

ABSTRACT

Ann Frances Borisoff, MEASURING PROGRAM EFFECTIVENESS: ASSESSMENT AND ACCOUNTABILITY IN A TWO-WAY IMMERSION PROGRAM (Under the direction of Dr. Marjorie Ringler). Department of Educational Leadership, February, 2014.

School districts across the country are implementing bilingual education models such as two-way immersion, also known as dual language programs. The goals of two-way immersion programs are to assist students to obtain high academic achievement, to help students develop high levels of native language proficiency and target language proficiency, and to facilitate the development of cross-cultural competence. Most research on effective schools cites the fundamental role of assessment and accountability in evaluating student outcomes to measure program effectiveness.

The purpose of this study was to determine the extent to which the assessment and accountability features of a school district's two-way immersion program aligned with research-based guidelines, and to identify strengths and weaknesses of the program in the area of assessment and accountability.

The researcher carried out a formative program evaluation using a case study methodology. The researcher conducted a qualitative study using interviews with stakeholders from the two-way immersion program. The researcher also engaged in a review of historical documents, assessment data, websites, instructional resources in the classroom, and school and classroom artifacts related to assessment and accountability. The researcher utilized the Strand 1 Assessment and Accountability rubric from the Guiding Principles for Dual Language Education (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007) to guide the data collection. By triangulating data from both the stakeholder interviews and the review of historical documents and

other artifacts, the researcher provided a detailed description of the two-way immersion program and ascertained to what extent the program aligned with research-based assessment and accountability practices. The results of the rubric allowed for an evaluation of program strengths and weaknesses.

Strengths of the program were evident in the area of gathering student demographic data and academic achievement data, as well as the analysis of student achievement data. Weaknesses of the program included a lack of assessment of the program goals of bilingualism/biliteracy and cross-cultural competence, as well as a lack of community support for the program.

MEASURING PROGRAM EFFECTIVENESS: ASSESSMENT AND ACCOUNTABILITY
IN A TWO-WAY IMMERSION PROGRAM

A Dissertation

Presented to

The Faculty of the Department of Educational Leadership
East Carolina University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

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February, 2014

MEASURING PROGRAM EFFECTIVENESS: ASSESSMENT AND ACCOUNTABILITY
IN A TWO-WAY IMMERSION PROGRAM

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ACKNOWLEDGEMENTS

The completion of this doctoral dissertation would not have been possible without the help of many individuals who guided, supported and encouraged me throughout the process. I would like to extend my most heartfelt thanks to all of these people.

I wish to acknowledge the members of my dissertation committee for their support and advice throughout the dissertation process. To my chair, Dr. Marjorie Ringler, thank you for your generous, patient, and expert guidance. Your knowledge of not only the dissertation process, but also of second language acquisition was invaluable to me. I am particularly grateful for having been able to discuss *lo más importante* in Spanish as we code-switched our way through the dissertation process. To Dr. Shirley Carraway, Dr. Kermit Buckner, and Dr. Art Rouse, I would like to extend my most sincere gratitude for your attention to the numerous details of this study, your insightful advice, and your enthusiasm for my project. You each had key roles in making the vision of completing my doctoral degree a reality.

Thanks are in order to Dr. Patrick Miller, who allowed me to conduct the study in Greene County Schools. Thank you also to Ms. Stephanie Cain, who so graciously provided me with everything I needed, including her vast expertise, to carry out my study.

The financial support provided by the Mack and Margaret Coble Doctoral Fellowship and the Ralph Brimley Scholarship enabled me to complete the doctoral program. I gratefully acknowledge the generosity of the scholarship donors.

It has been said that friends are the family we choose for ourselves. Thank you to my East Carolina University, Pitt County Schools, and other friends and colleagues who shared my passion for bilingual education, encouraged me to pursue research in that area, and cheered me on when the writing seemed endless. Many thanks also to my doctoral cohort members, particularly to Ronda Sortino, for the camaraderie and friendship during our coursework and for providing a safe place to share ideas, complaints and worries during the dissertation process. Thank you to all of my friends for your patience and understanding when I disappeared into my research.

Finally, I wish to acknowledge Jaye Feltz. Thank you for your unwavering encouragement and faith in me throughout the dissertation. And, thank you for bringing me joy and love when I needed them most.

DEDICATION

This dedication was written before the dissertation was even begun, and each of you has made the completion of this project possible. I dedicate this dissertation to the women in my family. To my grandmother, Ella, who instills in me a sense of belonging. To my mother, Char, who pushes me to excel and do my best. To my sister, Mary, who makes me laugh and remember that life is good. To my daughter, Cristina, who is always there for me, inspiring me to become the best person I can be. To my daughter, Elena, who encourages me to follow my own path. Your presence in my life has blessed me beyond words.

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CHAPTER 1: INTRODUCTION

This study of a Spanish-English two-way immersion (TWI) program attempted to ascertain to what extent the *Los Puentes* program in Greene County is implemented according to research-based guidelines regarding the key area of assessment and accountability as well as to identify strengths and weaknesses of the program in this area. TWI program goals are to assist students to obtain high academic achievement, help students develop both high levels of native language proficiency and second language proficiency by providing content instruction and opportunities for everyday conversation in both Spanish and English, and to facilitate the development of positive cross-cultural attitudes (Center for Applied Linguistics, 2012; Howard, Sugarman, & Christian, 2003; Lindholm-Leary, 2001). This first chapter of the dissertation presents the background of the study, context of the study, purpose of the study, significance of the study, overview of the methodology, a discussion of both the limitations and assumptions of the study, and a list of key terms and definitions used throughout the dissertation. The chapter concludes with an overview of the organization of the dissertation.

Background of the Study

In recent years, increased globalization and transnational migration has resulted in a dramatic increase in the Hispanic population in the United States. Increasing by 57.9% from 1990-2000 (U.S. Census Bureau, 2001) and by 43% from 2000-2010 (U.S. Census Bureau, 2010), Hispanics are the fastest-growing population in the United States, making this the largest minority group in U.S. schools, according to a recently-released report by the National Center for Educational Statistics (Hemphill &

Vanneman, 2011). The Hispanic presence in schools will continue into the foreseeable future: Projections for the population of Latino children in U.S. schools by the year 2025 range from 28 % (U.S. Census Bureau, 2010) to nearly one-third of school-age children (Fry & Passel, 2009). By the year 2030, it is predicted that 40% of all school age children in the US will be language minorities (Thomas & Collier, 2002) and the vast majority of our English Language Learners (ELLs) nationwide will be Hispanic (Gándara, 2010).

The increase in the Hispanic population has strongly impacted North Carolina. Data from the 2010 Census show that North Carolina ranked 10th nationally in the total Hispanic population. Statewide, the Hispanic population grew by 111.1% from 2000-2010. Census data also indicate that the Hispanic population in the state is young: 81% of the total population ranged from 0-39 years, indicating an increase in the enrollment of Hispanic school-age children. Hence, the nationwide trend of increased Hispanic enrollment in schools is mirrored in North Carolina. According to the North Carolina Department of Public Instruction (2010), Hispanics constitute the largest language minority population in public schools.

Hispanic students, the fastest-growing student population in schools, are also the lowest performing of all ethnic minority groups in the US (Gándara, 2010). The National Center for Educational Statistics Report (Hemphill & Vanneman, 2011) indicates that the gap between Hispanic and white students on the National Assessment of Educational Progress has persisted and remained large over the last twenty years: In 2009, the gap between Hispanic and white students in mathematics was 21 points and the gap in reading was 25 points. In addition, according to the President's Advisory

Commission on Educational Excellence for Hispanic Americans (2010), the school dropout rate for Hispanic students, especially Spanish speakers, is higher than any other ethnic group. This conclusion holds true for North Carolina as well, where Hispanic adolescents have the highest early dropout rate among the state's largest ethnic groups (North Carolina Department of Public Instruction, 2010).

In response to the low Hispanic achievement rates, and in an effort to address linguistic minority student needs, educational leaders in school districts across the country have implemented bilingual education initiatives using a variety of models to address this issue. One such model, Two-Way Immersion (TWI), also known as dual language immersion, is the focus of this study. TWI is an education model in which English-speaking children and minority language speakers learn together in the same classroom through the use of both English and the minority language. TWI program goals are to assist students to reach high levels of native language proficiency and second language proficiency, obtain high academic achievement, and develop positive cross-cultural attitudes (Center for Applied Linguistics, 2012; Howard et al., 2003; Lindholm-Leary, 2001). They are considered one of the most successful models for closing the achievement gap between English Language Learners and non-ELLs (Collier & Thomas, 2009; Lindholm-Leary, 2001).

Across the nation, dual language programs are increasing, with the Center for Applied Linguistics (CAL), reporting 415 programs in 31 states as of May, 2012 (Retrieved from <http://www.cal.org/twi/directory/index.html>). The majority of TWI programs in the US, approximately 185, use Spanish and English; however CAL identified programs that use English paired with Korean, French, Cantonese, Russian,

Mandarin Chinese, Japanese, Navajo, and Portuguese. As of January, 2014, in North Carolina, there are 25 two-way immersion (TWI) Programs in fourteen counties (Retrieved from <http://wInces.ncdpi.wikispaces.net/Two-Way+Programs>).

Because public school policies, programs and practices impact student achievement, it is necessary to determine the effectiveness of dual language programs, and all educational programs, via a systematic examination and evaluation of the component parts of the programs to encourage continuous improvement. As researchers point out, the mechanisms inherent in dual language programs that may account for the high academic achievement of students are similar to those in all effective schools: ongoing assessment and accountability (Cloud, Genesee, & Hamayan, 2000; Howard et al., 2007; Lindholm-Leary, 2001); responsive curriculum (Collier & Thomas, 2004); teaching effectiveness, including specific instructional strategies (Howard et al., 2007; Echevarria, Vogt, & Short, 2008); teacher qualifications (Cloud et al., 2000; Darling-Hammond, 2000); ongoing professional development (Cloud et al., 2000); parent and community involvement (Cloud et al., 2000; Howard et al., 2007; Marzano, 2003); and ongoing internal and external support (Darling-Hammond, 2000; Lindholm-Leary, 2001; Montecel & Cortez, 2002). Most research on effective schools cites the fundamental role of assessment and accountability measures to evaluate student outcomes to gauge school effectiveness; Appropriate assessment and accountability measures are also important in order to determine effectiveness of dual language programs (Howard et al., 2007).

The Greene County *Los Puentes* TWI Program has been in existence for ten years. Greene County, NC had not conducted a formal evaluation of their TWI program

to monitor program effectiveness in reaching the goals of high academic achievement, high levels of native language proficiency and second language proficiency, and positive cross-cultural attitudes. Howard and Christian (2002) point out in their recommendations to assist schools in designing and implementing TWI programs, that “ongoing reflection and self-evaluation are essential elements” to ensure success. With the information from the study, stakeholders in *Los Puentes* received information regarding the strengths and weaknesses of the assessment and accountability measures currently in place to allow them to ascertain the degree to which the program is implemented according to research-based best practices in the area of assessment and accountability for the purpose of program improvement.

Context of the Study

The focus of the research was Greene County Schools, a small, rural district in eastern North Carolina. Greene County, a primarily agricultural county, ranks among the poorest counties in the state. Despite this, there continues to be an influx of Hispanics to the area due to worse economic conditions in their home countries such as Mexico, as a result of the decline found in many agricultural regions there (Torres, Popke, & Hapke, 2006). Greene County attracts Hispanics due to the abundance of employment opportunities in the agricultural sector.

According to the U.S. Census Bureau (2012), approximately 18.4% of the population of Greene County lived below the poverty level as compared to the statewide 15.5%. Approximately 14.6% of the population of Greene County is Hispanic, as compared to 8.6% statewide (U.S. Census Bureau, 2012). Finally, 12.1% of the population of Greene County speaks a language other than English at home, compared

to the statewide population of 10.4% (U.S. Census Bureau, 2012). In conclusion, Greene County is more rural, poorer, and more diverse than the state average (Torres et al., 2006).

The Greene County Public Schools' website (Retrieved from www.gcsedu.org) indicates that the district serves approximately 3,250 students in grades PreK-12, 77.9% of whom qualified for free and reduced lunch in 2010, according to the Annie E. Casey Foundation's 2012 report. The district consists of five schools, with a majority minority student population consisting of approximately 43% African-American, 33% white, and 22% Hispanic. The website includes a prediction about future enrollment: "The current immigration rate indicates that the percentage of Hispanic students will continue to rise". Indeed, in the past, this has been the case: From 1990-2003, Greene County's Spanish-speaking population increased by 800%, according to East Carolina University News Service (Retrieved from www.ecu.edu/cs-admin/news/newsstory.cfm?ID=638). At the time the *Los Puentes* program was considered, according to a 2003 article by Creech in the Wilson Daily Times, 20% of students in Greene County spoke Spanish as their native language. Currently, 22% of students are native-Spanish speakers (Retrieved from www.gcsedu.org).

In response to the growing numbers of native Spanish-speakers enrolled in Greene County Public Schools, in 2003 the *Los Puentes* Spanish-English Two-Way Immersion Program went into effect at Snow Hill Primary School, with the intended purpose of addressing the educational needs of the region's growing Spanish-speaking population and obtaining student proficiency in both English and Spanish by the end of primary school (East Carolina University News Service, 2004). Collaboration between

the East Carolina University (ECU) Rural Education Institute, the East Carolina University Department of Geography, and Greene County Schools enabled funding and provided support for the establishment of the *Los Puentes* TWI Program (Plouffe, 2004). In the fall of 2004, the program received \$65,000 in grant funds through the Z. Smith Reynolds Foundation of Winston-Salem (Plouffe, 2004) to assist with the expenses of bilingual teachers and classroom materials. Dr. Rebecca Torres, assistant professor of geography at East Carolina University at the time, wrote the grant. In 2004, the Braitmayer Foundation awarded an additional \$35,000 to Snow Hill Primary School.

East Carolina University researchers (Torres et al., 2006) from the fields of education, linguistics and geography intended to conduct studies at *Los Puentes*. For the ECU Department of Geography, *Los Puentes* provided researchers with opportunities to track how shifting classroom demographics connected with migration trends across the region and their social and cultural connections; for linguists, second language acquisition was the research focus; for education researchers, *Los Puentes* provided a model for teacher preparation programs (Plouffe, 2004).

Initially, the dual language program served only kindergarten students, with two classes of 20 students, consisting of both native English and native Spanish speakers. The program added TWI classrooms as students progressed through the grade levels. Although the program was created to serve students through middle school, due to budget and staffing constraints, it currently serves only students in grades K-5. After completion of the TWI Program, students enroll in Greene County Middle School.

Los Puentes, one of the first programs in North Carolina to offer Spanish-English immersion classrooms (East Carolina University News Service, 2004), is the only Two-

Way Immersion Program in the eastern part of the state (Center for Applied Linguistics, 2012). As of January, 2014, the other TWI Programs are located in North Carolina in: Alamance-Burlington Schools, Buncombe County Schools, Cabarrus County Schools, Chapel Hill-Carrboro City Schools, Charlotte-Mecklenburg Schools, Chatham County Schools, Durham Public Schools, Greene County Schools, Harnett County Schools, Henderson County Schools, Iredell-Statesville Schools, Johnston County Schools, Wilson County Schools, and Winston-Salem/Forsyth County Schools and one independent school, Casa Esperanza Montessori (Retrieved from North Carolina Department of Public Instruction at <http://wlnces.ncdpi.wikispaces.net/Two-Way+Programs>).

Purpose of the Study

Researchers have identified critical features for the successful implementation of TWI programs within the areas of: assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources (Howard et al., 2007). However, without conducting evaluations of program effectiveness, it is difficult to identify attributes of existing programs that support the bilingual, academic achievement, and cultural competency goals of TWI. The primary purpose of the study was to find and examine evidence to ascertain the TWI program's level of implementation of recommended accountability and assessment measures (Howard et al., 2007) that support the bilingual, academic and cultural competency goals (Center for Applied Linguistics, 2012; Howard et al., 2003; Lindholm-Leary, 2001) of the program.

For the purposes of this study, the researcher conducted a formative evaluation of the assessment and accountability features of the TWI program in order to provide information to be used for program improvement. The evaluation components reflected the desire of key stakeholders to ascertain what elements of the two-way immersion program were working well, what elements were in need of improvement, and how those elements in need of improvement could be addressed. Fitzpatrick, Sanders and Worthen (2011) point out that the evaluator will use both methods of inquiry and judgment methods such as identifying the criteria and standards to judge program quality, collecting pertinent data, and applying the standards in order to determine program effectiveness. To this end, the researcher utilized the *Guiding Principles for Dual Language Education*, a publication grounded in research on effective schools first developed in 2005 by the Center for Applied Linguistics in order to serve as a “tool to help dual language programs ... with planning and ongoing implementation” (p. 1). Revised in 2007 by Howard et al., the *Guiding Principles for Dual Language Education* include seven strands: assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources.

As policymakers and educational leaders explore and implement new programs that address diverse student populations, it becomes necessary to measure program effectiveness by using research-based assessment and accountability measures that address specific program goals. Appropriate assessment and accountability measures of student achievement, bilingualism and biliteracy, and cultural competence allow for a fuller understanding of the mechanisms inherent in two-way dual language programs

that support student learning. This study provided the Greene County TWI program with insights regarding program effectiveness in the area of assessment of accountability. In addition, the results of the study may assist school personnel in other districts who are contemplating the establishment of two-way immersion programs, as well as parents who may wish to consider enrollment of their children into a TWI program.

The overarching question that guided the study was: To what extent does the *Los Puentes* TWI program meet its intended goals of student achievement, bilingualism/biliteracy, and cultural competence?

In order to address this question, the researcher examined how the program measures its own progress in meeting its intended goals. The *Guiding Principles of Dual Language Education* (Howard et al., 2007) served as the framework to ascertain pertinent information relevant to the measurement of the *Los Puentes* TWI program goals.

The research questions for this study were:

1. How does the Greene County *Los Puentes* TWI Program align with the research-based practices in the areas of assessment and accountability?
2. What are the strengths and weaknesses of the Greene County *Los Puentes* TWI Program in the areas of assessment and accountability?

Significance of the Study

Research identifies critical features for the successful implementation of TWI programs. However, without conducting ongoing evaluations, it is difficult to identify attributes of existing programs that support the linguistic, academic and social goals of the TWI program. To determine program effectiveness, it is important to examine how

actual assessment and accountability measures of the program align with research-based recommendations for best practices in assessment and accountability specific to TWI programs. In Greene County, educators have had little opportunity to examine to what extent *Los Puentes* is implemented according to a research-based framework. The study undertaken by the researcher sought to determine how well the program's existing assessment and accountability features aligned with research-based guidelines and to inform *Los Puentes* stakeholders about the program's strengths and weaknesses in the areas of assessment and accountability.

The results of this study may have implications for future policy decisions in the school district regarding assessment and accountability. The results may bring about the evaluation of additional program components to ascertain more information regarding the effectiveness of the TWI program. The results of the study may also assist educational leaders in other districts who are contemplating the establishment of two-way immersion programs.

There had been no formal program evaluation since the start of the *Los Puentes* TWI Program in 2003. The primary audiences for this evaluation were the program coordinator, teachers, site-based administrators and the superintendent of the district. It is significant that some of the same leadership has been in place since the inception of the program. The study also addressed the impact of leadership on program implementation.

Overview of Methodology

The researcher examined the Greene County Public Schools TWI program through a case study methodology. Although case studies may use quantitative

methods such as surveys and statistical analysis of existing data, there is a greater use of qualitative methods such as observations, examination of documents and interviews (Fitzpatrick et al., 2011). The case study provided the researcher with the ability to conduct an investigation of a contemporary phenomenon within its real-life context using multiple sources of evidence (Yin, 1992). By using the case study method, the researcher was able to carry out an in-depth examination of the assessment and accountability aspects of the program using the *Guiding Principles for Dual Language Education* (Howard et al., 2007).

