

World Languages Program Evaluation (2014-15 to 2018-19)



Arlington
Public
Schools

Secondary World Languages Student Outcomes

World Languages Program Evaluation (2014-15 to 2018-19)

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Overall Credit by Exam, IB, and AP

Credit by Exam

Students in grades 7-12 who have proficiency in another language have the opportunity to take a proficiency exam and potentially earn up to four world language credits in nearly 100 languages. While the Credit by Exam program is available to all students, there is a strong benefit to native speakers, allowing them to earn credits and have additional opportunities for other course selections.

Credits Awarded through Credit by Exam

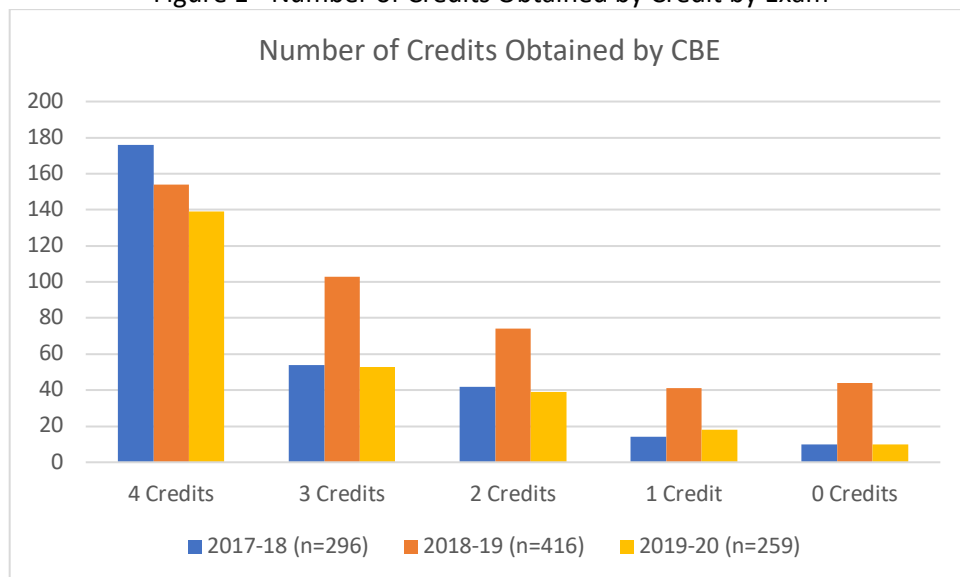
The number of credits awarded is based on the lowest score among the four language skills.

Table 1 - Credit by Exam – Credits Earned by STAMP Scores as of 2017-18

Lowest STAMP Language Skill Area (Reading, Writing, Speaking, or Listening)	Credits Earned
Novice-Low	0
Novice-Mid	0
Novice-High	1
Intermediate-Low	2
Intermediate-Mid	3
Intermediate-High	4
Advanced-Low	4
Advanced-Mid	4
Advanced-High	4

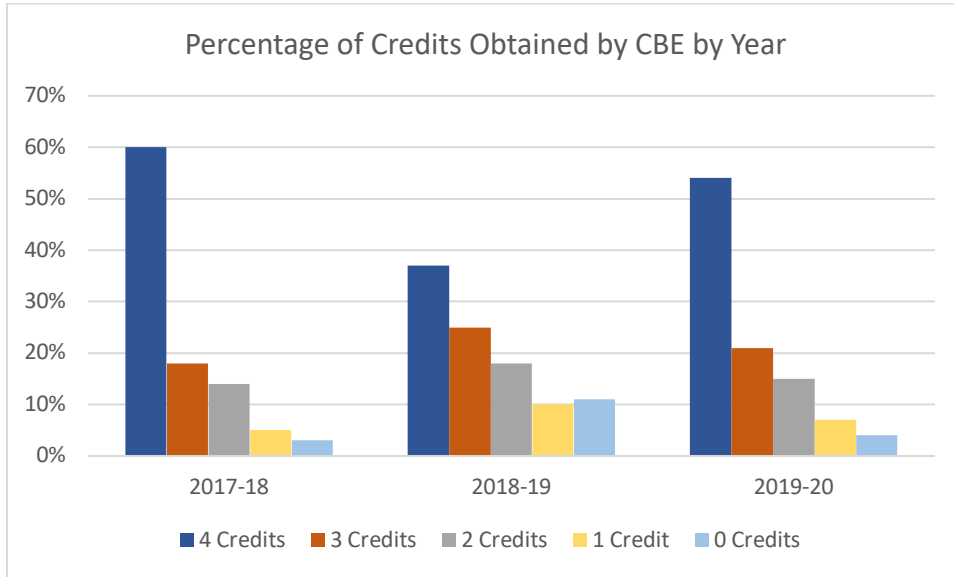
Most students earned four credits followed by three credits, two credits, one credit, and no credits.

Figure 1 - Number of Credits Obtained by Credit by Exam



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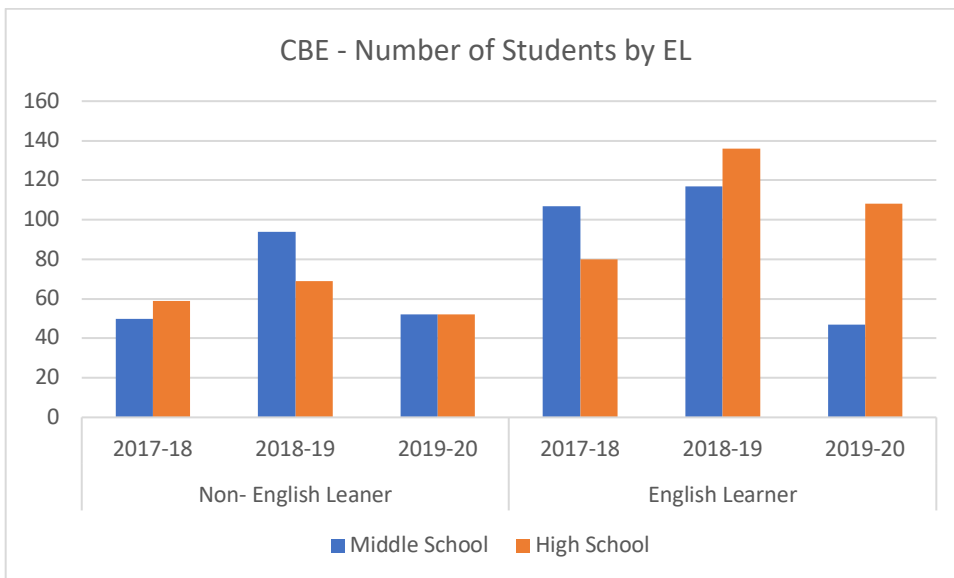
Figure 2 - Percentage of Credits Obtained by Credit by Exam by Year



English Learners

The Credit by Exam program served approximately twice as many English Learners as Non-English Learners in the two most recent years.

Figure 3 - Credit by Exam Participation by English Learner Status



The following tables break this data down into the number of credits earned by English Learner Status.

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English Learners consistently earn more credits than their peers, particularly at the 4-credit level.

Figure 4 - Credit by Exam – Credits Earned by English Learner Status (Middle School)

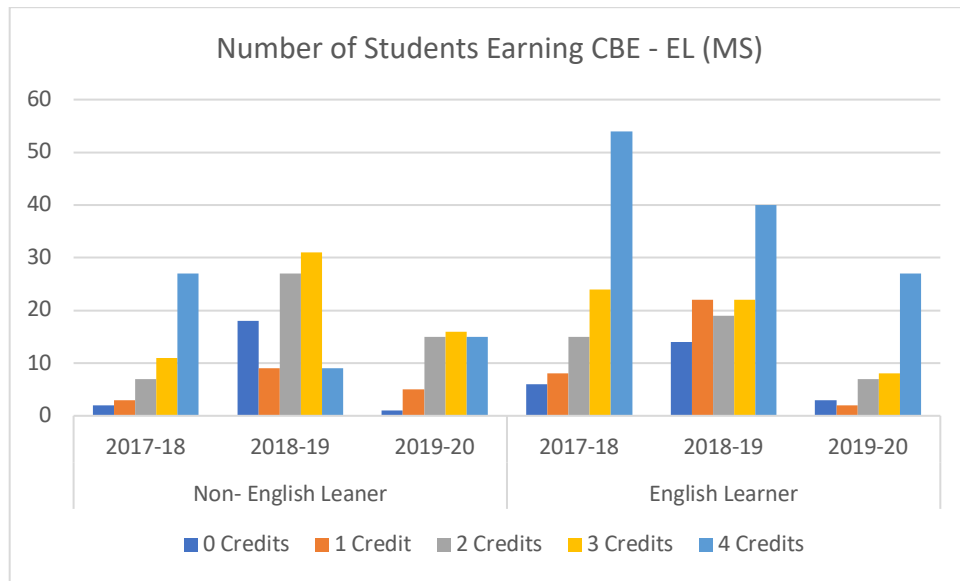
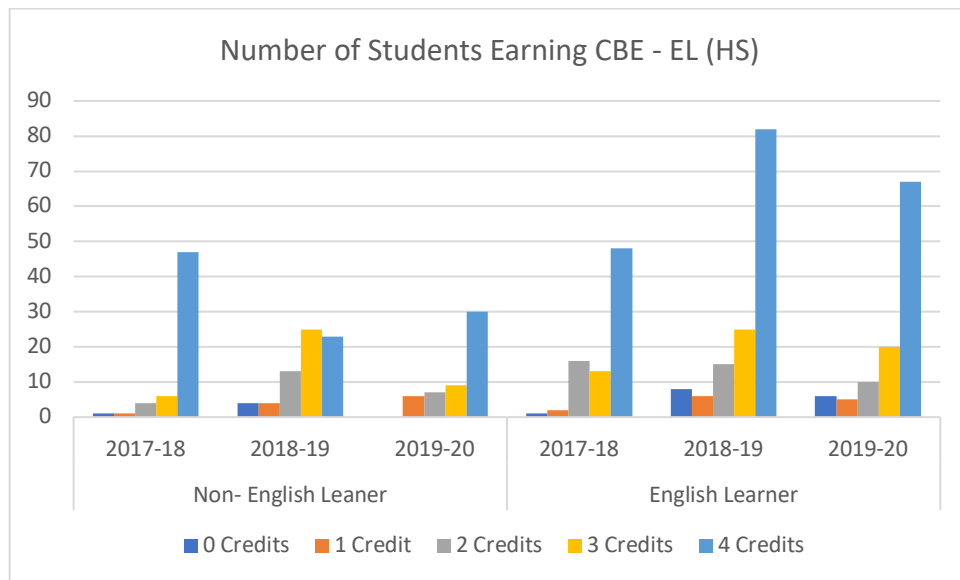


Figure 5 - Credit by Exam – Credits Earned by English Learner Status (High School)



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STAMP Score Distributions by Language Skill

STAMP Scores for students earning Credit by Exam at the Intermediate-Mid (3 credits earned) through Advanced-High (4 credits earned) are shown below.

- Reading was the highest area in 2017-18 (64%) and 2018-19 (68%).
- Speaking was the lowest area in 2017-18 (45%) and 2018-19 (54%).
- Writing and Listening achievement fluctuated in 2017-18 and 2018-19.

Table 2 - STAMP Scores - Intermediate-Mid and Above (Credit by Exam - 3 or 4 Credits)

Language Skill Area	2016-17*	2017-18	2018-19
Writing	73%	38%	63%
Reading	75%	64%	68%
Listening	74%	52%	65%
Speaking	74%	45%	54%

*The number of credits awarded changed due to Virginia Department of Education requirements beginning with the 2017-18 School Year.

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The following tables show the distribution of scores by language area.

