



Arlington  
Public  
Schools

## Dual Language Immersion Enrollment

# World Languages Program Evaluation (2015-16 to 2019-20)

## Table of Contents

<b>List of Tables &amp; Figures.....</b>	<b>4</b>
<b>Enrollment in Dual Language Immersion.....</b>	<b>6</b>
<b>General Finding – Data.....</b>	<b>7</b>
<b>Enrollment in Dual Language Immersion by Demographics .....</b>	<b>8</b>
<b>Gender.....</b>	<b>8</b>
<b>Economically Disadvantaged Status .....</b>	<b>9</b>
<b>Race/Ethnicity.....</b>	<b>10</b>
<b>Gifted Status.....</b>	<b>13</b>
<b>Special Education Students.....</b>	<b>14</b>
<b>English Learners .....</b>	<b>15</b>
<b>English Learner WIDA Level .....</b>	<b>16</b>
<b>General Findings – Enrollment.....</b>	<b>17</b>
<b>Continued Immersion and World Language Enrollment.....</b>	<b>19</b>
<b>Analysis by Elementary School.....</b>	<b>19</b>
<b>APS Cohort Analysis .....</b>	<b>21</b>
<b>Dual Language Immersion Cohorts by Demographics .....</b>	<b>22</b>
Gender .....	22
Economically Disadvantaged Status .....	22
Race/Ethnicity.....	23
Gifted Status .....	24
Special Education Students.....	24
English Learners .....	25
English Learner WIDA Level .....	26
<b>Parent/Guardian Surveys .....</b>	<b>27</b>
<b>Familiarity with Programs.....</b>	<b>27</b>
Students with Disabilities.....	28
English Learners .....	29
Race/Ethnicity .....	30
<b>Advice to Parents/Guardians.....</b>	<b>31</b>
<b>Understanding of Goals of Secondary World Languages .....</b>	<b>32</b>
<b>General Finding – Parent/Guardians .....</b>	<b>33</b>
<b>Continued World Languages Enrollment – Additional Immersion/Non-Immersion .....</b>	<b>34</b>
<b>Continued Immersion Enrollment - Additional Demographics by Cohort.....</b>	<b>42</b>
<b>2013-14 Grade 5 Cohort.....</b>	<b>42</b>
<b>2014-15 Grade 5 Cohort.....</b>	<b>46</b>

# World Languages Program Evaluation (2015-16 to 2019-20)

<b>2015-16 Grade 5 Cohort.....</b>	<b>50</b>
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## List of Tables & Figures

Table 1 - Overall Enrollment .....	6
Table 2 - Enrollment by Gender .....	8
Table 3 - Elementary Enrollment by Race/Ethnicity .....	10
Table 4 - Middle School Enrollment by Race/Ethnicity.....	11
Table 5 - High School Dual Enrollment by Race/Ethnicity .....	12
Table 6 - Grade 5 Immersion Students Continuing to Grade 6 Immersion by School .....	19
Table 7 - Continued Immersion and World Languages Enrollment.....	21
Table 8 - Continued Enrollment for 2013-14 Grade 5 Cohort .....	21
Table 9 - Continued Enrollment for 2014-15 Cohort .....	21
Table 10 - Continued Enrollment for 2015-16 Cohort .....	21
Table 11 - Continued Enrollment for 2013-14 Grade 5 Cohort by Gender.....	22
Table 12 - Continued Enrollment for 2014-15 Cohort by Gender .....	22
Table 13 - Continued Enrollment for 2015-16 Cohort by Gender .....	22
Table 14 - Continued Enrollment for 2013-14 Cohort by Disadvantaged Status .....	22
Table 15 - Continued Enrollment for 2014-15 Cohort by Disadvantaged Status .....	22
Table 16 - Continued Enrollment for 2015-16 Cohort by Disadvantaged Status .....	22
Table 17 - Continued Enrollment for 2013-14 Cohort by Race/Ethnicity .....	23
Table 18 - Continued Enrollment for 2014-15 Cohort by Race/Ethnicity .....	23
Table 19 - Continued Enrollment for 2015-16 Cohort by Race/Ethnicity .....	23
Table 20 - Continued Enrollment for 2013-14 Cohort by Gifted Status .....	24
Table 21 - Continued Enrollment for 2014-15 Cohort by Gifted Status .....	24
Table 22 - Continued Enrollment for 2015-16 Cohort by Gifted Status .....	24
Table 23 - Continued Enrollment for 2013-14 Cohort by Students with Disabilities.....	24
Table 24 - Continued Enrollment for 2014-15 Cohort by Students with Disabilities.....	24
Table 25 - Continued Enrollment for 2015-16 Cohort by Students with Disabilities.....	24
Table 26 - Continued Enrollment for 2013-14 Cohort by English Learners .....	25
Table 27 - Continued Enrollment for 2014-15 Cohort by English Learners .....	25
Table 28 - Continued Enrollment for 2015-16 Cohort by English Learners .....	25
Table 29 - Continued Enrollment for 2013-14 Cohort by English Learner WIDA Level .....	26
Table 30 - Continued Enrollment for 2014-15 Cohort by English Learner WIDA Level .....	26
Table 31 - Continued Enrollment for 2015-16 Cohort by English Learner WIDA Level .....	26
Table 32 - What advice have you received from Arlington school staff about taking world language courses? .....	31
Table 33 - World Languages Enrollment for Immersion and Non-Immersion.....	34
Table 34 - World Languages Enrollment for Immersion and Non-Immersion by Gender .....	34
Table 35 - World Languages Enrollment for Immersion and Non-Immersion by English Learners.....	35
Table 36 - World Languages Enrollment for Immersion and Non-Immersion by WIDA Level .....	36
Table 37 - World Languages Enrollment for Immersion and Non-Immersion by Disadvantaged Status ...	38
Table 38 - World Languages Enrollment for Immersion and Non-Immersion by Student with Disabilities .....	39
Table 39 - World Languages Enrollment for Immersion and Non-Immersion by Race/Ethnicity .....	40
Table 40 - World Languages Enrollment for Immersion and Non-Immersion by Gifted Status.....	41

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 41 - Continued Enrollment for 2013-14 Cohort by Gender .....	42
Table 42 - Continued Enrollment for 2013-14 Cohort by English Learners .....	42
Table 43 - Continued Immersion Enrollment for 2013-14 Cohort by WIDA Level .....	43
Table 44 - Continued Immersion Enrollment for 2013-14 Cohort by Disadvantaged Status .....	44
Table 45 - Continued Immersion Enrollment for 2013-14 Cohort by Students with Disabilities .....	44
Table 46 - Continued Immersion Enrollment for 2013-14 Cohort by Race/Ethnicity.....	45
Table 47 - Continued Immersion Enrollment for 2013-14 Cohort by Gifted Status .....	45
Table 48 - Continued Immersion Enrollment for 2014-15 Cohort by Gender .....	46
Table 49 - Continued Immersion Enrollment for 2014-15 Cohort by English Learners.....	46
Table 50 - Continued Immersion Enrollment for 2014-15 Cohort by WIDA Level .....	47
Table 51 - Continued Immersion Enrollment for 2014-15 Cohort by Disadvantaged Status .....	48
Table 52 - Continued Immersion Enrollment for 2014-15 Cohort by Students with Disabilities .....	48
Table 53 - Continued Immersion Enrollment for 2014-15 Cohort by Race/Ethnicity.....	49
Table 54 - Continued Immersion Enrollment for 2014-15 Cohort by Gifted Status .....	49
Table 55 - Continued Immersion Enrollment for 2015-16 Cohort by Gender.....	50
Table 56 - Continued Immersion Enrollment for 2015-16 Cohort by English Learners.....	50
Table 57 - Continued Immersion Enrollment for 2015-16 Cohort by WIDA Level .....	51
Table 58 - Continued Immersion Enrollment for 2015-16 Cohort by Disadvantaged Status .....	52
Table 59 - Continued Immersion Enrollment for 2015-16 Cohort by Students with Disabilities .....	52
Table 60 - Continued Immersion Enrollment for 2015-16 Cohort by Race/Ethnicity.....	53
Table 61 - Continued Immersion Enrollment for 2015-16 Cohort by Gifted Status .....	53
Figure 1 - Elementary Enrollment by Disadvantaged Status .....	9
Figure 2 - Secondary Enrollment by Disadvantaged Status .....	9
Figure 3 - Elementary Enrollment by Gifted Status .....	13
Figure 4 - Secondary Enrollment by Gifted Status .....	13
Figure 5 - Elementary Enrollment by Students with Disabilities.....	14
Figure 6 - Secondary Enrollment by Students with Disabilities .....	14
Figure 7 - Enrollment by English Learners .....	15
Figure 8 - Enrollment by English Learner WIDA Level (ES) .....	16
Figure 9 - Enrollment by English Learner WIDA Level (MS) .....	16
Figure 10 - Enrollment by English Learner WIDA Level (HS) .....	17
Figure 11 - Grade 5 Immersion Students Continuing to Grade 6 Immersion by School.....	19
Figure 12 - Grade 6 Immersion Students by Elementary School Attended .....	20
Figure 13 - How familiar are you with courses/opportunities offered through the APS World Languages program?.....	27
Figure 14 - How familiar are you with courses/opportunities offered through the APS World Languages program? (Students with Disabilities).....	28
Figure 15 - How familiar are you with courses/opportunities offered through the APS World Languages program? (English Learners) .....	29
Figure 16 - How familiar are you with courses/opportunities offered through the APS World Languages program? Somewhat Familiar or Very Familiar (Race/Ethnicity) .....	30
Figure 17 - How would you rate your understanding of the goals of world language classes in middle school and high school? .....	32

# World Languages Program Evaluation (2015-16 to 2019-20)

## Enrollment in Dual Language Immersion

Overall enrollment in Dual Language Immersion has been stable from 2015-16 through 2019-20. Enrollment by grade level:

- 10% to 11% of APS elementary school students
- 5% to 6% of APS middle school students
- 1% to 2% of APS high school students

Enrollment drops as students move from elementary school to middle school and again from middle school to high school. Dual Language Immersion enrollment is capped by the capacity of schools.

Table 1 - Overall Enrollment

Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20	
	# of Students	% of APS Students	# of Students	% of APS Students	# of Students	% of APS Students	# of Students	% of APS Students	# of Students	% of APS Students
Elementary School	1355	11%	1371	11%	1402	11%	1386	10%	1379	10%
Middle School	287	6%	293	5%	314	6%	308	5%	339	5%
High School	94	1%	87	1%	100	1%	122	2%	163	2%

# World Languages Program Evaluation (2015-16 to 2019-20)

## General Finding – Data

Data on who was actively enrolled in the program, who left the program, and who completed the program was not readily available. Collecting data on Dual Language Immersion enrollment at the secondary level required compiling and analyzing multiple reports and queries. This poses challenges for ongoing program monitoring, support, and continual improvement.

### Impacted Strategic Plan Goals & Performance Objectives

- **Student Success: Multiple Pathways to Student Success**  
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.
  - **Performance Objectives**
    - Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
    - All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments.
    - Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.
  
