years. In 2002, he founded GALA, the world's largest non-profit language-industry trade association. Currently, he runs CEKAI, a strategic consultancy that advises language-service companies. Born in Germany, he speaks six languages and holds degrees from Princeton University and the Fletcher School of Law

and Diplomacy. He has lived in Arlington for the past 8 years with his wife, Janet, who teaches science at Yorktown H.S.

Dr. Catherine Ingold retired in 2015 as Executive Director of the National Foreign Language Center at the University of Maryland. She is proficient in French, German, Spanish and American Sign Language. No young children.

Dr. Frederick Jackson, Chair, has a Ph.D. in Linguistics and M.A. in Second Language Teaching. Rick is proficient in Thai and Lao and has studied Chinese, French, German and Micronesian languages. He was Senior Research Associate from the National Foreign Language Center of the University of Maryland and earlier Head of Staff Development at the School of Language Studies, Foreign Service Institute. No young children.

Sofia Kasmeridi has a Master's degree in Linguistics. She is a Russian Language and Culture Instructor at the School of Language Studies of the Foreign Service Institute. She also runs a translation and language training company. Sofia has been active in the field of language services for the past 20 years and has worked with several government agencies, including the FBI, NASA, and DLI. She is proficient in Estonian and has also studied German. Sofia has a bilingual child in Barrett Elementary School.

Dr. Yun Kang has a Ph.D. in Applied Linguistics from Georgetown University and teaches at George Washington University. She has a child in the Immersion program at Claremont School.

Elliott Stroud has a third grader and a kindergartener at McKinley Elementary. Elliott's children speak Mandarin Chinese and are also learning Spanish. McKinley Elementary benefits from the FLES program, a before-school student Spanish club and a PTA that has sponsored numerous International and WL related student activities.

Raquel Varon has a 1st grader attending Ashlawn Elementary School who is fluent in Spanish, as it is the primary language spoken at home. Raquel has worked for Spanish networks (CNN, Reuters, Telemundo) as a broadcast journalist as well as the United Nations. She speaks Hebrew and is proficient in French and Russian. She currently teaches Hebrew at both Congregation Etz Hayim and Temple Rodef Shalom.

Student Representatives: The schools represented are Wakefield, Washington-Lee, and Yorktown High Schools. The languages spoken by the three representatives include American Sign Language, Arabic, and French.

- ❖ **Annabeth Stokely** is Student Representative for Washington-Lee High School, where she is in French IV. Annabeth is in 10th grade.
- ❖ **Youssef Thomas** is Student Representative for Yorktown High School, where he is in 10th grade. Youssef took Arabic online at Williamsburg MS, and he speaks fluent French, in which he earned credits by examination. He would like to learn Japanese.
- ❖ **Sirena Wigfall** is Student Representative for Wakefield High School, where she studies French and American Sign Language. Sirena is in the 10th grade.

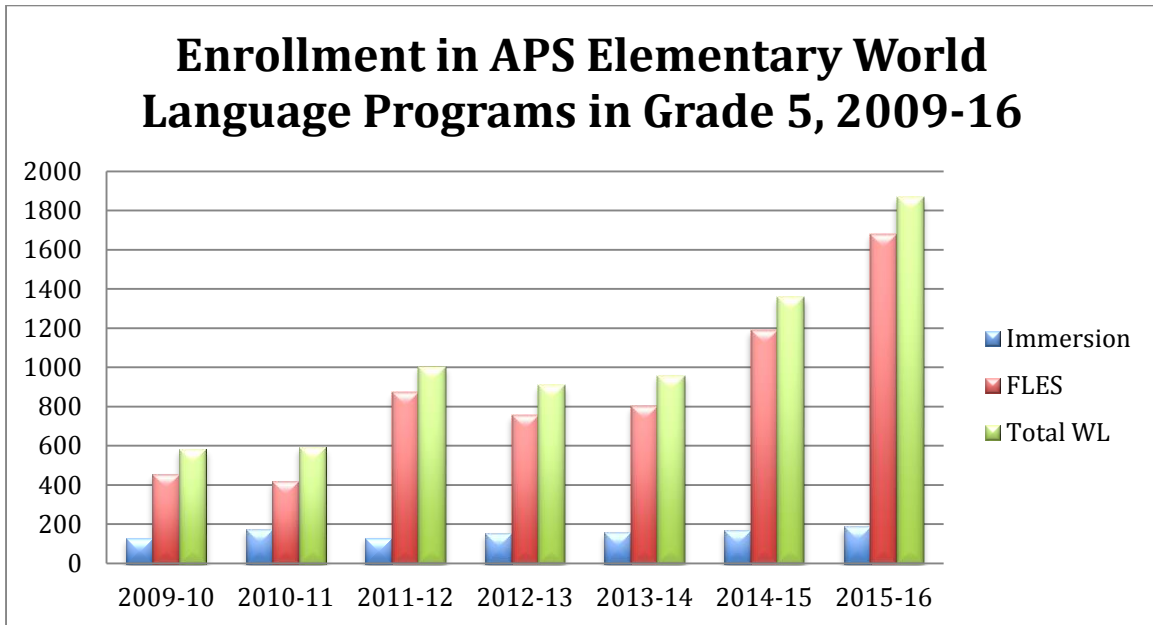
APPRECIATION

The WLAC expresses deep appreciation for the dedication of World Language Instructors and school principals throughout the county. Arlington students and their parents are indeed fortunate. We also wish to express our gratitude and appreciation for the care and attention of the Arlington School Board and the exemplary leadership of its current chair, Dr. Emma Violand-Sanchez and those in previous years. Finally, the work of this committee would not be possible without the cooperation, support, and professional collaboration given by the Assistant Superintendent for Instruction, Connie Skelton, the Supervisor of World Language Programs, Elisabeth Harrington, and her superb dedicated staff. Elisabeth Harrington serves as APS Liaison to the Committee.

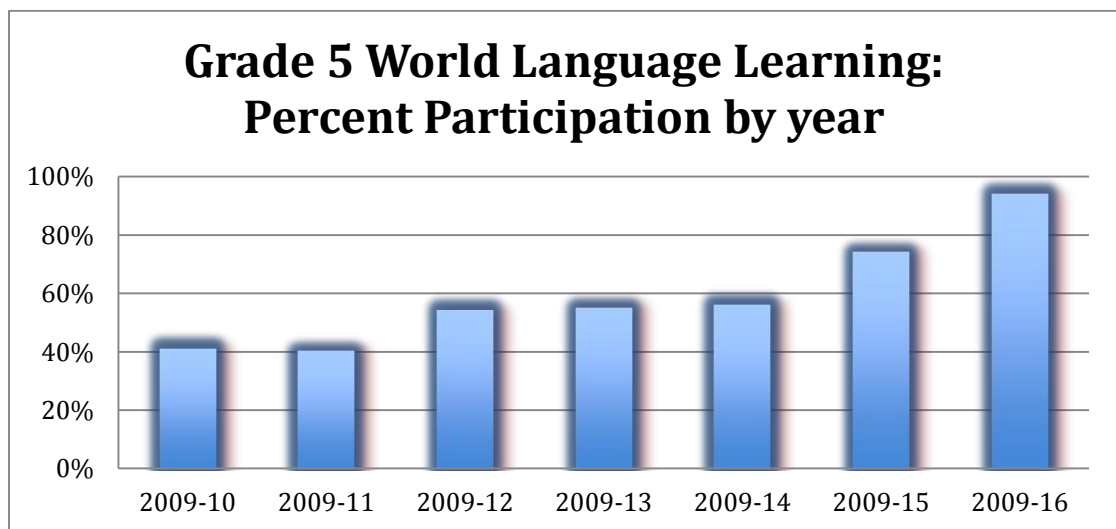
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Appendix 1. Participation in APS Elementary World Language Programs 2009-2016 (Grade 5)



Note the relative consistency of enrollments in 5th grade immersion programs over the seven years shown in this table.



**Appendix 2: World Language FLES Instruction Time By School:
2015-2016**

School	Days and Minutes Per Week Taught for each FLES class	Remarks
<i>Abingdon</i>	90 minutes @ 3x30 mins or 2x45 mins	NA
<i>Arlington Traditional</i>	90 minutes @ 2x45 mins	NA
<i>Ashlawn</i>	(Grades K and 1) 90 @ 3x30 mins (Grades 3, 4, 5) 90 @ 2x45 mins	NA
<i>Barcroft</i>	90 mins (3 classes @ 30 min each)	K-5
<i>Barrett</i>	90 @ 2x45 mins)	K-5
<i>Campbell</i>	90 @ 2x45 mins 50 mins/wk	K-5 Pre-K
<i>Carlin Springs</i>	90 @ 2x45mins	K-5
<i>Claremont</i>	Spanish used half-day 5 days/week	Dual language immersion
<i>Discovery</i>	90 mins/wk @ 3x30 mins	
<i>Drew</i>	Drew Model Grades: K-5 90 mins (3 x 30 mins)	1:1 language support); Tcher A (2 x wk) Tcher B (1 x week);
<i>Glebe</i>	135 @ 3 x 45 mins (including 5 minutes transition time.)	K-5
<i>Patrick Henry</i>	90 minutes per week. Grades K-1: 3 times / week @ 30 mins. Grades 2-5: 1 time a week @ 60 min plus 1 time a week @ 30 min. Pre-K: 2 times a week @ 30 min each	NA
<i>Hoffman Boston</i>	Grade 1: 90 @ 2x45 mins Montessori K: 70 mins; 35 mins 2x week.	NA
<i>Jamestown</i>	120 minutes @ 3 x 40min	K-5

<i>Key</i>	Spanish used half-day 5 days/week	Dual language immersion
<i>Long Branch</i>	90 minutes @ 3x30 mins	NA
<i>McKinley</i>	120 @ 3x40 min (K-5) 60 min @ 2x30 (Pre-K Montessori)	K-5
<i>Nottingham</i>	90 = 3 X 30 mins	K-5
<i>Oakridge</i>	100 minutes @ 2X50min (1-5) 100 mins @ 4x25min (Kindergarten)	NA
<i>Randolph</i>	90 minutes @ 2x45 minutes	pK-5
<i>Science Focus</i>	90 minutes @ 2 X 45	K-5
<i>Taylor</i>	90 minutes @ 3x30 mins	K-5
<i>Tuckahoe</i>	105 minutes @ 3 x 35 mins	K-5

Source: Information retrieved from Program of Studies for individual schools by the World Language Office, November 2015.