Figure 6 - Overall STAMP Reading Scores (Credit by Exam)

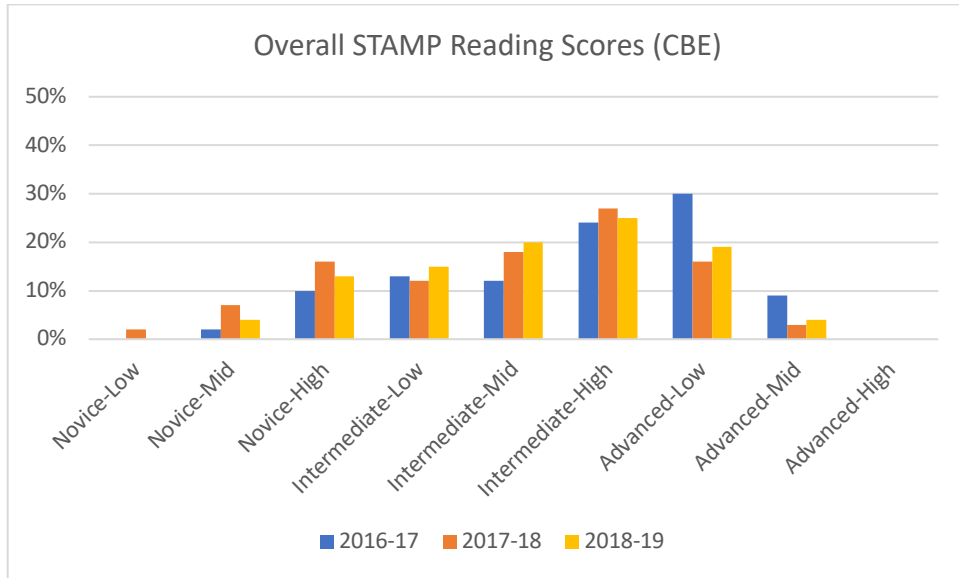
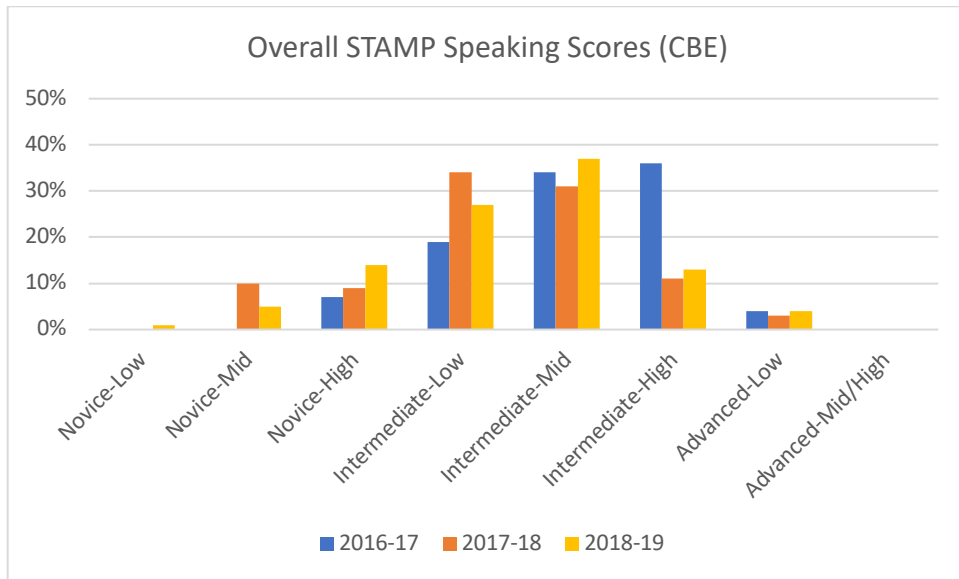


Figure 7 - Overall STAMP Speaking Scores (Credit by Exam)



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Figure 8 - Overall STAMP Listening Scores (Credit by Exam)

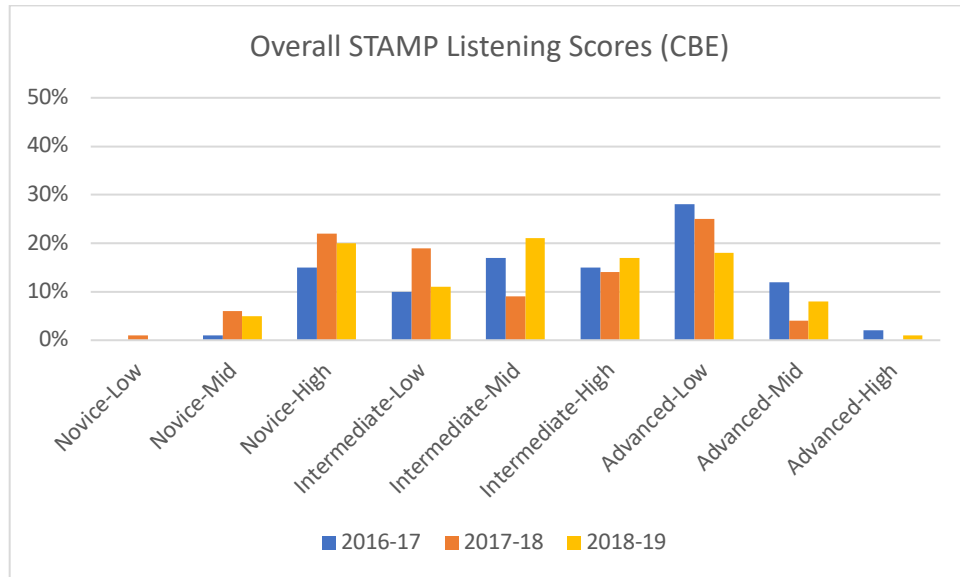
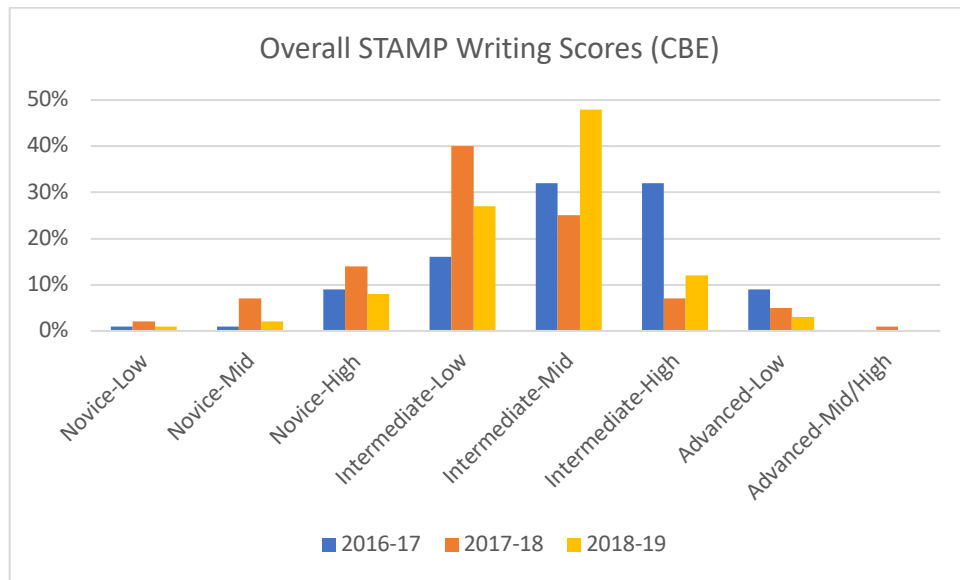


Figure 9 - Overall STAMP Writing Scores (Credit by Exam)



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Table 3 - STAMP Scores by Language Skill (Credit by Exam)

Reading Scores	2016-17	2017-18	2018-19
Novice-Low	0%	2%	0%
Novice-Mid	2%	7%	4%
Novice-High	10%	16%	13%
Intermediate-Low	13%	12%	15%
Intermediate-Mid	12%	18%	20%
Intermediate-High	24%	27%	25%
Advanced-Low	30%	16%	19%
Advanced-Mid	9%	3%	4%
Advanced-High	0%	0%	0%

Listening Scores	2016-17	2017-18	2018-19
Novice-Low	0%	1%	0%
Novice-Mid	1%	6%	5%
Novice-High	15%	22%	20%
Intermediate-Low	10%	19%	11%
Intermediate-Mid	17%	9%	21%
Intermediate-High	15%	14%	17%
Advanced-Low	28%	25%	18%
Advanced-Mid	12%	4%	8%
Advanced-High	2%	0%	1%

Speaking Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	1%
Novice-Mid	0%	10%	5%
Novice-High	7%	9%	14%
Intermediate-Low	19%	34%	27%
Intermediate-Mid	34%	31%	37%
Intermediate-High	36%	11%	13%
Advanced-Low	4%	3%	4%
Advanced-Mid/High	0%	0%	0%

Writing Scores	2016-17	2017-18	2018-19
Novice-Low	1%	2%	1%
Novice-Mid	1%	7%	2%
Novice-High	9%	14%	8%
Intermediate-Low	16%	40%	27%
Intermediate-Mid	32%	25%	48%
Intermediate-High	32%	7%	12%
Advanced-Low	9%	5%	3%
Advanced-Mid/High	0%	1%	0%

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International Baccalaureate in World Languages

IB Exam Participation

IB Exam participation increased from 97 in 2014-16 to 130 in 2018-19. Spanish IB Exam participation increased each year, from 58 in 2014-15 to 95 in 2018-19. French IB Exam and Latin IB Exam participation fluctuated but remained relatively stable.

Figure 10 - IB Exams by Language and Year

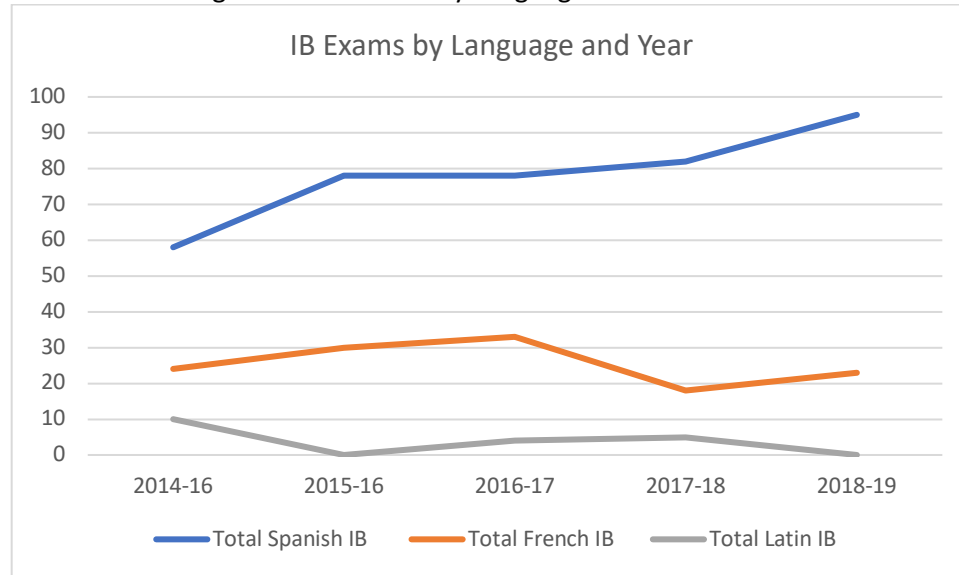


Table 4 - IB Exams by Language and Year

Language	2014-15	2015-16	2016-17	2017-18	2018-19
French IB	24	30	33	18	23
Latin IB	15	7	11	7	12
Spanish IB	58	78	78	82	95

Table 5 - IB Exams by Test and Year

Exam Name	2014-16	2015-16	2016-17	2017-18	2018-19
HL. Latin	5	7	7	2	12
HL. Spanish A: Language and Literature	7	5	8	11	24
HL. Spanish B	24	28	38	35	25
SL. French AB		3	3	1	5
SL. French B	24	27	30	17	18
SL. Latin	10		4	5	
SL. Spanish AB	3	11	2	9	4
SL. Spanish B	24	34	30	27	42
Total IB Tests taken	97	115	122	107	130

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IB Exam Results by Language

On IB Exams, students scored at or above Level 4 on:

- 90% or more of Spanish exams, with three years at 99% or 100%.
- 80% or more of French exams. There was a decrease to 80%-90% beginning in School Year 2017-18 from 97% to 100% in prior years.
- 40% or more of Latin exams. There was a decrease to 40%-50% beginning in School Year 2016-17 from 55% to 70% in prior years.

Figure 11 - IB Exams – Scores of 4 or Higher by Language

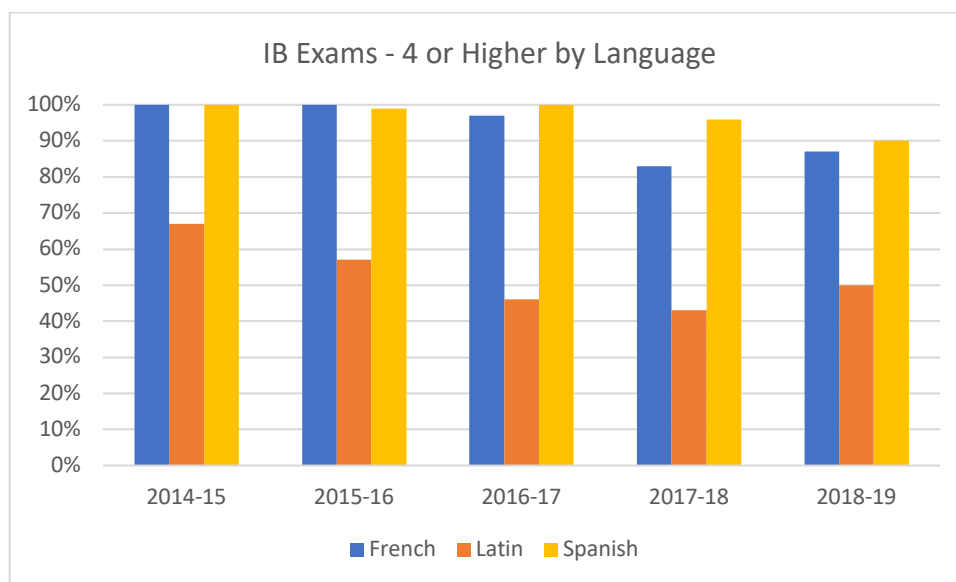


Table 6 - IB Exams – Scores of 4 or Higher by Language

IB 4+	2014-15	2015-16	2016-17	2017-18	2018-19
French IB	100%	100%	97%	83%	87%
Latin IB	67%	57%	46%	43%	50%
Spanish IB	100%	99%	100%	96%	90%

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IB Exams by Demographics

IB Exam scores at or above Level 4 were relatively consistent by demographic groups with these exceptions:

- In three of five years, fewer than five English Learners took IB Exams. In two years 100% of students scored at or above Level 4.
- In four of five years, fewer than five Special Education students took IB exams. In one year 67% of students scored at or above Level 4.
- There is a gap by gender, with males generally scoring lower than females. The gap ranged from 3% to 6%.
- In two of five years, there were fewer than five Black students taking IB exams. In two of three years, Black students scored lower than their peers (67% and 88%) and one year at 100%.

