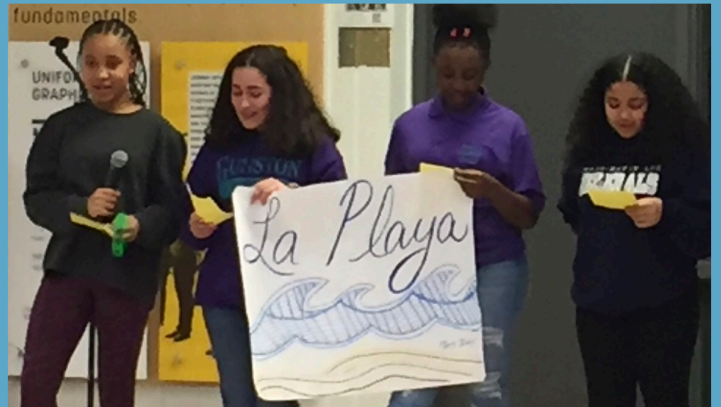




Arlington
Public
Schools



World Languages PROGRAM EVALUATION

FEBRUARY 2021



WORLD LANGUAGES PROGRAM EVALUATION

The World Languages Office has been working with the Department of Planning and Evaluation on the Program Evaluation. The release of the evaluation was delayed by one year.

- 2017-18 – Planning Year
- 2018-19 – Data Gathering Year
- 2019-20 – Data Analysis Year
- 2020-21 – Reporting Year

Key highlights from the evaluation are contained in this Briefing Report. The full 2021 World Languages Program Evaluation will be available on February 12, 2021 online at apsva.us/planning-and-evaluation/evaluation/evaluation-reports/

The World Languages program in Arlington Public Schools (APS) offers students a variety of opportunities to learn another language, thereby preparing them to participate more fully in the global community. Our vision is to have students communicating enthusiastically about a variety of topics, in multiple contexts, while enriching their lives and preparing for a successful future. In order to accomplish our vision, world language instruction begins at the elementary level with the Spanish Dual Language Immersion Program, expands to six languages at the middle school level and increases to eight languages at the high school including AP and IB courses. Languages are offered via face-to-face and online instruction. Students who are already proficient in a world language may receive world language credit through proficiency testing known as Credit-By-Exam, (CBE).

THE WORLD LANGUAGES OFFICE:

- Develops, revises, and enhances curriculum and instructional programs
- Identifies and creates teacher resources that support a rigorous curriculum aligned with state standards
- Monitors instruction and program implementation
- Promotes high quality instruction through professional learning, Instructional Rounds, coaching, observations and feedback cycles for teachers
- Facilitates and coordinates high quality professional learning for staff
- Affords alternative pathways for EL students to receive proficiency-based credit and potentially both the Advanced Studies Diploma and the Virginia Seal of Biliteracy through Credit-by-Exam (CBE)
- Screens, recruits, hires, and retains highly effective teachers
- Delivers instructional support for schools
- Delivers Cognitive Coaching training

DATA THAT PROVIDES INSIGHT SECONDARY-WIDE RANGE OF OFFERINGS

- In 2019-20, 8,534 secondary students, up from 7,209 in 2015-16, were enrolled in world language classes.
- ASL is our fastest growing world language.
- Chinese is taught in person in middle school and at Washington Liberty. It is taught online through Virtual VA for our other high schools and programs.
- Teachers of Arabic, Chinese, German, Japanese are itinerant teachers who travel to different schools to teach small groups of students.
- Latin is declining in enrollment.
- Japanese is increasing in enrollment.

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

STAMP DATA LEVEL IV+

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

Students meet the Advanced Studies world language requirement after studying 3 levels of one language or two levels of one language followed by two years of another. For students choosing to continue their studies, we measure their proficiency at levels IV and V using STAMP and the AP and IB tests to ensure they can meet the state requirements and receive the Virginia Seal of Biliteracy on their diploma. The state requires an Intermediate-Mid score in both speaking and writing on proficiency tests and a score of 3 or higher on the AP test and a score of 4 or higher on the IB test. Some languages, including Arabic and Chinese, take longer to reach higher levels of proficiency.