The study used a formative program evaluation to determine the extent to which the *Los Puentes* TWI program aligns with the research-based practices in the areas of assessment and accountability as well as to determine the program strengths and weaknesses in these areas. The term “program” can be defined in several ways. Based on a 2010 definition provided by the Joint Committee on Standard for Educational Evaluation, Fitzpatrick et al. (2011) define “program” as “an ongoing, planned intervention that seeks to achieve some particular outcome(s), in response to some perceived educational, social, or commercial problem” (p. 8). Two-way immersion programs address the educational needs of students who have specific linguistic and cultural characteristics over the course of several school years. In the case of Greene County, the TWI program has existed for ten years.

Fitzpatrick et al. (2011) define evaluation as “the identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth or merit) in relation to those criteria” (p. 7). Evaluations may be formative or summative in nature (Scriven, 1967), however Scriven later acknowledges that the two may be

difficult to distinguish and ultimately, intertwined (as cited in Fitzpatrick et al., 2011, p. 21). According to Fitzpatrick et al. (2011), the two types of evaluations differ in their purpose: formative evaluations provide information to effect program improvements; summative evaluations provide information to determine program adoption, continuation, expansion, or elimination.

In the formative evaluation, the researcher used a qualitative methods approach by analyzing existing data and interviewing stakeholders to determine the extent to which the accountability and assessment features recommended in the *Guiding Principles for Dual Language Education* have been present in the implementation of the Greene County *Los Puentes* TWI program as well as to identify strengths and weaknesses of the program.

Limitations and Assumptions of the Study

The data collection through the use of qualitative methods was carefully designed. Nonetheless, the study has limitations beyond the researcher's control. Despite rigorous attempts to gather all relevant information regarding the *Los Puentes* TWI Program, some documents may not have been available due to the duration of the program. The researcher examined historical records from East Carolina University and press releases related to the planning and opening of the TWI program. The researcher also engaged in a review of assessment data, websites, instructional resources in the classroom, and other district, school and classroom artifacts. In addition, the researcher conducted interviews with current stakeholders in the *Los Puentes* program as well as current and former leadership in Greene County. Some of the same program stakeholders have been in place, albeit in different leadership roles, since the beginning

of the program, thus providing institutional memory of the program's creation and initial implementation.

Definition of Terms

Bilingual Education - The use of two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other (Baker, 2011; Genesse, 1999; Wiley & Wright, 2004).

Dual language immersion – Education model, also referred to as two-way immersion, in which in which English-speaking children and minority language speakers learn together in the same classroom, with the three goals of bilingualism/biliteracy, cross-cultural understanding and high academic achievement for all (Lindholm-Leary, 2001). Howard et al. (2007) provides a definition on page 1 of the *Guiding Principles for Dual Language Education*: any “program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students”.

Emerging bilinguals - Students who are in the process of acquiring a second language while retaining and fomenting the first language (García, 2009).

English as a Second Language Program - Educational program that oversees the development of English proficiency of English Language Learners (Crawford, 2001; Young, 2008).

English Language Learner (ELL) - A person who is in the process of acquiring English whose first language is one other than English (García, 2009).

English Learner (EL) - A person who is in the process of acquiring English whose first language is one other than English (García, 2009).

Evaluation - the identification, clarification, and application of defensible criteria to determine an object's value (worth or merit) in relation to those criteria (Fitzpatrick et al., 2011).

Hispanic - An individual who is of Latin American or Spanish-speaking descent (U.S. Census, 2010).

Language majority students - Students whose first language is the official or most commonly used language in a society (Center for Advanced Research on Language Acquisition, 2012).

Language minority students - Students who whose first language is different from the dominant language of the country. This term refers to both students who were born in the United States or any of its jurisdictions or who were born and raised in a different country (Center for Advanced Research on Language Acquisition, 2012).

Limited English Proficient (LEP) - Term commonly used by legislators and the federal government to refer to individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English (García, 2009) and may be eligible to receive language assistance with respect to the particular service, benefit, or encounter (U.S. Department of Health and Human Services, Office for Civil Rights, 2012).

National Origin Minority Students (NOMs) - Students who were born in a country other than the United States (U.S. Department of Health and Human Services, Office for Civil Rights, 2012).

Two-Way Immersion - Form of bilingual education in the USA, also known as dual language immersion/education in which English-speaking children and minority

language speakers learn together in the same classroom, with the three goals of bilingualism/biliteracy, cross-cultural understanding and high academic achievement for all (Genesee, 1999; Howard et al., 2003; Lindholm-Leary, 2001).

Organization of the Dissertation

This dissertation is divided into five chapters. Chapter 1 included a discussion of the background of the study, context of the study, purpose of the study, significance of the study, overview of the methodology, a discussion of both the limitations and assumptions of the study, and a list of key terms and definitions. Chapter 2 includes a review of the literature regarding two-way immersion/dual language education within the broad category of bilingual education. It includes a historical overview of bilingual education in general and the political influences throughout history. It also provides a definition of dual language education; a discussion of the Prism Model, a theoretical framework for understanding language acquisition and its interconnected components; and an examination of existing research focused on the dual language program goals of student achievement, bilingualism, and cross-cultural understanding. The review of literature concludes with an examination of the *Guiding Principles for Dual Language Education* (Howard et al., 2007). Chapter 3 will explain the context of the study, the purpose of the study, the methodology used in the study, data collection, and limitations of the study. The chapter will conclude with an action plan and timeline for the research agenda. Chapter 4 will provide the results of the study, including a detailed program description, evidence used to rate program elements and explanations of the findings. Chapter 5 will summarize and discuss the results of the evaluation, provide

recommendations for the Two-Way Immersion Program, and make recommendations for further evaluation studies.

CHAPTER 2: REVIEW OF LITERATURE

This review of literature provides a discussion of two-way immersion/dual language education within the broad category of bilingual education. It includes a historical overview of bilingual education in general and the political influences throughout history; bilingual education models, with a focus on dual language programs in particular; a definition of dual language education; a discussion of the Prism Model, a theoretical framework for understanding language acquisition and its interconnected components; and an examination of existing research focused on the dual language program goals of student achievement, bilingualism, and cross-cultural understanding. The review of literature concludes with an examination of the evaluation template, the *Guiding Principles for Dual Language Education* (Howard et al., 2007).

Educational programs and policies impact society and society impacts the establishment of educational programs and policies. As one of the fastest-growing populations within the US, Hispanics are the nation's largest minority group, representing 16.4% of the U.S. population (U.S. Census, 2010). Hispanics are also the fastest-growing student population in our schools (U.S. Census, 2010); they were also the lowest performing of all ethnic minority groups in the US (Gándara, 2010). The National Center for Educational Statistics Report (2011) indicates that the gap between Hispanic and white students on the National Assessment of Educational Progress has persisted and remained large throughout the last twenty years: In 2009, the gap between Hispanic and white students in mathematics was 21 points and the gap in reading was 25 points. In addition, according to the President's Advisory Commission

on Educational Excellence for Hispanic Americans (2010), the school dropout rate for Hispanic students, especially Spanish speakers, is higher than any other ethnic group. This conclusion holds true for North Carolina as well, where Hispanic adolescents have the highest early dropout rate among the state's largest ethnic groups (North Carolina Department of Public Instruction, 2010). A discussion of the relationship between educational programs and the larger social elements of political climate, demographics, and economic conditions is essential to assist educational leaders as they strive to meet the needs of their language minority students, in particular the Hispanic population, which constitute the largest language minority in the US.

In response to the low Hispanic achievement rates, and in an effort to address linguistic minority student needs, it is important for educational leaders to gain an understanding of how to best ensure the academic success of an increasingly diverse student population. As educational leaders confront the issues of changing demographics and consistent gaps in student achievement, many school districts have established or are considering the establishment of Two-Way Immersion Programs as a means of meeting the needs of increasing numbers of language minority students. There is a vast amount of empirical evidence to substantiate the effectiveness of dual language education (or two-way immersion) as a viable model to support high student achievement for Hispanic English Language Learners (Collier & Thomas, 2004; Howard, Sugarman, & Christian, 2003; Lindholm-Leary, 2001; Thomas & Collier, 2003). It is important to discuss the characteristics of dual language programs that differentiate them from other forms of bilingual education with information to assist school leaders as

they consider, plan for, implement and monitor the effectiveness of their dual language programs.

The mechanisms inherent in dual language programs that may account for the high academic achievement of students are similar to those in all effective schools: ongoing assessment and accountability (Howard et al., 2007; Lindholm-Leary, 2001); responsive curriculum (Collier & Thomas, 2004); teaching effectiveness, including specific instructional strategies (Howard et al., 2007; Echevarria, Vogt, & Short, 2008); teacher qualifications (Darling-Hammond, 2000; Cloud, Genesee, & Hamayan, 2000); ongoing professional development (Cloud et al., 2000); parent and community involvement (Cloud et al., 2000; Howard et al., 2007; Marzano, 2003); and ongoing internal and external support (Darling-Hammond, 2000; Lindholm-Leary, 2001; Montecel & Cortez, 2002). An examination of current research regarding these elements as they relate to dual language programs is important and will follow in the report on current research section of this chapter.

Before doing so, a discussion of the terminology related to the research on bilingualism is needed. It is important to note that the terms Latino and Hispanic appear in the literature, depending on the preference of the researcher. Similarly, the terms Limited English Proficient (LEP) and English Language Learner (ELL) appear in the literature and tend to fall in and out of favor throughout history. For the purposes of this study, the terms are used interchangeably in an effort to abide by the preference of the researcher cited in the literature review.

The following section presents a discussion of bilingual education in the United States from a historical perspective (see Figure 1).

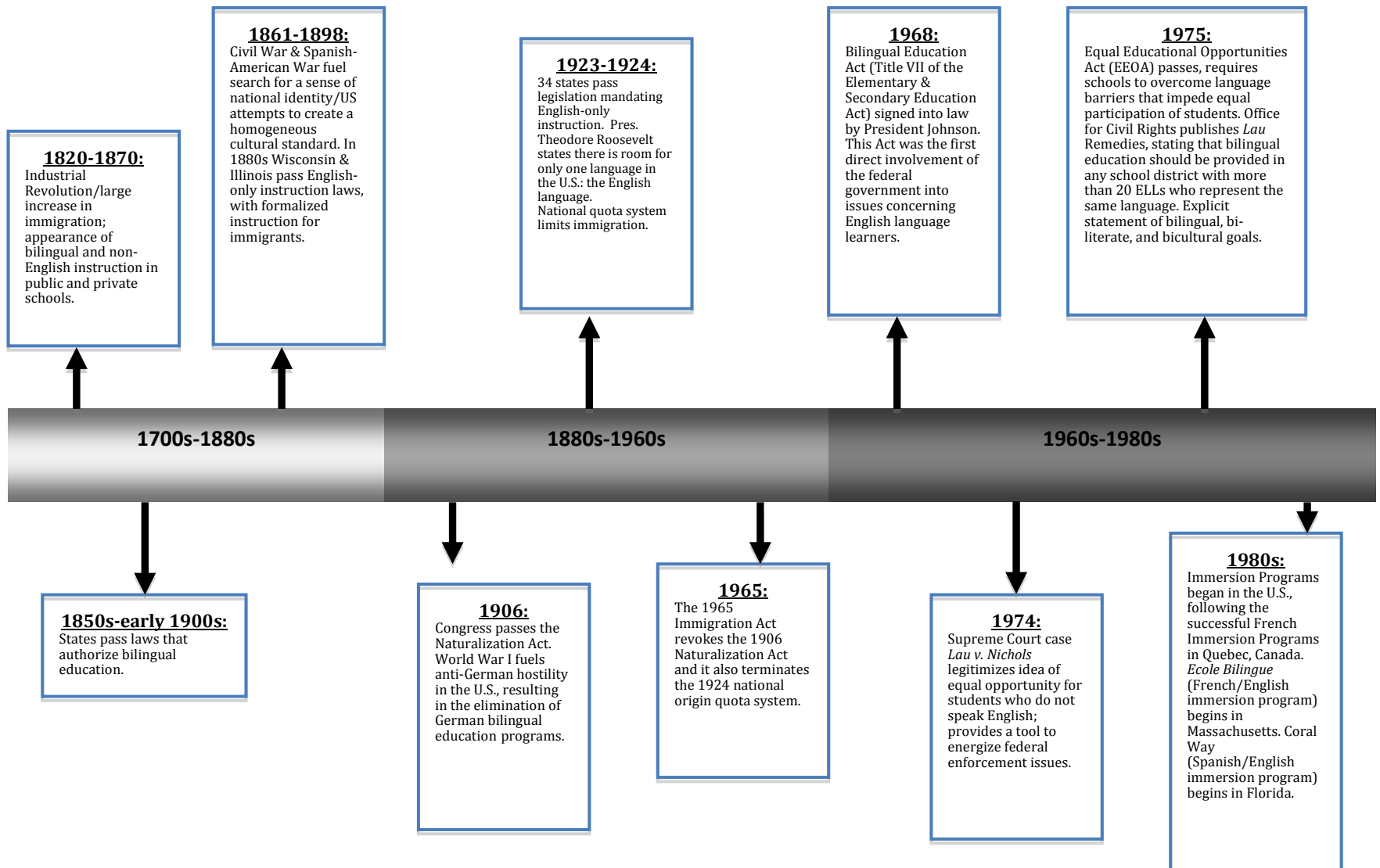


Figure 1. History of Bilingualism and bilingual education in the US: Significant political, social, economic and demographic events.

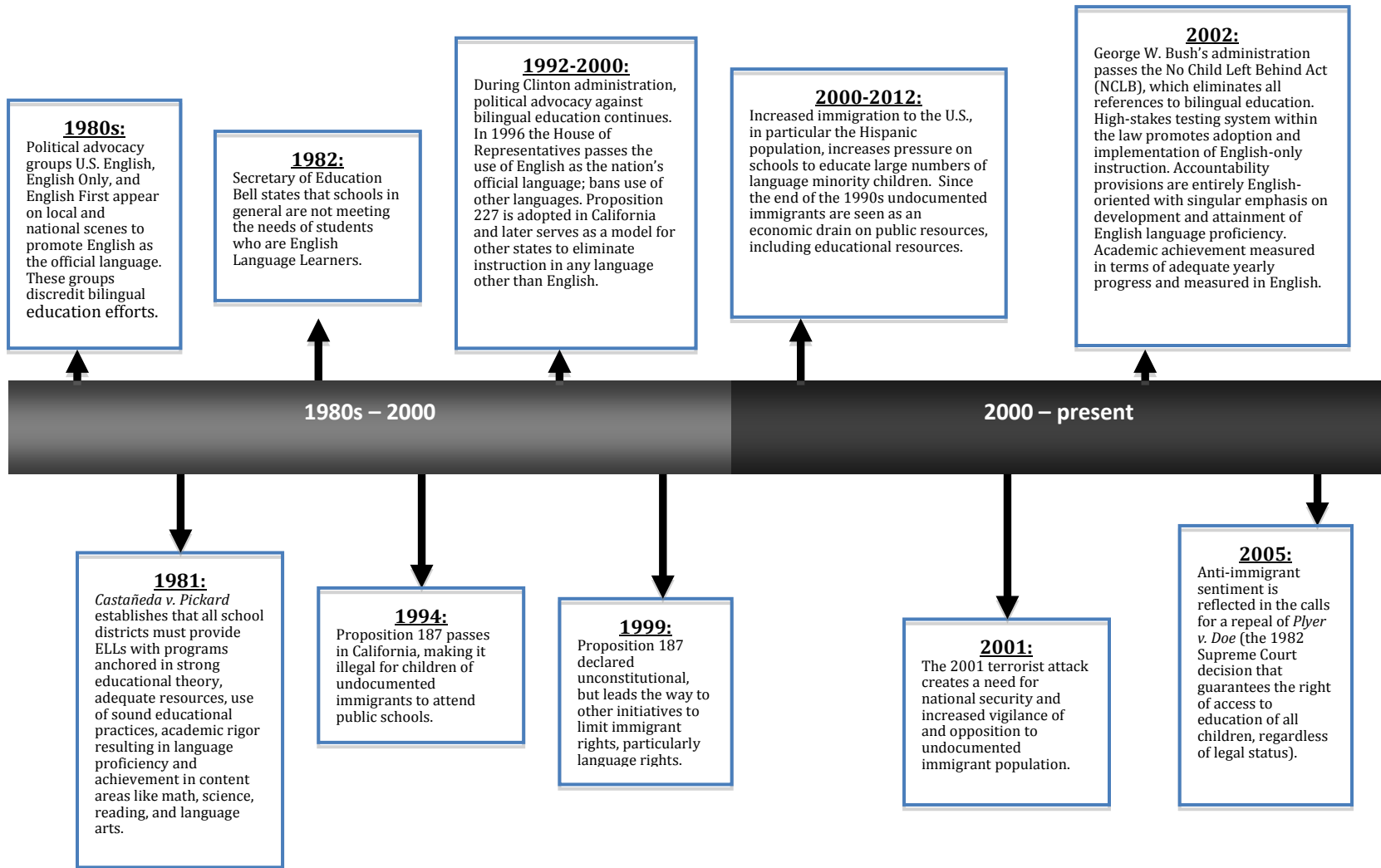


Figure 1. (continued).

Language diversity is not a new feature of our national landscape; in the first census in 1790, it was noted that 25% of the population spoke a language other than English (Lepore, 2002). Currently, language minority students classified as limited English proficient (LEP), constitute the fastest growing student population in U.S. schools (National Clearinghouse for English Language Acquisition, 2002). This has led to what appears to be a recent interest in debating how to best educate language minority students, a term referring to a person or community whose first language is different from the dominant language (The Center for Advanced Research on Language Acquisition, 2012). It should be noted that in the context of this study, the term “minority” does not necessarily refer to the ethnic or racial background; instead, it refers to the language.

In reality, educating language minority children has a well-documented, long history in the United States (Wiley & Wright, 2004). The historical classifications used by Ovando (2003) divide bilingualism and bilingual education movements into chronological periods: 1700s-1880s (The Permissive Period); 1880s-1960s (The Restrictive Period); 1960s-1980s (The Opportunist Period); 1980s- present. These will be used as a framework within which to discuss the history of bilingual education in the United States. This discussion will also include broad political and social references, which have a significant impact on bilingual education programs, as Mora, Wink, and Wink (2001) affirm.

1700s-1880s

Historically, many immigrant communities met little resistance in establishing enclaves of language minority members (Wiley & Wright, 2004) and there was little attention given to the issue of language by the English-speaking community, the language majority members. With the onset of the Industrial Revolution, from 1820-1870, there was a dramatic increase in immigration (Cohn, 2010). According to Crawford (1999), incoming immigrants formed enclaves in America's largest cities, many of which still exist today as ethnic neighborhoods, in search of work and a better life. Because they formed their own monolingual communities based on country of origin, it was not necessary to know English to prosper (Crawford, 2001). Thus, newcomers believed that it was feasible to maintain their cultural and linguistic identities while seeking their objective of economic prosperity (Ovando, 2003). This increase in immigrants from non-English-speaking countries coincides with the appearance of bilingual and non-English instruction, common in both public and private schools depending on the culture of the local population (Wiley & Wright, 2004).

Immigrant parents formed advocacy coalitions and "aggressively promoted their language..." (Ovando, 2003, p. 4); Because of this, a number of states passed laws that authorized bilingual education. Ovando's (2003) research indicates that from the 1850s-early 1900s, bilingual instruction was provided in both public and private schools across the country: German in Pennsylvania, Maryland, Ohio, Indiana, Illinois, Missouri, Nebraska, Colorado, and Oregon; Swedish, Norwegian, and Danish in Wisconsin, Illinois, Minnesota, Iowa, North and South Dakota, Nebraska, and Washington; Dutch in

Michigan; Polish and Italian in Wisconsin; Czech in Texas; French in Louisiana, and Spanish in the Southwest.

