**Arlington Public Schools**

# Secondary World Languages Enrollment

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

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## Enrollment in World Languages

Overall enrollment in APS has increased while the percentage of students enrolled in World Languages has remained stable from 2015-16 through 2019-20.  67% to 70% of APS middle school students were enrolled in a World Languages course.  55% to 56% of APS high school students were enrolled in a World Languages course.

Table 1 - Secondary Students Enrolled in at Least One World Language Course

| | 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 |
| **Middle School*** | 3460 | 67% | 3848 | 70% | 3998 | 70% | 4109 | 68% | 4153 | 67% |
| **High School** | 3699 | 56% | 3863 | 55% | 3823 | 55% | 4022 | 55% | 4249 | 55% |

*The middle school data above includes Grades 6, 7 and 8.  Grade 6 World Languages course availability varies by school.

In 2019-20, enrollment by languages at the secondary level ranged from 5050 in Spanish to 54 in German.  The most enrolled language was Spanish followed by French, American Sign Language, Latin, Chinese, Arabic, Japanese, and German.

- American Sign Language, Arabic, Chinese, and Spanish enrollment increased overall from 2015-16 through 2019-20.
- French enrollment was higher in 2019-20 than in 2015-16.
- There was little change in Latin enrollment when comparing 2015-16 to 2019-20; however, enrollment fluctuated in between those years.  Enrollment did not increase as the overall population increased.
- German and Japanese enrollment remained below 60 in each year.  German enrollment did not increase as the overall population increased.

Table 2 - Secondary Enrollment by Language

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| **Spanish** | 4428 | 4766 | 4796 | 4878 | 5050 |
| **French** | 1470 | 1532 | 1546 | 1718 | 1622 |
| **ASL** | 306 | 454 | 482 | 601 | 742 |
| **Latin** | 589 | 635 | 663 | 598 | 595 |
| **Chinese** | 186 | 179 | 207 | 211 | 240 |
| **Arabic** | 136 | 169 | 162 | 168 | 173 |
| **Japanese** | 38 | 37 | 38 | 50 | 58 |
| **German** | 56 | 43 | 44 | 52 | 54 |

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

## Middle School Courses by Language

In 2019-20, the highest middle school World Language course enrollment was in Spanish (62%), followed by French (21%), Latin (7%), American Sign Language (ASL) (5%), Chinese (3%), and Arabic (2%).

- Spanish, French, Chinese, and Arabic enrollments were stable.
- Latin enrollment declined slightly.  From 2015-16 through 2017-18, Latin enrollment was 10% of World Languages enrollment.  In 2018-19 and 2019-20, enrollment was 9% and 7%, respectively.
- American Sign Language enrollment increased from its introduction at the middle school level in 2016-17.  Enrollment was 1% in 2016-17 and 2017-18 and increased to 2% in 2018-19 and 5% in 2019-20.

Table 3 - Middle School Enrollment by Language

| Language | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 2187 | 62% | 2414 | 62% | 2485 | 62% | 2517 | 61% | 2584 | 62% |
| French | 794 | 23% | 862 | 23% | 876 | 22% | 985 | 24% | 899 | 21% |
| Latin | 351 | 10% | 397 | 10% | 425 | 11% | 365 | 9% | 309 | 7% |
| ASL | | | 24 | 1% | 52 | 1% | 85 | 2% | 198 | 5% |
| Chinese | 110 | 3% | 108 | 3% | 103 | 3% | 117 | 3% | 123 | 3% |
| Arabic | 68 | 2% | 75 | 2% | 84 | 2% | 79 | 2% | 87 | 2% |
| German | | | | | 2 | < 1% | 2 | < 1% | * | * |
| Japanese | | | | | 1 | < 1% | | | * | * |

*German and Japanese have been discontinued at the middle school level.

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

## High School Courses by Language

In 2019-20, the highest high school World Language course enrollment was Spanish (57%), followed by French (17%), American Sign Language (13%), Latin (7%), Chinese (3%), Arabic (2%), German (1%), and Japanese (1%).  As a percentage of high school World Language enrollments:

- French, Chinese, Arabic, German, and Japanese were stable.
- Spanish enrollment declined.  From 2015-16 through 2016-17, Spanish enrollment was 60% to 62%.  Starting in 2017-18, Spanish enrollment dipped below 60% and was 59% in 2017-18 and 57% in both 2018-19 and 2019-20 as a percentage of all World Language enrollment.
- From 2015-16 through 2018-19 American Sign Language enrollment increased incrementally each year from 9% to 10% to 11% to 13%.  Enrollment in 2019-20 was 13%.

Table 4 - High School Enrollments by Language

| Language | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 2296 | 62% | 2352 | 60% | 2311 | 59% | 2361 | 57% | 2466 | 57% |
| French | 649 | 17% | 709 | 18% | 670 | 17% | 733 | 18% | 723 | 17% |
| ASL | 343 | 9% | 401 | 10% | 430 | 11% | 516 | 13% | 544 | 13% |
| Latin | 224 | 6% | 242 | 6% | 238 | 6% | 233 | 6% | 286 | 7% |
| Chinese | 91 | 2% | 71 | 2% | 104 | 3% | 94 | 2% | 117 | 3% |
| Arabic | 78 | 2% | 94 | 2% | 78 | 2% | 89 | 2% | 86 | 2% |
| German | 61 | 2% | 43 | 1% | 42 | 1% | 50 | 1% | 54 | 1% |
| Japanese | 40 | 1% | 37 | 1% | 37 | 1% | 50 | 1% | 58 | 1% |

## Middle School and High School Advanced Courses

Enrollment in advanced World Languages courses was stable at both the middle school and high school levels.  11% of middle school enrollments were in an advanced course.  16% to 18% of high school enrollments were in an advanced course.

Table 5 - Secondary Students Enrolled in at Least One Advanced Course

| Grade Level | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Middle School | * | * | 416 | 11% | 453 | 11% | 372 | 9% | 439 | 11% |
| High School | 605 | 16% | 625 | 16% | 682 | 18% | 711 | 18% | 734 | 17% |

*Advanced World Language courses were not available at this time.

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

## General Findings – Enrollment

The World Languages Program helps APS Integrate culturally relevant concepts and practices, a component of the Student Well-Being Strategic Plan goal.

The percentage of students enrolled in a World Languages course was 65% to 70% at the middle school level and 55% at the high school level. Conversely, 30% to 35% of students were not enrolled in middle school and 45% of students were not enrolled in high school.

Advanced courses were implemented at the middle school level and 11% of students were enrolled in at least one advanced course. High school enrollment in an advanced course was stable at 16% to 18% of World Languages courses.

Within the World Languages Secondary Program, enrollment distribution by language was relatively stable with a few exceptions:

- Latin middle school enrollment decreased as a percentage of the overall World Languages program.
- American Sign Language middle school enrollment experienced significant growth as a percentage of World Languages program. Number of enrollments increased significantly.
- Spanish high school enrollment decreased as a percentage of the secondary World Languages program. The number of enrollments increased slightly due to overall student population growth in APS.

**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.

  o **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.

- o **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.

  - o **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.

## Enrollment in World Languages Courses by Demographics

### Gender

At both secondary levels, male student enrollment was lower than the male population and female student enrollment was higher than the female population.  At the middle school level, the gap was 3% to 4%.  At the high school level, the enrollment gap was 4% to 6%.

Table 6 - Secondary Enrollments in At Least One World Language Course by Gender

| Group | Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| APS Middle School | Female | 50% | 48% | 49% | 49% | 50% |
| | Male | 50% | 52% | 51% | 51% | 50% |
| World Language Middle School | Female | 53% | 52% | 53% | 52% | 53% |
| | Male | 47% | 48% | 47% | 48% | 47% |
| APS High School | Female | 47% | 48% | 48% | 48% | 48% |
| | Male | 53% | 52% | 52% | 52% | 52% |
| World Language High School | Female | 52% | 52% | 53% | 54% | 53% |
| | Male | 48% | 48% | 47% | 46% | 47% |

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

## Economically Disadvantaged Status

At both secondary levels, Economically Disadvantaged student enrollment in World Languages courses was lower than the overall Economically Disadvantaged population.  At the middle school level, the enrollment gap was 5% to 8%.  At the high school level, the enrollment gap was 6% to 7%.

Figure 1 - Middle School Enrollment by Economically Disadvantaged Status



Figure 2 - High School Enrollment by Economically Disadvantaged Status
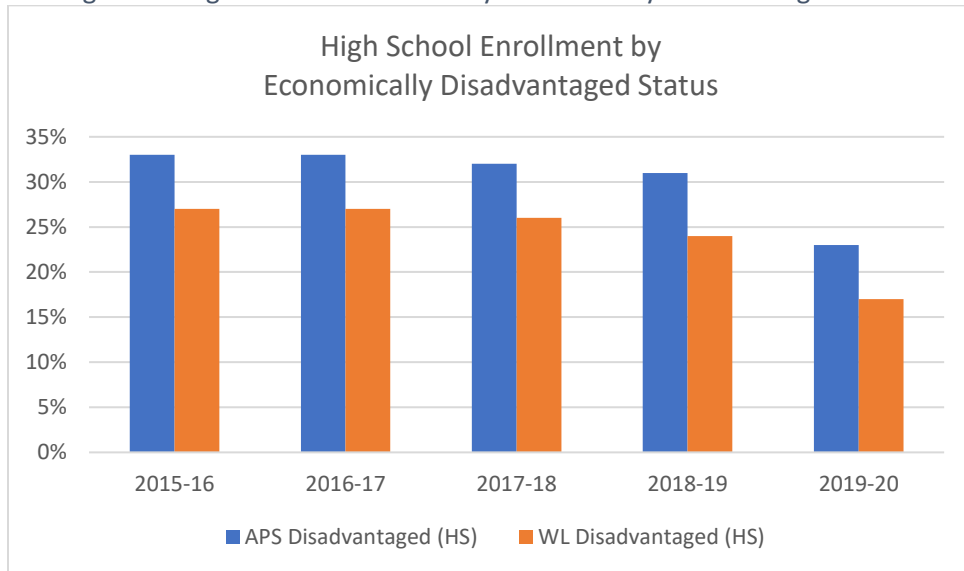
# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

There were enrollment gaps at the middle school level by race/ethnicity.
- Hispanic students were underrepresented by 3% to 5%.
- White students were overrepresented by 4% to 6%.

There were also enrollment gaps at the high school level by race/ethnicity.
- Hispanic students were underrepresented by 5% to 7%.
- White students were overrepresented by 6% to 8%.

Table 7 - Middle School Enrollments in At Least One World Language Course by Race/Ethnicity

| MS | Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| APS Students | Asian | 8% | 8% | 8% | 8% | 8% |
| WL Students | Asian | 8% | 8% | 8% | 8% | 8% |
| | | | | | | |
| APS Students | Black | 11% | 10% | 10% | 10% | 10% |
| WL Students | Black | 9% | 9% | 8% | 9% | 9% |
| | | | | | | |
| APS Students | Hispanic | 27% | 27% | 28% | 28% | 29% |
| WL Students | Hispanic | 23% | 23% | 23% | 24% | 26% |
| | | | | | | |
| APS Students | White | 47% | 49% | 48% | 48% | 46% |
| WL Students | White | 53% | 54% | 54% | 53% | 50% |
| | | | | | | |
| APS Students | Other | 6% | 7% | 6% | 7% | 7% |
| WL Students | Other | 7% | 7% | 7% | 7% | 7% |

Table 8 - High School Enrollments in At Least One World Language Course by Race/Ethnicity

| | Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| APS Students | Asian | 10% | 9% | 9% | 9% | 8% |
| WL Students | Asian | 9% | 8% | 9% | 7% | 8% |
| | | | | | | |
| APS Students | Black | 12% | 11% | 11% | 11% | 10% |
| WL Students | Black | 10% | 10% | 10% | 9% | 9% |
| | | | | | | |
| APS Students | Hispanic | 31% | 32% | 32% | 30% | 30% |
| WL Students | Hispanic | 26% | 27% | 26% | 25% | 23% |
| | | | | | | |
| APS Students | White | 42% | 42% | 43% | 44% | 45% |
| WL Students | White | 49% | 48% | 49% | 51% | 53% |
| | | | | | | |
| APS Students | Other | 5% | 6% | 6% | 6% | 6% |
| WL Students | Other | 6% | 7% | 7% | 7% | 8% |

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

## Gifted Status

At the secondary levels, students with Gifted status were overrepresented by 9% to 11%, with four of five years at 9%. At the high school level, students with Gifted status were overrepresented by 6% to 9%.

