

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



Arlington  
Public  
Schools

## Dual Language Immersion Student Outcomes

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

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## Dual Language Immersion STAMP Scores

To measure language proficiency, APS uses the Avant STAMP™ (STAndards-based Measurement of Proficiency) test. The Avant STAMP™ (STAndards-based Measurement of Proficiency) language test was created at the University of Oregon to improve language-learning outcomes and support excellence in language programs. STAMP enables teachers to be effective in improving proficiency outcomes and empowers administrators to make better informed decisions about curriculum and teacher training by delivering accurate data on students' proficiency levels.

At the elementary level, Dual Language Immersion students scored higher in Listening and Reading on the STAMP Test than Writing and Speaking. This was true for both students who speak Spanish at home and students who do not. Spanish speakers generally outperform their peers, with the exception of Reading.

Table 1 - Elementary STAMP Scores - Intermediate-Mid and Above by Home Language

Language Skill	Spanish Home Language			Other Home Language		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>Reading</b>	82%	88%	81%	91%	85%	86%
<b>Speaking</b>	31%	70%	41%	28%	61%	37%
<b>Listening</b>	88%	96%	94%	88%	82%	87%
<b>Writing</b>	45%	50%	50%	51%	45%	45%

At the middle school level, Dual Language Immersion students scored higher in Speaking and Writing on the STAMP Test than Reading and Listening. This was true for both students who speak Spanish at home and students who do not. At the middle school level, students with a home language of Spanish generally underperform their peers.

Table 2 - Middle School STAMP Scores - Intermediate-Mid and Above by Home Language

Language Skill	Spanish Home Language			Other Home Language		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<b>Reading</b>	80%	62%	82%	94%	89%	93%
<b>Speaking</b>	92%	90%	100%	85%	94%	99%
<b>Listening</b>	92%	69%	86%	89%	99%	96%
<b>Writing</b>	96%	90%	95%	98%	99%	99%

The following tables show the distribution of scores by skill and school level.

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## Reading

Figure 1 - Reading STAMP Scores by Home Language (ES)

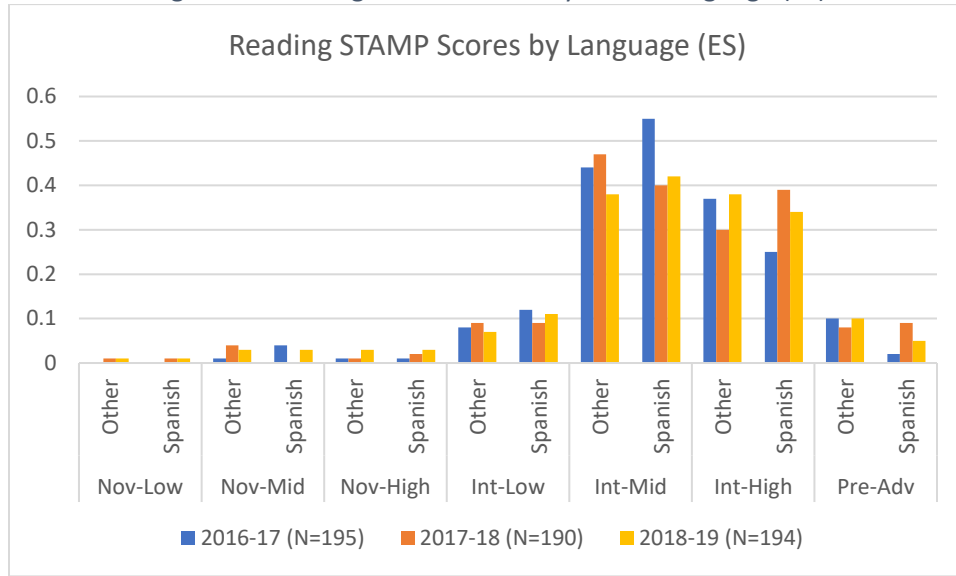
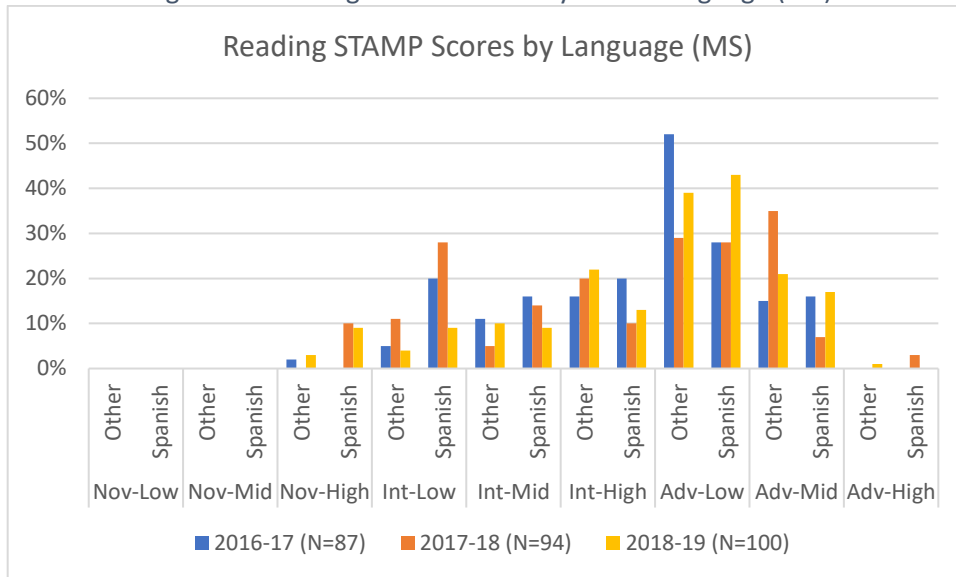


Figure 2 - Reading STAMP Scores by Home Language (MS)



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## Writing

Figure 3 - Writing STAMP Scores by Home Language (ES)

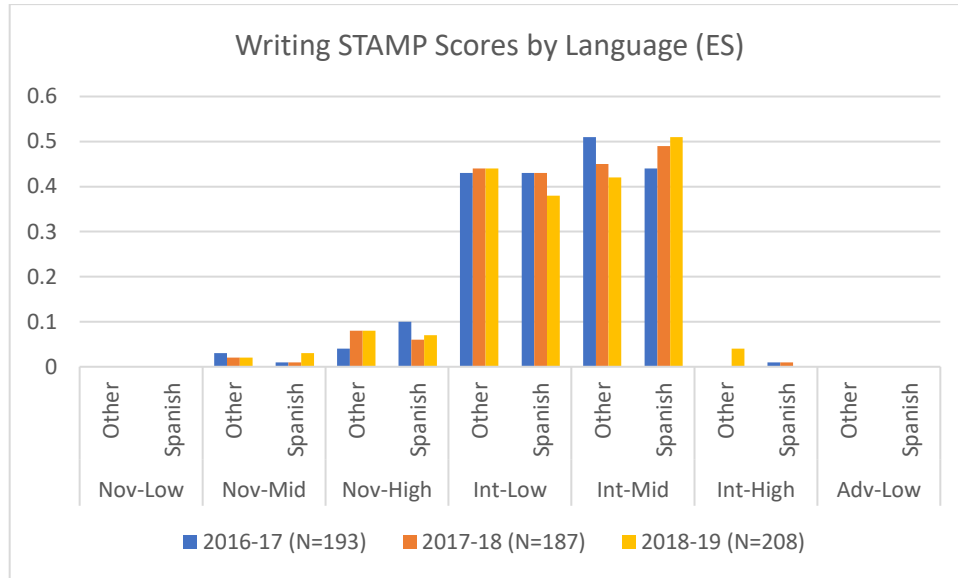
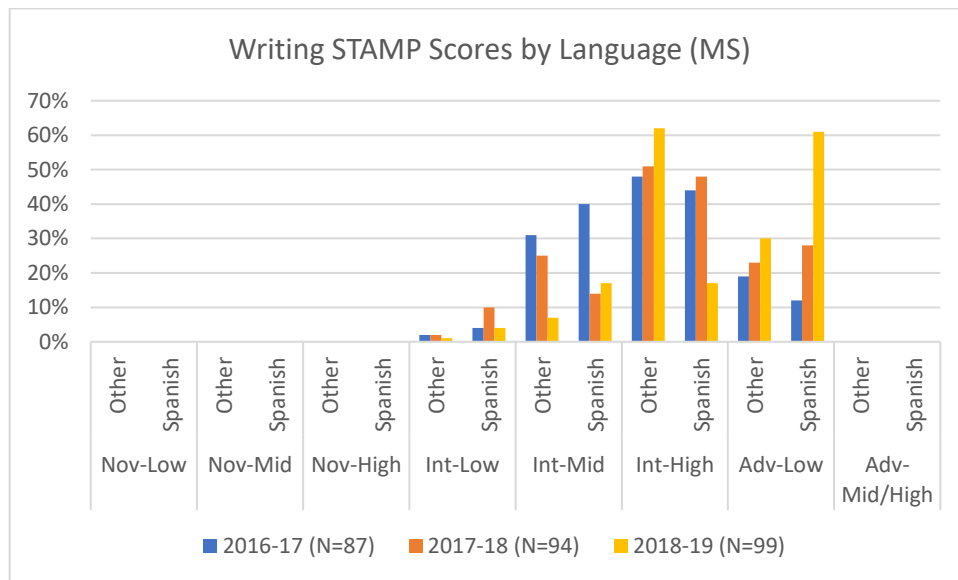


Figure 4 - Writing STAMP Scores by Home Language (MS)



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## Listening

Figure 5 - Listening STAMP Scores by Home Language (ES)

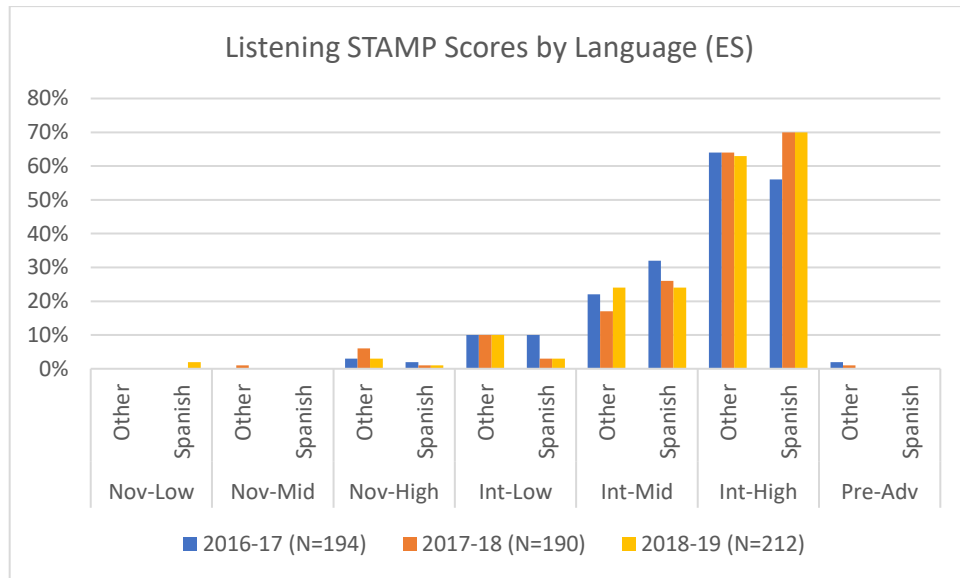
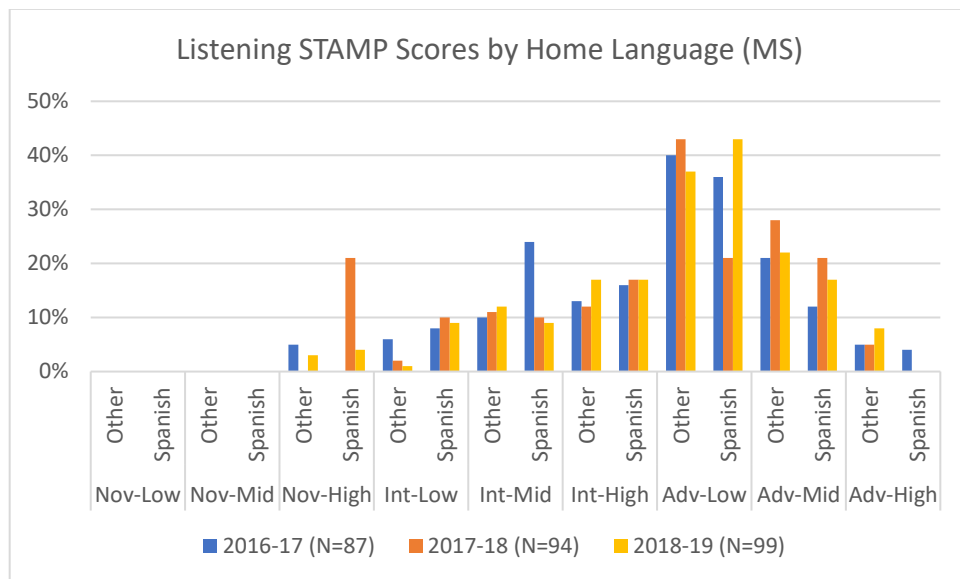


Figure 6 - Listening STAMP Scores by Home Language (MS)





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## Speaking

Figure 7 - Speaking STAMP Scores by Home Language (ES)