1880s-1960s

The 1880s-1960s brought about a change in public attitudes, perhaps as a result of the 1861-1865 Civil War or perhaps as a result of the 1898 Spanish-American War, both of which fueled a search for a sense of national identity and began attempts to create a homogeneous cultural standard (Wiley & Wright, 2004; Young, 2008). Depicted by Ovando (2003) as the Restrictive Period, during this time in history bilingualism, and by extension, bilingual education, were viewed as oppositional to the new nationalistic sentiment. As a result, states and localities began to refuse to provide linguistic accommodations such as bilingual instruction in public schools (Wiley & Wright, 2004). The previous pattern of bilingualism began to change throughout the country in the late 1880s, when Wisconsin and Illinois passed English-only instruction laws for both public and parochial schools. It was this search for unified national identity through language and culture that prompted American congressmen and educators across the nation to provide formalized English language instruction for immigrants (Young, 2008).

Several key external events occurred at the turn of the century that also contributed to the elimination of bilingual education in schools. First, there was a tremendous increase in immigration between 1901 and 1910. For the most part, these immigrants were arriving from southern, eastern and central Europe (Cohn, 2010) and they were bringing great linguistic and cultural diversity with them. The influx of new immigrants, with its greatest increase occurring at the start of the Industrial Revolution (Cohn, 2010), prompted descendants of the first settlers to the US to preserve the

status quo of life as they knew it (Ovando, 2003), including English as a common language. In addition to this striking immigration surge, European nationalism was on the rise, thus resulting in fear about “the importation of foreign ideologies” into the US (Ovando, 2003, p. 5). As a result of public concern bordering on fear, in 1906, Congress passed the Naturalization Act requiring that all immigrants be able to speak English in order to become naturalized U.S. citizens (Crawford, 2001).

Nonetheless, industry created during the Industrial Revolution was in need of foreign workers to thrive. Hence, the Naturalization Act gave rise to advocacy from industry to establish on-site English classes for their foreign workers (Young, 2008). World War I proved definitive in the shift away from bilingualism due to the surge of anti-German hostility in the US, which, according to Wiley and Wright (2004), resulted in the elimination of German bilingual education programs that had been prevalent until World War I. By 1923, a total of 34 states had passed legislation mandating English-only instruction (Wiley & Wright, 2004). Not much later, President Theodore Roosevelt went as far as to connect loyalty to the US with English acquisition, when he stated in at a public event that there was room for only one language in the US, the English language (Nieto, 2009).

1960s-1980s

This period of great social change in the United States, named the Opportunist Period for bilingual education by Ovando (2003), saw the enactment of the Bilingual Education Act by the federal government, perhaps the most significant effort to address the needs of language minority students (Crawford, 1998). Linked to the civil rights movement and the later creation of the Office for Civil Rights, the Bilingual Education

Act, also known as Title VII of the Elementary and Secondary Education Act, was signed into law in 1968 by President Johnson without any dissent whatsoever (Crawford, 1998), requiring school districts receiving federal funds to show compliance with the law to address the needs of English language learners (Ovando, 2003). The enactment of the 1968 Bilingual Education Act was the first direct involvement of the federal government into issues concerning English language learners.

In keeping with the philosophy of Johnson's Great Society, the nation embraced a significant departure from the previous "sink or swim" mentality that had existed regarding language acquisition from the 1880s until the 1960s (Ovando, 2003). In addition, immigration laws had been changed: the 1965 Immigration Act revoked the 1906 Naturalization Act and it also terminated the 1924 national origin quota system. The result was an influx of Latin Americans and Asians (Cohn, 2010) and more language-minority students had reappeared in the schools.

A perception that bilingual instruction was needed had begun to emerge from both educators and community activists (Crawford, 1998), thus pushing school districts to establish bilingual programs throughout the US, particularly in the Southwest (Crawford, 1998). Research conducted on one-way French immersion programs in Quebec, Canada (Genesee, 1987; Swain & Lapkin, 1982) prompted the interest of educators in the US, and served as a foundation for dual language programs in the US (Lindholm-Leary, 2001). As a result, in 1963, the first TWI program began in Miami, Florida at Coral Way Bilingual Elementary School in response to increasing waves of Spanish-speaking immigrants from Cuba. Founded almost 50 years ago, the school still

operates today. Soon afterward, in the 1970s, TWI programs followed in Washington, DC, Illinois, and California (Lindholm-Leary, 2001).

Supreme Court Cases

The Bilingual Education Act prompted a national debate that began with the 1974 Supreme Court case of *Lau v. Nichols* (Crawford, 1998) and which is still ensuing today. Legal scholars and educators agree that *Lau v. Nichols* legitimized the idea of equal opportunity for students who did not speak English because it provided a tool to energize federal enforcement issues (Ovando, 2003). The *Lau* verdict led to the passage of the Equal Educational Opportunities Act (EEOA) in August of 1975 to expand its jurisdiction to apply to all public school districts, not only those receiving federal funding. This verdict required schools to take action to overcome language barriers that impede equal access to instruction by its students: however, it did not prescribe an instructional method or model to do so (Ovando, 2003).

Bolstered by the *Lau* decision, more pressure to provide meaningful instruction for English language learners came from the Office for Civil Rights (O.C.R.) during this period (Crawford, 1998). In 1975, the O.C.R. published the *Lau Remedies*, which stated that bilingual education should be provided in any school district with more than 20 ELLs who represented the same language, with the explicit goal of making them “bilingual, bi-literate, and bicultural” (Ovando, 2003, p. 10). The *Lau Remedies* were a set of recommendations and school districts were not mandated to implement them (Ovando, 2003).

In 1981, *Castañeda v. Pickard* established that all school districts, not only those receiving federal funding, were obligated to provide ELLs with programs that were

anchored in strong educational theory. Other requirements included the use of adequate resources, the use of sound educational practices, and academic rigor resulting not only in language proficiency, but also achievement in content areas like math, science, reading, and language arts (Crawford, 1998). The 1980s saw a significant increase in the number of students whose first language was Spanish in states such as Texas, New York and California, prompting the creation of more TWI programs there. State and federal funds were provided for programs using the TWI approach (Lindholm-Leary, 2001), and in 1982, San Diego City Schools provided the first published handbook to serve as a guide for other districts desiring to implement TWI programs.

Non-Compliance with the Law

The Opportunist Period (Ovando, 2003) offered many possibilities for the creation of bilingual education programs, as a result of both community activism via the civil rights movement and as a result of federal legislation and key Supreme Court decisions. However, the bilingual movement was not without controversy (Crawford, 2001). In many districts, the federal mandates went unaddressed until the O.C.R. received a complaint. And, in 1982, then Secretary of Education Terrel Bell estimated that “only about a third of the [ELL] children aged 5 to 14...are receiving either bilingual instruction or instruction in English as a Second Language...schools in general are not meeting the needs of the [ELL] children” (Crawford, 1999, p. 89).

1980s – Present

Beginning with the Reagan administration’s major campaign in favor of a “back to basics” approach and against bilingual education (Wiley & Wright, 2004), the United

States entered into what Ovando (2003) terms the Dismissive Period. Challenging the previous twenty years of program development and research activity, Reagan stated, “It is absolutely wrong and against American concepts to have a bilingual education program that is now openly, admittedly dedicated to preserving their native language and never getting them out into the job market and participate” (Crawford, 1999, p. 53). In addition, he defined the US as “a nation at risk of balkanization”, pointing to a belief in homogeneity and by extension, blaming non-English speaking communities for that risk (Crawford, 1999). This core belief was sustained by the Republican George H. W. Bush administration well into the 1990s (Crawford, 1999).

As a reflection of growing political opposition to education through children’s native languages during the Reagan administration, legislation allowing for English-only funding was passed, thus shifting funds away from bilingual education (Ovando, 2003). In addition, since the implementation guidelines from *Castañeda v. Pickard* were simply guidelines, and not regulatory in nature, the Reagan administration quickly eliminated the previous administration’s (President Carter) *Lau* regulations bill on the table (Ovando, 2003). The *Lau* bill would have mandated bilingual education programs in schools “where at least twenty-five [ELL] children of the same minority language group were enrolled in two consecutive elementary grades (K-8)”, as Crawford (1999, p. 52) points out.

Political Advocacy Groups

Political activists from across the nation began to push for a return to the “sink or swim” days. Groups such as U.S. English, English Only, and English First appeared on the local and national scenes (Ovando, 2003); all promoted English as the official

language and discredited bilingual education efforts. They gained enough public support to pass the highly-publicized Proposition 187 in California, a policy that made it illegal for children of undocumented immigrants to attend public schools (Wiley & Wright, 2004). Although Proposition 187 was ultimately declared unconstitutional, it served to give way to other initiatives to limit immigrant rights, particularly language rights. Some researchers refer to the above groups as the nemesis of bilingual education because of their highly-organized and effective lobbying efforts (Medina, 2003).

This pattern of political advocacy against bilingual education continued even after the Republican loss of power during the Clinton administration from 1992-2000. For example, Nieto (2009) points out that in 1996, the House of Representatives passed the use of English as the nation's official language and banned the use of other languages. Proposition 227 was adopted in California and later served as a model for other states (Arizona and Colorado, among others) to eliminate instruction in any language other than English (Nieto, 2009).

No Child Left Behind

The wave of anti-bilingualism reached its climax, according to Nieto (2009), with George W. Bush's No Child Left Behind Act (NCLB) in 2002. The new legislation eliminated all references to bilingual education, and, according to Crawford (2004), the high-stakes testing system within the law promoted the adoption and implementation of English-only instruction.

Bilingual education supporters consider NCLB to be the single most detrimental legislation passed because it effectively eliminated ideological orientations in favor of viewing bilingualism as a resource to be cultivated that had come about with the original

Bilingual Education Act (Wiley & Wright, 2004) to one that considers language diversity a deficit (Crawford, 2004). There is evidence of this shift in the vocabulary used in policies regarding language minority students. They went from “English Language Learners (ELL)” to “Limited English Proficient (LEP)”, a shift that indicates a focus on language difference as a disability/problem instead of a positive attribute (Hornberger, 2005b).

While it is true that NCLB does not explicitly forbid bilingual education, according to some researchers, it is likely to discourage bilingual education and promote English-only approaches (Wiley & Wright, 2004). Moreover, the accountability provisions specified in NCLB are focused on the development of English language proficiency, using the measure of adequate yearly progress (AYP) in English, mandated for LEP students, regardless of their level of English proficiency (Hornberger, 2005b). These requirements put immense pressure on school districts to ensure that ELLs become proficient in English as quickly as possible, oftentimes without considering bilingual education as a viable program option.

External Events

There are several external events that influence current bilingual education policy and practice. The first is increased immigration to the US over the past two decades (Cohn, 2010). Just as with the increase of immigrants around the time of the Industrial Revolution, communities across the nation have become noticeably more diverse in recent history. Over the past twenty years, Latino immigration to the US has seen a dramatic increase, with the most significant growth occurring in the Southeastern United States, increasing by 100% between 1990 and 2000 (Torres, Popke, & Hapke, 2006).

According to a report published by the Pew Hispanic Center (Passel & Suro, 2005), beginning in the late 1990s, there has been a shift of immigrants away from states such as California and New York with traditionally large foreign-born populations towards new settlement states such as North Carolina. The growth in North Carolina has been dramatic, where from 1990-2000, the Latino population increased 394% (Torres et al., 2006). The majority of Hispanic immigrants arrive from Mexico (Passel & Suro, 2005). According to tabulations conducted by the Pew Hispanic Center of the 2010 American Community Survey (ACS), nearly 65% of the 50.7 million Hispanics in the US self-identify as being of Mexican origin (Passel & Suro, 2005).

The increase in immigration can be linked to increasing globalization in the Western hemisphere (Torres et al., 2006). The severe economic recession- and indeed what many consider a global recession- that has been plaguing the US since the mid-2000s is one of the main reasons for the increase in immigration. In the case of Mexico in particular, under the North American Free Trade Agreement, Mexico's business cycle is considered to be linked to the U.S. market. However, as some point out, economic conditions in Mexico are considerably worse than in the US, with rural agricultural regions in severe decline (Torres et al., 2006) and high unemployment in urban areas (Passel & Suro, 2005), thus prompting immigrants to consider migration to the US as the only viable option to obtain a livelihood. Nonetheless, a variety of other factors motivate people to relocate, not the least of which is family networks that are already in place to help newcomers with housing, job information, and emotional support (Passel & Suro, 2005). This influx of a more diverse population leads to increased pressure on schools to educate larger numbers of language minority children.

The September 11, 2001 terrorist attack in New York City created a heightened awareness of the need for national security and increased vigilance of and opposition to our undocumented immigrant population. This undocumented immigrant population, in particular the Hispanic population, has been increasing steadily due to factors cited above (Passel & Suro, 2005; Torres et al., 2006). As a result, recent debates have called for more stringent laws and stricter enforcement of existing laws regarding undocumented immigrants. These oftentimes undocumented immigrants are viewed by some organizations, such as the Colorado Alliance for Immigration Reform, and expressed in public opinion online forums such as polycymic (Bommarito, 2011) as an economic drain on all public resources, including educational resources (Brown, 2012). As Crawford (1998) points out, since the mid-1980s, many U.S. voters have reacted against the racial, cultural, and language diversity that can be seen as by-products of rising numbers of immigrants. Just as in earlier points in history, multiculturalism is viewed as a threat to national unity which has sparked anti-immigrant rhetoric.

This anti-immigrant sentiment is reflected clearly in the 2005 calls for a repeal of *Plyer vs. Doe* (Hagan, 2005), the 1982 Supreme Court decision that guarantees the right of access to education of all children, regardless of legal status. Hence, there is evidence of a desire to disenfranchise undocumented language minority students, the majority of whom are Hispanic, by denying them access to an education (Nieto, 2009).

Opposition to Bilingual Education

In general, the members of the Republican Party do not support bilingual education programs. As in the past, immigrant groups receive the blame for economic conditions, crime, and the general weakening of our nation. Newt Gingrich, prominent

Republican and supporter of English First, purported that bilingualism poses “long term dangers to the fabric of our nation” and that “allowing bilingualism to continue to grow is very dangerous” (USA Today, 2007). English First and U.S. English have networked to gain influence by courting important and wealthy people such as Gingrich and Ron Unz, a multimillionaire who has provided financial support to groups opposing bilingual education (Nieto, 2009).

Support for Bilingual Education

In general, members of the Democratic Party support bilingual education. The Clinton administration, because of a shift in power in Congress, was able to restore funding cutbacks (totaling 34%) that had been made by the previous Republican-controlled Congress (Ovando, 2003). Additionally, according to the National Association of Bilingual Educators (NABE), three riders contained within a bill due to pass were eliminated: The riders would have given ELLs only two years to learn English, increased funding of English-only programs, and curtailed the establishment or continuation of two-way bilingual programs (*NABE News*, 1998). In 1994, under the Improving America’s Schools Act, the Bilingual Education Act was reauthorized, for the first time considering bilingual education programs not only to help immigrants to become fluent English speakers, but as a way to develop our nation’s language resources and to promote our competitiveness in the global economy (Nieto, 2009).

There is widespread support within the research literature for bilingual education. Researchers and educators represented by organizations such as the National Association of Bilingual Educators, the Stanford Working Group, and The Center for Applied Linguistics have lobbied in favor of bilingual education, using networking to

court influential researchers such as Dr. Stephen Krashen to support their cause (Nieto, 2009).

In addition, parent groups such as The Hispanic Education Coalition are also advocates in favor of bilingual education, just as they have been throughout history. The majority of language-minority parents, when given an informed choice, indicate that they want their children to become bilingual as long as they have the opportunity to attain English and a quality education (Nieto, 2009). Furthermore, Latino advocacy groups such as National Council of La Raza, League of United Latin American Citizens, and The National Association of Latino Elected and Appointed Officials (NALEO) also support bilingual education (Mora, Wink, & Wink, 2001).

Conclusion

The political climates of the corresponding presidential administrations over time have caused bilingual education programs to fall in and out of favor (Wiley & Wright, 2004) due to pressure from both within their ranks and from the public as external events have unfolded. External events and changing demographics, ultimately impacting local and state economies, have been the common factors throughout the history of bilingual education that have served as catalysts for the establishment, modification, and/or elimination of bilingual education programs.

Bilingual Education Models

All bilingual education models use two languages for teaching and learning. The term bilingual education, however, is used to refer to a wide range of programs that may have different goals for students, different student populations and different ideological orientations toward linguistic and cultural diversity (Hornberger, 1991). In an effort to

clarify the confusion surrounding the use of the term “bilingual education”, Hornberger (1991) first distinguishes between bilingual education models versus bilingual education program types. *Models* are broader and more abstract categories; they are defined in terms of their goals for students as well as their ideological orientations about linguistic and cultural diversity. *Program types* are defined in terms of more concrete, structural characteristics such as the location of the program, the languages used in the program and to what extent they are used. Program types are also defined in terms of contextual characteristics such as student composition, student placement in the programs, and teacher composition (Hornberger, 1991).

Hornberger (1991) makes distinctions among the three major bilingual education model types as discussed in the literature in an effort to highlight the differences in student goals as well as the ideological differences that are reflected among the models. Table 1 illustrates the different bilingual education models. A discussion of each model follows.

Transitional Model

Bilingual education programs that are based on transitional models are the most prevalent type of bilingual education in the United States for ELLs (López Estrada, Gómez, & Ruiz-Escalante, 2009). The goal of a transitional bilingual program is to move the ELL student to a monolingual English-language classroom as quickly as possible and does not promote retention of the native language (Hakuta & Gould, 1987). These programs provide students with some form of English-language instruction in conjunction with content taught in Spanish (Genesee, 1999). Over time, the Spanish

Table 1

Bilingual Education Model Types

Transitional model	Maintenance model	Enrichment model
Language shift	Language maintenance	Language development
Cultural assimilation	Strengthened cultural identity	Cultural pluralism
Social incorporation	Civil rights affirmation	Social autonomy

Note. (Hornberger, 1991, p. 223).

instruction is phased out and replaced by instruction provided only through English (López Estrada et al., 2009).

According to Hornberger (1991), the transitional model encourages language minority students-students whose native language is not the official or *de facto* official language of the national society- to use the majority language-the official or *de facto* official language of the national society. A secondary goal is to assimilate the language minority into the majority culture (Hornberger, 1991). Ruiz (1984) characterizes transitional models as corresponding to a “language-as-problem” point of view. These programs intend to “fix” the lack of English proficiency in language minority students. The native language is used only until the language “problem” (lack of English) has been eliminated. According to Freeman (1998), students enrolled in a transitional bilingual program tend to assimilate to monolingualism in English.

Maintenance Bilingual Education

Maintenance bilingual education, also known as late-exit bilingual programs or developmental programs, are less common in the United States (Hornberger, 1991). These programs have two language goals for students: to acquire English and to maintain the native language (Freeman, 1998). Maintenance programs exemplify the “language-as-right” point of view, in which one has the right as a person to maintain his or her native language (Ruiz, 1984). Hornberger (1991) points out that maintenance models encourage students not only to maintain their native language, but also to maintain their cultural identity. Maintenance education programs rarely extend past the early elementary grades, at which time students no longer receive instruction in Spanish (Honigsfeld, 2009), and thus, they transition into the English-only classroom.

Nonetheless (Freeman, 1998), students in these programs typically become and remain bilingual in their first language and English.