Figure 3 - Middle School Enrollment by Gifted Status
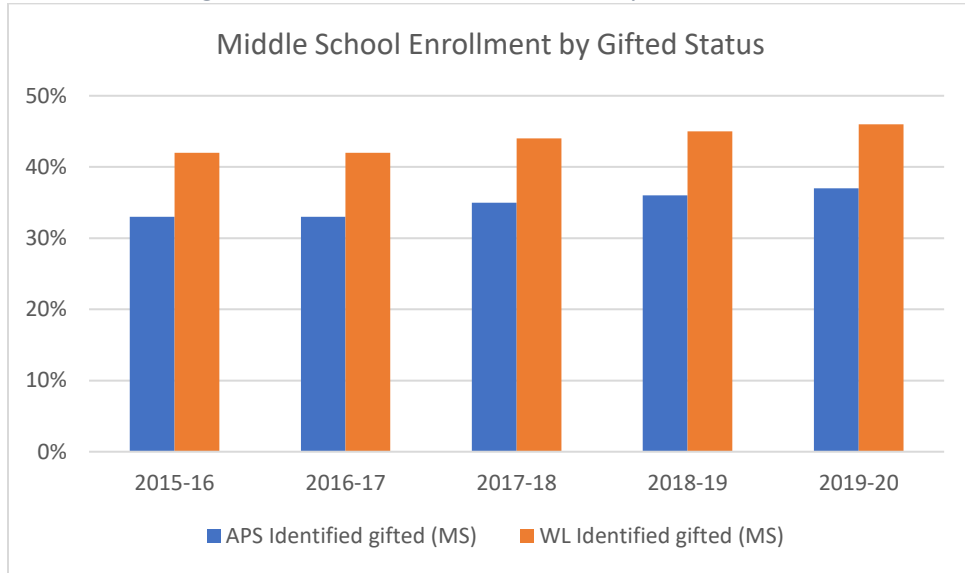


Figure 4 - High School Enrollment by Gifted Status
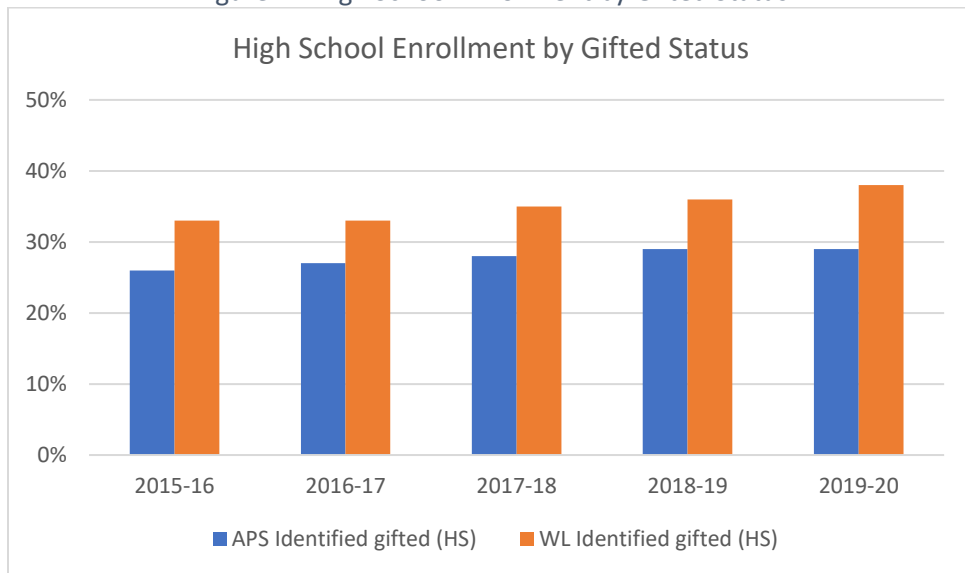
# World Languages Program Evaluation (2015-16 to 2019-20)

## Students with Disabilities

At both secondary levels, Students with Disabilities enrolled in World Languages courses at rates lower than the population. At the middle school level, the enrollment gap was 7% to 9%. At the high school level, the enrollment gap was 3% to 8%, with four of five years at 6% to 8%.

Figure 5 - Middle School Enrollment by Students with Disabilities
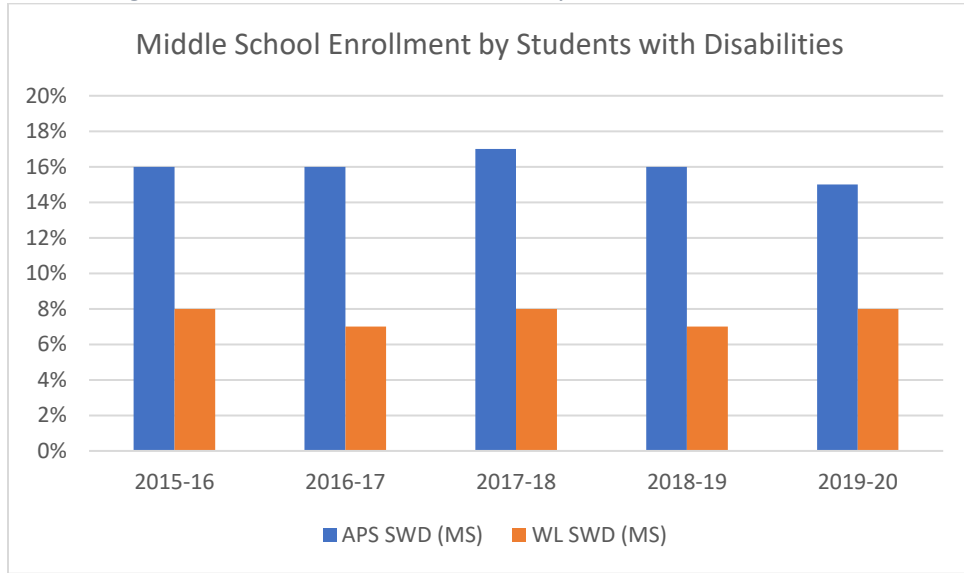


Figure 6 - High School Enrollment by Students with Disabilities
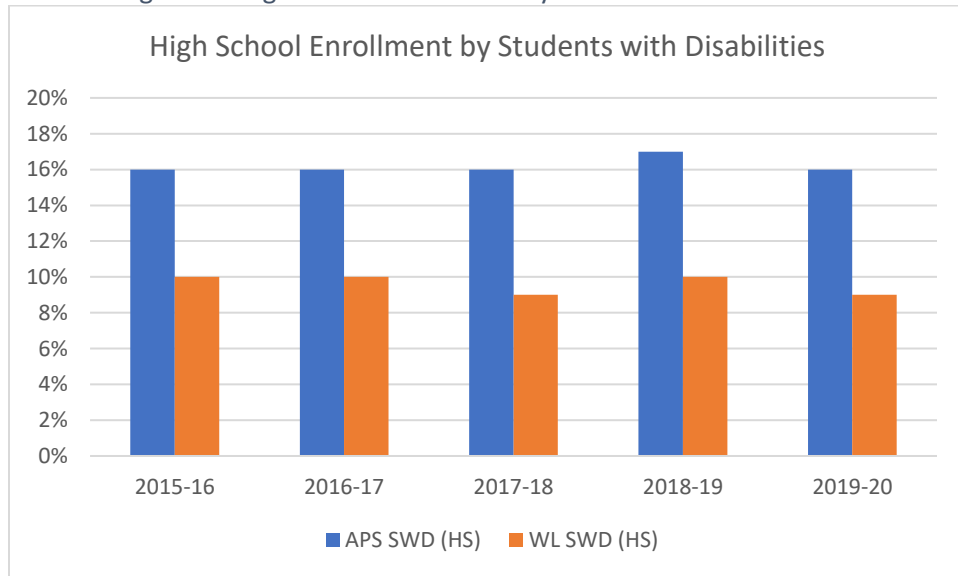
# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learners

At both secondary levels, English learners (EL) enrolled in World Languages courses at rates lower than the population.  At the middle school level, the enrollment gap was 7% to 9%.  At the high school level, the enrollment gap was 8% to 11%.
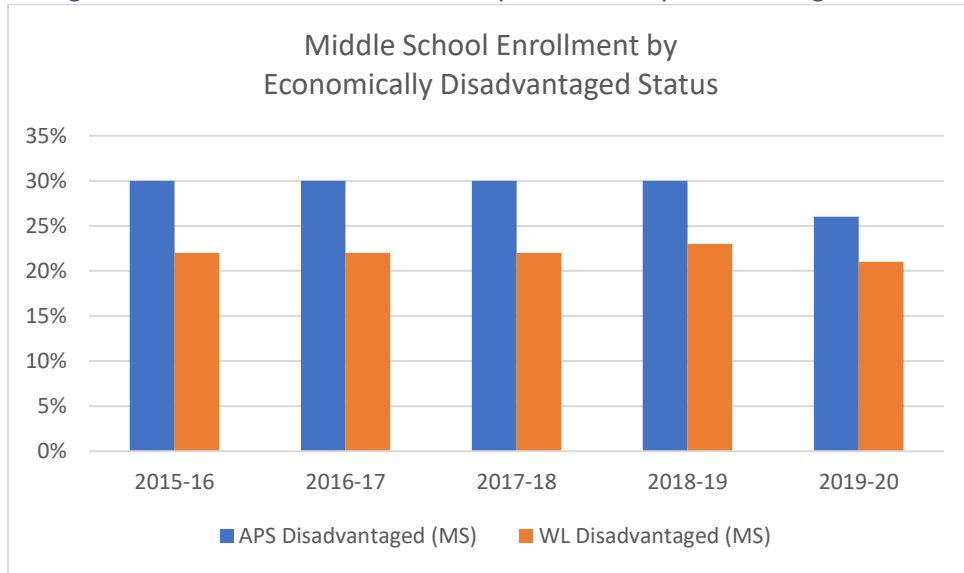
Figure 7 - Middle School Enrollment by English Learners
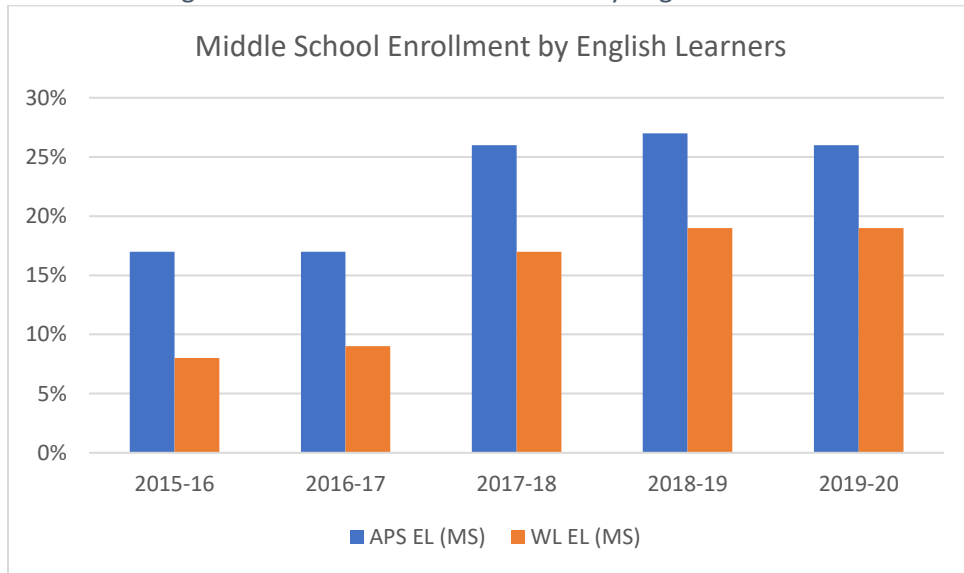


Figure 8 - High School Enrollment by English Learners
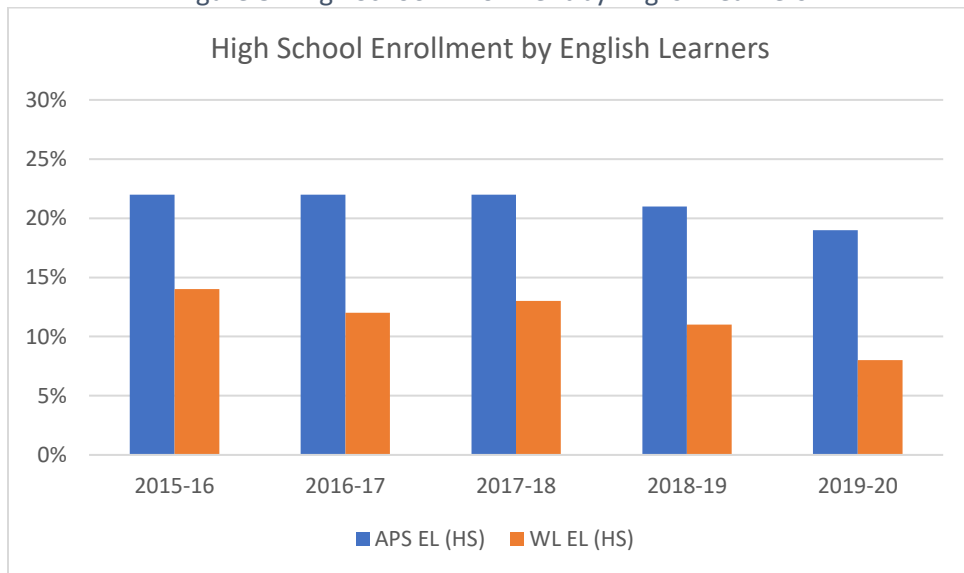
# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learner WIDA Level

At both secondary levels, there was an enrollment gap for EL students in WIDA Levels 1, 2, 3, and 4. At WIDA Level 6, enrollment in World Languages moved to the overall population of WIDA Level 6 students.

Figure 9 - Middle School Enrollment by English Learner WIDA Levels
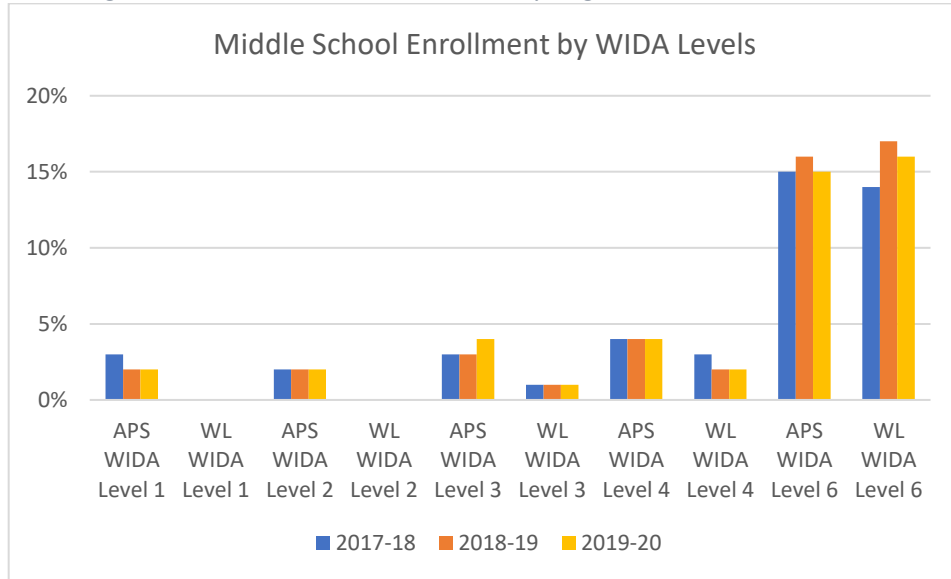


Figure 10 - High School Enrollment by English Learner WIDA Levels
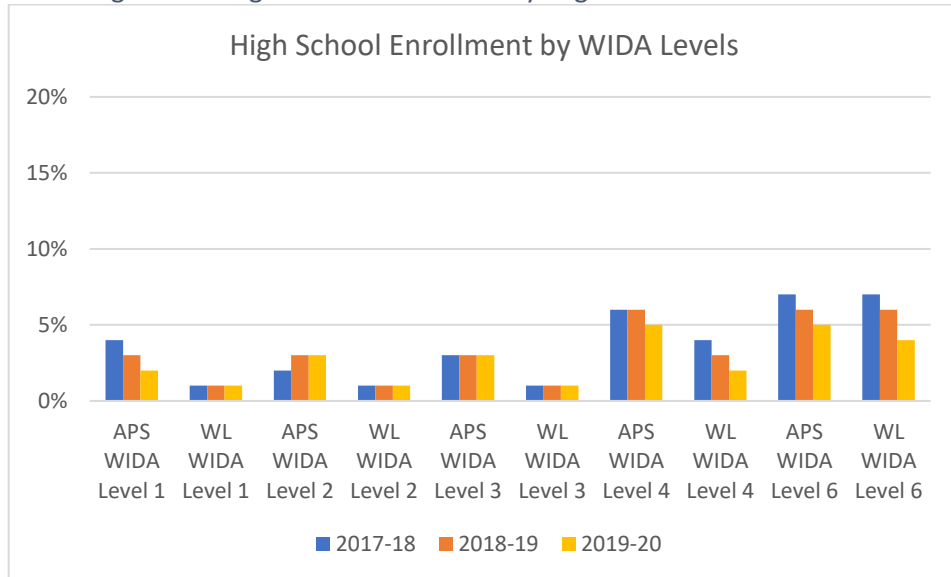


Note that students in Levels 1, 3, 4, and 6 above had an EL Status. Students who are Proficient or Non-EL did not have an EL Status.