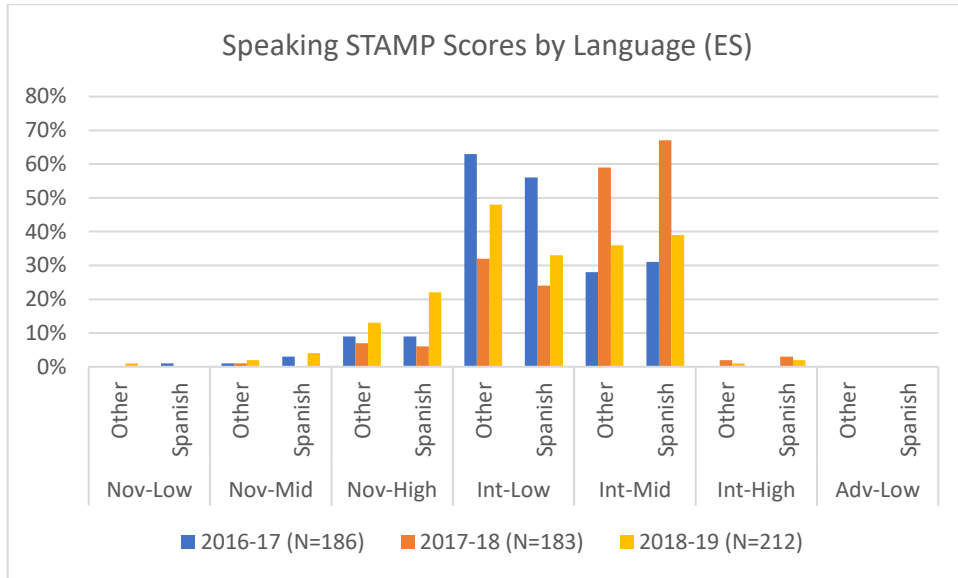
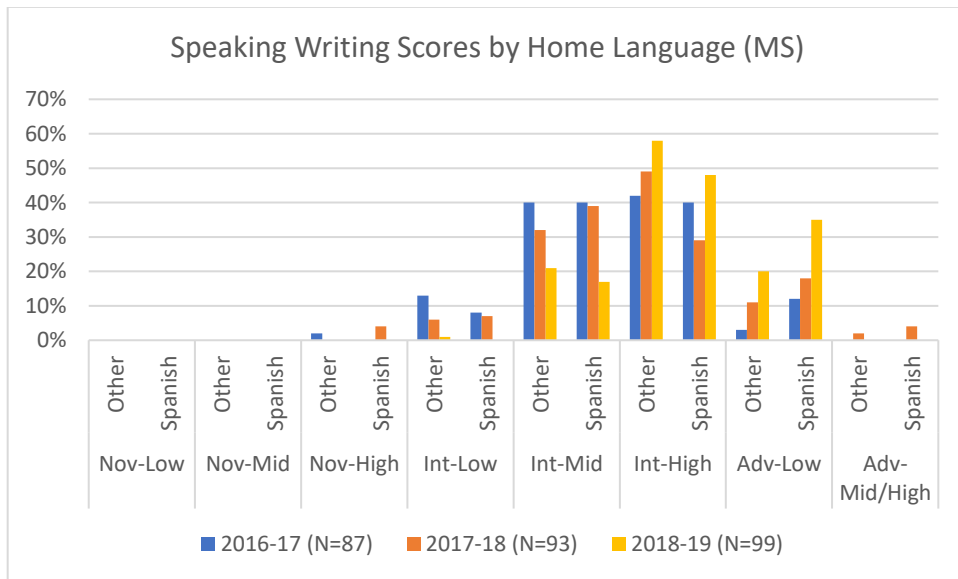


Figure 8 - Speaking STAMP Scores by Home Language (MS)



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## General Finding – Student Outcomes – Language Skills

STAMP test scores for students in the Dual Language Immersion program showed different strengths and opportunities at the elementary and middle school levels when looking at students scoring at the Intermediate-Mid level and above:

- Elementary
  - Strengths: Listening (80% to 95%) and Reading (80% to 90%)
  - Opportunities: Speaking (25% to 70%) and Writing (45% to 50%)
- Middle
  - Strengths: Speaking (90% to 100%) and Writing (90% to 100%).
  - Opportunities: Listening (70% to 100%) and Reading (60% to 95%).

## 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.

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## SOL Scores for Immersion and Non-Immersion Students

Dual Language Immersion students performed lower than their Non-Immersion peers on the Reading Grade 5 assessment, ranging from 2% to 14%. Beginning in middle school, students outperformed by 2% to 13%, although it is important to note that there was a drop in Dual Language Immersion enrollment beginning in Grade 6.

Table 3 - Reading and Writing - Passing SOL Scores by Immersion Program Participation

Test by Grade	Instruction	2014-15		2015-16		2016-17		2017-18		2018-19	
		N	%	N	%	N	%	N	%	N	%
Reading 5	Non-immersion	1640	87%	1754	90%	1644	92%	1940	97%	1886	86%
	Immersion	169	82%	186	88%	192	84%	185	83%	211	78%
	<b>Difference - Immersion</b>		<b>-5%</b>		<b>-2%</b>		<b>-8%</b>		<b>-14%</b>		<b>-8%</b>
Reading 6	Non-immersion	1544	81%	1674	84%	1795	86%	1724	87%	1937	85%
	Immersion	101	90%	91	92%	103	95%	99	96%	103	87%
	<b>Difference - Immersion</b>		<b>+9%</b>		<b>+8%</b>		<b>+9%</b>		<b>+9%</b>		<b>+2%</b>
Reading 7	Non-immersion	1500	87%	1519	88%	1694	86%	1814	86%	1706	86%
	Immersion	85	96%	90	98%	95	95%	103	98%	104	91%
	<b>Difference - Immersion</b>		<b>+9%</b>		<b>+10%</b>		<b>+9%</b>		<b>+12%</b>		<b>+5%</b>
Reading 8	Non-immersion	1526	83%	1488	85%	1501	86%	1690	84%	1804	84%
	Immersion	66	88%	83	88%	87	97%	91	90%	97	96%
	<b>Difference - Immersion</b>		<b>+5%</b>		<b>+3%</b>		<b>+7%</b>		<b>+6%</b>		<b>+12%</b>
Writing 8	Non-immersion	1476	82%	1450	82%	1468	86%	1606	84%	1688	85%
	Immersion	66	95%	83	95%	86	93%	89	91%	98	94%
	<b>Difference - Immersion</b>		<b>+13%</b>		<b>+13%</b>		<b>+7%</b>		<b>+5%</b>		<b>+9%</b>

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Dual Language Immersion student performance on other SOL Tests varied.

- Math Grade 5 – Immersion students performed within range of their Non-Immersion peers (-2% to 2% above or below).
- Science Grade 5 – Immersion students generally performed below lower (0% to -14%).
- Civics and Economics (Grade 6) – Immersion students generally performed above their Non-Immersion peers (-2% to +7%).
- Science 8 – Immersion students consistently outperformed their peers (8% to 12%).
- World Geography (Grade 8) – Students generally performed above their Non-Immersion peers (0% to 8%).

Table 4 - Reading and Writing - Passing SOL Scores by Immersion Program Participation

Test by Grade	Instruction	2014-15		2015-16		2016-17		2017-18		2018-19	
		N	%	N	%	N	%	N	%	N	%
Math 5	Non-immersion	1648	87%	1752	89%	1674	89%	1940	86%	1906	89%
	Immersion	171	87%	185	91%	195	89%	186	84%	211	87%
	<b>Difference - Immersion</b>		<b>0%</b>		<b>+2%</b>		<b>0%</b>		<b>-2%</b>		<b>-2%</b>
Science 5	Non-immersion	1666	82%	1768	87%	1668	86%	1967	83%	1967	83%
	Immersion	171	73%	184	87%	198	72%	189	77%	189	77%
	<b>Difference - Immersion</b>		<b>-9%</b>		<b>0%</b>		<b>-14%</b>		<b>-6%</b>		<b>-6%</b>
*Civics and Economics	Non-immersion			1458	87%	1596	88%	1706	87%	1658	83%
	Immersion			90	94%	93	86%	102	90%	104	87%
	<b>Difference - Immersion</b>				<b>+7%</b>		<b>-2%</b>		<b>+3%</b>		<b>+4%</b>
Science 8	Non-immersion	1559	83%	1520	86%	1547	87%	1711	84%	1816	85%
	Immersion	66	91%	83	96%	85	99%	94	93%	98	94%
	<b>Difference - Immersion</b>		<b>+8%</b>		<b>+10%</b>		<b>+12%</b>		<b>+9%</b>		<b>+9%</b>
World Geography	Non-immersion	1564	92%	1537	91%	1547	90%	1742	87%	1742	87%
	Immersion	67	92%	84	94%	87	98%	94	89%	94	89%
	<b>Difference - Immersion</b>		<b>0%</b>		<b>+3%</b>		<b>+8%</b>		<b>+2%</b>		<b>+2%</b>

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## SOL Scores for Immersion and Non-Immersion Students by Cohort

Four cohorts of students were tracked to determine the impact of Dual Language Immersion on Virginia Standards of Learning test performance. The 2012-13 Grade 5 Cohort was selected as the earliest because it allowed tracking of performance through middle school and high school in order to examine how students performed on the high school English End of Course Test. The three cohorts after this have not yet completed high school so analysis can be done through Grade 8.

Students were tracked two ways:

- In the first analysis (Table 5 through Table 8), only students who continued in the immersion program were tracked and compared to their non-immersion peers. This allows the analysis of long-term enrollment in immersion as well as a comparison between those who continue in Dual Language Immersion with those who do not enroll in the program beyond Grade 5. There is less data to report on for demographic groups because many groups are too small for reporting.
- In the second analysis (Table 9 through Table 12), any student who was enrolled in immersion in Grade 5 was tracked and compared to their non-immersion peers, regardless of their continuation in the program in order to examine long term test performance after Grade 5. This analysis also allows a deeper look into how different demographic groups are performing relative to their peers.

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## Dual Language Immersion Students Continuing in Immersion

In elementary school, Dual Language Immersion students generally performed comparably to their non-immersion peers on the Math Grade 5 test and performed below their peers on Reading Grade 5 and Science Grade 5. Across the final three cohorts, Science scores improved for immersion students, with the performance gap dropping from 17% to 9% to 1%.

In middle school, Dual Language Immersion students consistently outperformed their non-immersion peers; however, it is important to note that enrollment shrank as students move from elementary to middle to high school.

Table 5 - 2012-13 Grade 5 Cohort - SOL Scores through Grade 12 (Continuing Students)

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1433	82%	152	86%	+4%
Reading Grade 5	1419	81%	150	77%	-4%
Science Grade 5	1432	81%	152	68%	-13%
Reading Grade 6	1384	81%	90	89%	+8%
Reading Grade 7	1329	88%	81	96%	+8%
Reading Grade 8	1274	85%	78	87%	+2%
Science Grade 8	1273	89%	78	96%	+7%
World Geography	1248	91%	78	94%	+3%
Writing Grade 8	1251	82%	77	95%	+13%
Reading Grade 11	1176	93%	31	94%	+1%

Table 6 - 2013-14 Grade 5 Cohort - SOL Scores through Grade 8 (Continuing Students)

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1540	84%	156	82%	-2%
Reading Grade 5	1522	81%	156	80%	-1%
Science Grade 5	1545	77%	156	60%	-17%
Reading Grade 6	1430	81%	99	90%	+9%
Reading Grade 7	1349	87%	89	97%	+10%
Reading Grade 8	1281	86%	86	97%	-11%
Science Grade 8	1280	89%	86	97%	+8%
World Geography	1260	90%	86	97%	+7%
Writing Grade 8	1267	86%	85	94%	+8%

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Table 7 - 2014-15 Grade 5 Cohort - SOL Scores through Grade 8 (Continuing Students)

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1666	86%	171	87%	+1%
Reading Grade 5	1646	87%	169	82%	-5%
Science Grade 5	1673	82%	171	73%	-9%
Reading Grade 6	1580	82%	92	90%	+8%
Civics & Economics 6	1425	87%	89	91%	+4%
Reading Grade 7	1496	85%	94	93%	+8%
Reading Grade 8	1421	86%	90	89%	+3%
Science Grade 8	1425	86%	91	93%	+7%
World Geography	1401	89%	90	90%	+1%
Writing Grade 8	1438	84%	87	91%	+7%

Table 8 - 2015-16 Grade 5 Cohort - SOL Scores through Grade 8 (Continuing Students)

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1620	86%	171	85%	-1%
Reading Grade 5	1598	89%	171	87%	-2%
Science Grade 5	1620	86%	171	85%	-1%
Reading Grade 6	1695	85%	99	94%	+9%
Civics & Economics 6	1527	87%	95	90%	+3%
Reading Grade 7	1596	87%	95	98%	+11%
Reading Grade 8	1506	86%	92	94%	+8%
Science Grade 8	1505	87%	91	93%	+6%
World Geography	1504	88%	92	95%	+7%
Writing Grade 8	1423	86%	91	93%	+7%

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

## Dual Language Immersion Students Who Were Enrolled in Grade 5

Across the four cohorts, there were some trends by SOL Test area:

- Students who were enrolled in Immersion in Grade 5 generally underperformed their non-immersion peers on reading assessments from Grade 5 to Grade 8; however, there was improvement for the 2015-16 Cohort compared to prior cohorts, with immersion students performing comparably in Grade 6 and slightly above their non-immersion peers in Grade 7 and Grade 8. The 2012-13 Cohort of Dual Language Immersion students scored comparably on the high school reading assessment.
- There was improvement on the Writing Grade 8 test across the last three cohorts, with the gap between students who were enrolled in immersion in Grade 5 and non-immersion students narrowing from 4% to 0% to scoring 5% above for the 2015-16 Cohort.
- Students who were enrolled in Dual Language Immersion in Grade 5 consistently performed at lower rates on science tests. There was improvement on the Science Grade 5 test with the last three cohorts moving from a 17% gap to a 9% gap to a 1% gap. Additionally, the 2015-16 cohort showed immersion students performing comparably to their non-immersion peers.
- Students who were enrolled in immersion in Grade 5 generally performed below their non-immersion peers in World Geography, but the 2015-16 Cohort performed comparably.

