



Arlington
Public
Schools

Secondary World Languages
Learning Environment

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

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World Languages CLASS Scores

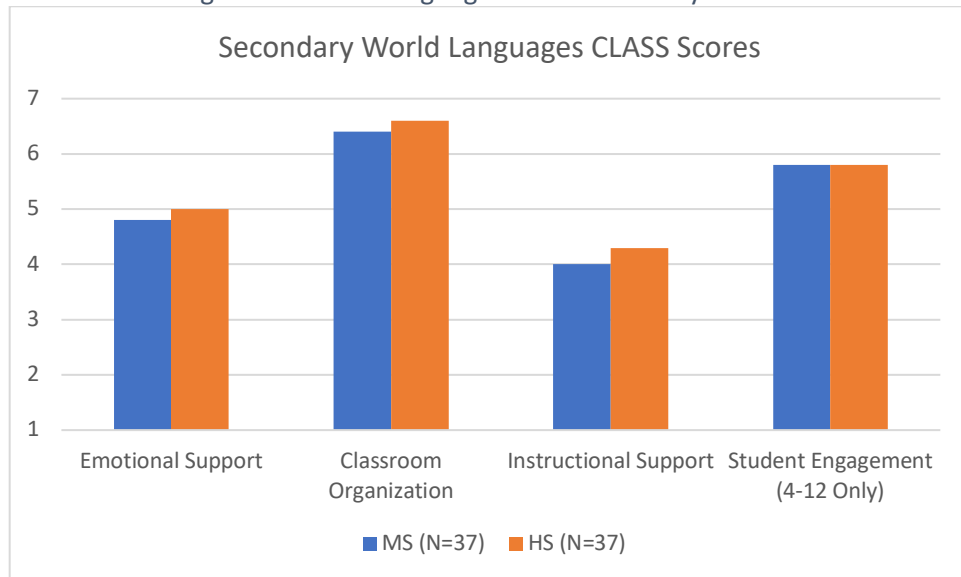
APS uses the Classroom Assessment Scoring System (CLASS) in all program evaluations. This allows a comparison of best teaching practices in classrooms across content and program areas. CLASS scores range from 1-7, with 1-2 considered low scores, 3-5 considered mid scores, and 6-7 considered high scores. Observations were conducted during the 2018-19 school year.

Similar to the 2012-13 World Languages Program Evaluation, the rankings of CLASS Domains from high to low were:

- Classroom Organization (High Scores)
- Student Engagement (Mid Scores)
- Emotional Support (Mid Scores)
- Instructional Support (Mid Scores)

CLASS Domains are further broken down by various Dimensions that can be used to identify strengths and opportunities.

Figure 1 - World Languages CLASS Scores by Domain



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Middle School CLASS Observation Scores

Table 1 - Middle School CLASS Scores by Dimension

Emotional Support		Classroom Organization		Instructional Support		Student Engagement	
Dimension	Score	Dimension	Score	Dimension	Score	Dimension	Score
Positive Climate	5.6	Behavior Management	6.3	Instructional Learning Formats	5.7	Student Engagement	5.8
Teacher Sensitivity	5.4	Productivity	6.1	Content Understanding	5.8		
Regard for Adolescent Perspectives	3.4	Absence of Negative Climate	6.7	Analysis and Inquiry	2.1		
				Quality of Feedback	3.9		
				Instructional Dialogue	3.0		

Middle School CLASS Dimension Scores in World Languages classes showed the following strengths and opportunities:

Table 2 - Middle School CLASS Scores by Dimension Ranked by Dimension

High Scores	Mid Scores	Low Scores
<ul style="list-style-type: none"> Absence of Negative Climate (6.7) Behavior Management (6.3) Productivity (6.1) 	<ul style="list-style-type: none"> Student Engagement (5.8) Content Understanding (5.8) Instructional Learning Formats (5.7) Positive Climate (5.6) Teacher Sensitivity (5.4) Quality of Feedback (3.9) Regard for Adolescent Perspectives (3.4) Instructional Dialogue (3.0) 	<ul style="list-style-type: none"> Analysis and Inquiry (2.1)

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High School CLASS Observation Scores

Table 3 - High School CLASS Scores by Dimension

Emotional Support		Classroom Organization		Instructional Support		Student Engagement	
Dimension	Score	Dimension	Score	Dimension	Score	Dimension	Score
Positive Climate	5.8	Behavior Management	6.4	Instructional Learning Formats	5.7	Student Engagement	5.8
Teacher Sensitivity	5.6	Productivity	6.3	Content Understanding	5.8		
Regard for Adolescent Perspectives	3.6	Absence of Negative Climate	6.9	Analysis and Inquiry	2.2		
				Quality of Feedback	4.1		
				Instructional Dialogue	3.8		

High School CLASS Dimension Scores in World Languages classes showed the following strengths and opportunities:

Table 4 - High School CLASS Scores Ranked by Dimension

High Scores	Mid Scores	Low Scores
<ul style="list-style-type: none"> Absence of Negative Climate (6.9) Behavior Management (6.4) Productivity (6.3) 	<ul style="list-style-type: none"> Positive Climate (5.8) Content Understanding (5.8) Student Engagement (5.8) Instructional Learning Formats (5.7) Teacher Sensitivity (5.6) Quality of Feedback (4.1) Instructional Dialogue (3.8) Regard for Adolescent Perspectives (3.6) 	<ul style="list-style-type: none"> Analysis and Inquiry (2.2)

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General Finding – Classroom Environment

Classroom Assessment Scoring System (CLASS) scores showed that the Classroom Organization CLASS Domain had a score in the high range. Student Engagement, Emotional Support, and Instructional Support had scores in the mid-range. Classroom Organization was the biggest strength of the secondary World Languages program. Instructional Support had the most opportunity for improvement.

When looking deeper into CLASS Domain components, there were particular strengths and opportunities by Dimension:

Strengths (CLASS Dimension Scores 5 and Above)	Opportunities (CLASS Dimension Scores 4 and Below)
High Scores (6 and 7) <ul style="list-style-type: none">• Absence of Negative Climate• Behavior Management• Productivity	Mid Scores (3 and 4) <ul style="list-style-type: none">• Quality of Feedback• Instructional Dialogue• Regard for Adolescent Perspectives
Mid Scores (5) <ul style="list-style-type: none">• Positive Climate• Content Understanding• Student Engagement• Instructional Learning Formats• Teacher Sensitivity	Low Scores (1 and 2) <ul style="list-style-type: none">• Analysis and Inquiry

Impacted Strategic Plan Goals & 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.
 - **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.
 - Increase meaningful inclusive learning environments for students.
 - 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.