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

## General Finding – Enrollment by Demographics

By demographics, enrollment in World Languages courses had the following overall gaps when comparing enrollment to the overall student population.

- Male Students
- Economically Disadvantaged Students
- Hispanic Students
- Students with Disabilities
- English Learners

**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.

  - o **Performance Objectives**
    - Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.

- **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.

  - o **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.

  - o **Strategies**
    - Provide high performance learning and working environments that support Universal Design for Learning standards.

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

## World Languages Enrollment in Higher Level Courses

### Enrollment in Level III and Higher and Level IV and Higher Courses

Secondary enrollment climbed by about 600 students, and Enrollment in at least one Level III or higher course increased for students enrolled in World Languages. Enrollment increased from 66% and 67% in 2015-16 and 2016-17 to 70% and 71% in 2018-19 and 2019-20 for students enrolled in World Languages. Overall enrollment also increased slightly for all APS students from 37% to 39%.

Table 9 - Secondary Students Enrolled in At Least One Level III or Higher World Language Class

| Level III and Above | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| # of Students | 2442 | 2594 | 2665 | 2805 | 3025 |
| % of WL Students | 66% | 67% | 70% | 70% | 71% |
| % of APS Students | 37% | 37% | 38% | 39% | 39% |

Enrollment in at least one Level IV or higher course increased for students enrolled in World Languages. Enrollment increased from 34% and 35% in 2015-16 and 2016-17 to 38% in 2018-19 and 2019-20 for students enrolled in World Languages. Overall enrollment also increased slightly for all APS students from 19% to 21%.

Table 10 - Secondary Students Enrolled in At Least One Level IV or Higher World Language Class

| Level IV and Above | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| # of Students | 1266 | 1354 | 1394 | 1510 | 1616 |
| % of WL Students | 34% | 35% | 37% | 38% | 38% |
| % of APS Students | 19% | 20% | 20% | 21% | 21% |

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

## Enrollment in Secondary Level III and Higher and Level IV and Higher Courses by Demographics

### Gender

At both secondary levels, male student enrollment in Level III or Higher and Level IV or Higher courses was lower than the male population and female student enrollment was higher than the female population.

- The enrollment gap was 7% to 8% for Level III or higher.
- The enrollment gap was 7% to 11% for Level IV or higher, with four years being 10% or 11%.

Figure 11 - Level III and Higher and Level IV and Higher Enrollment by Gender
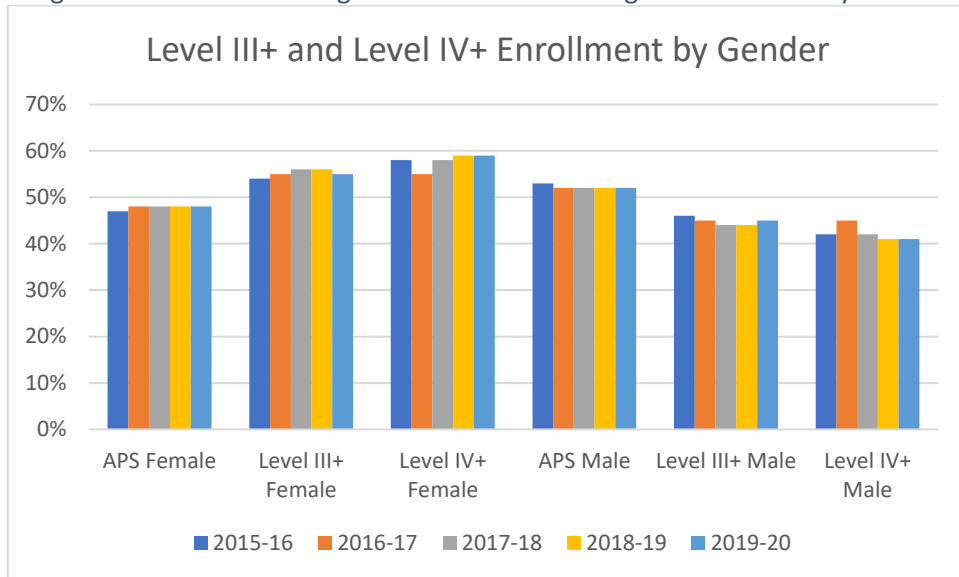
# World Languages Program Evaluation (2015-16 to 2019-20)

## Economically Disadvantaged Status

At both secondary levels, Economically Disadvantaged student enrollment in Level III or Higher and Level IV or Higher courses was lower than the overall Economically Disadvantaged population.

- At Level III or higher, the gap fluctuated between 7% to 15%, with three of five years at 10% to 11%.
- At Level IV or higher, the enrollment gap was 9% to 13%.

Figure 12 - Level III and Higher and Level IV and Higher by Economically Disadvantaged Status
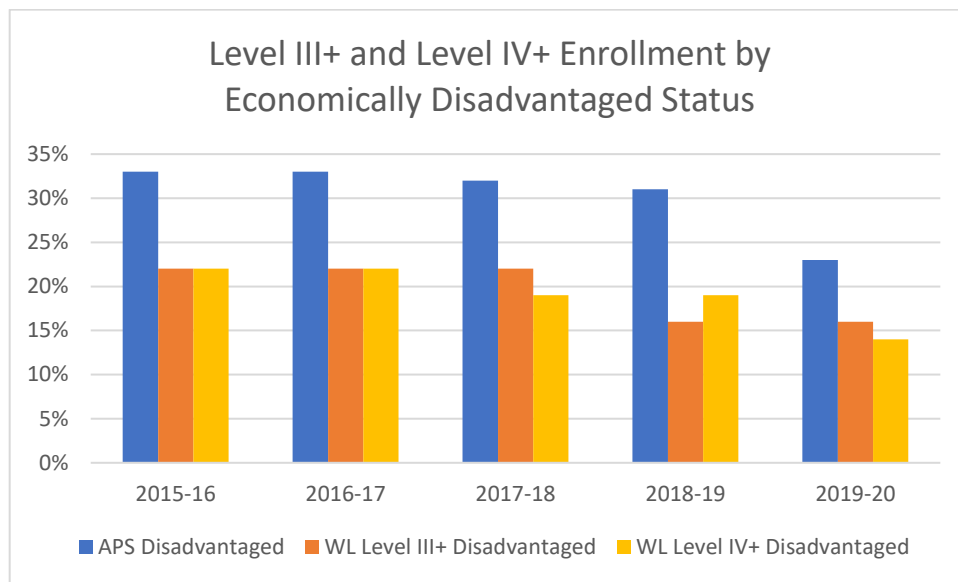
# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

There were race/ethnicity enrollment gaps in Level III and higher courses.

- Underrepresented groups were Hispanic students (5% to 8%) and Black students (3% to 5%). There were also smaller enrollment gaps for Asian students and students of Other races/ethnicities, both between 0% and 2%.
- White students were overrepresented by 9% to 11%.

There were also gaps in Level IV and higher courses in race/ethnicity.

- Underrepresented groups were Black students (4% to 6%), Hispanic Students (4% to 6%), with an outlier year of 1%), Asian Students (1% to 3%).
- White students were overrepresented by 10% to 11%.

Table 11 - Secondary Students Enrolled in At Least One Level III or Higher and Level IV or Higher World Language Course by Race/Ethnicity

| Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| APS Asian | 10% | 9% | 9% | 9% | 8% |
| Level III+ Asian | 8% | 8% | 8% | 7% | 7% |
| Level IV+ Asian | 7% | 8% | 8% | 6% | 7% |
| | | | | | |
| APS Black | 12% | 11% | 11% | 11% | 10% |
| Level III+ Black | 7% | 7% | 8% | 7% | 7% |
| Level IV+ Black | 6% | 7% | 5% | 6% | 6% |
| | | | | | |
| APS Hispanic | 31% | 32% | 32% | 30% | 30% |
| Level III+ Hispanic | 26% | 26% | 25% | 25% | 23% |
| Level IV+ Hispanic | 30% | 26% | 26% | 26% | 25% |
| | | | | | |
| APS White | 42% | 42% | 43% | 44% | 45% |
| Level III+ White | 53% | 53% | 52% | 54% | 55% |
| Level IV+ White | 53% | 53% | 54% | 54% | 56% |
| | | | | | |
| APS Other | 5% | 6% | 6% | 6% | 6% |
| Level III+ Other | 5% | 7% | 7% | 7% | 8% |
| Level IV+ Other | 4% | 7% | 7% | 7% | 7% |

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

## Gifted Status

For Level III and Higher, students with Gifted Status were enrolled at rates 14% to 16% above their populations.  For Level IV and Higher, students with Gifted Status were enrolled at rates above their populations by 15% to 21%, with three years being above 18%.

Figure 13 - Level III and Higher and Level IV and Higher by Gifted Status
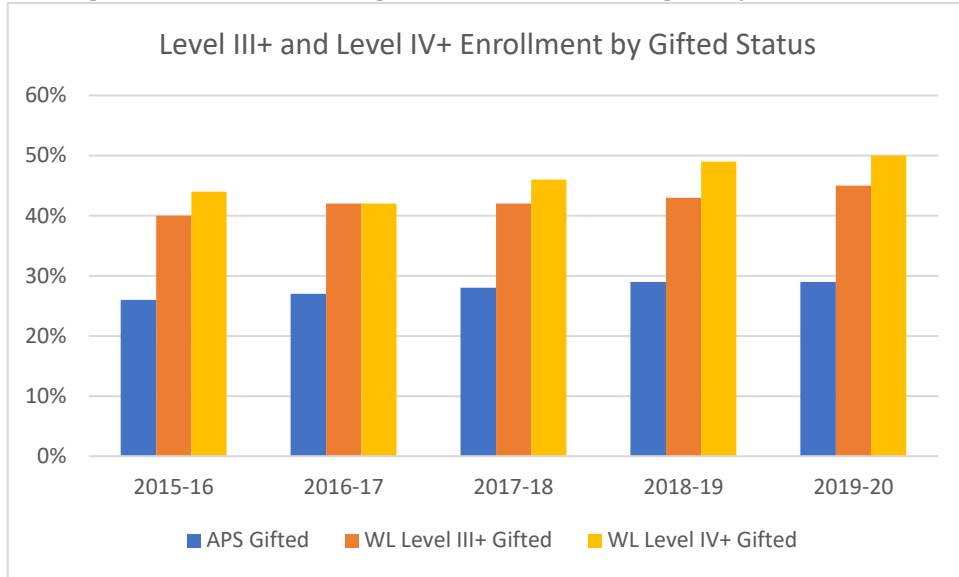


## Students with Disabilities

Enrollment by Students with Disabilities Level III and Above and Level IV and Above courses was lower than the overall Students with Disabilities population.  The enrollment gap was 12% to 13%.

Figure 14 - Level III and Higher and Level IV and Higher by Students with Disabilities
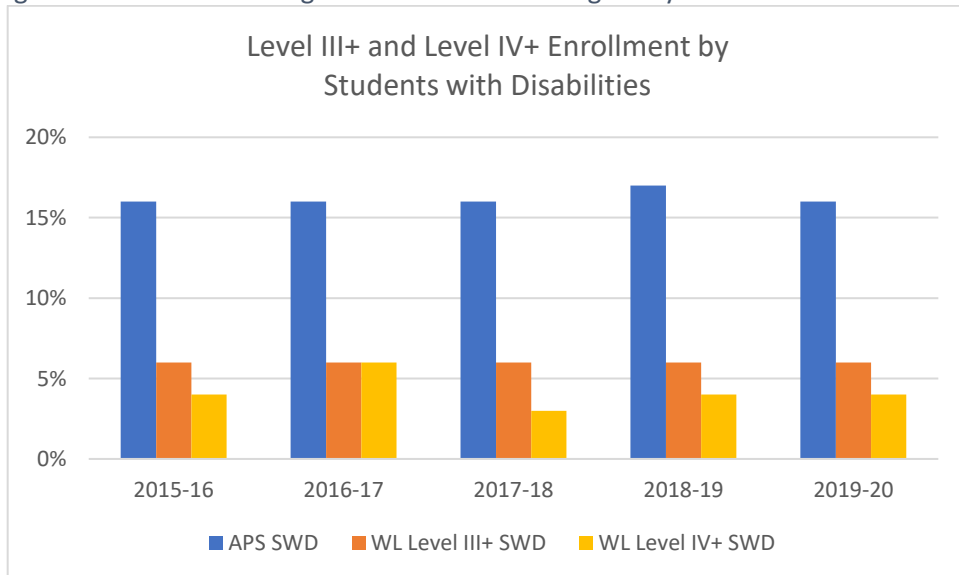
# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learners

English Learners (EL) enrollment in Level III and Above and Level IV and Above courses was lower than the overall EL population. The enrollment gap was 12% to 13%.