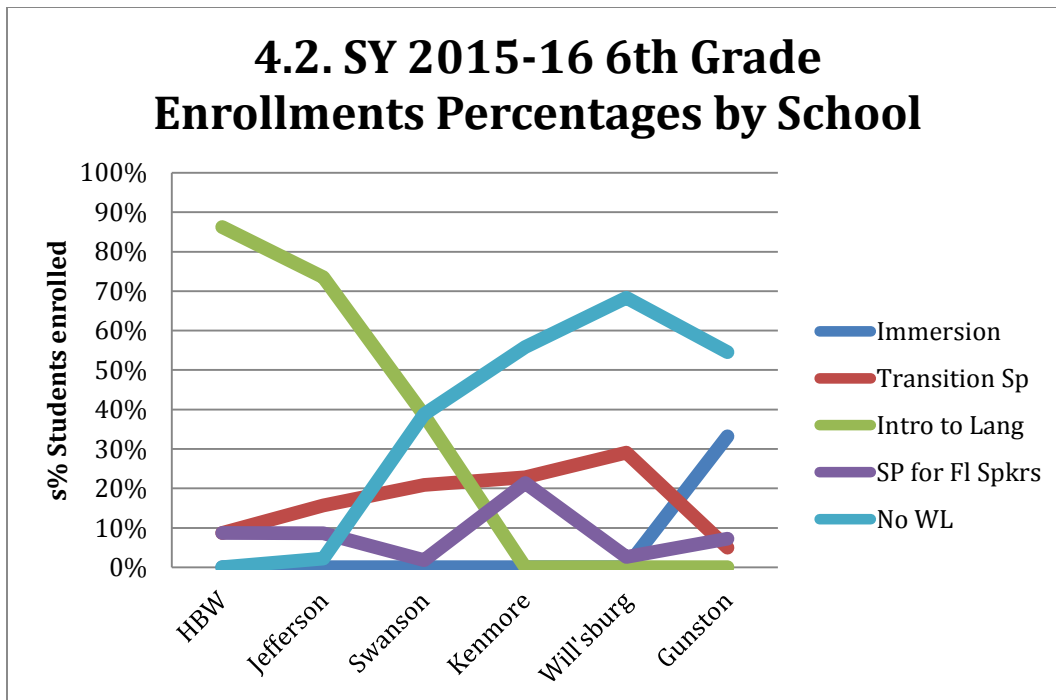
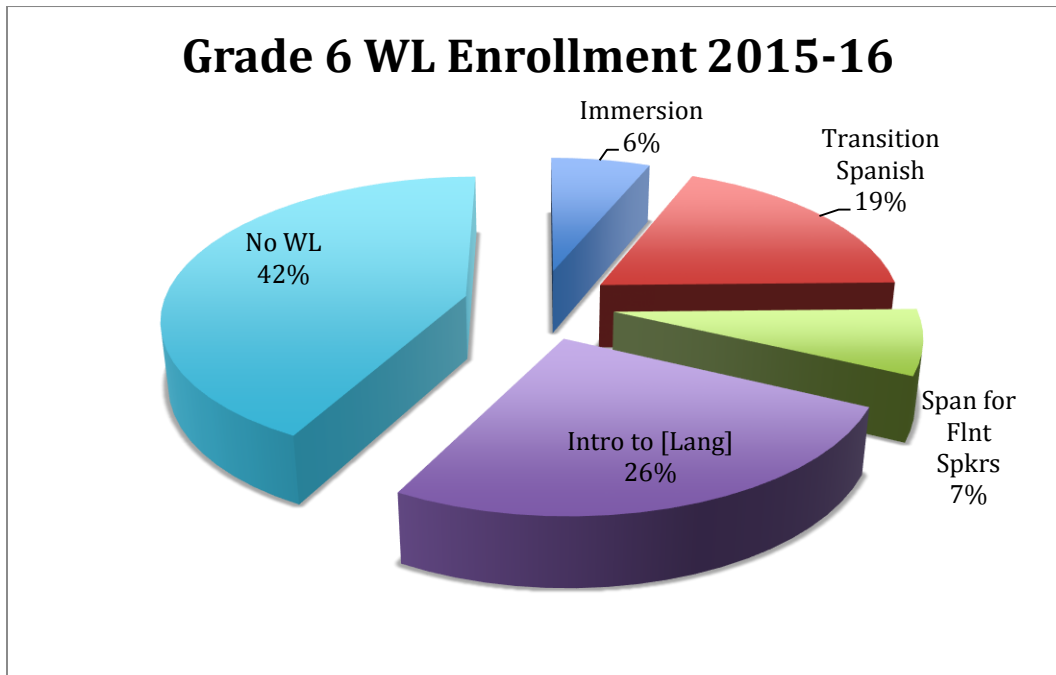
Appendix 3. Sixth Grade Programs: World Language Choices 2015-16

Middle School	World Language Choices ¹	# enrolled	Electives ²
Gunston	Dual Immersion Spanish-English (from Key & Claremont)	114	
	Transitional Spanish ²⁷ (TS)	17	Choice between 1. Instrumental Music 2. Exploratory Wheel: small units in Latin and French. Focus on the use of language across cultures, including body language, gestures, facial expressions, idioms around the world, slang, 24 days total.
Jefferson	Introductory courses: Arabic Chinese French Latin Spanish Spanish-Fluent Spkrs	14 16 87 16 97 17	Music (Band, Orchestra, Choir) [N.B. Language is not an elective at TJ.]
Kenmore	TS (Only for those students reading English at grade level.)	61	Choice between 1. Music (band, Orchestra, choir) 2. Exploratory wheel: no WL.
Swanson	TS	93	Choice between 1. Music (band, Orchestra, choir) 2. Exploratory wheel: no WL
	Introductory courses French: Latin Spanish	68 71 33	
Williamsburg	TS	111	Choice between 1. Music (band, Orchestra, choir) 2. Exploratory rotations include Latin and French. Students learn basic vocabulary. 6 weeks per language.
HB-Woodlawn	Introductory courses: French Latin Spanish TS for Fluent Spkrs	29 16 24 7	

Source: Compiled unofficially by the World Languages Office in March 2016 for the World Language Advisory Committee.

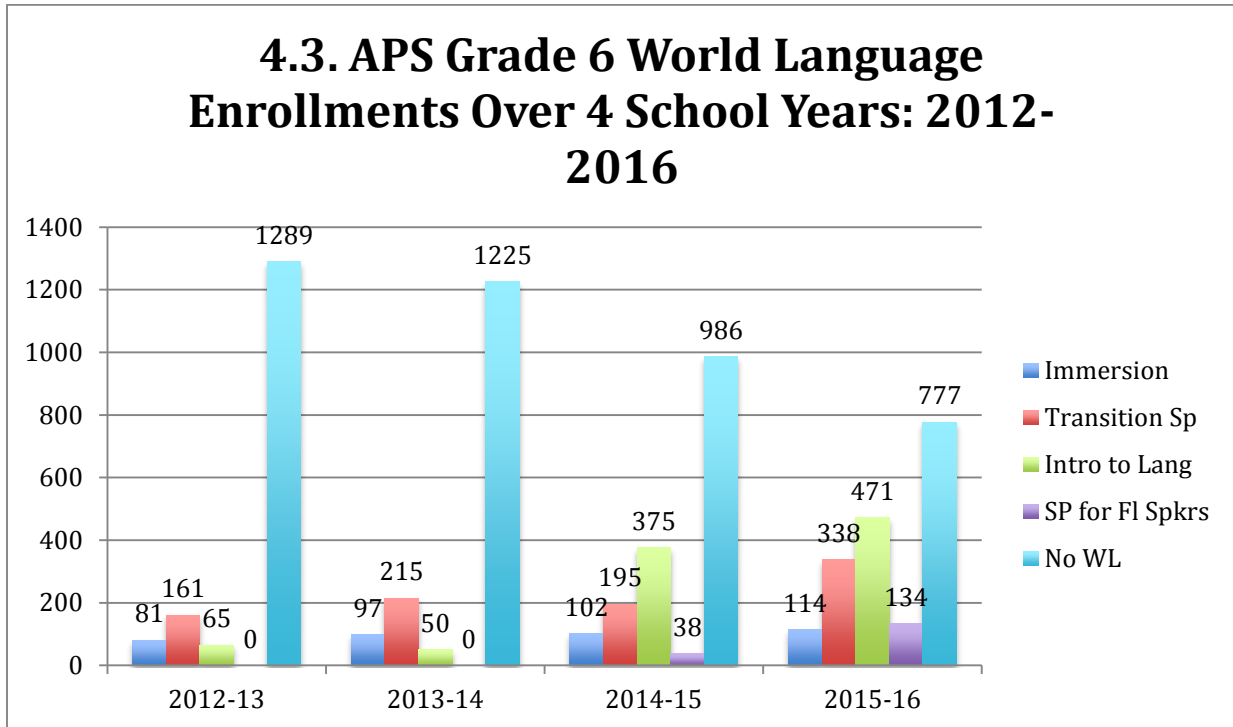
²⁷ Transitional Spanish is a semester-long course that alternates with English reading. It is only for those students reading at grade level. Prior proficiency is required. May meet every other day for the entire school year or daily for one entire semester, depending on the school.

