Arlington
Public
Schools

Dual Language Immersion
Elementary Learning Environment

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

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Dual Language Immersion CLASS Scores

APS uses the Classroom Assessment Scoring System (CLASS) in all program evaluations. CLASS uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences. CLASS in all evaluations allows a comparison of best teaching practices in classrooms across content and program areas. CLASS scores range from 1-7, with 1-2 considered low scores, 3-5 considered mid scores, and 6-7 considered high scores. Observations were conducted during the 2018-19 school year.

The rankings of CLASS Domains from high to low were:

Table 1 - Elementary CLASS Domain Scores Ranked High to Low

Lower Elementary	Upper Elementary
Emotional Support (High Scores)	Classroom Organization (High Scores)
Classroom Organization (High Scores)	Student Engagement (Mid Scores)
Instructional Support (Mid Scores)	Emotional Support (Mid Scores)
	Instructional Support (Mid Scores)

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

Figure 1 - Elementary CLASS Domain Scores
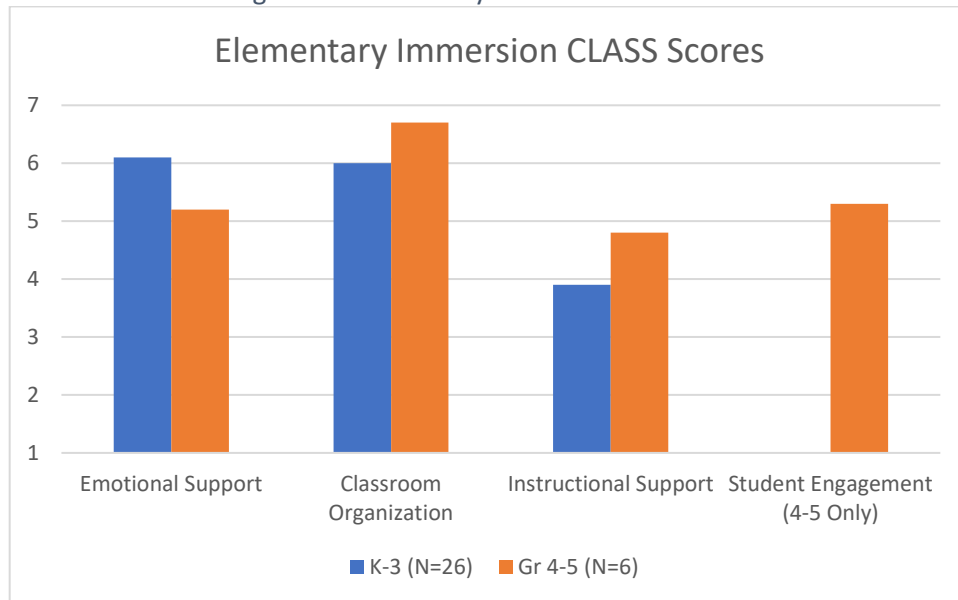
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Table 2 - Lower Elementary CLASS Scores by Dimension

Emotional Support		Classroom Organization		Instructional Support	
Dimension	Score	Dimension	Score	Dimension	Score
Positive Climate	6.6	Behavior Management	6.1	Concept Development	4.1
Absence of Negative Climate	7	Productivity	6.3	Quality of Feedback	4
Teacher Sensitivity	5.7	Instructional Learning Formats	5.5	Language Modeling	3.7
Regard for Student Perspectives	5.3				

Lower Elementary CLASS Dimension Scores in Dual Language Immersion classes show the following strengths and opportunities:

Table 3 - Lower Elementary CLASS Scores by Dimension, Ranked

High Scores	Mid Scores	Low Scores
• Absence of Negative Climate (7) • Positive Climate (6.6) • Productivity (6.3) • Behavior Management (6.1)	• Teacher Sensitivity (5.7) • Instructional Learning Formats (5.5) • Regard for Student Perspectives (5.3) • Concept Development (4.1) • Quality of Feedback (4) • Language Modeling (3.7)	

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Table 4 - Upper Elementary CLASS Scores by Dimension

Emotional Support		Classroom Organization		Instructional Support		Student Engagement	
Dimension	Score	Dimension	Score	Dimension	Score	Dimension	Score
Positive Climate	5.5	Behavior Management	6.3	Instructional Learning Formats	5.5	Student Engagement	5.3
Teacher Sensitivity	6.2	Productivity	6.8	Content Understanding	5.2		
Regard for Student Perspectives	4	Absence of Negative Climate	7	Analysis and Inquiry	4.3		
				Quality of Feedback	4.7		
				Instructional Dialogue	4.3		

Upper Elementary CLASS Dimension Scores in Dual Language Immersion classes show the following strengths and opportunities:

Table 5 - Upper Elementary CLASS Scores by Dimension, Ranked

High Scores	Mid Scores	Low Scores
• Absence of Negative Climate (7) • Productivity (6.8) • Teacher Sensitivity (6.2) • Behavior Management (6.3)	• Positive Climate (5.5) • Instructional Learning Formats (5.5) • Student Engagement (5.3) • Content Understanding (5.2) • Quality of Feedback (4.7) • Analysis and Inquiry (4.3) • Instructional Dialogue (4.3) • Regard for Student Perspectives (4)	

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General Finding – 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	High Scores (6 and 7) • Absence of Negative Climate • Positive Climate • Productivity • Behavior Management Mid Scores (5) • Teacher Sensitivity • Instructional Learning Formats • Regard for Student Perspectives	Mid Scores (3 and 4) • Concept Development • Quality of Feedback • Language Modeling Low Scores (1 and 2) • None
Upper Elementary	High Scores (6 and 7) • Absence of Negative Climate • Productivity • Teacher Sensitivity • Behavior Management Mid Scores (5) • Positive Climate • Instructional Learning Formats • Student Engagement • Content Understanding	Mid Scores (3 and 4) • Quality of Feedback • Analysis and Inquiry • Instructional Dialogue • Regard for Student Perspectives Low Scores (1 and 2) • None

Impacted Strategic Plan Goals & Strategies

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

- **Strategies**
  - Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
  - Adapt curriculum and instruction to the needs of each student.
  - Increase meaningful inclusive learning environments for students.
  - Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
  - Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools.

- **Student Well-Being: Healthy, Safe, and Supported Students**
  Create an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

  - **Strategies**
    - Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student.
    - Integrate culturally relevant concepts and practices into all levels of school interactions.
    - Establish and promote a culture of physical and mental wellness.
    - Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs and provides interventions when needed through APS and/or community partnerships.

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Dual Language Immersion World Language Classroom Observations

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

Spanish Language Arts Scheduling

Spanish Language Arts was taught at the designated time in 71% of observed classrooms.

Figure 2 - Is Spanish Language Arts being taught when scheduled?

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

29%

71%

■ Yes ■ No
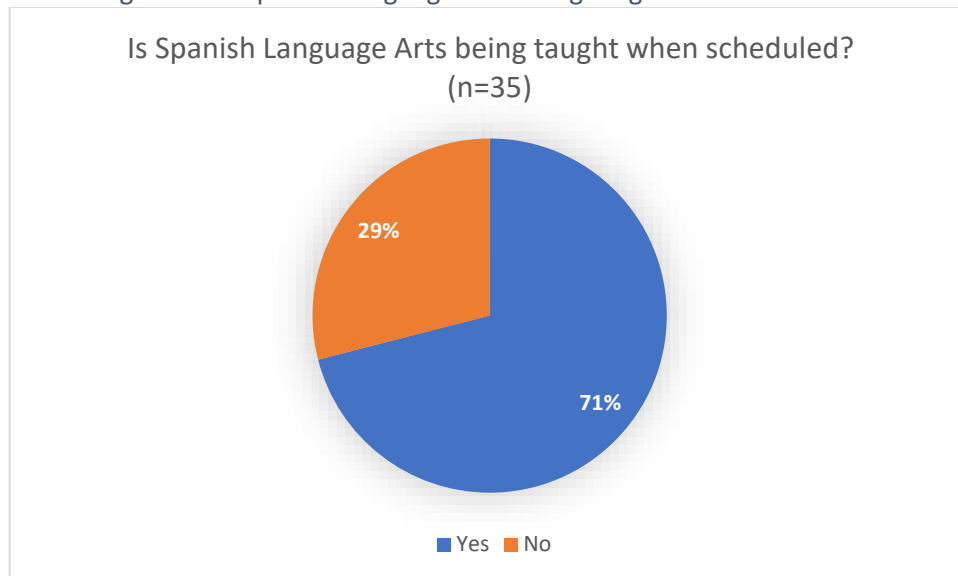
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Language Skills

Observational data showed strength in the four language skill areas, with the majority of observations in the effective and highly effective categories when the language function was evident in the lesson.

Speaking

100% of lessons with a learning experience addressing speaking were rated Effective or Highly Effective. 93% of classrooms showed students using the target language to communicate with others at their proficiency level.

Figure 3 - The learning experience addresses speaking.

