

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



Arlington
Public
Schools

Evaluation Design, Findings, Recommendations, and Action Plan

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

Table of Contents

- Introduction 3**
- Methodology..... 4**
 - Data Measures 4**
 - Evaluation Design..... 5**
 - Post Program Evaluation Items..... 9**
- Findings..... 12**
- Recommendations & Action Plan 24**

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

Introduction

This report follows a new format that the Department of Planning and Evaluation is piloting. The goal is to provide a structure that allows easier access to data for stakeholders as they plan continual improvement.

This evaluation examines the success of the elementary and secondary World Languages Program from 2015-2020. It is the third comprehensive evaluation of World Languages and follows the initial evaluations reported in 2003 (Secondary), 2005 (Elementary Immersion), and 2013 (all World Languages programs). The discontinued Foreign Language in Elementary School (FLES) program was not evaluated.

The report addresses the following items outlined in Arlington Public Schools (APS) policy and procedures (A-6.31) for Accountability and Evaluation:

1. A description of the department, program, or service
2. Evaluation questions that ask
 - How effectively was the World Languages program implemented?
 - What were the outcomes for the targeted populations?
 - How satisfied were the users and clients?
3. Recommendations

This evaluation was impacted by the 2020 Pandemic. This required eliminating some components of the World Languages evaluation due to logistical challenges related to surveys and focus groups. Once APS returns to more normalized operations, there will be an opportunity to look at additional aspects of the World Languages Program.

The World Languages Program Evaluation report is divided into the following sections:

- This Overview and Summary
- Description of the World Languages Programs
- Dual Language Immersion Program
 - Enrollment (K-12)
 - Learning Environment (K-5)
 - Student Outcomes (K-12)
- Secondary World Languages Program
 - Enrollment (6-12)
 - Learning Environment (6-12)
 - Student Outcomes (6-12)
 - Spanish for Fluent Speakers Program (6-12)
- Original Data Tables
- World Languages Monitoring Reports, Briefing Reports, and prior Program Evaluation
- APS World Languages Resources
- External World Languages Resources.

Each document and resource is available at the following Website:

<https://www.apsva.us/planning-and-evaluation/evaluation/evaluation-reports/>

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

Methodology

The evaluation design process began with a review of the previous World Languages evaluations during the 2017-18 school year. This review served to identify program changes, and improvements. A committee of stakeholders reviewed the information and provided input. A draft design was developed following the guidelines in APS Policy. Data was gathered during the 2018-19 and 2019-20 school years. In March 2020, the pandemic interrupted plans to hold additional focus groups and to survey students, teachers, administrators, and parents/guardians. As the World Languages programs continue to improve and evolve, the Planning and Evaluation Department and the World Languages Office are hopeful that additional focus groups and surveys can be conducted.

Data Measures

The following data measures were gathered and analyzed:

- Classroom Assessment Scoring System (CLASS) Observations
- World Languages Best Practices Observations
- Spanish For Fluent Speakers Teacher Focus Group
- Secondary School Counselor Focus Group
- Parent/Guardian 2020 Your Voice Matters (YVM) Survey World Languages Question Results
- Enrollment Data from APS Student Information System
- Virginia Standards of Learning Assessment Results
- Advanced Placement (AP) Exam Results
- International Baccalaureate (IB) Exam Results
- Diplomas of Spanish as a Foreign Language (DELE) Exam Results
- National Latin Exam (NLE) Results
- Avant STAMP (Standards-based Measurement of Proficiency) Test Results
- WIDA ACCESS for ELLs Test Results

Detailed information on each measure can be found in the various sections of this report. The World Languages Evaluation Design can be found below.

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

Evaluation Design

Evaluation Question 1: Implementation – How effectively was the World Languages Program implemented?

Goal 1: The APS World Languages program follows best instructional practices.

Evaluation Question	Data Source(s)
1a To what extent are best instructional practices for emotional support, classroom organization, instructional support, and student engagement evident in World Languages classrooms?	<ul style="list-style-type: none"> Classroom Assessment Scoring System (CLASS)
1b To what extent do World Languages teachers use the target language to provide comprehensible input? 1c To what extent do APS practices align with best practices? 1d To what extent do students speak and negotiate meaning in the target language with the teacher and with other students? 1e What is the level of rigor of tasks students are asked to do in world language classes? 1f To what extent do teachers incorporate critical or creative thinking strategies in their lessons? 1g To what extent are teachers incorporating the use of authentic materials? 1h What is the level of consistency in time allocated for Spanish Language Arts instruction in elementary immersion? 1i How effectively is technology and the Internet being used to support language instruction at different levels of study?	<ul style="list-style-type: none"> APS Observation Tool

Goal 2: APS supports World Languages teachers to provide high quality instruction.