Because the ultimate goal for transitional and maintenance programs is to build proficiency in English, this lack of focus on the minority language has led some researchers to state that the policy of such bilingual programs is “explicitly non-bilingual” (Alanís & Rodríguez, 2008, p. 306) and based on a view of language diversity as a problem to be remediated (Mora et al., 2001). It is important to note that in each of the above program models, the students in the classroom are grouped homogeneously: all are classified as ELL students.

Enrichment Models

Enrichment models view linguistic diversity from the perspective of “language-as-resource” (Ruiz, 1984) because the minority language is viewed as a resource not only for language minority students but also for language majority students (Freeman, 1998). There is an emphasis on the development of minority languages both on the individual and collective levels (Hornberger, 1991). Enrichment models also reflect the belief that all students can benefit from a culturally pluralistic environment both at school and in the community (Hornberger, 1991).

Dual language programs, increasingly popular in the US, are the most common type of enrichment bilingual education (Howard et al., 2003). Two-way immersion programs are an example of an enrichment model because they serve both language minority and language majority students in a classroom setting that values both languages and embraces the cultural diversity of the students. The goals of TWI

programs are biliteracy, biculturalism and high academic achievement for all students (Center for Applied Linguistics, 2012; Howard et al., 2003; Lindholm-Leary, 2001).

The Center for Applied Linguistics (CAL), a private, nonprofit organization that provides a wide range of services, information, and resources related to language and culture, cites 422 TWI Programs in 32 states (see Table 2) that serve students in Pre-K through 12th grade (Retrieved from <http://www.cal.org/twi/directory/index.html>). Because states self-report to CAL, there may be more TWI Programs than those included in the Table 2. Dual language programs have increased significantly in number in the past decade. CAL has created a graph to illustrate the growth in TWI programs nationwide, as shown in Figure 2.

Although a dual language program will ideally operate on a K-12 basis, a 2003 review of immersion programs in the United States indicates that the majority of TWI programs serve elementary grades and operate as strands within schools (Howard et al.). According to Howard and Sugarman (2001), the majority of TWI Programs are public English/Spanish programs at the elementary level. The majority of research has taken place in the context of K-5 TWI programs. A discussion of the definition and characteristics of dual language/TWI programs follows.

Definition and Characteristics of Two-Way Immersion/Dual Language

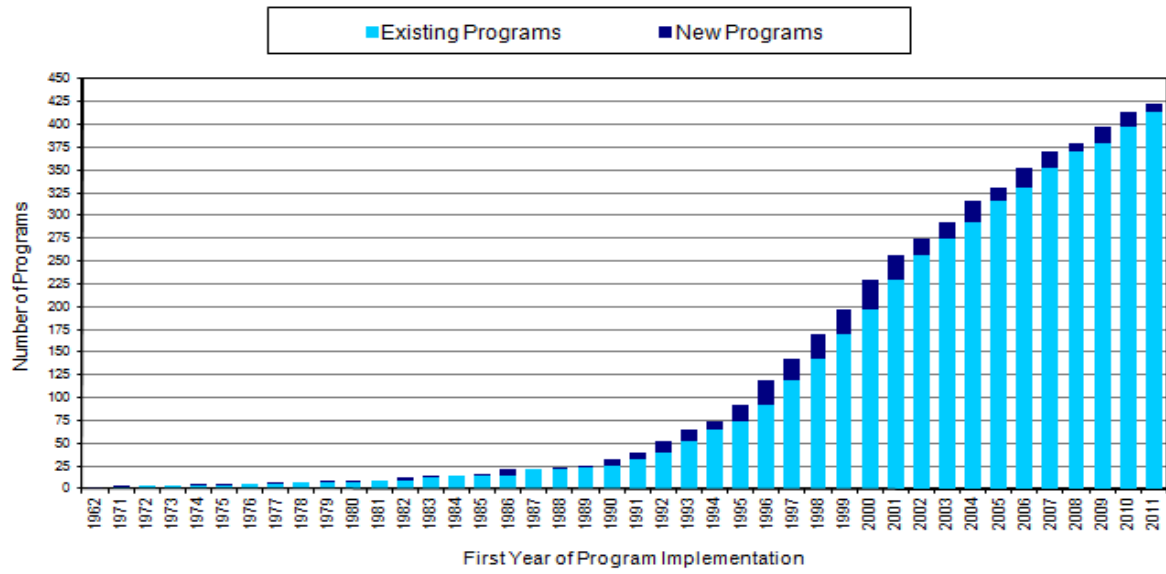
Referred to as Two-Way Immersion (TWI) or dual language, the literature has clearly defined these programs as an educational approach in which two languages are used for content instruction and literacy within an integrated group of language minority and language majority students for all or most of the day in the classroom for teaching and learning (Genesee, 1999; Howard & Christian, 2002; Howard & Sugarman, 2001;

Table 2

Number of Districts and Schools by State

State	Number of Districts	Number of Schools
California	80	133
Texas	27	61
Illinois	13	33
New York	10	31
Oregon	11	19
New Mexico	6	19
Florida	9	12
Massachusetts	5	11
Nebraska	2	8
Arizona	6	7
North Carolina	6	7
Washington	6	7
Colorado	5	7
Wisconsin	4	7
Virginia	3	7
Connecticut	5	6
New Jersey	3	6
Michigan	5	5
Minnesota	4	5
Idaho	1	5
District of Columbia	2	4
Iowa	1	4
Utah	3	3
Georgia	2	3
Alaska	1	3
Oklahoma	2	2
Wyoming	1	2
Indiana	1	1
Maryland	1	1
Ohio	1	1
Pennsylvania	1	1
Tennessee	1	1

Note. (Retrieved from <http://www.cal.org/twi/directory/index.html>).



Source: Directory of Two-Way Immersion Programs in the United States. Available at <http://www.cal.org/twi/directory>.

Figure 2. First year of program implementation.

Lindholm-Leary, 2001). The following provides a discussion of the goals of dual language/TWI programs.

Goals of Dual Language Programs

The goals of TWI programs are different from those of the previously-discussed models of bilingual education. The ultimate goal of other bilingual programs is for ELLs to become proficient in English, with the expectation that they forego their native language as they learn English. However, the goals of dual language programs are not only for the language minority students. Instead, they include both native English speakers and ELLs in the goals to develop proficiency in speaking, listening, reading and writing in both English and the second language (Howard & Christian, 2002). As opposed to maintenance and transitional bilingual models, two-way immersion provides instruction in two languages to linguistically diverse groups of students who are integrated. The benefits of TWI programs are mutual, as described by Cazabon, Nicoladis, and Lambert (1998), in which both groups of students have the potential to feel enriched. As explained by Mora et al. (2001), "...two groups of students (majority and minority language students) learn together in the same classroom; they learn two languages and they learn *in* two languages" (p. 426). Hence, as opposed to other bilingual models, bilingualism and biliteracy are inherent goals of two-way immersion. While bilingualism refers to the ability to speak and understand both languages, biliteracy refers to the ability to read and write in both languages.

High academic achievement at or above grade level for both language minority and language majority students is another goal of dual language programs. The same academic achievement standards that are in place for non-TWI students apply to TWI

students. Cited as a main concern of educators, parents, and policymakers (Howard et al., 2003), there is vast empirical evidence to support the feasibility of this goal (Collier & Thomas, 2004; Howard et al., 2003; Lindholm-Leary, 2001; Thomas & Collier, 2002). Hence, in an effort to meet the academic achievement needs of linguistic minority students as well as dominant language students, districts around the nation are implementing TWI Programs.

The development of positive attitudes and cross-cultural competence (Collier & Thomas, 2004; Gándara, 2010; Mora et al., 2001) is the final goal of dual language immersion. Students are able to learn first-hand about cultures and peoples that are linguistically, ethnically, and socio-economically different from their own because they are integrated for instruction (Howard & Christian, 2002). Both native English and native Spanish speakers function in the dual language environment that focuses on both language proficiency and grade-level academic achievement.

In conclusion, researchers agree upon the definition of two-way immersion programs that reiterates the three main goals of dual language education: bilingualism and biliteracy, academic achievement and cross-cultural competence. The rationale for implementing a TWI program is a desire to provide students with the necessary tools to ensure that students meet the above goals. There is a second rationale for implementing TWI programs: a belief that language is a resource for learning. The following section discusses this rationale.

Language as a Resource

The philosophical rationale for dual language programs also differs from other bilingual models. Whereas in other bilingual program models language minority children

are grouped together for a period of time and instructed apart from language majority students (Lindholm-Leary, 2001), dual language programs simultaneously serve both language majority English Proficient students (EPs) and language minority students (LMs). In this manner, students gain an additional language without losing their native language (Cloud et al., 2000). Hence, the expectation is that all students will learn to speak, understand, read, and write in both languages and that bilingualism serves as an asset to students. Dual language programs approach language acquisition from an additive or enrichment perspective (López Estrada, Gómez, & Ruiz-Escalante, 2009; Ruiz, 1984), thus viewing linguistic diversity as a positive aspect of a student's profile, as opposed to a deficit to be overcome (Cloud et al., 2000). In the dual language program, both language minority and language majority gain a second language and cross-cultural understanding. Hence, the central principle of a dual language program is that a language is added to the students' first language with academic growth gained through interactions with students from differing cultural and linguistic backgrounds and the use of both languages.

Although by definition two-way immersion programs share the same goals, there is considerable variation in the design of TWI programs (Christian, 1996; Cloud et al., 2000), which may impact program effectiveness. There are many design features to consider. Dual language programs may vary in terms of which languages are used for instruction. The majority of TWI programs in the US, approximately 185, use Spanish and English; however CAL identified programs that use English paired with Korean, French, Cantonese, Russian, Mandarin Chinese, Japanese, Navajo, and Portuguese.

Another area of program design refers to the amount of time English and the minority language are each used for instruction. Generally, TWI programs follow either the 50/50 model or the 90/10 model. In the 50/50 model, each language is used almost equally to provide content area instruction (Christian, 1996) and only one language is used in the classroom at a time. In this model, teachers incorporate language arts in both English and the minority language. In the 90/10 model, the minority language is used in kindergarten and first grade instruction for 90% of the day; English is used for 10% of the day. As students progress from grade to grade, the amount of instruction in English is increased until there is approximately an equal amount of English and minority language used for instruction. Nonetheless, depending on the needs of the particular program, there are modifications that include 60/40 and 80/20. Similarly, there may also be variation in the allocation of the two languages related to content areas: science may be taught in the minority language and social studies in the majority language due to staffing or other considerations (Freeman, 1998).

Yet another area of program design that varies among programs refers to the proportions of speakers of each language in the program. Dual language programs are most effective when there are equal numbers of students from each language background (Christian, 1994; Lindholm, 1990). However, this may not always be possible. For example, some districts require open enrollment to the TWI program (Christian, 1996), which does not ensure balanced numbers of language minority/language majority students. Attrition may also impact the proportion of students from each language background as students may leave the program over time

(Freeman, 1998). As Christian (1996) points out, the variation in program design can influence student proficiency outcomes in their second language.

There are many questions, given the wide variation in program design, about how TWI programs can meet their goals of bilingualism, academic achievement, and cross-cultural competence for both the language minority and language majority students. It is important to understand the theory behind language acquisition as it relates to an educational context in order to make decisions about program design. The following section provides some basic theoretical background to further explain the rationale behind language acquisition in dual language programs.

The Prism Model as Theoretical Framework

As with any educational program, TWI must rely upon a research-based theoretical framework to inform decisions regarding program implementation and evaluation of program effectiveness. The Prism Model, presented by Virginia Collier in 1995, is one of the first student-centered, comprehensive conceptual models of language acquisition as it applies to the school context. The model was refined in 1997 by Wayne Thomas and Virginia Collier. Based on their research in the field of language acquisition, which will be discussed in subsequent sections of the literature review, the Prism Model illustrates the complex interrelationships and interdependence between the four major components that impact language acquisition for students in a school setting: social and cultural, linguistic, academic, and cognitive processes. As Collier points out, it is essential to address and understand each of the components in order to make sound decisions that impact students in the process of acquiring a second language while remaining cognizant of the interdependence among the linguistic, academic and

cognitive processes. Figure 3 represents the complex relationship between elements that impact the language acquisition process.

Social and Cultural Processes

The social and cultural processes component is at the center of the prism. As Thomas and Collier (1997) explain, all of the social and cultural processes in the student's home, school, and community contexts throughout the student's life are at the center of the student's acquisition of language.

The social interaction that occurs naturally in everyday life provides the foundation for language acquisition. As Vygotsky (1978) states, "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts: "All the higher functions originate as actual relationships between individuals" (Vygotsky, 1978, p. 57). In the school setting, the instructional environment in a classroom or administrative program structure may create social or psychological distance between groups of students (Thomas & Collier, 1997). In a supportive environment in which students are brought together and in which there is collaborative learning, the interaction among peers leads naturally to growth in language acquisition through negotiation of meaning. According to many researchers, this negotiation of meaning is a crucial element of oral and written language acquisition and development (Freeman & Freeman, 1992; Swain, 1985; Wong Fillmore, 1991). Hence, the heterogeneous language grouping and culturally inclusive atmosphere inherent in TWI programs are directly related to language acquisition.

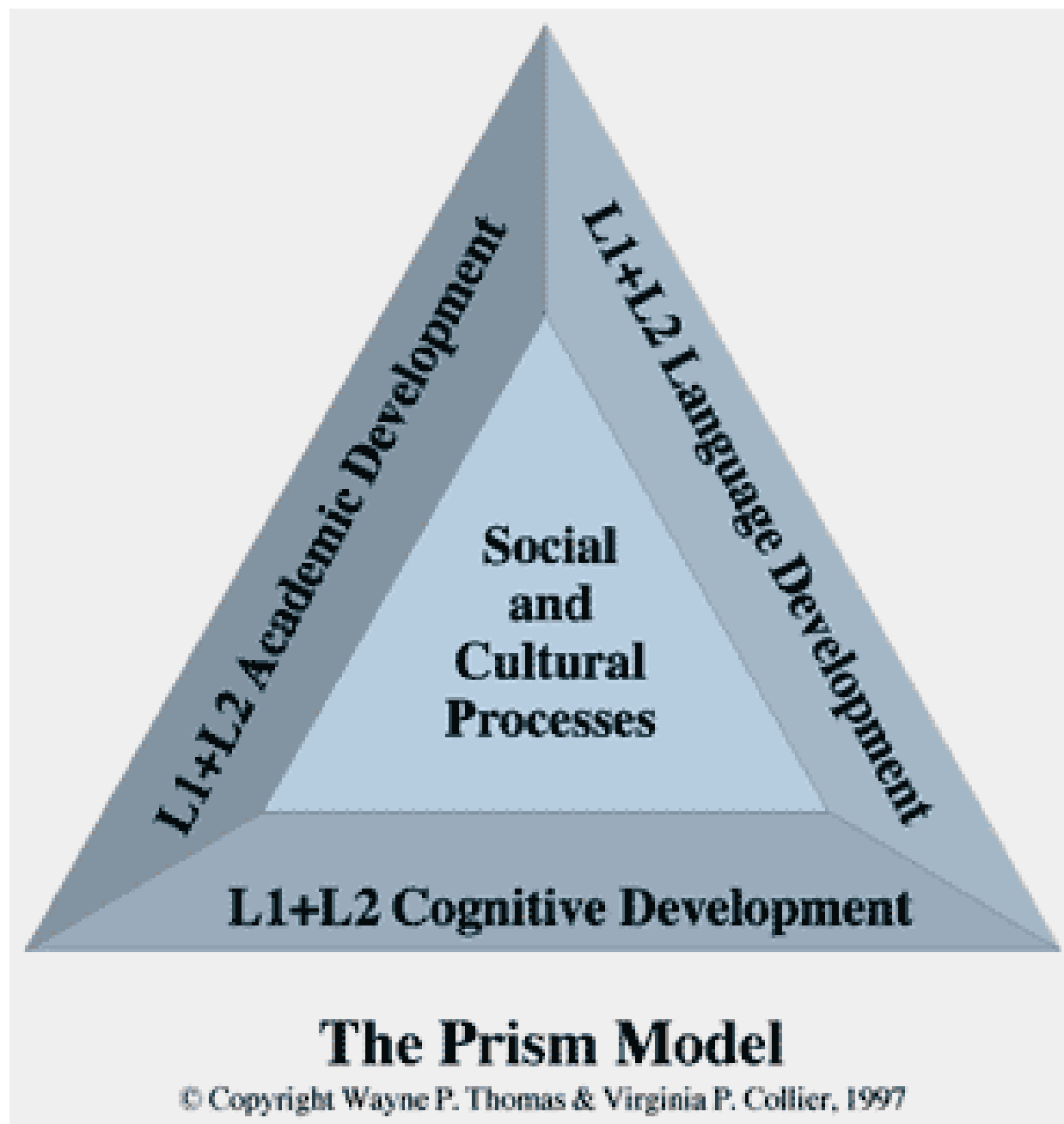


Figure 3. Language acquisition for school.

In addition, broader community influences such as prejudice, discrimination, and the degree to which a minority group has become acculturated also influence student learning. Affective factors such as self-esteem and attitudes toward the target language and those who speak it are included in the social and cultural processes area of the prism. Krashen's affective filter hypothesis (Krashen & Terrell, 1983) posits that a lower affective filter, indicating a lower anxiety level, allows the learner to be more receptive to the target language. According to Thomas and Collier (1997), all of the above factors can influence a student's language acquisition, and they affect the process in a positive way "only when the student is in a socio-culturally supportive environment" (p. 42). These sociocultural processes impact each of the other parts of the prism: language development, academic development, and cognitive development. The following section discusses the second component of the Prism Model: language development.

Language Development

This component of the Prism Model refers to both the conscious oral and written language as well as the subconscious aspects of language development (Collier, 1995). First-language ability in literacy- as well as in other language domains such as phonology, vocabulary, syntax, morphology, discourse, etc. - has a direct correlation to the development of language proficiency in the second language. Research suggests that students who do not reach a level of proficiency in the first language may have significant cognitive challenges in the second language; moreover, as they progress in school, their performance in the second language diminishes (Thomas & Collier, 1997). Other researchers, such as Cummins (1981) affirm that skills, such as literacy skills learned in a student's first language, transfer to the second language. As such, there is

no time wasted in relearning acquired knowledge. To assure cognitive and academic success in a *second* language, a student's *first* language system, oral *and* written, must be developed to a high cognitive level to a level comparable to their native-English-speaking peers (Thomas & Collier, 1997). The next section discusses the third component of the Prism Model: academic development.

Academic Development

Academic development, another component of the Prism Model, refers to grade-level schoolwork in language arts, mathematics, science, and social studies. This academic work becomes increasingly demanding as the student advances through grade levels because the vocabulary, sociolinguistic, and discourse dimensions expand significantly (Thomas & Collier, 1997).

Thomas and Collier (1997) conducted research on academic achievement that followed language minority students across time in a variety of school programs that utilized different instructional and administrative approaches for language minority students. The researchers examined 700,000 language minority student records, collected by the five participating school systems between 1982 and 1996. Using random sampling of large numbers of students in five moderate to large urban school systems nationwide, the researchers found that as ELLs schooled in English moved into more demanding work, especially in the middle and high school years, their performance measured relative to a native-English speaker went down. On the contrary, the bilingually schooled students were able to sustain gains, and in some cases reached higher achievement levels than typical native-English-speaking students as they continued through middle and high school. Given the current demands made by

high-stakes testing (in English) of academic achievement, it is essential for students to do academic work in conjunction with learning English. This also ensures that students will continue academic development on grade level. Although in the past educators in the US have typically focused on achieving language proficiency prior to teaching academic content, research has shown that this approach does not promote academic success in the long-term (Thomas & Collier, 1997).