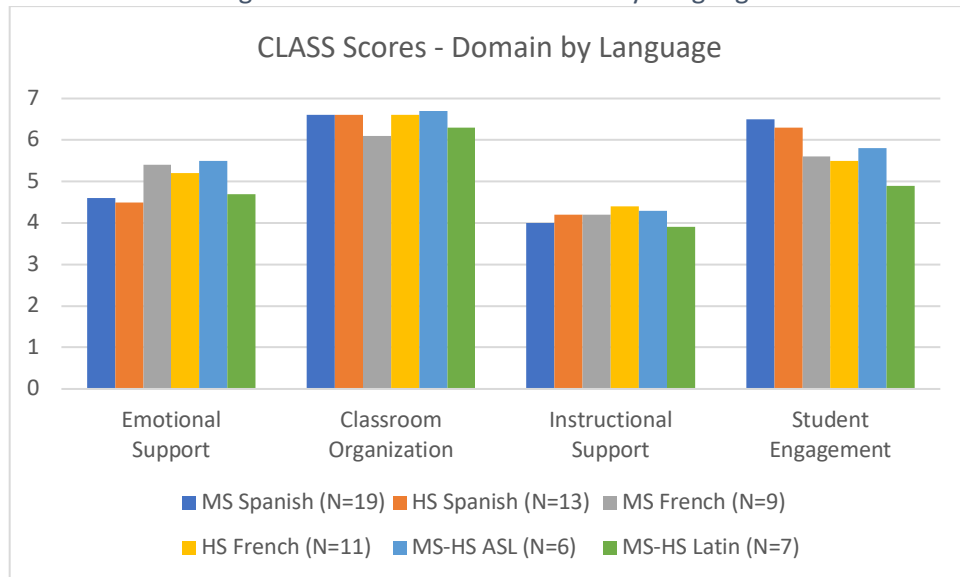
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- **Student Well-Being: Healthy, Safe, and Supported Students**
 Create an environment that fosters the growth of the whole child. APS will nurture all students’ intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.
 - **Strategies**
 - Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
 - Integrate culturally relevant concepts and practices into all levels of school interactions.
 - Establish and promote a culture of physical and mental wellness.
 - 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.

Secondary CLASS Observation Scores by Language

CLASS Scores by Domain for each language mirrored the overall rankings of Domain Scores for World Languages classes, although there were some differences by language.

Figure 2 - CLASS Scores - Domain by Language



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Table 5 - CLASS Scores - Dimension by Language

		Spanish		French		ASL	Latin
		MS (N=19)	HS (N=13)	MS (N=9)	HS (N=11)	MS & HS (N=6)	MS & HS (N=7)
Emotional Support	Positive Climate	5.7	5.5	5.7	6	6.2	5.3
	Teacher Sensitivity	5.3	5.2	5.9	5.8	6	5.3
	Regard for Adolescent Perspectives	2.7	2.8	4.7	3.9	4.3	3.4
Classroom Organization	Behavior Management	6.7	6.5	6.1	6.5	6.5	5.9
	Productivity	6.1	6.2	6.1	6.5	6.7	6
	Absence of Negative Climate	7	7	6	6.8	7	7
Instructional Support	Instructional Learning Formats	5.9	5.9	5.7	5.5	6.3	5
	Content Understanding	5.9	6.2	5.7	5.4	5.8	5.1
	Analysis and Inquiry	1.9	1.7	2.4	2.6	2	2.4
	Quality of Feedback	4.1	4.3	3.9	4.1	3.4	3.3
	Instructional Dialogue	2.4	2.8	4	4.3	4	3.7
Student Engagement		6.5	6.3	5.6	5.5	5.8	4.9

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Secondary World Language Classroom Observations

While the CLASS observation tool measured general learning environment factors that impacted student success, additional classroom observations were conducted using a tool developed for World Languages courses. The tool measured factors specific to World Languages instruction. The following figures provide insight into key components of the World Languages Program. Full questions and data are available in the final section of this document. Observations were conducted during the 2018-19 school year for all languages other than French. French observations were completed during the 2019-20 school year.

Language Skills

Observational data generally showed strength in the four language skill areas, with the majority of observations in the effective and highly effective categories; however, there were opportunities as well.

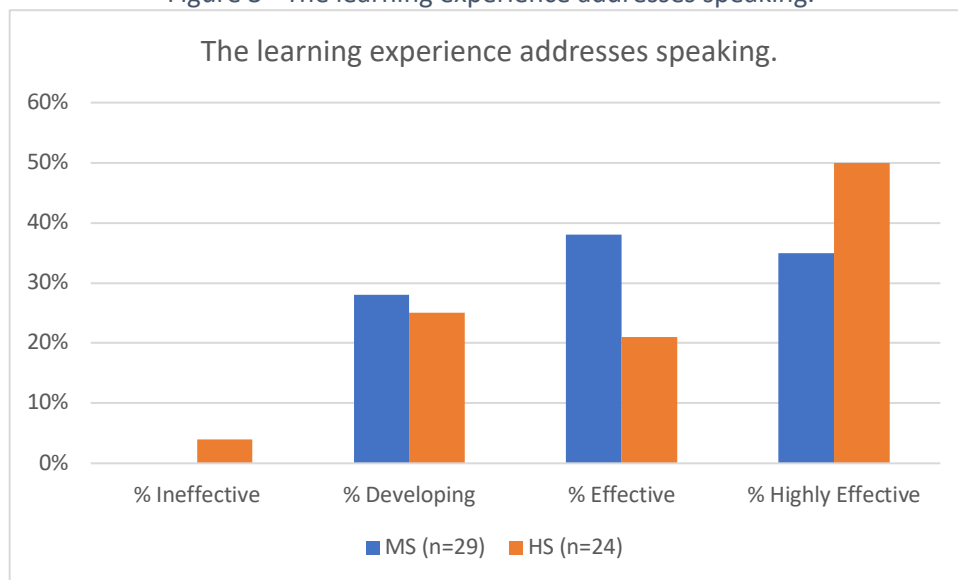
Table 6 - Secondary Observational Scores by Language Skill

Language Skill	Highly Effective & Effective	Developing & Ineffective
Speaking	70% to 75%	25% to 30%
Listening	90% to 95%	5% to 10%
Reading	80% to 85%	15% to 20%
Writing	75% to 85%	15% to 25%