ARABIC STAMP SCORES - INTERMEDIATE-MID AND ABOVE			
	2016-17	2017-18	2018-19
Reading	36%	37%	41%
Speaking	28%	61%	50%
Listening	28%	30%	41%
Writing	28%	65%	58%

STAMP data cont'd.

CHINESE STAMP SCORES - INTERMEDIATE-MID AND ABOVE			
	2016-17	2017-18	2018-19
Reading	7%	6%	51%
Speaking	18%	6%	28%
Listening	23%	31%	29%
Writing	8%	19%	48%

FRENCH STAMP SCORES - INTERMEDIATE-MID AND ABOVE			
	2016-17	2017-18	2018-19
Reading	98%	97%	98%
Speaking	22%	28%	45%
Listening	18%	20%	25%
Writing	53%	58%	77%

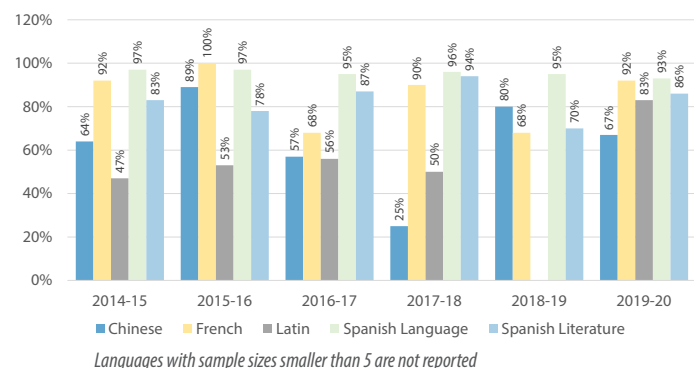
SPANISH STAMP SCORES - INTERMEDIATE-MID AND ABOVE			
	2016-17	2017-18	2018-19
Reading	84%	83%	84%
Speaking	56%	67%	55%
Listening	58%	60%	60%
Writing	73%	84%	82%

AP EXAMS

AP World Language 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

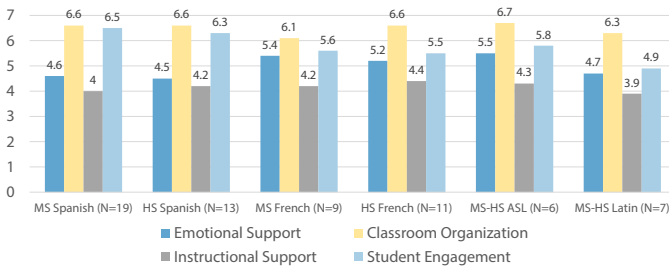
AP Exams – Scores of 3 or Higher by Language



CLASSROOM OBSERVATIONS

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

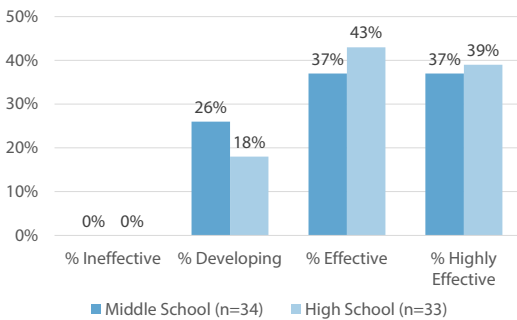
CLASS Scores - Domain by Language



Teachers generally embedded grammar and vocabulary rather than focusing on rote drills.

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

Effectiveness of embedded grammar



SPANISH FOR FLUENT SPEAKERS (SFS)

SFS is designed for native and heritage speakers of Spanish. SFS I begins with basic literacy skills as many of the students in SFS I have had limited academic instruction in Spanish. Teachers of SFS focus on Spanish language arts skills with a heavy emphasis on reading and writing. SFS courses are high school credit-bearing courses beginning in 7th grade. Because some students come to SFS with academic language development in Spanish, the program serves a full range of proficiency levels and requires extensive differentiation to meet the needs of beginning to intermediate proficiency levels.

Upon completing SFS III, students move into Advanced Placement levels in language and literature.