It is important to understand the second language acquisition process in order to understand the relationship between language and academic content. Krashen's (1982) theory of second language acquisition suggests a second language is best acquired when the focus of instruction is: (1) on meaning rather than on form; (2) when the language input is just beyond the current proficiency level of the learner, and (3) when there is sufficient opportunity to engage in meaningful use of the language in an environment of low anxiety. Krashen's (1982) theory supports the notion that the language used in the classroom should be meaningful and focused on academic content. By modifying the target language to provide comprehensible input, language acquisition is possible and academic content is accessible to second language learners. The next section discusses the fourth component of the Prism Model: cognitive development.

Cognitive Development

The cognitive component of the Prism Model refers to the natural, subconscious development of thinking and information-processing skills that occurs from birth throughout one's life. The thought processes and knowledge base acquired naturally by an infant in interacting in the language of the home serve as building blocks upon which

to support continuing cognitive development. As a result, it is important that cognitive development through the child's first language continue in school, at least through the elementary school years (Thomas & Collier, 1997). Thomas and Collier (1997) reiterate that "language and cognitive development go hand in hand" (p. 40). Cummins' (1979) linguistic interdependence theory suggests that higher order thinking and reasoning transfer across languages. Thus, when academic content is provided in both the student's first language and in the second – or target- language, the languages themselves become the vehicle for strong cognitive development. There is also positive transfer of cognitive processes in specific content areas, such as solving math problems (Lindholm-Leary, 2001).

According to Thomas and Collier (1997), extensive research indicates that by age 12, children who reach full cognitive development in two languages enjoy cognitive advantages over monolinguals. This conclusion mirrors that of other researchers who have also identified cognitive advantages for bilinguals (Bialystok, 2011; Cummins, 1979; Hakuta & Diaz, 1985).

The next section discusses how the four components of the Prism Model work together to impact language acquisition in a school setting.

Interdependence of Components

The sociocultural, language, academic and cognitive components of the Prism Model are interdependent. The language, academic and cognitive components are developmental and dependent upon each other. In order to achieve growth and future success, all three components are necessary because if one is neglected, this may be detrimental to the student (Thomas & Collier, 1997). The undergirding for the

development of language, academic achievement and cognition is the sociocultural component, which suggests that social interaction is necessary for language learning (Vygotsky, 1978). As a result, TWI programs must address linguistic, cognitive and academic development within a school setting that is conducive to growth from a sociocultural perspective.

The Prism Model provides a conceptual model that explains the complex relationship among sociocultural, linguistic, cognitive and academic components as they relate to second language acquisition. Thomas and Collier (2002) consider TWI to be the program model that best addresses the cognitive, language, academic and sociocultural development of students and best exemplifies the interdependence of these factors. A detailed discussion of existing research on TWI follows.

Two-Way Immersion Effectiveness Research

The one-way French immersion model used in Canada, as described by Lambert and Tucker (1972), served as the template for current two-way immersion programs. As such, over forty years of research on one-way immersion programs that began in Canada, using French to teach English-speaking students (Genesee, 1987; Lambert & Tucker, 1972), have provided extensive literature and a broad research base from which to understand two-way immersion education. Added to this are several comprehensive reviews of research and evaluation studies focused on bilingual and immersion education in the US (Collier, 1992; Crawford, 1997; Howard et al., 2003; Thomas & Collier, 1996). Over the past few decades, researchers have conducted studies to further understand the relationship between TWI and student outcomes in the areas of academic achievement, bilingualism, and cultural competence (Alanís, 2000;

Cazabon, Nicoladis, & Lambert, 1998; DeJong, 2002; Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002). The following discussion reviews the literature on two-way immersion education research as it relates to the TWI goals of academic achievement, bilingualism, and cultural competence.

Academic Achievement

Dual language programs are held accountable for academic achievement under the provisions of accountability mandates such as the No Child Left Behind Act (NCLB) of 2001, as are all educational programs (U.S. Department of Education). English language learners (ELLs) and all children are expected to reach high academic achievement levels, and as such, NCLB sets annual measurable achievement objectives (AMAOs) that target both academic achievement and growth in English language proficiency for ELLs; It also requires accountability from each state for the reporting the progress of ELLs (U.S. Department of Education, 2001). Hence, much of the research on two-way immersion has revolved around the academic achievement of students in order to provide educational leaders with information regarding the efficacy of such programs in this regard. Much of the research has focused on whether TWI programs lessen the achievement gap between ELL and native English speakers.

Over the past fifteen years, numerous researchers have undertaken various studies to further understand the impact of TWI programs on academic outcomes using both qualitative and quantitative measures. To date, there have been three large-scale, longitudinal, comparative studies (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002) to measure academic achievement of TWI students. The next section provides a discussion of the three large-scale studies.

Large-Scale Studies

In the first study of its kind, from 1982 to 1996 Thomas and Collier (1997) analyzed 700,000 student records to attempt to measure the effectiveness of various program types on student achievement of elementary students. The purpose of the research was to assist educational leaders in evaluating the impact of their programmatic decisions on language minority students. In this comprehensive, national study of school effectiveness, they sought to determine which factors contributed to minority students' long-term academic achievement. They examined student performance in five school districts with a variety of program types: ESL pullout, ESL content, transitional bilingual education, one-way developmental bilingual education (most or all of the students are language minority), and two-way developmental bilingual education (students from two language backgrounds are integrated and receive classroom instruction together). Thomas and Collier (1997) found a significant long-term program effect in that the only groups found to be succeeding at the end of high school were those that had received grade-level cognitive and academic support in both their first and second languages over many years.

Based on their findings, Thomas and Collier (1997) cited several key predictors of academic success. The greatest predictor of long-term school success was formal schooling in the student's first language, specifically the delivery of on-grade level, cognitively complex academic content and instruction in the student's first language. A second predictor was the duration of the program; language minority students needed between 4-7 years to close the gap in test scores. According to Thomas and Collier (1997), "...children in well-implemented one-way and two-way bilingual classes

outperform their counterparts being schooled in well-implemented monolingual classes, as they reach the upper grades of elementary school” (p. 15). Moreover, they stated that the gains made in elementary school continue throughout middle and high school, even when the program ends in elementary school (Thomas & Collier, 1997).

Another predictor of student success was the use of specific approaches and instructional strategies to teach the academic curriculum through two languages (Thomas & Collier, 1997). The researchers note the use of discovery learning; cooperative learning; thematic, interdisciplinary units; technology; fine arts; “multiple intelligences” as defined by Gardner (as cited in Thomas & Collier, 1997) within the framework of a global, meaningful curriculum that reflects the cultural diversity of the learners. Inherent in this predictor is the ongoing, simultaneous process of language acquisition and content knowledge (Thomas & Collier, 1997).

Last, Thomas and Collier, 1997) describe “a transformed sociocultural context for language minority students’ schooling” (p. 16). The instructional goal of a TWI program is to give the language minority and the language majority students an additive bilingual context, thus affording a supportive, positive sociocultural context for learning in two languages. As an enrichment program, viewing linguistic diversity as an asset rather than a problem to be overcome, TWI programs can transform a school into a supportive, safe learning environment that fosters growth (Thomas & Collier, 1997).

In their second large-scale study conducted from 1996-2001, Thomas and Collier (2002) reported that 90:10 and 50:50 one-way and two-way developmental bilingual programs enabled language minority students to reach the 50th percentile (scoring above 50% of the other test takers) on standardized tests in both their native language

and English in all subject areas. Perhaps even more notable is the fact that students maintained or increased this level of achievement throughout their schooling (Thomas & Collier, 2002). Data also indicated that students who attended bilingual programs outperformed their monolingual peers in all subjects within 4-7 years. The researchers also discovered that the fewest dropouts came from students participating in TWI programs. Thomas and Collier (2002) found that for language minority students, dual language programs that begin at the elementary school level are the most effective program model to ensure long-term academic success.

The third large-scale study, conducted by Lindholm-Leary (2001), synthesized a body of research focusing on student outcomes in TWI programs comprised of data from approximately 4,900 students over 4-8 years. To measure reading and language achievement, the researcher organized the students by L1, or primary language and L2, or second language. Using the state of California achievement test to measure reading and language achievement in their first language, researchers found that Spanish-dominant students who were enrolled in a 90HI (90% of instruction in Spanish and a high ethnic density) or 50:50 program (50% of instruction in English/50% in Spanish) scored higher than their peers in English-only programs. Spanish-dominant students enrolled in 90LO (90% of instruction in Spanish and a low ethnic density), English-only, and Transitional Bilingual Education scored below grade level in both reading and language. English-dominant students' scores were at least as high as their peers in English-only classrooms; those enrolled in 90LO and 50:50 programs outscored their peers instructed in monolingual classrooms, instructed only in English, by an average of 10 points.

Lindholm-Leary (2001) then studied reading and language achievement in the students' second language. She found that of the Spanish-dominant students, 90HI and 90LO did not score at grade level. Spanish-dominant students enrolled in 50:50 programs initially outperformed students in 90:10 programs in grades three and four. However, by sixth grade, their scores were similar. 90HI English-dominant students were the only group to score average to high, with results in second language reading and language similar to their Spanish-dominant peers. In conclusion, in terms of reading achievement, Lindholm-Leary reported that both non-Spanish speakers and non-English speakers in TWI programs achieved at or above grade level.

Lindholm-Leary (2001) also examined student achievement in mathematics, where she found that both non-Spanish speakers and non-English speakers achieved at or above grade level on standardized tests. She also found that both groups of students showed high levels of academic achievement on mathematics tests given in their second languages. The correlation between math and reading achievement was statistically significant. Higher levels of reading affected math scores, indicating that the ability to read at a high level impacts achievement on math assessments; this correlation became more significant as students progressed through the grade levels (Lindholm-Leary, 2001). She also found that strong, significant correlations existed in math ability across the two languages, indicating that content learned in one language is transferred to the other language (Lindholm-Leary, 2001).

The large-scale studies of Lindholm-Leary (2001) and Thomas and Collier (1997, 2002) indicate that in TWI programs, both native Spanish and native English speakers perform as well or better than their peers in other programs on standardized

achievement tests in English. There are several small-scale studies that confirm these results. A discussion of the small-scale studies follows.

Small-Scale Studies

There have been numerous small-scale and shorter-term studies that corroborate the findings of the large studies, a few of which will be discussed in this section (Alanís, 2000; Cazabon, Nicoladis, & Lambert, 1998; DeJong, 2002; Thomas & Collier, 2010, 2011). Although the smaller studies examine relatively small numbers of students, and therefore lack the ability to generalize inherent in a large-scale study, they provide an in-depth examination of student achievement within a specific school or community context.

Alanís (2000), examined student achievement and language proficiency in 50:50 TWI programs in two elementary schools in Texas. She examined data for 56 students in grades 3-5 from 1996-1998. Alanís found that the majority of students in the two-way bilingual program were performing at academic levels equal to or greater than their non-participating peers in reading and math on the English Texas Assessment of Academic Skills (TAAS), and meeting the state's academic achievement goals. Students who remained in the TWI program for at least three years obtained the highest means in both reading and math, with statistically significant differences between the three-year cohort versus the two-year cohort. Based on this information, Alanís posited that the length of time a student participates in a TWI program is positively correlated with academic achievement.

Cazabon, Lambert, and Hall (1993) studied the K-6 two-way bilingual Amigos program in Cambridge, Massachusetts. Charged with conducting a progress report on

the program established in 1986, the researchers set out to compare a total of 250 students in grades 1-3 composed of native English speakers and native Spanish speakers from the Amigos program to native English Speakers from a mainstream program and native Spanish speakers from a transitional bilingual education program. In order to ensure validity of the comparison among students, researchers examined boy/girl composition, social class backgrounds, and intellectual ability (Cazabon et al., 1993) and matched students based on those factors. They used the Raven Progressive Matrices (as cited in Cazabon et al., 1993), a nonverbal test of abstract reasoning to circumvent the home language differences involved in comparing Hispanic and Anglo children (Cazabon et al., 1993). Using these measures, the native-English-speaking students were matched on Raven scores with children in the English control groups; native Spanish-speaking students were matched with children in the Spanish control groups.

The results of their study showed that in English reading and English-based math (measured by the *California Achievement Test* [CAT]), the Native English-speaking Amigos performed as well or better than their native English-speaking peers in the mainstream program, with both groups achieving on reading and math tests at or above grade-level norms. Native Spanish-speaking Amigos consistently scored higher in English reading and math than their native-Spanish speaking peers in the transitional bilingual program. Both groups consistently performed at grade-level norms in math; both groups often performed below grade-level norms in reading. In Spanish reading, (measured by the *California Test of Basic Skills* administered in Spanish [CTBS-Español]), native English-speaking Amigos generally scored below grade-level norms

and below native Spanish-speaking Amigos. However, in math, native English-speakers scored above grade-level and higher than Spanish-speaking Amigos. The native Spanish-speaking Amigos scored slightly above the norms in reading in first grade and slightly below the norms in second and third grades in Spanish reading. They scored higher than the native Spanish-speaking peer group in grades 1-2; in grade 3 there was no significant difference. In math, the native Spanish-speaking Amigos outperformed the native Spanish-speaking control group peers.

Since the Amigos achievement scores were usually the same as, or higher than, the control groups' scores, Cazabon et al. (1993) concluded that participation in the Amigos program provided beneficial effects in terms of student achievement. They state, "...giving only half time to English instruction while devoting equal time to home language development...has promoted better (and essentially native-like) competence in English reading skills" (Cazabon et al., 1993, p. 20). The researchers stated that the Amigos program also appeared to promote a higher level of application of English in the domain of mathematics versus the Spanish controls (Cazabon et al., 1993), another confirmation of earlier correlations between mathematics and reading performance as cited by Lindholm-Leary (2001) in the large-scale study.

A recent study (Marian, Shook, & Schroeder, 2013) compared reading and math achievement scores of Spanish and English-speaking students enrolled in a TWI program with reading and math achievement scores of their peers in Transitional Bilingual programs and in mainstream monolingual classrooms in a school district in the Chicago area. They examined cross-sectional data from all 2,009 public school students in the district enrolled in Grades 3, 4, and 5. All programs (TWI, Transitional Bilingual,

and English-only) followed the same curriculum, differing only the language of instruction. Based on the results from two state-mandated standardized tests, the State Measure of Annual Growth in English and the State Standards Achievement Test, the researchers found that minority-language students in TWI programs outperformed their peers in Transitional Bilingual programs. They also found that majority-language students in TWI programs outperformed their peers in mainstream monolingual programs. The results led Marian et al. (2013) to conclude that “bilingual two-way immersion education is beneficial for both minority- and majority-language elementary students” (p.178).

An additional small-scale study is of particular relevance to this discussion, the work of Thomas and Collier. In 2008, at the behest of the North Carolina Department of Public Instruction, they began a multi-year analysis of standardized scores on the North Carolina End of Grade reading and math tests for students enrolled in TWI Programs in six counties in North Carolina, including Greene County. In two reports (Thomas & Collier, 2010, 2011) submitted to the Department of Public Instruction, the researchers state that overall, the Reading and Math scores of TWI students are higher for all students enrolled in the TWI programs (regardless of race or ethnicity, socioeconomic, English Language Learner, or special education status) than their peers in other programs. In addition, in most cases, TWI students are at least one grade ahead of their non-dual language peers in Reading and Math as measured by the North Carolina End of Grade tests (Thomas & Collier, 2010, 2011).

Summary of Research Related to Academic Achievement

The research presented in this section indicates that in TWI programs, both native Spanish and native English speakers perform as well or better than their peers in other programs on English and Spanish standardized achievement tests (Alanís, 2000; Cazabon et al., 1993; Collier & Thomas, 2009; Lindholm-Leary, 2001; Marian et al., 2013; Thomas & Collier, 1997, 2002, 2010, 2011). There is also an indication of transfer of content knowledge between languages, since students sometimes received instruction in one language and were assessed in the other language and still achieved grade-level mastery of content (Lindholm-Leary, 2001).

The consistency of both large and small studies suggests that despite inherent differences in student backgrounds and other factors that may contribute to student achievement, the conclusions are valid (Howard et al., 2003). Dual language programs are cited as one of the most successful models for closing the achievement gap between ELLs and non-ELLs (Collier & Thomas, 2009; Lindholm-Leary, 2001). Thomas and Collier (1997) point to the credibility of research when they state:

When examining interactions among student background variables and instructional treatments and their influence on student outcomes, we have found that two-way bilingual education at the elementary level is the most promising program model for the long-term academic success of language minority students (p. 6).

Despite these findings, researchers caution that inherent in any study of TWI there are methodological concerns that must be considered in the interpretation of data: These pertain to differences in student background, general quality of the school

environment independent of the program model, etc. which may account for differences found across groups of students within dual language programs (Howard et al., 2003). As such, some experts caution (Cazabon et al., 1993) that researchers must control for variables unrelated to the school environment to ensure validity of findings. Nonetheless, researchers (Howard et al., 2003) affirm, "...the consistency of findings across studies suggests that the conclusions...have credibility" (p. 30).

Bilingualism: Language and Literacy

There has been a great deal of literature produced in regards to academic achievement, however there has been less research on students' ability to develop high levels of language proficiency in both their first and second languages. It is important to note that there is also a lack of consensus among researchers regarding what constitutes bilingualism. Although bilinguals are broadly defined as individuals of groups of people who use more than one language, Butler and Hakuta (2006) point out that there is no agreed-upon definition. Researchers also use the term "biliteracy" when conducting language studies, and as such they refer to the mastery of the fundamentals of reading and writing in two linguistic systems (Reyes, 2006). For the purposes of this portion of the review of literature, both terms will be used to report the results of the research, depending on the author of the study.

Inherent in the study of language proficiency are the skills of reading, writing, speaking, and oral comprehension. Researchers measure reading ability among TWI students by means of standardized academic achievement tests. Those studies were discussed in the previous section on academic achievement and are not repeated in this section. The discussion that follows focuses on the findings from the literature in

terms of oral language development and written language development of TWI students. Research related to oral language development and written language development will each be addressed in separate subsections that follow.

Oral Language Research Results

There has been only one large-scale, exclusively quantitative study on bilingualism and biliteracy development in TWI programs. Researchers Howard, Christian and Genesee (2003), under the auspices of the Center for Applied Linguistics (CAL) and the Center for Research on Education, Diversity, & Excellence (CREDE), examined the Spanish and English oral language development of students in 11 two-way immersion programs in the U.S. Among the students were 131 native Spanish speakers and 118 native English speakers. They carried out English and Spanish oral proficiency testing using a modified version of the standardized Student Oral Proficiency Assessment (SOPA) for students in third and fifth grades. Using a five-point scoring scale, the researchers found that the average oral English proficiency of both the native Spanish speakers and the native English speakers was in the mid to high 4 range, indicating an advanced level of proficiency for both groups. In Spanish, both groups of students showed growth in language proficiency from third to fifth grade. However native English speakers showed more growth during that time span, due to the fact that their initial scores in third grade were lower than those of the native Spanish speakers. As a group, the native Spanish speakers experienced a slight shift in language dominance from third to fifth grade. In third grade, the scores in Spanish were higher than in English, thus indicating that Spanish was the dominant language. By the end of fifth grade, their Spanish and English scores were similar. The English speakers,

contrarily, remained dominant in English from third to fifth grade. Howard et al. (2003) found that on average, both native English speakers and English language learners in TWI programs achieve language proficiency in both English and Spanish.

Other studies (Cazabon et al., 1993; Howard & Christian, 1997; Kaptain, 2010; Lindholm-Leary, 2001), primarily qualitative in nature, have corroborated the findings of Howard et al. (2003) that indicate the attainment of language proficiency. A discussion of several qualitative research studies related to oral language development follows.