Evaluation Question	Data Source(s)
2a To what extent are SFS teachers able to provide quality instruction addressing diverse student needs?	<ul style="list-style-type: none"> Focus Group

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

Goal 3: World Languages offerings meet the diverse needs of APS students.

Evaluation Question	Data Source(s)
<p>3a To what extent are the scope and sequence and instructional goals for SFS and Immersion articulated and meet the needs of all students?</p> <p>3b What is the level of consistency in language courses offered in 6th grade across schools?</p>	<ul style="list-style-type: none"> ● Program of Studies ● Enrollment
<p>3c To what extent do course offerings meet the language needs of students? (Partial)</p>	<ul style="list-style-type: none"> ● Focus Group
<p>3d To what extent do all APS students and student groups participate in world language courses at the elementary and secondary levels?</p>	<ul style="list-style-type: none"> ● Enrollment
<p>3e To what extent are schools supporting students with disabilities in world language classrooms through allocation and scheduling? (Partial)</p>	<ul style="list-style-type: none"> ● Focus Groups
<p>3f To what extent are students achieving world language credits through credit by exam?</p>	<ul style="list-style-type: none"> ● Credit by Exam Results
<p>3g To what extent do all students have and take advantage of the opportunity to continue their world language experiences as they move through grade levels?</p> <ul style="list-style-type: none"> ● Immersion-Specific: <ul style="list-style-type: none"> ○ Continuation in immersion from elementary to middle to high ○ If students do not continue with Immersion, do they continue in World Languages courses in middle and high school? 	<ul style="list-style-type: none"> ● Enrollment
<p>3h What factors influence whether students study/continue to study world languages in all types of programs?</p>	<ul style="list-style-type: none"> ● Focus Groups

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

Goal 4: APS communicates clearly with students and parents about World Language options, programs, and outcomes.

Evaluation Question	Data Source(s)
4a To what extent are rising 6 th graders, middle school students, and high school students equally encouraged to enroll or continue with world language courses?	<ul style="list-style-type: none"> ● Focus Groups

Goal 5: APS students are appropriately challenged and supported in learning World Languages.

Evaluation Question	Data Source(s)
5a To what extent do world language teachers differentiate instruction for students (extension and remediation)? –	<ul style="list-style-type: none"> ● Observations

Goal 6: APS manages World Languages resources effectively.

Evaluation Question	Data Source(s)
6a What resources are being used across schools? (textbooks, physical materials, realia)? (SFS)	<ul style="list-style-type: none"> ● Observations ● Focus Groups
6b What are the enrollment and attrition trends by language and program?	<ul style="list-style-type: none"> ● Enrollment

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

Evaluation Question 2: Outcomes – What were the outcomes for students?

Goal 7: APS students develop language proficiency in listening, speaking, reading, and writing.

Evaluation Question	Data Source(s)
<p>7a To what extent are the following students meeting proficiency expectations in speaking, listening, reading, and writing:</p> <ul style="list-style-type: none"> a. Immersion (in both Spanish and English, disaggregate by native language) b. Secondary Level IV c. Spanish for Fluent Speakers Level III <p>7b To what extent are English Learners achieving in World Languages programs?</p> <p>7c To what extent are Latin students achieving learning goals in reading comprehension, vocabulary, grammar, mythology and history in Latin?</p> <p>7d How did students perform in the area of Spanish literacy in Immersion?</p> <p>7e To what extent are immersion students learning the target language through content instruction?</p>	<ul style="list-style-type: none"> ● STAMP Tests ● WIDA ACCESS for ELLs ● SOL Tests ● National Latin Exam ● AP/IB Exams ● DELE Exams

Goal 8: Every APS student will graduate competent in English and another language.

Evaluation Question	Data Source(s)
<p>8a What World Languages course levels do students complete?</p> <p>8b To what extent are APS World Languages students proficient in English and at least one other language by graduation?</p>	<ul style="list-style-type: none"> ● Enrollment ● STAMP Tests ● AP/IB Exams

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

Goal 11: Immersion promotes high academic achievement in the content areas in both languages.