SFS ENROLLMENT

Middle school student enrollment in SFS courses was stable at 6% of all APS middle school students and 9% to 10% of the total middle school enrollment in World Languages courses.

Number of Middle School Students Enrolled in a SFS Course

	2015-16	2016-17	2017-18	2018-19	2019-20
# of Students	260	330	338	389	402
% of WL Students	8%	9%	9%	10%	10%
% of APS MS Students	5%	6%	6%	6%	6%

High school student enrollment in SFS courses declined from 5% to 3% of all high school students and from 8% to 5% of the total high school enrollment in World Languages courses.

Number of High School Students Enrolled in a SFS Course

	2015-16	2016-17	2017-18	2018-19	2019-20
# of Students	299	324	244	231	207
% of WL Students	8%	8%	6%	6%	5%
% of APS HS Students	5%	5%	4%	3%	3%

SOL SCORES FOR EL IN SFS

Standards of Learning Test performance for English Learners enrolled in Spanish for Fluent Speakers compared to their peers not enrolled in Spanish for Fluent Speakers:

- Reading test results were consistently higher at both secondary levels.
- Science 8 test results were consistently higher, and performance was increasing.
- World Geography test results were higher for the two most recent cohorts.
- Writing 8 test results were lower for two of three cohorts. The most recent cohort was higher.

Pass Rates for SFS Cohorts* – EL enrolled in SFS & EL not enrolled in SFS

READING 8	EL - SFS	EL - NON-SFS
2013-14 Cohort	69%	41%
2014-15 Cohort	46%	42%
2015-16 Cohort	52%	46%

WRITING 8	EL - SFS	EL - NON-SFS
2013-14 Cohort	38%	43%
2014-15 Cohort	29%	38%
2015-16 Cohort	54%	46%

SCIENCE 8	EL - SFS	EL - NON-SFS
2013-14 Cohort	40%	37%
2014-15 Cohort	45%	37%
2015-16 Cohort	55%	42%

WORLD GEOGRAPHY	EL - SFS	EL - NON-SFS
2013-14 Cohort	64%	68%
2014-15 Cohort	80%	63%
2015-16 Cohort	71%	60%

READING EOC	EL - SFS	EL - NON-SFS
2013-14 Cohort	84%	76%
2014-15 Cohort	80%	60%
2015-16 Cohort	81%	66%

* We followed students within SOL cohorts to see how students who were enrolled in SFS fared on SOLs through the End-of-Course exam in 11th grade, hence the 2013-14-2015-16 cohorts.

STAMP SCORES SFS III

STAMP Scores for students in Spanish for Fluent Speakers III at the Intermediate-Mid through Advanced-High are shown below.

- Writing was the highest scoring language skills in 2017-18 and 2018-19, with scores at or above 95%.
- Speaking showed scores of 90% in 2017-18 and 86% in 2018-19.
- Listening achievement was 82% in 2017-18 and 74% in 2018-19.
- Reading lagged the other language areas at 78% in 2017-18 and 71% in 2018-19.

SFS III STAMP SCORES INTERMEDIATE-MID AND ABOVE			
	2016-17	2017-18	2018-19
Reading	75%	78%	71%
Speaking	79%	90%	86%
Listening	72%	82%	74%
Writing	87%	98%	95%

DUAL LANGUAGE IMMERSION (DLI)

ENROLLMENT DATA

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

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

Enrollment drops as students move from elementary school to middle school and again from middle school to high school.

Number of Students Enrolled in the Immersion Program

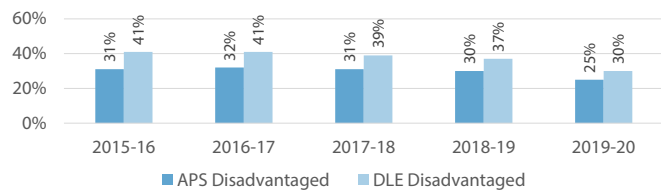
	2015-16		2016-17		2017-18		2018-19		2019-20	
	Students Enrolled	% of APS	Students Enrolled	% of APS	Students Enrolled	% of APS	Students Enrolled	% of APS	Students Enrolled	% of APS
Elementary School	1355	11%	1371	11%	1402	11%	1386	10%	1379	10%
Middle School	287	6%	293	5%	314	6%	308	5%	339	5%
High School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