Speaking

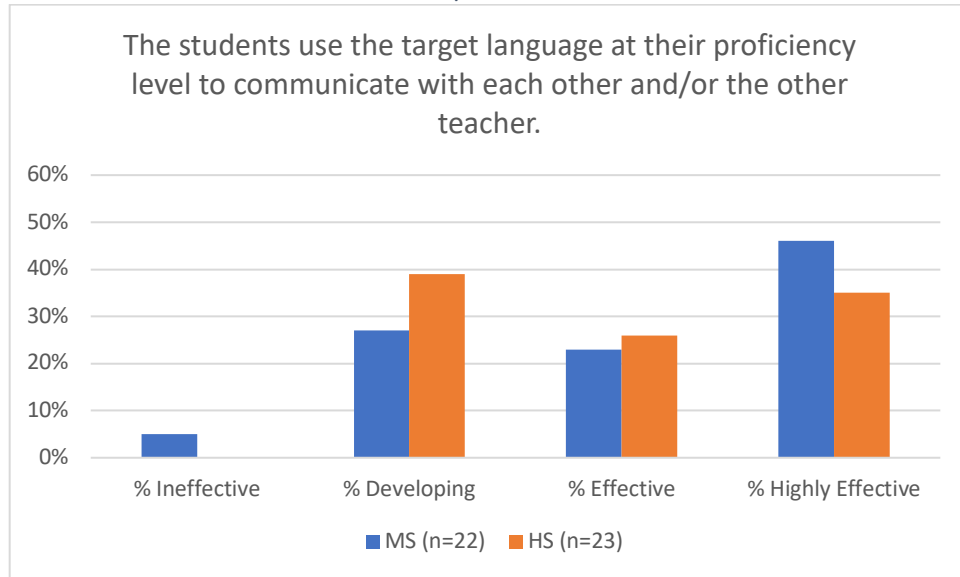
72% of middle school classes and 71% of high school classes showed lessons with speaking learning experiences at the Highly Effective and Effective levels. Additionally, 68% of middle school classes showed students using the target language at their proficiency level. This was 61% at the high school level.

Figure 3 - The learning experience addresses speaking.



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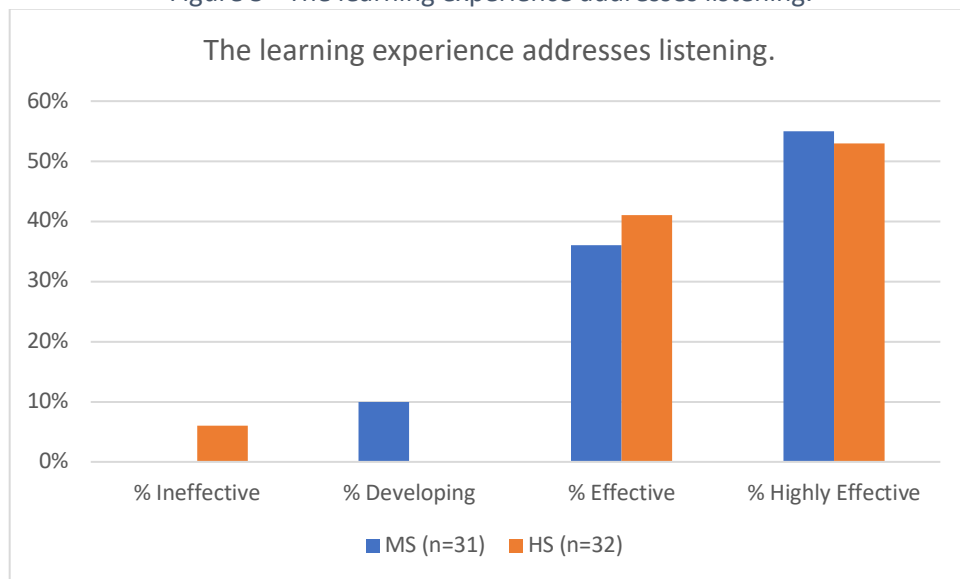
Figure 4 - The students use the target language at their proficiency level to communicate with each other and/or the teacher.



Listening

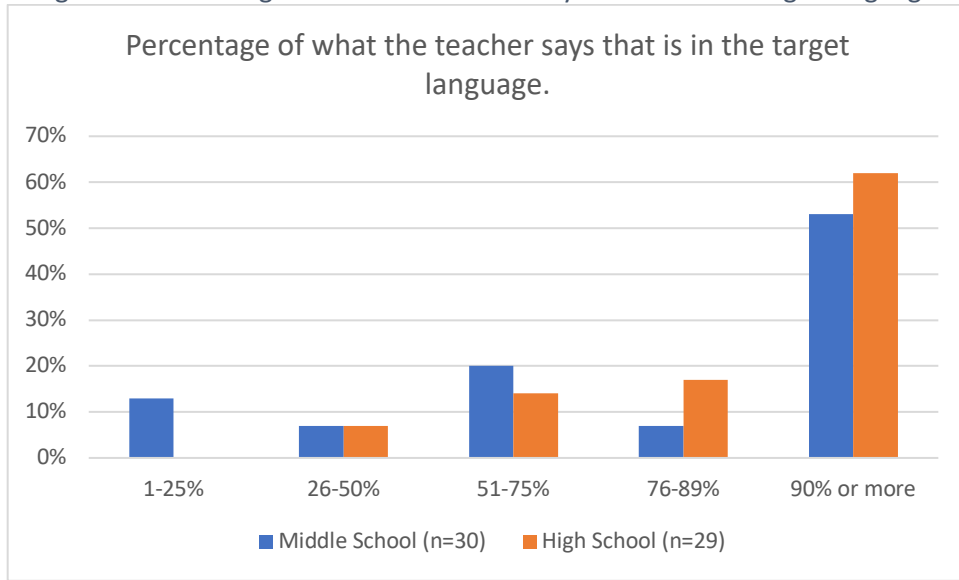
90% of middle school classes and 94% of high school classes showed lessons with listening learning experiences at the Highly Effective and Effective levels. Additionally, observations showed that teachers were using the target language 60% of the time at the middle school level and 79% at the high school level.

Figure 5 - The learning experience addresses listening.



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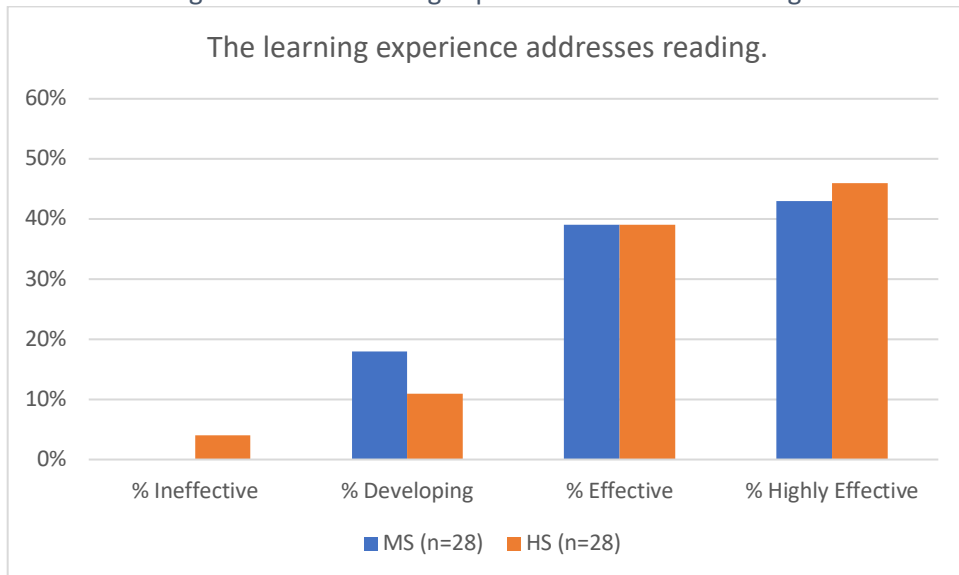
Figure 6 - Percentage of what the teacher says that is in the target language.