Evaluation Question	Data Source(s)
11a To what extent do immersion students meet or exceed the expectations in the core academic areas of reading, math, science and social studies? 11b To what extent do Spanish-speaking English learners in immersion and traditional programs show progress in academic achievement?	<ul style="list-style-type: none">● SOL Test Results● Cohort Analysis

Post Program Evaluation Items

Due to the global pandemic, the original World Languages Evaluation Design was modified in order to move forward with the data that had already been collected. Unfortunately, it was not possible to complete some focus groups, surveys, and analysis. Planning and Evaluation and the World Languages Office have discussed possible future efforts to examine additional items once APS returns to more regular operations.

The original design included 11 overall goals.

- Goals 1-8 and 11 were fully or substantially analyzed; however, further study is needed for some identified questions as outlined below.
- Two goals were covered in an extremely limited manner and need further study:
 - Goal 9: APS students use language knowledge and skills for functional communication in modern languages.
 - Goal 10: APS world language students gain insights and knowledge of other cultural perspectives and practices.

Additional Evaluation Questions for Future Study

- 1 To what extent are teachers who teach multiple course levels within one section able to provide quality instruction? How are they supported?
- 2 To what extent are itinerant teachers able to provide quality instruction? How are they supported?
- 3 To what extent are SFS teachers able to provide quality instruction addressing diverse student needs? (Partially Answered)
- 4 What is the availability, convenience, and effectiveness of APS and external professional development for world language teachers and assistants, including specifically on addressing needs of students with disabilities?

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

- 5 To what extent are professional learning opportunities making a positive impact on teachers' instructional practices and consistency of instruction across schools?
- 6 To what extent are world language PLCs/CLTs implemented consistently across schools in terms of meeting time and focus of meetings?
- 7 To what extent is APS able to effectively recruit and retain hard-to-fill positions such as immersion and ASL?
- 8 To what extent do teachers access information about their students' learning needs, including language background and IEP needs, and differentiate accordingly?
- 9 To what extent do course offerings meet the language needs of students? (Partially Answered)
- 10 To what extent are IEP and 504 accommodations appropriate and applicable to world language learning?
- 11 To what extent are students receiving required IEP and 504 accommodations?
- 12 To what extent are schools supporting students with disabilities in world language classrooms through allocation and scheduling? (Partially Answered)
- 13 To what extent do IB students have choice in terms of which language to study?
- 14 To what extent are secondary students and school staff aware of credit by exam (CBE) opportunities?
- 15 To what extent are students placed in the appropriate course level based on the results of their CBE test?
- 16 What factors influence whether students study/continue to study world languages in all types of programs? (Partially Answered)
- 17 To what extent are rising 6th graders, middle school students, and high school students equally encouraged to enroll or continue with World Languages courses? (Partially Answered)
- 18 To what extent do parents or prospective parents understand
 - a. their children's expected and actual progress in language proficiency (all world language courses)?
 - b. goals and benefits of immersion or any world language experience?
 - c. their children's expected and actual progress in content?
- 19 To what extent are parents of students in the immersion program able to support their children if they do not speak the language of instruction?
- 20 What is the level of communication regarding support and extension opportunities for parents of immersion students?
- 21 To what extent do Resource Teachers for the Gifted (RTGs) and Instructional Technology Coordinators (ITCs) work with World Languages teachers?
- 22 To what extent do World Languages teachers differentiate instruction for students (extension and remediation)? (Partially Answered)
- 23 To what extent are world language teachers satisfied with school-level and division-level support?
- 24 To what extent do school-based and central office world language staff have access to the data they need? (Partially Answered)
- 25 To what extent are staff who evaluate World Languages teachers able to assess quality of instruction in World Languages classrooms?
- 26 What resources are being used across schools? (textbooks, physical materials, realia)? (Partially Answered)
- 27 Are materials used in immersion language-appropriate (e.g. experiments used in science instruction, worksheets in math)?
- 28 How effectively is technology and the Internet being used to support language instruction at different levels of study? (Partially Answered)

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

- 29 To what extent do students report that they use the target language for functional communication outside of school? What facilitates students' ability to do this?
- 30 To what extent does APS provide information about opportunities to use the target language outside of school?
- 31 To what extent are teachers providing opportunities to analyze the connections between cultural products, practices, and perspectives? (Partially Answered)

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

Findings

Immersion – Data

Data on who was actively enrolled in the program, who left the program, and who completed the program was not readily available. Collecting data on Dual Language Immersion enrollment at the secondary level required compiling and analyzing multiple reports and queries. This poses challenges for ongoing program monitoring, support, and continual improvement.