- Dual Language Immersion serves a higher number of Economically Disadvantaged and Hispanic students at the elementary level.
- The number of Hispanic students remains constant and consistently higher than the APS average from elementary through high school
- The number of Economically Disadvantaged students served in DLI declines and falls below the APS average as students move from elementary to middle school, except the 2019-20 school year, and remains below the APS average as students move to high school

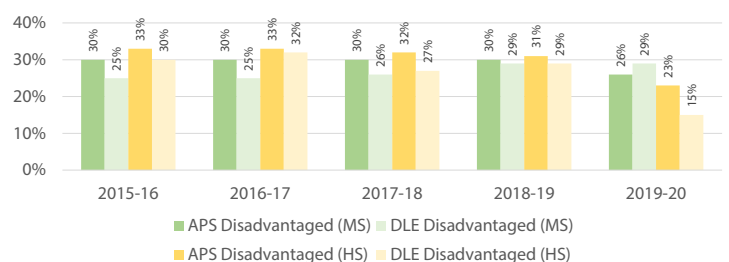
Elementary and Middle School DLI Enrollment by Hispanic Students

	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary APS Hispanic	27%	27%	27%	26%	26%
Elem Sch DLI Hispanic	54%	54%	54%	54%	53%
Middle school APS Hispanic	27%	27%	28%	28%	29%
Middle School DLI Hispanic	46%	44%	49%	51%	58%
High School APS Hispanic	31%	32%	32%	30%	30%
High School DLI Hispanic	54%	53%	50%	49%	47%

Elementary DLI Enrollment by Disadvantaged Status



Secondary DLI Enrollment by Disadvantaged Status



DUAL LANGUAGE IMMERSION – ELEMENTARY SCHOOL

Classroom observations were conducted using two tools, CLASS and an additional APS tool developed for World Languages courses that measured factors specific to the learning environment in the target language--Spanish. 35 elementary classrooms were visited using the APS observation tool.

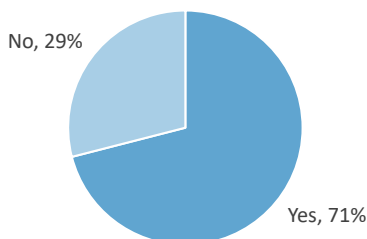
Spanish Language Arts and Language Skill Areas

Findings:

DLI Elementary Teacher Needs – Spanish Language Arts Curriculum, Materials, Training and more instructional time dedicated to teaching Spanish Language Arts.

Observations showed Spanish Language Arts was taught during the scheduled time 71% of the time while a different subject was taught 29% of the time.

Is Spanish Language Arts being taught when scheduled? (n=35)

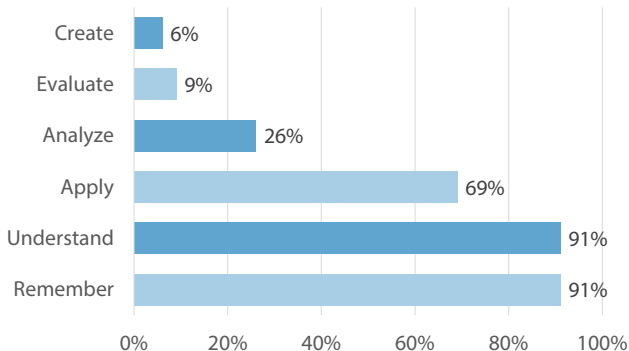


Dual Language Immersion classes show that teachers are incorporating opportunities for students to speak, listen, read, and write at effective and highly effective levels as they practice specific language skills.

SKILL	FINDING
Speaking	100% of classes had effective or highly effective ratings. Students used the target language at their proficiency level in classes 93% of the time.
Listening	100% of classes had effective or highly effective ratings. In lessons, teachers used the target language 100% of the time.
Reading	94% of classes had effective or highly effective ratings. All teacher-provided materials were in the target language in all classes. Classroom displays were culturally and linguistically significant in 53% of classrooms.
Writing	93% of classes had effective or highly effective ratings.

