

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

CLASS Domain and Dimension Scores

Table 1: Average World Language FLES Lower Elementary CLASS Scores

Average Domain and Dimension Scores	Lower Elementary FLES		
	N	Mean	Std. Deviation
Emotional Support	29	5.9	0.6
Positive Climate	29	6.3	0.9
Negative Climate	29	1.1	0.3
Teacher Sensitivity	29	5.8	1.3
Regard for Student Perspectives	29	4.6	1.0
Classroom Organization	29	6.0	1.1
Behavior Management	29	5.8	1.2
Productivity	29	6.3	1.0
Instructional Learning Formats	29	5.8	1.4
Instructional Support	29	4.0	1.4
Concept Development	29	4.3	1.3
Quality of Feedback	29	4.0	1.5
Language Modeling	29	3.8	1.6

Table 2: Average World Language Immersion Lower Elementary CLASS Scores

Average Domain and Dimension Scores	Lower Elementary Immersion		
	N	Mean	Std. Deviation
Emotional Support	26	6.1	0.5
Positive Climate	26	6.6	0.7
Negative Climate	26	1.0	0.2
Teacher Sensitivity	26	5.7	1.0
Regard for Student Perspectives	26	5.3	1.2
Classroom Organization	26	6.0	0.9
Behavior Management	26	6.1	0.8
Productivity	26	6.3	0.9
Instructional Learning Formats	26	5.5	1.3
Instructional Support	26	3.9	1.6
Concept Development	26	4.1	1.5
Quality of Feedback	26	4.0	1.9
Language Modeling	26	3.7	1.6

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Table 3: Average World Language FLES Upper Elementary CLASS Scores

Average Domain and Dimension Scores	Upper Elementary		
	N	Mean	Std. Deviation
Emotional Support	15	5.2	1.2
Positive Climate	15	5.1	1.4
Teacher Sensitivity	15	5.7	1.0
Regard for Student Perspectives	15	4.9	1.4
Classroom Organization	15	6.3	1.1
Behavior Management	15	5.7	1.7
Productivity	15	6.5	1.1
Negative Climate	15	1.3	0.7
Instructional Support	15	4.3	1.2
Instructional Learning Formats	15	5.4	1.2
Content Understanding	15	4.7	1.2
Analysis and Inquiry	15	3.5	1.6
Quality of Feedback	15	4.0	1.4
Instructional Dialogue	15	3.7	1.6
Student Engagement	15	5.6	1.5

Table 4: Average World Language Immersion Upper Elementary CLASS Scores

Average Domain and Dimension Scores	Upper Elementary		
	N	Mean	Std. Deviation
Emotional Support	6	5.2	1.3
Positive Climate	6	5.5	1.4
Teacher Sensitivity	6	6.2	1.0
Regard for Student Perspectives	6	4.0	1.8
Classroom Organization	6	6.7	0.4
Behavior Management	6	6.3	1.2
Productivity	6	6.8	0.4
Negative Climate	6	1.0	0.0
Instructional Support	6	4.8	1.3
Instructional Learning Formats	6	5.5	1.0
Content Understanding	6	5.2	1.0
Analysis and Inquiry	6	4.3	1.6
Quality of Feedback	6	4.7	1.8
Instructional Dialogue	6	4.3	1.6
Student Engagement	6	5.3	1.4

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Table 5: Average World Language Middle School Secondary CLASS Scores

Average Domain and Dimension Scores	Middle School		
	N	Mean	Std. Deviation
Emotional Support	37	4.8	0.8
Positive Climate	37	5.6	0.9
Teacher Sensitivity	37	5.4	1.0
Regard for Adolescent Perspectives	37	3.4	1.3
Classroom Organization	37	6.4	0.7
Behavior Management	37	6.3	1.1
Productivity	37	6.1	0.8
Negative Climate	37	6.7	1.0
Instructional Support	35	4.0	0.6
Instructional Learning Formats	37	5.7	0.8
Content Understanding	36	5.8	0.8
Analysis and Inquiry	35	2.1	0.8
Quality of Feedback	36	3.9	1.1
Instructional Dialogue	36	3.0	1.4
Student Engagement	37	5.8	1.3

Table 6: Average World Language High School Secondary CLASS Scores

Average Domain and Dimension Scores	High School		
	N	Mean	Std. Deviation
Emotional Support	37	5.0	0.8
Positive Climate	37	5.8	0.9
Teacher Sensitivity	37	5.6	0.8
Regard for Adolescent Perspectives	37	3.6	1.4
Classroom Organization	37	6.6	0.5
Behavior Management	37	6.4	0.7
Productivity	37	6.3	0.8
Negative Climate	37	6.9	0.2
Instructional Support	33	4.3	0.9
Instructional Learning Formats	37	5.7	1.0
Content Understanding	36	5.8	1.0
Analysis and Inquiry	33	2.2	1.0
Quality of Feedback	33	4.1	1.2
Instructional Dialogue	33	3.8	1.6
Student Engagement	37	5.8	1.1

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Table 7: Average World Language Middle School Spanish CLASS Scores