Cazabon et al. (1993) compared native English-speaking students and native Spanish-speaking students in the Amigos program in Cambridge, Massachusetts with Native Spanish-speaking control groups in grades 1-3. To conduct their research, Cazabon et al. (1993) used an interview format and a locally-created native language assessment. They compared native English-speaking and native Spanish-speaking students within the Amigos program as well as Amigos students with the control groups of students not enrolled in two-way developmental bilingual programs. Cazabon et al. (1993) found that both native English-speaking and native Spanish-speaking Amigos students showed progress toward the goal of bilingualism and that their first language skills did not diminish in the process.

Howard and Christian (1997) examined the English and Spanish oral and written development of elementary school students in Grades 1-5 in a 50/50 TWI program in Virginia. This study used both quantitative data from the *Language Assessment Skills* (LAS) test as well as classroom observation.

In terms of English language acquisition, the researchers found that the native Spanish-speakers developed strong oral skills in English, with all native Spanish-

speaking third grade students rated as fluent on the *LAS* scale. There were no significant differences between the native Spanish-speaking students and the native English-speaking students in oral English proficiency. Because all native English-speaking students entered the TWI program as fluent English speakers, the *LAS* score of fluent indicated that the TWI program did not impair or delay the students' oral English skills.

In terms of Spanish language acquisition, they found that 88% of the native Spanish speakers tested as fluent in Spanish in first grade vs. 100% of the native English speakers testing fluent in English in first grade. According to Howard et al. (2003), this may be due to the English influence in the language development of the native Spanish speakers, who had lived in the U.S. all or most of their lives. By Grade 2, 100% of native Spanish speakers tested fluent in Spanish. Approximately 20% of native English speakers rated fluent in Spanish in grades 1-2; by grades 4-5, 50% rated fluent in Spanish. Based on these results, they concluded that on average, native Spanish speakers tended to develop bilingual skills more than native English speakers (Howard & Christian, 1997).

Lindholm-Leary (2001) examined oral language proficiency as part of her earlier-referenced research in which she examined data for over 4,900 students. Using student data from five program types: two 90:10 TWI programs, one 50:50 TWI program, one Transitional Bilingual program, and one English-only program, she looked at two 90:10 programs with different language minority densities. One school was labeled 90HI, indicating that the language minority density of the school was higher than 66%. The other school was 90LO, indicating that the language minority density was less than

66%. To measure language proficiency in the domains of comprehension, fluency, vocabulary, pronunciation, and grammar, testing administrators used the *Student Oral Language Observation Matrix* (SOLOM) and the *Stanford Foreign Language Oral Skills Evaluation Matrix* (FLOSEM). In examining the testing results of bilingual oral language proficiency, Lindholm-Leary (2001) found that students who participated in both 90:10 and 50:50 TWI programs outscored their non-TWI peers. In English language proficiency, both English and Spanish-dominant students achieved similar results in both the 90:10 and 50:50 TWI programs. The 90:10 program produced higher levels of Spanish proficiency in both English and Spanish-dominant students. The results of Lindholm-Leary's (2001) study led her to state that students develop the highest level of bilingual proficiency and bi-literacy in two-way bilingual immersion models that provide considerable instruction through both languages over an extended period of time.

Alanís (2000) also examined language development as part of the study discussed earlier. She found that a few English-dominant students achieved Spanish proficiency after five years in TWI. However, by the fourth grade, many Spanish-dominant students were almost proficient in English. In the discussion of the findings, Alanís (2000) indicated that despite a 50:50 program model, as students progressed up the grade levels, teachers did not adhere to the balance of languages. The researcher indicated that the lack of fidelity in implementation of program features may impact the TWI program in its entirety (Alanís, 2000).

Although most studies of language proficiency focus on students in Grades 3-5, Kaptain (2010) conducted a research study based on a four-year project funded by the U.S. Department of Education, led by a research team from the National K-12 Foreign

Language Resource Center (NFLRC) to examine the developing language proficiency of TWI students at the early primary level in a newly implemented TWI program. Using the Peabody Picture Vocabulary Test III (PPVT) to measure English proficiency, and the Test de Vocabulario en Imágenes Peabody (TVIP) to measure Spanish proficiency, the researchers compared the results of students from the TWI program to those of students in an all-English program with similar student demographic characteristics. Students in Grades 1-3 were tested in the spring of each school year from 2008-2010.

The study by Kaptain (2010) indicates that in terms of English proficiency, as measured by the PPVT, the English-speaking students in the TWI program score significantly higher than English speakers in an all-English program. Spanish-speaking students in the TWI program also score significantly higher than Spanish speakers in the all-English program on a standardized measure of Spanish proficiency. In terms of Spanish-speaking students' proficiency in English, there was no significant difference between the TWI and non-TWI students' performance. In an analysis that examined the correlation of all students' Spanish-language and English-language proficiency scores, only the TWI Spanish-speaking students' scores on both the PPVT and the TVIP were related. The researcher (Kaptain, 2010) concludes that the initial results indicate benefits of TWI to both student groups, but indicates that a long-term study is needed to identify further trends.

Written Language Research Results

Howard, Christian, and Genesee (2003), under the auspices of the Center for Applied Linguistics and the Center for Research on Education, Diversity, & Excellence (CREDE), examined 344 native English speakers and native Spanish speakers in 11

two-way immersion programs in the U.S. to track writing development over a three-year period. Researchers collected nine sets of writing data in each language, from the beginning of third grade to through the end of fifth grade. The writing samples were scored in terms of composition, grammar, and mechanics using an analytic rubric. They found that on average, the native English speakers and the native Spanish speakers had very similar trends in both English and Spanish writing. For both language groups, although the mean scores of native speakers were consistently higher than the mean scores of the second language speakers, there were many instances in which native English speakers scored higher than native Spanish speakers in Spanish and vice versa. For native English speakers, their mean writing ability in English was always higher than their mean writing ability in Spanish. However, for native Spanish speakers, their mean scores in English and Spanish were almost identical throughout the study.

There were other significant findings from the study, as cited by Howard et al. (2003). First, writing development slowed over time for both native English speakers and native Spanish speakers. Students progressed in writing skills faster in third grade, with growth decreasing fourth and fifth grades. Second, native language and home language use were significant predictors of English writing development. Higher average writing scores were associated with being a native English speaker and with using English at home after controlling for other variables. The gap between native language groups diminished over time. Third, home language use was a significant predictor of Spanish writing development. After controlling for other variables, speaking more Spanish at home correlated with higher final status in Spanish writing at the end of fifth grade.

Smaller studies (Gort, 2001; Howard & Christian, 1997; Serrano & Howard, 2003) have provided additional insight into writing skills of TWI students. Howard and Christian (1997) conducted an analysis of writing for four native English speakers and four native Spanish speakers enrolled in a TWI program in upper elementary grades. They examined organization, topic development, grammar, and mechanics. On average, they found that writing samples in both languages showed a realistic degree of accuracy and sophistication. In general, the Spanish essays produced by both native Spanish speakers and native English speakers were comparable in terms of organization and topic development. However, there were more mechanical errors and more vocabulary and grammar errors. In addition, the Spanish essays written by native Spanish speakers' essays contained more sophisticated vocabulary and grammar than the native English speakers' essays. Nonetheless, in terms of grammatical errors, native Spanish speakers had more errors in Spanish essays than they did in writing English essays. The English essays of both native English speakers and native Spanish speakers were comparable throughout grade levels, and were even more comparable in grades 5-6.

Gort (2001) conducted a qualitative study at a TWI program in the Northeast to examine the connection between native language and the second language in a writing curriculum that used a process approach. She found that although developing bilingual writers engage in *strategic codeswitching*, a mechanism that allowed them to use both languages to access all of their language knowledge when engaged in the writing process in both the first and second languages, the final writing product was monolingual. Native Spanish speakers used both Spanish and English when writing in

both languages; Native English speakers used both Spanish and English only when writing in Spanish. Gort's work confirmed the idea of positive transfer between languages as discussed before by Cummins (1979) and observed by Lindholm-Leary (2001). In this case, there was evidence of *positive literacy transfer* because students applied writing skills learned in one language to writing in the other language.

Summary of Research Related to Bilingualism in TWI Programs

By taking into account both the qualitative and quantitative research conducted on language and literacy development thus far, it appears that several important findings are apparent. First, there seems to be an effect of the native language. Native speakers generally outperform second language speakers in terms of both oral and written language proficiency. Second, there are differences in the degree of bilingual language use for native English speakers vs. native Spanish speakers. Native English speakers always show language dominance in English, while Spanish speakers demonstrate more balanced bilingualism, with comparable performance on language and literacy assessments in both languages. Third, there is evidence for transfer of skills between English and Spanish, with some studies reporting similar processes and products across languages.

Many of these studies considered small numbers of students, and as such, it is not possible to generalize results. Although research trends indicate that there is an increase in the study of student outcomes in terms of language acquisition in both English and Spanish, many researchers recognize the need for increased research on a larger scale (Howard et al., 2003). Nonetheless, most agree that there are positive outcomes in language development for students enrolled in dual language programs,

indicating that on average, both native English speakers and English language learners in TWI programs achieve the program goals of bilingualism and biliteracy (Howard, Christian, & Genesee, 2003).

Cross-Cultural Competence

From a historical perspective, it is clear that TWI programs at times operate under political and social conditions that are oftentimes unsupportive of bilingualism, as noted in a previous section of the review of literature. However, because TWI programs operate with the philosophical underpinnings that view cultural and linguistic diversity as a positive characteristic, one of the stated goals of TWI programs is the cultivation of positive cross-cultural student attitudes. Two-way immersion programs recognize and celebrate multiculturalism by encouraging linguistic minority students to maintain their language by becoming literate in that language and by using academic vocabulary in their first language within a cultural context that values their heritage. In this light, dual language programs view diversity as an asset, rather than, as Freeman (1998) states, “a problem to be overcome, as a handicap to full participation opportunities” (p. 7). Several researchers have conducted qualitative research regarding students’ positive attitudes toward their own and others’ culture and ethnicity. Although research in this area is not extensive, several studies point to the efficacy of TWI programs in developing favorable attitudes among students as well as in promoting positive interactions among students of diverse linguistic and ethnic backgrounds (Cazabon et al., 1993; Freeman, 1998; Lindholm-Leary, 2001).

Lindholm-Leary’s (2001) study of TWI students’ cross-cultural and language attitudes yielded what the researchers consider to be positive results. Exploring student

perceptions of classroom environment, teacher expectations, home environment, and parent expectations, Lindholm-Leary (2001) found that regardless of ethnicity, gender, or socioeconomic status, TWI student attitudes were positive toward both languages and cultures. Both native Spanish speakers and native English speakers demonstrated high levels of global self-worth and a sense of academic competence. Both Spanish-dominant and English-dominant students in TWI programs showed evidence of cultural competence and global awareness (Lindholm-Leary, 2001).

Cazabon et al. (1993), as part of their study of the Amigos program in Cambridge, Massachusetts, sought to determine students' reactions to their school and their degree of cultural sensitivity. They found that most students chose best friends without regards to ethnic lines. They also found only a small degree of self-segregation and exclusion due to ethnicity, leading the researchers to describe the choice of friends to be "ethnic-blind and color-blind" (Cazabon et al., 1993, p. 22). The study indicated that students in the TWI program formed close friendships with members of their own cultural group as well as members of different cultural groups within the Amigos program. The Amigos study also found that both groups expressed a desire to continue in their own bilingual and bicultural growth (Cazabon et al., 1993).

Nonetheless, other studies indicate a dominant presence of both the English language and the English proficient (EP) speakers in the TWI classroom (Carrigo, 2000; McCollum, 1999), leading some researchers to express concerns about equity in TWI Programs. Valdés (1997) indicates that the inclusion of non-Spanish speaking students may lead to the oversimplification of linguistic input in Spanish, thus having a negative impact on the Spanish-language speakers. She also expresses concerns regarding the

self-segregating behavior that is possible inside of school and in the broader societal context, thus creating feelings of exclusion in the minority students. Finally, she notes concerns about the majority students who become bilingual and thus, take away the bilingual advantage of the minority students (Valdés, 1997).

Through the use of qualitative studies, many researchers have concluded that students enrolled in TWI programs develop positive attitudes toward cultural and linguistic diversity. However, there is some indication that despite TWI program goals, English and English-speakers are the dominant force in the classroom (Valdés, 1997).

Conclusion

Several research studies seeking to understand the impact of TWI programs on the academic, cognitive, linguistic, and sociocultural development of the students who participate in the TWI programs have provided insights regarding the efficacy of TWI in producing positive student outcomes as they relate to the goals of dual language programs: academic achievement, language proficiency, and cross-cultural competence. Through the use of both qualitative and quantitative measures, researchers have sought to reach conclusions about the ability of TWI programs to promote and support positive student outcomes.

While the results of TWI programs could provide school districts a means to meet the needs of linguistically and culturally diverse populations, positive results do not occur without careful consideration of recommendations from the research. A discussion of recommendations from the research follows.

Critical Characteristics of Successful Two-Way Immersion Programs

In 2005, Genesee, Lindholm-Leary, Saunders, and Christian, funded by The Center for Research on Education, Diversity and Excellence (CREDE), set out to synthesize all existing research on the language acquisition and academic development of ELLs from Pre-K through grade 12. Under their guidance, a 13-member research team focused on articles and reports from empirical, U.S.-based, peer-reviewed research during the preceding 20 years. Genesee et al. (2005) report, "...there was strong convergent evidence that the educational success of ELLs is positively related to sustained instruction through the student L1" (p. 374). Later in the same report, they state that "bilingual proficiency and biliteracy are positively related to academic achievement in both languages" (Genesee et al., 2005, p. 375).

Across the nation, however, there is wide variation in how dual language programs are designed and implemented (Christian, 1996; Freeman, 1998), which in turn impacts student development in language acquisition (Lindholm-Leary, 2001). Decades of research on dual language programs (Cloud, Genesee, & Hamayan, 2000; Collier, 1992; Collier & Thomas, 2004; Howard et al., 2003; Lindholm-Leary, 2001; Thomas & Collier, 2002) have led to the identification of key features that seem to contribute to the success of TWI programs.

In order to be listed in the CAL Directory of Two-Way Immersion Programs, the TWI programs must meet all four of the following criteria. First, regarding student integration, language-minority and language-majority students are integrated for at least 60% of instructional time (and ideally more) at all grade levels. The Two-Way model is predicated on the assumption that students will interact with each other both for

structured instruction as well as informal conversations and thus, learn the second language from each other in a natural linguistic and social context. Hence, integration of students is crucial to the development of language proficiency in both English and the partner language. Second, all students receive instruction in the partner language at least 50% of the instructional day at all grade levels. All students receive both content and literacy instruction in English and the partner language. Third, regarding the population of students within the program, in as much as possible, there is a balance of language-minority and language-majority students, with each group making up between one-third and two-thirds of the total student population in the program. Fourth, regarding the duration of the program, the TWI program operates for at least five consecutive years and begins in Pre-K, Kindergarten, or first grade. Preferably, the program runs through Grade 12, although nationwide the most prevalent program configuration is K-5. (Retrieved from <http://www.cal.org/twi/directory/index.html>).

As a result of her evaluation of over 30 dual language immersion programs, Dr. Lindholm-Leary (2001) identifies eight specific characteristics of successful TWI programs based on an examination of research on bilingual and immersion education which may account for variations of effectiveness among TWI Programs. Dr. Lindholm-Leary (2001) also states that it is important to note that although the features are present in most successful dual language programs, the degree to which they are developed varies among programs.

The characteristics identified by the researcher (Lindholm-Leary, 2001) are:

1. TWI Programs provide a minimum of four to six years of bilingual instruction with the goals of English and (minority language) Spanish biliteracy (Thomas & Collier, 1997).
2. The same core academic curriculum used in non-immersion settings and the same rigorous content standards form the basis of instruction for all students (Lindholm, 1990; Thomas & Collier, 1997), accommodating a range of abilities, knowledge, language proficiencies, and learning styles (Lindholm, 1990).
3. Students receive comprehensible, interesting and optimal language input as well as opportunities for output in addition to quality language arts instruction in both languages (Christian, 1996).
4. Instruction should be conducted in the minority language a minimum of 50% of the time to a maximum of 90% in the early grades (K-2) and English should be used at least 10% of the time (Lindholm, 1990).
5. The program should provide all students with the opportunity to learn a second language while continuing to develop their native language proficiency in an additive bilingual environment (Thomas & Collier, 1997).
6. Students participate in instructional activities in an integrated fashion, with a balance of language minority and language majority students in the classrooms (Lindholm, 1990).
7. Students engage in positive interactions in the classroom through the use of strategies such as cooperative learning (Thomas & Collier, 1997).

8. TWI Programs incorporate characteristics of effective schools, such as highly qualified personnel, continuous staff development, and home-school collaboration (August & Pease-Alvarez, 1996; Lindholm, 1990).

When the recommended features discussed earlier are not in place, the chances of the TWI program to meet its goals of student achievement, bilingualism/ biliteracy, and positive cross cultural attitudes diminish (Lindholm-Leary, 2001).

Mora et al. (2001) point out that simply labeling a program as dual language or two-way immersion does not ensure success in meeting program goals. Their research, consisting of several case studies of two-way immersion programs, indicates that in addition to addressing language issues, TWI programs must also address issues related to power and status. They point out that dual language programs should possess (1) a model of instruction that is based on solid pedagogical methodology in agreement with the demographics and resources of the school and community; (2) fidelity to the chosen model of instruction; and (3) a means of addressing any incongruity between the model, school and community needs, and implementation. They argue that there must be congruence between ideological issues such as principals' and teachers' beliefs about the value of bilingual instruction and program implementation in order for a dual language program to be successful.

Two-way immersion education provides a significant opportunity for districts seeking to meet the needs of changing student populations. The recent growth of two-way immersion education has resulted in an increased research base on this educational approach, particularly in the areas of design and implementation, student outcomes, instructional strategies, cross-cultural issues, and the attitudes and

experiences of students, parents, and teachers involved (Howard et al., 2003). It is important to note, however, that positive outcomes do not occur in TWI programs unless there is a high degree of alignment with the recommendations from the research to guide the implementation and ongoing evaluation of TWI programs. Lindholm-Leary (2001) also emphasizes the importance of sufficient planning prior to implementing a TWI program, with particular attention given to area demographics, political climate, and staff training. Some researchers recommend at least one year (Howard & Sugarman, 2001) to plan prior to implementing a TWI program.

Measuring Effectiveness of Two-Way Immersion Programs

Most research on effective schools cites the fundamental role of assessment and accountability in evaluating student outcomes to measure school effectiveness. Appropriate assessment and accountability measures are also important in order to determine effectiveness of dual language programs (Howard et al., 2007). Over the past twenty years, dual language programs have increased in the US, with significant growth in the past decade. However, Lindholm-Leary (2012) points out that simply labeling a program “dual language” is not necessarily equated with success in meeting the linguistic and academic goals of the program. As a result of their research on TWI program implementation, Collier and Thomas (2004) state, “While dual language programs are astoundingly successful, in comparison to other bilingual/ESL programs developed for English learners, variations in program design...can produce different results in program effectiveness” (p. 12). Despite the emergence of TWI programs as early as the 1960s, studies of dual language program effectiveness did not appear until

the 1990s (Lindholm-Leary, 2001). As TWI programs continue to increase in number, so does the need for the systematic evaluation of the component parts of such programs.

Effective programs of any nature are those that are successful in promoting academic achievement or other academic outcomes (Howard et al., 2007). It is important to use student achievement data to create and modify other elements related to the TWI program. In particular, several studies have recommended that student achievement data should be used to impact the instructional and curricular elements of a program (August & Hakuta, 1997). In order to effectively assess content knowledge, some researchers state that it is necessary to use multiple measures in both languages while providing the same items in English and Spanish in order to have more valid and reliable assessment outcomes (Solano-Flores & Trumbull, 2003). In addition to the curricular and content goals, dual language programs must also assess student progress in language acquisition and biliteracy using multiple measures (Howard et al., 2007; Solano-Flores & Trumbull, 2003). Due to the complex nature of assessing bilingualism, biliteracy, and academic achievement, it is essential to conduct both formal and informal assessments (Sugarman, 2008) to allow programs to engage in self-evaluation and to reflect upon how well the program is meeting its goals based on student performance.