The learning experience address speaking. (n=22)

45%
55%

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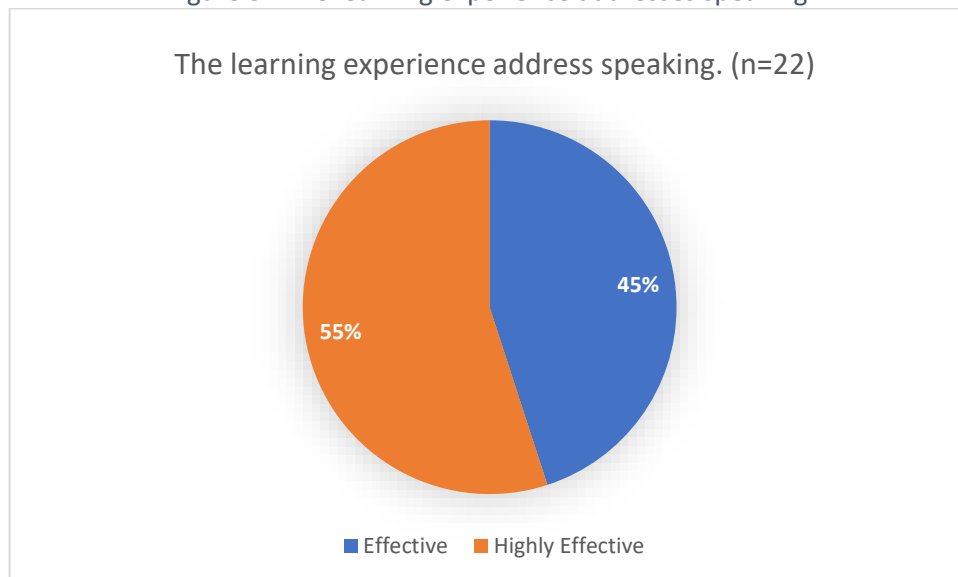
Figure 4 - The students use the target language at their proficiency level to communicate with each other and/or the other teacher.

The students use the target language at their proficiency level to communicate with each other and/or the other teacher. (n=30)

7%
53%
40%

■ Developing ■ Effective ■ Highly Effective
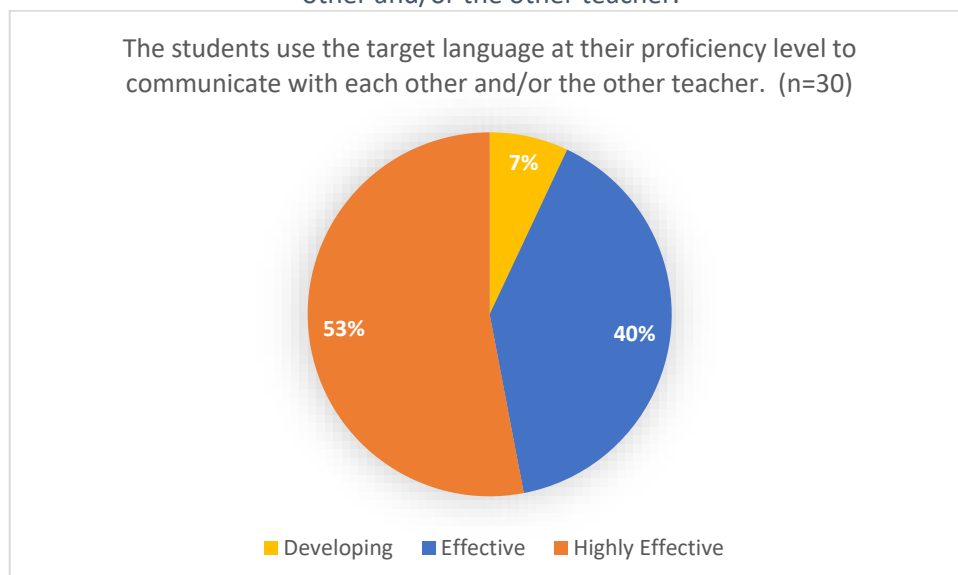
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Listening

100% of lessons with a learning experience addressing listening were rated Effective or Highly Effective. Additionally, 100% of what teachers said were in the target language for 35 observed classrooms.

Figure 5 - The learning experience addresses listening.

The learning experience address listening. (n=30)

- Effective: 43%
- Highly Effective: 57%
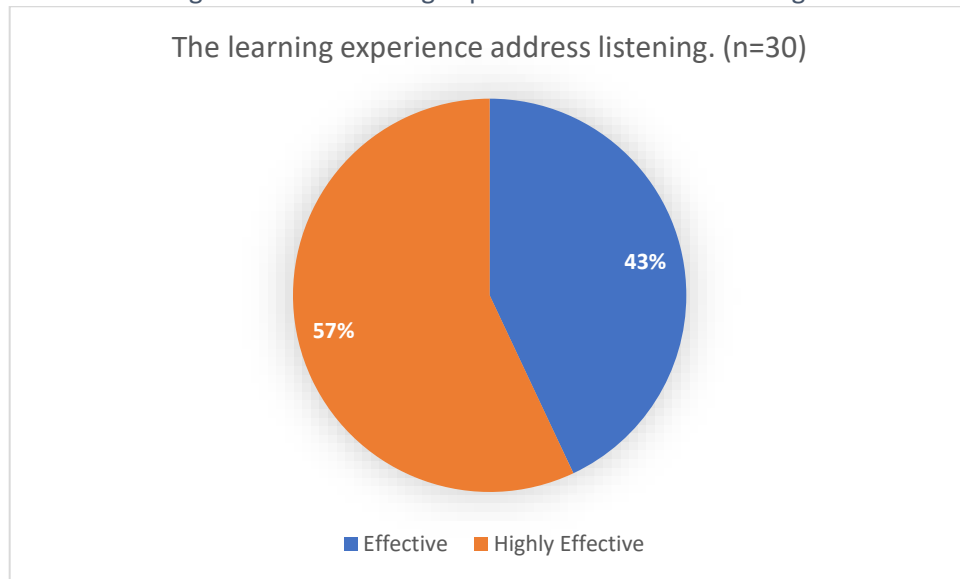
Reading