Table 9 - 2012-13 Grade 5 Cohort - SOL Scores through Grade 12

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1433	82%	152	86%	+4%
Reading Grade 5	1419	81%	150	77%	-4%
Science Grade 5	1432	81%	152	68%	-13%
Reading Grade 6	1334	82%	141	79%	-3%
Reading Grade 7	1278	88%	132	86%	-2%
Reading Grade 8	1223	85%	130	77%	-8%
Science Grade 8	1222	90%	130	85%	-5%
World Geography	1197	92%	130	83%	-9%
Writing Grade 8	1212	83%	122	84%	+1%
Reading EOC	1031	93%	115	94%	+1%



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Table 10 - 2013-14 Grade 5 Cohort - SOL Scores through Grade 8

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1540	84%	156	82%	-2%
Reading Grade 5	1522	81%	156	80%	-1%
Science Grade 5	1545	77%	156	60%	-17%
Reading Grade 6	1382	82%	148	78%	-4%
Reading Grade 7	1299	88%	140	84%	-4%
Reading Grade 8	1236	87%	131	86%	-1%
Science Grade 8	1235	90%	131	86%	-4%
World Geography	1214	91%	132	90%	-1%
Writing Grade 8	1227	87%	129	83%	-4%

Table 11 - 2014-15 Grade 5 Cohort - SOL Scores through Grade 8

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1666	86%	171	87%	+1%
Reading Grade 5	1646	87%	169	82%	-5%
Science Grade 5	1673	82%	171	73%	-9%
Reading Grade 6	1515	83%	161	77%	-6%
Civics & Economics 6	1381	87%	141	82%	-5%
Reading Grade 7	1439	86%	152	81%	-5%
Reading Grade 8	1367	87%	148	78%	-9%
Science Grade 8	1371	87%	149	83%	-4%
World Geography	1345	89%	138	83%	-6%
Writing Grade 8	1332	85%	149	85%	0%

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

Table 12 - 2015-16 Grade 5 Cohort - SOL Scores through Grade 8

Test Name	Non-Immersion		Immersion		Difference from Non-Immersion
	Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	1620	86%	171	85%	-1%
Reading Grade 5	1598	89%	171	87%	-2%
Science Grade 5	1620	86%	171	85%	-1%
Reading Grade 6	1624	85%	170	84%	-1%
Civics & Economics 6	1468	87%	154	87%	0%
Reading Grade 7	1528	87%	165	90%	+3%
Reading Grade 8	1440	86%	158	90%	+4%
Science Grade 8	1439	87%	157	87%	0%
World Geography	1438	88%	158	90%	+2%
Writing Grade 8	1367	86%	148	91%	+5%

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

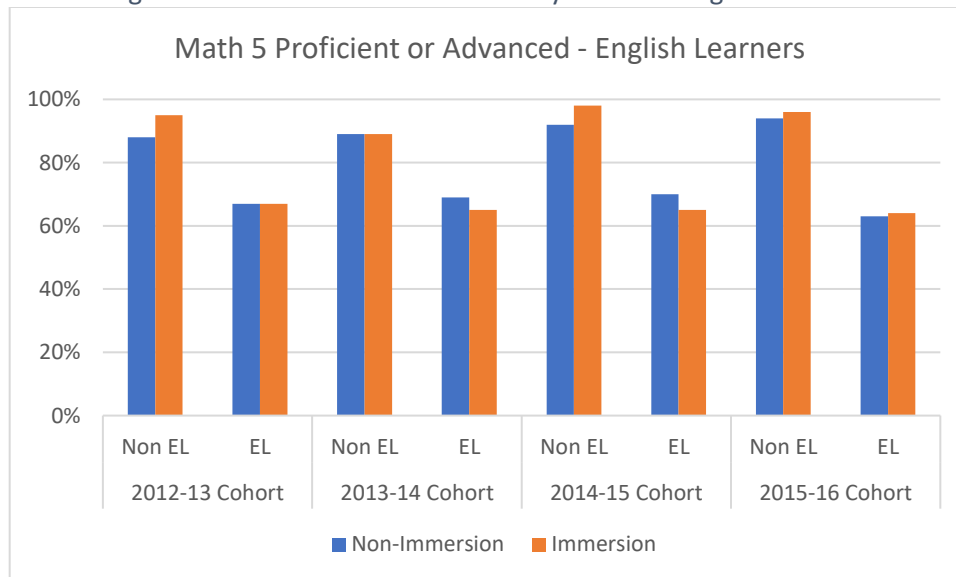
## English Learners

### Elementary SOL Test Scores

At the elementary level, English learners (EL) underperformed when compared with their Non-English learner peers on all assessments. When comparing EL students who are in Dual Language Immersion with EL students who are not:

- On the Math Grade 5 SOL test, EL students in immersion generally performed within range of EL students not in immersion.
- On the Reading Grade 5 SOL test, EL students in immersion consistently performed below EL students not in immersion.
- On the Science Grade 5 test, EL student performance has generally increased over time. In the latest cohort, 2015-16, students performed similarly to their peers.

Figure 9 - Math Grade 5 SOL Scores by Cohort – English Learners



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

Figure 10 - Reading Grade 5 SOL Scores by Cohort – English Learners

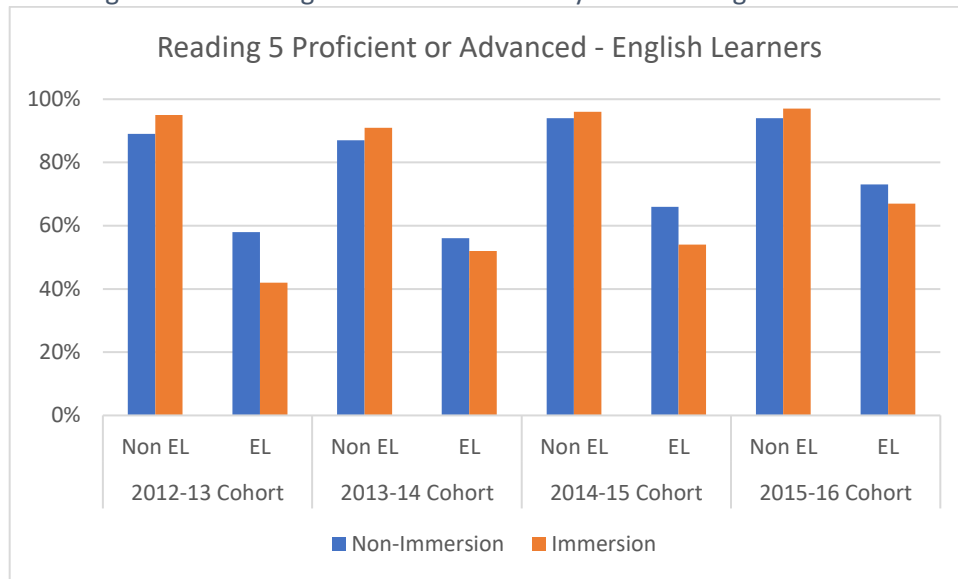
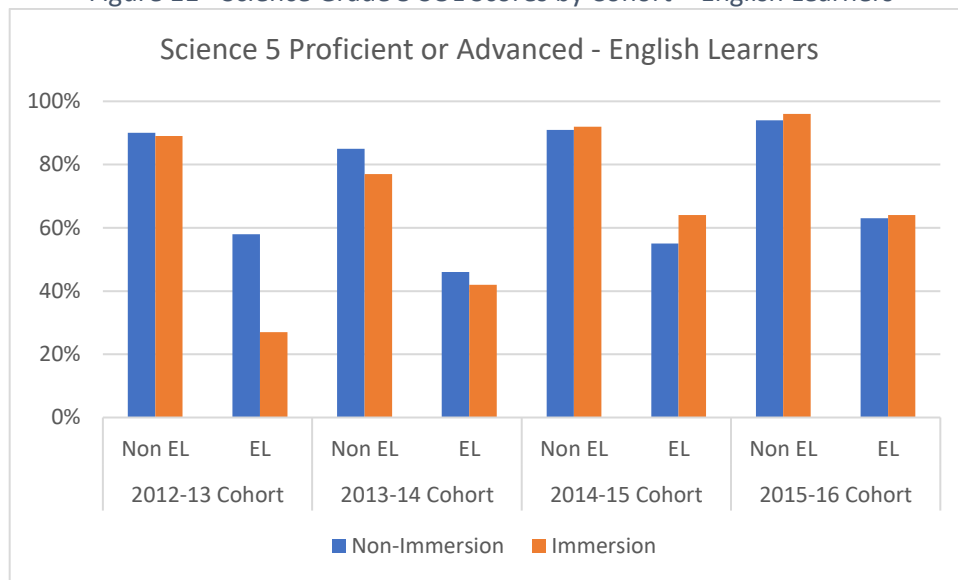


Figure 11 - Science Grade 5 SOL Scores by Cohort – English Learners



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

## Secondary SOL Test Scores

English learners who continued in the Dual Language Immersion program almost universally performed higher on Standards of Learning tests when they continued in the program into middle school and high school. Note that English learner status was as of Grade 5.

Figure 12 - 2012-13 Grade 5 Cohort SOL Scores – English Learners

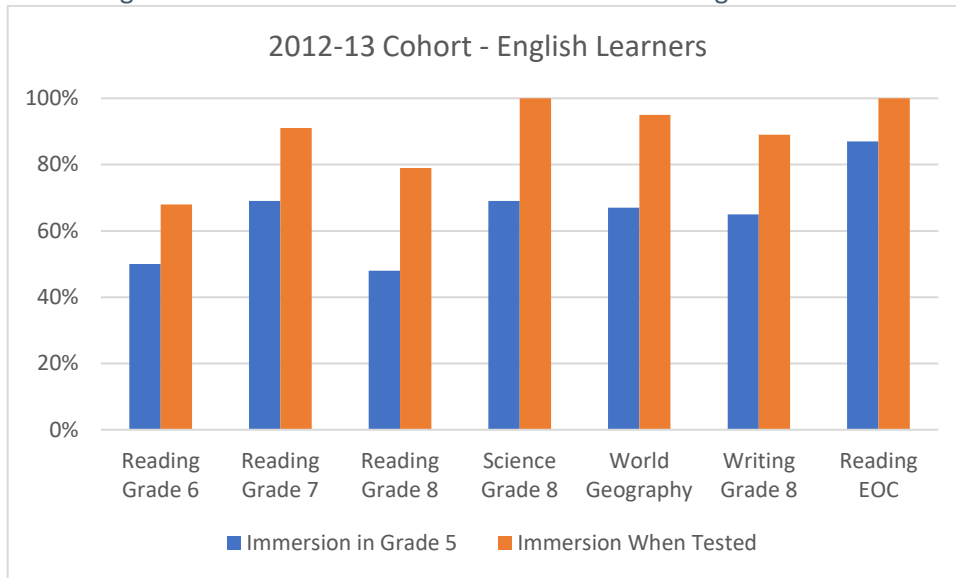
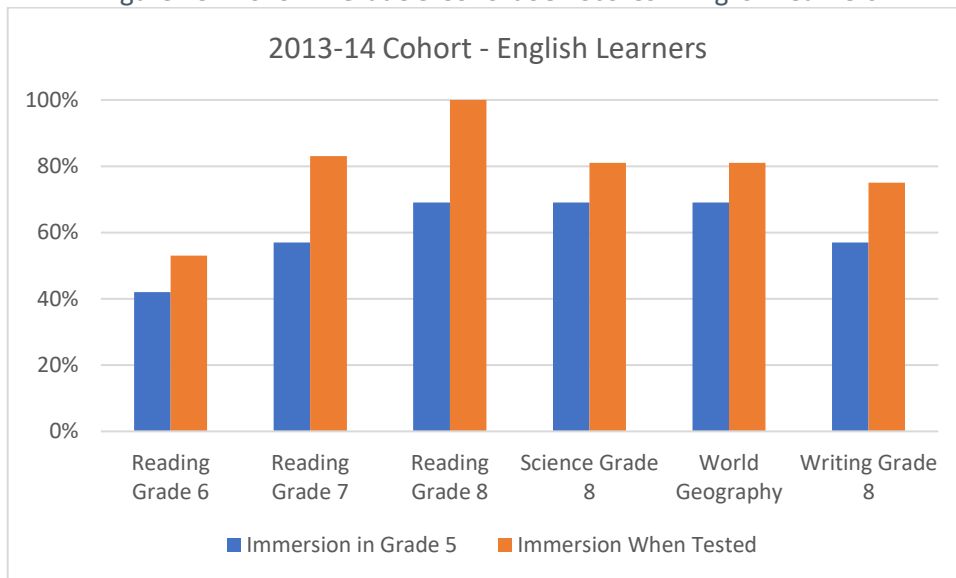