Reading

82% of middle school classes and 85% of high school classes showed lessons with reading learning experiences at the Highly Effective and Effective levels. Similarly, materials provided by teachers were in the target language 80% of the time in middle school and 83% of the time in high school. Lastly, 97% of middle school classrooms had materials that were culturally and linguistically significant. This was 100% at the high school level.

Figure 7 - The learning experience addresses reading.



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Figure 8 - Percentage of materials the teacher shares with students that are in the target language.

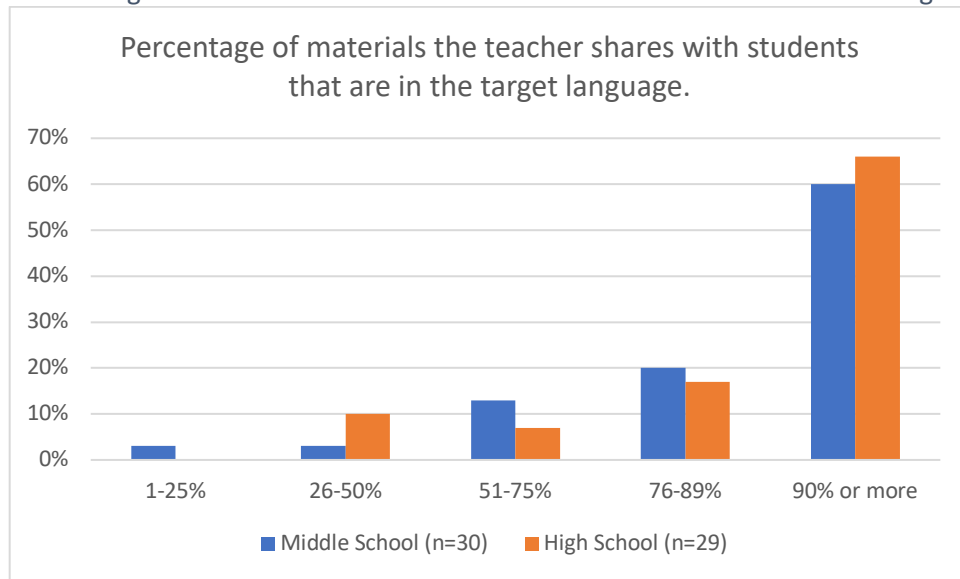
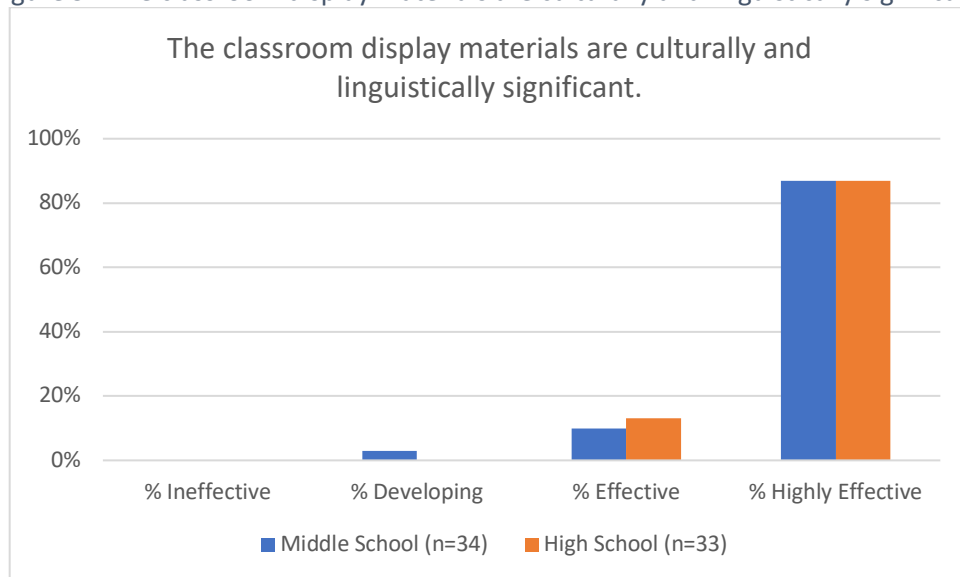


Figure 9 - The classroom display materials are culturally and linguistically significant.

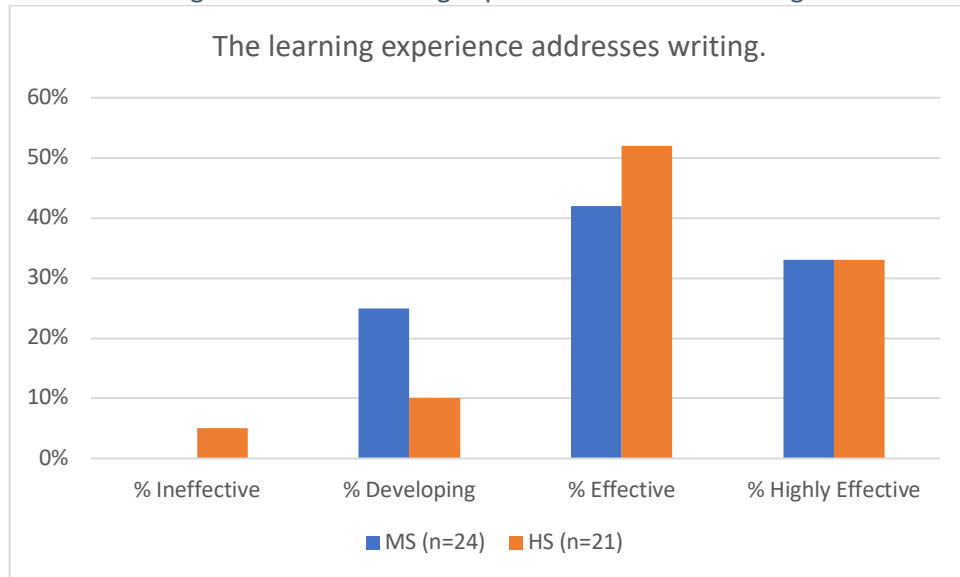


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Writing

75% of middle school classes and 85% of high school classes showed lessons with writing learning experiences at the Highly Effective and Effective levels.

Figure 10 - The learning experience addresses writing.



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General Finding – Language Skills

World Languages classes show that teachers incorporated opportunities for students to speak, listen, read, and write.