94% of lessons with a learning experience addressing reading were rated Effective or Highly Effective. Additionally, 100% of materials that teachers shared with students were in the target language in all 30 observed classrooms. 53% of classroom display materials were rated Effective or Highly Effective.

Figure 6 - The learning experience addresses reading.

The learning experience address reading. (n=30)
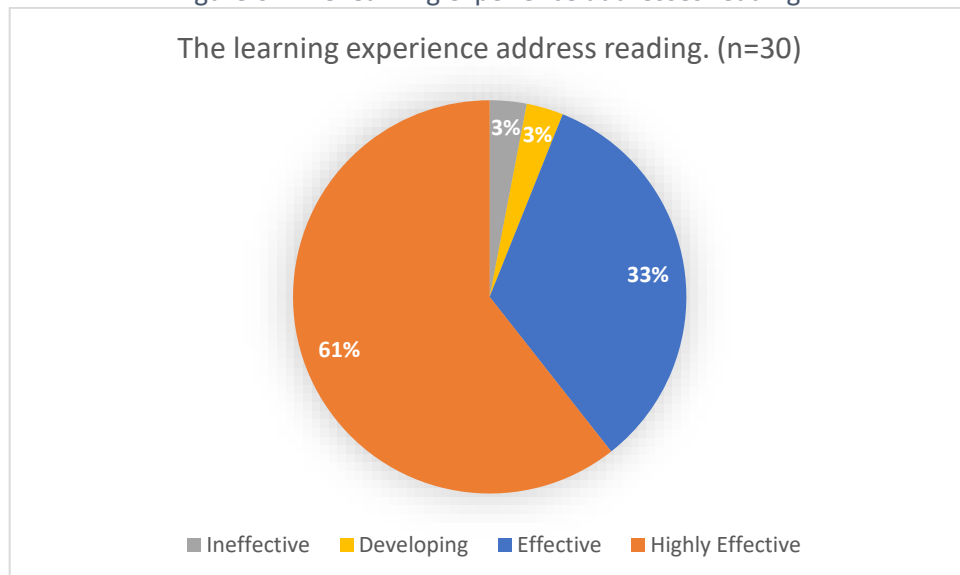
- Ineffective: 3%
- Developing: 3%
- Effective: 33%
- Highly Effective: 61%

Figure 7 - The classroom display materials are culturally and linguistically significant.

The classroom display materials are culturally and linguistically significant. (n=30)

47%
10%
43%

☐ Developing ☐ Effective ☐ Highly Effective
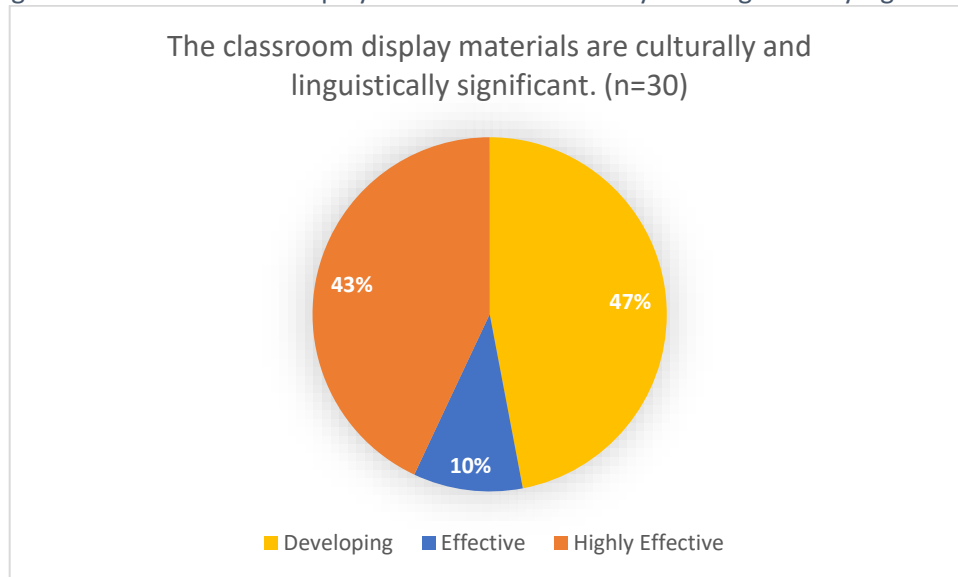
Writing

93% of lessons with a learning experience addressing writing were rated Effective or Highly Effective.