The cognitive complexity of tasks and assignments nearly universally asked students to Remember and Understand. A substantial number of tasks asked students to Apply. The full distribution is below.

What is the cognitive complexity of the tasks or assignments?



The other observation tool used was the CLASS tool used in all program evaluations.

CLASS Score focus areas: When looking deeper into CLASS Domains, there are particular strengths and opportunities:

	STRENGTHS (CLASS DIMENSION SCORES 5 AND ABOVE)	OPPORTUNITIES (CLASS DIMENSION SCORES 4 AND BELOW)
Lower Elementary	High Scores (6 and 7) <ul style="list-style-type: none"> Absence of Negative Climate Positive Climate Productivity Behavior Management Mid Scores (5) <ul style="list-style-type: none"> Teacher Sensitivity Instructional Learning Formats Regard for Student Perspectives 	Mid Scores (3 and 4) <ul style="list-style-type: none"> Concept Development Quality of Feedback Language Modeling Low Scores (1 and 2) <ul style="list-style-type: none"> None
Upper Elementary	High Scores (6 and 7) <ul style="list-style-type: none"> Absence of Negative Climate Productivity Teacher Sensitivity Behavior Management Mid Scores (5) <ul style="list-style-type: none"> Positive Climate Instructional Learning Formats Student Engagement Content Understanding 	Mid Scores (3 and 4) <ul style="list-style-type: none"> Quality of Feedback Analysis and Inquiry Instructional Dialogue Regard for Student Perspectives Low Scores (1 and 2) <ul style="list-style-type: none"> None

On the STAMP test at the elementary level, more students score at the Intermediate-Mid and higher in Listening and Reading than on Writing and Speaking. This was true for both students who speak Spanish at home and students who do not. Spanish speakers generally outperform their peers, with the exception of Reading.

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

	SPANISH HOME LANGUAGE			OTHER HOME LANGUAGE		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Reading	82%	88%	81%	91%	85%	86%
Speaking	31%	70%	41%	28%	61%	37%
Listening	88%	96%	94%	88%	82%	87%
Writing	45%	50%	50%	51%	45%	45%

DUAL LANGUAGE IMMERSION – SECONDARY

Classroom observations were conducted using two tools, CLASS and an additional APS tool developed for World Languages courses that measured factors specific to the learning environment in the target language--Spanish. Spanish speakers generally underperform their peers.

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

	SPANISH HOME LANGUAGE			OTHER HOME LANGUAGE		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Reading	80%	62%	82%	94%	89%	93%
Speaking	92%	90%	100%	85%	94%	99%
Listening	92%	69%	86%	89%	99%	96%
Writing	96%	90%	95%	98%	99%	99%

DUAL LANGUAGE IMMERSION COHORT DATA

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

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

Reading Data Comparing ELs and Non-ELs in Non-Immersion and Dual Language Immersion*

		NON-IMMERSION				DUAL LANGUAGE IMMERSION			
		2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16
Reading Grade 5	Non-EL	89%	87%	94%	94%	95%	91%	96%	97%
	EL	58%	56%	66%	73%	42%	52%	54%	67%
Reading Grade 8	Non-EL	92%	92%	93%	92%	90%	96%	99%	100%
	EL	63%	63%	64%	65%	79%	100%	61%	71%
Reading Grade 11	Non-EL	97%	N/A	N/A	N/A	100%	N/A	N/A	N/A
	EL	81%	N/A	N/A	N/A	100%	N/A	N/A	N/A

Science and Social Studies Data through Grade 8 Comparing ELs and Non-ELs in Non-Immersion and DLI*