Skill	Finding
Speaking	<ul style="list-style-type: none">• About 70% of classes had effective or highly effective ratings.• Students used the target language at their proficiency level in classes at about 60% at the middle school level and 70% at the high school level.
Listening	<ul style="list-style-type: none">• 90% or more of classes had effective or highly effective ratings.• In lessons, teachers used the target language more than three-fourths of the time in 60% of middle school classes and about 80% of high school classes.
Reading	<ul style="list-style-type: none">• 80% to 85% of classes had effective or highly effective ratings.• Teacher-provided materials were in the target language in 80% to 85% of classes.• Classroom displays were culturally and linguistically significant in 97% of middle school classrooms and 100% of high school classrooms.
Writing	<ul style="list-style-type: none">• 75% of middle school classes had lessons incorporating writing at an effective or highly effective level, while this was 85% at the high school level.

Impacted Strategic Plan Goals & 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.
 - **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.
 - Increase meaningful inclusive learning environments for students.
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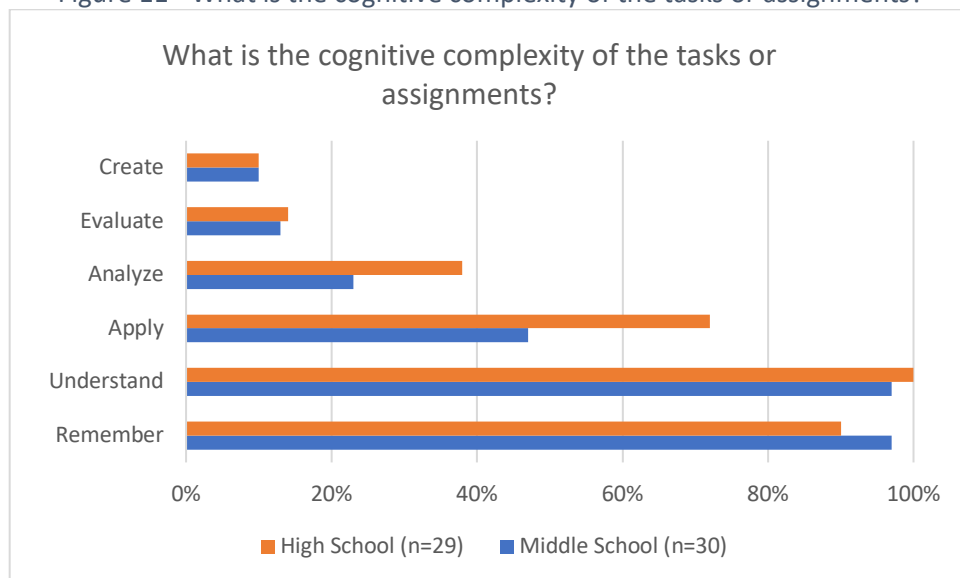
- **Student Well-Being: Healthy, Safe, and Supported Students**
Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.
 - **Strategies**
 - Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
 - Integrate culturally relevant concepts and practices into all levels of school interactions.

Tasks

The cognitive complexity of tasks and assignments nearly universally asked students to Remember and Understand. Higher levels of cognitive complexity were distributed as follows:

- Apply
 - 47% of middle school lessons
 - 72% of high school lessons
- Analyze
 - 23% of middle school lessons
 - 38% of high school lessons
- Evaluate
 - 13% of middle school lessons
 - 14% of high school lessons
- Create
 - 10% of secondary lessons

Figure 11 - What is the cognitive complexity of the tasks or assignments?



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To a high degree, students were asked to engage in cultural observation and analysis of their own culture and the new culture. Additionally, most tasks engaged learners in tasks that transfer to the real-world.

Figure 12 - Students engage in cultural observation and analysis of both the new and the students' own cultures.

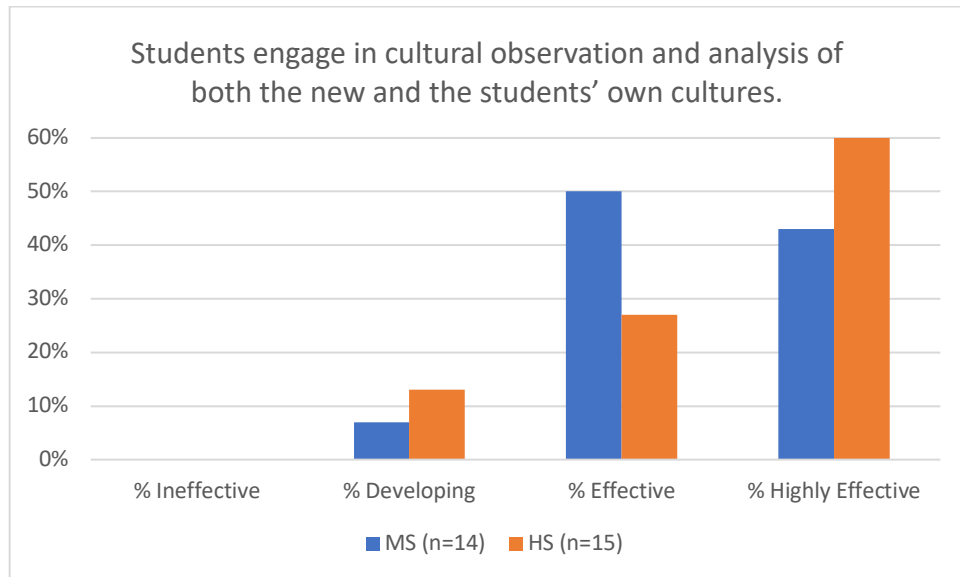
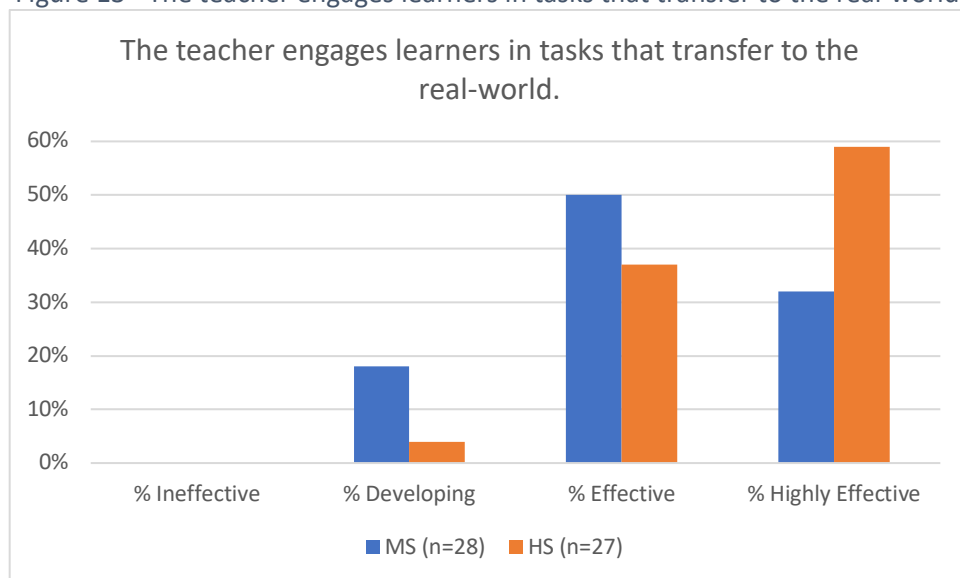


Figure 13 - The teacher engages learners in tasks that transfer to the real-world.