- **Operational Excellence**  
Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.
  - **Performance Objectives**
    - Organizational operations will meet or exceed benchmarks in comparable school divisions.
    - All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.

# World Languages Program Evaluation (2015-16 to 2019-20)

## Enrollment in Dual Language Immersion by Demographics

### Gender

At all levels, male student enrollment was lower than the male population and female student enrollment was higher than the female population. The gaps increase by level:

- 1% to 5% at Elementary Schools, with the last three years from 1% to 3%.
- 1% to 10% at Middle School, with the last three years from 5% to 10%.
- 1% to 15% at High School, with the last three years from 10% to 15%.

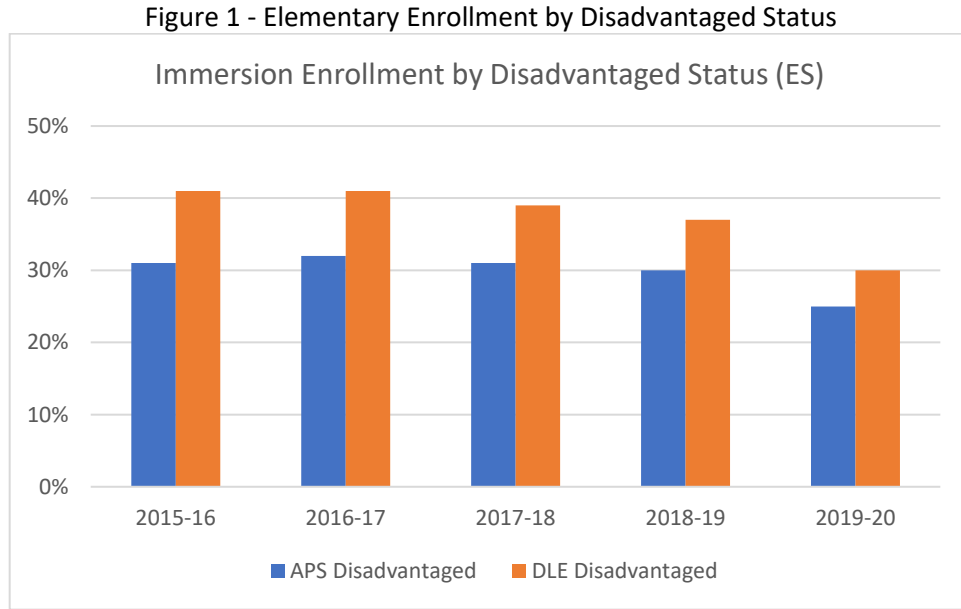
Table 2 - Enrollment by Gender

Group	Demographic	2015-16	2016-17	2017-18	2018-19	2019-20
<b>APS Elementary</b>	Female	49%	49%	49%	49%	48%
	Male	51%	51%	51%	51%	52%
<b>Elementary Immersion</b>	Female	54%	53%	52%	50%	50%
	Male	46%	47%	48%	50%	50%
<b>APS Middle School</b>	Female	50%	48%	49%	49%	51%
	Male	50%	52%	51%	51%	50%
<b>Middle School Immersion</b>	Female	49%	53%	57%	59%	57%
	Male	51%	47%	43%	41%	43%
<b>APS High School</b>	Female	47%	48%	48%	48%	48%
	Male	53%	52%	52%	52%	52%
<b>Immersion High School</b>	Female	46%	47%	63%	59%	61%
	Male	54%	53%	37%	41%	39%

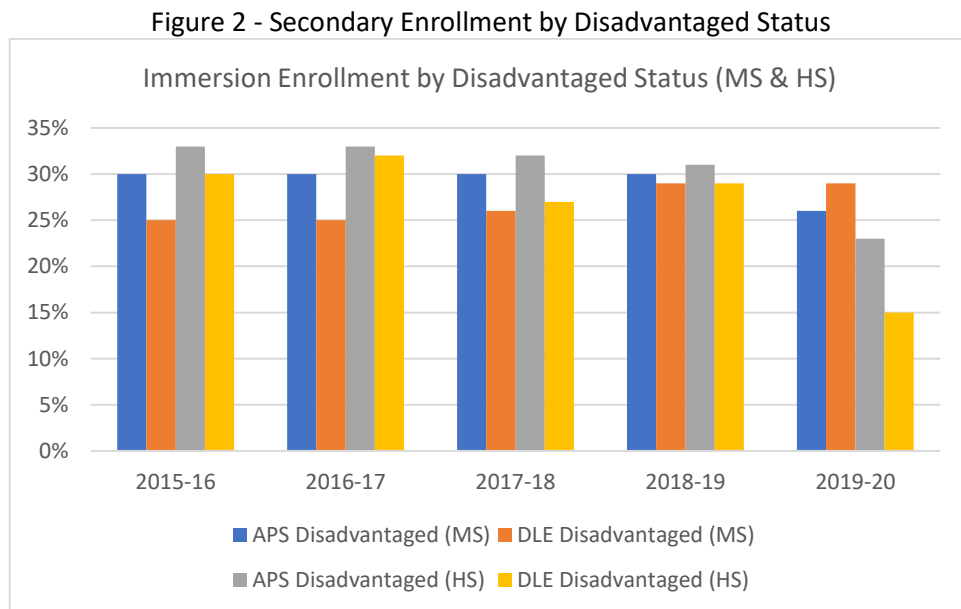
# World Languages Program Evaluation (2015-16 to 2019-20)

## Economically Disadvantaged Status

At the elementary level, Economically Disadvantaged student enrollment in World Languages courses was higher than the overall Economically Disadvantaged population. The gap has declined from 10% to 11% in 2015-16 and 2016-17 to 7% and 5% in 2018-19 and 2019-20.



As students move into middle school, enrollment changes and, in four of five years, Economically Disadvantaged students enrolled in Dual Language Immersion at lower rates than their population. The gap declined from 2016-17 through 2018-19, moving from 11% to 9% to 7%. In 2019-20, the trend continued and Disadvantaged students enrolled at a higher rate than the population by 4%. At the high school level, Economically Disadvantaged students enroll at lower rates than the overall population. The gap fluctuated between 1% and 5% each year.





# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

At the elementary level, there were differences in race/ethnicity when comparing the APS student population to Dual Language Immersion (DLI) enrollment:

**Hispanic Students – 54%**

**Non-Hispanic Students – 46%**

- Underrepresented Groups:
  - Asian Students – 6%
  - Black Students – 4% to 6%, increasing between 2017-18 through 2019-20 from 4% to 5% to 6%
  - White students – 13% to 15%
  - Students of Other Races/Ethnicities – 2%

Table 3 - Elementary Enrollment by Race/Ethnicity

Demographic	2015-16	2016-17	2017-18	2018-19	2019-20
<b>APS Asian</b>	9%	9%	9%	9%	9%
<b>DLI Asian</b>	3%	3%	3%	3%	3%
<b>APS Black</b>	9%	9%	9%	9%	9%
<b>DLI Black</b>	5%	5%	5%	4%	3%
<b>APS Hispanic</b>	27%	27%	27%	26%	26%
<b>DLI Hispanic</b>	54%	54%	54%	54%	53%
<b>APS White</b>	48%	47%	47%	47%	47%
<b>DLI White</b>	33%	33%	33%	33%	34%
<b>APS Other</b>	7%	7%	8%	8%	9%
<b>DLI Other</b>	5%	5%	6%	6%	7%

## World Languages Program Evaluation (2015-16 to 2019-20)

At the middle school level there were differences in race/ethnicity when comparing the APS student population to Dual Language Immersion enrollment:

**Hispanic Students** – Increasing enrollment between 2016-17 through 2019-20, moving from 44% to 49% to 51% to 58%.

**Non-Hispanic Students** – Decreasing enrollment between 2016-17 through 2019-20, moving from 56% to 51% to 49% to 42%.

- Underrepresented Groups:
  - Asian Students – 4% to 6%, decreasing gap
  - Black Students – 5% to 6%
  - White Students – 13% to 15%
  - Students of Other Races/Ethnicities – 2%

Table 4 - Middle School Enrollment by Race/Ethnicity

Demographic	2015-16	2016-17	2017-18	2018-19	2019-20
<b>APS Asian</b>	8%	8%	8%	8%	8%
<b>DLI Asian</b>	4%	4%	4%	2%	2%
<b>APS Black</b>	11%	10%	10%	10%	10%
<b>DLI Black</b>	6%	5%	5%	6%	5%
<b>APS Hispanic</b>	27%	27%	28%	28%	29%
<b>DLI Hispanic</b>	46%	44%	49%	51%	58%
<b>APS White</b>	47%	49%	48%	48%	46%
<b>DLI White</b>	36%	39%	37%	37%	32%
<b>APS Other</b>	6%	7%	6%	7%	7%
<b>DLI Other</b>	8%	8%	6%	4%	3%

## World Languages Program Evaluation (2015-16 to 2019-20)

At the high school level there were differences in race/ethnicity when comparing the APS student population to Dual Language Immersion enrollment:

**Hispanic Students** – Decreasing enrollment between 2015-16 through 2019-20, moving from 54% to 53% to 49% to 47%.

**Non-Hispanic Students** – Increasing enrollment between 2016-17 through 2019-20, moving from 46% to 47% to 50% to 53%.

- Underrepresented Groups:
  - Asian Students – increasing from 4% to 7%, generally decreasing
  - Black Students – 4% to 8%
  - White Students – 4% to 10%
  - Students of Other Races/Ethnicities – 0% to 2%

Table 5 - High School Dual Enrollment by Race/Ethnicity

Demographic	2015-16	2016-17	2017-18	2018-19	2019-20
<b>APS Asian</b>	10%	9%	9%	9%	8%
<b>DLI Asian</b>	3%	3%	4%	5%	4%
<b>APS Black</b>	12%	11%	11%	11%	10%
<b>DLI Black</b>	4%	5%	4%	7%	4%
<b>APS Hispanic</b>	31%	32%	32%	30%	30%
<b>DLI Hispanic</b>	54%	53%	50%	49%	47%
<b>APS White</b>	42%	42%	43%	44%	45%
<b>DLI White</b>	32%	33%	39%	37%	41%
<b>APS Other</b>	5%	6%	6%	6%	6%
<b>DLI Other</b>	6%	6%	3%	3%	4%

# World Languages Program Evaluation (2015-16 to 2019-20)

## Gifted Status

There are enrollment gaps in Dual Language Immersion, with differences by level. The percentage of enrolled students with a gifted status increases by level.

- Elementary – Enrollment by Gifted students ranged from 6% underrepresentation to 4% overrepresentation.
- Middle School – Students with a Gifted status are overrepresented, but the enrollment gap decreased from 2015-16 through 2019-20, dropping from 17% to 13% to 8% to 7%.
- High School – Gifted students were overrepresented by 12% to 18%.