Appendix 4. 4.1. Grade 6 World Language Enrollments



N.B. Kenmore, Williamsburg and Gunston MS do not offer beginning-level courses in any language in 6th grade. Jefferson and Swanson MS and the H-B Woodlawn Secondary program offer beginning-level instruction in French, Latin and Spanish, which attract students.

Appendix 4. Grade 6 World Language Enrollments (continued)



Appendix 5. Middle School World Language Students by School, in 2015-16

Middle School	Students Taking Language[1]			
	6	%	7+8	%
Gunston	156	45%	475	79%
Jefferson	306	98%	421	76%
Kenmore	118	44%	388	63%
Swanson	273	61%	497	79%
Williamsburg	121	32%	656	87%
H-B Woodlawn[2]	83	100%	245	100% [160%]
Totals	1057	58%	2682	81%

Source: WL data are unofficial compilations of the World Languages Office as of October 2015.
 Enrollment data: APS Office for Planning and Evaluation, September, 2014: <http://www.apsva.us/Page/1110>.

[1] For grades 7 and 8 our data only report course level, but not grade level of enrolled students. We thus combine data for these grades. Participation in WL courses shows the number of WL courses taken divided by total enrollment. Actual participation may be lower, since some students are almost certainly enrolled in two WL classes.

[2] These HBW figures almost certainly also include students who are already in high school grades 9-12. It is also probable from the HBW language enrollment figures that some HBW students -- possibly many -- choose to enroll in more than one language.

Appendix 6. Secondary School World Language Enrollments 2011 - 2016

[Based on Compilations by World Language Office, February 2016]¹

Enrollments in WL courses in Grades 7-12 bearing high school credits.⁸

		2011-12	2012-13	2013-14	2014-15	2015-16
Level 1 ²	HS	536	546	452	679	699
	MS	1194	1220	1236	1428	1432
	Total	1730	1766	1688	2194	2131
Level 2	HS	654	609	643	575	740
	MS	720	844	733	965	945
	Total	1374	1453	1376	1610	1685
Level 3	HS	1079	1067	1147	1084	1201
	MS				14	5
	Total	1079	1067	1147	1098	1206
Level 4 ⁷		577	581	627	757	758
Level 5	Non – IB ^{4,5}	257	222	235	235	289
	IB	17	120	112	124	132
	Total	274	342	347	359	421
Level 6 & up	Non – IB ^{4,6}	62	84	116	46	17
	IB	4	85	116	88	120
	Total	66	169	232	134	137
Spanish Immersion⁹						
MS Grade 7		83	105	74	85	92
MS Grade 8		80	76	95	66	85
Total MS Imm.		163	181	169	151	177
HS Immersion I ³		46	34	34	51	29
HS Immersion II ³		13	0	12	7	15
Total HS Imm.		59	34	46	58	44

Appendix 6. Secondary School World Language Enrollments 2011 - 2016

[Based on Compilation by World Language Office, February 2016]¹

		2011-12	2012-13	2013-14	2014-15	2015-16
Overall MS WL		2077	2245	2138	2558	2559
MS Enrollment Grades 7&8 ¹⁰		2721	2884	3078	3231	3310
(% WL)		(76%)	(78%)	(69%)	(79%)	(77%)
Overall HS WL		3246	3348	3494	3588	4000
HS Enrollment Grades 9-12 ¹⁰		5460	5545	5584	5952	6244
(% WL)		(59%)	(60%)	(63%)	(60%)	(64%)
Overall Total WL		5323	5593	5632	6142	6559
% WL		65%	66%	64%	67%	69%

- 1) For years 2011/12 – 2014/15 see WLAC Report Dec. 2014, Appendix 7.
- 2) Incl. Language 1B courses at HBW until 2011-12
- 3) Spanish HS Immersion I-II at Wakefield HS
- 4) SY 2010/11-2013/14: Includes regular, AP, Spanish FS/AP Literature 1-2
- 5) SY 2014/15 and 2015/16: Level 5 (non-IB) incl. regular, AP, Language/culture (German, French), Span. lit., AP
- 6) SY 2014/15 and 2015/16: Level 6 (non-IB) includes advanced studies (Spanish, Latin, French)
- 7) SY 2014/15 and 2015/16: Level 4 includes Spanish language, AP
- 8) Sixth Grade WL courses not included.
- 9) Immersion data are shown separately. Immersion figures are not included in the upper counts.
- 10) School enrollments <http://www.apsva.us/Page/1110>: June 2012, 2013 & Sept. 2013, 2014 & Feb. 2016. HS enrollments excluding Arlington Mill, Stratford and Langston programs. MS 2016 enrollments excluding Stratford program.

Appendix 7. Enrollments in Languages offered by Distance Learning

Table 1 --- Enrollment by School: 2015-16.

	GMS	JMS	KMS	SMS	WMS	HBW	WHS	W-L	YHS	Totals
Intro to Arabic	N	T	N	N	N	N	N	N	N	0
Arabic I	8	11	9	0	4	5	2	6	4	49
Arabic II	1	8	8	5	3	1	4	10	4	44
Arabic III	1	2					11	10	7	31
Arabic IV							8	7	0	15
Arabic V							1	1	2	4
Total Arabic	10	21	17	5	7	6	26	34	17	143
Intr to Chinese	N	T	N	N	N	N	N	N	N	0
Chinese I	9	T	8	11	12	1	6	5	5	47
Chinese II	6	7	4	8	9	2	5	5	3	49
Chinese III						2	3	11	5	21
Chinese IV						1	3	13	9	26
Chinese AP						4	4	3	5	16
Total Chinese	15	7	12	19	21	10	21	37	27	159
German I						0	11	14	10	35
German II						1	3	6	8	18
German III						2	2	1	2	7
German IV						0	0	0	1	1
German AP						0	0	4	0	4
Total German						3	16	25	21	65
Japanese I						0	10	10	7	27
Japanese II						0	8	4	2	14
Japanese III						0	2	0	4	6
Total Japanese						0	20	14	13	47
Latin I	10	T	T	T	T	T	3	0	6	19
Latin II	8	2	2	T	T	T	2	0	7	21
Latin III							3			3
Total Latin	18	2	2				8		13	43
French I									10	10
French II									2	2
French III		1							2	3
French AP							1			1
Total French		1					1		14	16
Spanish III			1							1
Total Spanish²⁸			1							2
Total APS Distance Learning										484

Source: Unofficial Compilation Instructional Technology Office, March 2016.

T – Teacher-fronted classes.

²⁸ Instruction in Spanish II is delivered online to one student at the Career Center.

Appendix 7

Table 2 -- Distance Learning Enrollments by Languages and Levels 2010-16

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arabic 1 MS	21	25	27	30	32	32
Arabic 2 MS	3	12	14	15	21	18
Arabic 3 MS					2	3
Arabic 1 (HS)	30	33	21	33	21	17
Arabic 2 (HS)	10	23	21	22	24	19
Arabic 3 (HS)	4	11	19	22	27	28
Arabic 4	4	2	10	12	13	15
Arabic 5	0	2	0	3	5	4
Total Arabic	72	108	112	137	145	136
Chinese 1 MS	35	34	53	48	51	30
Chinese 2 MS	10	19	17	36	27	34
Chinese 3 MS	0	2	0	1	0	0
Chinese 1 (HS)	36	33	32	12	13	17
Chinese 2 (HS)	12	20	31	22	10	15
Chinese 3 (HS)	12	11	26	32	35	21
Chinese 4	5	4	9	19	14	26
AP Chinese	0	2	4	4	9	16
Total Chinese	110	125	172	174	159	159
German 1 MS	13	1				0
German 2 MS	36	10				1
German 1 (HS)	38	43	41	29	31	35
German 2 (HS)		24	24	31	10	17
German 3	24	26	21	14	10	7
German 4	13	11	10	12	2	1
German AP	4	6	4	2	6	4
Total German	128	121	100	88	59	65
Japanese 1		22	28	41	32	27
Japanese 2		14	7	17	16	14
Japanese 3		17	8	4	6	6
Japanese 4		0	4	0	0	0
Total Japanese	0	53	47	62	54	47