Figure 13 - 2013-14 Grade 5 Cohort SOL Scores – English Learners



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

Figure 14 - 2014-15 Grade 5 Cohort SOL Scores – English Learners

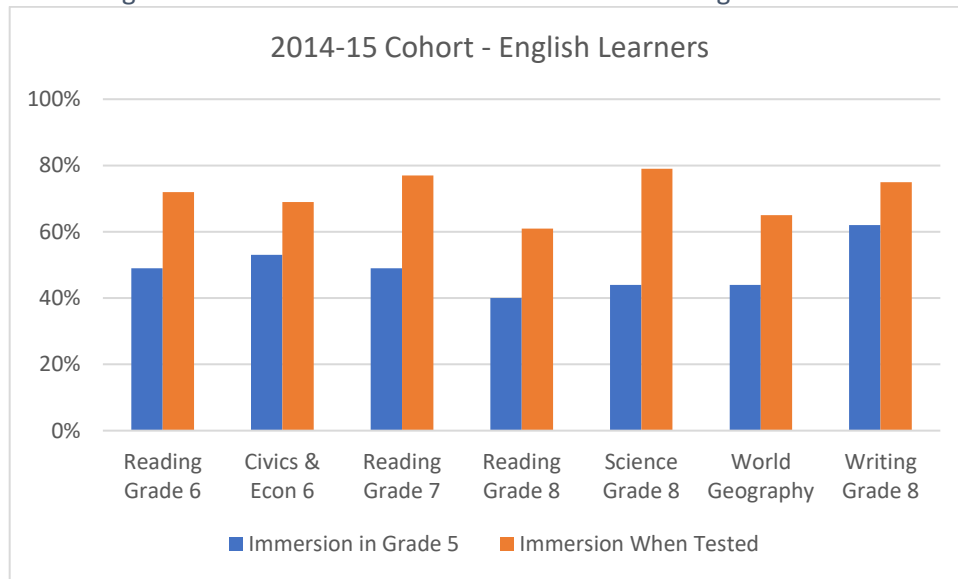
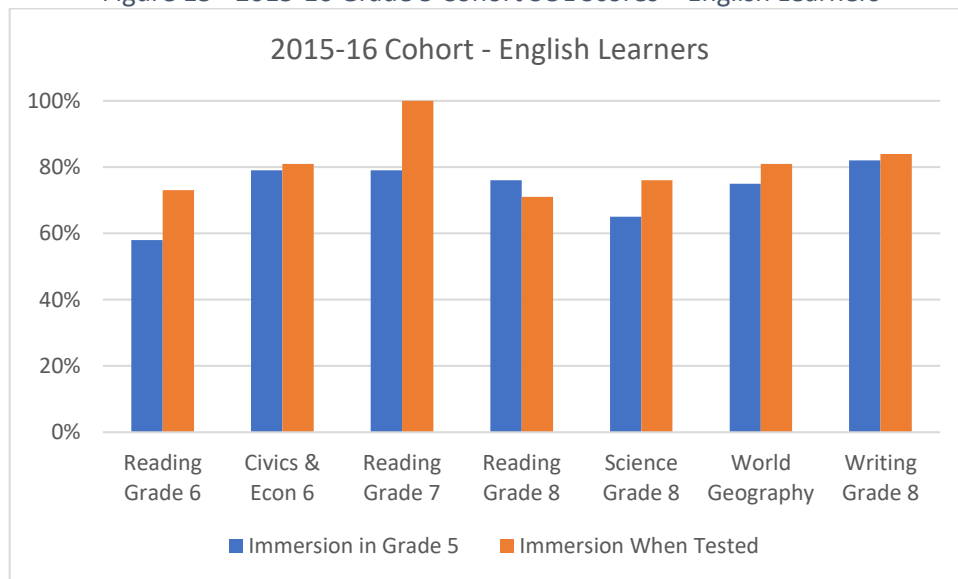


Figure 15 - 2015-16 Grade 5 Cohort SOL Scores – English Learners



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

## Students with Disabilities

Students with Disabilities who were enrolled in Dual Language Immersion in Grade 5 generally performed below their non-immersion peers. Due to relatively low enrollment numbers, there is some large fluctuation in performance by percentage.

- Students with Disabilities in immersion performed 5% above their peers on the Reading EOC test in high school.
- Students with Disabilities in immersion performed within range of their peers on the World Geography test.

Table 13 - 2012-13 Grade 5 Cohort - SOL Scores through Grade 8 by Students with Disabilities

Test Name	Group*	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	Non-SWD	1182	88%	134	92%	
	SWD	251	57%	18	39%	<b>-18%</b>
Reading Grade 5	Non-SWD	1168	85%	132	85%	
	SWD	251	59%	18	22%	<b>-37%</b>
Science Grade 5	Non-SWD	1181	86%	134	74%	
	SWD	251	62%	18	22%	<b>-40%</b>
Reading Grade 6	Non-SWD	1097	87%	125	85%	
	SWD	237	58%	16	31%	<b>-27%</b>
Reading Grade 7	Non-SWD	1053	93%	115	92%	
	SWD	225	69%	17	47%	<b>-22%</b>
Reading Grade 8	Non-SWD	1006	91%	115	84%	
	SWD	217	62%	15	27%	<b>-35%</b>
Science Grade 8	Non-SWD	1006	93%	115	90%	
	SWD	216	73%	15	40%	<b>-33%</b>
World Geography	Non-SWD	1005	95%	115	89%	
	SWD	192	78%	15	40%	<b>-38%</b>
Writing Grade 8	Non-SWD	999	90%	113	89%	
	SWD	213	51%	9	33%	<b>-18%</b>
Reading EOC	Non-SWD	861	96%	103	95%	
	SWD	170	78%	12	83%	<b>+5%</b>

\*SWD Status as of Grade 5 in 2012-13.

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

Table 14 - 2013-14 Grade 5 Cohort - SOL Scores through Grade 8 by Students with Disabilities

Test Name	Group*	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	Non-SWD	1286	91%	131	90%	
	SWD	254	50%	25	40%	<b>-10%</b>
Reading Grade 5	Non-SWD	1266	87%	131	87%	
	SWD	256	52%	25	40%	<b>-12%</b>
Science Grade 5	Non-SWD	1288	83%	131	65%	
	SWD	257	43%	25	32%	<b>-11%</b>
Reading Grade 6	Non-SWD	1157	88%	124	86%	
	SWD	225	51%	24	42%	<b>-9%</b>
Reading Grade 7	Non-SWD	1091	93%	117	92%	
	SWD	208	64%	23	39%	<b>-25%</b>
Reading Grade 8	Non-SWD	1033	93%	112	92%	
	SWD	203	57%	19	47%	<b>-10%</b>
Science Grade 8	Non-SWD	1033	94%	112	93%	
	SWD	202	66%	19	47%	<b>-19%</b>
World Geography	Non-SWD	1029	95%	113	94%	
	SWD	185	66%	19	68%	<b>+2%</b>
Writing Grade 8	Non-SWD	1030	92%	111	91%	
	SWD	197	57%	18	33%	<b>-24%</b>

\*SWD Status as of Grade 5 in 2013-14.



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

Table 15 - 2014-15 Grade 5 Cohort - SOL Scores through Grade 8 by Students with Disabilities

Test Name	Group*	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	Non-SWD	1389	92%	146	92%	
	SWD	277	56%	25	60%	<b>+4%</b>
Reading Grade 5	Non-SWD	1369	92%	144	89%	
	SWD	277	61%	25	44%	<b>-17%</b>
Science Grade 5	Non-SWD	1396	88%	146	79%	
	SWD	277	47%	25	40%	<b>-7%</b>
Reading Grade 6	Non-SWD	1250	90%	137	85%	
	SWD	265	52%	24	29%	<b>-23%</b>
Civics & Economics 6	Non-SWD	1168	93%	122	88%	
	SWD	213	57%	19	42%	<b>-15%</b>
Reading Grade 7	Non-SWD	1190	93%	130	88%	
	SWD	249	55%	22	41%	<b>-14%</b>
Reading Grade 8	Non-SWD	1129	92%	128	83%	
	SWD	238	62%	20	45%	<b>-17%</b>
Science Grade 8	Non-SWD	1133	92%	128	87%	
	SWD	238	63%	21	52%	<b>-9%</b>
World Geography 8	Non-SWD	1132	94%	127	87%	
	SWD	213	67%	22	68%	<b>+1%</b>
Writing Grade 8	Non-SWD	1105	92%	120	90%	
	SWD	227	50%	18	33%	<b>-17%</b>

\*SWD Status as of Grade 5 in 2014-15.

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

Table 16 - 2015-16 Grade 5 Cohort - SOL Scores through Grade 8 by Students with Disabilities

Test Name	Group*	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	Non-SWD	1335	92%	158	89%	
	SWD	285	59%	13	39%	<b>-20%</b>
Reading Grade 5	Non-SWD	1313	94%	158	91%	
	SWD	285	64%	13	39%	<b>-25%</b>
Science Grade 5	Non-SWD	1335	92%	158	89%	
	SWD	285	59%	13	39%	<b>-20%</b>
Reading Grade 6	Non-SWD	1336	92%	157	87%	
	SWD	288	57%	13	46%	<b>-11%</b>
Civics & Economics 6	Non-SWD	1232	92%	147	88%	
	SWD	236	59%	7	71%	<b>-12%</b>
Reading Grade 7	Non-SWD	1260	93%	153	92%	
	SWD	268	60%	12	67%	<b>+7%</b>
Reading Grade 8	Non-SWD	1200	92%	148	91%	
	SWD	240	54%	10	70%	<b>-16%</b>
Science Grade 8	Non-SWD	1200	93%	147	89%	
	SWD	239	59%	10	50%	<b>-9%</b>
World Geography 8	Non-SWD	1197	94%	148	92%	
	SWD	241	61%	10	60%	<b>-1%</b>
Writing Grade 8	Non-SWD	1162	92%	142	92%	
	SWD	205	44%	6	67%	<b>+23%</b>

\*SWD Status as of Grade 5 in 2015-16.

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

## General Finding – Student Outcomes – SOL Test Results

Dual Language Immersion students had different strengths and opportunities by content area for improvement when compared to their Non-Immersion peers. Of note:

- Considering all Dual Language Immersion students enrolled at Grade 5, who may or may not have continued in immersion:
  - Immersion students generally underperformed their non-immersion peers on reading assessments; however, there was improvement for the latest cohort.
  - Immersion students consistently performed at lower rates on science tests; however, the gap reduced over time.
  - At the elementary level, English learners (EL) in Dual Language Immersion underperformed their Non-English learner peers on all assessments.
  - Immersion students generally performed below their non-immersion peers in World Geography.
  - There was improvement on the Writing Grade 8 test.
- Considering Dual Language Immersion students who continued to the secondary level:
  - Immersion students generally had higher scores on SOL tests.
  - EL Dual Language Immersion students generally had higher scores on SOL tests when compared to their non-immersion peers.
  - Students with Disabilities enrolled in Dual Language Immersion performed well below their Non-Immersion peers. In the one cohort that was tracked through high school, Students with Disabilities in immersion outperformed their non-immersion peers on the Reading End of Course Test.

## 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.

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

## Cohorts – Race/Ethnicity

In elementary school, there were too few students enrolled in Dual Language Immersion in most race/ethnicity groups to draw conclusions, however examining the trends is useful for planning. The populations of Hispanic and White students enrolled in Dual Language Immersion was large enough to note that students generally performed at or above their peers who were not in immersion at the elementary level, with some exceptions.

Table 17 - 2012-13 Grade 5 Cohort - SOL Scores through Grade 8 by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	Number of Students	
Math Grade 5	Asian	126	86%	5	100%	+14%
	Black	167	64%	9	67%	+3%
	Hispanic	368	68%	82	78%	+10%
	White	672	92%	48	98%	+6%
	Other	100	95%	8	100%	+5%
Reading Grade 5	Asian	122	84%	5	100%	+16%
	Black	167	57%	9	78%	+21%
	Hispanic	361	63%	81	62%	-1%
	White	669	94%	47	98%	+4%
	Other	100	94%	8	100%	+6%
Science Grade 5	Asian	126	82%	5	100%	+18%
	Black	167	61%	9	67%	+6%
	Hispanic	367	62%	82	46%	-16%
	White	672	95%	48	98%	+3%
	Other	100	93%	8	100%	0%

\*Sample sizes less than 5 are not reported

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

Table 18 - 2013-14 Grade 5 Cohort – Elementary SOL Scores by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
<b>Math Grade 5</b>	Asian	123	91%	2*		
	Black	193	68%	8	63%	<b>-5%</b>
	Hispanic	377	73%	80	76%	<b>+3%</b>
	White	747	92%	54	92%	<b>0%</b>
	Other	100	87%	7	43%	<b>-44%</b>
<b>Reading Grade 5</b>	Asian	115	90%	2*		
	Black	189	64%	8	75%	<b>+9%</b>
	Hispanic	374	63%	80	66%	<b>+3%</b>
	White	744	92%	56	95%	<b>+3%</b>
	Other	100	82%	7	100%	<b>0%</b>
<b>Science Grade 5</b>	Asian	124	77%	2*		
	Black	194	54%	8	50%	<b>-4%</b>
	Hispanic	378	57%	80	59%	<b>+2%</b>
	White	749	92%	59	90%	<b>-2%</b>
	Other	100	83%	7	43%	<b>-40%</b>

\*Sample sizes less than 5 are not reported

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

Table 19 - 2014-15 Grade 5 Cohort – Elementary SOL Scores by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	Asian	151	89%	9	100%	+11%
	Black	178	81%	8	100%	+19%
	Hispanic	398	72%	88	80%	-8%
	White	838	93%	55	95%	+2%
	Other	101	90%	11	89%	-1%
Reading Grade 5	Asian	149	90%	9	100%	+10%
	Black	174	79%	8	88%	+9%
	Hispanic	387	69%	86	71%	+2%
	White	834	96%	55	96%	0%
	Other	102	92%	11	92%	0%
Science Grade 5	Asian	153	82%	9	89%	+7%
	Black	178	66%	8	75%	+9%
	Hispanic	399	60%	88	60%	0%
	White	841	94%	55	89%	-5%
	Other	102	91%	11	82%	-9%

Table 20 - 2015-16 Grade 5 Cohort – Elementary SOL Scores by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Math Grade 5	Asian	151	85%	5	100%	+15%
	Black	130	74%	8	75%	+1%
	Hispanic	381	68%	83	75%	+7%
	White	858	95%	62	98%	+3%
	Other	53	92%	13	92%	0%
Reading Grade 5	Asian	144	90%	5	100%	+10%
	Black	128	76%	8	75%	-1%
	Hispanic	368	76%	83	76%	0%
	White	858	95%	62	100%	+5%
	Other	46	92%	13	100%	+8%
Science Grade 5	Asian	151	85%	5	100%	+15%
	Black	130	74%	8	75%	+1%
	Hispanic	381	68%	83	75%	+7%
	White	858	95%	62	98%	+3%
	Other	53	92%	13	92%	0%

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

At the secondary level, there were too few students enrolled in Dual Language Immersion in most race/ethnicity groups to draw conclusions, however examining the trends is useful for planning. The populations of Hispanic and White students enrolled in Dual Language Immersion was large enough. Students did not consistently perform above or below their peers. Performance changed year to year.