Figure 3 - Elementary Enrollment by Gifted Status

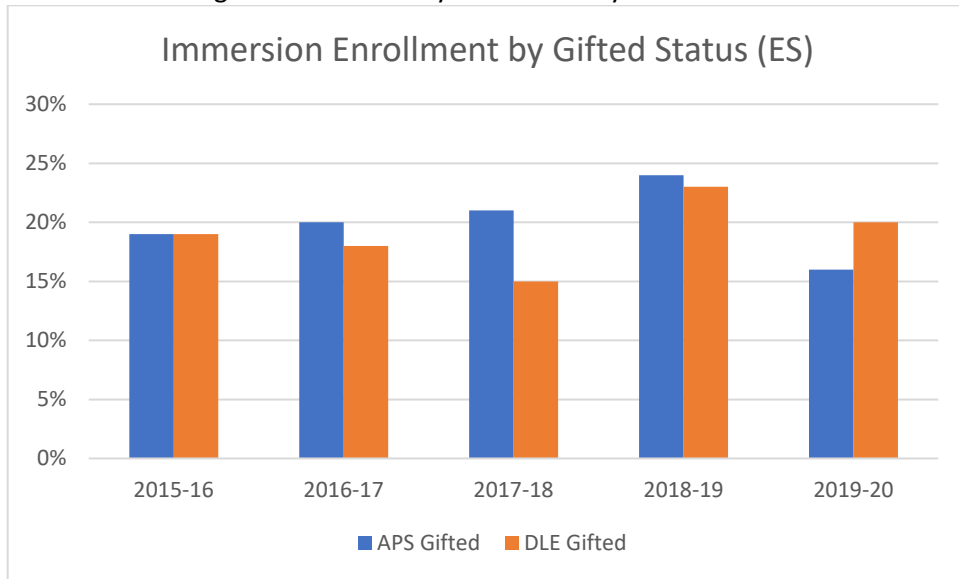
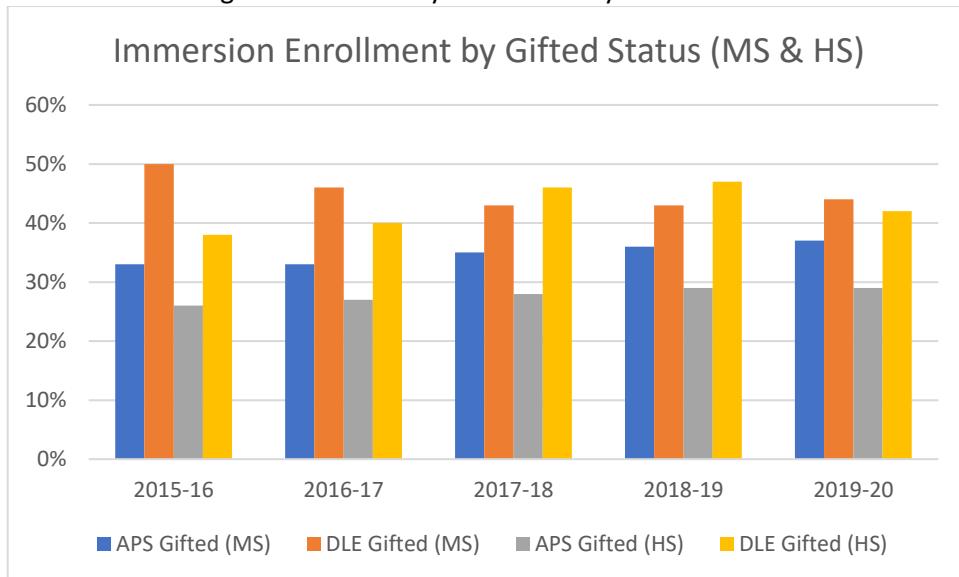


Figure 4 - Secondary Enrollment by Gifted Status



# World Languages Program Evaluation (2015-16 to 2019-20)

## Special Education Students

Special education students are generally underrepresented in Dual Language Immersion. The enrollment gaps differ by level:

- Elementary – 0% to 3%
- Middle School – 7% to 11%, decreasing over time from 11% to 9% to 7%.
- High School – 10% to 15%.

Figure 5 - Elementary Enrollment by Students with Disabilities

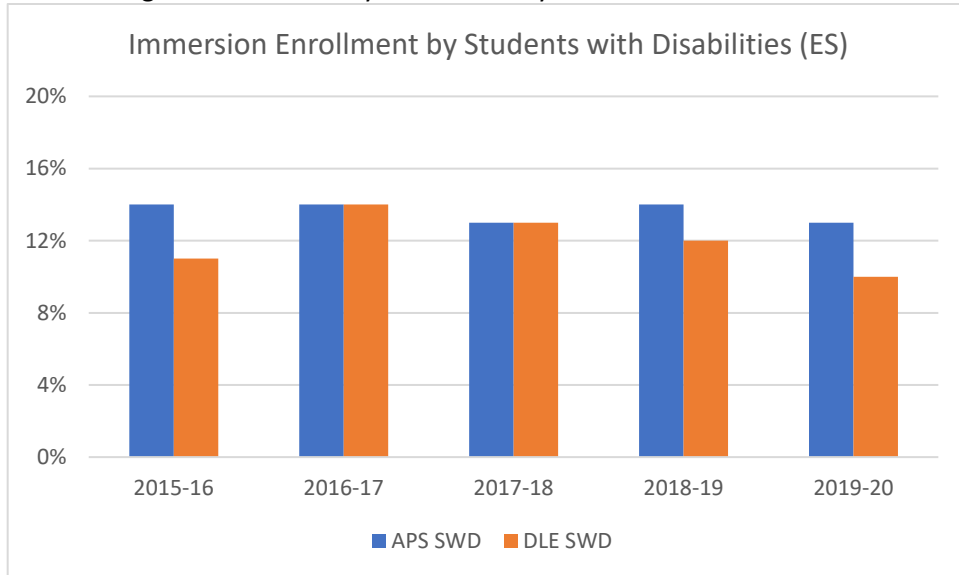
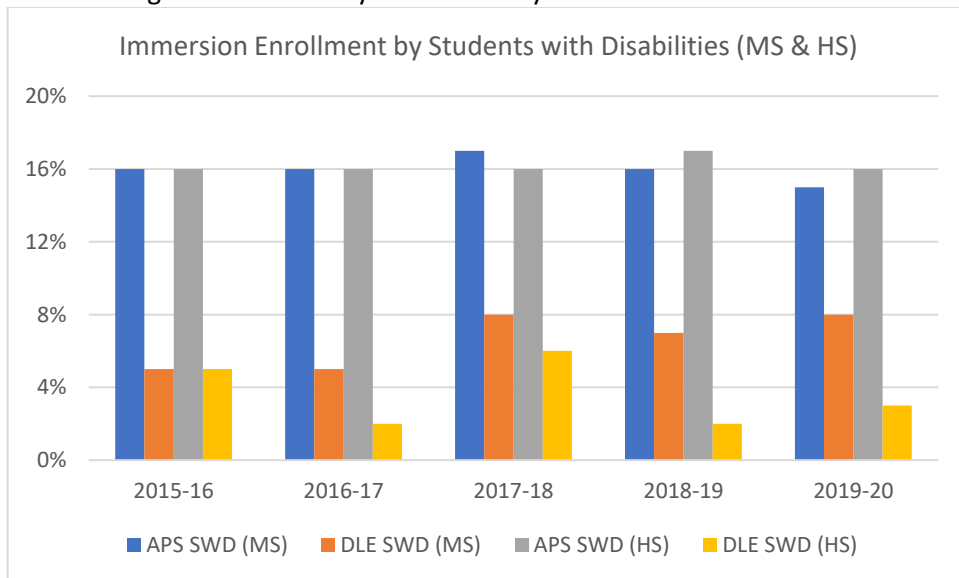


Figure 6 - Secondary Enrollment by Students with Disabilities



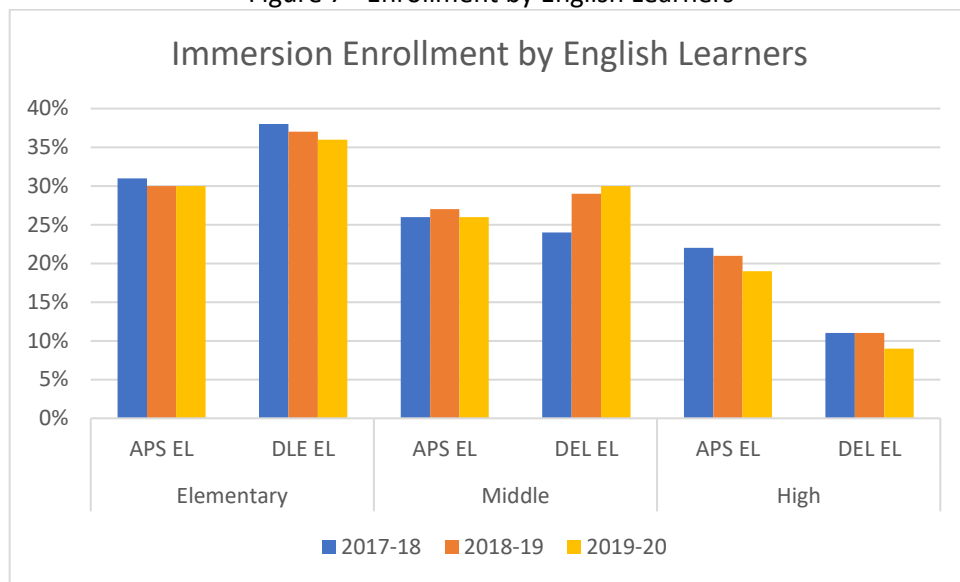
# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learners

Enrollment in Dual Language Immersion by English Learners (EL) differed by level from 2017-18 through 2019-20. (Virginia Department of Education requirements changed beginning in 2017-18 so prior years have been excluded.)

- Elementary – Enrollment is 6% to 7% above the EL population.
- Middle School – Enrollment was below the population in one year and above the population for two years. There is a trend of increasing EL enrollment at middle school as a percentage of Dual Language Immersion. Enrollment moved from 2% below the population, to 2% above, to 4% above.
- High School – EL Dual Language Immersion enrollment is 10% to 11% below the EL population.

Figure 7 - Enrollment by English Learners



# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learner WIDA Level

WIDA ACCESS for ELLs is the language proficiency assessment adopted by the Virginia Department of Education (VDOE). Students can achieve at Levels 1-4 or 6 based on VDOE requirements.

The distribution of English Learners by WIDA Level in Dual Language Immersion is different at the elementary, middle, and high school levels. At the elementary level, there is a wider distribution of WIDA scores, with more students at WIDA Level 3 than other levels. At the secondary levels, enrolled EL students primarily serve WIDA Level 6 students.