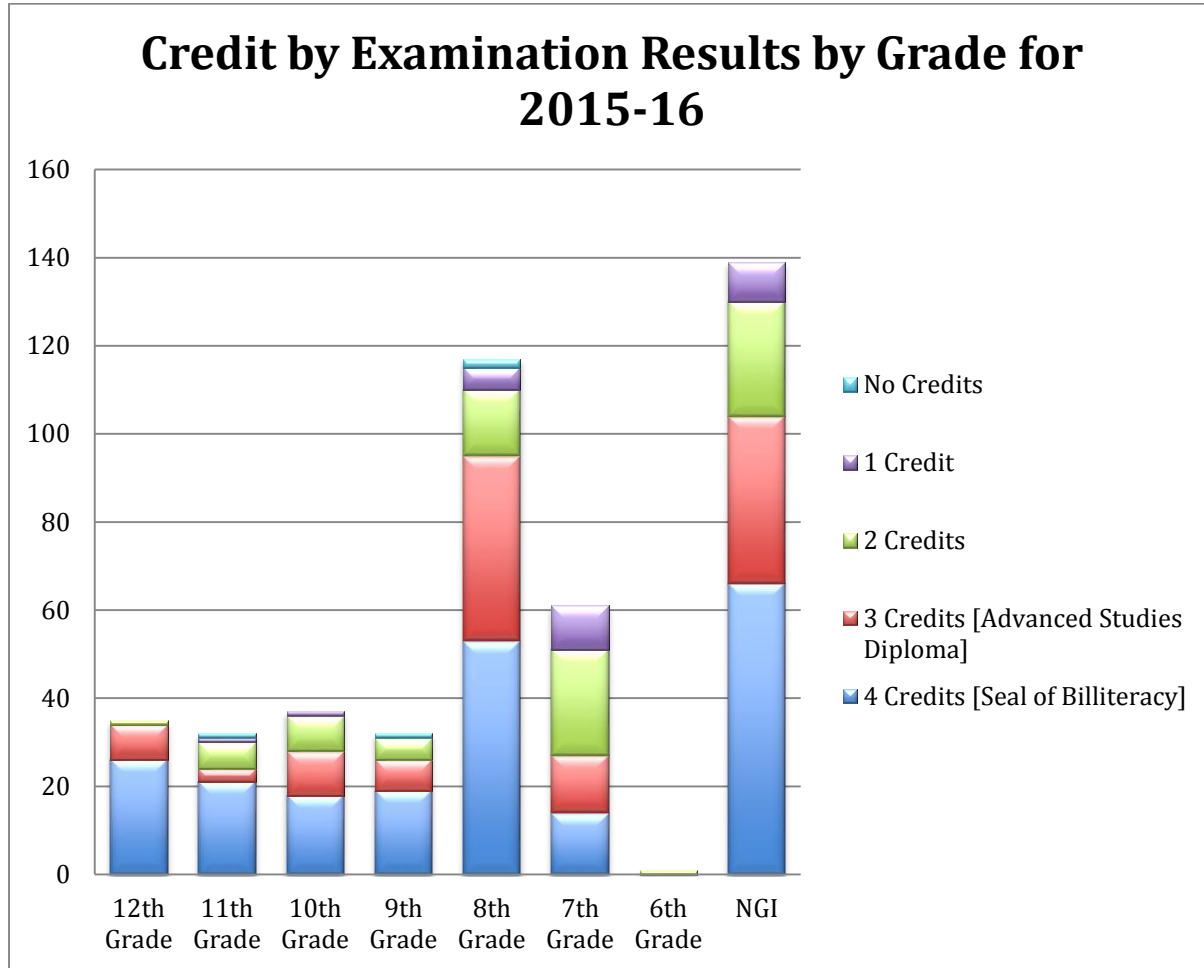
Source: Compilation by Arlington Public Schools World Language Office, Sept. 18, 2013, and Nov. 10, 2014, and by Instructional Technology Office, March 2016.

Notes: (1) Some instruction of first-year classes in these languages is teacher-fronted. (See Table 1 on preceding page.) Enrollments in those classes are not included here. (

2) These data do not include any 6th grade courses, such as Transition Spanish or the Introductory language courses offered by Jefferson and other Middle Schools.

Appendix 8. Results from 2015-16 World Language Credits by Examination

Chart I.



Source: Unofficial data from APS, March 2016.
 NGI: No Grade-level indicated in Results table.

Chart II. Credit by Examination Results by Language for 2015-16

Languages	DNC	No Credits	1 Credit	2 Credits	3 Credits	4 Credits	Total
Albanian	0	0	0	0	0	1	1
Amharic	1	0	0	0	0	20	21
Arabic	0	1	4	4	4	3	16
Bengali	0	0	0	0	1	6	7
Bulgarian	0	0	0	0	0	2	2
Chinese	0	0	3	1	5	1	10
Dutch	0	0	0	0	0	1	1
French	0	0	2	5	7	1	15
Georgian	0	0	0	0	0	1	1
German	0	0	0	1	4	7	12
Greek	0	0	0	0	0	2	2
Hausa	1	0	0	0	0	0	1
Indonesian	0	0	0	0	1	1	2
Italian	0	0	0	1	4	1	6
Japanese	0	0	0	3	2	2	7
Khmer	0	0	0	0	1	0	1
Korean	0	0	0	1	0	1	2
Nepali	0	0	0	0	0	1	1
Polish	0	0	0	0	0	1	1
Portuguese	0	0	0	0	1	7	8
Russian	0	0	1	1	2	12	16
Spanish	3	4	16	67	85	135	310
Swahili	0	0	0	0	0	1	1
Tagalog	0	0	0	0	0	1	1
Tajik	0	0	0	0	2	0	2
Tigrinya	0	0	0	2	0	0	2
Turkish	0	0	0	0	1	2	3
Ukrainian	0	0	0	0	0	1	1
Urdu	[1]	0	0	0	0	1	1
Uzbek	0	0	0	0	0	1	1
Vietnamese	0	0	0	0	0	3	3
Totals	5	5	26	86	120	216	458

Appendix 9. Proficiency Test Results

Table 9.1 FLES STAMP4Se Language Proficiency Test Scores²⁹

School	Prof. Level	SPEAKING RESULTS				LISTENING RESULTS				READING RESULTS				WRITING RESULTS			
		2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Glebe	<i>Int Mid-Hi</i>	0%	0%	0%	0%	8%	12%	9%	6%	9%	9%	6%	7%	0%	0%	0%	0%
Glebe	<i>Int-Low</i>	4%	8%	3%	0%	11%	10%	9%	12%	16%	9%	24%	18%	7%	2%	9%	1%
Glebe	<i>Novice-High</i>	33%	38%	44%	13%	41%	28%	31%	29%	20%	13%	24%	10%	38%	46%	44%	16%
Glebe	Novice-Mid	56%	51%	43%	69%	22%	31%	34%	36%	38%	52%	39%	55%	49%	37%	32%	59%
Glebe	<i>Novice-Low</i>	8%	4%	10%	18%	17%	19%	16%	17%	17%	17%	7%	10%	7%	15%	15%	24%
Henry	<i>Int Mid-Hi</i>	0%	0%	0%	0%	13%	35%	20%	17%	14%	22%	14%	14%	2%	0%	0%	0%
Henry	<i>Int-Low</i>	13%	15%	7%	0%	16%	18%	12%	17%	12%	16%	12%	19%	6%	8%	0%	2%
Henry	<i>Novice-High</i>	15%	40%	27%	13%	24%	7%	24%	31%	7%	11%	10%	15%	29%	49%	15%	20%
Henry	Novice-Mid	57%	33%	49%	61%	25%	23%	24%	24%	43%	34%	48%	42%	41%	39%	45%	56%
Henry	<i>Novice-Low</i>	15%	10%	18%	25%	22%	18%	20%	10%	24%	17%	16%	9%	22%	3%	40%	21%
Barcroft[1]	<i>Int Mid-Hi</i>		0%	0%	0%		32%	0%	42%		20%	0%	33%		0%	0%	0%
Barcroft	<i>Int-Low</i>		11%	0%	2%		19%	11%	16%		15%	14%	16%		9%	6%	6%
Barcroft	<i>Novice-High</i>		40%	29%	25%		8%	43%	12%		12%	14%	13%		49%	19%	32%
Barcroft	Novice-Mid		36%	50%	61%		23%	29%	12%		35%	51%	25%		38%	50%	44%
Barcroft	<i>Novice-Low</i>		11%	21%	12%		19%	17%	18%		18%	20%	12%		4%	25%	17%

²⁹ At the time of the Spring 2015 administration of the STAMP 4Se proficiency tests, the seven schools represented in this table were the only ones with students who were completing 5th grade after studying in the FLES program since kindergarten. Thus, these scores reflect proficiencies of 5th grade students in those schools only. Glebe and Henry have four years of STAMP 4Se scores; Barcroft has 3 years, and Ashlawn, Jamestown and McKinley were tested for the first time in Spring 2014. Randolph was added for Spring 2015.

Color Codes: Used only for the Spring 2015 tests. Blue indicates that 90% or more have achieved at least the Novice-Mid benchmark proficiency rating. Green indicates that improvement has occurred over previous years' scores. Orange indicates a marked lowering of proficiency ratings over previous years.

Double Line: Indicates the minimum benchmark proficiency goal. All scores above Novice-Low meet or exceed the benchmark for each skill.

9.1 FLES STAMP4Se Language Proficiency Test Scores (continued)

School	Prof. Level	SPEAKING RESULTS				LISTENING RESULTS				READING RESULTS				WRITING RESULTS			
		2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Ashlawn	<i>Int Mid-Hi</i>			0%	0%			4%	14%			0%	14%			0%	0%
Ashlawn	<i>Int-Lo</i>			0%	6%			8%	18%			25%	13%			0%	4%
Ashlawn	<i>Novice-High</i>			16%	36%			37%	36%			8%	14%			19%	29%
Ashlawn	<i>Novice-Mid</i>			60%	45%			22%	27%			47%	51%			46%	49%
Ashlawn	<i>Novice-Low</i>			24%	10%			19%	6%			19%	9%			35%	13%
Jamestown	<i>Int Mid-Hi</i>			0%	0%			2%	4%			4%	4%			0%	0%
Jamestown	<i>Int-Lo</i>			2%	1%			8%	9%			11%	14%			2%	4%
Jamestown	<i>Novice-High</i>			19%	20%			27%	25%			13%	20%			13%	25%
Jamestown	<i>Novice-Mid</i>			56%	67%			43%	35%			57%	49%			41%	42%
Jamestown	<i>Novice-Low</i>			23%	12%			20%	26%			15%	12%			43%	29%
McKinley	<i>Int Mid-Hi</i>			0%	0%			14%	2%			13%	2%			0%	0%
McKinley	<i>Int-Lo</i>			6%	0%			4%	10%			4%	11%			3%	0%
McKinley	<i>Novice-High</i>			9%	7%			26%	19%			6%	9%			14%	10%
McKinley	<i>Novice-Mid</i>			59%	58%			33%	51%			65%	60%			65%	56%
McKinley	<i>Novice-Low</i>			27%	35%			22%	17%			13%	18%			18%	34%
Randolph	<i>Int Mid-Hi</i>				0%				40%				32%				0%
Randolph	<i>Int-Lo</i>				12%				11%				24%				10%
Randolph	<i>Novice-High</i>				25%				14%				9%				26%
Randolph	<i>Novice-Mid</i>				55%				15%				17%				43%
Randolph	<i>Novice-Low</i>				7%				20%				17%				21%

Source: An unofficial compilation by the World Languages Office as of Spring 2015.