Figure 8 - The learning experience addresses writing.

The learning experience address writing. (n=28)

7%
47%
46%

☐ Developing ☐ Effective ☐ Highly Effective
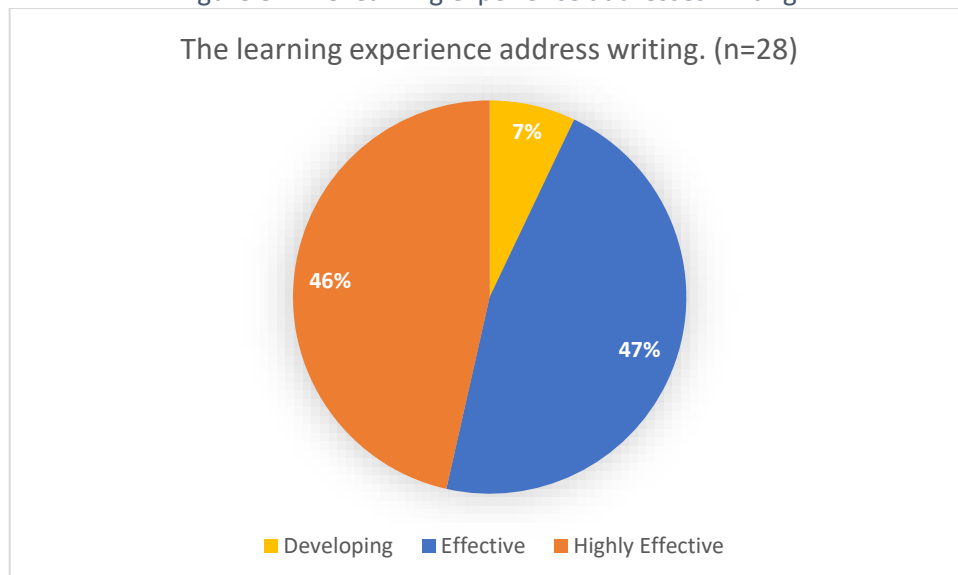
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General Finding – Spanish Language Arts and Language Skill Areas

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	• 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.

Impacted Strategic Plan Goals & Strategies

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

  - **Strategies**
    - Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
    - Adapt curriculum and instruction to the needs of each student.
    - Increase meaningful inclusive learning environments for students.
    - Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.

- **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.

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

Tasks

Cognitive Complexity

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. Note that a lesson may incorporate multiple levels.

Figure 9 - What is the cognitive complexity of the tasks or assignments?

What is the cognitive complexity of the tasks or assignments? (n=35)

Category	Percent
CREATE	6%
EVALUATE	9%
ANALYZE	26%
APPLY	69%
UNDERSTAND	91%
REMEMBER	91%

Legend: Remember, Understand, Apply, Analyze, Evaluate, Create
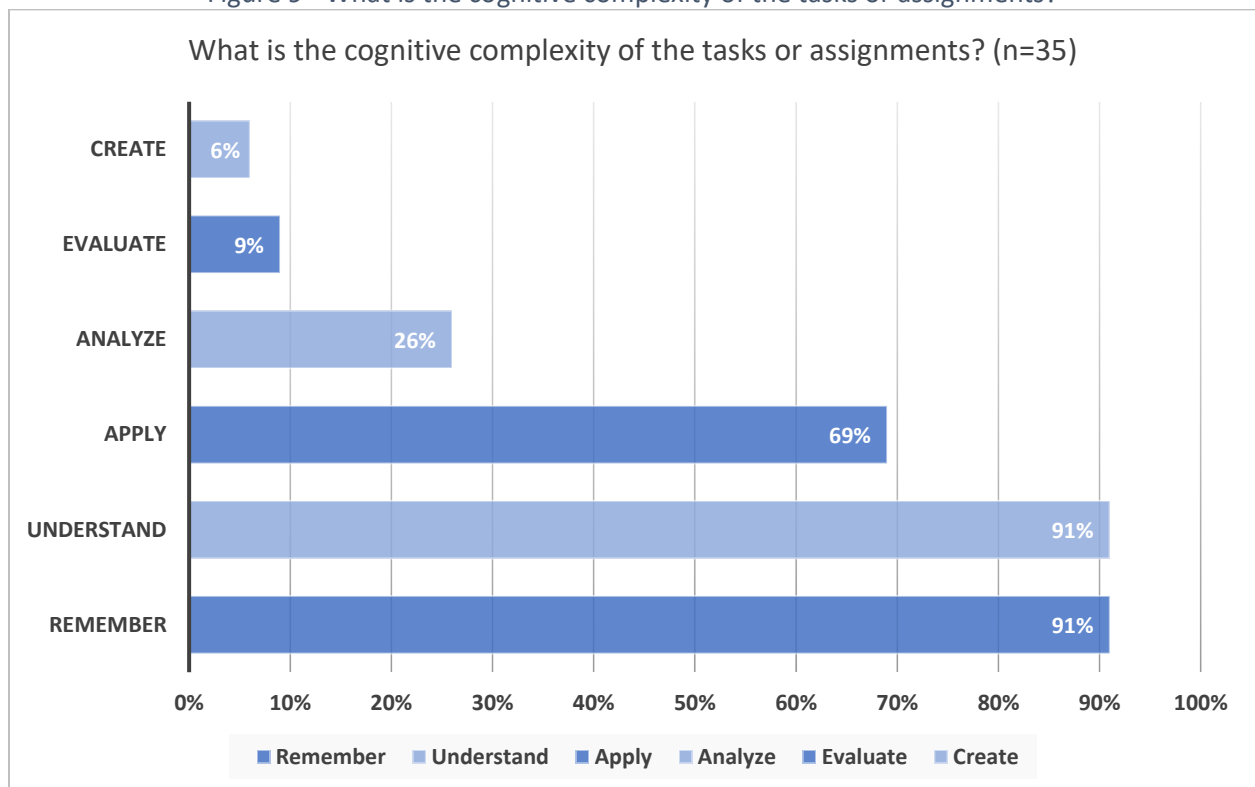
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Physical Movement