		NON-IMMERSION				DUAL LANGUAGE IMMERSION			
		2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16
Science Grade 5	Non-EL	90%	85%	91%	94%	89%	77%	92%	96%
	EL	58%	46%	55%	63%	27%	42%	64%	64%
Science Grade 8	Non-EL	95%	93%	93%	93%	95%	100%	99%	99%
	EL	71%	72%	67%	67%	100%	81%	79%	76%
Civics Grade 6	Non-EL	N/A	N/A	94%	93%	N/A	N/A	96%	92%
	EL	N/A	N/A	64%	63%	N/A	N/A	69%	81%
World Geog. Grade 8	Non-EL	96%	94%	95%	94%	93%	100%	99%	99%
	EL	76%	74%	71%	70%	95%	81%	65%	81%
Writing Grade 8	Non-EL	90%	91%	90%	91%	97%	99%	96%	96%
	EL	60%	67%	66%	69%	89%	75%	75%	84%

* We followed students within SOL cohorts through the grade levels, hence the 2013-14-2015-16 cohorts.

2015-16 SOL Scores, Grades 5 through 8, by English Learner and Immersion Status

	EL Status as of Grade 5 in 2015-16	NON-IMMERSION		DLI		DIFFERENCE FROM NON-IMMERSION
		# Students	Proficient or Advanced	# Students	Proficient or Advanced	
Math Grade 5	Non-EL	1223	94%	116	96%	
	EL	397	63%	55	64%	+1%
Reading Grade 5	Non-EL	1224	94%	116	97%	
	EL	374	73%	55	67%	-6%
Science Grade 5	Non-EL	1223	94%	116	96%	
	EL	397	63%	55	64%	+1%
Reading Grade 6	Non-EL	1227	93%	115	97%	
	EL	397	61%	55	58%	-3%
Civics & Economics 6	Non-EL	1150	94%	112	90%	
	EL	318	62%	42	79%	+17%
Reading Grade 7	Non-EL	1162	93%	113	95%	
	EL	366	68%	52	79%	+11%
Reading Grade 8	Non-EL	1102	92%	109	96%	
	EL	338	64%	49	76%	+12%
Science Grade 8	Non-EL	1101	93%	108	96%	
	EL	338	68%	49	65%	-3%
World Geography 8	Non-EL	1105	94%	110	96%	
	EL	333	70%	48	75%	+5%
Writing Grade 8	Non-EL	1101	91%	110	95%	
	EL	266	68%	38	82%	+24%

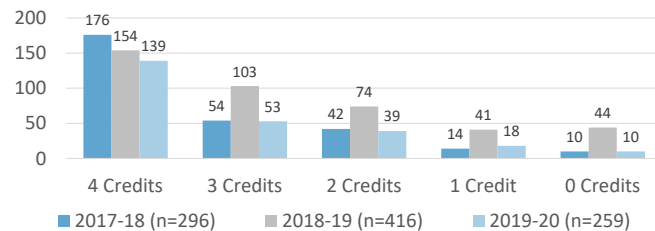


CREDIT BY EXAM

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 and heritage speakers, allowing them multiple pathways to earn credits and have opportunities for other course selections.

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

Distribution of Number of Credits Obtained by Credit by Exam



WHAT WE LEARNED (OPPORTUNITIES)

SECONDARY WORLD LANGUAGES

- Latin declining in enrollment
 - Needs a national test such as the Alira to measure proficiency
- Arabic, Chinese, German, and Japanese: We are working to consolidate our lowest enrollment courses through the IPP process except where they are considered part of the International Baccalaureate
- Need to focus Professional Learning based on CLASS findings
- Market our program to male students

SFS

- Teacher Needs – Curriculum, Materials, Training
- We need to market SFS and keep students enrolled as they outperform their peers not enrolled in SFS
- Survey Students – Choices/Dropouts from WL Program (Due to COVID-19, we were unable to survey students.)

DUAL LANGUAGE IMMERSION

- Visioning work Planned starting February 8 with consultant will facilitate:
- Creation of master plan to close the achievement gap between our ELs in DLI compared to our non-ELs in DLI
- Purchase Spanish language arts curricular resources
- Increase instructional time in Spanish language arts
- Prioritize the selection of Spanish language arts assessments that measure comprehensive literacy skills

CREDIT-BY-EXAM

- Continue to offer alternative pathways for students to earn credit

OVERALL FOCUS

- Conduct surveys and focus groups when back in schools full time to gather information on transition points and attrition rates
- Need all data housed in APS systems for easier access to support analysis