Figure 8 - Enrollment by English Learner WIDA Level (ES)

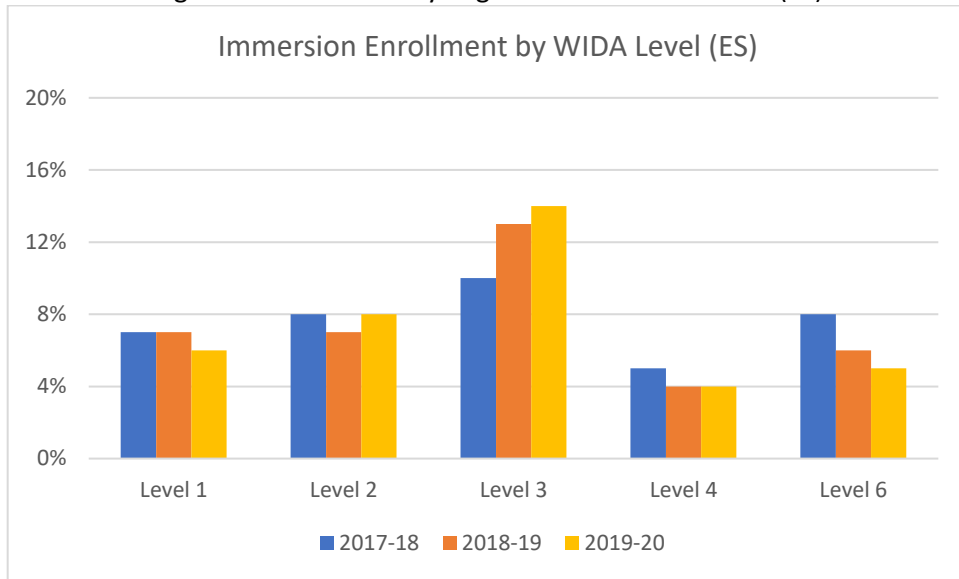
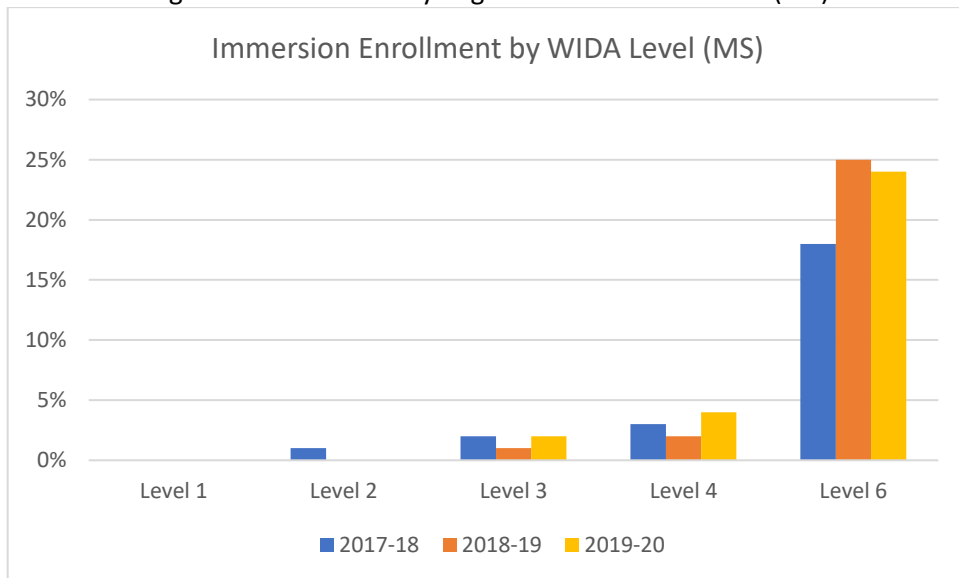
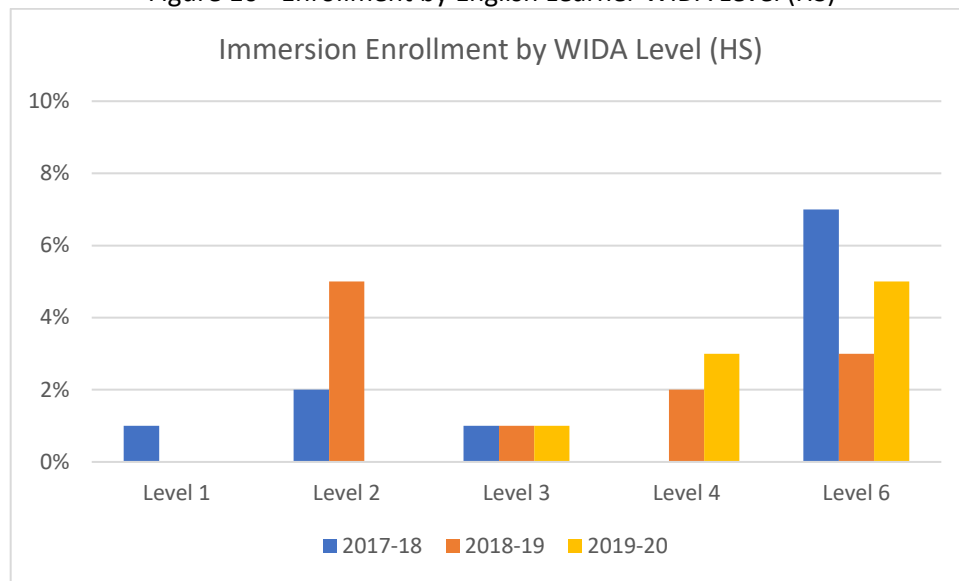


Figure 9 - Enrollment by English Learner WIDA Level (MS)



# World Languages Program Evaluation (2015-16 to 2019-20)

Figure 10 - Enrollment by English Learner WIDA Level (HS)



## General Findings – Enrollment

The percentage of students enrolled in Dual Language Immersion declined from Elementary School to Middle School to High School. This impacts the overall demographics of the program as a percentage of enrollment in the program. Demographic data is based on the year of enrollment.

- Male Student enrollment declines, Female Student enrollment increases – both from elementary to middle and again from middle to high
- Dual Language Immersion serves more Economically Disadvantaged students as a percentage of enrollment than the overall population at the elementary level. At the secondary level, there is an underrepresentation.
- Enrollment of students with a Gifted Status is about equal to the population at the elementary level. At the secondary levels, the program enrolls students with a Gifted Status at higher rates.
- Hispanic Student enrollment
  - Elementary – 54%
  - Middle – in early evaluation years 40% to 50%, increasing to 50% to 60% in later evaluation years.
  - High – 50% to 55% in early evaluation years, decreasing to 45% to 50% in later years.
- Non-Hispanic Student enrollment showed underrepresentation
  - White student enrollment had the greatest gap at all three levels.
  - Asian student enrollment was the second greatest gap at the elementary level. At the middle school and high school levels, the gap narrowed and Asian student enrollment was the third greatest gap.
  - Black student enrollment had the third highest gap at the elementary level and then the second highest enrollment gap at both secondary levels.
  - Students of Other races/ethnicities had a very small gap



# World Languages Program Evaluation (2015-16 to 2019-20)

- When comparing English Learner (EL) enrollment to population, there are more EL students than the population at the elementary level. This becomes smaller at the middle school level and then the program has an underrepresentation of EL students at the high school level.
- EL WIDA Levels are distributed across 1, 2, 3, 4, and 6. The highest number of students served is at WIDA Level 3. The middle school program serves almost entirely WIDA Level 6 students. There is more fluctuation at the high school level but most students are at WIDA Level 4 or 6.

## Impacted Strategic Plan Goals & Performance Objectives

- **Student Success: Multiple Pathways to Student Success**

Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.

- **Strategies**

- Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
- Adapt curriculum and instruction to the needs of each student.
- Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools.

- **Student Well-Being: Healthy, Safe, and Supported Student**

Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

- **Strategies**

- Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
- Integrate culturally relevant concepts and practices into all levels of school interactions.

- **Operational Excellence**

Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community.

- **Strategies**

- Manage available resources and assets efficiently, cost effectively, and equitably.
- Use long-term and systematic processes to ensure organizational capacity to accommodate sustained growth.
- Provide high performance learning and working environments that support Universal Design for Learning standards.

# World Languages Program Evaluation (2015-16 to 2019-20)

## Continued Immersion and World Language Enrollment

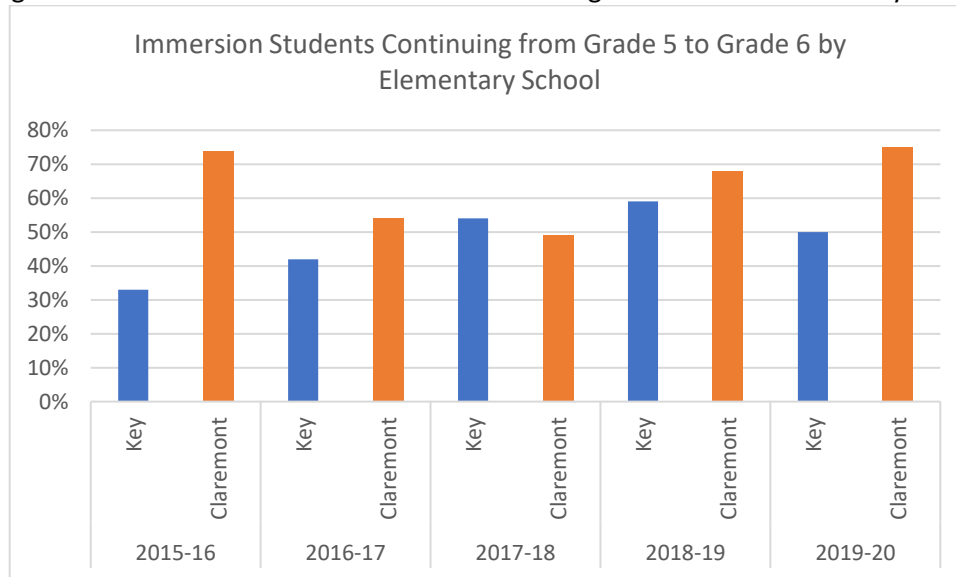
### Analysis by Elementary School

A larger number of students continue in Dual Language Spanish Immersion from Claremont Elementary School than from Key Elementary School. More Dual Immersion students attended Claremont Elementary School than Key Elementary School. A few students enrolled in the program at Gunston attended other elementary schools.

Table 6 - Grade 5 Immersion Students Continuing to Grade 6 Immersion by School

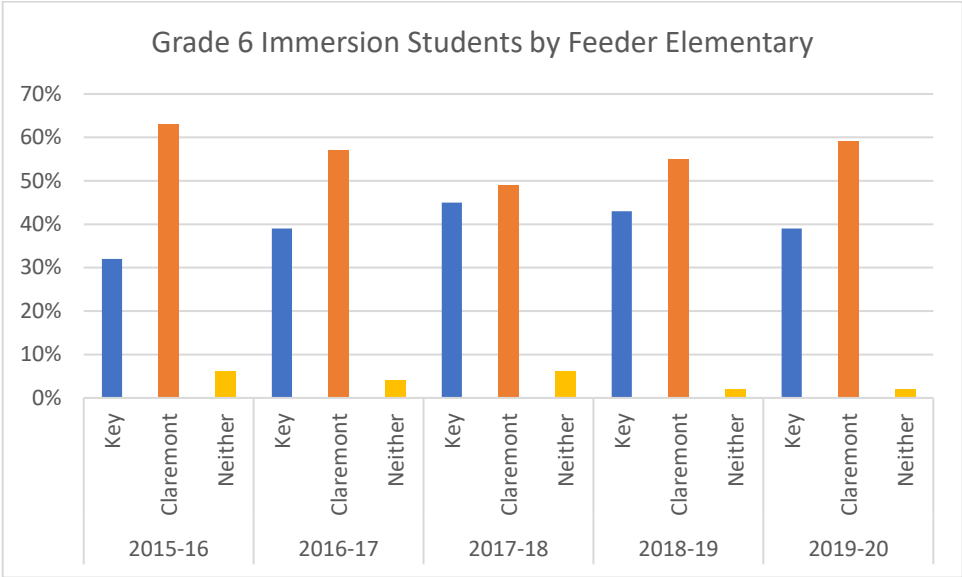
	Elementary Immersion School	Number of Students in Grade 5	Number of Students Continuing in Grade 6
<b>2015-16</b>	Key	100	33
	Claremont	88	65
<b>2016-17</b>	Key	93	39
	Claremont	106	57
<b>2017-18</b>	Key	87	47
	Claremont	105	51
<b>2018-19</b>	Key	103	61
	Claremont	115	78
<b>2019-20</b>	Key	101	51
	Claremont	102	77

Figure 11 - Grade 5 Immersion Students Continuing to Grade 6 Immersion by School



# World Languages Program Evaluation (2015-16 to 2019-20)

Figure 12 - Grade 6 Immersion Students by Elementary School Attended



# World Languages Program Evaluation (2015-16 to 2019-20)

## APS Cohort Analysis

Three cohorts of Dual Language Immersion students were tracked from Grade 5, through middle school, into high school in order to calculate the percentage of students continuing in immersion, the percentage of students enrolled in a non-immersion World Languages course, and students not enrolled in a World Languages course. Note that students unenrolled in APS are not included in the analysis.