Lessons incorporating activities that allowed for physical movement was observed in 43% of classrooms. Of the lessons with physical movement:

- 73% were Effective
- 27% were Highly Effective

Lesson Design: Real World Connection, Compressible Language, and Proficiency Level

In 100% of classrooms, teachers constructed learning environments that rated Effective or Highly Effective engaging learners in tasks that transfer to the real world, using strategies to make language comprehensible, and developed lessons that allowed students to participate at their proficiency level. It is notable that in 35 observed classrooms, only one classroom asked students to engage in cultural observation and analysis of both the new and the students' own cultures.

Figure 10 - The teacher engages learners in tasks that transfer to the real-world.

The teacher engages learners in tasks that transfer to the real-world. (n=32)

39%

61%

■ Effective ■ Highly Effective
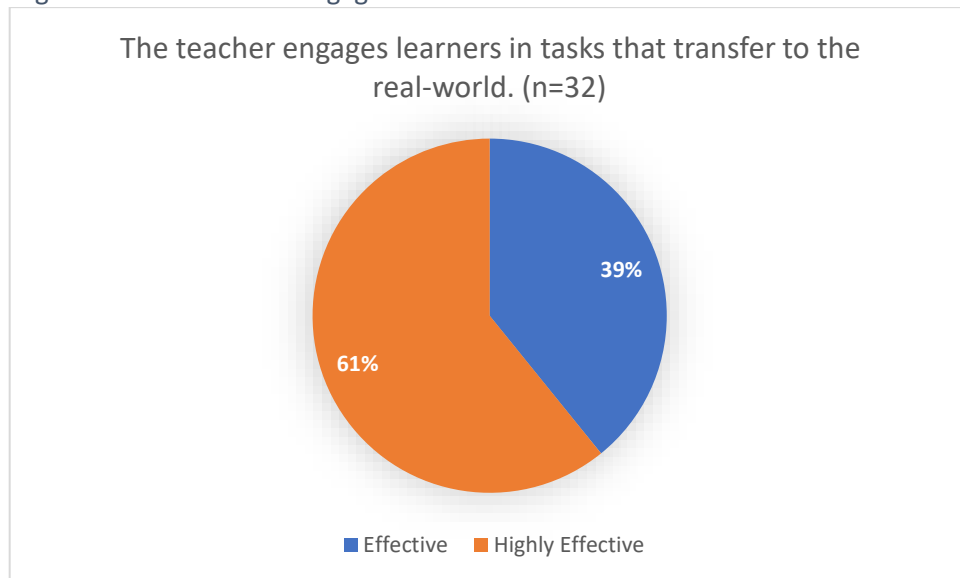
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Figure 11 - The teacher uses a variety of strategies to make language comprehensible.