Figure 12 - IB Exams – Scores of 4 or Higher by Gender

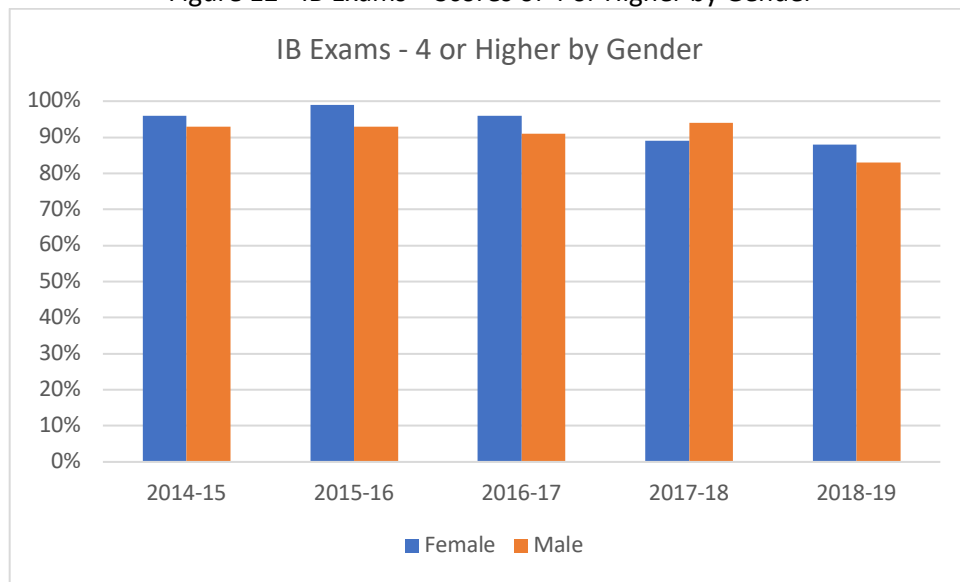
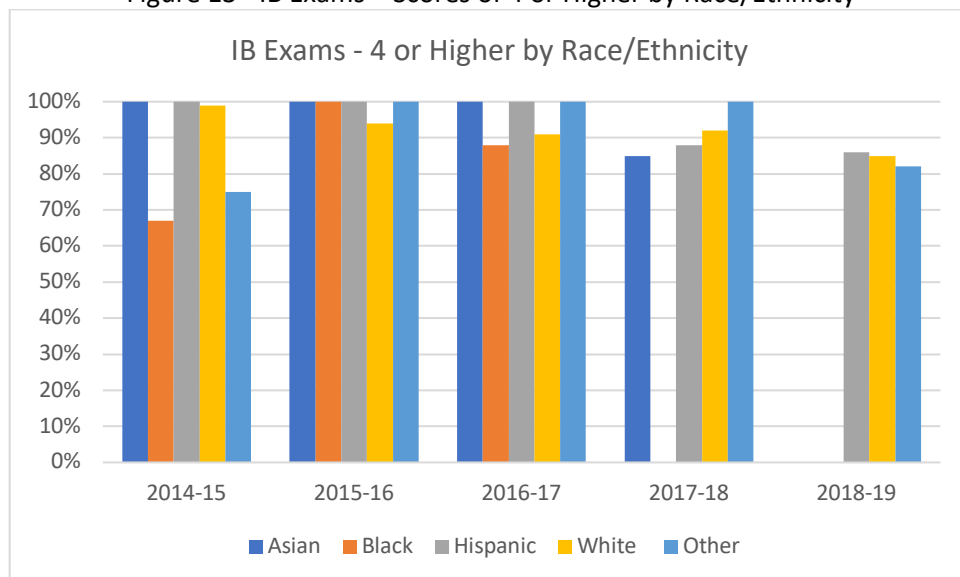


Figure 13 - IB Exams – Scores of 4 or Higher by Race/Ethnicity



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Advanced Placement in World Languages

AP Exam Participation

In 2019-20, the largest number of APS exams were Spanish Language and Culture followed by Spanish Literature and Culture, French Language and Culture, Latin, and then Chinese Language and Culture.

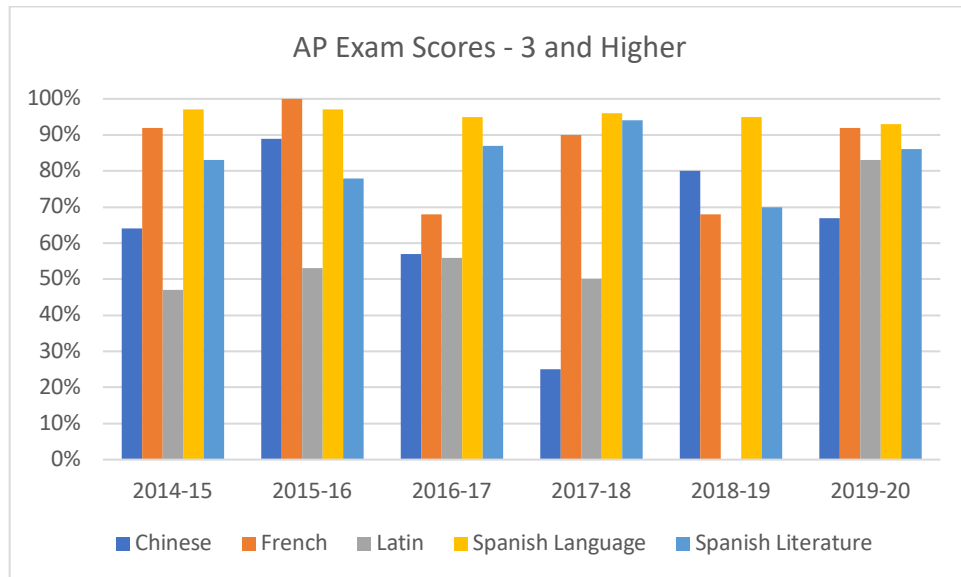
Table 7 - AP Exam Participation by Language

AP Exam	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Chinese Language and Culture	8	18	7	8	5	6
French Language and Culture	46	25	31	49	47	49
Latin	15	15	18	20	1	18
Spanish Language and Culture	216	217	242	250	234	234
Spanish Literature and Culture	58	70	53	48	68	65

AP Exam Results by Language

A larger percentage of students score at 3 or Higher on Spanish and French exams than on Chinese and Latin exams.

Figure 14 - AP Exams – Scores of 3 or Higher by Language



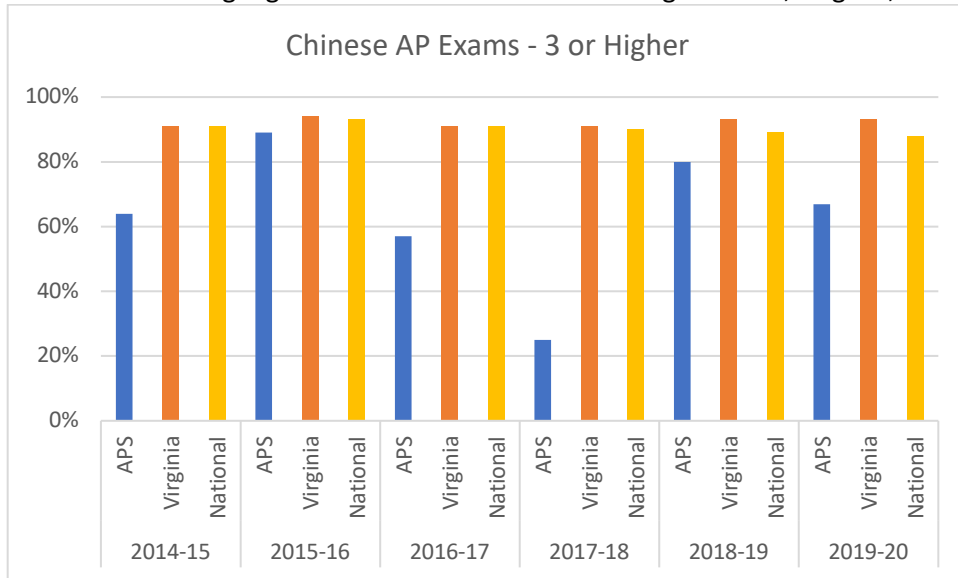
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AP Exam Scores – APS, Virginia, and National Comparisons by Language

Chinese Language and Culture

APS students performed below the Virginia and National averages at the 3 or higher level on Chinese Language and Culture AP Exams.

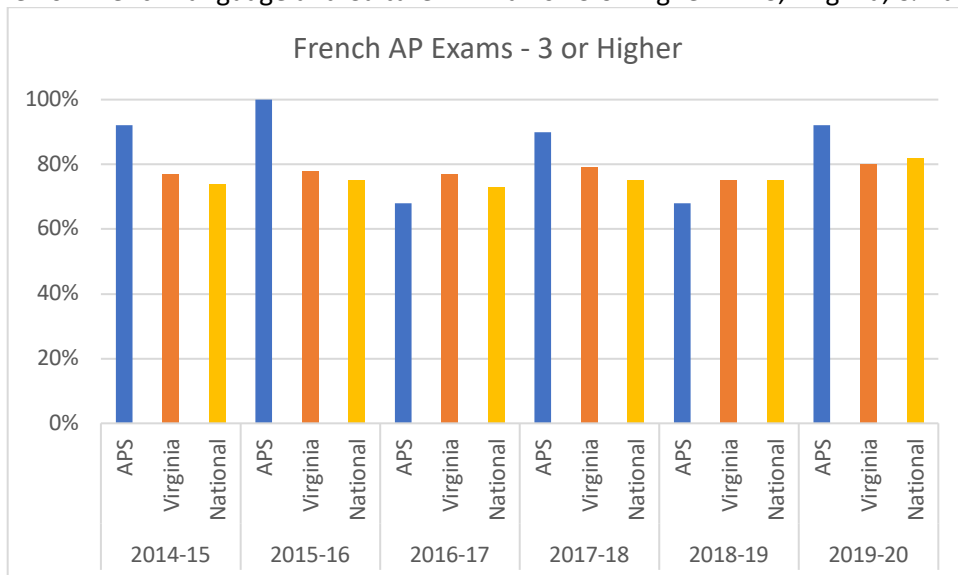
Figure 15 - Chinese Language and Culture AP Exams - 3 or Higher - APS, Virginia, & National



French Language and Culture

APS French Language and Culture AP Exam scores were above the Virginia and National averages in four years and below the Virginia and National averages in two years.

Figure 16 - French Language and Culture AP Exams - 3 or Higher - APS, Virginia, & National

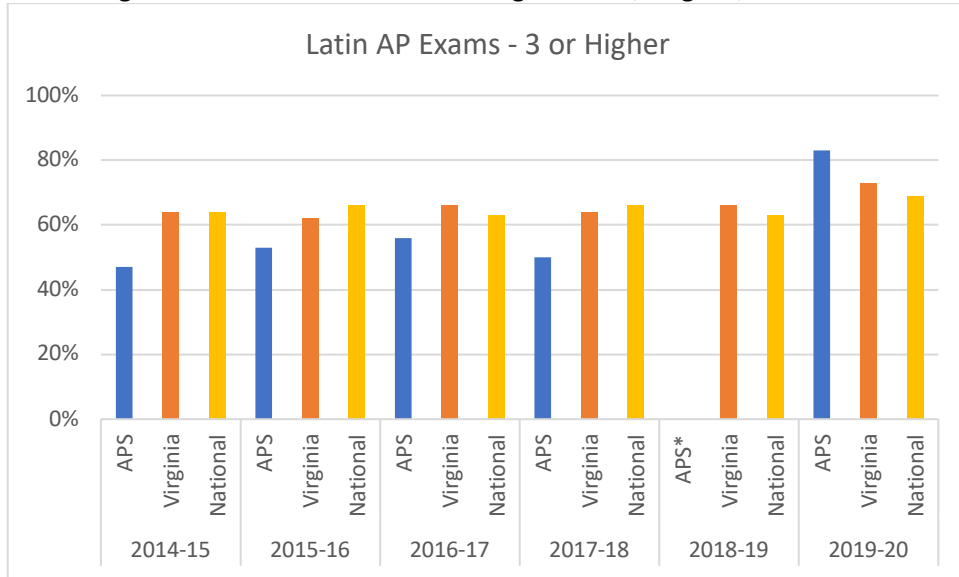


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Latin

APS Latin Language AP Exam scores were below the Virginia and National averages in four years and was above in 2019-20.