Immersion – Enrollment

The percentage of students enrolled in Dual Language Immersion declined from Elementary School to Middle School to High School. This impacts the overall demographics of the program as a percentage of enrollment in the program. Demographic data is based on the year of enrollment.

- Male Student enrollment declines, Female Student enrollment increases – both from elementary to middle and again from middle to high.
- Dual Language Immersion serves more Economically Disadvantaged students as a percentage of enrollment than the overall population at the elementary level. At the secondary level, there is an underrepresentation.
- Enrollment of students with a Gifted Status is about equal to the population at the elementary level. At the secondary levels, the program enrolls students with a Gifted Status at higher rates.
- Hispanic Student enrollment
 - Elementary – 54%
 - Middle – in early evaluation years 40% to 50%, increasing to 50% to 60% in later evaluation years.
 - High – 50% to 55% in early evaluation years, decreasing to 45% to 50% in later years.
- Non-Hispanic Student enrollment showed underrepresentation
 - White student enrollment had the greatest gap at all three levels.
 - Asian student enrollment was the second greatest gap at the elementary level. At the middle school and high school levels, the gap narrowed and Asian student enrollment was the third greatest gap.
 - Black student enrollment had the third highest gap at the elementary level and then the second highest enrollment gap at both secondary levels.
 - Students of Other races/ethnicities had a very small gap
- When comparing English Learner (EL) enrollment to population, there are more EL students than the population at the elementary level. This becomes smaller at the middle school level and then the program has an underrepresentation of EL students at the high school level.
- EL WIDA Levels are distributed across 1, 2, 3, 4, and 6. The highest number of students served is at WIDA Level 3. The middle school program serves almost entirely WIDA Level 6 students. There is more fluctuation at the high school level but most students are at WIDA Level 4 or 6.

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

Immersion – Parent/Guardians

75% of parents/guardians of elementary Dual Language Immersion students reported being somewhat or very familiar with World Languages courses and opportunities. Specific opportunity areas include outreach to parents/guardians of:

- English Learners
- Black students
- Students of Other Races/Ethnicities

Few parents/guardians (21%) reported a strong understanding of the goals of the World Languages program.

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

Dual Language Immersion – Classroom Environment

Classroom Assessment Scoring System (CLASS) scores showed differences between student-teacher interactions in the lower elementary level and the higher elementary level.

- Lower elementary classrooms showed high scores for Emotional Support and Classroom Organization and mid scores for Instructional Support.
- Upper elementary classrooms showed High scores for Classroom Organization and mid scores for Student Engagement, Emotional Support, and Instructional Support.

When looking deeper into CLASS Domains, there are particular strengths and opportunities to improve student-teacher interactions:

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

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

Dual Language Immersion – Spanish Language Arts and Language Skill Areas (Elementary)

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.

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 100% of classes had effective or highly effective ratings.• In lessons, teachers used the target language 100% of the time.
Reading	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 93% of classes had effective or highly effective ratings.

Dual Language Immersion – Language Skill Areas (Secondary)

STAMP test scores for students in the Dual Language Immersion program showed different strengths and opportunities at the elementary and middle school levels when looking at students scoring at the Intermediate-Mid level and above:

- Elementary
 - Strengths: Listening (80% to 95%) and Reading (80% to 90%)
 - Opportunities: Speaking (25% to 70%) and Writing (45% to 50%)
- Middle
 - Strengths: Speaking (90% to 100%) and Writing (90% to 100%).
 - Opportunities: Listening (70% to 100%) and Reading (60% to 95%).