Table 21 - 2012-13 Grade 5 Cohort - SOL Scores through Grade 12 by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	Number of Students	
Reading Grade 6	Asian	116	83%	5	100%	+17%
	Black	146	64%	9	89%	+25%
	Hispanic	335	62%	74	62%	0%
	White	643	95%	45	98%	+3%
	Other	94	90%	8	100%	+10%
Reading Grade 7	Asian	108	91%	3	*	
	Black	139	71%	9	100%	+29%
	Hispanic	321	78%	72	78%	0%
	White	618	97%	40	95%	-2%
	Other	92	95%	8	100%	+5%
Reading Grade 8	Asian	103	85%	3	*	
	Black	131	66%	9	89%	+23%
	Hispanic	299	70%	69	62%	-8%
	White	601	96%	41	95%	-1%
	Other	89	94%	8	88%	-6%
Science Grade 8	Asian	103	92%	3	*	
	Black	130	76%	9	89%	+13%
	Hispanic	300	78%	69	75%	-3%
	White	600	97%	41	95%	-2%
	Other	89	98%	8	100%	+2%
World Geography	Asian	98	98%	3	*	
	Black	126	77%	9	89%	+12%
	Hispanic	290	83%	69	73%	-10%
	White	596	99%	41	98%	-1%
	Other	87	99%	8	88%	-11%
Writing Grade 8	Asian	103	87%	3	*	
	Black	130	63%	9	89%	+26%
	Hispanic	294	64%	61	74%	+10%
	White	596	94%	41	95%	+1%
	Other	89	94%	8	100%	+6%
Reading End of Course	Asian	82	96%	3	*	
	Black	106	78%	7	100%	+22%
	Hispanic	255	84%	64	89%	+5%
	White	513	99%	34	100%	+1%
	Other	75	96%	8	88%	-8%

\*Sample sizes less than 5 are not reported

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

Table 22 - 2013-14 Grade 5 Cohort - SOL Scores through Grade 8 by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	Number of Students	
Reading Grade 6	Asian	105	86%	3*		
	Black	174	64%	8	75%	+9%
	Hispanic	334	64%	76	63%	-1%
	White	676	94%	54	98%	+4%
	Other	93	88%	7	100%	+12%
Reading Grade 7	Asian	96	92%	3*		
	Black	167	77%	8	88%	+11%
	Hispanic	310	75%	72	74%	-1%
	White	643	96%	51	96%	0%
	Other	83	92%	6	100%	+8%
Reading Grade 8	Asian	88	89%	3*		
	Black	152	74%	8	75%	+1%
	Hispanic	296	74%	64	81%	+7%
	White	617	95%	50	90%	-5%
	Other	83	92%	6	100%	+8%
Science Grade 8	Asian	88	93%	3*		
	Black	152	75%	8	75%	0%
	Hispanic	296	77%	64	83%	+6%
	White	616	98%	50	94%	-4%
	Other	83	94%	6	100%	+6%
World Geography	Asian	88	94%	3*		
	Black	149	77%	8	75%	-2%
	Hispanic	290	80%	64	86%	+6%
	White	607	98%	51	98%	0%
	Other	80	94%	6	100%	+6%
Writing Grade 8	Asian	88	89%	3*		
	Black	151	68%	8	75%	+7%
	Hispanic	289	76%	63	71%	-5%
	White	617	95%	49	96%	+1%
	Other	82	92%	6	100%	+8%

\*Sample sizes less than 5 are not reported



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

Table 23 - 2014-15 Grade 5 Cohort - SOL Scores through Grade 8 by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Reading Grade 6	Asian	125	87%	9	100%	+13%
	Black	159	71%	8	100%	+29%
	Hispanic	364	60%	84	64%	+4%
	White	770	94%	50	90%	-4%
	Other	97	96%	10	80%	-16%
Civics and Economics Grade 6	Asian	108	88%	9	100%	+12%
	Black	143	75%	8	100%	+25%
	Hispanic	309	70%	66	68%	-2%
	White	726	96%	48	94%	-2%
	Other	95	96%	10	80%	-16%
Reading Grade 7	Asian	115	90%	9	100%	+10%
	Black	152	73%	8	100%	+27%
	Hispanic	344	70%	77	66%	-4%
	White	733	95%	48	96%	+1%
	Other	95	97%	10	90%	-7%
Reading Grade 8	Asian	106	89%	9	89%	0%
	Black	142	76%	8	100%	+24%
	Hispanic	324	70%	75	63%	-7%
	White	701	95%	46	96%	+1%
	Other	94	97%	10	80%	-17%
Science Grade 8	Asian	107	90%	8	89%	-1%
	Black	143	75%	8	88%	+13%
	Hispanic	326	72%	76	70%	-2%
	White	701	95%	46	96%	+1%
	Other	94	95%	10	100%	+5%
World Geography	Asian	102	96%	9	89%	-7%
	Black	138	78%	8	100%	+22%
	Hispanic	314	74%	75	73%	-1%
	White	697	97%	47	96%	-1%
	Other	94	96%	10	100%	+4%
Writing Grade 8	Asian	104	85%	8	100%	+15%
	Black	139	77%	8	88%	+11%
	Hispanic	302	69%	65	77%	+8%
	White	695	92%	47	87%	-5%
	Other	92	92%	10	80%	-12%

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

Table 24 - 2015-16 Grade 5 Cohort - SOL Scores through Grade 8 by Race/Ethnicity

Test Name	Group	Non-Immersion		Immersion		Difference from Non-Immersion
		Number of Students	Percent Proficient or Advanced	Number of Students	Percent Proficient or Advanced	
Reading Grade 6	Asian	149	89%	5	100%	+11%
	Black	132	68%	8	63%	-5%
	Hispanic	384	65%	83	70%	+5%
	White	859	96%	61	100%	+4%
	Other	100	91%	13	100%	+9%
Civics and Economics Grade 6	Asian	127	88%	5	100%	+12%
	Black	116	73%	8	63%	-10%
	Hispanic	318	65%	68	81%	+16%
	White	813	96%	60	95%	-1%
	Other	94	90%	13	92%	+2%
Reading Grade 7	Asian	138	91%	5	100%	+9%
	Black	123	70%	8	88%	+18%
	Hispanic	356	73%	79	82%	+9%
	White	867	94%	60	98%	+4%
	Other	94	89%	13	92%	+3%
Reading Grade 8	Asian	126	89%	5	100%	+11%
	Black	116	67%	8	75%	+8%
	Hispanic	327	69%	76	83%	+14%
	White	778	94%	58	98%	+4%
	Other	93	91%	11	100%	+9%
Science Grade 8	Asian	126	90%	4	*	*
	Black	116	72%	8	75%	+3%
	Hispanic	325	70%	76	79%	+9%
	White	779	96%	58	95%	-1%
	Other	93	95%	11	100%	+5%
World Geography Grade 8	Asian	126	90%	4	*	*
	Black	116	70%	8	75%	+5%
	Hispanic	322	72%	75	84%	+12%
	White	781	98%	59	97%	-1%
	Other	92	91%	12	100%	+9%
Writing Grade 8	Asian	121	93%	5	100%	+7%
	Black	110	64%	8	75%	+9%
	Hispanic	269	71%	65	88%	+17%
	White	775	93%	58	97%	+4%
	Other	92	95%	12	92%	-3%

\*Sample sizes less than 5 are not reported

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

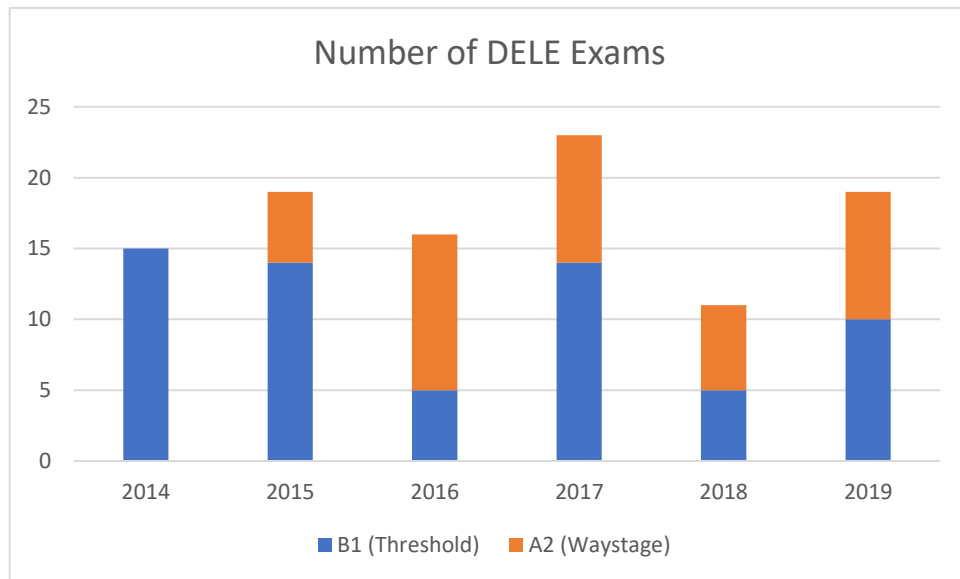
## Diploma of Spanish as a Foreign Language (DELE) Participation & Results

Wakefield High School Spanish Immersion students have the option of taking the DELE (Diploma of Spanish as a Foreign Language) exam. The DELE tests students in the areas of Listening, Speaking, Reading, Writing, and Grammar. APS has administered this test to between 11 and 23 students from 2014 through 2019. Students who pass this test receive official accreditation at the exam level for fluency in the Spanish language. This accreditation is issued and recognized by the Ministry of Education, Culture, and Sport of Spain.

Spanish Diploma Level A2 (Waystage) certifies that the student can understand commonly used, everyday phrases and expressions related to areas of experience especially relevant to them (basic information about themselves and their families, shopping, places of interest, work, etc.).

Spanish Diploma Level B1 (Threshold) certifies a student's capacity to understand the gist of clear texts, in standard language, if they involve well-known topics related to work, studies or leisure. It also certifies students' ability to deal with most situations that occur while travelling in areas where Spanish is spoken; to produce simple and coherent texts about familiar topics, or topics of personal interest; and lastly to be able to describe experiences, events, wishes and hopes, as well as to be able to briefly express opinions or explain plans.

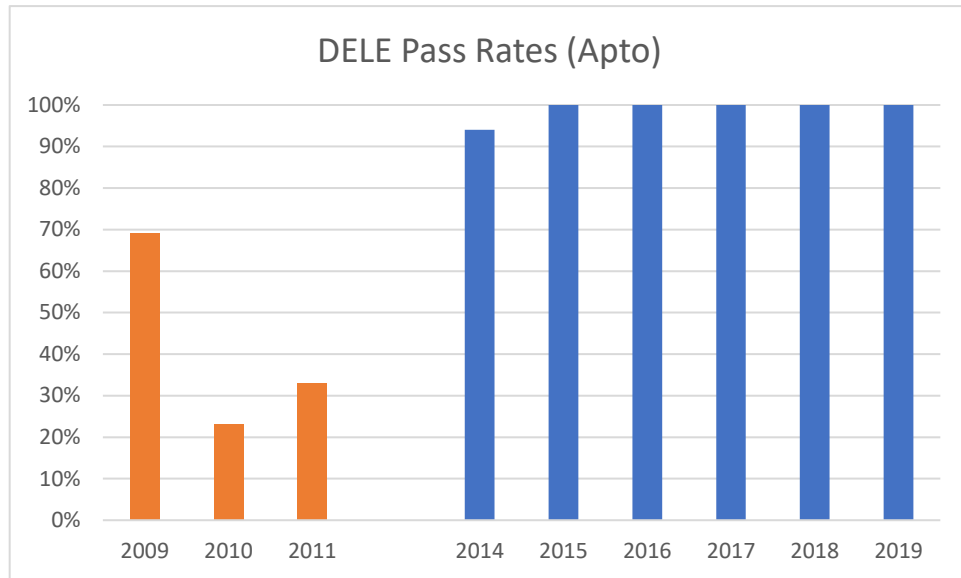
Figure 16 - DELE Exams



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

The DELE changed in 2014, preventing a direct comparison to data from the prior evaluation; however, it is provided below as a reference point. In the last five years, the DELE pass rate was 100%.