The teacher uses a variety of strategies to make language comprehensible. (n=20)

45%

55%

■ Effective   ■ Highly Effective
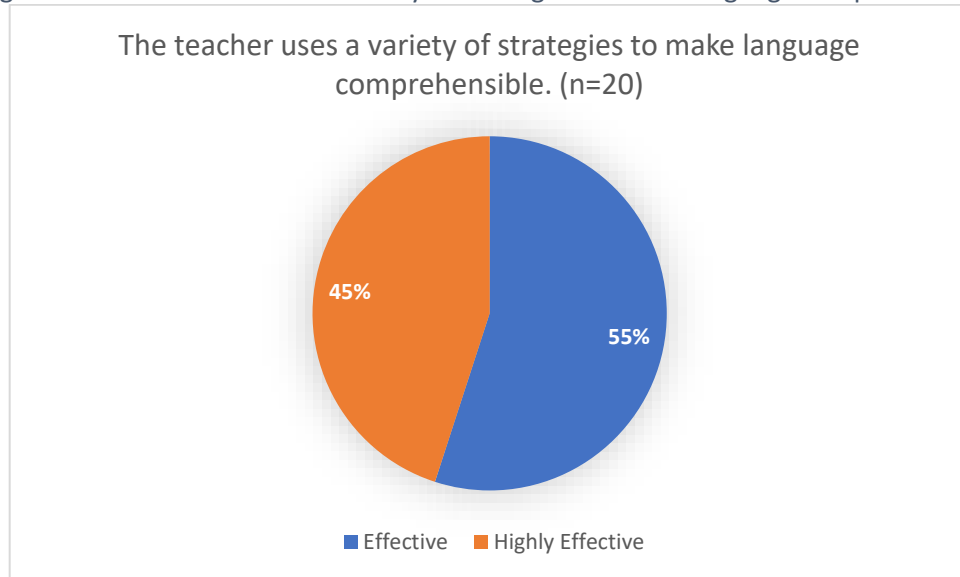
Figure 12 - Students participate in activities appropriate to their proficiency level.

Students participate in activities appropriate to their proficiency level. (n=31)

45%

55%

■ Effective   ■ Highly Effective
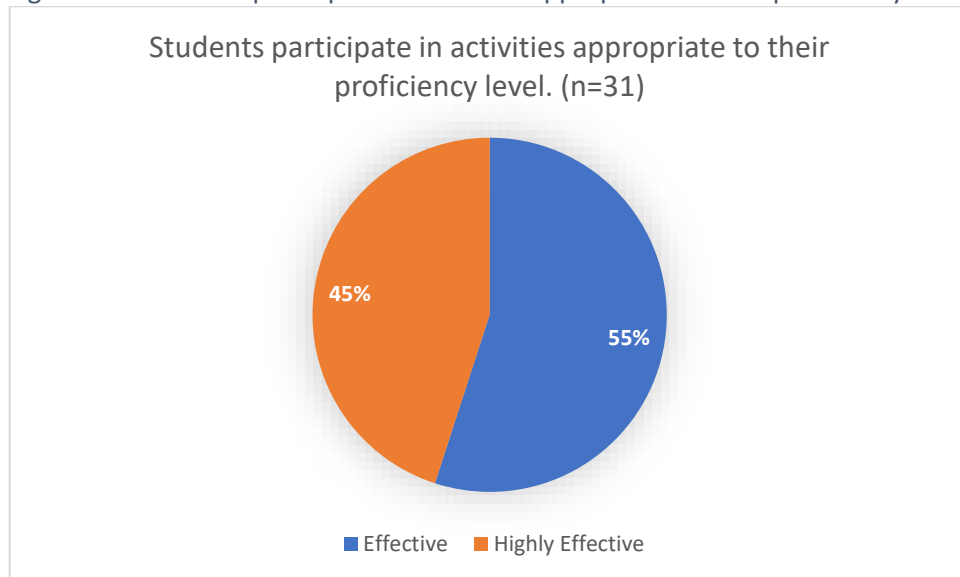
Grammar and Vocabulary

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

Figure 13 - The teacher embeds grammar and vocabulary as tools for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

The teacher embeds grammar and vocabulary as tools for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.
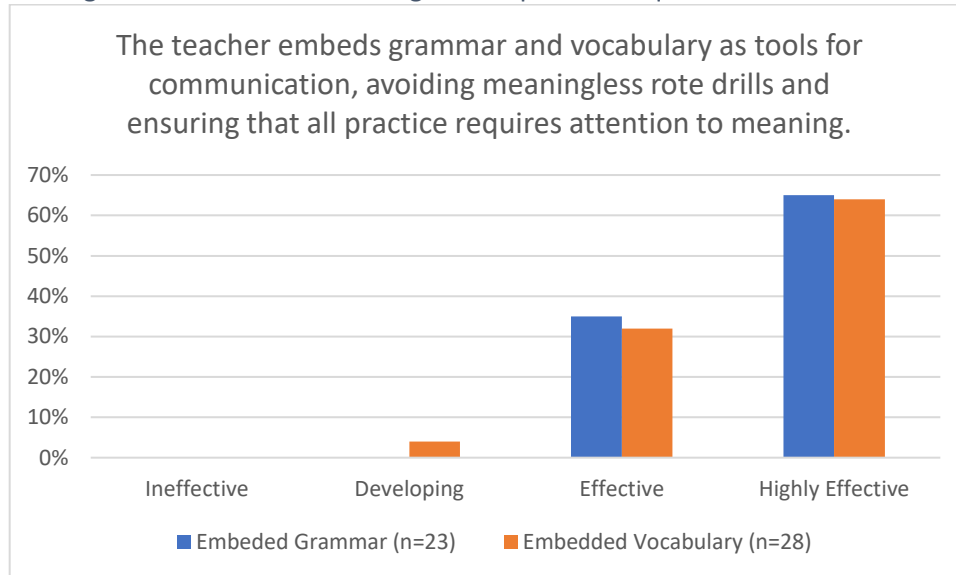
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All Observation Questions

