

# World Language Assessments

2022-23



## Key Takeaways

- In the 2022-23 academic year, **over 500 students** took **527 World Language Assessments (WLAs)** across **30 languages**.
- Students continued to be highly successful on WLAs; **over 90% of WLA taking students** scored high enough to be eligible for at least one high school credit in 2022-23.
- Over two-thirds of WLAs were in just five languages. **Spanish** continued to be the most commonly assessed language, accounting for 40% of all WLAs taken in 2022-23.
- Having a **home language other than English** is closely related to students' participation in WLAs. Students who came from homes where the primary home language was not English **made up 75% of the WLA taking population** but only comprised 25% of students in Grades 7-12 for WLA participation in 2022-23.

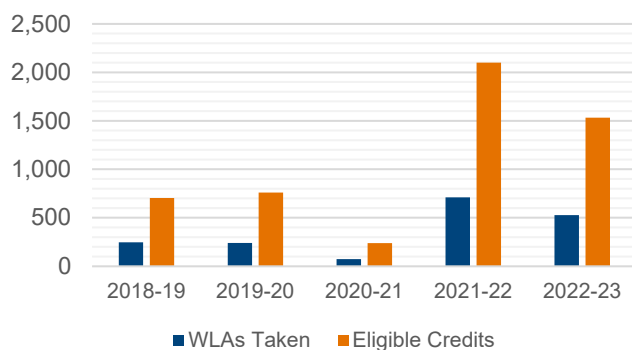
## Background

Since the 2015-16 school year, Everett Public Schools has offered World Language Assessments (WLAs) to students in grades 7-12. Through these assessments, students can become eligible for up to four high school language credits by demonstrating proficiency in non-English languages gained outside EPS classrooms. Initially offered only on two weekends per year and paid for entirely by families, beginning in 2016-17, students could take WLAs during the school day and at a cost to families of only \$10.

## Participation and Eligible Credits

Over 500 students took 527 WLAs covering 30 languages in 2022-23. Through WLAs, students became eligible for over 1,500 high school credits.

WLAs Taken and Eligible Credits by Year

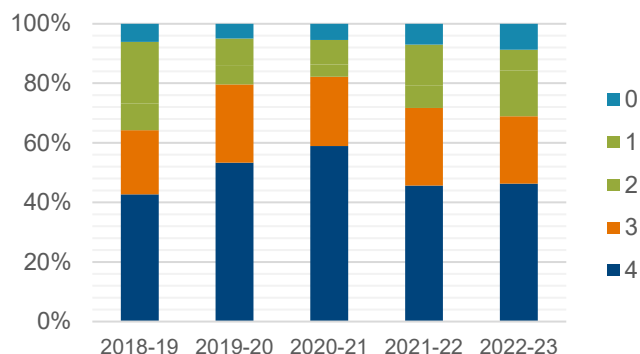


After a surge in WLA participation in 2021-22<sup>i</sup>, participation declined in 2022-23. However, WLA participation in 2022-23 was still higher than it had been in the academic years prior to 2021-22.

## Rates of Credit Eligibility

Students who take WLAs continued to be highly successful in becoming eligible for high school credits.

Share of Eligible Credits by Year

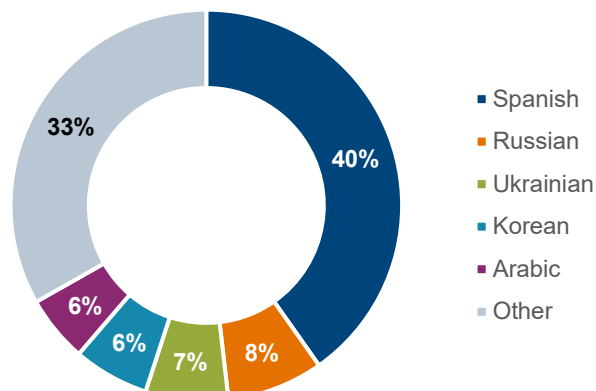


Although a slightly higher share of WLAs resulted in students not becoming eligible for any credit in 2022-23 than in the prior four years, more than 90% of students were eligible for at least one credit in 2022-23. Additionally, nearly 70% of WLA taking students became eligible for 3 or 4 high school credits in 2022-23.