Figure 17 - DELE Exam Pass Rates



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

## Additional Demographic Information

### Elementary STAMP Scores – English Learners

Table 25 - Reading STAMP Scores - English Learners (ES)

Score	English Learner Status	2016-17		2017-18		2018-19	
		N	%	N	%	N	%
<b>6+ Pre-Advanced</b>	Non-English Learner	12	11%			13	11%
	English Learner			7	8%	4	4%
<b>6 Intermediate-High</b>	Non-English Learner	42	39%			50	42%
	English Learner	19	22%	32	35%	27	29%
<b>5 Intermediate-Mid</b>	Non-English Learner	43	39%	43	4%	41	35%
	English Learner	53	62%	40	44%	44	47%
<b>4 Intermediate-Low</b>	Non-English Learner	9	8%	9	9%	6	5%
	English Learner	10	12%	8	9%	12	13%
<b>3 Novice-High</b>	Non-English Learner	3	1%	1	1%	3	3%
	English Learner	1	1%	2	2%	3	3%
<b>2 Novice-Mid</b>	Non-English Learner	2	2%	3	3%	4	3%
	English Learner	3	4%	1	1%	3	3%
<b>1 Novice-Low</b>	Non-English Learner			1	1%	1	1%
	English Learner			1	1%	1	1%

Table 26 - Writing STAMP Scores - English Learners (ES)

Score	English Learner Status	2016-17		2017-18		2018-19	
		N	%	N	%	N	%
<b>7 Advanced-Low</b>	Non-English Learner					2	2%
	English Learner						
<b>6 Intermediate-High</b>	Non-English Learner	1	1%			5	4%
	English Learner			1	1%		
<b>5 Intermediate-Mid</b>	Non-English Learner	53	50%	46	57%	55	47%
	English Learner	39	45%	42	47%	40	43%
<b>4 Intermediate-Low</b>	Non-English Learner	46	43%	42	43%	47	40%
	English Learner	37	43%	40	45%	40	43%
<b>3 Novice-High</b>	Non-English Learner	4	4%	8	8%	8	7%
	English Learner	9	11%	5	6%	8	9%
<b>2 Novice-Mid</b>	Non-English Learner	3	3%	2	2%	1	1%
	English Learner	1	1%	1	1%	4	4%
<b>1 Novice-Low</b>	Non-English Learner						
	English Learner						

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

Table 27 - Listening STAMP Listening Scores - English Learners (ES)

Score	English Learner Status	2016-17		2017-18		2018-19	
		N	%	N	%	N	%
<b>6+ Pre-Advanced</b>	Non-English Learner	2	2%	1	1%		
	English Learner						
<b>6 Intermediate-High</b>	Non-English Learner	72	66%	69	70%	78	66%
	English Learner	45	53%	58	64%	62	66%
<b>5 Intermediate-Mid</b>	Non-English Learner	23	21%	14	14%	25	21%
	English Learner	28	33%	27	30%	26	28%
<b>4 Intermediate-Low</b>	Non-English Learner	9	8%	9	9%	12	10%
	English Learner	10	12%	4	4%	3	3%
<b>3 Novice-High</b>	Non-English Learner	3	3%	5	5%	3	3%
	English Learner	2	2%	2	2%	1	1%
<b>2 Novice-Mid</b>	Non-English Learner			1	1%		
	English Learner						
<b>1 Novice-Low</b>	Non-English Learner						
	English Learner					2	2%

Table 28 - Speaking STAMP Scores - English Learners (ES)

Score	English Learner Status	2016-17		2017-18		2018-19	
		N	%	N	%	N	%
<b>7 Advanced-Low</b>	Non-English Learner						
	English Learner						
<b>6 Intermediate-High</b>	Non-English Learner			3	3%	1	1%
	English Learner			2	2%	2	2%
<b>5 Intermediate-Mid</b>	Non-English Learner	32	29%	58	62%	48	41%
	English Learner	24	29%	57	63%	31	33%
<b>4 Intermediate-Low</b>	Non-English Learner	64	59%	26	28%	53	45%
	English Learner	50	60%	25	28%	34	36%
<b>3 Novice-High</b>	Non-English Learner	10	9%	5	5%	13	11%
	English Learner	7	8%	6	7%	23	25%
<b>2 Novice-Mid</b>	Non-English Learner	3	3%	1	1%	2	2%
	English Learner	1	1%			4	4%
<b>1 Novice-Low</b>	Non-English Learner					1	1%
	English Learner	1	1%				

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

## Middle School STAMP Scores – Race/Ethnicity

Table 29 - Grade 8 Immersion STAMP Reading Scores by Race/Ethnicity

Year	Language	N		Advanced-High	Advanced-Mid	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low	
2016-17	*Asian		#										
			%										
	Black	5	#		1	1	2		1				
			%		20%	20%	40%		20%				
	Hispanic	35	#		3	12	7	8	5				
			%		9%	34%	20%	23%	14%				
	White	39	#		9	20	5	3	1	1			
			%		23%	51%	13%	8%	3%	3%			
	Other	6	#			5	1						
			%			83%	17%						
	2017-18	Asian	6	#		1	3	1	1				
				%		17%	50%	17%	17%				
Black		5	#			2	2	1					
			%			40%	40%	20%					
Hispanic		45	#	1	9	12	8	4	8	3			
			%	2%	20%	27%	18%	9%	18%	7%			
White		31	#		14	7	5	1	4				
			%		45%	23%	16%	3%	13%				
Other		7	#		1	3	1	1	1				
			%		14%	43%	14%	14%	14%				
2018-19		Asian*		#									
				%									
	Black	5	#			2	1	1		1			
			%			40%	20%	20%		20%			
	Hispanic	42	#	1	7	18	7	4	3	2			
			%	2%	17%	43%	17%	10%	7%	5%			
	White	41	#		8	17	11	3	1	1			
			%		20%	41%	27%	7%	2%	2%			
	Other	8	#		1	3	1	2	1				
			%		13%	38%	13%	25%	13%				

\*Sample sizes smaller than 5 are not reported

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

Table 30 - Grade 8 Immersion STAMP Writing Scores by Ethnicity

Year	Language	N		Advanced-Mid/High	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low	
2016-17	*Asian		#									
			%									
	Black	5	#			4	1					
			%			80%	20%					
	Hispanic	35	#		3	14	17	1				
			%		9%	40%	49%	3%				
	White	39	#		11	20	7	1				
			%		28%	51%	18%	3%				
	Other	6	#		1	2	3					
			%		7%	33%	50%					
	2017-18	Asian	6	#	1	3		1	1			
				%	17%	50%		17%	17%			
Black		5	#			3	2					
			%			60%	40%					
Hispanic		45	#		14	20	8	3				
			%		31%	44%	18%	7%				
White		31	#		8	17	6					
			%		26%	55%	19%					
Other		7	#			4	2	1				
			%			57%	29%	14%				
2018-19		Asian*		#								
				%								
	Black	5	#			3	2					
			%			60%	40%					
	Hispanic	42	#		23	14	4	1				
			%		55%	33%	10%	2%				
	White	40	#		12	26	2					
			%		30%	65%	5%					
	Other	8	#		1	5	1	1				
			%		13	63	13	13				

\*Sample sizes smaller than 5 are not reported



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

Table 31 - Grade 8 Immersion STAMP Listening Scores by Ethnicity

Year	Language	N		Advanced-High	Advanced-Mid	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low
2016-17	*Asian		#									
			%									
	Black	5	#			4				1		
			%			80%				20%		
	Hispanic	35	#		4	12	7	9	3			
			%		11%	34%	20%	26%	9%			
	White	39	#	4	12	13	5	2	2	1		
			%	10%	31%	33%	13%	5%	5%	3%		
	Other	6	#			4	1	1				
			%			67%	17%	17%				
	2017-18	Asian	6	#		1	2	2	1			
				%		17%	33%	33%	17%			
Black		5	#		1	2		2				
			%		20%	40%		40%				
Hispanic		45	#		10	16	7	3	3	6		
			%		22%	36%	16%	7%	7%	13%		
White		31	#	3	11	11	3	3				
			%	10%	35%	35%	10%	10%				
Other		7	#		1	3	1	1	1			
			%		14%	43%	14%	14%	14%			
2018-19		Asian*		#								
				%								
	Black	5	#				3	2				
			%				60%	40%				
	Hispanic	42	#		9	20	5	5	2	1		
			%		21%	48%	12%	12%	5%	2%		
	White	40	#	3	10	16	7	3		1		
			%	8%	25%	40%	18%	8%		3%		
	Other	8	#	1	1	2	1	1	1	1		
			%	13%	13%	25%	13%	13%	13%	13%		

\*Sample sizes smaller than 5 are not reported

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

Table 32 - Grade 8 Immersion STAMP Speaking Scores by Ethnicity

Year	Language	N		Advanced-Mid/High	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low
2016-17	*Asian		#								
			%								
	Black	5	#			1	3	1			
			%			20%	60%	20%			
	Hispanic	35	#		3	15	14	3			
			%		9%	43%	40%	9%			
	White	39	#		2	17	16	3	1		
			%		5%	44%	41%	8%	3%		
Other	6	#			2	1	3				
		%			33%	17%	50%				
2017-18	Asian	6	#			4	2				
			%			67%	33%				
	Black	5	#		1	1	2	1			
			%		20%	20%	40%	20%			
	Hispanic	44	#	1	9	14	16	3	1		
			%	2%	20%	32%	36%	7%	2%		
	White	31	#	1	2	18	9	1			
			%	3%	6%	58%	29%	3%			
Other	7	#			3	3	1				
		%			43%	43%	14%				
2018-19	Asian*		#								
			%								
	Black	5	#				3	2			
			%				60%	40%			
	Hispanic	42	#		14	20	8				
			%		33%	48%	19%				
	White	40	#		8	25	7				
			%		20%	63%	18%				
Other		#			5	2	1				
		%			63%	25%	13%				

\*Sample sizes smaller than 5 are not reported

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

## Middle School STAMP Scores – English Learners

Table 33 - Reading STAMP Scores - English Learners (MS)

Year	Language	N		Advanced-High	Advanced-Mid	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low
2016-17	Non-English Learner	86	#		13	38	15	11	8	1		
			%		15%	44%	17%	13%	9%	1%		
	*English Learner		#									
2017-18	Non-English Learner	83	#	1	24	25	14	5	13	1		
			%	1%	29%	30%	17%	6%	16%	1%		
	English Learner	11	#		1	2	2	2	2	2		
			%		9%	18%	18%	18%	18%	18%		
2018-19	Non-English Learner	86	#	1	19	35	18	9	3	1		
			%	1%	22%	41%	21%	10%	3%	1%		
	English Learner	14	#		1	5	2	1	2	3		
			%		7%	36%	14%	7%	14%	21%		

\*Sample sizes smaller than 5 are not reported

Table 34 - Writing STAMP Scores - English Learners (MS)

Year	Language	N		Advanced-Mid/High	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low
2016-17	Non-English Learner	86	#		15	40	29	2			
			%		17%	47%	34%	2%			
	*English Learner		#								
2017-18	Non-English Learner	83	#		21	43	17	2			
			%		25%	52%	20%	2%			
	English Learner	11	#		2	4	3	2			
			%		18%	36%	27%	18%			
2018-19	Non-English Learner	86	#		30	49	5	1			
			%		35%	58%	6%	1%			
	English Learner	14	#		7	2	4	1			
			%		50%	14%	29%	7%			

\*Sample sizes smaller than 5 are not reported

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

Table 35 - Listening STAMP Scores - English Learners (MS)

Year	Language	N		Advanced-High	Advanced-Mid	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low
2016-17	Non-English Learner	86	#	4	16	34	12	12	5	3		
			%	5%	19%	40%	14%	14%	6%	3%		
	*English Learner		#									
			%									
2017-18	Non-English Learner	83	#	3	22	32	12	10	1	3		
			%	4%	27%	39%	14%	12%	1%	4%		
	English Learner	11	#		2	2	1	3	3			
			%		18%	18%	9%	27%	27%			
2018-19	Non-English Learner	85	#	6	19	31	15	10	2	2		
			%	7%	22%	36%	18%	12%	2%	2%		
	English Learner		#		2	7	2	1	1	1		
			%		14%	50%	14%	7%	7%	7%		

\*Sample sizes smaller than 5 are not reported

Table 36 - Speaking STAMP Scores - English Learners (MS)

Year	Language	N		Advanced-Mid/High	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Low	Novice-High	Novice-Mid	Novice-Low
2016-17	Non-English Learner	86	#		5	35	35	10	1		
			%		6%	41%	41%	12%	1%		
	*English Learner		#								
			%								
2017-18	Non-English Learner	83	#	1	11	37	28	5			
			%	1%	13%	45%	34%	6%			
	English Learner	11	#	1	1	3	4	1	1		
			%	9%	9%	27%	36%	9%	9%		
2018-19	Non-English Learner	85	#		20	48	16	1			
			%		24%	56%	19%	1%			
	English Learner	14	#		3	7	4				
			%		21%	50%	29%				