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- 74% of middle school classes scored effective or highly effective for embedding grammar and 82% for vocabulary.
- 82% of high school classes scored effective or highly effective for embedding grammar and 90% for vocabulary.

Figure 14 - The teacher embeds grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

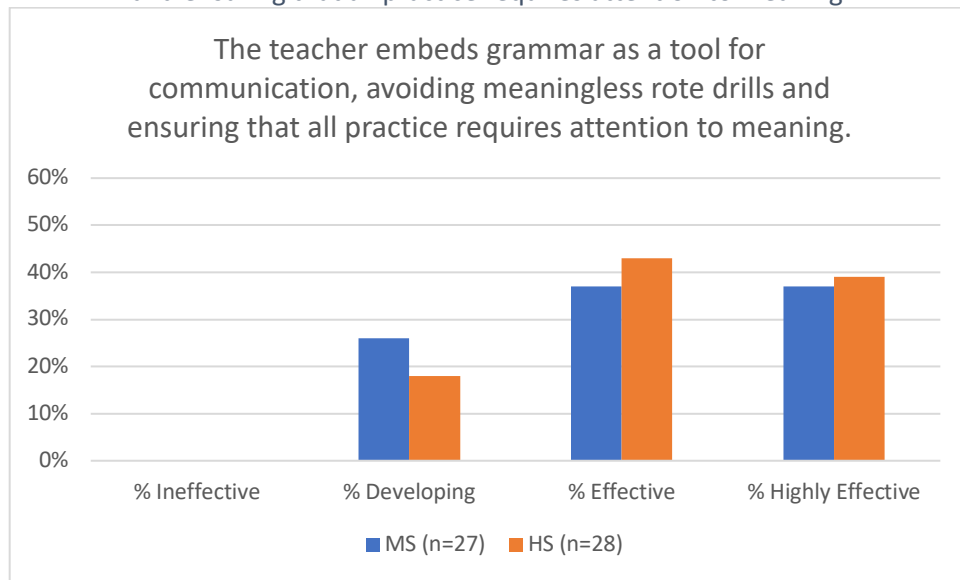
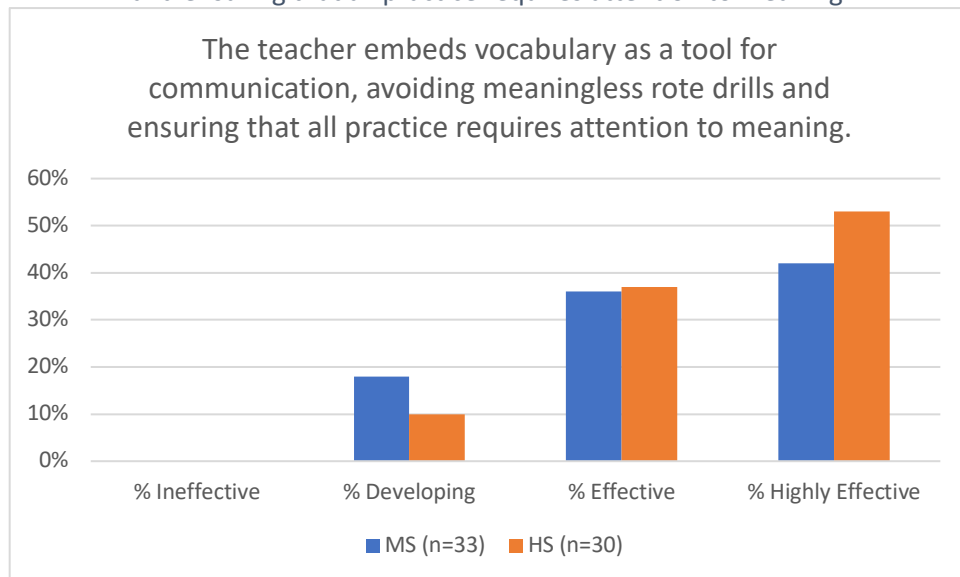


Figure 15 - The teacher embeds vocabulary as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.



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General Finding – Tasks

There were a number of trends in tasks in secondary World Languages classes. High school classes generally asked students to complete tasks with greater cognitive complexity, made greater connections to the real-world, and embedded grammar and vocabulary to a greater degree than middle school classes. Both secondary levels asked students to observe and analyze culture at an effective or highly effective level.

Task Area	Finding
Cognitive Complexity	<p>Complexity of tasks at the middle school level was lower than at the high school level.</p> <ul style="list-style-type: none"> • Under 50% of middle school lessons asked students to Apply, while more than 70% of high school lessons asked students to Apply. • About 25% of middle school lessons asked students to Analyze, while about 40% of high school students were asked to Analyze. • Lessons asking students to Evaluate were similar at both levels, at about 15%. • Both secondary levels asked students to Create in 10% of lessons.
Observation and Analysis of Cultures; and Connection to the Real-World	<ul style="list-style-type: none"> • More than 85% of lessons asked students to observe and analyze their own culture and the target culture at an effective or highly effective level. • While there was a significant connection to the real-world in tasks at both secondary levels, there was a difference by level. <ul style="list-style-type: none"> ○ More than 95% of high school lessons had real-world connections at an effective or highly effective level. ○ About 80% of middle school lessons had real-world connections at an effective or highly effective level.
Grammar and Vocabulary	<p>Grammar and Vocabulary were generally embedded in lessons at both secondary levels; however, the scores differed by level.</p> <ul style="list-style-type: none"> • More than 80% of high school lessons embedded grammar, while more than 70% of middle school lessons did. • 90% of high school lessons embedded vocabulary, while about 80% of middle school levels did.

Impacted Strategic Plan Goals & 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.

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- **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.
- Increase meaningful inclusive learning environments for students.
- 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.

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

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

- **Strategies**

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

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All Observation Questions

Table 7 - Part of class observed

Program	% Beginning	% Middle	% End
Middle School (n=34)	91%	82%	9%
High School (n=33)	70%	82%	18%
Middle School French (n=6)	100%	100%	100%
Middle School Spanish (n=24)	88%	100%	13%
High School French (n=9)	78%	33%	11%
High School Spanish (n=20)	65%	100%	20%
Latin (n=8)	88%	100%	13%

Table 8 - Setting

Program	% Teacher's classroom	% Shared classroom	% Cart in another teacher's classroom
Middle School (n=34)	82%	18%	0%
High School (n=33)	94%	6%	0%
Middle School French (n=6)	100%	0%	0%
Middle School Spanish (n=24)	88%	13%	0%
High School French (n=9)	78%	22%	0%
High School Spanish (n=20)	100%	0%	0%
Latin (n=8)	63%	37%	0%