Figure 15 - Level III and Higher and Level IV and Higher by English Learners
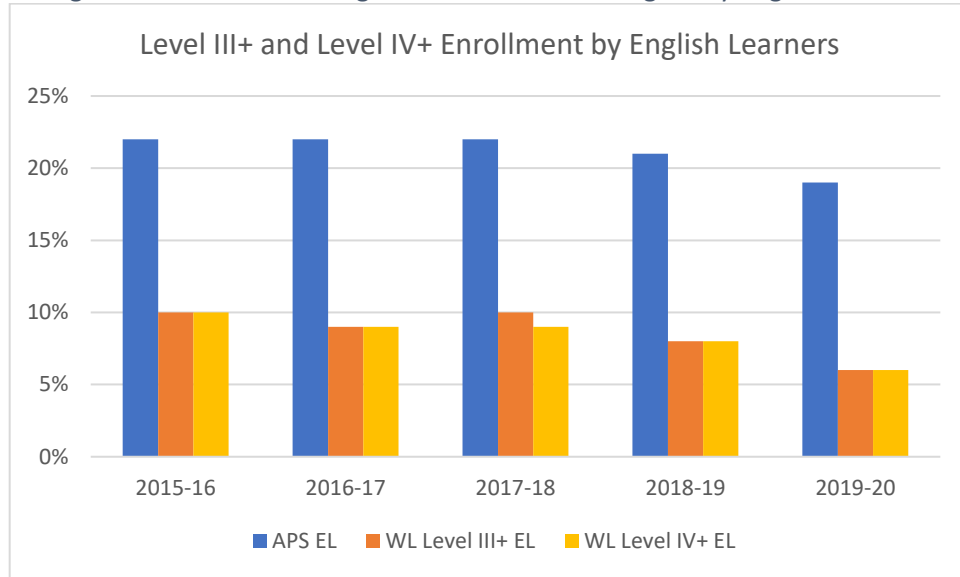


For Level III or Higher and for Level IV and Higher, there was an enrollment gap for EL students in WIDA Levels 1, 2, 3, and 4. APS EL enrollment for Levels 1 through 4 combined are 13% to 15%. Enrollment in Level III or Higher and Level IV or Higher courses is 2% to 4%. At WIDA Level 6, enrollment in World Languages moved toward the overall population of WIDA Level 6 students with a gap below 1% for Level III or Higher and 0% to 2% for Level IV or Higher.

Table 12 - Enrollment in At Least One Level III or Higher World Language Course by WIDA Level

| Group | Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| **APS High School** | WIDA Level 1 | 5% | 6% | 4% | 3% | 3% |
| | WIDA Level 2 | 2% | 2% | 2% | 3% | 3% |
| | WIDA Level 3 | 3% | 3% | 3% | 3% | 3% |
| | WIDA Level 4 | 3% | 3% | 6% | 6% | 5% |
| | WIDA Level 5* | 3% | 3% | | | |
| | WIDA Level 6 | 6% | 5% | 7% | 6% | 5% |
| | Proficient | 16% | 16% | 14% | 14% | 14% |
| | Non-EL | 62% | 63% | 64% | 66% | 67% |
| **World Language High School** | WIDA Level 1 | < 1% | 1% | < 1% | < 1% | < 1% |
| | WIDA Level 2 | 1% | 1% | < 1% | < 1% | < 1% |
| | WIDA Level 3 | 1% | 1% | 1% | < 1% | < 1% |
| | WIDA Level 4 | 1% | 1% | 2% | 2% | 2% |
| | WIDA Level 5* | 1% | 1% | | | |
| | WIDA Level 6 | 5% | 5% | 6% | 5% | 4% |
| | Proficient | 18% | 19% | 16% | 16% | 17% |
| | Non-EL | 72% | 72% | 74% | 75% | 77% |

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

Table 13 - Enrollment in At Least One Level IV or Higher World Language Course by WIDA Level

| Group | Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| **APS High School** | WIDA Level 1 | 5% | 6% | 4% | 3% | 3% |
| | WIDA Level 2 | 2% | 2% | 2% | 3% | 3% |
| | WIDA Level 3 | 3% | 3% | 3% | 3% | 3% |
| | WIDA Level 4 | 3% | 3% | 6% | 6% | 5% |
| | WIDA Level 5* | 3% | 3% | | | |
| | WIDA Level 6 | 6% | 5% | 7% | 6% | 5% |
| | Proficient | 16% | 16% | 14% | 14% | 14% |
| | Non-EL | 62% | 63% | 64% | 66% | 67% |
| **World Language High School** | WIDA Level 1 | < 1% | 1% | < 1% | < 1% | < 1% |
| | WIDA Level 2 | 1% | < 1% | < 1% | < 1% | < 1% |
| | WIDA Level 3 | 1% | 1% | 1% | < 1% | < 1% |
| | WIDA Level 4 | 1% | 1% | 2% | 3% | 2% |
| | WIDA Level 5* | 1% | 1% | | | |
| | WIDA Level 6 | 6% | 5% | 5% | 5% | 4% |
| | Proficient | 19% | 19% | 17% | 17% | 17% |
| | Non-EL | 71% | 72% | 74% | 75% | 77% |

*WIDA Level 5 was reported prior to 2017-18. The Virginia Department of Education changed WIDA reporting.

## AP and IB Course Enrollment

Overall AP and IB enrollment remained stable at 9% to 10% of APS students and 16% to 18% of students enrolled in World Languages courses.

Table 14 - Enrollment in AP and IB World Language Courses

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| **# of Students** | 605 | 625 | 682 | 711 | 731 |
| **% of WL Students** | 16% | 16% | 18% | 18% | 17% |
| **% of APS Students** | 9% | 9% | 10% | 10% | 10% |

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

## Enrollment by Gender

At both secondary levels, male student enrollment in AP and IB World Languages courses was lower than the male population and female student enrollment was higher than the female population. The enrollment gap was 11% to 13% in each year.

Figure 16 - AP and IB Enrollment by Gender

### AP and IB Enrollment by Gender

APS Female    WL AP-IB Female    APS Male    WL AP-IB Male
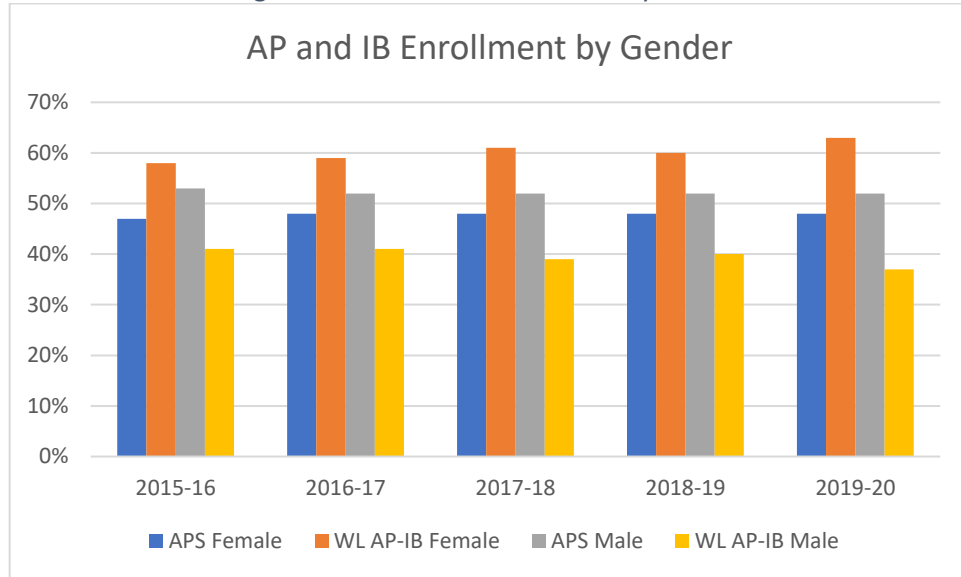
## Economically Disadvantaged Status

Students with a Disadvantaged Status were less likely to be enrolled in AP and IB courses. The enrollment gap was 5% to 9% each year.

Figure 17 - AP and IB Enrollment by Economically Disadvantaged Status
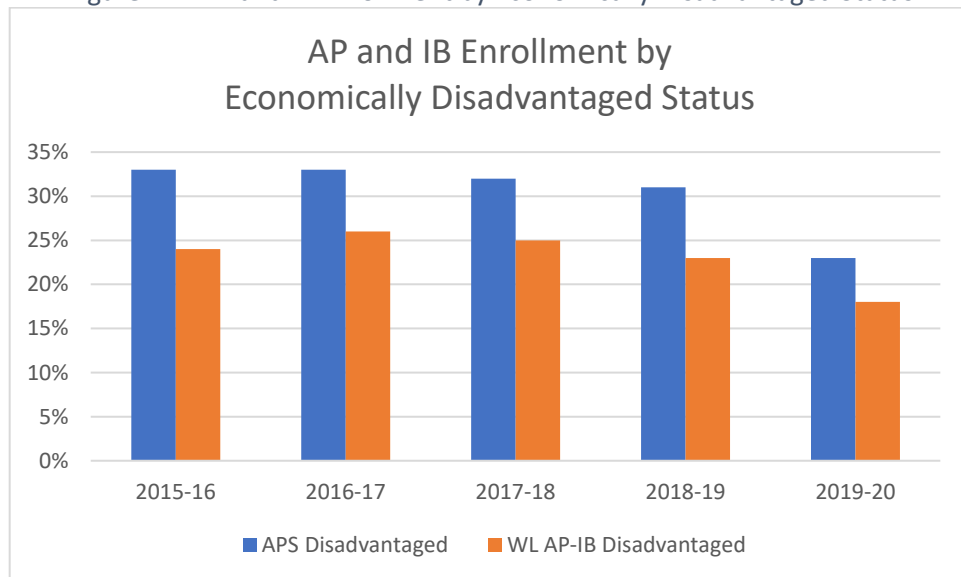
### AP and IB Enrollment by Economically Disadvantaged Status

APS Disadvantaged    WL AP-IB Disadvantaged

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

## Race/Ethnicity

There were race/ethnicity enrollment gaps in AP and IB courses.

- Underrepresented groups were Black students (6% to 8%) and Asian students (2% to 5%).
- Overrepresented groups were Hispanic students (4% to 8%) and White students (3% to 8%).

Table 15 - Enrollment in AP and IB Courses by Ethnicity

| High School Demographic | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| APS Asian | 10% | 9% | 9% | 9% | 8% |
| AP-IB Asian | 5% | 5% | 6% | 5% | 6% |
| | | | | | |
| APS Black | 12% | 11% | 11% | 11% | 10% |
| AP-IB Black | 4% | 3% | 3% | 4% | 4% |
| | | | | | |
| APS Hispanic | 31% | 32% | 32% | 30% | 30% |
| AP-IB Hispanic | 38% | 40% | 36% | 35% | 36% |
| | | | | | |
| APS White | 42% | 42% | 43% | 44% | 45% |
| AP-IB White | 50% | 46% | 49% | 50% | 48% |
| | | | | | |
| APS Other | 5% | 6% | 6% | 5% | 6% |
| AP-IB Other | 4% | 6% | 6% | 7% | 7% |

## Gifted Status

Gifted students were enrolled in AP and IB courses at rates of more than 20% above the population in each year.

Figure 18 - AP and IB Enrollment by Gifted Status



25
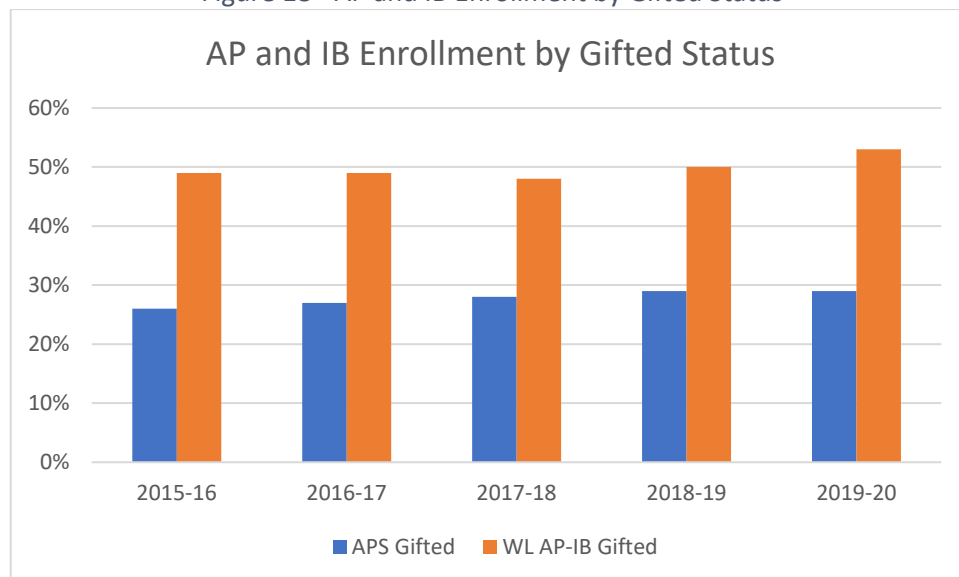
## Students with Disabilities

Students with Disabilities had an enrollment gap of 13% to 16% when compared to the overall population.

Figure 19 - AP and IB Enrollment by Students with Disabilities

### AP and IB Enrollment by Students with Disabilities



Legend: APS SWD, WL AP-IB SWD
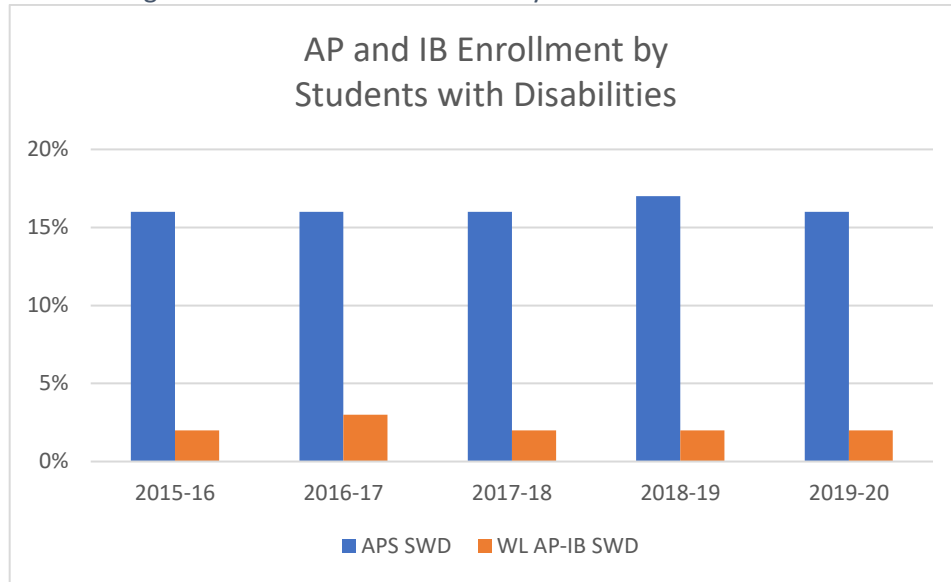
# World Languages Program Evaluation (2015-16 to 2019-20)

## English Learners

There was an AP and IB enrollment gap for English Learners of 10% in each of the five years. Below WIDA Level 4 there was little enrollment in World Languages AP and IB courses. Enrollment increased at WIDA Level 4 but was below the WIDA Level 4 population. At WIDA Level 6, enrollment was at or above the WIDA Level 6 population.