Figure 17 - Latin AP Exams - 3 or Higher - APS, Virginia, & National

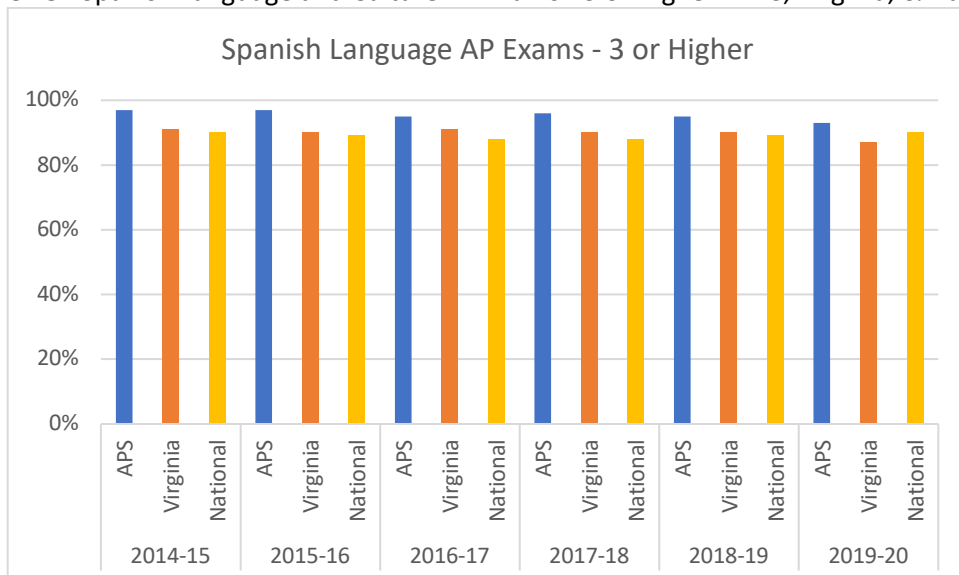


*Sample sizes less than 5 are not reported

Spanish Language and Culture

APS Spanish Language and Culture AP Exam scores were above the Virginia and National averages in each year.

Figure 18 - Spanish Language and Culture AP Exams - 3 or Higher - APS, Virginia, & National

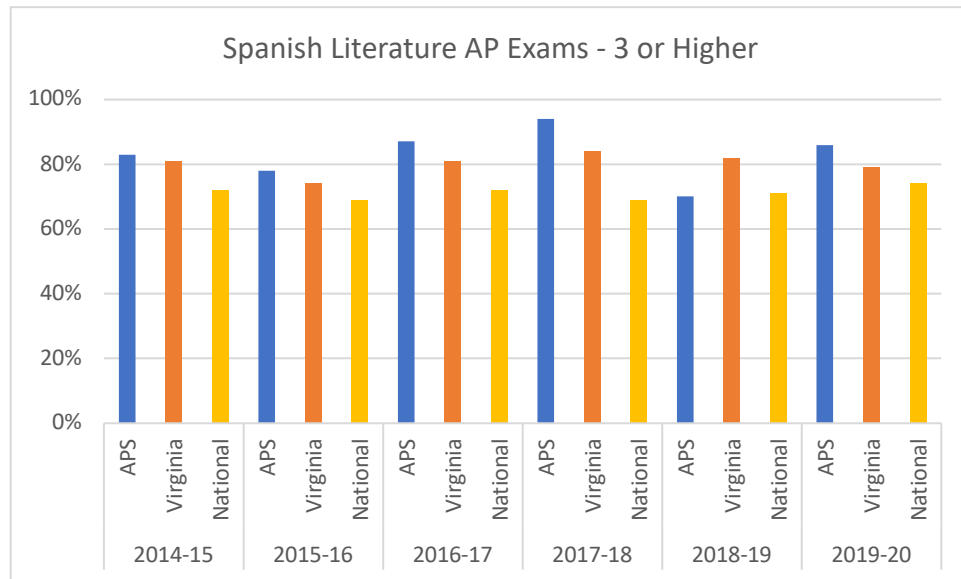


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Spanish Literature and Culture

APS Spanish Literature and Culture AP Exam scores were above the Virginia and National averages in five of six years.

Figure 19 - Spanish Literature and Culture AP Exams - 3 or Higher - APS, Virginia, & National



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General Finding – IB and AP Performance

APS students generally perform well on International Baccalaureate (IB) and Advanced Placement (AP) assessments.

Language	AP and IB Performance
Chinese	<ul style="list-style-type: none"> Relatively few students took the AP Chinese Language and Culture Exam and there were significant fluctuations in scores; APS students consistently performed below their peers in Virginia and in the Nation at Level 3 or above.
French	<ul style="list-style-type: none"> French IB Exam performance is strong with students achieving at or above Level 4 at or above 80% in all years. Performance declined to 80% to 90% in 2017-18 and 2018-19 from 95% or higher in prior years. APS student achievement on AP French Language and Cultures Exams fluctuated. In four years, APS students scored above their peers in Virginia and in the Nation at Level 3 or above, while they scored below in two years.
Latin	<ul style="list-style-type: none"> Latin IB Exam performance consistently lags behind other IB language exam performance. APS students generally performed below their peers in Virginia and in the Nation at Level 3 or above. In 2019-20, students scored above Virginia and the Nation.
Spanish	<ul style="list-style-type: none"> Spanish IB Exam performance is consistently above 90% at Level 4 or above. Spanish Language and Culture AP Exam performance is extremely strong with students achieving at Level 3 or above 95% in all years. APS students score above their peers in Virginia and in the Nation. Spanish Literature and Culture AP Exam performance is strong and students generally perform above their peers in Virginia and the Nation at Level 3 and above.

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.

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- **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.
- **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 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.

- **Operational Excellence**

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

- **Performance Objectives**
 - Organizational operations will meet or exceed benchmarks in comparable school divisions.
- **Strategies**
 - Provide high performance learning and working environments that support Universal Design for Learning standards.

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Analysis by Language

Arabic

STAMP Scores

Arabic STAMP scores at the Intermediate-Mid level and above showed different strengths for Secondary Arabic students and Credit by Exam students.

- Secondary students generally performed higher in Speaking and Writing and lower in Reading and Listening.
- Credit by Exam students generally performed higher in Reading and Listening and lower in Speaking and Writing.

Table 8 - Arabic STAMP Scores - Intermediate-Mid and Above

Language Area	Secondary STAMP			Credit by Exam STAMP		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Reading	36%	37%	41%	46%	53%	54%
Speaking	28%	61%	50%	45%	27%	50%
Listening	28%	30%	41%	54%	60%	65%
Writing	28%	65%	58%	42%	20%	54%

The next two tables show the full distribution of Arabic STAMP scores for both Secondary and Credit by Exam.

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Table 9 - Arabic STAMP Scores (Secondary)

Reading Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	4%
Novice-Mid	8%	0%	0%
Novice-High	44%	46%	48%
Intermediate-Low	12%	17%	7%
Intermediate-Mid	16%	33%	15%
Intermediate-High	4%	0%	19%
Advanced-Low	16%	4%	0%
Advanced-Mid	0%	0%	0%
Advanced-High	0%	0%	7%

Listening Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	8%	4%	30%
Novice-High	48%	35%	26%
Intermediate-Low	16%	30%	4%
Intermediate-Mid	8%	13%	26%
Intermediate-High	4%	9%	7%
Advanced-Low	4%	4%	0%
Advanced-Mid	8%	4%	4%
Advanced-High	4%	0%	4%

Speaking Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	4%	9%	0%
Intermediate-Low	68%	30%	50%
Intermediate-Mid	28%	26%	31%
Intermediate-High	0%	22%	15%
Advanced-Low	0%	13%	4%
Advanced-Mid/High	0%	0%	0%

Writing Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	4%	0%	0%
Novice-High	20%	0%	0%
Intermediate-Low	48%	35%	42%
Intermediate-Mid	12%	48%	31%
Intermediate-High	12%	17%	15%
Advanced-Low	4%	0%	12%
Advanced-Mid/High	0%	0%	0%

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Table 10 - Arabic STAMP Scores (Credit by Exam)

Reading Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	15%	20%	24%
Novice-High	15%	13%	12%
Intermediate-Low	23%	13%	12%
Intermediate-Mid	23%	27%	18%
Intermediate-High	15%	13%	6%
Advanced-Low	8%	13%	24%
Advanced-Mid	0%	0%	0%
Advanced-High	0%	0%	6%

Listening Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	8%	12%	6%
Novice-High	23%	6%	18%
Intermediate-Low	15%	24%	12%
Intermediate-Mid	31%	24%	24%
Intermediate-High	15%	12%	29%
Advanced-Low	0%	18%	0%
Advanced-Mid	8%	6%	12%
Advanced-High	0%	0%	0%

Speaking Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	9%	47%	25%
Novice-High	9%	0%	0%
Intermediate-Low	36%	27%	25%
Intermediate-Mid	36%	20%	31%
Intermediate-High	9%	7%	19%
Advanced-Low	0%	0%	0%
Advanced-Mid/High	0%	0%	0%

Writing Scores	2016-17	2017-18	2018-19
Novice-Low	8%	7%	0%
Novice-Mid	17%	33%	12%
Novice-High	17%	13%	12%
Intermediate-Low	17%	27%	24%
Intermediate-Mid	25%	13%	24%
Intermediate-High	17%	7%	12%
Advanced-Low	0%	0%	18%
Advanced-Mid/High	0%	0%	0%

World Languages Program Evaluation (2014-15 to 2018-19)

Chinese

STAMP Scores

Chinese STAMP scores at the Intermediate-Mid level and above showed fluctuation across language areas on the secondary testing and was fairly consistent for Credit by Exam.

- Secondary - Students performed higher in 2018-19, compared to prior years.
- Secondary - Students generally performed higher in Listening and Writing and lower in Reading and Speaking; however, student performance in Reading experienced great gains in 2018-19.
- Credit by Exam – 80% Students performed at the Intermediate-Mid level or Above for all language areas in 2016-17 and 2017-18 and dropped slightly for 2018-19 in Speaking, Listening, and Writing. There was a 14% drop in Reading performance.

Table 11 - Chinese STAMP Scores – Intermediate-Mid and Above

Language Area	Secondary STAMP			Credit by Exam STAMP		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Reading	7%	6%	51%	80%	80%	66%
Speaking	18%	6%	28%	100%	80%	76%
Listening	23%	31%	29%	90%	80%	77%
Writing	8%	19%	48%	80%	80%	77%

The next two tables show the full distribution of Chinese STAMP scores for both Secondary and Credit by Exam.

World Languages Program Evaluation (2014-15 to 2018-19)

Table 12 - Chinese STAMP Scores (Secondary)

Reading Score	2016-17	2017-18	2018-19
Novice-Low	14%	0%	0%
Novice-Mid	79%	88%	0%
Novice-High	0%	6%	36%
Intermediate-Low	0%	0%	14%
Intermediate-Mid	7%	0%	18%
Intermediate-High	0%	6%	23%
Advanced-Low	0%	0%	5%
Advanced-Mid	0%	0%	5%
Advanced-High	0%	0%	0%

Listening Score	2016-17	2017-18	2018-19
Novice-Low	15%	0%	0%
Novice-Mid	23%	31%	26%
Novice-High	23%	31%	22%
Intermediate-Low	15%	6%	22%
Intermediate-Mid	15%	25%	4%
Intermediate-High	8%	6%	17%
Advanced-Low	0%	0%	4%
Advanced-Mid	0%	0%	0%
Advanced-High	0%	0%	4%

Speaking Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	5%
Novice-High	18%	25%	9%
Intermediate-Low	64%	69%	59%
Intermediate-Mid	18%	6%	14%
Intermediate-High	0%	0%	9%
Advanced-Low	0%	0%	5%
Advanced-Mid/High	0%	0%	0%

Writing Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	8%	0%	5%
Novice-High	0%	13%	0%
Intermediate-Low	85%	69%	48%
Intermediate-Mid	8%	19%	48%
Intermediate-High	0%	0%	0%
Advanced-Low	0%	0%	0%
Advanced-Mid/High	0%	0%	0%

World Languages Program Evaluation (2014-15 to 2018-19)

Table 13 - Chinese STAMP Scores (Credit by Exam)

Reading Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	20%	20%	11%
Novice-High	0%	0%	11%
Intermediate-Low	0%	0%	11%
Intermediate-Mid	0%	0%	0%
Intermediate-High	10%	20%	22%
Advanced-Low	10%	20%	11%
Advanced-Mid	50%	40%	22%
Advanced-High	10%	0%	11%

Listening Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	11%
Novice-High	0%	20%	0%
Intermediate-Low	10%	0%	11%
Intermediate-Mid	10%	0%	0%
Intermediate-High	10%	20%	33%
Advanced-Low	40%	40%	22%
Advanced-Mid	20%	0%	22%
Advanced-High	10%	20%	0%

Speaking Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	0%	0%	13%
Intermediate-Low	0%	20%	13%
Intermediate-Mid	30%	40%	13%
Intermediate-High	60%	20%	50%
Advanced-Low	10%	20%	13%
Advanced-Mid/High	0%	0%	0%

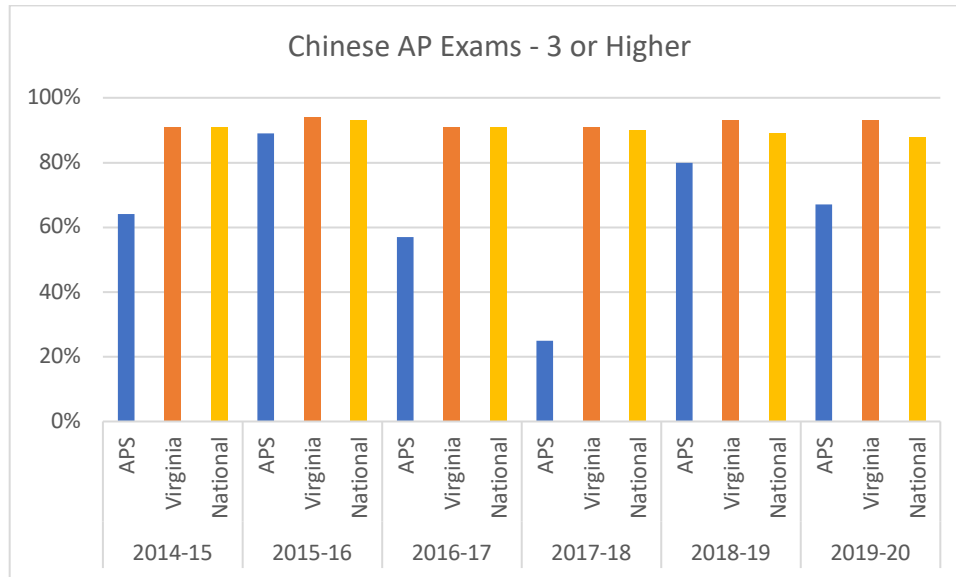
Writing Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	0%	0%	11%
Intermediate-Low	20%	20%	11%
Intermediate-Mid	0%	0%	44%
Intermediate-High	60%	0%	11%
Advanced-Low	20%	60%	22%
Advanced-Mid/High	0%	20%	0%

World Languages Program Evaluation (2014-15 to 2018-19)

AP Exams

APS students perform below the Virginia and National averages at the 3 or higher level on Chinese AP Exams.