Without appropriate, research-based implementation of assessment and accountability features, it is not possible to ascertain the degree to which a TWI program is effective in meeting its goals of academic achievement, bilingualism/biliteracy, and cultural competence. The *Guiding Principles for Dual Language Education* (Howard et al., 2007) provides a series of research-based

guidelines in order to evaluate the effectiveness of TWI programs. A discussion of the *Guiding Principles for Dual Language Education* follows.

The Guiding Principles for Dual Language Education

There have never been national standards in place to guide the evaluation of existing two-way immersion programs. However, in response to the rapid increase in dual language programs in New Mexico and concerns about a possible lack of fidelity to key dual language principles, a team of researchers and practitioners led by Dual Language Education of New Mexico created “A Framework of Best Practices for New Mexico Dual Language Programs” in 2001-2002 (Dual Language Education of New Mexico). The document served to establish a common definition of dual language as well as to identify key characteristics of effective dual language programs in order to “ensure consistent, high-quality programs throughout the state” (Sugarman, 2008, p. 6).

In 2003, The Center for Applied Linguistics (CAL) assembled a group of dual language experts from CAL and several universities, along with the New Mexican educators who had written the *Framework*, school and district administrators, teachers, and parents of students in TWI programs to review and expand upon the *Framework* to apply to a variety of programs on a national scale. The National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) funded the project. Grounded in research on effective schools and second language acquisition, the result of this project was the creation of the *Guiding Principles for Dual Language Education* (Sugarman, 2008). The *Guiding Principles*, reflect an effort to provide a tool for dual language programs in planning, self-evaluation, and improvement of program implementation (Howard et al., 2007). As such, they identify a “set of factors

that tend to contribute to successful student outcomes in schools in general and dual language education programs in particular” (Howard et al., 2007, p. 1).

The *Guiding Principles* target elementary school programs. Howard et al. (2007) set forth a series of non-negotiable characteristics identified by the literature on dual language education: First, the model program must provide at least 50% of instruction in the partner language at all grade levels; Second, the program must extend at least four years; Third, both literacy and content are taught in English and the partner language throughout the program; Fourth, one language at a time is used for instruction without translation.

The document outlines thirty guiding principles, which are general statements that describe a theoretical aspect of dual language programs. They are organized into seven strands that reflect the major aspects of program planning and implementation: assessment and accountability, curriculum, instruction, staff quality and professional development, program structure, family and community, and support and resources (Howard et al., 2007). Each of the guiding principles is clarified by key points, which are specific and measurable. Each key point contains a set of indicators that show the degree to which the program is in alignment with each point. The levels of alignment are minimal, partial, full, and exemplary. It is important to note the specific nature of the language describing each of the levels for each of the thirty principles. This specific language provides for qualitative measurement of the degree to which the dual language program under evaluation has achieved mastery of the principle. Figure 4 provides an illustration of the strand, key point, and indicators in the *Guiding Principles* (Howard et al., 2007).

The *Guiding Principles* are used for several purposes. They are used for self-evaluation by programs nationwide (Sugarman, 2008). In 2008, for example, the Barbieri Elementary School in Framingham, MA used the *Guiding Principles* to undertake a comprehensive review of their dual language program (Chacón & Hamerla, 2008). As a result of their self-evaluation, teachers and administrators decided to change the delivery model of initial literacy from the native language to an 80/20 model, where all students receive initial literacy in Spanish in the lower grades, and move toward a 50/50 English/Spanish model by the third grade (Chacón & Hamerla, 2008). The *Guiding Principles* are also used in professional development workshops, such as in New Mexico, where two-day workshops are offered for school teams to rate their program on a number of key points and to plan for improvement (Sugarman, 2008). In addition, the Illinois Resource Center and 2-Way CAFE use the *Guiding Principles* with dual language educators as part of their planning and implementation institutes (Sugarman, 2008). CAL uses the *Guiding Principles* in workshops designed for school districts to assist with program implementation and evaluation (Retrieved from www.cal.org). The *Guiding Principles* are also used in dual language program evaluations (Sugarman, 2008) conducted by parties outside of the school district. For example, in 2009, as a result of questions raised by administrators, teachers and parents in the Canby, Oregon school district about the effectiveness of the dual language immersion program, researchers from the University of Oregon, in conjunction with school personnel, began a program evaluation at Cecile Trost Elementary School (Hood, Navarro, & Reynolds, 2009). The purpose of the evaluation was to determine how well the program was being implemented, to improve program implementation, and

STRAND 3

Instruction

Principle 1

Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	Explicit language arts instruction is provided in both program languages.				A
	Explicit language arts instruction is provided only in one language for the duration of the program. Second language acquisition may or may not take place through exposure to the language in content lessons.	Explicit language arts instruction is offered in both languages over the course of the program, but for one language instruction is minimal or only takes place sporadically in response to specific student errors.	Explicit language arts instruction is systematically provided in both languages over the course of the program. In addition, language instruction is provided through content lessons.	Explicit language arts instruction is systematically provided in both languages over the course of the program. In addition, language instruction is provided through content lessons. Language arts instruction is coordinated between the two languages and across grade levels according to student progress.	
B	Academic content instruction is provided in both program languages.				B
	All areas of content instruction are taught in one language for the duration of the program, with the other language being used only for language arts and/or specials.	Content instruction is provided in both languages but is not systematically coordinated within or across grades.	Content instruction is systematically provided in both languages. Over the course of the program, the cognitive load is balanced between the two program languages.	Content instruction is systematically provided in both languages, incorporating thematic instruction to support vocabulary and concept development in both languages, especially in programs where the subjects are divided by language (e.g., science in Spanish and math in English).	
C	The program design and curriculum are faithfully implemented in the classroom.				C
	Teachers independently decide what aspects of the program and curriculum to follow in their classroom.	Most teachers adhere to the model design, program features, and curriculum.	All teachers adhere to the model design, program features, and curriculum.	All teachers adhere to the model design, program features, and curriculum, and their instructional experiences inform continuous evaluation and revision of program design and curriculum.	

Figure 4. Strand, key points and indicators (Howard et al., 2007).

to inform administrators and staff, parents, and the community about the program's effectiveness (Hood et al., 2009). According to the researchers, the *Guiding Principles* provided the theoretical framework for the evaluation (Hood et al., 2009).

CAL has also conducted a dual language program evaluation in the Midwest in which the *Guiding Principles* served as “the basis for evaluation questions and as the benchmark against which implementation of the program was judged” (Sugarman, 2012, p. 7).

Evaluators made specific recommendations related to evidence gathered for key points in the document. Portions of the *Guiding Principles* have also guided research in doctoral dissertations (Sugarman, 2012) to examine concepts such as equity within TWI programs.

Summary

This chapter reviewed the literature relevant to bilingual education, including a discussion of varying types of bilingual education, the history of bilingual education and political influences throughout history. It provided a definition of dual language education and discussed the Prism Model, a theoretical framework for understanding language acquisition and its interconnected components. It also provided an examination of existing research focused on the dual language program goals of student achievement, bilingualism, and cross-cultural understanding. The review of literature concluded with an examination of the evaluation template, the *Guiding Principles for Dual Language Education* (Howard et al., 2007), which will serve to frame the program evaluation of *Los Puentes*, the TWI program in Greene County Schools.

The next chapter will present the methodology of the study.

CHAPTER 3: RESEARCH METHODS

The researcher used a case study methodology to conduct a program evaluation of the assessment and accountability measures in a two-way immersion (TWI) program. Yin (1992) emphasizes the need to provide an in-depth description of the context in which the research will take place prior to beginning to answer the research questions posed in the study when using a case study methodology. The following chapter includes a discussion of the context of the study, the purpose of the study, the methodology used in the study, the data collection instrument, data collection, and limitations of the study. The chapter will conclude with a discussion of the research agenda.

Context of the Study

The focus of the research is Greene County Schools, a small, rural district in the eastern part of North Carolina. Greene County, a primarily agricultural county, ranks among the poorest counties in the state. Despite this, there continues to be an influx of Hispanics to the area due to poorer economic conditions in their home countries such as Mexico, due to the decline found in many agricultural regions there (Torres, Popke, & Hapke, 2006). Greene County attracts Hispanics due to the abundance of employment opportunities in the agricultural sector.

According to the U.S. Census Bureau (2012), approximately 18.4% of the population of Greene County lived below the poverty level as compared to the statewide 15.5%. Approximately 14.6% of the population of Greene County is Hispanic, as compared to 8.6% statewide (U.S. Census Bureau, 2012). Finally, 12.1% of the population of Greene County speaks a language other than English at home, compared

to the statewide population of 10.4% (U.S. Census Bureau, 2012). In conclusion, Greene County is more rural, poorer, and more diverse than the state average.

The Greene County Public Schools' website (Retrieved from www.gcsedu.org) indicates that the district serves approximately 3,250 students in grades PreK-12, of whom 77.9% qualified for free and reduced lunch in 2010, according to the Annie E. Casey Foundation's 2012 report. The district consists of five schools, with a majority minority student population consisting of approximately 43% African-American, 33% white, and 22% Hispanic. The website includes a prediction about future enrollment: "The current immigration rate indicates that the percentage of Hispanic students will continue to rise". Indeed, in the past, this has been the case: From 1990-2003, Greene County's Spanish-speaking population increased by 800% (East Carolina University News Service, 2004). At the time the *Los Puentes* TWI program was considered, 20% of students in Greene County spoke Spanish as their native language, according to an article by Creech in the *Wilson Daily Times* (2003). In 2013, at the time of the study, 22% of the students were native Spanish speakers, according to the Greene County Public Schools website (Retrieved from www.gcsedu.org).

In response to the growing numbers of native Spanish-speakers enrolled in Greene County Public Schools, in 2003 the *Los Puentes* Spanish-English Two-Way Immersion Program went into effect at Snow Hill Primary School, with the intended purpose of addressing the educational needs of the region's growing Spanish-speaking population and obtaining student proficiency in both English and Spanish by the end of primary school (East Carolina University News Service, 2004). Collaboration between the East Carolina University Rural Education Institute, the East Carolina University

Department of Geography, and Greene County Schools enabled funding and provided support for the establishment of the *Los Puentes* TWI Program (Plouffe, 2004). In the fall of 2004, the program received \$65,000 in grant funds through the Z. Smith Reynolds Foundation of Winston-Salem (Plouffe, 2004) to assist with the expenses of bilingual teachers and classroom materials. Dr. Rebecca Torres, assistant professor of geography at East Carolina University at the time, wrote the grant. In 2004, the Braitmayer Foundation awarded an additional \$35,000 to Snow Hill Primary School to pay for professional development for *Los Puentes* teachers from June 2004-May 2005.

East Carolina University researchers (Torres et al., 2006) from the fields of education, linguistics and geography intended to conduct studies at *Los Puentes*. For the ECU Department of Geography, *Los Puentes* provided researchers with opportunities to track how shifting classroom demographics connected with migration trends across the region and their social and cultural connections; for linguists, second language acquisition was the research focus; for education researchers, *Los Puentes* provided a model for teacher preparation programs (East Magazine, Erica Plouffe).

At the onset, the *Los Puentes* served only kindergarten students, with two classes of 20 students, consisting of equal numbers of native English and native Spanish speakers, with grades added as the students progressed upwards through the grade levels. Although the program was initially created to serve students through middle school, due to budget and staffing constraints, it currently serves only students in grades K-5. After completion of the TWI Program, students enroll in Greene County Middle School.

Los Puentes, one of the first programs in North Carolina to offer Spanish-English immersion classrooms (East Carolina University News Service, 2004), is the only two-way immersion program in the eastern part of the state (Center for Applied Linguistics, 2012). In North Carolina, there are thirteen two-way immersion (TWI) Programs in seven counties (Retrieved from <http://www.cal.org/twi/directory/index.html>).

Purpose of the Study

In Greene County, educators in the *Los Puentes* TWI program have had little opportunity to examine to what extent the assessment and accountability features of *Los Puentes* are implemented according to a research-based framework. Without appropriate, research-based implementation of assessment and accountability features, it is not possible to ascertain the degree to which a TWI program is effective in meeting its intended goals of academic achievement, bilingualism/biliteracy, and cultural competence (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001).

The primary purpose of the study was to find and examine evidence to ascertain the TWI program's level of implementation of recommended accountability and assessment measures (Howard et al., 2007) that support the bilingual, academic and cultural competency goals (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001) of the program. The study undertaken by the researcher sought to inform relevant stakeholders, individuals who are involved in the program or who may be affected by or interested in the findings of the evaluation (Gall, Gall, & Borg, 2005): administrators, teachers, staff, and the community about the program's strengths and weaknesses in order to improve program implementation in the area of assessment and accountability.

The research questions for this study were:

1. How does the Greene County *Los Puentes* TWI program align with the research-based practices in the area of assessment and accountability?
2. What are the strengths and weaknesses of the Greene County *Los Puentes* TWI Program in the area of assessment and accountability?

The researcher obtained permission from the superintendent of schools to conduct a formative assessment of the *Los Puentes* TWI program in conjunction with stakeholders in the dual language program, such as the program coordinator, principals, other administrative officers, and teachers.

Methodology

The researcher examined the Greene County Public Schools TWI program through a case study methodology. As defined by Fitzpatrick, Sanders, and Worthen (2011), a case study is characterized by the following: "...a focus on a selected case or cases; a desire for in-depth understanding of an issue; collection of data in many different ways, but with a focus on qualitative methods such as observations, interviews, and the study of existing documents" (p. 390). Creswell (2012) and Yin (1992) add that a case study includes a detailed description of the setting and the case. By using the case study method, the researcher was able to carry out an in-depth examination of the assessment and accountability aspects of the program using the *Guiding Principles for Dual Language Education* (Howard et al., 2007).

Fitzpatrick et al. (2011) state that case studies do not have a clearly defined method; instead, the researcher relies on multiple methods of data collection. Although case studies may use quantitative methods such as surveys and statistical analysis of

existing data, there is a greater use of qualitative methods such as observations, examination of documents and interviews (Fitzpatrick et al., 2011). Fitzpatrick et al. (2011) also notes the iterative nature of the method design, depending on the case itself and circumstances that arise during the evaluation. Hence, the researcher must modify the method design as new information is gleaned throughout the data gathering process.

Yin (1992) discusses the usefulness of the case study as an evaluation tool. The case study provides the researcher with the ability to conduct an investigation of a contemporary phenomenon within its real-life context using multiple sources of evidence (Yin, 1992). The investigation of the program within its context is crucial in satisfying the evaluator's need to monitor and assess both the intervention-in this study, the assessment and accountability measures present in the TWI program-and the implementation process (Yin, 1992). Yin (1992) also points to the case study as a tool that easily incorporates both qualitative and quantitative data as evidence, depending on the evaluator's needs.

The researcher used a case study methodology to conduct the program evaluation which sought to determine the extent to which the *Los Puentes* TWI program aligns with the research-based practices in the areas of assessment and accountability as well as to determine the program strengths and weaknesses in these areas. The term "program" can be defined in several ways. Based on a 2010 definition provided by the Joint Committee on Standard for Educational Evaluation, Fitzpatrick et al. (2011) define "program" as "an ongoing, planned intervention that seeks to achieve some particular outcome(s), in response to some perceived educational, social, or commercial

problem” (p. 8). Two-way immersion programs address the educational needs of students who have specific linguistic and cultural characteristics over the course of several school years. In the case of Greene County, the TWI program has existed for ten years.

Fitzpatrick et al. (2011) define evaluation as “the identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth or merit) in relation to those criteria” (p. 7). Evaluations may be formative or summative in nature (Scriven, 1967), however Scriven acknowledges that the two may be difficult to distinguish and ultimately, intertwined (as cited in Fitzpatrick et al., 2011, p. 21).

According to Fitzpatrick et al. (2011), the two types of evaluations differ in their purpose: formative evaluations provide information to effect program improvements; summative evaluations provide information to determine program adoption, continuation, or expansion.

For the purposes of this study, the researcher conducted a formative evaluation with the primary purpose of providing information to be used for program improvement of a two-way immersion program in the areas of assessment and accountability. The evaluation components reflected the desire of key stakeholders to ascertain what elements within the areas of assessment and accountability were working well, what elements were in need of improvement, and how those elements in need of improvement could be addressed within the TWI program. There had been no formal program evaluation since the start of the TWI program in 2003. The primary audiences for the evaluation were the program coordinator, teachers and site-based administrators.

The researcher involved key stakeholders in conducting the evaluation. A survey conducted in 2003 indicates that 63% of external evaluators made use of stakeholders to conduct the evaluation, thus pointing to the importance of stakeholder involvement (Christie, 2004). For the purposes of this study, the researcher involved key stakeholders to assist in gathering data for the evaluation because different stakeholders had perspectives and knowledge that the researcher did not have (Fitzpatrick et al., 2011). In particular, one program member had been with the district as a classroom teacher prior to the application for the first funding grant; she later worked as a classroom teacher in the TWI program and is currently the program coordinator. It is interesting to note that the leadership in Greene County has been consistent over the ten-year duration of the *Los Puentes* TWI Program. All of these key stakeholders knew the history, current status, and context of the program very well. In order to gather the data related to assessment and accountability within the TWI program, the researcher worked with personnel related to the testing and accountability aspects of the TWI program both at the district level and school level. Fitzpatrick et al. (2011) point out that “evaluation is always a partnership” (p. 223). As such, the researcher sought broad-based involvement of and collaboration with key stakeholders from the district: the *Los Puentes*/ESL Coordinator; the district Chief Financial Officer; the district Instructional Accountability Supervisor; the building-level administrators for the K-2 and 3-5 schools that house the TWI program; and teachers in the *Los Puentes* program.

Fitzpatrick et al. (2011) point out that the evaluator will use both inquiry and judgment methods such as identifying the criteria and standards to judge program

quality, collecting pertinent data, and applying the standards in order to determine program effectiveness. To this end, the researcher utilized the assessment and accountability features of the *Guiding Principles for Dual Language Education*, a publication grounded in research on effective schools developed in 2005 by the Center for Applied Linguistics in order to serve as a “tool to help dual language programs ... with planning and ongoing implementation” (Howard et al., 2007, p. 1).

Data Collection Instrument

Although the *Guiding Principles* address the seven areas of assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources (Howard et al., 2007), the focus of this study is on assessment and accountability, the first in the series of seven strands. In the absence of recommended assessment and accountability measures, it is not possible to ascertain whether the TWI program is meeting its intended goals.

The authors point out that while the *Guiding Principles* may be used to conduct an evaluation of a TWI program to identify strengths and weaknesses in all program areas, it may be most helpful to conduct an in-depth examination of one or two strands (Howard et al., 2007). For established TWI programs, they recommend a focus on assessment and accountability within the program (Howard et al., 2007). The *Los Puentes* TWI Program has been in existence for ten years. Due to the extensive amount of key points to address in the area of assessment, the researcher will be able to provide interested stakeholders in the TWI program with a robust, detailed evaluation of this aspect of program implementation. As the first feature in the *Guiding Principles*, the

results from an evaluation in this area will also provide insight needed to delve deeper into the other features of program implementation for a future study.