\*Sample sizes smaller than 5 are not reported

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

## Standards of Learning Assessments 2014-15 to 2018-19

### Math Grade 5

Table 37 - Passing Math 5 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	825	89%	785	89%	840	89%	935	85%	931	88%
	Immersion	85	87%	104	90%	107	90%	106	84%	117	84%
<b>Male</b>	Non-immersion	823	86%	967	89%	834	88%	1005	86%	975	89%
	Immersion	86	87%	81	91%	88	87%	80	85%	94	90%
<b>Non-EL</b>	Non-immersion	1215	92%	1334	93%	1238	94%	1371	93%	1349	93%
	Immersion	113	98%	125	96%	109	95%	100	86%	118	95%
<b>EL</b>	Non-immersion	433	72%	418	75%	436	74%	569	68%	557	78%
	Immersion	58	65%	60	80%	86	80%	86	83%	93	76%
<b>Non-disadvantaged</b>	Non-immersion	1151	93%	1275	94%	1165	95%	1355	94%	1350	94%
	Immersion	108	96%	119	97%	104	95%	104	87%	122	95%
<b>Disadvantaged</b>	Non-immersion	497	74%	477	74%	509	76%	585	66%	556	75%
	Immersion	63	71%	66	80%	91	81%	82	80%	89	75%
<b>Non-SWD</b>	Non-immersion	1372	93%	1477	93%	1408	95%	1650	91%	1620	94%
	Immersion	146	92%	171	93%	166	93%	163	9%	184	93%
<b>SWD</b>	Non-immersion	276	56%	275	64%	266	57%	290	51%	286	57%
	Immersion	25	60%	14	64%	29	62%	23	35%	27	44%
<b>Asian</b>	Non-immersion	148	89%	171	93%	148	97%	152	91%	185	95%
	Immersion	8	100%	6	100%	2	*	4	*	7	100%
<b>Black</b>	Non-immersion	175	82%	138	80%	178	77%	186	72%	168	79%
	Immersion	7	100%	7	71%	9	100%	10	80%	10	70%
<b>Hispanic</b>	Non-immersion	389	74%	393	74%	410	75%	484	67%	450	74%
	Immersion	88	79%	93	85%	120	84%	112	80%	128	82%
<b>White</b>	Non-immersion	832	94%	932	95%	822	96%	996	95%	912	95%
	Immersion	55	94%	64	100%	59	95%	51	90%	59	97%
<b>Other</b>	Non-immersion	100	90%	118	91%	116	95%	122	92%	185	95%
	Immersion	13	92%	15	93%	5	100%	9	100%	7	100%
<b>Not identified gifted</b>	Non-immersion	1123	82%	1122	83%	1012	82%	1221	78%	1063	80%
	Immersion	101	80%	122	86%	126	83%	123	80%	129	79%
<b>Identified gifted</b>	Non-immersion	525	98%	630	98%	662	99%	719	98%	843	99%
	Immersion	70	97%	63	100%	69	99%	63	94%	82	99%

\*Samples sizes less than 5 are not reported

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

Reading Grade 5

Table 38 - Passing Reading 5 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	818	88%	787	92%	821	98%	941	88%	919	87%
	Immersion	84	87%	105	87%	108	82%	103	83%	117	79%
<b>Male</b>	Non-immersion	822	86%	967	88%	823	91%	999	86%	967	85%
	Immersion	85	78%	81	90%	84	86%	82	82%	94	75%
<b>Non-EL</b>	Non-immersion	1221	94%	1343	94%	1233	96%	1380	95%	1348	93%
	Immersion	113	96%	125	97%	109	96%	101	90%	119	94%
<b>EL</b>	Non-immersion	419	67%	411	76%	411	79%	560	68%	538	69%
	Immersion	56	54%	61	70%	83	67%	84	74%	92	56%
<b>Non-disadvantaged</b>	Non-immersion	1151	95%	1277	95%	1157	96%	1358	95%	1343	93%
	Immersion	108	93%	120	96%	105	96%	105	88%	121	95%
<b>Disadvantaged</b>	Non-immersion	489	69%	477	76%	487	82%	582	67%	543	68%
	Immersion	61	64%	66	74%	87	69%	80	76%	90	54%
<b>Non-SWD</b>	Non-immersion	1366	92%	1475	94%	1380	96%	1646	92%	1599	92%
	Immersion	144	89%	172	92%	164	90%	161	88%	183	86%
<b>SWD</b>	Non-immersion	274	62%	276	66%	264	67%	294	57%	287	52%
	Immersion	25	44%	14	43%	28	50%	24	44%	28	25%
<b>Asian</b>	Non-immersion	146	90%	167	92%	137	97%	150	89%	182	88%
	Immersion	8	100%	6	100%	2	*	4	*	7	100%
<b>Black</b>	Non-immersion	173	80%	142	79%	183	85%	187	79%	168	79%
	Immersion	7	86%	7	100%	9	89%	10	90%	10	60%
<b>Hispanic</b>	Non-immersion	385	70%	396	78%	391	80%	484	69%	442	67%
	Immersion	86	71%	93	78%	117	76%	109	76%	127	67%
<b>White</b>	Non-immersion	831	96%	929	96%	819	97%	998	96%	909	94%
	Immersion	55	96%	65	100%	59	97%	52	92%	60	98%
<b>Other</b>	Non-immersion	105	92%	120	92%	114	98%	121	94%	185	96%
	Immersion	13	85%	15	100%	5	100%	10	90%	7	100%
<b>Not identified gifted</b>	Non-immersion	1108	82%	1126	85%	984	87%	1225	80%	1045	76%
	Immersion	99	72%	123	83%	123	76%	122	77%	129	66%
<b>Identified gifted</b>	Non-immersion	532	98%	628	98%	660	99%	715	99%	841	98%
	Immersion	70	97%	63	98%	69	97%	63	94%	82	96%

\*Samples sizes less than 5 are not reported

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

Science Grade 5

Table 39 - Passing Science 5 SOL Scores by Immersion Enrollment and Demographics

Instruction		2014-15		2015-16		2016-17		2017-18		2018-19	
		N	%	N	%	N	%	N	%	N	%
<b>Female</b>	Non-immersion	834	83%	785	88%	833	84%	950	82%	950	82%
	Immersion	85	78%	102	86%	110	70%	105	73%	105	73%
<b>Male</b>	Non-immersion	832	81%	983	87%	835	87%	1017	84%	1017	84%
	Immersion	86	69%	82	88%	88	74%	84	81%	84	81%
<b>Non-EL</b>	Non-immersion	1219	91%	1336	94%	1227	93%	1379	92%	1379	92%
	Immersion	113	92%	125	96%	110	90%	100	83%	100	83%
<b>EL</b>	Non-immersion	447	56%	432	67%	441	64%	588	60%	588	60%
	Immersion	58	64%	59	96%	88	49%	89	70%	89	70%
<b>Non-disadvantaged</b>	Non-immersion	1162	93%	1279	94%	1157	94%	1371	92%	1371	92%
	Immersion	108	89%	119	97%	106	91%	106	83%	106	83%
<b>Disadvantaged</b>	Non-immersion	504	56%	489	71%	511	33%	596	61%	596	61%
	Immersion	63	46%	65	69%	92	49%	83	69%	83	69%
<b>Non-SWD</b>	Non-immersion	160	88%	1493	93%	1404	92%	1675	88%	1675	88%
	Immersion	146	79%	170	91%	167	79%	164	84%	164	84%
<b>SWD</b>	Non-immersion	274	48%	275	59%	264	54%	292	51%	292	51%
	Immersion	25	40%	14	43%	31	32%	25	28%	25	28%
<b>Asian</b>	Non-immersion	149	82%	177	86%	150	86%	157	84%	157	84%
	Immersion	8	87%	6	100%	2	*	4	*	4	*
<b>Black</b>	Non-immersion	177	67%	140	79%	177	75%	193	74%	193	74%
	Immersion	7	86%	7	71%	9	78%	10	90%	10	90%
<b>Hispanic</b>	Non-immersion	396	61%	398	73%	403	68%	491	63%	491	63%
	Immersion	88	60%	92	77%	122	61%	113	68%	113	68%
<b>White</b>	Non-immersion	839	94%	936	95%	822	95%	1004	93%	1004	93%
	Immersion	55	89%	64	100%	60	88%	52	90%	52	90%
<b>Other</b>	Non-immersion	105	91%	117	94%	116	97%	122	89%	122	89%
	Immersion	13	77%	15	93%	5	100%	10	80%	10	80%
<b>Not identified gifted</b>	Non-immersion	1134	74%	1139	82%	1006	78%	1248	73%	1248	73%
	Immersion	101	57%	122	80%	130	58%	126	68%	126	68%
<b>Identified gifted</b>	Non-immersion	532	98%	629	97%	662	98%	719	99%	719	99%
	Immersion	70	96%	62	100%	68	98%	63	94%	63	94%

\*Samples sizes less than 5 are not reported

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

Reading Grade 6

Table 40 - Passing Reading 6 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	757	84%	833	86%	819	90%	874	87%	944	87%
	Immersion	49	92%	47	91%	62	95%	57	98%	55	91%
<b>Male</b>	Non-immersion	787	79%	841	82%	976	83%	850	87%	993	83%
	Immersion	52	88%	44	93%	41	95%	42	93%	48	83%
<b>Non-EL</b>	Non-immersion	1264	89%	1359	91%	1454	93%	1214	95%	1386	93%
	Immersion	93	96%	86	94%	92	99%	71	99%	62	98%
<b>EL</b>	Non-immersion	280	49%	315	51%	341	56%	510	67%	551	64%
	Immersion	8	25%	5	60%	11	64%	28	89%	41	71%
<b>Non-disadvantaged</b>	Non-immersion	1074	91%	1201	93%	1289	95%	1194	95%	1363	93%
	Immersion	83	99%	71	94%	80	99%	74	46%	61	95%
<b>Disadvantaged</b>	Non-immersion	470	58%	473	61%	506	65%	530	67%	574	66%
	Immersion	18	50%	20	85%	23	83%	25	84%	42	76%
<b>Non-SWD</b>	Non-immersion	1284	88%	1392	91%	1504	92%	1439	93%	1663	90%
	Immersion	97	90%	87	95%	99	96%	92	97%	97	89%
<b>SWD</b>	Non-immersion	260	48%	282	48%	291	54%	285	56%	274	52%
	Immersion	4	*	4	*	4	*	7	86%	6	67%
<b>Asian</b>	Non-immersion	115	85%	132	89%	157	91%	147	84%	140	87%
	Immersion	2	*	6	100%	4	*	1	*	1	*
<b>Black</b>	Non-immersion	188	64%	172	72%	146	70%	189	78%	195	75%
	Immersion	5	100%	6	100%	4	*	5	100%	8	87%
<b>Hispanic</b>	Non-immersion	396	64%	418	63%	436	68%	473	70%	516	69%
	Immersion	44	77%	36	89%	45	93%	49	92%	57	81%
<b>White</b>	Non-immersion	744	93%	843	94%	925	96%	800	97%	956	95%
	Immersion	43	100%	34	94%	41	100%	41	100%	34	100%
<b>Other</b>	Non-immersion	101	89%	109	94%	131	93%	115	100%	130	88%
	Immersion	7	100%	9	89%	9	100%	3	*	3	*
<b>Not identified gifted</b>	Non-immersion	1041	76%	1113	76%	1161	80%	1067	80%	1221	77%
	Immersion	45	80%	44	93%	65	94%	49	92%	53	85%
<b>Identified gifted</b>	Non-immersion	503	98%	561	99%	634	98%	657	98%	716	98%
	Immersion	56	98%	47	91%	38	97%	50	100%	50	90%

\*Samples sizes less than 5 are not reported



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

Civics and Economics Grade 6

Table 41 - Passing Civics and Economics SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19	
	N	%	N	%	N	%	N	%	N	%
<b>Female</b>	Non-immersion		733	87%	800	88%	786	89%	842	83%
	Immersion		41	98%	48	90%	920	86%	63	92%
<b>Male</b>	Non-immersion		725	88%	796	88%	65	86%	816	82%
	Immersion		49	92%	45	82%	37	97%	41	80%
<b>Non-EL</b>	Non-immersion		1296	92%	1432	93%	1348	93%	1239	91%
	Immersion		88	94%	88	89%	83	93%	72	97%
<b>EL</b>	Non-immersion		162	52%	164	45%	358	65%	419	58%
	Immersion		2	*	5	40%	19	79%	32	66%
<b>Non-disadvantaged</b>	Non-immersion		1061	95%	1190	95%	1282	93%	1168	91%
	Immersion		397	68%	68	94%	85	94%	74	99%
<b>Disadvantaged</b>	Non-immersion		75	96%	406	66%	424	68%	490	61%
	Immersion		15	87%	25	64%	17	71%	30	60%
<b>Non-SWD</b>	Non-immersion		1246	93%	1350	94%	1446	93%	1363	90%
	Immersion		87	95%	89	86%	98	90%	94	91%
<b>SWD</b>	Non-immersion		212	53%	246	56%	260	55%	295	49%
	Immersion		3	*	4	*	4	*	10	50%
<b>Asian</b>	Non-immersion		104	92%	117	90%	137	93%	128	85%
	Immersion		2	*	6	100%	4	*	1	*
<b>Black</b>	Non-immersion		182	78%	163	77%	146	73%	185	71%
	Immersion		5	100%	5	100%	4	*	4	*
<b>Hispanic</b>	Non-immersion		359	73%	361	72%	375	68%	431	62%
	Immersion		38	92%	42	76%	44	86%	58	78%
<b>White</b>	Non-immersion		720	96%	840	95%	919	96%	794	94%
	Immersion		39	95%	32	97%	41	98%	38	100%
<b>Other</b>	Non-immersion		93	93%	115	95%	129	91%	120	96%
	Immersion		6	100%	8	75%	9	100%	3	*
<b>Not identified gifted</b>	Non-immersion		957	81%	1031	82%	1068	80%	995	73%
	Immersion		40	90%	47	74%	65	90%	55	78%
<b>Identified gifted</b>	Non-immersion		501	99%	565	99%	638	97%	663	97%
	Immersion		50	98%	46	98%	37	89%	49	98%