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

Dual Language Immersion - SOL Tests

Dual Language Immersion students had different strengths and opportunities by content area for improvement when compared to their Non-Immersion peers. Of note:

- Considering all Dual Language Immersion students enrolled at Grade 5, who may or may not have continued in immersion:
 - Immersion students generally underperformed their non-immersion peers on reading assessments; however, there was improvement for the latest cohort.
 - Immersion students consistently performed at lower rates on science tests; however, the gap reduced over time.
 - At the elementary level, English learners (EL) in Dual Language Immersion underperformed their Non-English learner peers on all assessments.
 - Immersion students generally performed below their non-immersion peers in World Geography.
 - There was improvement on the Writing Grade 8 test.
- Considering Dual Language Immersion students who continued to the secondary level:
 - Immersion students generally had higher scores on SOL tests.
 - EL Dual Language Immersion students generally had higher scores on SOL tests when compared to their non-immersion peers.
 - Students with Disabilities enrolled in Dual Language Immersion performed well below their Non-Immersion peers. In the one cohort that was tracked through high school, Students with Disabilities in immersion outperformed their non-immersion peers on the Reading End of Course Test.

Spanish for Fluent Speakers – Enrollment and Student Outcomes

The Spanish for Fluent Speakers Program is centered around a strategic plan goal and three performance objectives. Compared to the overall APS secondary student population, SFS courses enroll greater percentages of English Learners, Economically Disadvantaged students, and Hispanic students. Each of these demographic groups have opportunity gaps that APS is working to eliminate.

Of note was Standards of Learning Test performance for English Learners 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.

STAMP test scores at Spanish for Fluent Speakers students were a strength overall, with students scoring at or above the Intermediate-Mid level in high percentages.

- 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.

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

Also of note is the decrease in enrollment in AP Spanish courses by students who took Spanish for Fluent Speakers in Grade 8. Enrollment declined each year.

Spanish for Fluent Speakers – Structure, Curriculum, and Materials

SFS teachers expressed a need for more overall structure for the SFS Program, a desire for a curriculum and textbook, a reorganization of materials provided by the World Languages Office, investment by APS in the program to the same degree as other programs, and examining how students are informed of the program.

Secondary – Enrollment

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

- The percentage of students enrolled in a World Languages course was 65% to 70% at the middle school level and 55% at the high school level. Conversely, 30% to 35% of students were not enrolled in middle school and 45% of students were not enrolled in high school.
- Advanced courses were implemented at the middle school level and 11% of students were enrolled in at least one advanced course. High school enrollment in an advanced course was stable at 16% to 18% of World Languages courses.
- Within the World Languages Secondary Program, enrollment distribution by language was relatively stable with a few exceptions:
- Latin middle school enrollment decreased as a percentage of the overall World Languages program.
- American Sign Language middle school enrollment experienced significant growth as a percentage of World Languages program. Number of enrollments increased significantly.
- Spanish high school enrollment decreased as a percentage of the secondary World Languages program. The number of enrollments increased slightly due to overall student population growth in APS.

Secondary – Enrollment by Demographics

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

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

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

Secondary – Advanced Courses Enrollment by Demographics

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

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

Secondary – School Counselors and Secondary Enrollment

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

General Finding – Parent/Guardians

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

About half of elementary parents/guardians reported being somewhat or very familiar with World Languages courses and offerings. This was 75% at the secondary level. Specific opportunity areas include outreach to parents/guardians of:

- Black students at all grade levels
- Asian students at the elementary and middle school levels
- Students of Other races/ethnicities at the middle school level
- High school English Learners
- Students who do not have a home language of Spanish at the elementary level
- Students who speak languages other than Amharic, English, and Spanish at the middle school level.

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

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

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

Secondary – 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

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

Secondary – 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.

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

Secondary – 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.

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

Secondary – 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.

Secondary – Latin

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

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

Secondary – 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

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

Recommendations & Action Plan

Based on the evaluation findings, Planning and Evaluation established eight recommendations for the World Languages program in collaboration with the World Languages Office. The World Languages Office has written the goals and action steps for each recommendation below.

- 1. Develop and implement a comprehensive plan to reduce opportunity gaps and to encourage enrollment and continuation in World Languages programs, including communication with administrators, teachers, school counselors, current parents/guardians, current students, and future parents/guardians.**

SMART Goal and Steps for World Languages

By 2028 reduce opportunity gaps, as measured by increased enrollment and continuation in the program in Spanish for Fluent Speakers, (SFS) and secondary Dual Language Immersion, (DLI) specifically Students with Disabilities (SWD), by collaborating with stakeholders to support teachers and students.