Figure 20 - Chinese Language and Culture AP Exam Scores of 3 or Higher



World Languages Program Evaluation (2014-15 to 2018-19)

Table 14 - Chinese Language and Culture AP Exam Scores

Year	Group	N	AP Scores					% 3 or Higher
			1	2	3	4	5	
2014-15	APS	8	25%	13%	38%	13%	13%	64%
	Virginia	141	6%	3%	10%	11%	70%	91%
	National	9366	5%	4%	13%	17%	62%	91%
2015-16	APS	18	11%	0%	39%	6%	44%	89%
	Virginia	185	3%	3%	17%	12%	64%	94%
	National	10256	4%	3%	16%	17%	60%	93%
2016-17	APS	7	29%	14%	29%	0%	29%	57%
	Virginia	232	4%	5%	9%	9%	72%	91%
	National	11071	5%	4%	13%	12%	66%	91%
2017-18	APS	8	50%	25%	25%	0%	0%	25%
	Virginia	187	5%	4%	10%	7%	74%	91%
	National	11802	6%	4%	14%	12%	64%	90%
2018-19	APS	5	0%	20%	20%	40%	20%	80%
	Virginia	217	4%	3%	13%	12%	68%	93%
	National	12153	7%	4%	16%	16%	57%	89%
2019-20	APS	6	17%	17%	17%	33%	17%	67%
	Virginia	203	4%	2%	14%	22%	57%	93%
	National	12815	7%	6%	19%	16%	53%	88%

World Languages Program Evaluation (2014-15 to 2018-19)

French

STAMP Scores

French STAMP scores at the Intermediate-Mid level and above showed:

- Secondary and Credit by Exam – Students performed highest in Reading and Writing.
- Secondary – Listening was the lowest area, falling between 15% and 25% each year.
- Secondary – Speaking fluctuated with scores ranging from 20% to 45%.
- Credit by Exam – Speaking scores were the lowest area.

Table 15 - French STAMP Scores - Intermediate-Mid and Above

Language Area	Secondary STAMP			Credit by Exam STAMP		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Reading	98%	97%	98%	93%	86%	95%
Speaking	22%	28%	45%	15%	54%	48%
Listening	18%	20%	25%	50%	72%	69%
Writing	53%	58%	77%	21%	64%	52%

The next two tables show the full distribution of French STAMP scores for both Secondary and Credit by Exam.

World Languages Program Evaluation (2014-15 to 2018-19)

Table 16 - French STAMP Scores (Secondary)

Reading Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	0%	1%	1%
Intermediate-Low	0%	1%	1%
Intermediate-Mid	2%	1%	1%
Intermediate-High	81%	82%	77%
Advanced-Low	16%	12%	20%
Advanced-Mid	1%	3%	1%
Advanced-High	0%	0%	0%

Listening Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	7%	9%	6%
Novice-High	44%	44%	43%
Intermediate-Low	19%	19%	17%
Intermediate-Mid	13%	10%	10%
Intermediate-High	11%	12%	9%
Advanced-Low	7%	7%	15%
Advanced-Mid	0%	1%	1%
Advanced-High	0%	0%	0%

Speaking Score	2016-17	2017-18	2018-19
Novice-Low	0%	1%	0%
Novice-Mid	0%	0%	1%
Novice-High	17%	14%	6%
Intermediate-Low	61%	57%	49%
Intermediate-Mid	18%	25%	34%
Intermediate-High	4%	3%	11%
Advanced-Low	0%	0%	0%
Advanced-Mid/High	0%	0%	0%

Writing Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	1%	0%
Novice-High	4%	2%	4%
Intermediate-Low	42%	39%	19%
Intermediate-Mid	39%	53%	42%
Intermediate-High	14%	5%	31%
Advanced-Low	0%	0%	4%
Advanced-Mid/High	0%	0%	0%

World Languages Program Evaluation (2014-15 to 2018-19)

Table 17 - French STAMP Scores (Credit by Exam)

Reading Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	0%	0%	5%
Intermediate-Low	0%	0%	0%
Intermediate-Mid	7%	14%	0%
Intermediate-High	64%	50%	58%
Advanced-Low	29%	29%	37%
Advanced-Mid	0%	7%	0%
Advanced-High	0%	0%	0%

Listening Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	5%
Novice-High	43%	7%	5%
Intermediate-Low	7%	7%	11%
Intermediate-Mid	0%	14%	11%
Intermediate-High	7%	29%	21%
Advanced-Low	43%	29%	32%
Advanced-Mid	0%	14%	11%
Advanced-High	0%	0%	5%

Speaking Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	5%
Novice-High	8%	8%	21%
Intermediate-Low	77%	38%	26%
Intermediate-Mid	15%	54%	37%
Intermediate-High	0%	0%	11%
Advanced-Low	0%	0%	0%
Advanced-Mid/High	0%	0%	0%

Writing Scores	2016-17	2017-18	2018-19
Novice-Low	7%	0%	0%
Novice-Mid	0%	0%	5%
Novice-High	21%	14%	11%
Intermediate-Low	50%	21%	32%
Intermediate-Mid	21%	50%	42%
Intermediate-High	0%	14%	5%
Advanced-Low	0%	0%	5%
Advanced-Mid/High	0%	0%	0%

World Languages Program Evaluation (2014-15 to 2018-19)

IB Exams

French IB Exam scores of 4 and higher were between 95% and 100% from 2014-15 through 2016-17. The percentage of students scoring a 4 or higher dropped somewhat in 2017-18 and 2018-19 but were still high, ranging between 80% and 90%.

Figure 21 - French IB Exam Participation

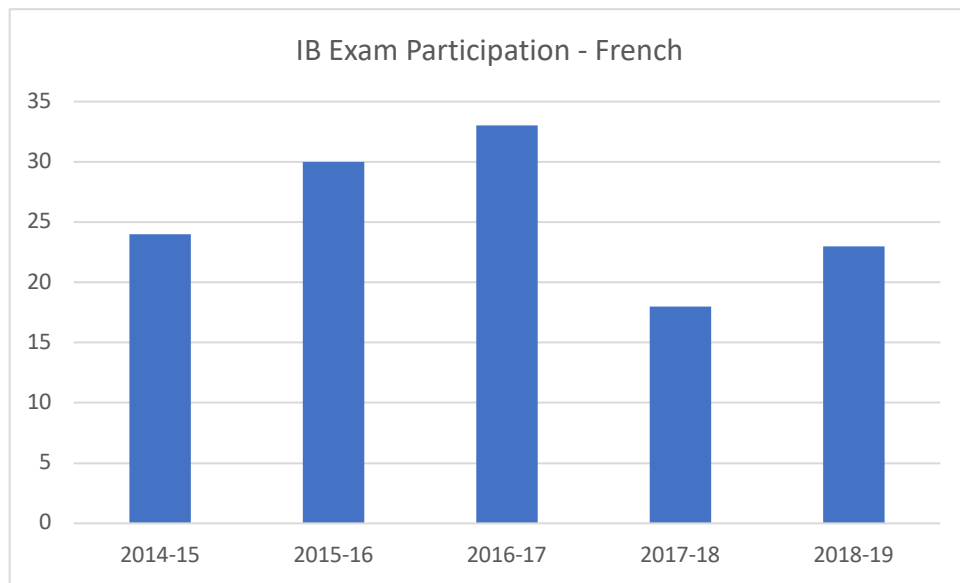
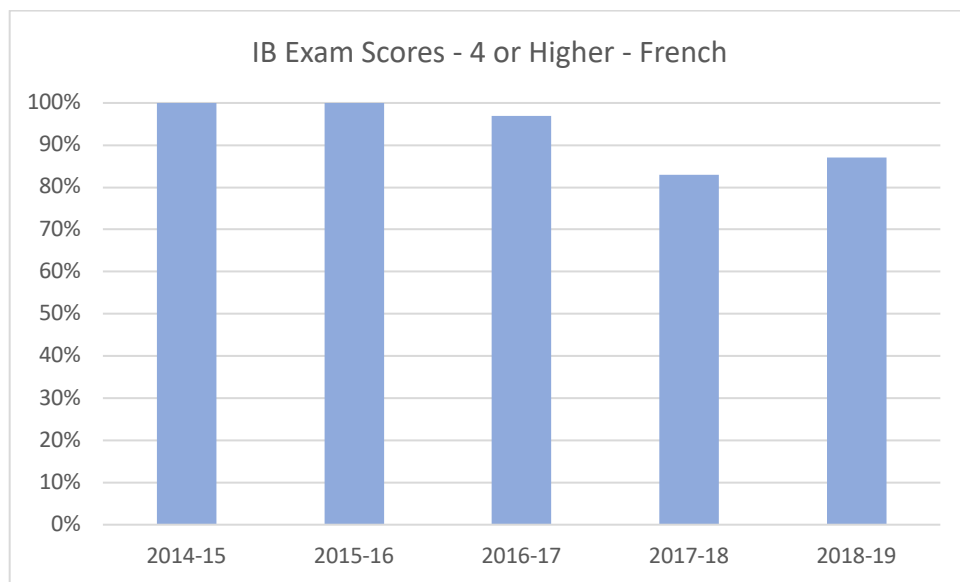


Figure 22 - French IB Exam Scores of 4 or Higher

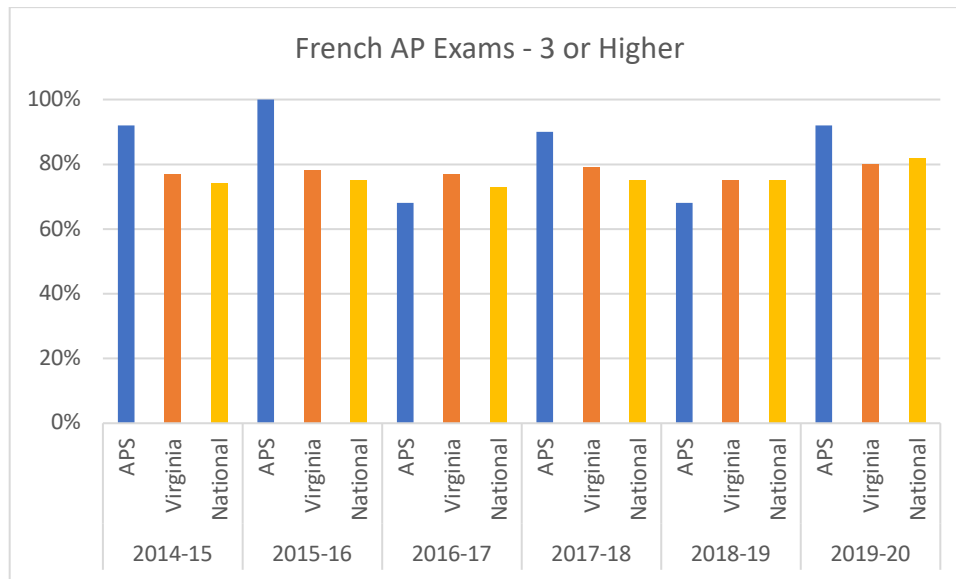


World Languages Program Evaluation (2014-15 to 2018-19)

AP Exams

APS French Language AP Exam scores were above the Virginia and National averages in three years and below the Virginia and National averages in two years.