Note: The double lines and yellow highlighting are used to indicate the minimum benchmark goal for FLES students after studying K-5. Specifically, the target proficiency for students to achieve by 5th grade after six years (K-5) of study is Novice-Mid or better.

Table 9.2 Immersion STAMP4Se Scores Over Last Four Years (Administered in Grade 5)

School	Prof. Level	SPEAKING RESULTS				LISTENING RESULTS				READING RESULTS				WRITING RESULTS			
		2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Key	<i>Advanced</i>	0%		0%	5%	1%		0%		4%		15%		0%		0%	5%
Key	<i>Int-High</i>	1%	11%	0%	6%	65%	95%	64%	47%	33%	92%	35%	48%	6%	23%	4%	5%
Key	<i>Int-Mid</i>	1%	15%	13%		24%	5%	30%	32%	44%	7%	39%	38%	0%	18%	1%	
Key	<i>Int-Low</i>	36%	64%	60%	58%	9%	0%	6%	20%	19%	1%	10%	8%	36%	49%	84%	49%
Key	<i>Novice-High</i>	62%	8%	18%	31%	1%	0%	0%	0%	1%	0%	0%	1%	55%	10%	10%	34%
Key	<i>Novice-Mid</i>	0%	1%	8%	5%	0%	0%	0%	0%	0%	0%	1%	4%	2%	0%	1%	5%
Key	<i>Novice-Low</i>	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Claremont	<i>Advanced</i>	0%	0%	0%	1%	2%		0%		10%				0%	0%	0%	6%
Claremont	<i>Int-High</i>	5%	3%	0%	1%	45%		57%	51%	29%		41%	47%	13%	11%	0%	3%
Claremont	<i>Int-Mid</i>	3%	7%	0%		32%	93%	25%	33%	29%	86%	32%	36%	2%	5%	1%	
Claremont	<i>Int-Low</i>	36%	48%	79%	58%	20%	4%	13%	15%	19%	13%	6%	13%	33%	55%	73%	59%
Claremont	<i>Novice-High</i>	51%	38%	15%	28%	0%	3%	5%	1%	5%	0%	5%	1%	44%	24%	14%	18%
Claremont	<i>Novice-Mid</i>	5%	3%	7%	11%	0%	0%	0%	0%	10%	1%	1%	4%	7%	5%	10%	12%
Claremont	<i>Novice-Low</i>	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	3%

*Expected results for Immersion K-5 are levels Novice-High to Intermediate-Low and above. Yellow highlighting indicates the percentage of students in each school who did not meet the benchmark.

Appendix Table 9.3. STAMP 4S Proficiency Test Results for Third-Year High School Students in Six APS Languages, Spring 2015*

SPANISH STAMP 4S Results (Third Year HS)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	1	0%	0	0%	2	0%	0	0%
8 Adv-Mid	29	4%	0	0%	26	4%	0	0%
7 Adv-Lo	99	15%	2	0%	64	10%	3	1%
6 Int-Hi	118	18%	25	4%	47	7%	54	10%
5 Int-Mid	141	22%	144	23%	74	12%	115	20%
4 Int-Lo	128	20%	354	57%	88	14%	236	42%
3 Nov-Hi	114	17%	81	13%	239	38%	139	25%
2 Nov-Mid	24	4%	13	2%	79	13%	14	2%
1 Nov-Lo	1	0%	1	0%	9	1%	1	0%
Totals	655	100%	622	100%	628	100%	562	100%
							NS=22	

FRENCH STAMP 4S Results (Third Year)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	0	0%	0	0%	0	0%	0	0%
8 Adv-Mid	1	0%	0	0%	0	0%	0	0%
7 Adv-Lo	6	3%	0	0%	3	1%	0	0%
6 Int-Hi	156	74%	0	0%	2	1%	0	0%
5 Int-Mid	25	12%	1	0%	12	6%	1	0%
4 Int-Lo	8	4%	106	51%	19	9%	37	18%
3 Nov-Hi	15	7%	92	44%	113	54%	161	77%
2 Nov-Mid	0	0%	8	4%	62	29%	9	4%
1 Nov-Lo	1	0%	0	0%	0	0%	1	0%
Totals	212	100%	207	100%	211	100%	209	100%
							NS=1	

Source: Unofficial data compiled and provided by the World Languages Office in Spring 2015.

NS = “Not scoreable.” The test could not be scored for technical or other reasons.

* A double line marks the **minimum** proficiency goal in the skill after three years of high school. For Western European languages (Spanish, French, German), the goal is Novice-High or better in all four skill modalities. In Arabic, Chinese and Japanese, where the writing systems are very different from the roman alphabet and there is very little cognate vocabulary, the proficiency goal in Reading, Writing and Listening after three years of study is correspondingly lower at Novice-Mid. Those languages require significantly more time to learn than do the cognate languages.

GERMAN STAMP 4S Results (Third Year)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	0	0%	0	0%	0	0%	0	0%
8 Adv-Mid	0	0%	0	0%	0	0%	0	0%
7 Adv-Lo	1	10%	0	0%	1	10%	0	0%
6 Int-Hi	8	80%	0	0%	5	50%	0	0%
5 Int-Mid	0	0%	1	10%	1	10%	0	0%
4 Int-Lo	0	0%	8	80%	2	20%	5	50%
3 Nov-Hi	1	10%	1	10%	1	10%	5	50%
2 Nov-Mid	0	0%	0	0%	0	0%	0	0%
1 Nov-Lo	0	0%	0	0%	0	0%	0	0%
	10	100%	10	100%	10	100%	10	100%

ARABIC STAMP 4S Results (Third Year)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	0	0%	0	0%	0	0%	0	0%
8 Adv-Mid	0	0%	0	0%	0	0%	0	0%
7 Adv-Lo	1	3%	0	0%	2	7%	0	0%
6 Int-Hi	2	7%	2	7%	2	7%	2	9%
5 Int-Mid	4	14%	1	3%	1	3%	2	9%
4 Int-Lo	4	14%	13	45%	5	17%	9	39%
3 Nov-Hi	7	24%	5	17%	7	24%	8	35%
2 Nov-Mid	9	31%	6	21%	11	38%	2	7%
1 Nov-Lo	2	7%	0	0%	1	3%	0	0%
	29	100%	27	100%	29	100%	23	100%
			NS=2				NS=4	

MANDARIN CHINESE (SIMPLIFIED CHARACTERS) STAMP 4S Results (Third Year)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	0	0%	0	0%	0	0%	0	0%
8 Adv-Mid	1	3%	0	0%	1	3%	0	0%
7 Adv-Lo	0	0%	0	0%	0	0%	0	0%
6 Int-Hi	0	0%	0	0%	3	9%	0	0%
5 Int-Mid	0	0%	1	3%	0	0%	1	4%
4 Int-Lo	1	3%	17	59%	4	12%	12	43%
3 Nov-Hi	1	3%	10	34%	8	24%	13	46%
2 Nov-Mid	25	76%	1	3%	10	30%	2	7%
1 Nov-Lo	5	15%	0	0%	7	21%	0	0%
	33	100%	29	100%	33	100%	28	100%

JAPANESE STAMP 4S Results (Third Year)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	0	0%	0	0%	0	0%	0	0%
8 Adv-Mid	1	12%	0	0%	0	0%	0	0%
7 Adv-Lo	1	12%	1	12%	0	0%	0	0%
6 Int-Hi	1	12%	2	25%	1	12%	1	14%
5 Int-Mid	4	50%	3	38%	2	25%	3	43%
4 Int-Lo	0	0%	2	25%	4	50%	2	29%
3 Nov-Hi	1	12%	0	0%	1	12%	1	14%
2 Nov-Mid	0	0%	0	0%	0	0%	0	0%
1 Nov-Lo	0	0%	0	0%	0	0%	0	0%
	8	100%	8	100%	8	100%	7	94%

Appendix Table 9.4 Comparisons of STAMP 4S Proficiency Test Results for Third-Year High School Students in Five APS Languages, Spring 2014 and 2015†

Notes: (1) Green highlighting is used to indicate where significant improvement appears to have occurred from 2014-2015. Orange highlighting indicates apparent weakening.

(2) A double line marks the **minimum** proficiency goal in the skill after three years of high school. For Western European languages (Spanish, French, German), the goal is Novice-High or better in all four skill modalities. In Arabic and Chinese, where the writing systems are very different from the roman alphabet and there are very few cognate words, the proficiency goals in Reading, Writing, and Listening after three years of study are correspondingly lower at Novice-Mid. Those languages require significantly more time to learn than do the cognate languages.