The three considered Grade 5 cohorts (2013-14, 2014-15, and 2015-16) showed a decrease in continuation in Dual Language Immersion as students moved into higher grade levels. At the same time, enrollment in World Languages overall increased when combining Dual Language Immersion with other World Languages courses.

Table 7 - Continued Immersion and World Languages Enrollment

Dual Language Immersion Enrollment	Enrollment in any World Languages Course, Including Immersion
<ul style="list-style-type: none"> <li>Grade 6 – 67% to 66% to 60%</li> <li>Grade 8 – 64% to 59% to 56%</li> <li>Grade 9 – 38% to 33% to 41%</li> </ul>	<ul style="list-style-type: none"> <li>Grade 6 – 77% to 82% to 85%</li> <li>Grade 8 – 86% to 86% to 90%</li> <li>Grade 9 – 84% to 89% to 94%</li> </ul>

Table 8 - Continued Enrollment for 2013-14 Grade 5 Cohort

2013-14 Grade 5 Cohort	Number of Students*	Enrolled in Immersion	Enrolled in Non-Immersion World Language Course	Not Enrolled in any World Language Course
Grade 6	148	67%	10%	23%
Grade 8	135	64%	22%	15%
Grade 9	133	38%	46%	16%

Table 9 - Continued Enrollment for 2014-15 Cohort

2014-15 Grade 5 Cohort	Number of Students*	Enrolled in Immersion	Enrolled in Non-Immersion World Language Course	Not Enrolled in any World Language Course
Grade 6	162	66%	16%	18%
Grade 8	152	59%	27%	14%
Grade 9	146	33%	56%	12%

Table 10 - Continued Enrollment for 2015-16 Cohort

2015-16 Grade 5 Cohort	Number of Students*	Enrolled in Immersion	Enrolled in Non-Immersion World Language Course	Not Enrolled in any World Language Course
Grade 6	171	60%	25%	15%
Grade 8	162	56%	34%	10%
Grade 9	160	41%	53%	7%

\*This is the number of students who were enrolled in Dual Language Immersion in Grade 5 and are still enrolled in APS.

# World Languages Program Evaluation (2015-16 to 2019-20)

## Dual Language Immersion Cohorts by Demographics

### Gender

As a percentage of Dual Language Immersion enrollment, male enrollment declines from elementary school to middle school to high school, while female enrollment increases.

Table 11 - Continued Enrollment for 2013-14 Grade 5 Cohort by Gender

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
<b>Female</b>	47%	49%	49%	59%
<b>Male</b>	53%	51%	51%	41%

Table 12 - Continued Enrollment for 2014-15 Cohort by Gender

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
<b>Female</b>	49%	49%	52%	59%
<b>Male</b>	51%	51%	48%	41%

Table 13 - Continued Enrollment for 2015-16 Cohort by Gender

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
<b>Female</b>	59%	60%	61%	65%
<b>Male</b>	41%	40%	39%	35%

### Economically Disadvantaged Status

As a percentage of overall Dual Language Immersion enrollment, Economically Disadvantaged student enrollment declines from elementary school to middle school. In two of three cohorts, enrollment of Economically Disadvantaged students increased from middle school to high school.

Table 14 - Continued Enrollment for 2013-14 Cohort by Disadvantaged Status

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
<b>Non-Disadvantaged</b>	72%	83%	83%	78%
<b>Disadvantaged</b>	28%	17%	17%	22%

Table 15 - Continued Enrollment for 2014-15 Cohort by Disadvantaged Status

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
<b>Non-Disadvantaged</b>	63%	67%	67%	61%
<b>Disadvantaged</b>	37%	33%	33%	39%

Table 16 - Continued Enrollment for 2015-16 Cohort by Disadvantaged Status

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
<b>Non-Disadvantaged</b>	64%	73%	77%	79%
<b>Disadvantaged</b>	36%	27%	23%	21%

# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

Immersion enrollment by race/ethnicity fluctuated from cohort to cohort; however, Hispanic student enrollment generally declined somewhat while White student enrollment increased as students moved into higher grades.

Table 17 - Continued Enrollment for 2013-14 Cohort by Race/Ethnicity

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
Asian	2%	2%	2%	2%
Black	5%	5%	6%	4%
Hispanic	51%	42%	40%	39%
White	37%	43%	45%	49%
Other	5%	7%	7%	6%

Table 18 - Continued Enrollment for 2014-15 Cohort by Race/Ethnicity

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
Asian	6%	6%	7%	8%
Black	5%	6%	6%	10%
Hispanic	53%	47%	46%	53%
White	31%	33%	34%	29%
Other	6%	7%	8%	

Table 19 - Continued Enrollment for 2015-16 Cohort by Race/Ethnicity

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
Asian	3%	3%	3%	2%
Black	5%	5%	5%	3%
Hispanic	49%	44%	40%	40%
White	36%	39%	43%	48%
Other	8%	9%	9%	8%

# World Languages Program Evaluation (2015-16 to 2019-20)

## Gifted Status

In two cohorts, students with a Gifted Status represent a larger percentage of Dual Language Immersion as students move from the elementary program to the secondary program. In the last cohort analyzed, 2015-16, enrollment was relatively flat.

Table 20 - Continued Enrollment for 2013-14 Cohort by Gifted Status

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
<b>Not identified gifted</b>	61%	55%	52%	51%
<b>Identified gifted</b>	39%	45%	48%	49%

Table 21 - Continued Enrollment for 2014-15 Cohort by Gifted Status

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
<b>Not identified gifted</b>	60%	54%	49%	53%
<b>Identified gifted</b>	40%	46%	51%	47%

Table 22 - Continued Enrollment for 2015-16 Cohort by Gifted Status

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
<b>Not identified gifted</b>	67%	65%	65%	65%
<b>Identified gifted</b>	33%	35%	35%	35%

## Special Education Students

Special Education student enrollment in Dual Language Immersion declines substantially from the elementary program to the secondary program.

Table 23 - Continued Enrollment for 2013-14 Cohort by Students with Disabilities

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
<b>Non-SWD</b>	84%	96%	97%	96%
<b>SWD</b>	16%	4%	3%	4%

Table 24 - Continued Enrollment for 2014-15 Cohort by Students with Disabilities

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
<b>Non-SWD</b>	85%	95%	97%	96%
<b>SWD</b>	15%	5%	3%	4%

Table 25 - Continued Enrollment for 2015-16 Cohort by Students with Disabilities

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
<b>Non-SWD</b>	92%	96%	97%	97%
<b>SWD</b>	8%	4%	3%	3%

# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learners

English learner enrollment in Dual Language Immersion declines from the elementary program to the secondary program. This is expected as students gain English proficiency as they move from year to year.

Table 26 - Continued Enrollment for 2013-14 Cohort by English Learners

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
<b>Non-English Learner</b>	70%	81%	81%	77%
<b>English Learner</b>	30%	19%	19%	23%

Table 27 - Continued Enrollment for 2014-15 Cohort by English Learners

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
<b>Non-English Learner</b>	65%	70%	74%	74%
<b>English Learner</b>	35%	30%	26%	26%

Table 28 - Continued Enrollment for 2015-16 Cohort by English Learners

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
<b>Non-English Learner</b>	68%	75%	77%	79%
<b>English Learner</b>	32%	25%	23%	21%



# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learner WIDA Level

As students progress from year to year, more English learners of each cohort are at higher WIDA Levels, or are Proficient. This is expected as students gain English proficiency as they move from year to year.

Table 29 - Continued Enrollment for 2013-14 Cohort by English Learner WIDA Level

Demographic	Grade 5 (n=148)	Grade 6 (n=99)	Grade 8 (n=86)	Grade 9 (n=51)
<b>1</b>				
<b>2</b>	3%			
<b>3</b>	5%	1%	1%	2%
<b>4</b>	6%	3%	2%	2%
<b>5</b>				
<b>6</b>	17%	15%	15%	20%
<b>Proficient</b>				
<b>Non-EL</b>	70%	81%	81%	77%

Table 30 - Continued Enrollment for 2014-15 Cohort by English Learner WIDA Level

Demographic	Grade 5 (n=162)	Grade 6 (n=109)	Grade 8 (n=91)	Grade 9 (n=49)
<b>1</b>	3%	1%	1%	
<b>2</b>	2%			
<b>3</b>	4%	4%	1%	
<b>4</b>	9%	6%	6%	6%
<b>5</b>				
<b>6</b>	18%	19%	19%	20%
<b>Proficient</b>	9%	11%	13%	20%
<b>Non-EL</b>	57%	59%	60%	53%

Table 31 - Continued Enrollment for 2015-16 Cohort by English Learner WIDA Level

Demographic	Grade 5 (n=171)	Grade 6 (n=104)	Grade 8 (n=93)	Grade 9 (n=65)
<b>1</b>	1%			
<b>2</b>	1%			
<b>3</b>	6%	5%	4%	6%
<b>4</b>	4%	2%	2%	3%
<b>5</b>				
<b>6</b>	20%	18%	16%	12%
<b>Proficient</b>	4%	3%	3%	3%
<b>Non-EL</b>	64%	72%	74%	75%

# World Languages Program Evaluation (2015-16 to 2019-20)

## Parent/Guardian Surveys

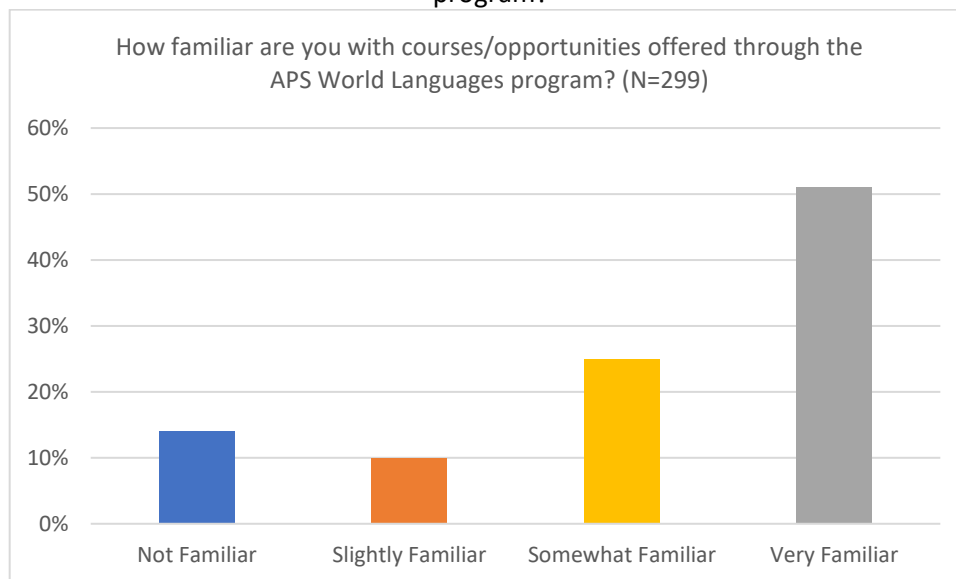
As part of the 2020 Your Voice Matters Survey, given in January and February of 2020, parents and guardians were given an opportunity to answer three questions about the World Languages program. There were three questions asked:

- How familiar are you with courses/opportunities offered through the APS World Languages program?
- What advice have you received from Arlington school staff about taking World Languages courses?
- How would you rate your understanding of the goals of world language classes in middle school and high school?