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

Reading Grade 7

Table 42 - Passing Reading 7 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	747	91%	757	90%	850	88%	830	90%	869	88%
	Immersion	45	98%	42	95%	48	96%	65	97%	63	94%
<b>Male</b>	Non-immersion	753	84%	762	86%	844	86%	984	83%	837	84%
	Immersion	40	95%	48	100%	47	94%	38	100%	41	88%
<b>Non-EL</b>	Non-immersion	1230	93%	1303	93%	1443	93%	1358	93%	1245	93%
	Immersion	79	97%	87	99%	87	98%	83	98%	72	99%
<b>EL</b>	Non-immersion	270	61%	216	64%	251	49%	456	65%	461	65%
	Immersion	6	83%	3	*	8	62%	20	100%	32	75%
<b>Non-disadvantaged</b>	Non-immersion	1046	95%	1081	95%	1214	94%	1303	94%	1188	93%
	Immersion	60	98%	74	100%	69	97%	85	98%	74	97%
<b>Disadvantaged</b>	Non-immersion	454	70%	438	72%	480	65%	511	67%	518	68%
	Immersion	25	92%	16	87%	26	88%	18	100%	30	77%
<b>Non-SWD</b>	Non-immersion	1235	92%	1289	93%	1408	93%	1511	92%	1403	92%
	Immersion	81	96%	87	98%	90	96%	98	98%	94	95%
<b>SWD</b>	Non-immersion	265	64%	230	61%	286	54%	303	57%	303	55%
	Immersion	4	*	3	*	5	80%	5	100%	10	60%
<b>Asian</b>	Non-immersion	121	89%	111	91%	133	89%	157	89%	137	86%
	Immersion	2	*	2	*	6	100%	4	*	1	*
<b>Black</b>	Non-immersion	168	73%	184	80%	177	72%	156	70%	189	77%
	Immersion	6	100%	5	100%	5	100%	4	*	4	*
<b>Hispanic</b>	Non-immersion	406	76%	394	76%	420	70%	447	70%	459	70%
	Immersion	42	95%	38	95%	44	93%	45	100%	58	84%
<b>White</b>	Non-immersion	703	96%	736	96%	849	95%	926	95%	801	95%
	Immersion	27	96%	39	100%	32	97%	41	98%	38	100%
<b>Other</b>	Non-immersion	102	94%	94	93%	115	96%	128	91%	120	97%
	Immersion	8	100%	6	100%	8	87%	9	89%	3	*
<b>Not identified gifted</b>	Non-immersion	1018	82%	1015	83%	1128	80%	1171	79%	1042	78%
	Immersion	43	95%	40	97%	49	94%	66	100%	55	84%
<b>Identified gifted</b>	Non-immersion	482	98%	504	99%	566	98%	643	98%	664	88%
	Immersion	42	98%	50	98%	46	96%	37	95%	49	100%

\*Samples sizes less than 5 are not reported

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

Reading Grade 8

Table 43 - Passing Reading 8 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	720	86%	754	88%	736	89%	843	87%	834	87%
	Immersion	36	83%	43	88%	42	83%	46	91%	59	97%
<b>Male</b>	Non-immersion	806	80%	734	81%	765	84%	847	81%	970	82%
	Immersion	30	93%	40	87%	45	100%	45	89%	38	95%
<b>Non-EL</b>	Non-immersion	1273	99%	1287	90%	1312	93%	1359	92%	1447	92%
	Immersion	61	92%	81	88%	86	96%	82	84%	85	99%
<b>EL</b>	Non-immersion	253	43%	201	46%	189	43%	331	50%	357	54%
	Immersion	5	40%	2	*	1	*	9	56%	12	75%
<b>Non-disadvantaged</b>	Non-immersion	1069	94%	1053	92%	1060	95%	1208	92%	1315	92%
	Immersion	49	94%	62	93%	71	96%	67	95%	81	99%
<b>Disadvantaged</b>	Non-immersion	457	59%	435	66%	441	67%	482	64%	489	63%
	Immersion	17	71%	21	71%	16	100%	24	75%	16	81%
<b>Non-SWD</b>	Non-immersion	1258	90%	1246	90%	1268	93%	1387	91%	1518	91%
	Immersion	62	89%	82	88%	83	94%	87	92%	92	97%
<b>SWD</b>	Non-immersion	268	50%	242	54%	233	53%	303	54%	286	50%
	Immersion	4	*	1	*	4	*	4	*	5	80%
<b>Asian</b>	Non-immersion	163	87%	118	87%	115	89%	128	86%	147	87%
	Immersion	1	*	2	*	2	*	5	100%	4	*
<b>Black</b>	Non-immersion	159	70%	172	67%	172	78%	179	71%	166	67%
	Immersion	2	*	6	83%	5	100%	5	100%	4	*
<b>Hispanic</b>	Non-immersion	363	59%	386	68%	396	72%	437	64%	435	68%
	Immersion	32	75%	39	85%	35	100%	43	84%	42	93%
<b>White</b>	Non-immersion	752	96%	712	95%	721	95%	830	94%	920	93%
	Immersion	23	100%	8	87%	39	92%	31	97%	40	100%
<b>Other</b>	Non-immersion	89	92%	100	97%	97	95%	116	97%	136	94%
	Immersion	8	100%	28	93%	6	100%	7	86%	7	100%
<b>Not identified gifted</b>	Non-immersion	1021	76%	993	78%	997	80%	1128	77%	1159	77%
	Immersion	34	79%	41	80%	36	100%	45	84%	64	95%
<b>Identified gifted</b>	Non-immersion	505	98%	495	98%	504	99%	562	99%	645	97%
	Immersion	32	97%	42	95%	51	94%	46	96%	33	97%

\*Samples sizes less than 5 are not reported

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

Writing Grade 8

Table 44 - Passing Writing 8 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	694	86%	736	87%	725	89%	806	87%	793	89%
	Immersion	36	92%	44	98%	41	98%	47	96%	60	95%
<b>Male</b>	Non-immersion	782	78%	714	78%	743	83%	800	80%	895	82%
	Immersion	30	100%	39	92%	45	89%	42	86%	38	92%
<b>Non-EL</b>	Non-immersion	1274	89%	1297	87%	1343	89%	1346	89%	1452	90%
	Immersion	61	97%	82	95%	85	93%	83	92%	86	95%
<b>EL</b>	Non-immersion	202	36%	153	47%	125	49%	260	57%	236	60%
	Immersion	5	80%	1	*	1	*	6	83%	12	83%
<b>Non-disadvantaged</b>	Non-immersion	1057	92%	1047	91%	1063	92%	1187	90%	1303	91%
	Immersion	49	98%	63	98%	70	96%	67	94%	82	95%
<b>Disadvantaged</b>	Non-immersion	419	55%	403	61%	405	69%	419	68%	385	66%
	Immersion	17	88%	20	85%	16	81%	22	82%	16	87%
<b>Non-SWD</b>	Non-immersion	1214	90%	1217	90%	1228	93%	1325	92%	1444	92%
	Immersion	62	97%	83	95%	82	94%	86	92%	93	97%
<b>SWD</b>	Non-immersion	262	41%	233	45%	240	52%	281	44%	244	47%
	Immersion	4	*	0		4	*	3	*	5	40%
<b>Asian</b>	Non-immersion	152	84%	115	86%	105	90%	121	86%	138	91%
	Immersion	1	*	2	*	2	%	5	*	4	*
<b>Black</b>	Non-immersion	151	67%	169	66%	176	68%	174	71%	160	61%
	Immersion	2	*	6	83%	5	100%	5	*	4	*
<b>Hispanic</b>	Non-immersion	335	57%	361	63%	366	74%	380	70%	342	72%
	Immersion	32	90%	39	95%	35	83%	40	87%	42	90%
<b>White</b>	Non-immersion	749	95%	704	94%	723	94%	817	92%	911	93%
	Immersion	23	100%	28	96%	38	100%	31	97%	40	97%
<b>Other</b>	Non-immersion	89	84%	101	95%	98	93%	114	91%	137	92%
	Immersion	8	100%	8	100%	6	100%	8	75%	8	87%
<b>Not identified gifted</b>	Non-immersion	973	74%	958	76%	969	80%	1046	77%	1050	78%
	Immersion	34	91%	41	93%	36	83%	43	86%	64	94%
<b>Identified gifted</b>	Non-immersion	503	96%	492	96%	499	98%	560	97%	638	97%
	Immersion	32	100%	42	98%	50	100%	46	96%	34	96%

\*Samples sizes less than 5 are not reported

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

Science Grade 8

Table 45 - Passing Science 8 SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	741	83%	765	86%	752	87%	853	84%	840	86%
	Immersion	36	89%	43	95%	41	100%	48	94%	59	95%
<b>Male</b>	Non-immersion	818	82%	755	86%	795	86%	858	83%	976	84%
	Immersion	30	93%	40	97%	44	98%	46	91%	39	92%
<b>Non-EL</b>	Non-immersion	1272	93%	1295	94%	1328	93%	1355	91%	1450	92%
	Immersion	61	95%	81	96%	84	99%	83	96%	84	98%
<b>EL</b>	Non-immersion	287	38%	225	43%	219	44%	356	55%	366	57%
	Immersion	5	40%	2	*	1	*	11	64%	14	71%
<b>Non-disadvantaged</b>	Non-immersion	1079	94%	1066	94%	1076	95%	1216	92%	1321	93%
	Immersion	49	100%	62	98%	70	100%	68	97%	80	96%
<b>Disadvantaged</b>	Non-immersion	480	56%	454	67%	471	66%	495	64%	495	64%
	Immersion	17	65%	21	90%	15	93%	26	91%	18	83%
<b>Non-SWD</b>	Non-immersion	1300	88%	1277	90%	1305	91%	1411	90%	1528	91%
	Immersion	62	92%	82	96%	81	99%	89	93%	92	96%
<b>SWD</b>	Non-immersion	259	55%	243	66%	242	63%	300	66%	288	54%
	Immersion	4	*	1	*	4	*	5	80%	6	67%
<b>Asian</b>	Non-immersion	165	86%	122	91%	122	86%	134	88%	149	87%
	Immersion	1	*	2	*	1	*	5	100%	3	*
<b>Black</b>	Non-immersion	163	67%	172	75%	176	76%	181	70%	164	69%
	Immersion	2	*	6	83%	5	100%	5	100%	4	*
<b>Hispanic</b>	Non-immersion	387	57%	411	70%	417	71%	446	67%	441	67%
	Immersion	32	81%	39	97%	34	97%	45	87%	44	89%
<b>White</b>	Non-immersion	756	97%	712	96%	733	97%	834	94%	925	94%
	Immersion	23	100%	28	96%	39	100%	31	97%	40	97%
<b>Other</b>	Non-immersion	88	92%	103	97%	99	94%	116	93%	137	95%
	Immersion	8	100%	8	62%	6	100%	8	100%	7	100%
<b>Not identified gifted</b>	Non-immersion	1055	75%	1022	80%	1044	81%	1148	77%	1172	78%
	Immersion	34	85%	41	95%	34	97%	48	87%	66	91%
<b>Identified gifted</b>	Non-immersion	504	98%	498	98%	503	99%	563	99%	644	97%
	Immersion	32	7%	42	98%	51	100%	46	98%	32	100%

\*Samples sizes less than 5 are not reported

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

## World Geography

Table 46 - Passing World Geography SOL Scores by Immersion Enrollment and Demographics

Instruction	2014-15		2015-16		2016-17		2017-18		2018-19		
	N	%	N	%	N	%	N	%	N	%	
<b>Female</b>	Non-immersion	742	91%	785	91%	781	90%	870	88%	870	88%
	Immersion	35	89%	43	93%	42	98%	48	94%	48	94%
<b>Male</b>	Non-immersion	82	92%	752	90%	786	90%	872	87%	872	87%
	Immersion	32	97%	41	95%	45	98%	46	85%	46	85%
<b>Non-EL</b>	Non-immersion	1283	96%	1310	96%	1332	94%	1374	93%	1374	93%
	Immersion	60	97%	81	94%	86	98%	82	95%	82	95%
<b>EL</b>	Non-immersion	281	71%	227	60%	215	65%	368	65%	368	65%
	Immersion	7	57%	3	*	1	*	12	50%	12	50%
<b>Non-disadvantaged</b>	Non-immersion	1091	97%	1075	97%	1080	96%	1226	94%	1226	94%
	Immersion	50	100%	62	97%	72	97%	68	97%	68	97%
<b>Disadvantaged</b>	Non-immersion	473	78%	462	76%	467	77%	516	71%	516	71%
	Immersion	17	71%	22	86%	15	100%	26	69%	26	69%
<b>Non-SWD</b>	Non-immersion	1320	96%	1298	94%	1322	95%	1457	92%	1457	92%
	Immersion	64	94%	83	94%	83	98%	89	90%	89	90%
<b>SWD</b>	Non-immersion	244	66%	239	70%	225	63%	285	61%	285	61%
	Immersion	3	*	1	*	4	*	5	80%	5	80%
<b>Asian</b>	Non-immersion	164	95%	131	94%	125	91%	133	94%	133	94%
	Immersion	1	*	2	*	2	*	5	100%	5	100%
<b>Black</b>	Non-immersion	175	81%	178	78%	184	78%	183	75%	183	75%
	Immersion	2	*	6	83%	5	100%	5	100%	5	100%
<b>Hispanic</b>	Non-immersion	375	80%	409	79%	415	81%	473	72%	473	72%
	Immersion	32	84%	40	95%	34	97%	45	80%	45	80%
<b>White</b>	Non-immersion	758	99%	713	99%	725	98%	835	96%	835	96%
	Immersion	24	100%	28	96%	40	100%	31	97%	31	97%
<b>Other</b>	Non-immersion	92	95%	106	96%	98	95%	118	96%	118	96%
	Immersion	8	100%	8	87%	6	100%	8	100%	8	100%
<b>Not identified gifted</b>	Non-immersion	1053	88%	1036	86%	1042	86%	1177	82%	1177	82%
	Immersion	33	85%	42	93%	36	94%	47	83%	47	83%
<b>Identified gifted</b>	Non-immersion	511	99%	501	99%	505	99%	565	99%	565	99%
	Immersion	34	100%	41	95%	51	100%	47	96%	47	96%

\*Samples sizes less than 5 are not reported