Figure 20 - AP and IB Enrollment by English Learners
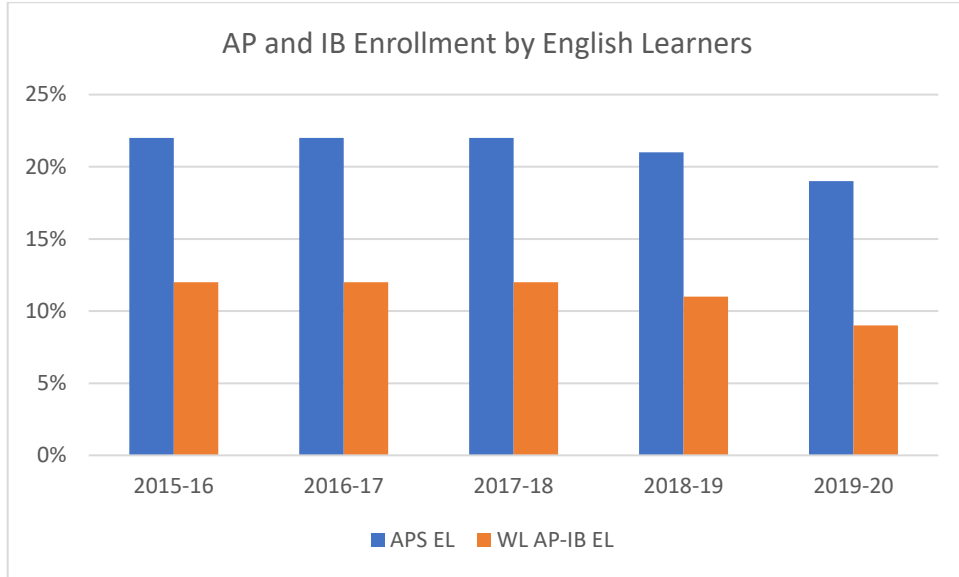


Figure 21 - AP and IB Enrollment by WIDA Levels
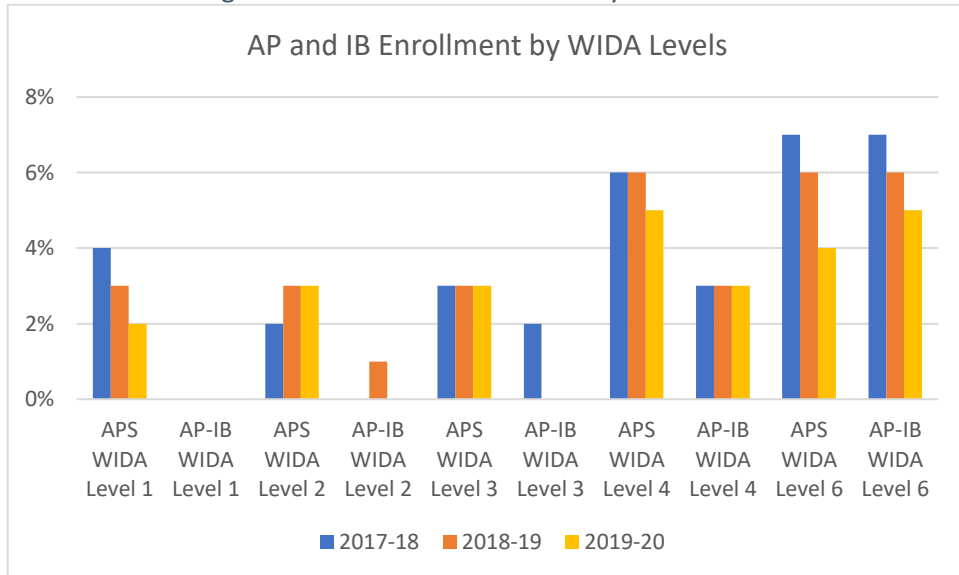
# World Languages Program Evaluation (2015-16 to 2019-20)

## General Finding – Advanced Courses Enrollment by Demographics

Higher level and advanced courses provide students with opportunities to increase their language proficiency, potentially earn college credits, and earn the Seal of Biliteracy. While all high school students had access to higher level courses, there were enrollment gaps when looking at Level III and Higher courses, Level IV and Higher courses, AP courses, and IB courses. There were gaps for the following groups:

- Male Students
- Economically Disadvantaged Students
- Black Students
- Hispanic Students
- Students with Disabilities
- English Learners at WIDA Levels 1 through 4.

**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.

  o **Performance Objectives**
    - Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.

- **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.

  o **Strategies**
    - Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.

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

  o **Strategies**
    - Provide high performance learning and working environments that support Universal Design for Learning standards.

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

## Secondary Enrollment – School Counselor Focus Group

### Purpose

A focus group of School Counselors teachers was convened in January 2020, prior to the global pandemic.  The purpose was to assess strengths and limitations of the current program, including learning about counselors' perspectives and the guidance they provide on students' language instruction path choices.

### Research Method

The focus group discussion lasted 90 minutes. Seven middle- and high school (MS and HS) counselors participated. The discussion explored:

- How language learning factors into course selection (e.g., how counselors work with rising 6th graders and rising freshmen, what considerations counselors have in mind when they make recommendations, what factors they believe affect students' choices)
- Counselors' perceptions of their influence on students' language learning choices
- Counselors' suggestions for the World Languages program.

### Results

**Middle school counselors said that they give most of their language-related guidance after students are already middle schoolers.** In other words, when students are rising from elementary to middle school the topic of choosing a language or setting a language learning path for the coming years is not a major focus. Rather the topic comes up in 6th grade, when planning for 7th. The reason is that most middle schools offer full year language instruction starting in 7th grade. One exception was that students in an IB middle school must take a language in 6th, 7th, and 8th grade—with 6th grade focusing, at least in part, on exposure to several languages so that students can choose what suits them best.

> [Choosing a language and how to pursue learning it] doesn't start till 7th grade. So we already have the students in our building when they're making the choice to start a world language. Part of the process of helping them choose classes is we explain to them graduation requirements and have them map out what they think they want to do. So, we're looking at, "Well, if I start with a language in 7th grade, there are these implications. If I wait and start in 10th grade, there are other implications."–MS Counselor

> When we go out to the elementary schools we talk about the different levels of Spanish, so for a rising 6th-grader, if they're going to take a language in 6th grade and they're in the traditional program, they're going to take half a year of Spanish, and it's going to be [at one of] three different levels. I've noticed a transition [to more options at APS] over the last couple of years. Now they have Intro to Spanish, Transitional Spanish—that's for students who had Spanish in elementary as part of the Foreign Language at Elementary Schools (FLES)—then you have SFS for

*students who are fluent speakers. So there's three different levels, and then they take a semester of that in 6<sup>th</sup> grade and then a semester of reading.*—MS Counselor

**Conversely, the high school counselors visit rising freshmen at their middle schools, typically in February.** During these visits, counselors orient students to the choices they have coming up. But, the counselors say they do not yet play a pivotal role in helping individual students with specific choices. The steps the counselors described are:

- High school counselor visits middle school and gives group presentations on topics like the available courses and how to use the APS Course Request Form (CRF).
- Students collect course recommendations from teachers.
- Students meet with middle school counselors and complete the CRF, taking into account teacher recommendations and any other relevant factors.
- Students and parents sign the coursework planned for the next year and the middle school staff provide the documentation to the high school.

*We do our spiel at the middle school, but then the kids meet with their middle school counselor and all their teachers to get recommendations for what classes they should choose for the following year. Then it's presumably signed by the student and the parent, and then given to us.* —HS Counselor

**Counselors emphasized the far-reaching implications of language learning choices that students must make at very young ages.** In fact, counselors repeatedly emphasized this topic and said that it can be tough to get an 11- or 12-year-old to engage the idea of such distant implications. For example, in 7<sup>th</sup> grade, a student who may one day wish to complete the International Baccalaureate (IB) program must choose to learn a language offered at the IB level and stick with that language—specifically, Spanish, French, or Chinese. By 10<sup>th</sup> grade, that student needs to be in Level 4 of their chosen language to be eligible for IB. Committing to a language path in 7<sup>th</sup> grade is especially important to students who live outside the IB school's boundary (Washington & Liberty) and know they want to attend that in-demand school by entering the IB program. In this context, the rising popularity of one middle school's American Sign Language (ASL) program is causing challenges. ASL is not an IB-completion option. Thus, pursuing it through middle school eliminates the option of IB in high school unless the student also pursues a spoken language.

*[Thinking years into the future is] very important, because we have to push [decisions] at 6<sup>th</sup> grade going into 7<sup>th</sup> grade so that parents don't come at the end of 8<sup>th</sup> grade saying, "Hey, you never told me about [IB requirements] and now my child doesn't have that option.*—MS Counselor

MS Counselor 1:     *I just want to tack on to what [another counselor] said a while ago, the frustration with the kids taking the languages in middle school. I want to add that I too share that frustration because I think they're making these big decisions at younger and younger ages. Really for us, 5<sup>th</sup> grade. What language do they do an intro to in 6<sup>th</sup> grade?...which then sets them up for being successful in 7<sup>th</sup> and 8<sup>th</sup> grade. They get in this track, and then we're saying, "It's really not a good idea to change at this point" ...Then like [another counselor] said, now you're in high school and you've taken all this language. Maybe you're like, "I hate it," and you can't change. You can't even take the one you really want to.*

MS Counselor 2:         *I have a lot of conflicted feelings. It's good for them to learn the languages in middle school for their education…*

MS Counselor 3:         *for their brain development…*

HS Counselor 1:         *It's tracking them.*

HS Counselor 2:         *It's tracking.*

**High school counselors said a common challenge they face is trying to convince college-bound students to "take that fourth year" of a language.** The group made clear that colleges strongly prefer applicants to have completed through level four of language coursework. They described a few different strategies for encouraging students to reach level four. For example, high school counselors encourage students to call colleges and ask for themselves. Middle school counselors try to help. One has started describing the three-year language path to students as "meeting only the minimum requirement." A few others said they treat the fourth year as a foregone conclusion, having students who are writing their academic plan "fill out the language line all the way to level four." The high school counselors acknowledged that students who are truly uninterested or struggling with a language can still craft a compelling college "package" of coursework, but the counselors prefer that students complete the four-year path if they can. Most importantly, the counselors want to make sure they have alerted parents and students to all they need to know about language and college admissions in order to avoid future complaints. Much to the shock of the counselors at the table, one HS counselor recounted a student whose application was recently rejected by the University of Delaware (UD) for not meeting minimum requirements because he had taken two of his three years of a language in middle school. Although the middle school courses earned high school credit, UD did not recognize them. It was the first and only time this issue had come up for this longtime counselor. But, it was unsettling.

> *… one thing that I constantly hear is a lot of our students start in 7th grade, so they take Level 1, Level 2. They take Level 3 in 9th grade, and they want out after 9th grade. Obviously, we also have a lot of college-bound kids, and ... I've got to tell you, the discussions I have with parents that are like, "Well, but they've done their three years of a language." And, I'm like, "Well, they have, but certainly college reps tell us they will want to see them continuing." And the parents are like, "Well, do you think it would be a bad thing if they didn't go on to level four?" And I [have to say again], "I think that they should. If [college is] what you're concerned about, yes, we always recommend that you continue if you're doing well in it."*—HS Counselor

**Language teachers also help get the word out about World Language program offerings and participate in helping students know whether they are ready to continue to the next level.** Specifically, they talk with their classes about what they can do next.

> *And I think our language teachers have been really good. I like to include them too. I know a lot of times they'll talk to their classes when it's scheduling time. They'll talk to their classes and be like, "Hey, look, this is why you should take Spanish 4. If you do take Spanish 4, these are the skills that you should have."*—HS Counselor

**Although it was not a strong theme, two high school counselors lamented the fact that starting any language but Spanish in high school is generally not possible because Level 1 is simply not offered.**

HS Counselor 1:         *I get so frustrated, because I know it's a staffing thing and we're looking at that. But just sometimes it's hard because I feel like because we have so many kids in Arlington that do start their languages in middle*

|  |  |
|---|---|
|  | *school. I have found that we're not running the "Level 1s" as much as we were at the high school level, and if we do they're really small or combined.* |
| HS Counselor 2: | *And, there's one section of them-... which then starts to really hurt the rest of their schedule.* |

**Several counselors agreed that they often recommend Latin for special education students, saying students are more successful in Latin.** For these students, one advantage of Latin is that it is entirely written and not spoken. Moreover, learning Latin also supports English skills, so counselors especially steer students with reading or writing deficiencies toward Latin. Similarly, ASL classes have been very attractive to students in general and to students with special needs in particular. The counselors attribute ASL's popularity to the fact that using sign language is active. It is also possible, the counselors said, that a student's IEP may have requirements such as instructional studies or reading that mean their schedule allows no room for a language course.

> *We have a great Latin teacher now. We've got such a little clique of kids who just love Latin, and she's always doing fun, interesting stuff. I love when that happens, because I feel like that appeals to some of these kids where it's not just going to be rote memorizing vocab and ... For those kids that do struggle a little bit, it makes them feel like they can find success in that and it's not going to be such a struggle.*—HS Counselor

**Although the counselors do not quite think of language courses as "core" courses, they think of them as nearly core.** For example, one middle school counselor tells students language classes are "required electives" and others say they present language classes as a foregone conclusion as opposed to an option when help students plan schedules. One middle school counselor even said she "thinks of language classes more like core classes," in that she tries to avoid over-enrolling language classes despite the fact that enrollment is not capped as it is for core courses. Sometimes, she does have to enroll extra students and she thought capping the number of students would improve instruction.

| | |
|---|---|
| HS Counselor 1: | *I know when we go do our middle school presentations, I pretty much start off with, "You're going to take math, science, English, history…"* |
| MS Counselor 1: | *And that's the core.* |
| HS Counselor 1: | *"... health or PE, most of you guys are probably taking a language so…"* |
| MS Counselor 2: | *"You get one elective."* |
| HS Counselor 1: | *"... that's your one elective."* |

**Counselors' dislike of virtual formats for language learning was universal and came up spontaneously, without being asked.** The primary complaints were that language learning in a virtual environment is extremely difficult and that students ultimately feel less invested in the language. A couple counselors acknowledged their sense that Level 1 and 2 courses are increasingly face-to-face at APS, saying that they hope having the in-person instruction early on will help students feel a level of investment that will carry them through.