Figure 23 - French Language and Culture AP Exam Scores of 3 or Higher



World Languages Program Evaluation (2014-15 to 2018-19)

Table 18 - French Language and Culture AP Exam Scores

Year	Group	N	AP Scores					% 3 or Higher
			1	2	3	4	5	
2014-15	APS	46	2%	7%	33%	44%	15%	92%
	Virginia	930	4%	18%	34%	26%	17%	77%
	National	20,678	6%	20%	35%	24%	15%	74%
2015-16	APS	25	0%	0%	36%	32%	32%	100%
	Virginia	866	3%	19%	36%	25%	16%	78%
	National	20,068	5%	20%	34%	26%	15%	75%
2016-17	APS	31	0%	32%	29%	16%	23%	68%
	Virginia	826	3%	20%	38%	24%	14%	77%
	National	20,557	5%	21%	35%	24%	15%	73%
2017-18	APS	49	0%	10%	51%	25%	14%	90%
	Virginia	891	4%	17%	37%	25%	16%	79%
	National	20,760	5%	20%	36%	25%	15%	75%
2018-19	APS	47	11%	21%	34%	28%	6%	68%
	Virginia	890	4%	21%	38%	24%	13%	75%
	National	21,306	5%	20%	37%	24%	14%	75%
2019-20	APS	49	2%	6%	37%	31%	25%	92%
	Virginia	963	6%	15%	31%	30%	19%	80%
	National	19,822	5%	13%	30%	32%	21%	82%

World Languages Program Evaluation (2014-15 to 2018-19)

Latin

IB Exams

Latin IB Exam scores of 4 or higher were 67% in 2014-15 and 57% in 2015-16. Scores then dropped to 46% in 2016-17, 43% in 2017-18, and 50% in 2018-19.

Figure 24 - Latin IB Exam Participation

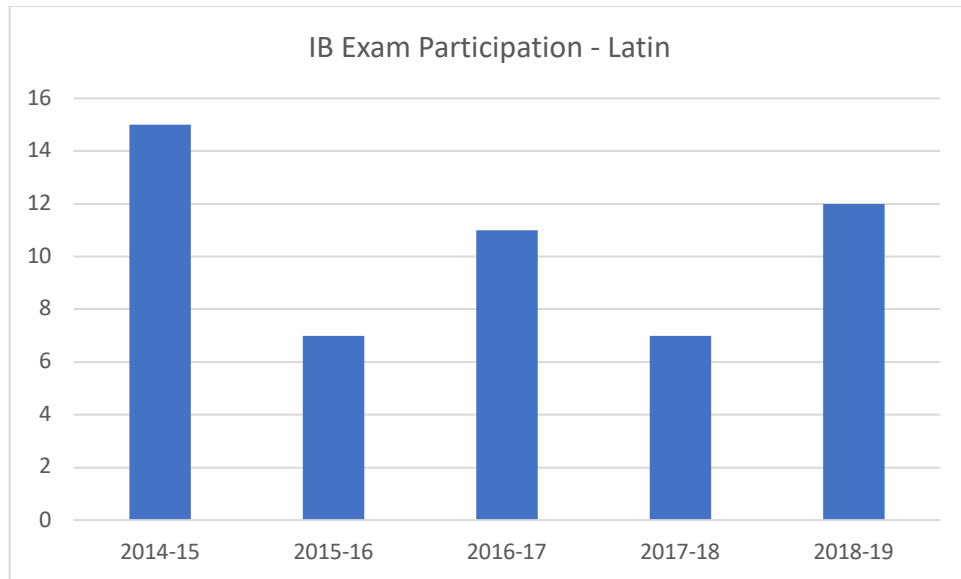
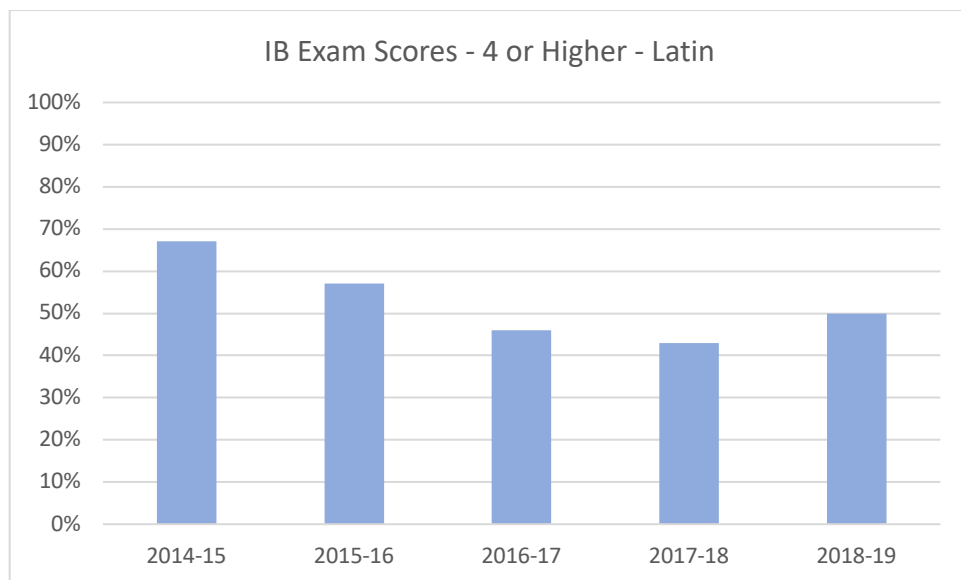


Figure 25 - Latin IB Exam Scores 4 or Higher

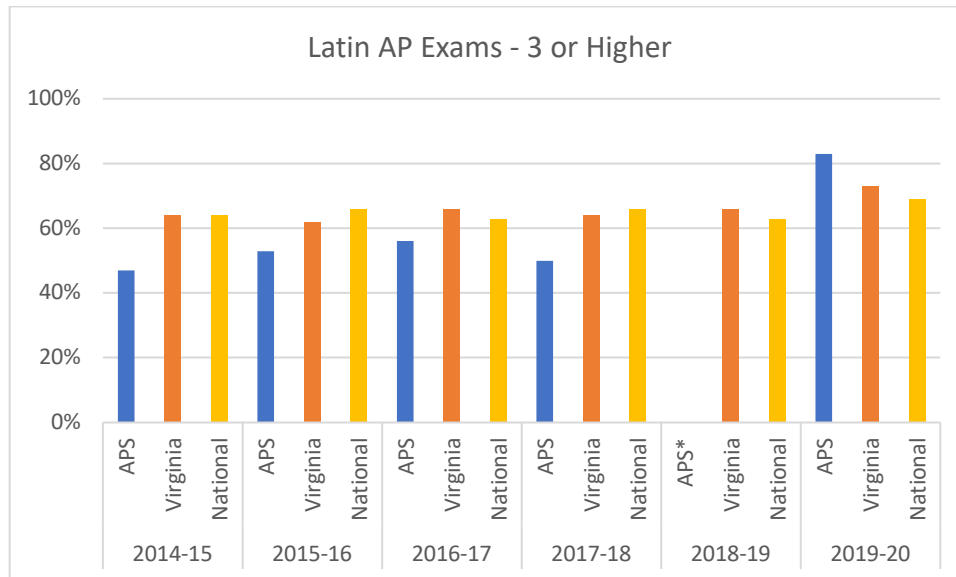


World Languages Program Evaluation (2014-15 to 2018-19)

AP Exams

APS Latin Language AP Exam scores were below the Virginia and National averages from 2014-15 through 2017-18. APS students scored above the Virginia and National averages in 2019-20.

Figure 26 - Latin AP Exam Scores of 3 or Higher



World Languages Program Evaluation (2014-15 to 2018-19)

Table 19 - Latin AP Exam Scores

Year	Group	N	AP Scores					% 3 or higher
			1	2	3	4	5	
2014-15	APS	32	22%	31%	25%	16%	6%	47%
	Virginia	589	13%	23%	29%	22%	14%	64%
	National	6,540	12%	24%	29%	22%	13%	64%
2015-16	APS	15	33%	13%	33%	13%	7%	53%
	Virginia	540	12%	26%	29%	20%	13%	62%
	National	6,557	11%	23%	32%	21%	13%	66%
2016-17	APS	18	22%	22%	50%	0%	6%	56%
	Virginia	537	10%	24%	31%	19%	16%	66%
	National	6,629	14%	23%	31%	19%	12%	63%
2017-18	APS	20	15%	35%	35%	5%	10%	50%
	Virginia	488	16%	20%	27%	27%	9%	64%
	National	6,388	11%	23%	32%	20%	14%	66%
2018-19	APS*	1*						
	Virginia	478	9%	25%	31%	20%	15%	66%
	National	6,052	13%	24%	31%	19%	13%	63%
2019-20	APS	18	6%	11%	22%	33%	28%	83%
	Virginia	438	12%	15%	29%	23%	22%	73%
	National	5821	13%	18%	32%	20%	16%	69%

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

National Latin Exam

Many secondary students enrolled in Latin I through Latin VI courses participated in the National Latin Exam (NLE), which tests student proficiency in grammar, reading comprehension, Roman culture, history, geography, and mythology and etymology. The World Languages Office ceased requiring the NLE in 2019-20. Prior to this time, schools did not consistently give the NLE.

Students who meet or exceed exam expectations receive NLE ribbons, certificates of achievement, or medals. The NLE organization sets a new average every year upon which award distinctions are based. Students who meet or exceed exam expectations for a particular year receive the following awards for Latin Levels I, II, III, IV, V, & VI:

Table 20 - National Latin Exam Levels and Awards

Level	Award
Summa Cum Laude/Perfect Paper	Hand-Lettered Certificate
Summa Cum Laude	Gold
Maxima Cum Laude	Silver
Magna Cum Laude	Certificate
National Average	

The following tables show the number of APS students enrolled in Latin courses and how they performed on the National Latin Exam. Note that the exams were not consistently given across all schools.

Table 21 - NLE Scores at or Above Average (2017-18)

	NLE Level	Number of Students Scoring At or Above Average on NLE	Course Enrollment	Percent of Students Scoring at or Above Average on the NLE
Middle School	I	91	186	49%
	II	70	131	53%
High School	I	7	29	24%
	II	1	18	6%
	III	43	100	43%
	IV	9	41	22%
	Poetry IV	9		
	V	5	40	13%
	VI	5	10	50%

World Languages Program Evaluation (2014-15 to 2018-19)

Table 22 - NLE scores at or Above Average (2018-19)

	NLE Level	Number of Students Scoring At or Above Average on NLE	Course Enrollment	Percent of Students Scoring at or Above Average on the NLE
Middle School	I	71	141	50%
	II	80	139	58%
	III		1*	
High School	I	4	18	22%
	II	5	28	18%
	III	47	108	44%
	IV	31	54	57%
	V	5	13	38%
	VI	7	12	58%

*Sample sizes smaller than 5 are not reported

Table 23 - NLE Scores at or Above Average (2019-20)

Level	NLE Level	Number of Students Scoring At or Above Average on NLE	Course Enrollment	Percent of Students Scoring at or Above Average on the NLE
Middle School	I	81	130	62%
	II	48	101	48%
High School	I	4	27	15%
	II	2	24	8%
	III	39	129	30%
	IV	25	66	38%
	V	12	31	39%
	VI	1	9	11%

The following tables show additional detail about levels of achievement on the NLE.

World Languages Program Evaluation (2014-15 to 2018-19)

Middle School

Table 24 - NLE Scores by Achievement Level - Middle School (2017-18)

Level	N	Perfect		Gold		Silver		Magna Cum Laude		Cum Laude		National Average	
		#	%	#	%	#	%	#	%	#	%	#	%
I	91	5	6%	23	25%	16	18%	16	18%	22	24%	14	15%
II	70	1	1%	24	34%	15	21%	16	23%	11	16%	4	6%

Table 25 - NLE Scores by Achievement Level - Middle School (2018-19)

Level	N	Perfect		Gold		Silver		Magna Cum Laude		Cum Laude		National Average	
		#	%	#	%	#	%	#	%	#	%	#	%
I	71	2	3%	14	20%	14	20%	22	31%	11	16%	3	4%
II	80	1	1%	23	29%	29	36%	9	11%	13	16%	6	8%
III	1*												

*Sample sizes less than 5 are not reported

Table 26 - NLE Scores by Achievement Level - Middle School (2019-20)

Level	N	Perfect		Gold		Silver		Magna Cum Laude		Cum Laude		National Average	
		#	%	#	%	#	%	#	%	#	%	#	%
I	81	17	21%	48	59%	33	41%	0		0		0	
II	48	2	4%	16	33%	15	31%	8	17%	9	19%	0	

High School

Table 27 - NLE Scores by Achievement Level - High School (2017-18)

Level	N	Perfect		Gold		Silver		Magna Cum Laude		Cum Laude		National Average	
		#	%	#	%	#	%	#	%	#	%	#	%
I	7	0		2	29%	2	29%	0		3	43%	0	
II	1*												
III	43	0		13	30%	12	28%	9	21%	7	16%	2	5%
IV	9	1	11%	2	22%	2	22%	1	11%	2	22%	2	22%
Poetry IV	9	0		1	11%	6	67%	1	11%	1	11%	0	
V	5	0		1	20%	1	20%	0		3	60%	0	
VI	5	0		0		0		2	40%	2	40%	1	20%

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

Table 28 - NLE Scores by Achievement Level - High School (2018-19)

Level	N	Perfect		Gold		Silver		Magna Cum Laude		Cum Laude		National Average	
		#	%	#	%	#	%	#	%	#	%	#	%
I	4*												
II	5	0		1	20%	1	20%	2	40%	0		0	
III	47	1	2%	6	13%	19	40%	12	26%	5	11%	5	11%
IV	31	1	3%	10	32%	9	29%	3	9%	5	16%	4	13%
V	5	0		0		2	40%	1	20%	2	40%	0	
VI	7	0		1	14%	2	29%	1	14%	1	14%	0	

*Sample sizes less than 5 are not reported

Table 29 - NLE Scores by Achievement Level - High School (2019-20)

Level	N	Perfect		Gold		Silver		Magna Cum Laude		Cum Laude		National Average	
		#	%	#	%	#	%	#	%	#	%	#	%
I	4*												
II	2*												
III	39	0		8	21%	7	18%	13	33%	5	13%	6	15%
IV	25	0		5	20%	6	24%	4	16%	5	20%	5	20%
V	12	0		6	50%	1	8%	3	25%	2	17%	0	
VI	1*												

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

General Finding – Latin

APS does not currently have a mandated national or international exam for Latin. This makes benchmarking APS Latin performance challenging.