## Familiarity with Programs

76% of elementary Dual Language Immersion parents/guardians were Somewhat Familiar or Very Familiar with World Languages courses and opportunities.

Figure 13 - How familiar are you with courses/opportunities offered through the APS World Languages program?

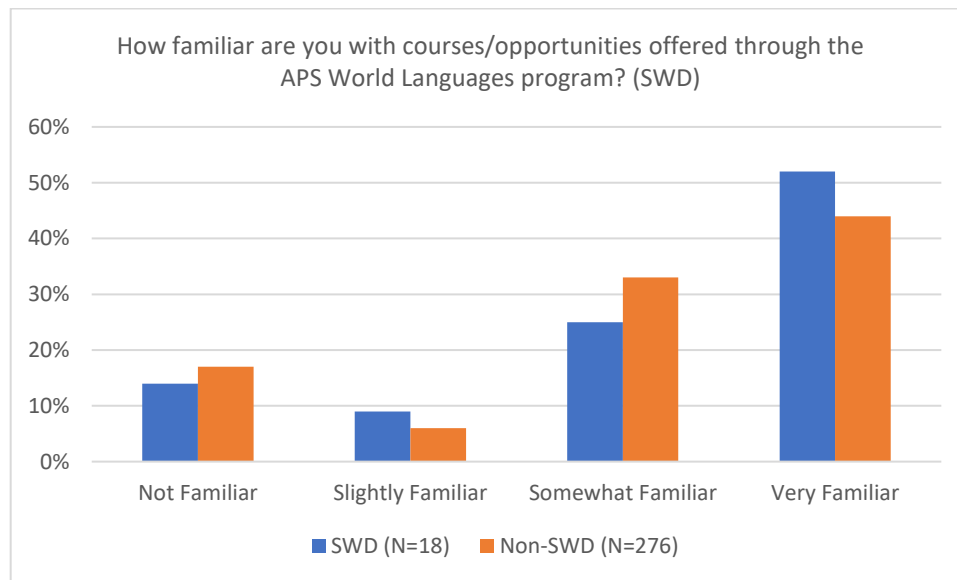


# World Languages Program Evaluation (2015-16 to 2019-20)

## Students with Disabilities

77% of parents/guardians of Students with Disabilities reported being Somewhat Familiar or Very Familiar with World Languages course and opportunities. This matched parents/guardians of students without disabilities.

Figure 14 - How familiar are you with courses/opportunities offered through the APS World Languages program? (Students with Disabilities)

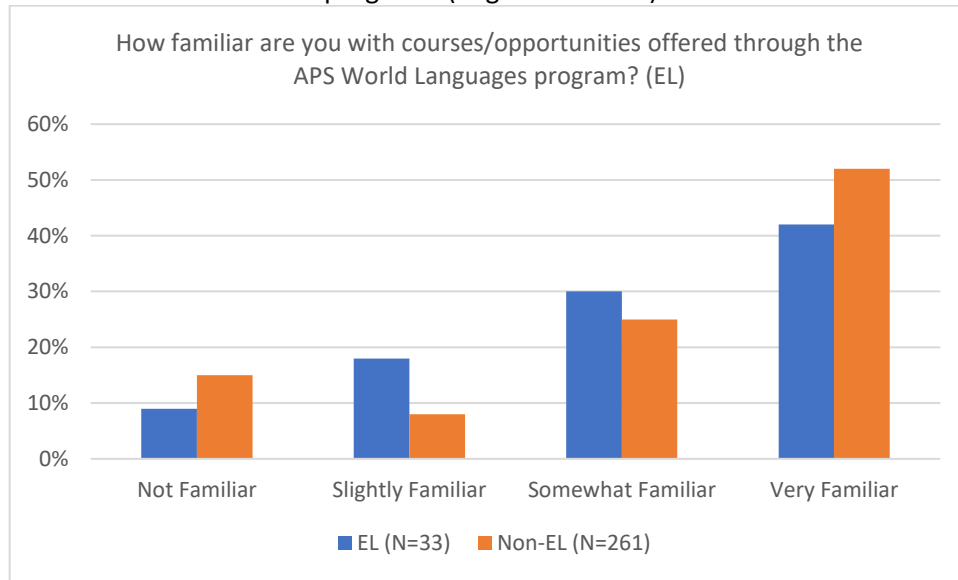


# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learners

72% of parents/guardians of English Learners were Somewhat Familiar or Very Familiar with World Languages courses and opportunities. This was 77% for parents/guardians of Non-English Learners.

Figure 15 - How familiar are you with courses/opportunities offered through the APS World Languages program? (English Learners)



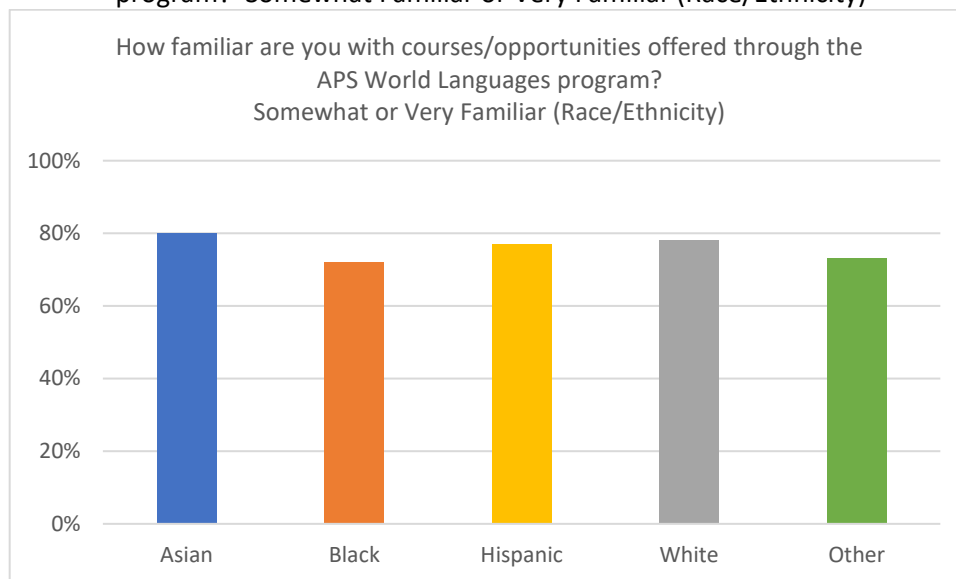
# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

Parent/guardian knowledge of World Languages courses and opportunities differed by race/ethnicity. Based on student race/ethnicity, parents/guardians reported being Somewhat Familiar or Very Familiar as follows:

- Asian 80%
- Black 72%
- Hispanic 77%
- White 78%
- Other Races/Ethnicities 73%

Figure 16 - How familiar are you with courses/opportunities offered through the APS World Languages program? Somewhat Familiar or Very Familiar (Race/Ethnicity)



# World Languages Program Evaluation (2015-16 to 2019-20)

## Advice to Parents/Guardians

44% of parents/guardians of elementary Dual Language Immersion students had not received advice about World Languages courses.

Table 32 - What advice have you received from Arlington school staff about taking world language courses?

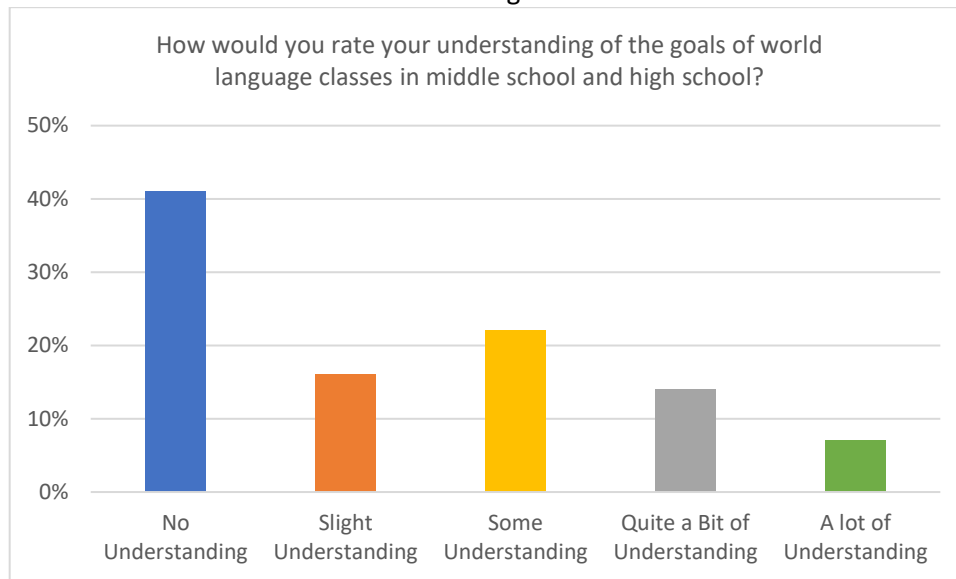
Advice	N	%
I haven't received any advice about world language courses from staff at my child's school	176	44%
Your child should take world language courses - It's an opportunity for personal enrichment.	111	28%
Your child should take world language courses - It's an opportunity for their future career.	80	20%
Your child should take world language courses - Having them on their transcript may look good to colleges.	33	8%
Your child should not take world language courses – They've taken enough to get the advanced studies diploma.	0	0%
Your child should not take world language courses – They already speak the language at home.	2	0%
Your child should not take world language courses – It will be too difficult.	1	< 1%

# World Languages Program Evaluation (2015-16 to 2019-20)

## Understanding of Goals of Secondary World Languages

21% of elementary Dual Language Immersion parents/guardians reported having Quite a Bit of Understanding or A Lot of Understanding of goals of World Languages classes at the secondary level.