SPANISH		Reading		Writing		Listening		Speaking	
STAMP LEVELS		2014	2015	2014	2015	2014	2015	2014	2015
9	Adv-Hi	0%	0%	0%	0%	0%	0%	0%	0%
8	Adv-Mid	5%	4%	0%	0%	1%	4%	0%	0%
7	Adv-Lo	18%	15%	0%	0%	4%	10%	0%	1%
6	Int-Hi	14%	18%	3%	4%	6%	7%	1%	10%
5	Int-Mid	23%	22%	26%	23%	12%	12%	8%	20%
4	Int-Lo	21%	20%	57%	57%	20%	14%	56%	42%
3	Nov-Hi	16%	17%	12%	13%	41%	38%	29%	25%
2	Nov-Mid	3%	4%	2%	2%	15%	13%	5%	2%
1	Nov-Lo	0%	0%	1%	0%	2%	1%	1%	0%
N Students		577	655	562	622	564	628	524	562
								NS=20	NS=22

FRENCH		Reading		Writing		Listening		Speaking	
STAMP LEVELS		2014	2015	2014	2015	2014	2015	2014	2015
9	Adv-Hi	0%	0%	0%	0%	0%	0%	0%	0%
8	Adv-Mid	0%	0%	0%	0%	0%	0%	0%	0%
7	Adv-Lo	0%	3%	0%	0%	1%	1%	0%	0%
6	Int-Hi	6%	74%	0%	0%	2%	1%	0%	0%
5	Int-Mid	44%	12%	2%	0%	4%	6%	1%	0%
4	Int-Lo	29%	4%	52%	51%	11%	9%	18%	18%
3	Nov-Hi	12%	7%	45%	44%	49%	54%	71%	77%
2	Nov-Mid	9%	0%	1%	4%	29%	29%	9%	4%
1	Nov-Lo	1%	0%	0%	0%	3%	0%	0%	0%
N Students		253	212	250	207	252	211	245	209
								NS=1	NS=1
								NS=2	NS=1

†

GERMAN		Reading		Writing		Listening		Speaking	
STAMP LEVELS		2014	2015	2014	2015	2014	2015	2014	2015
9	Adv-Hi	0%	0%	0%	0%	NS	0%	0%	0%
8	Adv-Mid	0%	0%	0%	0%	NS	0%	0%	0%
7	Adv-Lo	0%	10%	0%	0%	NS	10%	0%	0%
6	Int-Hi	0%	80%	0%	0%	NS	50%	0%	0%
5	Int-Mid	0%	0%	14%	10%	NS	10%	0%	0%
4	Int-Lo	14%	0%	50%	80%	NS	20%	50%	50%
3	Nov-Hi	36%	10%	36%	10%	NS	10%	50%	50%
2	Nov-Mid	43%	0%	1%	0%	NS	0%	0%	0%
1	Nov-Lo	7%	0%	0%	0%	NS	0%	0%	0%
	N Students	14	10	14	10	NS	10	14	10

NS=2

ARABIC		Reading		Writing		Listening		Speaking	
STAMP LEVELS		2014	2015	2014	2015	2014	2015	2014	2015
9	Adv-Hi	0%	0%	0%	0%	0%	0%	0%	0%
8	Adv-Mid	0%	0%	0%	0%	0%	0%	0%	0%
7	Adv-Lo	0%	3%	0%	0%	0%	7%	0%	0%
6	Int-Hi	0%	7%	0%	7%	0%	7%	0%	9%
5	Int-Mid	0%	14%	15%	3%	5%	3%	10%	9%
4	Int-Lo	5%	14%	30%	45%	14%	17%	30%	39%
3	Nov-Hi	57%	24%	25%	17%	33%	24%	30%	35%
2	Nov-Mid	33%	31%	30%	21%	38%	38%	20%	9%
1	Nov-Lo	5%	7%	0%	0%	10%	3%	5%	0%
	N Students	21	29	20	27	21	29	19	23

NS=2

NS=1

NS=4

CHINESE		Reading		Writing		Listening		Speaking	
STAMP LEVELS		2014	2015	2014	2015	2014	2015	2014	2015
9	Adv-Hi	0%	0%	0%	0%	0%	0%	0%	0%
8	Adv-Mid	0%	3%	0%	0%	0%	3%	0%	0%
7	Adv-Lo	0%	0%	0%	0%	0%	0%	0%	0%
6	Int-Hi	0%	0%	0%	0%	0%	9%	0%	0%
5	Int-Mid	0%	0%	9%	3%	6%	0%	23%	4%
4	Int-Lo	0%	3%	59%	59%	9%	12%	47%	43%
3	Nov-Hi	3%	3%	16%	34%	39%	24%	23%	46%
2	Nov-Mid	85%	76%	16%	3%	39%	30%	7%	7%
1	Nov-Lo	12%	15%	0%	0%	6%	21%	0%	0%
	N Students	33	33	32	29	33	33	30	28

NS=2

Appendix Table 9.5. STAMP 4S Proficiency Test Results for Eighth Grade Gunston Immersion Students in Spanish

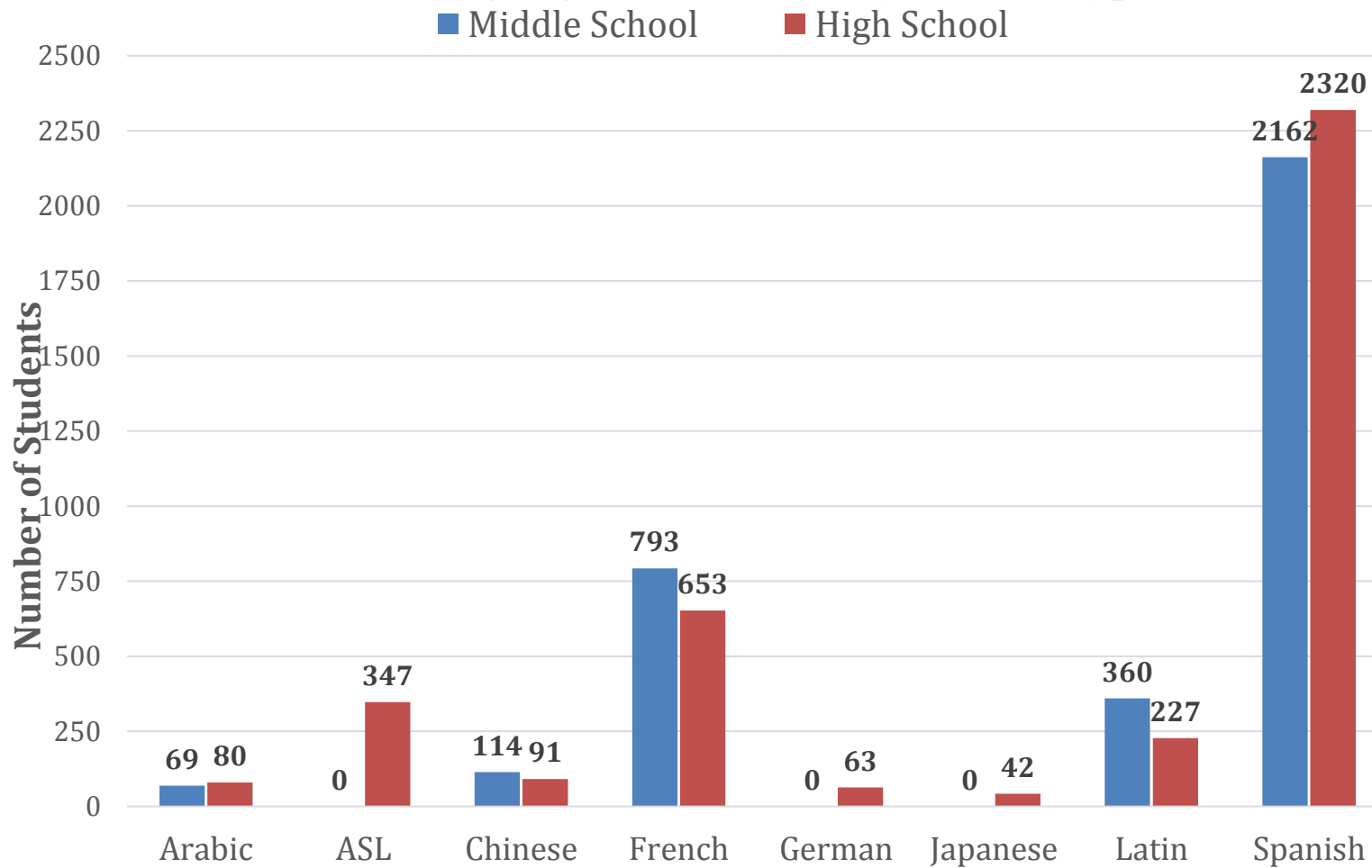
SPANISH STAMP 4S Results (Gunston 8th Grade)

STAMP LEVELS	Reading		Writing		Listening		Speaking	
9 Adv-Hi	0	0%	0	0%	1	2%	0	0%
8 Adv-Mid	5	8%	0	0%	10	15%	0	0%
7 Adv-Lo	21	32%	0	0%	18	27%	0	0%
6 Int-Hi	15	23%	17	26%	16	24%	11	17%
5 Int-Mid	10	15%	31	47%	12	18%	34	52%
4 Int-Lo	11	17%	17	26%	4	6%	18	27%
3 Nov-Hi	4	6%	1	2%	4	6%	1	2%
2 Nov-Mid	0	0%	0	0%	1	2%	0	0%
1 Nov-Lo	0	0%	0	0%	0	0%	0	0%
Total	66	100%	66	100%	66	100%	64	100%
							NS=2	

Source: Unofficial data compiled and provided by the World Languages Office in Spring 2015.

*Double line marks **minimum** target benchmark of Novice-High for 8th Grade Immersion students. All scores above Novice-Mid meet or exceed the benchmark.