> *And to do it virtually...I just worry about this push towards the virtual classes, because ... I don't know. I don't like them. I think kids find them so difficult, and they're not invested, and I've found that the kids that take them virtually don't really continue. I don't think we see a high rate of these kids continuing.*—HS Counselor

MS Counselor 1: *Personally I think they need to shy away from the online, the virtual language [instruction]. I just don't think it works, and I think...if you're looking at longevity in kids, it's hard to make that happen... Sure, I think you need to have a commitment to say, "Look, we're going to find a sign language teacher for every school. We're going to find a Chinese teacher for every school..."*

MS Counselor 2: *I think that's the plan.*

**Credit by exam was also largely disliked.** However, counselors did not wish to do away with it entirely. Most importantly, credit by exam was thought to be most valuable for students who are proficient in languages that APS doesn't teach. And, although not commonly done, some students will earn credit by exam in the language they speak at home and then learn a *third* language for credit. A few wondered what motivated the credit by exam policy, thinking at the time that it was introduced as a way to either scale back the World Languages Program by decreasing demand or as a way to increase the number of advanced diplomas APS awards.

*One of my favorite college-bound Latinas, I told her, "Stay in Spanish, take it during the year. Take it all the way through high school, get your advanced placement credit. [Let's agree] that's the plan." She went behind my back, talked to the mom, got her four credits. I'm like, "I have to drop you from Spanish for Fluent Speakers now. [Because you can't double-count credits.]"—MS Counselor*

*The other part of it is, for whatever reason the test is given in November…the kid will sign up for French 1 or whatever, and then take credit by exam and get two French credits. I'm like, "Well, then what's the purpose…?" So it blows up our schedule in November [another agrees]... which is not a good time for kids ... Elective classes are already full.—MS Counselor*

*Well, we have so many non-Spanish-speakers taking credit by exam. I've always thought of it as a positive, but I'm thinking more of the non-Spanish-speakers... You speak Mongolian at home, and now you have to take French to get an advanced diploma, it's nice for that. But if we offer the language [for which credit by exam is available], yeah, that's where the conflict I think is.—MS Counselor*

*I know 7th, 8th and in high school. Then [credit by exam is] always the option. But I know some kids are fluent in Spanish, but then they're like, "Oh, I want to learn French," so they get the Spanish credits and then they take French through high school.—MS Counselor*

**Holding classes that combine ability levels was a third negative the counselors identified.** In fact, the topic came up spontaneously when the counselors were asked for any final thoughts or suggestions as the discussion concluded. They were sympathetic to the issues that make combination classes necessary, but still pointed out the downsides.

*... [combination classes] make students not want to continue, because some kids are like, "Well, I did all this last year." And then other kids are like, "Well, I'm not in AP, I'm in Spanish 5." I feel bad for the teacher because the poor teacher has to balance two groups of kids in one classroom. It never works. The kids get super frustrated. The teacher gets annoyed.—HS Counselor*

**These counselors feel as if they have some influence, but not overly much on students' choices.** When asked to use a 1 to 10 scale where 10 is total influence and 1 is none at all, most counselors chose 4, 5, or 6 to describe their level of influence. Language teachers and parents also have much influence, possibly more than the counselors. Teachers' recommendations on the CRF help determine what students can and cannot take. When speaking of parents and students, the counselors described two categories: "Tell me what to do" and "I'm doing what I want regardless of what you say." Parents' influence was said to typically be a driving force—either overshadowing the counselors' influence or complementing it. What students want certainly comes into play and some students take a stand on what they will and will not do. But overall, counselors, teachers, and parents hold considerable sway.

> *We can do our part, but then when they take those course request forms, the CRF says "teachers," the teachers have a say in what they can do for next year.*—HS Counselor

> *… maybe your conversation sometimes with half the kids is, "Well, you're doing okay, but you may have to repeat," and then the kids get like, "Well, do I really want to continue in this? Maybe I'll just finish this year and be done with it." So there's a lot of different things that go into it. But it can also be the opposite, where the teacher's like, "You're doing great, I think you should do the AP and IB stuff," and then they can really help push them towards those higher level classes that would be right for them to continue all four years of a language in high school. So it can go either way, but I feel like the teachers and teaching styles also have a big impact on those kids.*—HS Counselor

**The idea of a repeating a course at the same level in order to improve or establish a better foundation for the next level was usually a nonstarter, counselors said.**

> HS Counselor 1:  *I always laugh when a teacher's like, "FYI, I talked to this kid and I recommended that he repeat level 2," and no kid ever [likes the suggestion]... when you're like, "Hey, great news, you can repeat it next year." That is such a turn-off for them because they're always like [no]... Of course you're like, "Well, build skills," but they're always just like…*
>
> HS Counselor 2:  *[laughing] "No way am I going to take it all again next year."*

**Several agreed that one of their goals is to capitalize on the fact that some native Spanish speakers, who might never otherwise be able to take an Advanced Placement (AP) class, can take AP Spanish.** Middle school counselors in particular said at times they recommend language learning choices specifically to set students up to enjoy that particular achievement and opportunity in the future.

> *So, there are different things that come up, and it's hard because you really want kids to be able to get to AP, especially if they may not be able to go in English, science, or social studies. For me, that's the struggle, because I became a teacher because I wanted to see all kids do well, but especially minority students be able to get to advanced placement classes. Some of them, if they're struggling in English, science or social studies, math…... that might just be it. So I want to make sure that there's at least ... They have a route to get to AP. So I fight with them a lot, probably more than I should, but it's really important to me.*—MS Counselor

> *One of the things that I struggle with…a lot of the native Spanish speakers, they don't want to take Spanish, and it drives me crazy. So I spend a lot of time arguing with the parents and arguing with the kids in class, "If you're a native Spanish speaker, yes, you can take French, there's nothing wrong with French. I took French. It's a beautiful language. But you have a comparative advantage in Spanish. It'll get you…advanced placement classes. Please, please consider it."*—MS Counselor

**While the counselors clearly tend to encourage students to start early, aim for and reach the highest level of language learning possible, they acknowledged that in cases where a student who is not able to achieve at the higher levels should not take higher level classes.**

> *And I think [my school]…and probably some of the other schools have this too, but they're very high-achieving, affluent areas where there's a lot of keeping up with the Joneses. So a lot of families want their kids to take what their friends' kids are taking, and they don't necessarily make the best decisions based on their own students' needs and strengths. So we have to have those delicate conversations.*—HS Counselor

**The counselors all acknowledged that the quality of teachers can greatly increase or hinder students' interest in a school's language offerings.**

> *Part of our challenge too … [the SFS teacher]…does not provide a great program. I had someone tell me about [another MS's] program and they're like, "…the Spanish for Fluent Speakers teacher, they're doing this and that," and I'm [envious] like, "I want to steal that teacher." So, I'm somewhat conflicted about pushing [SFS] because I'm like, they're not [getting] the best education there, and it's such a disservice to those kids.*—MS Counselor

> *And, I'm with you. We're usually privy to the reputation of the teacher, the teaching style. So of course when you have a really engaging teacher who "makes" the class, they learn but it's also fun, and we see the growth in the program. And then I hate to say it, we've all seen programs that have gone down when you just don't have the right fit.*—HS Counselor

**When they were asked if any particular class specifically competes with World Languages, middle school counselors resoundingly answered that band and orchestra most often compete, and reading or instructional studies sometimes do.** The issue tends to occur with "singleton" offerings—that is languages such as Chinese or Latin 2 for which only one section is offered at a middle school. **Likewise, similar conflicts occur in high school. Counselors said that as a generalization, AP courses are more likely to be in conflict.** For example the school may have just one section of AP Biology. If a student wants to take that and a language for which the only section is at the same time, the student has to choose.

**These counselors said that most students continue with immersion when they move from middle to high school.** One estimated 80% continue with immersion. Most students who do not continue were said to be deciding based on convenience, specifically choosing a high school nearer to them. In other words, counselors do not believe the students are rejecting immersion, rather they are choosing their local school. They were impressed by study findings about immersion the World Languages program provided for the focus group—which showed the high level of reading performance students achieve in two-way, dual language programs like immersion. The content that was shared is shown in Appendix B.

*We'll get a handful of kids every year…who went to immersion for elementary school. But they really want to go to their neighborhood school…because they're starting to be with those kids on sports teams and things, and they just want to be closer to home, they want the social aspect.—MS Counselor*

**As the counselors' group concluded, one counselor noted the success that some language teachers have had with standards-based grading.**

*I actually don't like standards-based grading, but I feel like it works in a language class. What I like from a language perspective is that the kids are able to be like, "Oh, hey, I did this. I did this and this." Two of our … teachers who teach the upper levels have done it really well. I think it's taken away a little of the stress, and I'm thinking, "Huh, okay. The kids have had a little more buy-in in taking those upper levels." They're like, "Oh, they do standards-based grading. You do a portfolio." It's not so much worrying about, "Oh, I'm not going to know how to conjugate the verbs and I'm going to fail the test." That's actually been kind of helpful.—HS Counselor*

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## General Finding – School Counselors and Secondary Enrollment

School counselors, teachers, and parents influence student enrollment in World Languages courses. Courses made early in middle school impact the trajectory of students into, and often through, high school.  Counselors find it challenging to encourage student enrollment beyond the required Level III course.  Additionally, school counselors encouraged special education students to enroll in American Sign Language and Latin.  Lastly, suggestions for improvement included eliminating virtual courses, reexamining Credit by Exam, and avoiding the combination of multiple levels in one classroom.

**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.

- o **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.

  - o **Strategies**
    - Manage available resources and assets efficiently, cost effectively, and equitably.

## 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. 19% of all parent/guardian surveys were completed.  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?

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

## Familiarity with Programs

Parents/guardians indicating that they were Somewhat Familiar or Very Familiar with courses/opportunities offered through the World Languages Program varied by grade level:
- 53% of Elementary parents/guardians
- 77% of Middle School parents/guardians
- 77% of High School parents/guardians

Figure 22 - How familiar are you with courses/opportunities offered through the APS World Languages program?
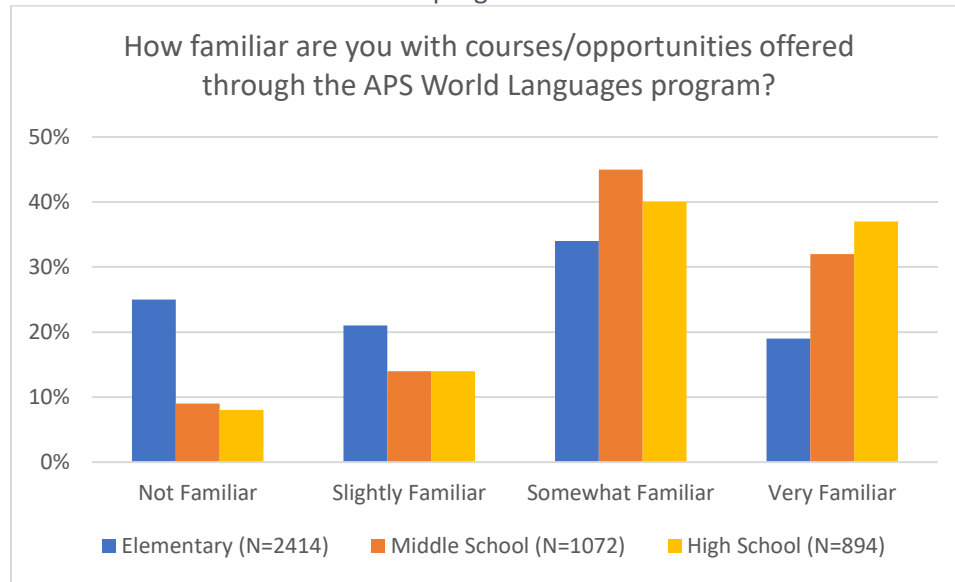
# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

There were differences among parents/guardians by level who said they were Somewhat Familiar or Very Familiar with courses and opportunities in World Languages based on the race/ethnicity of their student(s):

- Elementary School
    - o Hispanic and White - most familiar
    - o Asian, Black, Other races/ethnicities - less familiar
- Middle School
    - o Hispanic, White, Other races/ethnicities - most familiar
    - o Asian and Black - less familiar
- High School
    - o Black - less familiar

Figure 23 - How familiar are you with courses/opportunities offered through the APS World Languages program? (Race/Ethnicity)
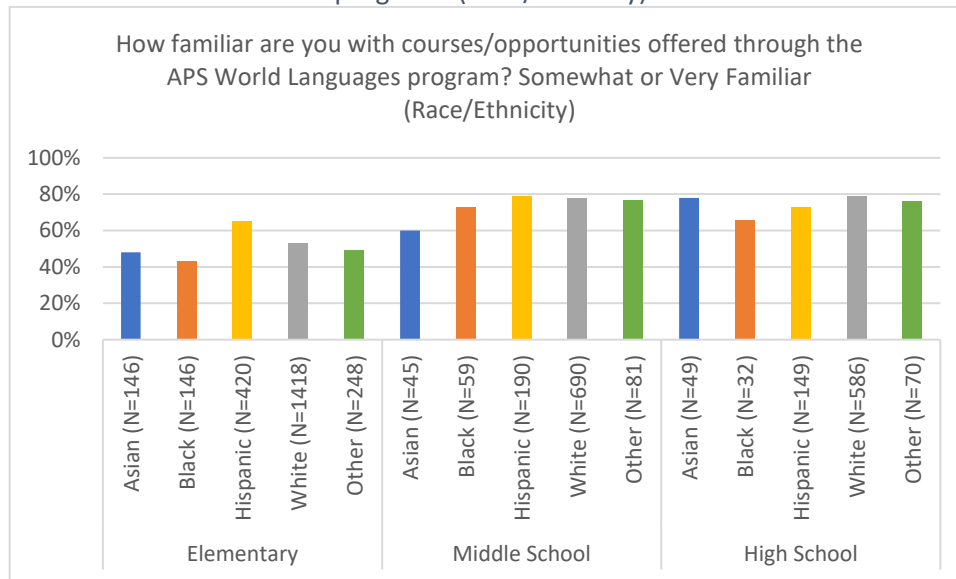
# World Languages Program Evaluation (2015-16 to 2019-20)

## Students with Disabilities

Parents/guardians of students with disabilities were less likely to rate their understanding of World Languages courses and opportunities as Somewhat Familiar or Very Familiar.