Figure 17 - How would you rate your understanding of the goals of world language classes in middle school and high school?



# World Languages Program Evaluation (2015-16 to 2019-20)

## General Finding – Parent/Guardians

75% of parents/guardians of elementary Dual Language Immersion students reported being somewhat or very familiar with World Languages courses and opportunities. Specific opportunity areas include outreach to parents/guardians of:

- English Learners
- Black students
- Students of Other Races/Ethnicities

Few parents/guardians (21%) reported a strong understanding of the goals of the World Languages program.

### Impacted Strategic Plan Goals, Performance Objectives, and Strategies

- **Student Success: Multiple Pathways to Student Success**  
Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.
  - **Performance Objectives**
    - Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
    - All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments.
    - Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.
- **Student Well-Being: Healthy, Safe, and Supported Students**  
Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.
  - **Strategies**
    - Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
    - Implement an evidence-based curriculum that focuses on students’ physical, social, emotional, and mental health needs and provides interventions when needed through APS and/or community partnerships.
- **Operational Excellence**  
Strengthen and improve system-wide operations to meet the needs of Arlington’s growing and changing community.
  - **Strategies**
    - Manage available resources and assets efficiently, cost effectively, and equitably.



# World Languages Program Evaluation (2015-16 to 2019-20)

## Continued World Languages Enrollment – Additional Immersion/Non-Immersion

Table 33 - World Languages Enrollment for Immersion and Non-Immersion

Year in Grade 5	Grade 5 Instruction	Grade 6		Grade 8		Grade 9	
		Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
2013-14	Immersion	148	77%	135	85%	133	84%
	Non-immersion	1390	39%	1242	82%	1161	86%
2014-15	Immersion	162	83%	152	86%	146	88%
	Non-immersion	1519	47%	1377	79%	1290	84%
2015-16	Immersion	171	85%	162	90%	160	93%
	Non-immersion	1638	58%	1488	80%	1396	85%

Table 34 - World Languages Enrollment for Immersion and Non-Immersion by Gender

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
2013-14	Immersion	Female	70	79%	66	89%	65	88%
		Male	78	76%	69	81%	68	81%
	Non-immersion	Female	684	40%	615	88%	576	89%
		Male	706	37%	627	78%	585	82%
2014-15	Immersion	Female	80	84%	76	92%	70	93%
		Male	82	82%	76	80%	76	84%
	Non-immersion	Female	760	52%	692	84%	651	89%
		Male	759	42%	685	73%	639	79%
2015-16	Immersion	Female	100	84%	94	92%	93	94%
		Male	71	86%	68	88%	67	93%
	Non-immersion	Female	729	62%	664	87%	619	91%
		Male	909	55%	824	75%	777	81%

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 35 - World Languages Enrollment for Immersion and Non-Immersion by English Learners

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
<b>2013-14</b>	Immersion	Non-EL	103	88%	96	92%	95	88%
		EL	45	51%	39	69%	38	74%
	Non-immersion	Non-EL	1091	40%	997	85%	930	89%
		EL	299	33%	245	71%	231	71%
<b>2014-15</b>	Immersion	Non-EL	106	91%	103	92%	98	97%
		EL	56	68%	49	74%	48	71%
	Non-immersion	Non-EL	1135	51%	1042	84%	972	89%
		EL	253	34%	335	62%	318	70%
<b>2015-16</b>	Immersion	Non-EL	116	95%	111	95%	111	96%
		EL	55	64%	51	80%	49	88%
	Non-immersion	Non-EL	1238	64%	1134	6%	1060	90
		EL	400	41%	352	62%	336	71%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 36 - World Languages Enrollment for Immersion and Non-Immersion by WIDA Level

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
2013-14	Immersion	1						
		2	4	*	2	*	2	*
		3	7	29%	5	20%	5	20%
		4	9	33%	9	56%	8	88%
		5						
		6	25	68%	23	83%	23	83%
		Proficient						
	Non-EL	103	88%	96	92%	95	88%	
	Non-immersion	1	24	17%	15	47%	14	57%
		2	26	27%	24	3%	20	30%
		3	66	29%	49	57%	49	63%
		4	57	32%	49	71%	44	68%
		5	7	14%	7	100%	7	57%
		6	146	40%	*	88%	122	88%
Proficient		1	*	1		1	*	
Non-EL	1063	41%	970	85%	904	89%		
2014-15	Immersion	1	4	*	4	*	2	*
		2	3	*	2	*	2	*
		3	6	83%	4	*	4	*
		4	14	64%	13	62%	12	50%
		5						
		6	29	79%	26	96%	26	92%
		Proficient	14	93%	14	100%	13	100%
	Non-EL	92	90%	89	91%	85	97%	
	Non-immersion	1	31	16%	27	19%	23	30%
		2	22	18%	19	11%	18	22%
		3	78	27%	63	41%	59	48%
		4	80	33%	71	66%	69	71%
		5	7	14%	5	40%	5	40%
		6	166	45%	150	85%	144	92%
Proficient		64	52%	59	92%	52	92%	
Non-EL	1071	51%	983	84%	920	88%		
2015-16	Immersion	1	2	*	3	*	2	*
		2	2	*	2	*	2	*
		3	10		9	57%	9	89%
		4	7	57%	6	83%	6	83%
		5						
		6	34	77%	31	97%	30	93%
		Proficient	6	67%	6	100%	6	83%

## World Languages Program Evaluation (2015-16 to 2019-20)

		Non-EL	110	96%	105	94%	105	96%
	Non-immersion	1	31	7%	28	11%	24	25%
		2	39	23%	31	77%	30	33%
		3	61	18%	48	42%	45	53%
		4	54	35%	51	57%	51	63%
		5	5	40%	4	*	4	*
		6	210	58%	190	83%	182	90%
		Proficient	75	67%	70	93%	65	89%
		Non-EL	1163	64%	1066	85%	995	90%

\*Sample sizes less than 5 are not reported

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 37 - World Languages Enrollment for Immersion and Non-Immersion by Disadvantaged Status

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
<b>2013-14</b>	Immersion	Non-disadvantaged	106	88%	97	91%	96	88%
		Disadvantaged	42	50%	38	71%	37	
	Non-immersion	Non-disadvantaged	958	43%	860	89%	799	92%
		Disadvantaged	432	30%	382	67%	362	70%
<b>2014-15</b>	Immersion	Non-disadvantaged	102	88%	97	92%	94	96%
		Disadvantaged	60	73%	55	76%	52	75%
	Non-immersion	Non-disadvantaged	1066	51%	970	85%	903	89%
		Disadvantaged	453	36%	407	63%	387	71%
<b>2015-16</b>	Immersion	Non-disadvantaged	110	95%	107	94%	108	95%
		Disadvantaged	61	67%	55	84%	52	89%
	Non-immersion	Non-disadvantaged	1174	65%	1072	87%	1003	91%
		Disadvantaged	464	42%	416	63%	393	70%

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 38 - World Languages Enrollment for Immersion and Non-Immersion by Student with Disabilities

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
<b>2013-14</b>	Immersion	Non-SWD	124	87%	116	93%	113	91%
		SWD	24	25%	19	37%	20	45%
	Non-immersion	Non-SWD	1165	42%	1039	91%	968	92%
		SWD	225	24%	203	39%	193	53%
<b>2014-15</b>	Immersion	Non-SWD	138	88%	130	90%	125	93%
		SWD	24	50%	22	64%	21	62%
	Non-immersion	Non-SWD	1254	52%	1135	87%	1059	92%
		SWD	265	21%	242	39%	231	48%
<b>2015-16</b>	Immersion	Non-SWD	158	89%	151	93%	149	94%
		SWD	13	39%	11	46%	11	82%
	Non-immersion	Non-SWD	1343	65%	1223	88%	1143	92%
		SWD	295	29%	265	44%	253	56%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 39 - World Languages Enrollment for Immersion and Non-Immersion by Race/Ethnicity

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
2013-14	Immersion	Asian	3	*	3	*	3	*
		Black	8	63%	8	88%	6	100%
		Hispanic	76	66%	64	77%	66	77%
		White	54	93%	54	93%	53	89%
		Other	7	100	6	100%	5	100%
	Non-immersion	Asian	110	37%	92	89%	88	86%
		Black	173	32%	151	67%	146	75%
		Hispanic	106	32%	290	75%	275	75%
		White	684	44%	627	89%	574	93%
		Other	93	40%	82	83%	78	86%
		Asian						
2014-15	Immersion	Asian	9	100%	9	100%	8	100%
		Black	9	100%	8	88%	8	100%
		Hispanic	85	75%	78	81%	76	82%
		White	50	86%	47	89%	45	93%
		Other	10	100%	10	100%	9	100%
	Non-immersion	Asian	124	45%	106	75%	101	80%
		Black	160	39%	144	68%	131	76%
		Hispanic	364	40%	326	68%	304	73%
		White	774	52%	707	86%	670	91%
		Other	97	47%	94	85%	84	87%
2015-16	Immersion	Asian	5	80%	5	100%	5	100%
		Black	8	75%	8	88%	7	86%
		Hispanic	83	76%	78	81%	74	89%
		White	62	95%	59	100%	61	97%
		Other	13	100%	12	100%	13	100%
	Non-immersion	Asian	151	54%	129	79	129	83%
		Black	133	53%	122	65%	106	78%
		Hispanic	387	46%	343	65%	330	70%
		White	867	67%	799	89%	738	92%
		Other	100	49%	95	84%	93	96%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 40 - World Languages Enrollment for Immersion and Non-Immersion by Gifted Status

Year in Grade 5	Grade 5 Instruction	Demographic	Grade 6		Grade 8		Grade 9	
			Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course	Number of students	Percent enrolled in WL course
2013-14	Immersion	Not identified gifted	90	71%	79	84%	80	81%
		Identified gifted	58	86%	56	88%	53	89%
	Non-immersion	Not identified gifted	979	33%	860	77%	802	82%
		Identified gifted	411	52%	382	94%	359	94%
2014-15	Immersion	Not identified gifted	97	76%	89	78%	69	80%
		Identified gifted	65	92%	63	97%	60	100%
	Non-immersion	Not identified gifted	1024	37%	924	72%	870	80%
		Identified gifted	495	67%	453	93%	420	91%
2015-16	Immersion	Not identified gifted	114	82%	110	86%	108	92%
		Identified gifted	57	91%	52	98%	52	96%
	Non-immersion	Not identified gifted	1063	50%	950	72%	893	80%
		Identified gifted	575	25%	538	94%	503	95%



# World Languages Program Evaluation (2015-16 to 2019-20)

## Continued Immersion Enrollment - Additional Demographics by Cohort

2013-14 Grade 5 Cohort

Table 41 - Continued Enrollment for 2013-14 Cohort by Gender

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Female	70	69%	10%	21%
	Male	78	65%	10%	24%
<b>Grade 8</b>	Female	66	64%	26%	11%
	Male	69	64%	17%	19%
<b>Grade 9</b>	Female	65	46%	42%	12%
	Male	68	31%	50%	19%

