Attaining the Promise: Mapping the Trajectory Toward the Promise of Biliteracy and Academic Excellence, TK-12

Kris Nicholls, Ph.D.
Director, CABE PDS
Why Dual Immersion?

Why should parents consider placing their children in a dual immersion program?
90:10 Program Model

“Sequential Literacy”
“Simultaneous Literacy”
What Does the Research Say?

English Learners’ Long-Term Achievement by Program Model

W. Thomas y V. Collier, 2001-2009
Dual Immersion Benefits English Learners

Figure 5.2
North Carolina 2009 End-of-Grade (EOG) Reading Achievement of Current English Learners in Dual Language Programs Compared to Current English Learners Not in Dual Language Programs by Grade

Figure 5.8
North Carolina 2009 End-of-Grade (EOG) Math Achievement of Current English Learners in Dual Language Programs Compared to Current English Learners Not in Dual Language Programs by Grade

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Dual Immersion Benefits White Students

Figure 5.5
North Carolina 2009 End-of-Grade (EOG) Reading Achievement of White Students in DL Programs Compared to White Students Not in DL Programs by Grade

Figure 5.10
North Carolina 2009 End-of-Grade (EOG) Math Achievement of White Students in DL Programs Compared to White Students Not in DL Programs by Grade
Dual Immersion Benefits African-American Students

Figure 5.4
North Carolina 2009 End-of-Grade (EOG) Reading Achievement of African American Students in DL Programs Compared to African American Students Not in DL Programs by Grade

Figure 5.9
North Carolina 2009 End-of-Grade (EOG) Math Achievement of African American Students in DL Programs Compared to African American Students Not in DL Programs by Grade

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Dual Immersion Benefits Low SES Students

Figure 5.6
North Carolina 2009 End-of-Grade (EOG) Reading Achievement of Low SES Students in DL Programs Compared to Low SES Students Not in DL Programs by Grade

Mean 2009 Reading EOG test
- No, not in DL
- Yes, in DL class

Reading Test

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Figure 5.11
North Carolina 2009 End-of-Grade (EOG) Math Achievement of Low SES Students in DL Programs Compared to Low SES Students Not in DL Programs by Grade

Mean 2009 Math EOG test
- No, not in DL
- Yes, in DL class

Math Test

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How can we be sure that our dual language immersion program is on the right path to provide our students the same high academic achievement and linguistic outcomes as we see in the research?
Guiding Questions

• What would a system to map the trajectory of a program look like?

• What are the benefits to implementing the system?

• What are the challenges to implementing the system?

• How can programs know if they are on the right trajectory towards the promise of biliteracy and academic excellence?
Mapping the trajectory toward success: What would a system look like?
What Does the Research Say?
Components of a System to Map the Trajectory

• Speaking
• Listening
• Reading
• Writing
• ...in both languages!
• Language arts
• Mathematics
• Science
• History/social science
• ...in the language of instruction
## Current Assessment in California

<table>
<thead>
<tr>
<th>English Learners</th>
<th>English only</th>
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<tr>
<td><strong>English</strong></td>
<td><strong>English</strong></td>
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<tr>
<td>Language arts (3-8; 11; SBAC)</td>
<td>Language arts (3-8; 11; SBAC)</td>
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<tr>
<td>Mathematics (3-8; 11; SBAC)</td>
<td>Mathematics (3-8; 11; SBAC)</td>
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<tr>
<td>Science (5, 8, 10; CST)</td>
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<tr>
<td>History/Social Science (5, 8, 10; CST)</td>
<td>History/Social Science (5, 8, 10; CST)</td>
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<tr>
<td>Language development (ELD; reading, writing, listening, speaking; CELDT)</td>
<td>Native speaker?</td>
</tr>
<tr>
<td></td>
<td>English only</td>
</tr>
</tbody>
</table>
Benefits to implementing a system to map a program's trajectory
Benefits

• Ability to compare students’
  • Language acquisition in both languages
  • Academic achievement in the language of instruction
• Ability to compare the program’s trajectory toward research results
• Ability to use data to improve program to improve trajectory toward research results
• Ability to assure parents and stakeholders that the program is on the trajectory toward research results
What other benefits might there be to implementing a system to map the trajectory of a program?

Your thoughts?
Challenges to implementing a system to map a program’s trajectory
Challenges

• Identifying a language assessment that measures listening, speaking, reading, and writing in both languages
• Identifying an assessment for language arts, mathematics, science, and history/social science in the language of instruction
• Time to administer the assessments
• Impact on instructional time
• Dual immersion students tested more frequently than non-dual students
What other challenges might there be to implementing a system to map the trajectory of a program?

Your thoughts?
How, then, can programs know if they are on the right trajectory towards the promise of biliteracy and academic excellence?
Thank you!

Kris Nicholls, Ph.D.
kris@bilingualeducation.org
626.814.4441 ext. 213