Action Steps

- Host annual virtual community meeting to share benefits of enrolling in World Languages: Post-secondary expectations, Advanced Studies Diploma, VA Seal of Biliteracy (target date June 2022)
- Hold annual event that promote visibility through showcasing student performance within the community ex: Annual World Languages Celebration event (target date March 2022-ongoing)
- Create student ambassador communications addressed to future students using multi-media in the target language posted on website (target date Dec 2021)
- Analyze data and create action plans with Department Chairs and CLTs such as looking at performance data as a collective to influence teacher SMART Goals and creating marketing videos (Dec 2021-Sept 2022)

Action Steps that require work with other parts of APS

- Collaborate with Student Services to model, and coach case managers in, transition IEP meetings between 5th and 6th grade and 8th and 9th grade (2022-ongoing)
- Collaborate with Supervisor of Counseling Services, Directors of Counseling, and principals to provide information on World Language offerings, including benefits of SFS to increase enrollment of traditionally marginalized groups (Feb 2022)
- Collaborate with the Special Education World Language liaison to provide Professional Learning in supporting SWDs enrolled in World Languages courses (target date Dec 2021-ongoing)
- Collaborate with School and Community Relations to create teacher informational videos on the website that promote language learning (target date 2022)
- Collaborate with School and Community Relations to create student promotional videos on benefits for continuation of enrollment (target date March 2022)

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

2. In the Dual Language Immersion revisioning process, develop a comprehensive plan to address:

- Continued enrollment from elementary to middle to high school
- Opportunity gaps by demographics
- English Learner enrollment
- Students with Disabilities enrollment
- Elementary Spanish Language Arts
- SOL performance by content area
- Rigor of tasks

SMART Goal and Steps for World Languages

- By December 2021, the Dual Language Immersion visioning process will define
 - The amount of time needed for elementary Spanish Language Arts (SLA)
 - Curricular resources needed for SLA
 - Professional Learning for DLI staff to include Instructional Rounds and coaching
 - Feeders school system
 - Strategies to include a population more representative of APS
 - Closing the achievement gap
- By September 2023, DLI will implement the plan, as defined through the visioning process and approved by the School Board
- By June 2024 DLI will have adopted Spanish Language Arts resources
- By December 2025 Implement increased rigor of tasks through professional learning and coaching with teachers to review strategies that support learning tasks in the upper levels of Bloom's Taxonomy

Action Steps

- Hold meetings with all DLI staff to share history, goals, and assessments (target date Jan - May 2021)
- Create DLI Task Force to create a DLI Master Plan (target date June 2021)
- Present findings of DLI visioning process to the Board (target date Jan 2022)
- Implement changes to findings in rigor of tasks through: (target date school year 2024-25)
 - Professional Learning and coaching
 - Training school level coaches in Cognitive Coaching to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community

Action Steps that require work with other parts of APS

- Collaborate with science and math content offices through curriculum writing opportunities for immersion to include the development of tasks that include higher levels of rigor and complexity (i.e., higher levels on Blooms taxonomy) (target date July 2023)
- Collaborate with DTL and get School Board approval to purchase resources for elementary Spanish Language Arts Resources (target date June 2024)

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

3. Develop and implement a comprehensive plan for Spanish for Fluent Speakers, to include providing professional learning in Spanish Language Arts instruction and the research and adoption of curricular resources.

SMART Goal and Steps for World Languages

- By July 2024 adopt curricular resources for SFS program that support the development of literacy identity, and criticality
- By June 2026 Improve literacy levels of SFS students as measured on the STAMP assessment

Action Steps

- Spanish Language Arts Professional Learning for teachers in instruction of language arts (target date on rotating basis by teachers due to funds 2023-28) to better understand effective instructional strategies for teaching literacy
- Create an adoption committee to review and select materials and resources for the three levels of SFS classes (target date July 2024)

Action Steps that require work with other parts of APS

Work with Assistant Superintendent of Department of Teaching and Learning and Director of Curriculum and Instruction to secure funds and get School Board approval to purchase resources for the three levels of SFS classes (target date January 2023)

4. Work with the following Department of Teaching and Learning Offices to develop a plan to enhance enrollment and performance:

- **English Learner Office**
- **Special Education Office**

SMART Goal and Steps for World Languages

By June 2023 the Office of World Languages will collaborate with the English Learner and Special Education Office to develop a plan to increase enrollment, thereby receive literacy instruction in their heritage language and resulting in an increase performance on SOLs

Action Steps

Have coaches and Special Education Liaison trained in Cognitive Coaching to observe and coach teachers at the school level to build capacity for excellence both individually and in teams.