Table 42 - Continued Enrollment for 2013-14 Cohort by English Learners

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-English Learner	103	78%	11%	12%
	English Learner	45	42%	9%	49%
<b>Grade 8</b>	Non-English Learner	96	73%	19%	8%
	English Learner	39	41%	28%	31%
<b>Grade 9</b>	Non-English Learner	95	41%	47%	12%
	English Learner	38	32%	42%	26%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 43 - Continued Immersion Enrollment for 2013-14 Cohort by WIDA Level

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	1				
	2	4*			
	3	7	14%	14%	71%
	4	9	33%	0%	67%
	5				
	6	25	60%	8%	32%
	Proficient				
	Non-EL	103	77%	11%	12%
<b>Grade 8</b>	1				
	2	2			
	3	5	20%	0%	80%
	4	9	22%	33%	44%
	5				
	6	23	56%	26%	17%
	Proficient				
	Non-EL	96	73%	19%	8%
<b>Grade 9</b>	1				
	2	2			
	3	5	20%	0%	80%
	4	8	13%	75%	13%
	5				
	6	23	44%	39%	17%
	Proficient				
	Non-EL	95	41%	47%	12%

\*Sample sizes less than 5 are not reported

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 44 - Continued Immersion Enrollment for 2013-14 Cohort by Disadvantaged Status

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-Disadvantaged	106	77%	10%	12%
	Disadvantaged	42	41%	10%	50%
<b>Grade 8</b>	Non-Disadvantaged	97	73%	18%	9%
	Disadvantaged	38	40%	32%	29%
<b>Grade 9</b>	Non-Disadvantaged	96	42%	46%	13%
	Disadvantaged	37	30%	46%	24%

Table 45 - Continued Immersion Enrollment for 2013-14 Cohort by Students with Disabilities

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-SWD	124	77%	11%	13%
	SWD	24	17%	8%	75%
<b>Grade 8</b>	Non-SWD	116	72%	22%	7%
	SWD	19	16%	21%	63%
<b>Grade 9</b>	Non-SWD	113	43%	48%	9%
	SWD	20	10%	35%	55%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 46 - Continued Immersion Enrollment for 2013-14 Cohort by Race/Ethnicity

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Asian	3*			
	Black	8	63%	0%	37%
	Hispanic	76	55%	11%	34%
	White	54	80%	13%	7%
	Other	1	100%	0%	0%
<b>Grade 8</b>	Asian	3*			
	Black	8	63%	25%	13%
	Hispanic	64	53%	23%	23%
	White	54	72%	20%	7%
	Other	6	100%	0%	0%
<b>Grade 9</b>	Asian	3			
	Black	6	33%	67%	0%
	Hispanic	66	30%	47%	23%
	White	53	47%	42%	11%
	Other	5	60%	40%	0%

\*Sample sizes less than 5 are not reported

Table 47 - Continued Immersion Enrollment for 2013-14 Cohort by Gifted Status

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Not identified gifted	90	60%	11%	29%
	Identified gifted	58	78%	9%	14%
<b>Grade 8</b>	Not identified gifted	79	57%	27%	17%
	Identified gifted	56	73%	14%	13%
<b>Grade 9</b>	Not identified gifted	80	33%	49%	19%
	Identified gifted	53	47%	42%	11%

# World Languages Program Evaluation (2015-16 to 2019-20)

2014-15 Grade 5 Cohort

Table 48 - Continued Immersion Enrollment for 2014-15 Cohort by Gender

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Female	80	65%	19%	16%
	Male	82	68%	13%	18%
<b>Grade 8</b>	Female	76	61%	32%	8%
	Male	76	58%	22%	20%
<b>Grade 9</b>	Female	70	40%	53%	7%
	Male	76	26%	58%	16%

Table 49 - Continued Immersion Enrollment for 2014-15 Cohort by English Learners

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-English Learner	106	72%	19%	9%
	English Learner	56	57%	11%	32%
<b>Grade 8</b>	Non-English Learner	103	65%	27%	8%
	English Learner	49	47%	27%	27%
<b>Grade 9</b>	Non-English Learner	98	37%	60%	3%
	English Learner	48	25%	46%	29%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 50 - Continued Immersion Enrollment for 2014-15 Cohort by WIDA Level

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	1	4*			
	2	3*			
	3	6	67%	17%	17%
	4	14	50%	14%	36%
	5				
	6	29	69%	10%	21%
	Proficient	14	86%	7%	7%
	Non-EL	92	70%	21%	10%
<b>Grade 8</b>	1	4*			
	2	2*			
	3	4*			
	4	13	39%	23%	39%
	5				
	6	26	62%	35%	4%
	Proficient	14	86%	14%	0%
	Non-EL	89	62%	29%	9%
<b>Grade 9</b>	1	4*			
	2	2*			
	3	4*			
	4	12	25%	25%	50%
	5				
	6	26	35%	58%	8%
	Proficient	13	77%	23%	0%
	Non-EL	85	31%	66%	4%

\*Sample sizes less than 5 are not reported

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 51 - Continued Immersion Enrollment for 2014-15 Cohort by Disadvantaged Status

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-Disadvantaged	102	71%	18%	12%
	Disadvantaged	60	60%	13%	27%
<b>Grade 8</b>	Non-Disadvantaged	97	62%	30%	8%
	Disadvantaged	55	55%	22%	24%
<b>Grade 9</b>	Non-Disadvantaged	94	31%	65%	4%
	Disadvantaged	52	37%	39%	25%

Table 52 - Continued Immersion Enrollment for 2014-15 Cohort by Students with Disabilities

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-SWD	138	74%	15%	12%
	SWD	24	25%	25%	50%
<b>Grade 8</b>	Non-SWD	130	67%	23%	10%
	SWD	22	14%	50%	36%
<b>Grade 9</b>	Non-SWD	125	37%	56%	7%
	SWD	21	10%	52%	38%

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 53 - Continued Immersion Enrollment for 2014-15 Cohort by Race/Ethnicity

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Asian	9	78%	22%	0%
	Black	8	88%	12%	0%
	Hispanic	85	60%	15%	25%
	White	50	70%	16%	14%
	Other	10	80%	20%	0%
<b>Grade 8</b>	Asian	9	67%	33%	0%
	Black	8	63%	25%	13%
	Hispanic	78	54%	27%	19%
	White	47	64%	26%	11%
	Other	10	70%	30%	0%
<b>Grade 9</b>	Asian	8	50%	50%	0%
	Black	8	63%	37%	0%
	Hispanic	76	34%	47%	18%
	White	45	29%	64%	7%
	Other	9	0%	100%	0%

Table 54 - Continued Immersion Enrollment for 2014-15 Cohort by Gifted Status

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Not identified gifted	97	61%	16%	24%
	Identified gifted	65	75%	17%	8%
<b>Grade 8</b>	Not identified gifted	89	51%	28%	21%
	Identified gifted	63	71%	25%	3%
<b>Grade 9</b>	Not identified gifted	86	30%	50%	20%
	Identified gifted	60	37%	63%	0%



# World Languages Program Evaluation (2015-16 to 2019-20)

2015-16 Grade 5 Cohort

Table 55 - Continued Immersion Enrollment for 2015-16 Cohort by Gender

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Female	100	61%	23%	16%
	Male	71	59%	27%	14%
<b>Grade 8</b>	Female	94	59%	33%	9%
	Male	68	53%	35%	12%
<b>Grade 9</b>	Female	93	45%	48%	7%
	Male	67	34%	58%	8%

Table 56 - Continued Immersion Enrollment for 2015-16 Cohort by English Learners

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-English Learner	116	66%	28%	5%
	English Learner	55	47%	16%	36%
<b>Grade 8</b>	Non-English Learner	111	63%	32%	5%
	English Learner	51	41%	39%	20%
<b>Grade 9</b>	Non-English Learner	111	46%	50%	4%
	English Learner	49	29%	59%	12%

# World Languages Program Evaluation (2015-16 to 2019-20)

Table 57 - Continued Immersion Enrollment for 2015-16 Cohort by WIDA Level

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	1	2			
	2	2			
	3	10	50%	50%	0%
	4	7	29%	29%	43%
	5				
	6	34	56%	21%	24%
	Proficient	6	50%	17%	33%
	Non-EL	110	67%	29%	4%
<b>Grade 8</b>	1	3*			
	2	2*			
	3	9	44%	11%	44%
	4	6	33%	50%	17%
	5				
	6	31	48%	48%	3%
	Proficient	6	50%	50%	0%
	Non-EL	105	64%	31%	6%
<b>Grade 9</b>	1	2*			
	2	2*			
	3	9	44%	44%	11%
	4	6	33%	50%	17%
	5				
	6	30	27%	67%	7%
	Proficient	6	33%	50%	17%
	Non-EL	105	47%	50%	4%

\*Sample sizes less than 5 are not reported

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 58 - Continued Immersion Enrollment for 2015-16 Cohort by Disadvantaged Status

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-Disadvantaged	110	68%	26%	6%
	Disadvantaged	61	46%	21%	33%
<b>Grade 8</b>	Non-Disadvantaged	107	65%	28%	7%
	Disadvantaged	55	38%	46%	16%
<b>Grade 9</b>	Non-Disadvantaged	108	47%	48%	5%
	Disadvantaged	52	27%	62%	11%

Table 59 - Continued Immersion Enrollment for 2015-16 Cohort by Students with Disabilities

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Non-SWD	158	63%	25%	11%
	SWD	13	23%	15%	62%
<b>Grade 8</b>	Non-SWD	151	59%	34%	7%
	SWD	11	18%	27%	55%
<b>Grade 9</b>	Non-SWD	149	42%	52%	6%
	SWD	11	18%	64%	18%

## World Languages Program Evaluation (2015-16 to 2019-20)

Table 60 - Continued Immersion Enrollment for 2015-16 Cohort by Race/Ethnicity

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Asian	5	60%	20%	20%
	Black	8	63%	13%	25%
	Hispanic	83	54%	22%	24%
	White	62	66%	29%	5%
	Other	13	69%	31%	0%
<b>Grade 8</b>	Asian	5	60%	40%	0%
	Black	8	63%	25%	13%
	Hispanic	78	46%	35%	19%
	White	59	66%	34%	0%
	Other	12	67%	33%	0%
<b>Grade 9</b>	Asian	5	20%	80%	0%
	Black	7	29%	57%	14%
	Hispanic	74	35%	54%	11%
	White	61	51%	46%	3%
	Other	13	39%	61%	0%

Table 61 - Continued Immersion Enrollment for 2015-16 Cohort by Gifted Status

Grade	Group	Number of Students	% Enrolled in Immersion	% Enrolled in Non-Immersion World Language Course	% Not Enrolled in any World Language Course
<b>Grade 6</b>	Not identified gifted	114	59%	23%	18%
	Identified gifted	57	63%	28%	9%
<b>Grade 8</b>	Not identified gifted	110	54%	33%	14%
	Identified gifted	52	62%	36%	2%
<b>Grade 9</b>	Not identified gifted	108	39%	53%	8%
	Identified gifted	52	44%	52%	4%