Impacted Strategic Plan Goals & Performance Objectives

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

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

 - **Performance Objectives**
 - Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
 - All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments.
 - Historically over-represented and under-represented groups accessing services will be proportionate with student need and demographics.

- **Operational Excellence**

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

 - **Performance Objectives**
 - Organizational operations will meet or exceed benchmarks in comparable school divisions.
 - All school and department management plans will clearly articulate the data used to write SMART goals aligned to the strategic plan.

World Languages Program Evaluation (2014-15 to 2018-19)

Spanish

STAMP Scores

Spanish STAMP scores at the Intermediate-Mid level and above showed higher scores in Reading and Writing than Speaking and Listening.

Table 30 - Spanish STAMP Scores - Intermediate-Mid and Above

Language Area	Secondary STAMP			Credit by Exam STAMP		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Reading	84%	83%	84%	75%	63%	69%
Speaking	56%	67%	55%	76%	61%	64%
Listening	58%	60%	60%	76%	55%	67%
Writing	73%	84%	82%	79%	66%	77%

The next two tables show the full distribution of Spanish STAMP scores for both Secondary and Credit by Exam.

World Languages Program Evaluation (2014-15 to 2018-19)

Table 31 - Spanish STAMP Scores (Secondary)

Reading Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	4%	3%	3%
Intermediate-Low	12%	12%	13%
Intermediate-Mid	15%	20%	21%
Intermediate-High	21%	20%	21%
Advanced-Low	34%	33%	29%
Advanced-Mid	13%	9%	12%
Advanced-High	1%	1%	1%

Listening Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	3%	2%	1%
Novice-High	20%	22%	20%
Intermediate-Low	19%	17%	19%
Intermediate-Mid	19%	19%	22%
Intermediate-High	12%	16%	14%
Advanced-Low	20%	17%	17%
Advanced-Mid	5%	7%	6%
Advanced-High	2%	1%	1%

Speaking Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	1%	1%	0%
Novice-High	7%	4%	3%
Intermediate-Low	38%	27%	41%
Intermediate-Mid	35%	38%	26%
Intermediate-High	16%	25%	23%
Advanced-Low	5%	4%	6%
Advanced-Mid/High	0%	0%	0%

Writing Score	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	0%	0%
Novice-High	0%	1%	1%
Intermediate-Low	26%	16%	18%
Intermediate-Mid	50%	44%	35%
Intermediate-High	18%	33%	36%
Advanced-Low	5%	7%	10%
Advanced-Mid/High	0%	0%	1%

World Languages Program Evaluation (2014-15 to 2018-19)

Table 32 - Spanish STAMP Scores (Credit by Exam)

Reading Scores	2016-17	2017-18	2018-19
Novice-Low	0%	1%	0%
Novice-Mid	1%	2%	1%
Novice-High	11%	15%	13%
Intermediate-Low	14%	20%	17%
Intermediate-Mid	13%	18%	23%
Intermediate-High	22%	16%	19%
Advanced-Low	30%	20%	23%
Advanced-Mid	9%	9%	4%
Advanced-High	1%	0%	0%

Listening Scores	2016-17	2017-18	2018-19
Novice-Low	0%	1%	1%
Novice-Mid	1%	2%	3%
Novice-High	14%	26%	18%
Intermediate-Low	10%	15%	11%
Intermediate-Mid	17%	18%	23%
Intermediate-High	15%	11%	17%
Advanced-Low	30%	20%	21%
Advanced-Mid	11%	5%	4%
Advanced-High	3%	1%	2%

Speaking Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	1%
Novice-Mid	1%	2%	3%
Novice-High	6%	10%	11%
Intermediate-Low	17%	27%	22%
Intermediate-Mid	32%	32%	31%
Intermediate-High	41%	25%	23%
Advanced-Low	3%	4%	9%
Advanced-Mid/High	0%	0%	1%

Writing Scores	2016-17	2017-18	2018-19
Novice-Low	0%	2%	0%
Novice-Mid	1%	1%	0%
Novice-High	6%	6%	4%
Intermediate-Low	15%	25%	19%
Intermediate-Mid	34%	36%	41%
Intermediate-High	36%	21%	22%
Advanced-Low	9%	8%	13%
Advanced-Mid/High	0%	1%	1%

World Languages Program Evaluation (2014-15 to 2018-19)

IB Exams

Spanish IB Exam scores showed that 90% to 100% of students consistently achieved 4 and above, with three years at 99% or 100%.

Figure 27 - Spanish IB Exam Participation

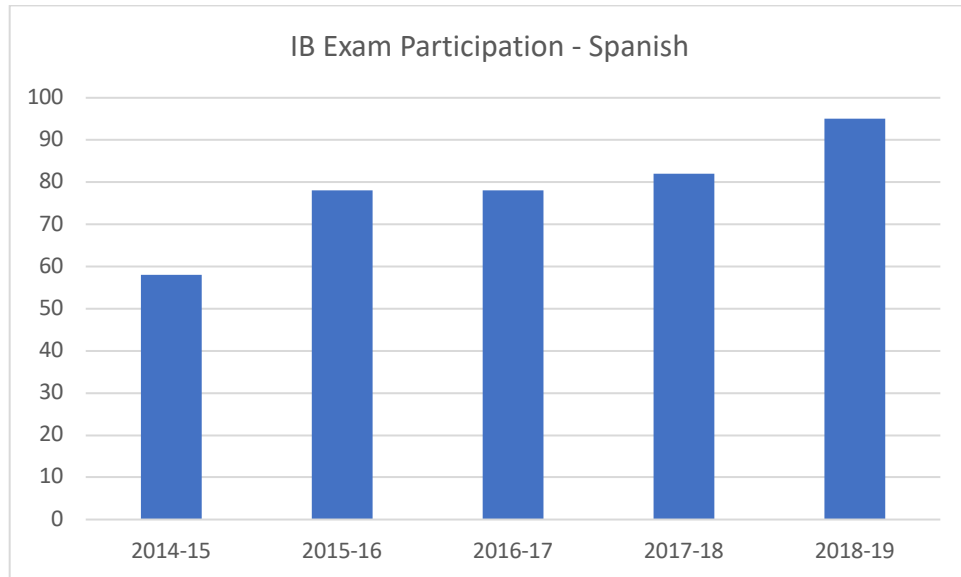
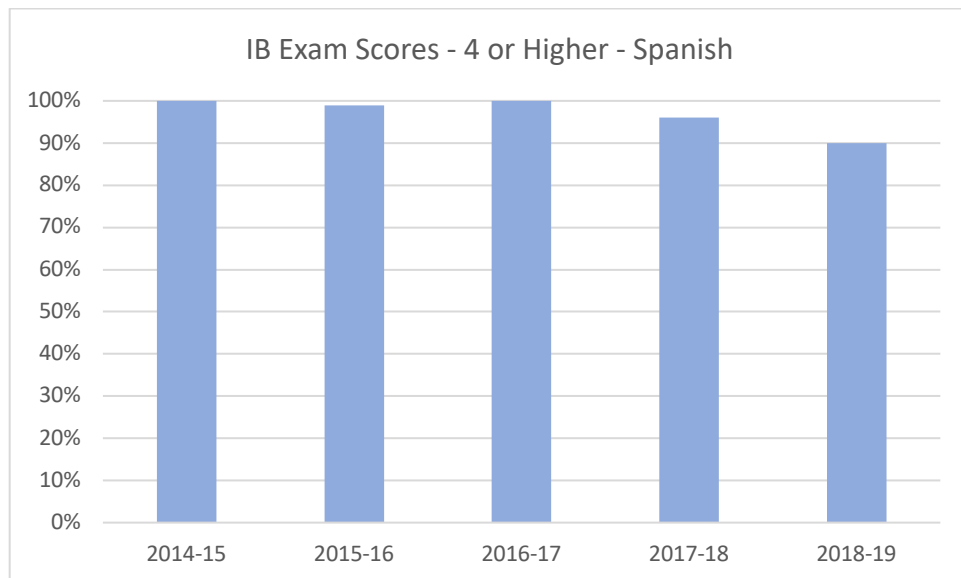


Figure 28 - Spanish IB Exam Scores of 4 or Higher



World Languages Program Evaluation (2014-15 to 2018-19)

AP Exams

APS Spanish Exam scores were above the Virginia and National averages in each year.

Figure 29 - Spanish Language and Culture AP Exam Scores of 3 or Higher

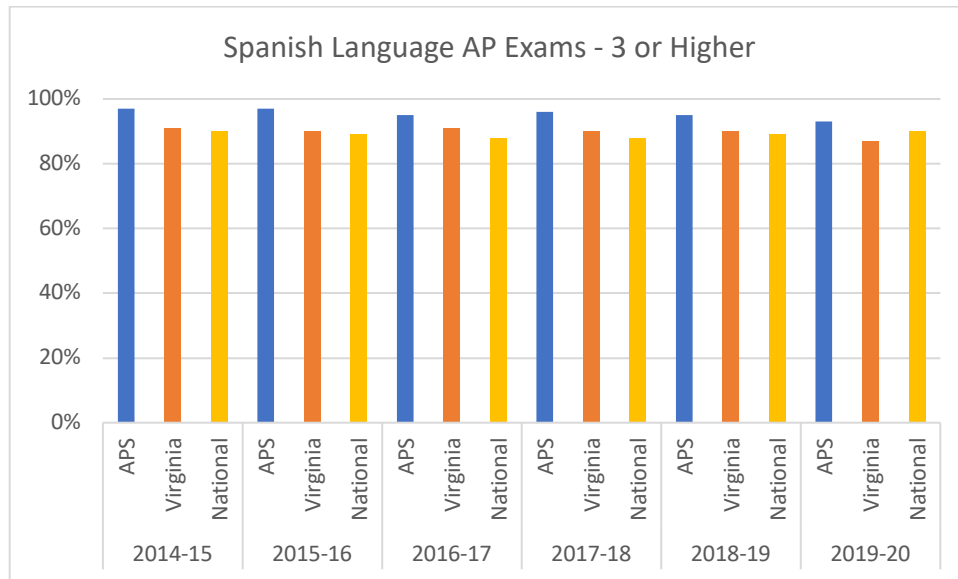
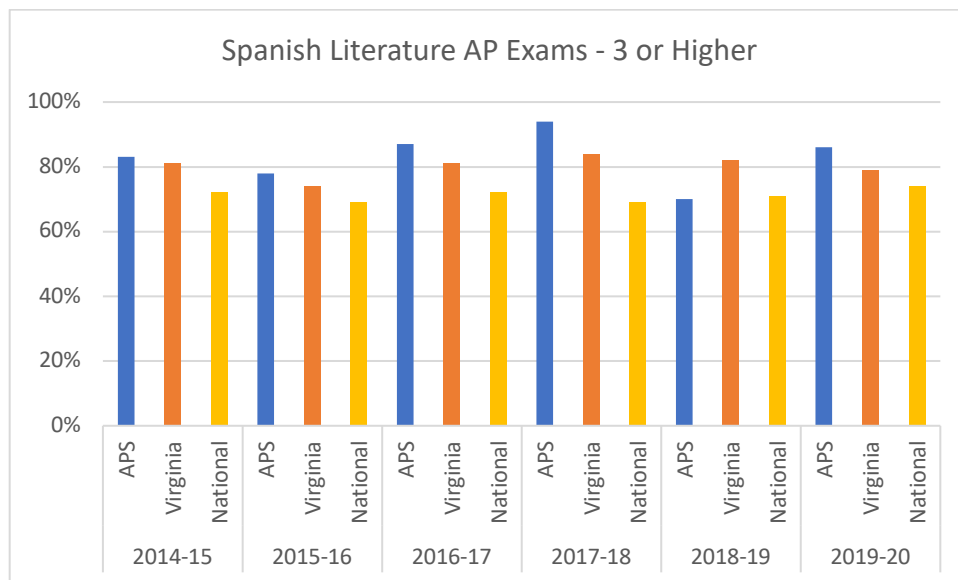