Action Steps that require work with other parts of APS

- Collaborate with English Learners Office and office of Community Relations to create marketing strategies for students and families of Spanish heritage to continue in DLI post elementary (target date Feb 2022 and on-going)
- Collaborate with English Learners Office and office of Community Relations to create marketing strategies for students and families of Spanish heritage to enroll in SFS (target date Feb 2022-ongoing)

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

- Collaborate with Student Services to model transition IEP meetings in DLI between 5th and 6th grade, and 8th and 9th grade to support continued enrollment in the program (target date 2022-ongoing)

5. Research and implement national or international assessments for all offered World Languages courses and programs.

SMART Goal and Steps for World Languages

- By June 2024 implement purchased standardized normed Spanish Language Arts assessments in DLI in elementary grades and grade 8
- By June 2023 implement an ACTFL approved proficiency test for Latin Level IV
- By June 2024 Implement ACFTL approved proficiency tests for ALS Level IV

Action Steps

Allocate funding for the Alira test for Latin and ASL assessments from World Languages budget (targets dates 2023 and 2024 respectively)

Action Steps that require work with other parts of APS

Follow visioning recommendations and collaborate with Office of Assessments, the English Language Arts Office, and DTL to obtain approved funding for the purchase of standardized normed Spanish Language Arts assessments for elementary grades and grade 8 (target date 2023)

6. Implement professional learning for teachers addressing opportunity areas identified through CLASS observations, content observations, and STAMP language skill areas.

SMART Goal and Steps for World Languages

By 2028 the Office of World Languages will see an increase in new CLASS findings based on the following breakdown: Concept Development and Language Modeling (K-2) by June 2023, Regard for Student Perspective (3-12) by June 2021 and beyond, Quality Feedback (3-12) by June 2023, and Analysis and Inquiry (K-12) by June 2025 as observed through classroom observations.

Action Steps

Conduct job-embedded Professional Learning through self-paced Canvas Modules on providing Quality Feedback (Dec 2023), themed Instructional Rounds in K-2 DLI for Concept Development (Dec 2023), coaching in areas as observed (Dec 2023), and equity: Regard for Student Perspective using the lens of the Cultivating Genius Cohort. Applying a transformative pedagogy to our curriculum as we review units of study. (Dec 2021-ongoing) and self-paced Social Emotional/community building self-paced Canvas Module (Dec 2022) and Professional Learning in Analysis and Inquiry (Dec 2025)

Action Steps that require work with other parts of APS

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

- Collaborate with Office of the Gifted and coaches to increase awareness and develop strategies for Increasing Analysis and Inquiry and instructional dialogue at all levels (target Dec 2023-ongoing)
- Collaborate with the Office of Equity and Excellence to provide PL on regard for Student perspective (target date Dec 2022-ongoing)

7. Review course offerings and delivery models to ensure they are provided equitably and efficiently across the school division.

SMART Goal and Steps for World Languages

- By Sept 2025, Alternative pathways will be available for students enrolled in courses with lower enrollment

Action Steps

Action Steps that require work with other parts of APS

- Collaborate with school administrators, Department of Planning and Evaluation, in concert with the IPP timeline, to develop a plan to address delivery of courses with lower enrollment (target date 2022-23)

8. Work with Information Services and other stakeholders to ensure that the following data is available on demand in APS systems:

- Current enrollment in Dual Language Immersion, attrition from the program, and completion of the program
- All assessment data

SMART Goal and Steps for World Languages

By June 2024 DLI enrollment data and K-12 assessment data will be available in APS systems.

Action Steps

Action Steps that require work with other parts of APS

Collaborate with Information Services to ensure Dual Language Immersion enrollment at the middle and high school and assessment data such as any future selected Spanish elementary academic performance assessments (Feb 2024), Standards-based Measurement of Proficiency, (STAMP); the ACTFL Assessment of Performance toward Proficiency, (AAPPL); WorldSpeak; Writing Proficiency Test, (WPT); and Oral Proficiency Interview, (OPI) (June 2023) are available in APS systems.