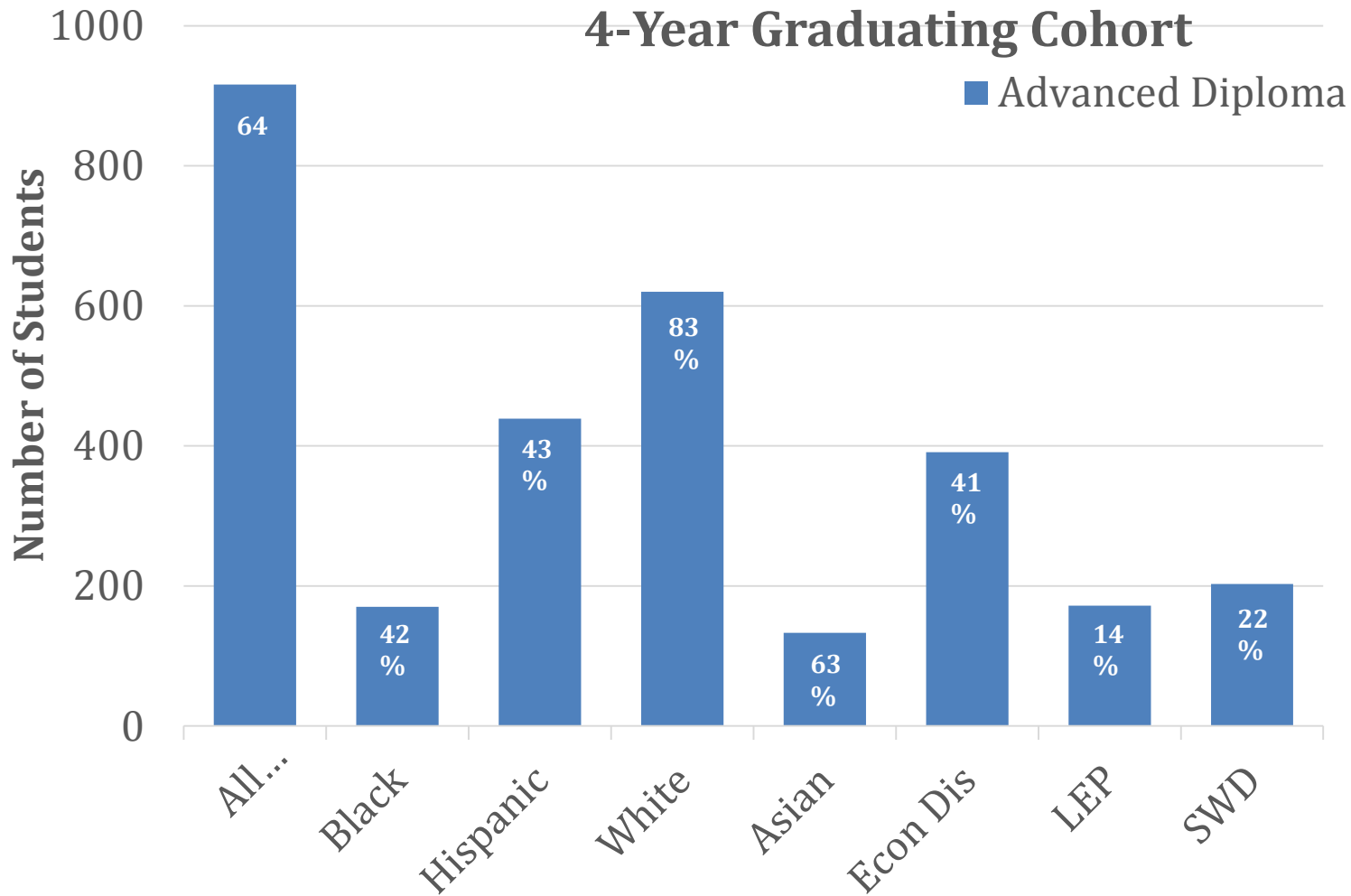
Appendix 10. World Language Enrollment by School Type



Source: Unofficial report from Arlington Public Schools, March 2016.

* Of the 233 students enrolled in ASL I, 43 (19%) were Students With Disabilities.

Appendix 11. 2014-15 Advanced Diploma Attainment 4-Year Graduating Cohort



Source: Unofficial report from Arlington Public Schools, March 2016.

Appendix 12 **Flowchart of Possible Tracks of Language Study from
Elementary School Through High School**

The document on the next three pages is a **draft**, not intended for wider dissemination. It represents work in progress to present in an easily accessible format the kind of information on world language course offerings at the different schools that the WLAC believes needs to be made available to Arlington parents and students, both digitally and in hard copy.

World Languages Programs

Course Offerings and Diploma Requirements

2016-17



Elementary School Courses (K-5)

Dual-Language Spanish-English Immersion	Key & Claremont only Content Instruction in Spanish and English
FLES (Foreign Language in Elementary Schools)	All other elementary schools 90–120 min/week of Spanish instruction*

* At Abingdon, FLES will be offered in grades K–2 in 2016–17, and in an additional grade each school year thereafter. At Huffman-Boston, FLES will be offered in grades K–1 in 2016–17, and in an additional grade each school year thereafter.

Middle School Courses (Grade 6)

Continue studying Spanish or start another language

Spanish Immersion School	Gunston only Continue dual-language immersion
1 Semester of World Language & 1 Semester of English Reading	Languages offered vary by school (see below). Students must demonstrate that they read English “at level.” Students whose reading is not at level must enroll in a full year of English Reading instead of a world language.
No world language	Students may opt to take a full year of English Reading in place of a world language. Students at Gunston and Williamsburg may choose to take an Exploratory Wheel elective course with a world language component.

All courses will be offered; however, if enrollments are too low, a course may be cancelled.

Middle School Grade 6 World Language Courses	HB Woodlawn	Gunston	Kenmore	Jefferson	Swanson	Williamsburg
Introduction to Arabic				√		
Introduction to Chinese				√		
Introduction to French	√			√	√	
Introduction to Latin	√			√	√	
Introduction to Spanish	√	√	√	√	√	√
Transitional Spanish (after prior study in APS FLES)	√	√	√	√	√	√
Spanish for Fluent Speakers – Grade 6	√	√	√	√	√	√
Immersion Spanish (after 6 years or equivalent of Immersion)		√				
Intro to Language (part of Exploratory Wheel)		√				√

√ Course is taught by an in-class teacher.

For more information, visit the Arlington Public Schools website at www.apsva.us

Middle School Courses (Grades 7 & 8)

All courses will be offered; however, if enrollments are too low, a course may be cancelled.

Middle School Grades 7 & 8 World Language Courses	HB Woodlawn	Gunston	Kenmore	Jefferson	Swanson	Williamsburg
Arabic 1–2	○	○	○	○	○	○
Chinese 1–2	○	○	○	√○	○	○
French 1–2	√	√	√	√	√	√
Latin 1–2	√	○	○	√	√	√
Spanish 1–2	√	√	√	√	√	√
Intensified Spanish 1*	√	√	√	√	√	√
Intensified French 1* and Latin 1*	(√)			√	√	
Spanish for Fluent Speakers 1-2	√	√	√	√	√	√
Immersion Spanish		√				

√ Course is taught by an in-class teacher.

○ Course is typically taught online, some with support from a teacher who visits the class 1-2 days per week.

* Open only to students who have demonstrated proficiency in the language by passing an Introduction course at a qualifying level, by successfully completing Transitional Spanish, or by acquiring a qualifying ability in the language by other means.

High School (Grades 9–12)

World Language course offerings are shown in the table on the next page. All courses will be offered; however, if enrollments are too low, a course may be cancelled.

Diploma Requirements for World Language

Standard Diploma No specific world language requirements.	Advanced Studies Diploma <ul style="list-style-type: none"> • 3 high school credits in a single world language <i>OR</i> • 2 credits each in 2 languages (total of 4 credits)
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Earning High School Credit by Examination

Students who have proficiency in another language may take an examination and earn up to 4 world language credits. The test is given twice a year, and is offered in almost every language.

Proficiency results required to receive credit by examination	Novice-Mid: 1 credit Novice-High: 2 credits Intermediate-Low: 3 credits Intermediate-Mid: 4 credits
--	--

Virginia State Diploma Seal of Biliteracy – New in 2015–16

The Virginia Board of Education’s new **Seal of Biliteracy** certifies that a student has achieved functional communicative proficiency in English and another world language.

Virginia Seal of Biliteracy Requirements

- Pass the 11th grade English SOL examination and
- Meet one of the requirements below to demonstrate proficiency in a world language:
 - Demonstrate a proficiency of at least Intermediate-Mid on an approved language proficiency test
 - Pass an IB test in a world language at level 4 or better or an AP course test at level 3 or better.
 - Score a 600 or better on a Language Scholastic Aptitude Test (SAT)



For more information, visit the Arlington Public Schools website at www.apsva.us

High School Courses (Grades 9–12)

High School Grades 9–12 World Language Courses ✧	HB Woodlawn	Washington-Lee	Wakefield	Yorktown
American Sign Language (ASL) 1–3	√	√	√	√
Arabic 1–5	○	○	○	○
Chinese 1–4	○	○	○	○
Chinese AP Language & Culture	○	○	○	○
Chinese IB 1–2		√		
French 1–5	√	√	√	√ ○
French AP Language & Culture	√	√	√	√
French IB 1–2 / IB Hi 1–2		√		
Advanced Studies: French	√	√	√	√
German 1–4	○	○	○	○
German AP	○	○	○	○
Japanese 1–3	○	○	○	○
Latin 1–5	√	√	○	√ ○
Latin AP	√	√	○	√
Advanced Studies: Latin	√	√	○	√
Latin IB 1–2 / IB Hi 1–2		√		
Spanish 1–5	√	√	√	√
Spanish for Fluent Speakers 1–3	√	√	√	√
Spanish AP Language & Culture	√	√	√	√
Spanish AP Literature	√	√	√	√
Spanish IB 1–2 / IB Hi 1–2		√		
Spanish for Fluent Speakers IB 1–2		√		
Advanced Studies: Spanish	√	√	√	√
Spanish Immersion 1–2 (including courses in Biology & Financial Literacy in Spanish)			√	

√ Course taught by an in-class teacher.

○ Course typically taught online, some with support from a teacher who visits the class 1-2 days per week.