Table 9 - Seating Arrangement

Program	% In groups	% In pairs	% Whole group	% Individually
Middle School (n=34)	44%	18%	62%	65%
High School (n=33)	27%	42%	52%	61%
Middle School French (n=6)	50%	33%	50%	33%
Middle School Spanish (n=24)	46%	17%	67%	71%
High School French (n=9)	56%	33%	33%	0%
High School Spanish (n=20)	15%	50%	55%	90%
Latin (n=8)	25%	13%	63%	63%

Table 4 - Objectives for lesson are communicated in writing in student-friendly language.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	24%	26	0%	12%	19%	69%
High School (n=33)	36%	21	0%	10%	24%	67%
Middle School French (n=6)	0%	6	0%	0%	33%	67%
Middle School Spanish (n=24)	33%	16	0%	19%	13%	69%
High School French (n=9)	0%	9	0%	0%	22%	78%
High School Spanish (n=20)	60%	8	0%	25%	38%	38%
Latin (n=8)	0%	8	0%	0%	13%	87%

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Table 5 - Objectives for lesson are communicated orally in student-friendly language.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	29%	24	0%	13%	29%	58%
High School (n=33)	39%	20	0%	10%	25%	65%
Middle School French (n=6)	0%	6	0%	0%	17%	83%
Middle School Spanish (n=24)	42%	14	0%	21%	43%	36%
High School French (n=9)	0%	9	0%	11%	115	78%
High School Spanish (n=20)	60%	8	0%	13%	50%	38%
Latin (n=8)	13%	7	0%	0%	0%	100%

Table 10 - The teacher shares the sequence of learning activities with students.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	11%	21%	68%
High School (n=33)	15%	28	0%	4%	25%	71%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	21%	19	0%	16%	32%	53%
High School French (n=9)	0%	9	0%	0%	0%	100%
High School Spanish (n=20)	15%	17	0%	6%	41%	53%
Latin (n=8)	38%	5	0%	0%	0%	100%

Table 11 - Students are engaged in activities designed to meet the daily performance objectives.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	9%	31	0%	19%	23%	58%
High School (n=33)	9%	30	0%	37%	20%	43%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	13%	21	0%	29%	33%	38%
High School French (n=9)	11%	8	0%	25%	38%	38%
High School Spanish (n=20)	10%	18	0%	50%	17%	33%
Latin (n=8)	0%	8	0%	0%	0%	100%

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Table 12 - The pacing is such that students have an appropriate amount of time allocated for the practice of skills and processes presented in the lesson.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	0%	34	3%	9%	44%	44%
High School (n=33)	0%	33	0%	15%	49%	36%
Middle School French (n=6)	0%	6	0%	17%	33%	50%
Middle School Spanish (n=24)	0%	24	4%	8%	54%	33%
High School French (n=9)	0%	9	0%	44%	22%	33%
High School Spanish (n=20)	0%	20	0%	5%	65%	30%
Latin (n=8)	0%	8	0%	0%	13	88%

Table 13 - The learning experiences address speaking.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	15%	29	0%	28%	38%	35%
High School (n=33)	27%	24	4%	25%	21%	50%
Middle School French (n=6)	0%	6	0%	33%	0%	67%
Middle School Spanish (n=24)	8%	22	0%	27%	50%	23%
High School French (n=9)	0%	9	11%	44%	11%	33%
High School Spanish (n=20)	25%	15	0%	13%	27%	60%
Latin (n=8)	88%	1*				

*Sample sizes less than 5 are not reported

Table 14 - The learning experiences address listening.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	9%	31	0%	10%	36%	55%
High School (n=33)	3%	32	6%	0%	41%	53%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	8%	22	0%	14%	50%	36%
High School French (n=9)	0%	9	0%	0%	33%	44%
High School Spanish (n=20)	0%	20	0%	0%	50%	50%
Latin (n=8)	25%	6	0%	0%	0%	100%

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Table 15 - The learning experiences address reading.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	18%	39%	43%
High School (n=33)	15%	28	4%	11%	39%	46%
Middle School French (n=6)	17%	5	0%	20%	0%	80%
Middle School Spanish (n=24)	17%	20	0%	20%	50%	30%
High School French (n=9)	33%	6	17%	33%	17%	33%
High School Spanish (n=20)	5%	19	0%	5%	53%	42%
Latin (n=8)	25%	6	0%	0%	17%	83%

Table 16 - The learning experiences address writing.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	29%	24	0%	25%	42%	33%
High School (n=33)	36%	21	5%	10%	52%	33%
Middle School French (n=6)	17%	5	0%	20%	40%	40%
Middle School Spanish (n=24)	21%	19	0%	26%	42%	32%
High School French (n=9)	44%	5	20%	0%	40%	40%
High School Spanish (n=20)	20%	16	0%	13%	56%	31%
Latin (n=8)	100%	0				

Table 17 - The students participate in activities that allow for physical movement.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	41%	20	0%	25%	65%	10%
High School (n=33)	64%	12	0%	8%	58%	33%
Middle School French (n=6)	17%	5	0%	0%	80%	20%
Middle School Spanish (n=24)	46%	13	0%	39%	54%	8%
High School French (n=9)	33%	6	0%	0%	50%	50%
High School Spanish (n=20)	75%	5	0%	20%	60%	20%
Latin (n=8)	63%	3*				

*Sample sizes less than 5 are not reported

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Table 18 - The teacher returns student attention to the targeted learning objectives to affirm what they can do now that they couldn't do at the beginning of the class.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	53%	16	0%	13%	63%	25%
High School (n=33)	49%	17	0%	12%	59%	29%
Middle School French (n=6)	33%	4*				
Middle School Spanish (n=24)	58%	10	0%	20%	60%	20%
High School French (n=9)	22%	7	0%	29%	43%	29%
High School Spanish (n=20)	60%	8	0%	0%	75%	25%
Latin (n=8)	50%	4*				

*Sample sizes less than 5 are not reported

Table 19 - The students use the target language at their proficiency level to communicate with each other and/or the other teacher.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	35%	22	5%	27%	23%	46%
High School (n=33)	30%	23	0%	39%	26%	35%
Middle School French (n=6)	17%	5	0%	60%	20%	20%
Middle School Spanish (n=24)	42%	14	7%	21%	29%	43%
High School French (n=9)	0%	9	0%	67%	33%	0%
High School Spanish (n=20)	40%	12	0%	25%	17%	58%
Latin (n=8)	38%	5	0%	0%	20%	80%

Table 20 - The teacher engages learners in tasks that transfer to the real-world.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	18%	50%	32%
High School (n=33)	18%	27	0%	4%	37%	59%
Middle School French (n=6)	0%	6	0%	0%	33%	66%
Middle School Spanish (n=24)	17%	20	0%	25%	55%	20%
High School French (n=9)	33%	6	0%	0%	17%	83%
High School Spanish (n=20)	10%	18	0%	6%	50%	44%
Latin (n=8)	38%	5	0%	0%	20%	80%

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Table 21 - What is the cognitive complexity of the tasks or assignments?