## Languages Assessed

Students took WLAs covering 30 languages in 2022-23. Over two-thirds of WLAs taken were in just 5 languages: Spanish, Russian, Ukrainian, Korean, and Arabic. Spanish continued to be the most commonly assessed language, accounting for 40% of all WLAs taken in 2022-23.

Share of WLAs Taken by Language, 2022-23

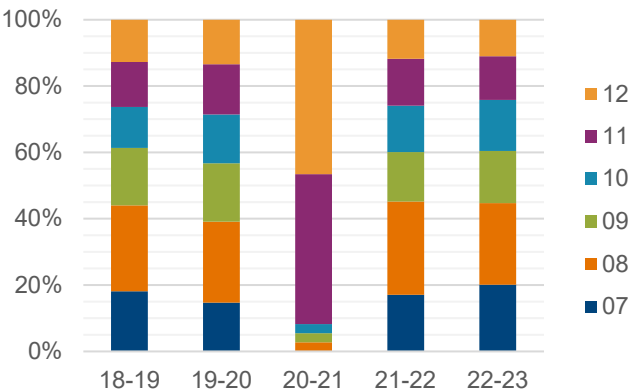


Participation by Subgroup

Grade Level

In 2022-23, students in Grade 8 (25%) were the most likely to take a WLA followed by students in Grade 7 (20%). Students in Grade 12 (11%) were the least likely to take a WLA. Other than the 2020-21 assessments (in which Grade 11 and 12 students were prioritized), the distribution of students by grade level has been fairly consistent over time.

WLA Taking by Grade Level and Year



Gender

By gender, WLA participation was evenly distributed between female and male students. In prior years, female students had been more likely to participate than their male peers.

Ethnicity

Students who identified as Hispanic or Latino/a, Asian, and White made up 40%, 29% and 23% of all WLA takers respectively. Meanwhile, students who identified as Hispanic or Latino/a, Asian, and White comprised 23%, 17%, and 44% of all EPS students in grades 7-12.

Multilingual Learners (ML)

Over 35% of WLA takers were ML qualified while only 11% of all students in grades 7-12 were ML qualified over the same time span.

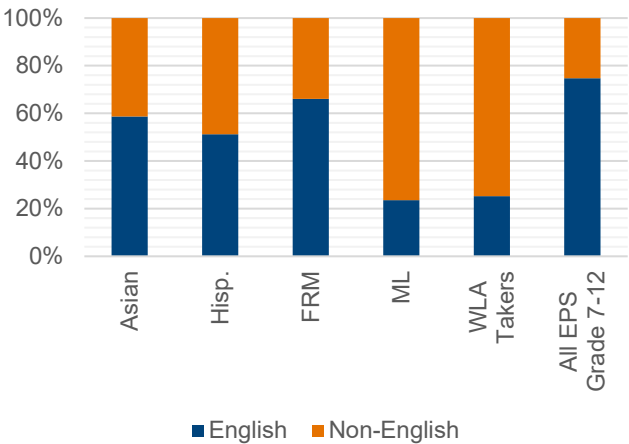
Free and Reduced Meal (FRM) Status

Students who took WLAs were more likely to be FRM qualified than not FRM qualified. Students qualifying for FRM services accounted for 65% of WLA takers in 2022-23 but only 52% of all students in grades 7-12 were FRM qualified in the same year.

Student Primary Home Language

Students who took WLAs continued to form a distinct subset of students not reflective of the overall grade 7-12 population as observed in prior years. A potential root factor of this disproportionality is student primary home language.

Home Languages by Subgroup, Grades 7-12, 2022-23



While only comprising 25% of all students in Grades 7-12 in 2022-23, students whose primary home language was not English accounted for 75% of students taking WLAs. Accordingly, subgroups with higher rates of using non-English primary home languages were among the most likely to participate in WLAs; in 2022-23, 41% of Asian, 49% of Hispanic or Latino/a, 76% of ML qualified, and 34% of FRM qualified students enrolled at EPS in Grades 7-12 came from households where English was not the primary home language.

<sup>i</sup> The 2020-21 decline can at least partially be attributed to challenges created by the COVID-19 pandemic and EPS’s decision to prioritize students in Grades 11 and 12. The subsequent surge was likely caused in part by pent-up demand for WLA participation.