✧ For World Language courses at Arlington Mill, Arlington Career Center & Langston, please speak to your child's counselor.

Students with Special Needs

Students with Disabilities are encouraged to enroll in world language study. There are many cognitive and social benefits of learning a second language. Arlington teachers and schools are prepared to offer support and accommodations to help students to succeed in developing communication skills in another language.

For more information, visit the Arlington Public Schools website at www.apsva.us

Appendix 13. Acronyms Used in this Report

ACI: Advisory Council on Instruction
ACTFL: American Council on the Teaching of Foreign Languages
Adv: Advanced (language proficiency level)
AP: Advanced Placement [courses or tests]
APS: Arlington Public Schools
ASD: Advanced Studies Diploma
ASL: American Sign Language
ASEAC: Arlington Special Education Advisory Committee
CNN: Cable News Network
DNC: Did not complete (the test)
ES: Elementary School
ESOL-HILT: English for Speakers of Other Languages/High Intensity Language Training
FLES: Foreign Language in Elementary School
FL, FLNT: fluent
FS: Fluent Speakers
GMS: Gunston Middle School
HBW: H-B Woodlawn School
Hi: High (language proficiency)
HS: High School
IB: International Baccalaureate [program & diploma]
Int: Intermediate (language proficiency level)
JMS: Jefferson Middle School
JNCL-NCLIS: Joint National Committee on Languages
K: Kindergarten [e.g., K-5]
KMS: Kenmore Middle School
Lang/cult: Language and Culture

LEP: Limited English Proficiency
Lo: Low (language proficiency)
Mid: Mid-range (language proficiency)
Mins: minutes
MS: Middle School
MS: Masters of Science
N.B.: Note (for nota bene)
Nov: Novice (language proficiency level)
PhD: Doctor of Philosophy
PTA: Parent Teacher Association
SMS: Swanson Middle School
Southern Council of Language Teachers (SCOLT)
Sp: Spanish
STAMP: Standards-Based Measurement of Proficiency (national test)
STARTALK: Start Talking (introductory summer classes in Arabic and Chinese)
STEM: Science, Technology, Engineering and Math
SWD: Students with disabilities
SY: School Year
TJ (also JMS) : Thomas Jefferson Middle School
TS: Transitional Spanish
US: United States
Wk: week
WL: World Languages
WLAC: World Languages Advisory Committee
WLO: World Languages Office
WHS: Wakefield High School
W-L: Washington-Lee High School
WMS: Williamsburg Middle School
YHS: Yorktown High School

Appendix 14. News Article: Wakefield High School Welcomes French Lycée Teacher

Arlington: Wakefield High School Welcomes French Lycée Teacher Parlez-vous ... Arlington?

By Eden Brown
Tuesday, March 15, 2016

Katy Wheelock is the kind of French teacher everyone wants in high school — the kind that makes learning a language a little more like going on a magical voyage, and a little less like memorizing verb tenses. She gets students to put on Senegalese clothes, push the desks to the side, wash their hands, sit on the floor, and enjoy a meal of *poulet yassa*, eaten with their hands around the bowl, Skyping simultaneously with a Senegalese family to answer questions about the meal ... in French, of course.

Last week, Wakefield High School Principal Dr. Chris Willmore and Wheelock, chair of the World Languages Department at Wakefield, welcomed Françoise Fauquembergue Duvivier, an English teacher at the Lycée Chanzy in Charleville-Mézières, for a visit to continue work on the partnership that Wheelock established several years ago. The exchange between the two teachers and their schools takes place thanks to the Memorandum of Understanding between the Virginia Department of Education and the Académie de Reims, a region in the Champagne-Ardenne area of France.

At a luncheon at Wakefield on March 11, Anne-Marie Daris, president of the Arlington-Reims Sister City Association; Elisabeth Harrington, supervisor of World Languages at Arlington Public Schools; World Language Advisory Committee member Becky Cuthbertson; Willmore; Wheelock and Susan Haley, also a French teacher at Wakefield; Wakefield Assistant Principal Iliana Gonzales; and Nancy Brown, WHS PTSA vice-president, sat around the lunch table honoring Duvivier and comparing notes on language study.

Photo by Eden Brown Susan Haley (left), a French teacher at Wakefield with Françoise Duvivier, an English teacher at the Lycée Chanzy in Charleville-Mézières. Duvivier said the exchanges of students in both directions has been the most important aspect of the shared program. “It is one thing to see people over an Internet connection,” she said, “but real communication between people, when it happens in person, is the most important thing about learning a language and then using it.”

Duvivier had just spent an hour with Wakefield students: she said she was not too surprised by their questions, but she was a little surprised at the intensity of the discussion about the upcoming

presidential election in the U.S. Students at Wakefield were amazed that French students don't have to pay for university if they get in and can't afford the fees. Wakefield students felt French students had much more freedom than they do. Duvivier noted that language study is an important part of the curriculum in France: all students take English throughout their schooling, and can study a second language if they want. Some learn as many as four languages by the time they graduate.

Although World Languages are not currently considered a “core” subject in Arlington, increasing research suggesting language study has cognitive benefits and improves students' outcomes in many ways, may shift the trend to making languages more essential in the curriculum. In addition, becoming bilingual is now viewed as one of the potential ways to stave off dementia and improve stroke recovery, according to current research. Virginia is one of 15 states to offer students the chance to earn a State Seal of Biliteracy in English and another language.

Arlington Public Schools have enjoyed a travelling exchange between four APS high schools and the Lycée Chagall in Reims since 2001. Once co-sponsored by APS and Sister Cities, it is now only sponsored by the Sister City Association after the Superintendent of Schools in Arlington decided APS could no longer sponsor foreign travel for its students due to liability concerns. The Arlington-Reims Sister City Association, under the leadership of Anne-Marie Daris, has worked to make those exchanges possible.

But Wakefield students can thank Wheelock for their participation in this current international project: when the email went out to APS schools to see if they were interested in connecting with a foreign school, both Wheelock and Duvivier were the teachers who jumped at the chance to bring their respective language students out of the classroom and into the world of the language they were studying. Since January 2014, a Memorandum of Understanding between the Virginia Department of Education and the Académie de Reims specifically paired Wakefield High with Lycée Chanzy.

One of the reasons for the program's success is the leadership at Wakefield: Willmore has been an advocate of the program, particularly since he

recalled his own exposure to language, when there was a dynamic language program which included student exchanges in Costa Rica. Willmore said that the time he and fellow students spent in Costa Rica, no matter how volatile the environment or how many mistakes they made, was important in giving students the confidence to operate in a foreign environment without fear.

On Friday, following lunch, Wheelock and Duvivier were invited to the Embassy of France to meet with Embassy of France Education Attaché, Head of Educational Affairs Department Karl Cogard and Program Officer Educational Affairs Céline Jobé. They discussed how the Memorandum of Understanding was working, and the two teachers' hopes for the future. The Embassy offered professional development for the teachers, as well as pedagogical resources like short films, animated shorts, and popular music with teaching guides, for use in class.

Wheelock has been teaching French at Wakefield High School for seven years. The French Department at Wakefield earned the designation of Exemplary Program, with Honors, for 2015-2017, one of 10 in the nation, through the American Association of Teachers of French.

For further information on Wakefield's program, on the Arlington-Reims Sister City Association, and on the value of learning a foreign language, see www.frenchteachers.org/hq/exemplaryprogram.pdf, www.actfl.org and www.arlington sisterscity.com.

Encouraging Language Study

When Katy Wheelock began teaching at Wakefield, there were seven sections of French. By the time she received the Exemplary French Program award, there were nine. Wakefield also began offering two additional higher level classes, French 5 (a pre-AP class) and Advanced Studies of French (a post-AP class which APS is hoping to offer as a dually-enrolled class in the future).

Under her leadership, Wakefield:

- had an active chapter of the French Honor Society the "SHF", or *Société Honoraire de Français*, and took part in the Grand Concours.
- had two candidates who were wait-listed for Virginia's Summer Governor's Academy program,
- students entered the Creative Writing Contest sponsored by SHF and wrote original poetry, in

French, which they read aloud for World Languages Week at a countywide public event.

- has gotten involved with Sister City Arlington-Reims committee for exchange opportunities (outbound to Reims 2013, inbound 2012, 2014);
- had numerous guest speakers: David Biette, director, Canada Institute, Wilson Center (Jan 2015) and Idriss Fall, reporter, Voice of America (focus on Senegal, Africa) (Feb 2015)
- established pen-pals for individuals;
- Skyped with a Peace Corps volunteer about her life, usage of French etc.
- welcomed five French high school students into their homes;
- has set up a French Club;
- students travelled to Reims for Spring Break 2014;
- held a Declamation Contest, a juried contest in front of nearly 600 students. Miss Virginia International, Kristyn Admire, a linguist herself, came to encourage students to continue their foreign language studies in the future.
- took part in a contest sponsored by the French Embassy in Washington D.C. called "*Dis-moi dix mots qui te racontent*"
- allowed Wheelock to go on a French Embassy sponsored "Stage Pédagogique de Courte Durée" (short term teaching course) where she was one of 10 U.S. teachers in the country selected for an teacher immersion at CAVILAM in Vichy, France.

Wheelock said she hopes to be able to visit middle school French teachers and students in level 1, at least once per year, to encourage more students to continue to level 2. She would like to see more students go on to language in high school and would like to see world languages become a core subject, as it is all throughout Europe. Wheelock also hopes to establish a stronger "college link" to show students the college opportunities for language study, how successful completion of advanced classes can earn college credits, how language can lead to studying abroad, internships, and eventually, job opportunities.

Retrieved from:

<http://www.connectionnewspapers.com/news/2016/mar/15/arlington-wakefield-high-school-welcomes-french-ly/#comments>