Program	% Remember	% Understand	% Apply	% Analyze	% Evaluate	% Create
Middle School (n=30)	97%	97%	47%	23%	13%	10%
High School (n=29)	90%	100%	72%	38%	14%	10%
Middle School French (n=6)	83%	100%	67%	50%	50%	17%
Middle School Spanish (n=24)	100%	96%	42%	17%	4%	8%
High School French (n=9)	67%	100%	89%	56%	22%	22%
High School Spanish (n=20)	100%	100%	65%	30%	10%	5%
Latin (n=8)						

Table 22 - Students engage in cultural observation and analysis of both the new and the students' own cultures.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	59%	14	0%	7%	50%	43%
High School (n=33)	55%	15	0%	13%	27%	60%
Middle School French (n=6)	17%	5	0%	0%	60%	40%
Middle School Spanish (n=24)	71%	7	0%	14%	57%	29%
High School French (n=9)	22%	7	0%	0%	43%	57%
High School Spanish (n=20)	70%	6	0%	33%	17%	50%
Latin (n=8)	50%	4*				

*Sample sizes less than 5 are not reported

Table 23 - The teacher embeds grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	21%	27	0%	26%	37%	37%
High School (n=33)	15%	28	0%	18%	43%	39%
Middle School French (n=6)	33%	4*				
Middle School Spanish (n=24)	17%	4	0%	30%	35%	35%
High School French (n=9)	22%	7	0%	43%	43%	14%
High School Spanish (n=20)	10%	18	0%	11%	50%	39%
Latin (n=8)	25%	6	0%	0%	0%	100%

*Sample sizes less than 5 are not reported

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Table 24 - The teacher embeds vocabulary as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	3%	33	0%	18%	36%	42%
High School (n=33)	9%	30	0%	10%	37%	53%
Middle School French (n=6)	0%	6	0%	0%	17%	83%
Middle School Spanish (n=24)	0%	24	4%	25%	46%	25%
High School French (n=9)	11%	8	0%	25%	50%	25%
High School Spanish (n=20)	10%	18	0%	6%	39%	56%
Latin (n=8)	13%	7	0%	0%	0%	100%

Table 25 - Percentage of what the teacher says that is in the target language.

Program	1-25%	26-50%	51-75%	76-89%	90% or more
Middle School (n=30)	13%	7%	20%	7%	53%
High School (n=29)	0%	7%	14%	17%	62%
Middle School French (n=6)	0%	0%	50%	17%	33%
Middle School Spanish (n=24)	17%	8%	13%	4%	58%
High School French (n=9)	0%	11%	33%	22%	33%
High School Spanish (n=20)	0%	5%	5%	15%	75%
Latin (n=8)					

Table 26 - Percentage of materials the teacher shares with students that are in the target language.

Program	1-25%	26-50%	51-75%	76-89%	90% or more
Middle School (n=30)	3%	3%	13%	20%	60%
High School (n=29)	0%	10%	7%	17%	66%
Middle School French (n=6)	0%	0%	50%	50%	0%
Middle School Spanish (n=24)	4%	4%	4%	13%	75%
High School French (n=9)	0%	33%	11%	56%	0%
High School Spanish (n=20)	0%	0%	5%	0%	95%
Latin (n=8)					

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Table 27 - The teacher uses a variety of strategies to make language comprehensible.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	15%	29	0%	14%	52%	35%
High School (n=33)	27%	24	0%	17%	46%	38%
Middle School French (n=6)	0%	6	0%	0%	17%	83%
Middle School Spanish (n=24)	13%	21	0%	19%	57%	24%
High School French (n=9)	11%	8	0%	25%	13%	63%
High School Spanish (n=20)	20%	16	0%	13%	63%	25%
Latin (n=8)	75%	2*				

*Sample sizes less than 5 are not reported

Table 28 - The classroom display materials are culturally and linguistically significant.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	12%	30	0%	3%	10%	87%
High School (n=33)	9%	30	0%	0%	13%	87%
Middle School French (n=6)	0%	6	0%	0%	0%	100%
Middle School Spanish (n=24)	4%	23	0%	5%	15%	80%
High School French (n=9)	22%	7	0%	0%	14%	86%
High School Spanish (n=20)	5%	19	0%	0%	16%	84%
Latin (n=8)	0%	8	0%	0%	0%	100%

Table 29 - Technology is utilized to:

Program	% Technology not observed	Number observed with technology	% Substitute	% Augment	% Modify	% Redefine
Middle School (n=34)	12%	30	77%	60%	40%	3%
High School (n=33)	27%	24	92%	79%	54%	13%
Middle School French (n=6)	0%	6	83%	50%	67%	17%
Middle School Spanish (n=24)	25%	18	100%	83%	44%	0%
High School French (n=9)	11%	8	75%	50%	50%	38%
High School Spanish (n=20)	20%	16	100%	94%	56%	0%

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Table 30 - Visuals used by the teacher can be seen by all students.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	6%	32	0%	3%	28%	69%
High School (n=33)	12%	29	0%	7%	21%	72%
Middle School French (n=6)	0%	6	0%	0%	33%	67%
Middle School Spanish (n=24)	4%	23	0%	4%	30%	65%
High School French (n=9)	22%	7	0%	14%	14%	71%
High School Spanish (n=20)	5%	19	0%	5%	26%	68%
Latin (n=8)	25%	6	0%	0%	0%	100%

Table 31 - The teacher uses formative checks for learning during lessons.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	18%	28	0%	4%	54%	43%
High School (n=33)	12%	29	0%	14%	45%	41%
Middle School French (n=6)	17%	5	0%	20%	40%	40%
Middle School Spanish (n=24)	17%	20	0%	4%	30%	65%
High School French (n=9)	11%	8	0%	25%	38%	38%
High School Spanish (n=20)	15%	17	0%	12%	59%	29%
Latin (n=8)	13%	7	0%	0%	14%	86%

Table 32 - Students participate in activities appropriate to their proficiency level.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	3%	33	0%	3%	49%	49%
High School (n=33)	0%	33	0%	6%	33%	61%
Middle School French (n=6)	0%	6	0%	17%	33%	50%
Middle School Spanish (n=24)	4%	23	0%	0%	56%	44%
High School French (n=9)	0%	9	0%	11%	33%	56%
High School Spanish (n=20)	0%	20	0%	5%	40%	55%
Latin (n=8)	0%	8	0%	0%	12%	88%

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Table 33 - Students are self-assessing and/or goal setting.

Program	% Not Observed	Number Observed	% Ineffective	% Developing	% Effective	% Highly Effective
Middle School (n=34)	65%	12	0%	8%	58%	33%
High School (n=33)	46%	18	11%	28%	33%	28%
Middle School French (n=6)	0%	6	0	17%	50%	33%
Middle School Spanish (n=24)	83%	4*				
High School French (n=9)	22%	7	0%	57%	29%	14%
High School Spanish (n=20)	55%	9	22%	11%	44%	22%
Latin (n=8)	50%	4*				

*Sample sizes less than 5 are not reported