Figure 24 - 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

Parents/guardians of English Learners (EL) were more likely to rate their understanding of World Languages courses and opportunities as Somewhat Familiar or Very Familiar at the elementary level.  At the middle school level, results were similar between EL and Non-EL parents.  At the high school level, parents of EL were much less likely than Non-EL parents to rate their familiarity as Somewhat Familiar or Very Familiar.

Figure 25 - 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)

## Home Language

Parents/guardians of students who speak English and Spanish at home are more likely than speakers of Other languages to rate their familiarity with World Languages courses and opportunities as Somewhat Familiar or Very Familiar.  At the middle school level, English, Spanish, and Amharic parents/guardians were higher than Other languages.  At the high school level, English and Spanish speakers were more likely than speakers of other languages to rate their familiarity as Somewhat Familiar or Very Familiar.

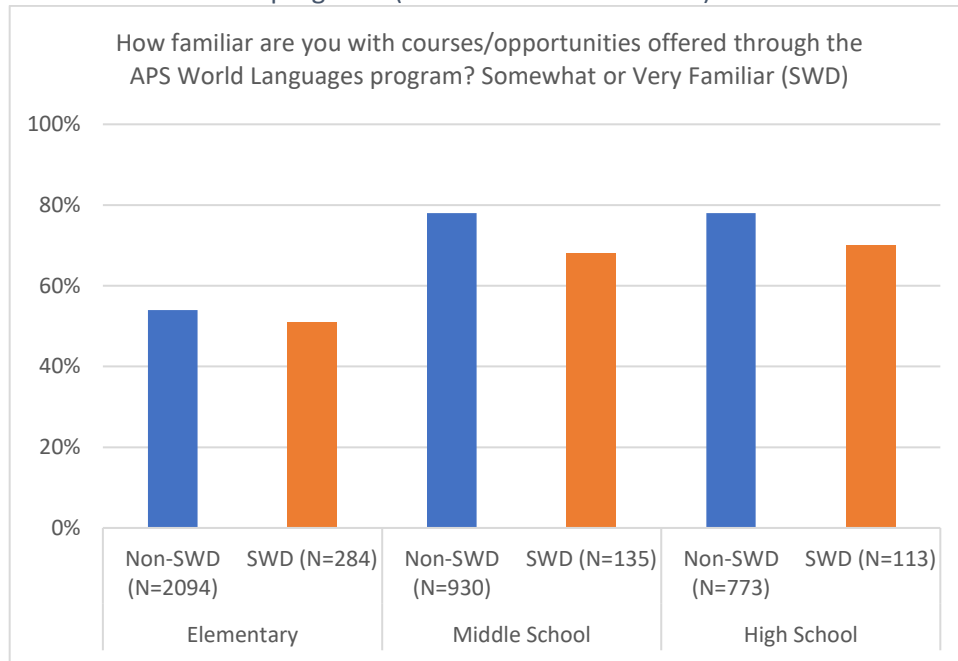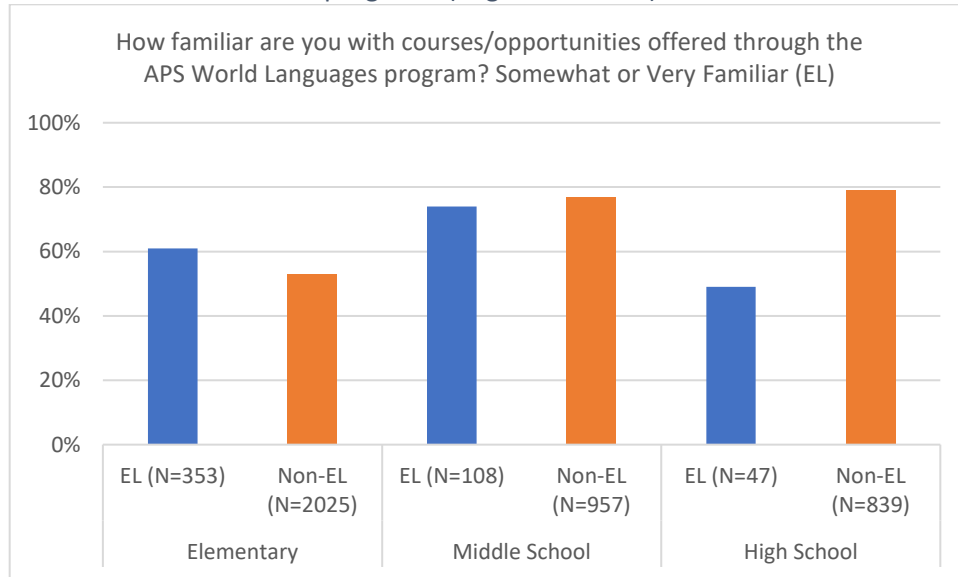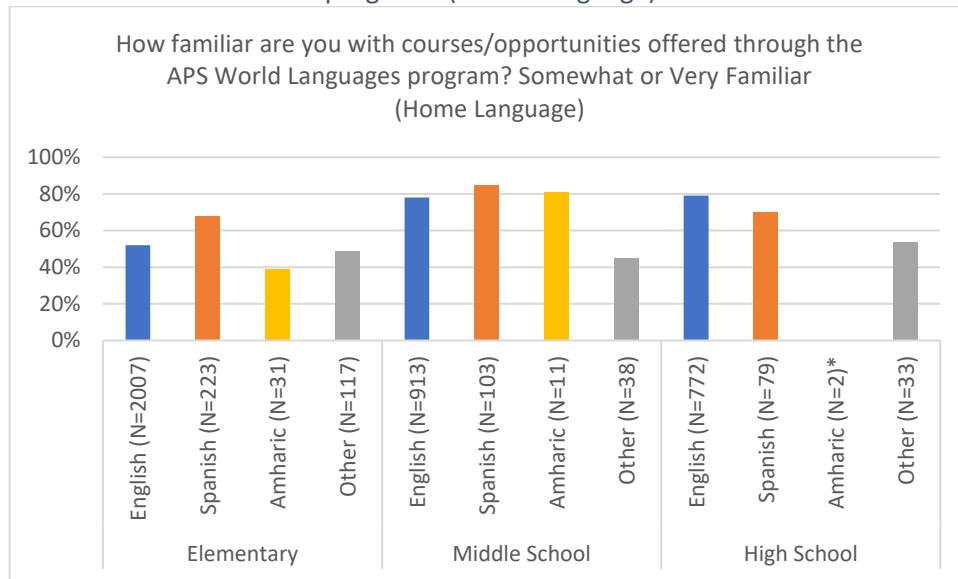Figure 26 - How familiar are you with courses/opportunities offered through the APS World Languages program? (Home Language)

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

## Advice to Parents/Guardians

There are opportunities to educate parents/guardians about taking World Languages courses. 68% of elementary parents/guardians, 38% of middle school parents/guardians, and 31% of high school parents/guardians have not received advice about World Languages courses.

Table 16 - What advice have you received from Arlington school staff about taking world language courses?  (Top Responses, Ranked)

| Elementary | Middle | High |
|---|---|---|
| I haven't received any advice about world language courses from staff at my child's school. (68%, N=1893) | I haven't received any advice about world language courses from staff at my child's school. (38%, N=562) | I haven't received any advice about world language courses from staff at my child's school. (31%, N=406) |
| Your child should take world language courses - It's an opportunity for personal enrichment. (15%, N=424) | Your child should take world language courses - It's an opportunity for personal enrichment. (22%, N=321) | Your child should take world language courses - Having them on their transcript may look good to colleges. (26%, N=336) |
| Your child should take world language courses - It's an opportunity for their future career. (10%, N=269) | Your child should take world language courses - Having them on their transcript may look good to colleges. (21%, N=306) | Your child should take world language courses - It's an opportunity for personal enrichment. (22%, N=282) |
| Your child should take world language courses - Having them on their transcript may look good to colleges. (5%, N=149) | Your child should take world language courses - It's an opportunity for their future career. (16%, N=239) | Your child should take world language courses - It's an opportunity for their future career. (17%, N=224) |

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

## Understanding of Goals of Secondary World Languages

There is an opportunity to educate parents/guardians about the goals of secondary World Languages courses. Parents/guardians indicated their understanding as Quite a Bit of Understanding or A Lot of Understanding:

- 15% of Elementary parents/guardians
- 29% of Middle School parents/guardians
- 38% of High School parents/guardians

Figure 27 - How would you rate your understanding of the goals of World Languages classes in middle and high school?
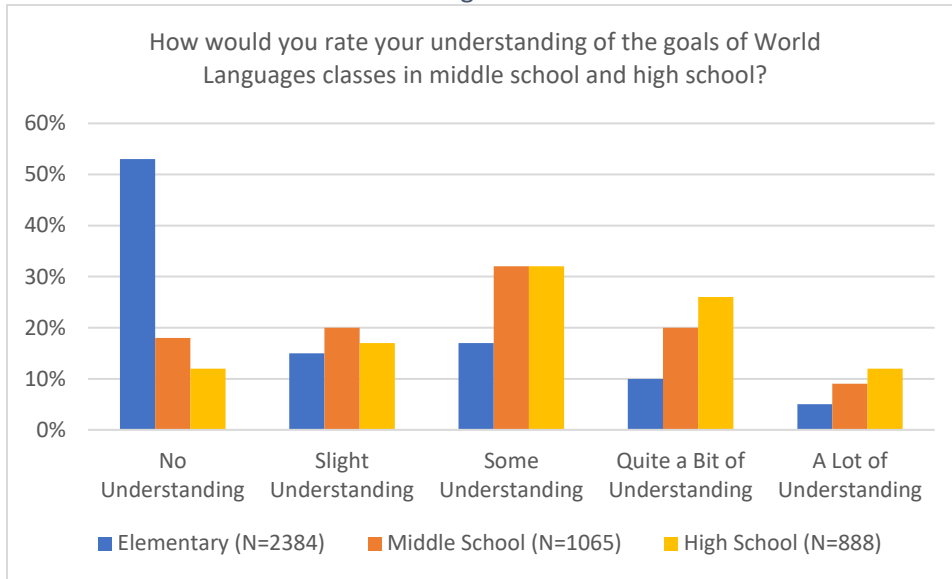
# World Languages Program Evaluation (2015-16 to 2019-20)

## Race/Ethnicity

Parents/guardians of Black and Hispanic students were more likely than parents of other/races to rate their understanding of the goals of World Language Courses at a high level.

Figure 28 - How would you rate your understanding of the goals of World Languages classes in middle and high school? Quite a Bit or A Lot of Understanding (Race/Ethnicity)

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

## Students with Disabilities

Parents/guardians of Students with Disabilities were less likely to rate their understanding of the Goals of World Languages courses at a high level at the elementary.  Middle school and high school indicated the reverse, with the parents/guardians of Students with Disabilities understanding goals at a high level equal to or above their peers.

Figure 29 - How would you rate your understanding of the goals of World Languages classes in middle and high school? Quite a Bit or A Lot of Understanding (Students with Disabilities)

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

## English Learners

Parents/guardians of English Learners were more likely to understand the goals of the World Languages program at a high level at the elementary and middle school levels and equally at the high school level

Figure 30 - How would you rate your understanding of the goals of World Languages classes in middle and high school? Quite a Bit or A Lot of Understanding (English Learners)



## Home Language

Parents/guardians of students with a home language of Spanish were more likely to rate their understanding of the goals of secondary World Languages courses.