Average Domain and Dimension Scores	Middle School Spanish		
	N	Mean	Std. Deviation
Emotional Support	19	4.6	0.6
Positive Climate	19	5.7	0.9
Teacher Sensitivity	19	5.3	0.9
Regard for Adolescent Perspectives	19	2.7	1.2
Classroom Organization	19	6.6	0.3
Behavior Management	19	6.7	0.5
Productivity	19	6.1	0.6
Negative Climate	19	7.0	0.0
Instructional Support	19	4.0	0.6
Instructional Learning Formats	19	5.9	0.7
Content Understanding	19	5.9	0.9
Analysis and Inquiry	19	1.9	1.0
Quality of Feedback	19	4.1	1.0
Instructional Dialogue	19	2.4	1.1
Student Engagement	19	6.5	0.8

Table 8: Average World Language High School Spanish CLASS Scores

Average Domain and Dimension Scores	High School Spanish		
	N	Mean	Std. Deviation
Emotional Support	13	4.5	0.5
Positive Climate	13	5.5	0.8
Teacher Sensitivity	13	5.2	0.4
Regard for Adolescent Perspectives	13	2.8	1.3
Classroom Organization	13	6.6	0.5
Behavior Management	13	6.5	0.8
Productivity	13	6.2	0.8
Negative Climate	13	7.0	0.0
Instructional Support	13	4.2	0.5
Instructional Learning Formats	13	5.9	0.9
Content Understanding	13	6.2	0.6
Analysis and Inquiry	13	1.7	1.0
Quality of Feedback	13	4.3	1.0
Instructional Dialogue	13	2.8	1.0
Student Engagement	13	6.3	0.9

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Table 9: Average World Language Middle School French CLASS Scores

Average Domain and Dimension Scores	Middle School French		
	N	Mean	Std. Deviation
Emotional Support	9	5.4	0.7
Positive Climate	9	5.7	0.7
Teacher Sensitivity	9	5.9	0.9
Regard for Adolescent Perspectives	9	4.7	1.0
Classroom Organization	9	6.1	1.1
Behavior Management	9	6.1	1.1
Productivity	9	6.1	1.1
Negative Climate	9	6.0	2.0
Instructional Support	8	4.2	0.7
Instructional Learning Formats	9	5.7	0.9
Content Understanding	9	5.7	0.9
Analysis and Inquiry	8	2.4	0.5
Quality of Feedback	9	3.9	1.2
Instructional Dialogue	9	4.0	1.8
Student Engagement	9	5.6	1.3

Table 10: Average World Language High School French CLASS Scores

Average Domain and Dimension Scores	High School French		
	N	Mean	Std. Deviation
Emotional Support	11	5.2	0.9
Positive Climate	11	6.0	0.9
Teacher Sensitivity	11	5.8	0.9
Regard for Adolescent Perspectives	11	3.9	1.5
Classroom Organization	11	6.6	0.4
Behavior Management	11	6.5	0.7
Productivity	11	6.5	0.5
Negative Climate	11	6.8	0.4
Instructional Support	9	4.4	1.1
Instructional Learning Formats	11	5.5	0.9
Content Understanding	10	5.4	1.1
Analysis and Inquiry	9	2.6	1.1
Quality of Feedback	9	4.1	1.3
Instructional Dialogue	9	4.3	2.0
Student Engagement	11	5.5	1.1

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Table 11: Average World Language Secondary ASL CLASS Scores

Average Domain and Dimension Scores	Secondary ASL		
	N	Mean	Std. Deviation
Emotional Support	6	5.5	0.5
Positive Climate	6	6.2	0.8
Teacher Sensitivity	6	6.0	0.6
Regard for Adolescent Perspectives	6	4.3	1.0
Classroom Organization	6	6.7	0.3
Behavior Management	6	6.5	0.5
Productivity	6	6.7	0.5
Negative Climate	6	7.0	0.0
Instructional Support	5	4.3	0.3
Instructional Learning Formats	6	6.3	0.5
Content Understanding	6	5.8	0.4
Analysis and Inquiry	5	2.0	0.7
Quality of Feedback	5	3.4	0.5
Instructional Dialogue	5	4.0	0.7
Student Engagement	6	5.8	1.2

Table 12: Average World Language Secondary Latin CLASS Scores

Average Domain and Dimension Scores	Secondary Latin		
	N	Mean	Std. Deviation
Emotional Support	7	4.7	1.0
Positive Climate	7	5.3	1.1
Teacher Sensitivity	7	5.3	1.4
Regard for Adolescent Perspectives	7	3.4	0.8
Classroom Organization	7	6.3	0.7
Behavior Management	7	5.9	1.3
Productivity	7	6.0	0.8
Negative Climate	7	7.0	0.0
Instructional Support	7	3.9	1.1
Instructional Learning Formats	7	5.0	1.4
Content Understanding	7	5.1	1.2
Analysis and Inquiry	7	2.4	0.5
Quality of Feedback	7	3.3	1.6
Instructional Dialogue	7	3.7	1.4
Student Engagement	7	4.9	1.1