Figure 30 - Spanish Literature and Culture AP Exam Scores of 3 or Higher



World Languages Program Evaluation (2014-15 to 2018-19)

Table 33 - Spanish Language and Culture AP Exam Scores

Year	Group	N	AP Scores					% 3 or higher
			1	2	3	4	5	
2014-15	APS	216	0%	3%	22%	42%	33%	97%
	Virginia	2702	1%	8%	27%	36%	28%	91%
	National	142,723	1%	9%	28%	35%	27%	90%
2015-16	APS	217	0%	3%	23%	36%	37%	97%
	Virginia	2683	1%	9%	28%	35%	27%	90%
	National	153,213	1%	9%	27%	35%	27%	89%
2016-17	APS	242	0%	5%	27%	41%	27%	95%
	Virginia	2,903	1%	8%	34%	36%	21%	91%
	National	166,329	2%	10%	34%	35%	19%	88%
2017-18	APS	250	0%	4%	22%	37%	36%	96%
	Virginia	3,274	25%	34%	30%	10%	1%	90%
	National	178,297	1%	10%	30%	35%	23%	88%
2018-19	APS	234	0%	5%	26%	35%	34%	95%
	Virginia	3,129	1%	9%	31%	33%	25%	90%
	National	185,181	2%	10%	30%	34%	25%	89%
2019-20	APS	234	0%	7%	26%	37%	31%	93%
	Virginia	3098	1%	11%	30%	36%	21%	87%
	National	166,938	1%	9%	23%	36%	30%	90%

World Languages Program Evaluation (2014-15 to 2018-19)

Table 34 - Spanish Literature and Culture AP Exam Scores

Year	Group	N	AP Scores					% 3 or higher
			1	2	3	4	5	
2014-15	APS	58	2%	15%	31%	40%	12%	83%
	Virginia	259	3%	16%	37%	29%	15%	81%
	National	20,815	7%	21%	39%	24%	9%	72%
2015-16	APS	70	1%	21%	40%	29%	9%	78%
	Virginia	317	5%	21%	34%	27%	13%	74%
	National	23,144	8%	23%	38%	24%	8%	69%
2016-17	APS	53	6%	7%	47%	28%	11%	87%
	Virginia	234	7%	12%	39%	28%	13%	81%
	National	24,871	7%	21%	38%	26%	8%	72%
2017-18	APS	48	4%	2%	46%	40%	8%	94%
	Virginia	208	8%	8%	42%	26%	16%	84%
	National	26,465	8%	22%	37%	24%	9%	69%
2018-19	APS	68	3%	7%	37%	34%	19%	70%
	Virginia	239	3%	16%	34%	30%	18%	82%
	National	28,353	7%	22%	38%	24%	9%	71%
2019-20	APS	65	0%	14%	32%	31%	23%	86%
	Virginia	214	2%	19%	38%	21%	20%	79%
	National	23,391	4%	21%	39%	18%	17%	74%

World Languages Program Evaluation (2014-15 to 2018-19)

Other Languages

Due to low enrollment, some test scores were combined in order to meet the program evaluation reporting threshold of five students. This helps protect individual student privacy. The aggregated data can be found below.

STAMP Scores

Reading and Listening are the highest scoring areas, followed by Speaking, and then Writing when considering Intermediate-Mid scores and above.

Table 35 - Other Languages STAMP Scores - Intermediate-Mid and Above

Language Area	Credit by Exam STAMP		
	2016-17	2017-18	2018-19
Reading	83%	92%	94%
Speaking	90%	80%	78%
Listening	93%	86%	91%
Writing	27%	58%	62%

The next table shows the full distribution STAMP scores for both Secondary and Credit by Exam for Other Languages.

World Languages Program Evaluation (2014-15 to 2018-19)

Table 36 - Other Languages STAMP Scores (Credit by Exam)

Reading Scores	2016-17	2017-18	2018-19
Novice-Low	0%	4%	0%
Novice-Mid	0%	0%	0%
Novice-High	8%	4%	3%
Intermediate-Low	8%	0%	3%
Intermediate-Mid	8%	0%	9%
Intermediate-High	42%	59%	44%
Advanced-Low	33%	33%	32%
Advanced-Mid	0%	0%	9%
Advanced-High	0%	0%	0%

Listening Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	4%	0%
Novice-High	8%	7%	3%
Intermediate-Low	0%	4%	6%
Intermediate-Mid	17%	0%	6%
Intermediate-High	17%	19%	18%
Advanced-Low	17%	41%	38%
Advanced-Mid	42%	26%	29%
Advanced-High	0%	0%	0%

Speaking Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	0%
Novice-Mid	0%	4%	0%
Novice-High	0%	4%	0%
Intermediate-Low	10%	12%	21%
Intermediate-Mid	30%	44%	48%
Intermediate-High	40%	20%	21%
Advanced-Low	20%	16%	9%
Advanced-Mid/High	0%	0%	0%

Writing Scores	2016-17	2017-18	2018-19
Novice-Low	0%	0%	3%
Novice-Mid	0%	4%	0%
Novice-High	25%	12%	3%
Intermediate-Low	8%	27%	32%
Intermediate-Mid	17%	19%	41%
Intermediate-High	2%	23%	9%
Advanced-Low	8%	12%	12%
Advanced-Mid/High	0%	4%	0%

World Languages Program Evaluation (2014-15 to 2018-19)

General Finding – Data

The World Languages Office collects and monitors student participation and outcome data for a variety of assessments. Currently, some data is housed outside APS systems in spreadsheets. This does not allow efficient on-demand monitoring of participation and progress by various student demographics. This also leads to inconsistencies in the data due to entry errors that must be corrected for analysis and reporting. The following assessments are currently outside APS systems, impacting two strategic plan goals and a number of performance objectives:

- National Latin Exam Data
- The Avant STAMP (Standards-based Measurement of Proficiency) Data
- DELE Spanish Examination Data

Impacted Strategic Plan Goals & Performance Objectives

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

World Languages Program Evaluation (2014-15 to 2018-19)

Additional Data

IB Exams – Full Demographics

Table 37 - IB Exams – 4 or Above by Demographics

Demographic Group	2014-16		2015-16		2016-17		2017-18		2018-19	
	# tested	% with 4 or higher	# tested	% with 4 or higher	# tested	% with 4 or higher	# tested	% with 4 or higher	# tested	% with 4 or higher
Female	53	96%	70	99%	76	96%	74	89%	72	88%
Male	44	93%	45	93%	46	91%	33	94%	58	83%
Non-EL	97	95%	113	97%	118	94%	99	90%	120	84%
EL	0		2*		4*		8	100%	10	100%
Non-disadvantaged	86	95%	100	96%	100	94%	86	93%	111	85%
Disadvantaged	11	91%	15	100%	22	96%	21	81%	19	90%
Non-SWD	95	97%	114	97%	116	96%	106	91%	129	85%
SWD	2*		1*		6	67%	1*		1*	
Not identified gifted	30	90%	44	96%	50	92%	47	92%	57	84%
Identified gifted	67	97%	71	97%	72	96%	60	90%	73	86%
Asian	6	100%	7	100%	5	100%	13	85%	4*	
Black	6	67%	8	100%	8	88%	1*		2*	
Hispanic	12	100%	26	100%	34	100%	34	88%	28	86%
White	65	99%	67	94%	66	91%	51	92%	85	85%
Other	8	75%	7	100%	9	100%	8	100%	11	82%

*Sample sizes smaller than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

AP Exams – Full Demographics

French Language and Culture

Table 38 - French Language AP Exams - Score of 3 or Above - Demographics

Demographic Group	2014-15		2015-16		2016-17		2017-18		2018-19	
	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher
Female	28	93%	15	100%	18	67%	39	87%	34	65%
Male	18	89%	10	100%	13	69%	10	100%	13	77%
Non-EL	40	93%	21	100%	28	64%	44	89%	46	67%
EL	6	83%	4*		3*		5	100%	*	
Non-disadvantaged	33	100%	24	100%	25	68%	44	89%	42	71%
Disadvantaged	13	69%	1*		6	67%	5	100%	5	40%
Non-SWD	46	91%	25	100%	30	70%	48	90%	46	70%
SWD	0		0		1*		1*		1*	
Not identified Gifted	25	88%	13	100%	16	69%	18	72%	22	55%
Identified Gifted	21	95%	12	100%	15	67%	31	100%	25	80%
Asian	3*		0		3*		3*		2*	
Black	1*		3*		5		7	100%	6	50%
Hispanic	10	70%			5	60%	2*		4*	
White	28	100%	21	100%	16	75%	30	90%	31	68%
Other	4*		1*		2*		7	86%	4*	

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

Latin

Table 39 - Latin AP Exams - Score of 3 or Higher - Demographics

Demographic Group	2014-15		2015-16		2016-17		2017-18		2018-19*	
	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher
Female	18	56%	7	57%	10	50%	10	50%		
Male	14	36%	8	50%	8	63%	10	50%	1*	
Non-EL	32	47%	15	53%	18	56%	20	50%		
EL										
Non-disadvantaged	31	48%	15	53%	18	56%	19	53%	1*	
Disadvantaged	1*						1*			
Non-SWD	32	47%	15	53%	18	56%	18	56%	1*	
SWD							2*			
Not identified Gifted	11	9%	7	29%	6	17%	9	44%	1*	
Identified Gifted	21	67%	8	75%	12	75%	11	55%		
Asian	1*				1*					
Black	1*									
Hispanic	1*		1*				1*			
White	28	46%	14	50%	16	56%	19	53%	1*	
Other	1*				1*					

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

Spanish Language and Culture

Table 40 - Spanish Language AP Exams - Score of 3 or Higher - Demographics

Demographic Group	2014-15		2015-16		2016-17		2017-18		2018-19	
	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher
Female	126	97%	118	96%	140	97%	143	98%	148	95%
Male	90	98%	99	98%	102	92%	107	94%	86	94%
Non-EL	166	98%	177	40	202	95%	209	96%	195	94%
EL	50	94%	40	88%	40	95%	41	98%	39	95%
Non-disadvantaged	128	98%	150	97%	151	95%	163	96%	164	93%
Disadvantaged	88	97%	67	97%	91	95%	87	95%	70	99%
Non-SWD	206	97%	211	98%	231	95%	245	96%	225	94%
SWD	10	100%	6	67%	11	91%	5	100%	10	100%
Not identified Gifted	137	96%	132	96%	141	94%	150	96%	143	93%
Identified Gifted	81	100%	85	98%	101	96%	100	96%	92	97%
Asian	3*		7	100%	6	100%	8	88%	6	83%
Black	5	100%	2*		2*		8	88%	7	86%
Hispanic	135	97%	112	96%	135	95%	135	98%	119	96%
White	69	97%	88	99%	90	96%	90	94%	90	96%
Other	4*		8	100%	9	100%	9	100%	13	85%

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

Spanish Literature and Culture

Table 41 - Spanish Literature AP Exams - Score of 3 or Higher - Demographics

Demographic Group	2014-15		2015-16		2016-17		2017-18		2018-19	
	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher
Female	41	85%	45	82%	28	93%	29	100%	35	97%
Male	17	77%	25	68%	25	80%	19	84%	33	82%
Non-EL	48	88%	54	82%	47	85%	43	93%	62	90%
EL	10	60%	16	63%	6	100%	5	100%	6	83%
Non-disadvantaged	37	92%	39	85%	42	88%	33	91%	46	91%
Disadvantaged	21	67%	31	68%	11	82%	15	100%	22	86%
Non-SWD	56	84%	69	77%	53	87%	48	94%	65	89%
SWD	2*		1*		0				3*	
Not identified Gifted	32	75%	50	72%	33	85%	32	91%	41	85%
Identified Gifted	26	92%	20	90%	20	91%	16	100%	27	96%
Asian			1*				2*		1*	
Black			3*		1*					
Hispanic	42	81%	52	73%	23	83%	30	93%	41	93%
White	14	93%	14	93%	24	88%	16	94%	25	85%
Other	2				5	100%			1*	

*Sample sizes less than 5 are not reported

World Languages Program Evaluation (2014-15 to 2018-19)

Other Languages Combined

Table 42 - Other AP Exams - Score of 3 or Higher - Demographics

Demographic group	2014-15		2015-16		2016-17		2017-18		2018-19	
	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher	# Tested	% with 3 or higher
Female	8	88%	12	75%	3*		6	17%	7	86%
Male	6	50%	11	100%	4*		5	80%	5	100%
Non-EL	12	67%	17	82%	5	40%	11	46%	11	91%
EL	2*	*	6	100%	2*				1*	
Non-disadvantaged	13	69%	15	87%	5	40%	10	50%	11	91%
Disadvantaged	1*		8	88%	2*		1*		1*	
Non-SWD	14	73%	23	87%	7	57%	11	45%	11	91%
SWD									1*	
Not identified Gifted	7	86%	12	92%	6	50%	3*		9	89%
Identified Gifted	8	63%	11	82%	1*		8	38%	3*	
Asian	1*		13	92%	3*		2*		5	80%
Black	1*						1*			
Hispanic	3*									
White	7	75%	8	75%	3*		5	60%	3*	
Other	2*		2*		1*		3*		4*	

*Sample sizes less than 5 not reported