Figure 31 - How would you rate your understanding of the goals of World Languages classes in middle and high school? Quite a Bit or A Lot of Understanding (Home Language)
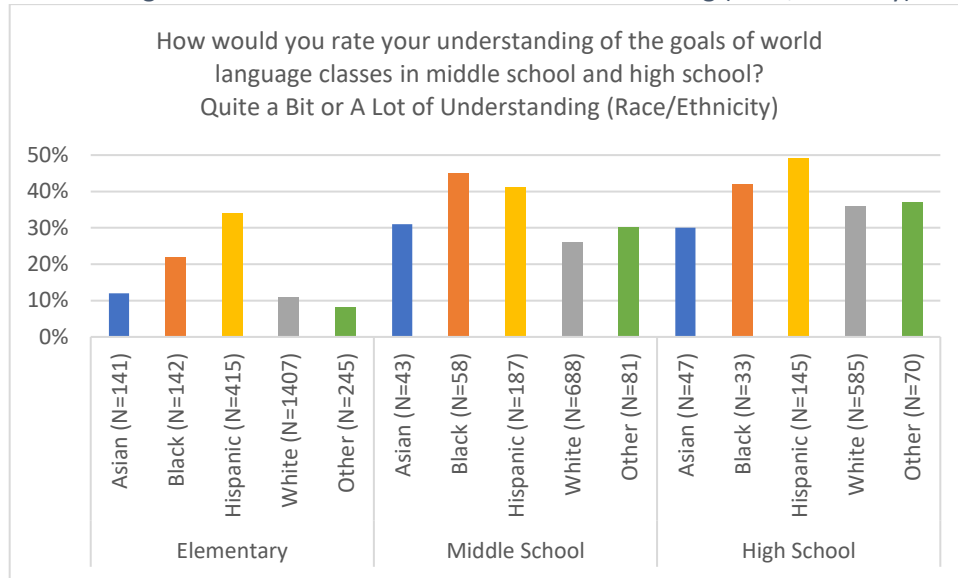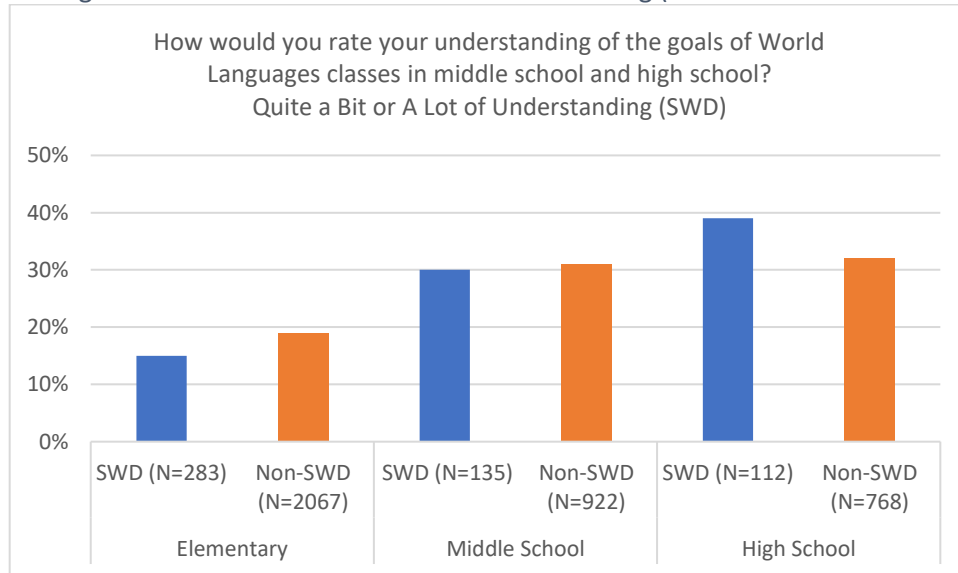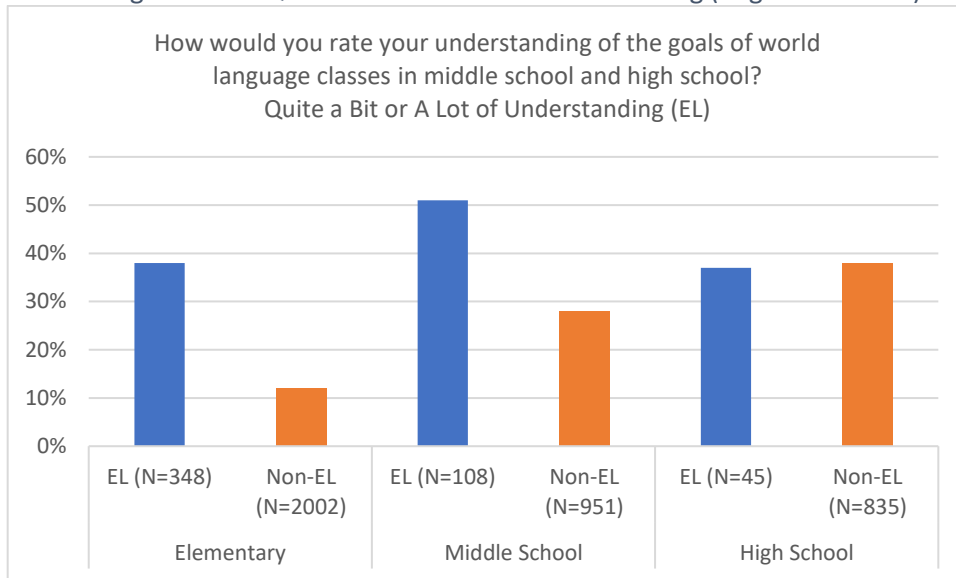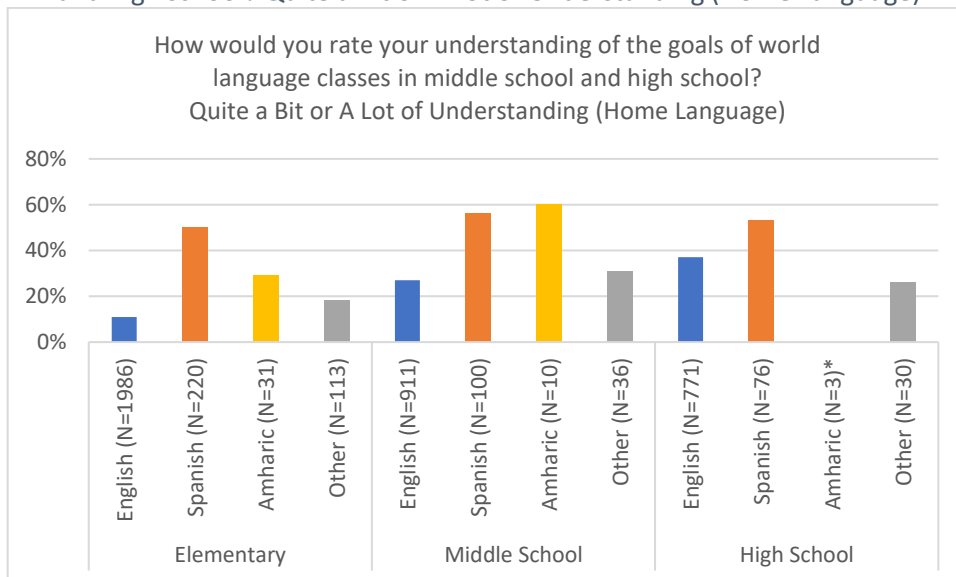
# World Languages Program Evaluation (2015-16 to 2019-20)

## General Finding – Parent/Guardians

There are opportunities for improvement in educating parents/guardians about the World Languages programs.

About half of elementary parents/guardians reported being somewhat or very familiar with World Languages courses and offerings.  This was 75% at the secondary level.  Specific opportunity areas include outreach to parents/guardians of:
- Black students at all grade levels
- Asian students at the elementary and middle school levels
- Students of Other races/ethnicities at the middle school level
- High school English Learners
- Students who do not have a home language of Spanish at the elementary level
- Students who speak languages other than Amharic, English, and Spanish at the middle school level.

A significant number of parents reported not receiving advice on taking World Languages courses. 68% of elementary parents reported receiving no advice; however, there are limited World Languages offerings at the elementary level.  38% of middle school parents/guardians and 31% of high school parents/guardians reported receiving no advice.

Few parents/guardians reported a strong understanding of the goals of the World Languages program.  15% of elementary parents/guardians, 29% of middle school parents/guardians, and 38% of high school parents had a strong understanding of World Languages goals.

**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.

- o **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.

    - o **Strategies**
        - ▪ Manage available resources and assets efficiently, cost effectively, and equitably.

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

## Enrollment in World Language Courses by Home Language

APS tracks home language of students.  The following tables show student home language and student enrollment by each offered language.  These tables may be useful in examining current and future course offerings.

### Home Language:  Spanish

Table 17 - Middle School Enrollments by Language Type Home Language-Spanish

| Language | 2015-16 (n=527) | | 2016-17 (n=557) | | 2017-18 (n=586) | | 2018-19 (n=644) | | 2019-20 (n=732) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 388 | 74% | 424 | 76% | 424 | 72% | 422 | 69% | 522 | 71% |
| French | 120 | 23% | 116 | 21% | 132 | 23% | 169 | 26% | 143 | 20% |
| Latin | 10 | 2% | 8 | 1% | 11 | 2% | 10 | 2% | 9 | 1% |
| Chinese | 8 | 2% | 5 | 1% | 11 | 2% | 10 | 2% | 13 | 2% |
| Arabic | 1 | < 1% | 2 | < 1% | | | 12 | 2% | 5 | 1% |
| ASL | | | 2 | < 1% | 8 | 1% | 1 | < 1% | 40 | 6% |
| German | | | | | | | | | | |
| Japanese | | | | | | | | | | |

Table 18 - High School Enrollments by Language Type Home Language-Spanish

| Language | 2015-16 (n=721) | | 2016-17 (n=766) | | 2017-18 (n=697) | | 2018-19 (n=673) | | 2019-20 (n=645) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % WL Students | # of Students | % WL Students | # of Students | % WL Students | # of Students | % WL Students | # of Students | % WL Students |
| Spanish | 603 | 84% | 621 | 81% | 547 | 79% | 524 | 78% | 490 | 76% |
| French | 65 | 9% | 70 | 9% | 76 | 11% | 84 | 13% | 87 | 14% |
| ASL | 37 | 5% | 59 | 8% | 63 | 9% | 45 | 7% | 42 | 7% |
| Latin | 2 | < 1% | 4 | < 1% | 7 | 1% | 8 | 1% | 7 | 1% |
| Chinese | 3 | < 1% | 2 | < 1% | | | 1 | < 1% | 4 | 1% |
| Arabic | 1 | < 1% | 2 | < 1% | | | | | 1 | < 1% |
| German | 6 | 15 | 3 | < 1% | | | 1 | < 1% | 6 | 1% |
| Japanese | 4 | 1% | 5 | 1% | 4 | 1% | | | 8 | 1% |

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

Home Language:  Amharic

Table 19 - Middle School Enrollments by Language Type Home Language-Amharic

| Language | 2015-16 (n=68) | | 2016-17 (n=78) | | 2017-18 (n=96) | | 2018-19 (n=92) | | 2019-20 (n=87) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 43 | 63% | 53 | 68% | 59 | 62% | 44 | 48% | 43 | 49% |
| French | 17 | 25% | 20 | 26% | 27 | 28% | 30 | 33% | 26 | 30% |
| Latin | 4 | 6% | 1 | 1% | 2 | 2% | 8 | 9% | 6 | 7% |
| Chinese | 1 | 2% | 2 | 3% | 1 | 1% | 4 | 4% | 3 | 3% |
| Arabic | 3 | 4% | 2 | 3% | 4 | 4% | 5 | 5% | 5 | 6% |
| ASL | | | | | 3 | 3% | 1 | 1% | 4 | 5% |
| German | | | | | | | | | | |
| Japanese | | | | | | | | | | |

Table 20 - High School Enrollments by Language Type Home Language-Amharic

| Language | 2015-16 (n=64) | | 2016-17 (n=62) | | 2017-18 (n=57) | | 2018-19 (n=75) | | 2019-20 (n=72) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 41 | 64% | 32 | 52% | 34 | 60% | 44 | 59% | 45 | 63% |
| French | 15 | 23% | 17 | 27% | 11 | 19% | 19 | 25% | 14 | 19% |
| ASL | 5 | 8% | 9 | 15% | 9 | 16% | 6 | 8% | 2 | 3% |
| Latin | | | 1 | 2% | | | 2 | 3% | 2 | 3% |
| Chinese | 1 | 2% | 1 | 2% | 1 | 2% | 1 | 1% | | |
| Arabic | 1 | 2% | 2 | 3% | 1 | 2% | 3 | 4% | 2 | 3% |
| German | | | | | | | | | | |
| Japanese | 1 | 2% | | | 1 | 2% | | | | |

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

Home Language:  Arabic

Table 21 - Middle School Enrollments by Language Type Home Language- Arabic

| Language | 2015-16 (n=30) | | 2016-17 (n=45) | | 2017-18 (n=55) | | 2018-19 (n=50) | | 2019-20 (n=53) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 8 | 27% | 16 | 36% | 16 | 29% | 14 | 28% | 18 | 34% |
| French | 12 | 40% | 18 | 40% | 19 | 35% | 14 | 28% | 11 | 21% |
| Latin | | | | | 2 | 4% | 2 | 4% | 1 | 2% |
| Chinese | 1 | 3% | 1 | 2% | 1 | 2% | | | 2 | 4% |
| Arabic | 9 | 30% | 9 | 20% | 16 | 29% | 20 | 40% | 20 | 38% |
| ASL | | | | | 1 | 2% | | | 1 | 2% |
| German | | | | | | | | | | |
| Japanese | | | | | | | | | | |

Table 22 - High School Enrollments by Language Type Home Language-Arabic

| Language | 2015-16 (n=55) | | 2016-17 (n=52) | | 2017-18 (n=49) | | 2018-19 (n=53) | | 2019-20 (n=54) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 16 | 29% | 10 | 17% | 10 | 20% | 12 | 23% | 16 | 30% |
| French | 15 | 27% | 19 | 37% | 19 | 40% | 20 | 38% | 18 | 33% |
| ASL | | | 1 | 2% | 1 | 2% | 3 | 6% | 4 | 7% |
| Latin | | | | | 1 | 2% | | | | |
| Chinese | | | 2 | 4% | 1 | 2% | 1 | 2% | | |
| Arabic | 18 | 33% | 20 | 39% | 16 | 33% | 17 | 32% | 16 | 30% |
| German | 2 | 4% | 1 | 2% | 1 | 2% | | | | |
| Japanese | | | | | | | | | | |

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

Home Language:  Mongolian

Table 23 - Middle School Enrollments by Language Type Home Language-Mongolian

| Language | 2015-16 (n=29) | | 2016-17 (n=33) | | 2017-18 (N=43) | | 2018-19 (n=48) | | 2019-20 (n=58) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 18 | 62% | 23 | 70% | 25 | 58% | 21 | 44% | 24 | 41% |
| French | 8 | 28% | 7 | 21% | 7 | 16% | 12 | 25% | 19 | 33% |
| Latin | | | 1 | 3% | 3 | 7% | 3 | 6% | 4 | 7% |
| Chinese | 3 | 10% | 2 | 6% | 7 | 16% | 9 | 19% | 10 | 17% |
| Arabic | | | | | | | | | | |
| ASL | | | | | 1 | 2% | 3 | 6% | 1 | 2% |
| German | | | | | | | | | | |
| Japanese | | | | | | | | | | |

Table 24 - High School Enrollments by Language Type Home Language-Mongolian

| Language | 2015-16 (n=36) | | 2016-17 (n=42) | | 2017-18 (n=43) | | 2018-19 (n=47) | | 2019-20 (n=43) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students | # of Students | % of WL Students |
| Spanish | 22 | 61% | 23 | 55% | 22 | 51% | 23 | 49% | 23 | 54% |
| French | 6 | 17% | 8 | 19% | 2 | 5% | 5 | 11% | 5 | 12% |
| ASL | 2 | 6% | 3 | 7% | 6 | 14% | 1 | 2% | 2 | 5% |
| Latin | 1 | 3% | 2 | 5% | 4 | 9% | 2 | 4% | | |
| Chinese | 3 | 8% | 3 | 7% | 1 | 2% | 3 | 6% | 4 | 9% |
| Arabic | | | | | | | | | | |
| German | 1 | 3% | 2 | 5% | 3 | 7% | 3 | 6% | 1 | 2% |
| Japanese | 1 | 3% | 1 | 2% | 5 | 12% | 10 | 21% | 8 | 19% |