Table 6 - Part of class observed

Program	% Beginning	% Middle	% End
Immersion (n=35)	83%	100%	40%

Table 7 - Setting

Program	% Teacher's classroom	% Shared classroom	% Cart in another teacher's classroom
Immersion (n=35)	89%	11%	0%

Table 8 - Seating arrangement

Program	% In groups	% Whole group	% In pairs	% Individually
Immersion (n=35)	29%	69%	6%	54%

Note that observers could select more than one seating arrangement.

Table 9 - Is Spanish language arts being taught when scheduled?

Program	Yes	No
Immersion (n=35)	71%	29%

Table 10 - Objectives for lesson are communicated in writing in student-friendly language.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	51%	17	6%	0%	53%	41%

Table 11 - Objectives for lesson are communicated orally in student-friendly language.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	66%	12	0%	0%	42%	58%

Table 12 - The teacher shares the sequence of learning activities with students.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	40%	21	0%	0%	76%	24%

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Table 13 - Students are engaged in activities designed to meet the daily performance objectives.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	26%	26	0%	11%	50%	38%

Table 14 - The pacing is such that students have an appropriate amount of time allocated for the practice of skills and processes presented in the lesson.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	17%	29	3%	17%	38%	41%

Table 15 - The learning experience addresses speaking.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	37%	22	0%	0%	45%	55%

Table 16 - The learning experience addresses listening.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	14%	30	0%	0%	43%	57%

Table 17 - The learning experience addresses reading.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	14%	30	3%	3%	33%	60%

Table 18 - The learning experience addresses writing.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	20%	28	0%	7%	46%	46%

Table 19 - The students participate in activities that allow for physical movement.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	57%	15	0%	0%	73%	27%

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Table 20 - The teacher returns student attention to the targeted learning objectives to affirm what they can do now that they couldn't do at the beginning of the class.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	83%	6	0%	0%	67%	33%

Table 21 - The students use the target language at their proficiency level to communicate with each other and/or the other teacher.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	14%	30	0%	7%	40%	53%

Table 22 - The teacher engages learners in tasks that transfer to the real-world.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	11%	32	0%	0%	38%	59%

Table 23 - What is the cognitive complexity of the tasks or assignments?

Program	% Remember	% Understand	% Apply	% Analyze	% Evaluate	% Create
Immersion (n=35)	91%	91%	69%	26%	9%	6%

Table 24 - Students engage in cultural observation and analysis of both the new and the students' own cultures.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	97%	1*				

*Sample sizes less than 5 are not reported

Table 25 - The teacher embeds grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	34%	23	0%	0%	35%	65%

Table 26 - The teacher embeds vocabulary as a tool for communication, avoiding meaningless rote drills and ensuring that is in the target language.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	20%	28	0%	4%	32%	64%

Table 27 - Percentage of what the teacher says that is in the target language.

Program	1-25%	26-50%	51-75%	76-89%	90% or more
Immersion (n=35)	0%	0%	0%	0%	100%

Table 28 - Percentage of materials the teacher shares with students that are in the target language.

Program	1-25%	26-50%	51-75%	76-89%	90% or more
Immersion (n=30)	0%	0%	0%	0%	100%

Table 29 - The teacher uses a variety of strategies to make language comprehensible.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	43%	20	0%	0%	55%	45%

Table 30 - The classroom display materials are culturally and linguistically significant.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	14%	30	0%	47%	10%	43%

Table 31 - Technology is utilized to:

Program	%Technology not observed	Number observed with technology	% Substitute	% Augment	% Modify	% Redefine
Immersion (n=35)	54%	16	38%	94%	25%	0%

Table 32 - Visuals used by the teacher can be seen by all students.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	11%	31	0%	10%	26%	65%

Table 33 - The teacher uses formative checks for learning during lessons.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	26%	26	0%	8%	46%	46%

Table 34 - Students participate in activities appropriate to their proficiency level.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	11%	31	0%	0%	55%	45%

Table 35 - Students are self-assessing and/or goal setting.

Program	% Not observed	Number observed	% Ineffective	% Developing	% Effective	% Highly Effective
Immersion (n=35)	97%	1*				

*Sample sizes less than 5 are not reported