The *Guiding Principles for Dual Language Education* (Howard et al., 2007), designed to be used by elementary school dual language programs for planning and improvement of program implementation, provided a framework for conducting the study. The *Guiding Principles* require that dual language programs follow a set of non-negotiable criteria as cited in the literature on dual language education. First, the model program must provide at least 50% of instruction in the partner language at all grade levels; Second, the program must extend at least four grade levels; Third, both literacy and content are taught in English and the partner language throughout the program; Fourth, one language at a time is used for instruction without translation (Howard et al., 2007). The *Los Puentes* TWI program adheres to these criteria.

The *Guiding Principles* are organized into seven strands to reflect the major areas of: assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources (Howard et al., 2007). Each strand of the document is composed of a number of guiding principles that are linked to a theoretical or philosophical foundation of dual language education. Each of the principles contains specific, documentable, measurable (Sugarman, 2008) key points. These key points contain a set of indicators (minimal, partial, full, and exemplary) to describe to what extent the program aligns with the key point. The *minimal* indicator generally points to a lack of attention or resources dedicated to the program aspect as defined by the key point. The *partial* indicator generally points to a key point that is not fully supported or does not meet the needs of

all stakeholders within the TWI program. The *full* indicator shows a full level of implementation and support of the key point, meeting the needs of all stakeholders in the TWI program. Finally, the exemplary indicator shows full implementation, meeting all stakeholders' needs, and it also ensures that there are processes in place for ongoing reflection and refinement of the key point over time. A sample of the evaluation rubric is included (see Appendix A).

Data Collection

In this study, the researcher used a qualitative research design to collect and analyze qualitative data in order to ensure evaluation of areas addressed by the research questions (Creswell, 2012). Qualitative data were gathered in this study through the use of direct observation, focus groups, document review, and personal interviews with key stakeholders. According to Sugarman (2008), it is imperative to collect evidence in a rigorous fashion in order to ascertain what the program is actually doing, rather than what the program should be doing. Interpretations of the qualitative data provided the researcher with information that allowed for an evaluation of the assessment and accountability measures implemented by the program as outlined in the *Guiding Principles*.

The data provided the researcher with the necessary information to determine the extent to which the assessment and accountability features in the *Guiding Principles for Dual Language Education* have been present in the implementation of the Greene County *Los Puentes* TWI program as well as to identify strengths and weaknesses in that program area. The following discussion identifies the principles and key points within the *Guiding Principles for Dual Language Education* (Howard et al., 2007) in the

area of assessment and accountability. The researcher asked a set of questions based on the key points in order to collect evidence demonstrating the degree to which the program implemented the recommended features. For each key point in the evaluation, the researcher triangulated the data and then determined the extent to which the program implemented the recommended features using a Likert scale with ratings of minimal, partial, full, and exemplary implementation. A discussion of Strand 1 of the *Guiding Principles, Assessment and Accountability*, follows.

Strand 1, Assessment and Accountability, contains six principles and 20 key points. For each key point, the *Guiding Principles* instrument provides an evaluation rubric with indicators on a Likert scale (minimal, partial, full, exemplary) describing the extent to which each is present within the TWI program. The Assessment and Accountability strand includes key points for evaluation and the questions that the researcher posed to ascertain to what level the TWI program adheres to the principles and associated evaluation rubric. It is important to note that in keeping with the qualitative nature of the study, the questions below were a starting point for a thorough investigation into each principle. The researcher posed subsequent, more specific questions as needed throughout the study.

Principle 1: The program creates and maintains an infrastructure that supports an accountability process.

Key point A: The program has developed a data management system for tracking student data over time.

Questions:

1. What data management system is in place to track student demographic data over time?
2. What measures are used to compile student demographic data?
3. Is student demographic data prior to enrollment in Greene County entered into the data management system?
4. Who is responsible for gathering demographic data, reporting it, and entering that data into the data management system?
5. What data management system is in place to track student performance data over time?
6. What measures are used to assess student performance as it relates to the goals of bilingualism, academic achievement and cultural competence?
7. Over what time period is the student data tracked?

Key point B: Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.

Questions:

1. What plan is in place to reach assessment and accountability goals?
2. How is that plan integrated into program and curriculum planning?
3. How is that plan integrated into professional development?
4. How is that plan articulated within the grade levels?
5. How often is the plan used to inform all aspects of the program?
6. How often is the plan reviewed?
7. How often has the plan been revised?

Key point C: Personnel are assigned to assessment and accountability activities.

Questions:

1. What are the responsibilities inherent in assessment and accountability?
2. Who oversees the assessment and accountability activities for bilingual assessment?
3. Who oversees the assessment and accountability activities for student achievement?
4. Who oversees the assessment and accountability for cultural competence?
5. Who assigns the personnel to each responsibility?
6. What personnel are assigned to each responsibility?
7. Are there sufficient personnel to carry out all of the responsibilities?
8. What costs are associated with the program's assessment and accountability plan? Is the budget sufficient to carry out the assessment and accountability needs?

Key point D: Staff are provided ongoing professional development opportunities in assessment and accountability.

Questions:

1. What professional development opportunities related to assessment and accountability are available to teachers and other staff?
2. What is the time frame of the professional development activities?
3. How do the professional development activities related to assessment and accountability relate to program goals?

4. To what extent do meetings include discussion related to assessment and accountability issues?
5. To what extent do meetings include discussion related to assessment and accountability outcomes?

Key point E: The program has an adequate budget for assessment and accountability.

Questions:

1. What budget is there to support mandated assessment and accountability activities? What is the funding source of that budget?
2. What budget is there to support non-mandated assessment and accountability activities? What is the funding source of that budget?

Principle 2: Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.

Key point A: The program engages in ongoing evaluation.

Questions:

1. Does the program engage in ongoing self-evaluation?
2. Does the program engage in ongoing external evaluation?
3. Does the program engage in initial self-evaluation using standards appropriate for dual language?
4. Does the program use the results of the self-evaluation to write an action plan to effect program change?

5. Does the program engage in initial external evaluation using standards appropriate for dual language?
6. Does the external evaluator provide information used to effect program change?

Key point B: Student assessment is aligned with classroom and program goals as well as with state standards.

Questions:

1. How are assessments aligned with program goals?
2. How are assessments aligned with classroom goals?
3. How are assessments aligned with state standards?

Key Point C: Assessment data are integrated into planning related to program development.

Questions:

1. How are data used in program evaluation and program development?
2. How does the interpretation of data impact program evaluation and program development?
3. How does existing data inform decisions regarding the possible need for additional data to better address program goals?

Key point D: Assessment data are integrated into planning related to instructional practices and curriculum.

Questions:

1. How are data used to make decisions in the classroom as they relate to district and state requirements? How often is the data examined or re-examined in order to do this?
2. How are data used to make decisions in the classroom as they relate to specific program goals? How often is the data examined or re-examined in order to do this?

Principle 3: The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.

Key point A: The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.

Questions:

1. Beyond the required district, state, and/or national assessments, what instrument(s) does the program use to measure the program goals of:
 - a. Bilingualism and biliteracy
 - b. Cross-cultural competence
2. How often does the district conduct these assessments?

Key point B: The program systematically collects demographic data (ethnicity, home language, time in the United States, types of programs student has attended, mobility, etc.) from program participants.

Questions:

1. What specific demographic data does the program collect on students?
2. Where is the data housed?

3. How is the data disaggregated?
4. How is the data used for decision-making within the program?

Key point C: Assessment is consistently conducted in the two languages of the program.

Questions:

1. In which language(s) are assessments conducted?
2. Which scores (English/Spanish/both) are used for program evaluation?
3. On what basis is the decision made to assess students using one language or another?
4. On what basis is information from assessments conducted in both languages used in program evaluation reports?

Principle 4: Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.

Key point A: Data are purposefully collected and subject to methodologically appropriate analysis.

Questions:

1. What is the plan for data collection?
2. How does the manner in which data is collected coincide with the aims of analysis?
3. How are data collected and analyzed?
4. What questions do the data answer?

Key point B: Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.)

Questions:

1. Are existing achievement data disaggregated?
2. What existing achievement data are disaggregated?
3. Are data disaggregated according to native language?
4. On what other variables are the data disaggregated?
5. Are data cross-tabulated?
6. By what variables are the data cross-tabulated?

Principle 5: Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.

Key point A: Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.

Questions:

1. How do you measure student progress in English in the area of oral proficiency?
2. How do you measure student progress in Spanish in the area of oral proficiency?
3. How do you measure student progress in English literacy?
4. How do you measure student progress in Spanish literacy?
5. What measures do you use to measure student academic achievement?
6. How are student progress data compared to benchmarks of expected student performance?
7. In what grade levels are student progress data compared to benchmarks of expected student performance?

Key Point B: Student progress is measured on a variety of indicators.

Questions:

1. What performance guidelines are used to define student progress? Is progress defined and reported using:
 - a. State performance guidelines
 - b. District performance guidelines
 - c. Local performance guidelines
2. How do the performance guidelines relate to the program's mission, vision, and goals?
3. How does the program advocate for locally relevant definitions to be included in state and district performance guidelines?

Key Point C: Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.

Questions:

1. What statistics are maintained on these factors?
2. How are the data collected?
3. How are the data maintained?
4. How are the data disaggregated?
5. How are the data monitored relative to district and state norms?

Principle 6: The program communicates with appropriate stakeholders about program outcomes.

Key Point A: Data are communicated publicly in transparent ways that prevent misinterpretations.

Questions:

1. Where are data about the program/program outcomes available?
2. What program information is available?
3. What is the source of the program information?
4. What explanations about data collection, methodology or data interpretation are provided?

Key Point B: Data are communicated to stakeholders.

Questions:

1. How does the program define “stakeholders”?
2. What data regarding student outcomes must be communicated (mandated by district/state/federal agency) to stakeholders?
3. How does the program communicate that mandated data to stakeholders?
4. What additional test data are communicated to stakeholders?
5. What is the process by which stakeholders receive additional test data?
6. How is the district proactive in communicating student outcomes/demographic data to all stakeholders?
7. How does the program use data about program outcomes to advocate for changes to district/state policies toward assessment and accountability?

Key Point C: Data are used to educate and mobilize supporters.

Questions:

1. With what frequency are data used to educate and mobilize program supporters?
2. How does the program use data to educate and mobilize supporters?

Limitations of the Study

The data collection through the use of qualitative methods was carefully designed. Nonetheless, the study has limitations beyond the researcher's control. Despite rigorous attempts to gather all relevant information regarding the *Los Puentes* TWI Program, some documents may not have been available. The researcher involved key stakeholders to assist in gathering data for the evaluation in order to ensure ease of access to all possible sources of data. Key stakeholders from the district included: the *Los Puentes*/ESL Coordinator; the district Chief Financial Officer; the district Instructional Accountability Supervisor; the building-level administrators for the K-2 and 3-5 schools that house the TWI program; and teachers in the *Los Puentes* program.

The results of this study may have implications for future policy decisions in the school district regarding the *Los Puentes* program. The information from the study may also result in the implementation of additional assessment and accountability measures and procedures in order to ascertain the effectiveness of the TWI program. The results of the study may also assist school personnel in other districts who are contemplating the establishment of two-way immersion programs. Although due to the case study nature of the evaluation, the results do not intend to generalize to other TWI programs, the results are significant for the context of the study.

Research Agenda

The researcher met with the *Los Puentes* TWI Program Coordinator. During the meeting, the TWI program coordinator indicated a desire to conduct a program evaluation to ascertain the strengths and weaknesses of the program. At the onset of

the study, the researcher procured permission from the superintendent to conduct the study.

The researcher will meet with stakeholders from the district who will assist in the data collection: the *Los Puentes*/ESL Coordinator; the district Chief Financial Officer; the district Instructional Accountability Supervisor; the building-level administrators; and teachers in the *Los Puentes* program. The stakeholders will receive an explanation of the purpose and nature of the study and a copy of the questions for discussion during the interview or focus group. The researcher will elicit the support of the stakeholders in gathering necessary data and artifacts. Because the case study is inherently a study of events within their real-life contexts (Yin, 1994), the researcher will have to cater to the stakeholders' availability and accommodate their scheduling needs. Nonetheless, the researcher has set an active research agenda that will allow for an initial visit with stakeholders at the research site to gather data related to the study instrument. The researcher will provide the stakeholders with a written copy of the interview questions one week prior to the initial interview or focus group. The researcher plans to record the conversations for the purpose of revisiting the interview to triangulate data. It is not necessary to transcribe the interviews since the researcher is gathering data sources, not seeking themes or patterns in the information. The recordings will be destroyed at the end of the study. The stakeholders will be able to review the summary of data sources at a later visit to ensure that the correct information is included.

Triangulation of Data

For each of the key points in the six principles, the researcher will triangulate data from multiple stakeholders in order to determine the extent to which the program

implements the recommended accountability and assessment features of the *Guiding Principles* using a Likert scale with ratings of minimal, partial, full, and exemplary implementation. Upon triangulation, the researcher will carry out an additional interview to clarify and/or obtain additional information. Due to the iterative nature of the evaluation, the researcher will be receptive to appropriate data sources as they become available.

The triangulated data will provide the researcher with the necessary information to determine the extent to which the assessment and accountability features in the *Guiding Principles for Dual Language Education* have been present in the implementation of the Greene County *Los Puentes* TWI program as well as to identify strengths and weaknesses in that program area.

Timetable for Data Collection

September: Obtain permission to conduct the study from Superintendent of Greene County Public Schools/ Obtain IRB approval to begin the study.

October: Interview TWI Coordinator and conduct interviews with building-level administrators.

November: Interview Chief Financial Officer and Director of Instructional Accountability.

December: Conduct interviews with TWI teachers.

January: Follow-up interviews to gather additional data.

February: Share results of evaluation with stakeholders.

Summary

This chapter presented the discussion of the context of the study, the purpose of the study, the methodology used in the study, data collection instrument, data collection, limitations of the study, and a discussion of the research agenda. Chapter 4 will provide the results of the study, including a detailed program description, evidence used to rate program elements and explanations of the findings. Chapter 5 will summarize and discuss the results of the evaluation, provide recommendations regarding the assessment and accountability features of the program, and make recommendations for further research.

CHAPTER 4: RESULTS OF THE STUDY

This study of a Spanish-English two-way immersion (TWI) program attempts to ascertain to what extent the *Los Puentes* program in Greene County is implemented according to research-based guidelines in the area of assessment and accountability as well as to identify strengths and weaknesses of the program in this area. TWI program goals are to assist students to obtain high academic achievement, develop both high levels of native language proficiency and second language proficiency by providing content instruction and opportunities for everyday conversation in both Spanish and English, and to facilitate the development of positive cross-cultural attitudes (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001).

Because public school policies, educational programs, and educational practices impact student achievement, it is necessary to determine the effectiveness of dual language programs, and all educational programs, via a systematic examination and evaluation of the component parts of the programs to encourage continuous improvement. The mechanisms inherent in dual language programs that may account for the academic achievement of students are similar to those in all effective schools: ongoing assessment and accountability (Howard et al., 2007; Lindholm-Leary, 2001); responsive curriculum (Collier & Thomas, 2004); teaching effectiveness, including specific instructional strategies (Howard et al., 2007; Echevarria, Vogt, & Short, 2008); teacher qualifications (Darling-Hammond, 2000; Cloud, Genesee, & Hamayan, 2000); ongoing professional development (Cloud et al., 2000); parent and community involvement (Cloud et al., 2000; Howard et al., 2007; Marzano, 2003); and ongoing internal and external support (Darling-Hammond, 2000; Lindholm-Leary, 2001);

Montecel & Cortez, 2002). Most research on effective schools cites the fundamental role of assessment and accountability in evaluating student outcomes to measure school effectiveness. As such, appropriate assessment and accountability measures are also important in order to determine effectiveness of dual language programs (Howard et al., 2007).

The primary purpose of the study was to find and examine evidence to ascertain the TWI program's level of implementation of recommended accountability and assessment measures (Howard et al., 2007) that support the academic, bilingual, and cultural competency goals (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001) of the program. The study undertaken by the researcher sought to inform relevant stakeholders, individuals who are involved in the program or who may be affected by or interested in the findings of the evaluation (Gall et al., 2005): administrators, teachers, staff, and the community about the program's strengths and weaknesses in order to improve program implementation in the area of assessment and accountability.

The focus of the research is Greene County Schools, a small, rural district in the eastern part of North Carolina. In Greene County, educators in the *Los Puentes* TWI program have had little opportunity to examine to what extent the assessment and accountability features of *Los Puentes* are implemented according to a research-based framework. Without appropriate, research-based implementation of assessment and accountability features, it is not possible to ascertain the degree to which a TWI program is effective in meeting its intended goals of academic achievement, bilingualism/biliteracy, and cultural competence (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001).

For the purposes of this study, the researcher conducted a formative evaluation with the primary purpose of providing information to be used for program improvement of a two-way immersion program in the areas of assessment and accountability. The evaluation components reflected the desire of key stakeholders to ascertain what elements within the areas of assessment and accountability were working well, what elements were in need of improvement, and how those elements in need of improvement could be addressed within the TWI program. There had been no formal program evaluation since the start of the TWI program in 2003.

The research questions for this study were:

1. How does the Greene County *Los Puentes* TWI program align with the research-based practices in the area of assessment and accountability?
2. What are the strengths and weaknesses of the Greene County *Los Puentes* TWI Program in the area of assessment and accountability?

The researcher used a case study methodology to conduct a program evaluation of the assessment and accountability measures in the two-way immersion (TWI) program. Yin (1992) emphasizes the need to provide an in-depth description of the context in which the research will take place prior to beginning to answer the research questions posed in the study when using a case study methodology. Fitzpatrick et al. (2011) point out that the evaluator will use both inquiry and judgment methods such as identifying the criteria and standards to judge program quality, collecting pertinent data, and applying the standards in order to determine program effectiveness. To this end, the researcher utilized the assessment and accountability features presented in the *Guiding Principles for Dual Language Education*, a publication grounded in research on

effective schools developed in 2005 by the Center for Applied Linguistics in order to serve as a “tool to help dual language programs ... with planning and ongoing implementation” (Howard et al., 2007, p. 1).

Data Collection Instrument

Although the *Guiding Principles* address seven areas, the focus of this study is on assessment and accountability, the first in the series of seven strands. In the absence of recommended assessment and accountability measures, it is not possible to ascertain whether the TWI program is meeting its intended goals. The *Guiding Principles for Dual Language Education* (Howard et al., 2007), designed to be used by elementary school dual language programs for planning and improvement of program implementation, provided a framework for conducting the study.

The *Guiding Principles* are organized into seven strands to reflect the major areas of: assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources (Howard et al., 2007). Each strand of the document is composed of a number of guiding principles that are linked to a theoretical or philosophical foundation of dual language education. Each of the principles contains specific, documentable, measurable (Sugarman, 2008) key points. These key points contain a set of indicators (minimal, partial, full, and exemplary) to describe to what extent the TWI program aligns with the key point. The *minimal* indicator generally points to a lack of attention or resources dedicated to the program aspect as defined by the key point. The *partial* indicator generally points to a key point that is not fully supported or does not meet the needs of all stakeholders within the TWI program. The *full* indicator shows a full level of

implementation and support of the key point, meeting the needs of all stakeholders in the TWI program. Finally, the *exemplary* indicator shows full implementation, meeting all stakeholders' needs, and it also ensures that there are processes in place for ongoing reflection and refinement of the key point over a period of time. A sample of the evaluation rubric is included (see Appendix A).

The authors point out that while the *Guiding Principles* may be used to conduct an evaluation of a TWI program to identify strengths and weaknesses in all program areas, it may be most helpful to conduct an in-depth examination of one or two strands (Howard et al., 2007). For established TWI programs, such as the *Los Puentes* program, they recommend a focus on assessment and accountability within the program (Howard et al., 2007). The researcher utilized the Assessment and Accountability rubric included in Strand 1 of the *Guiding Principles*.

The researcher obtained permission from the superintendent of schools to conduct a formative assessment of the *Los Puentes* TWI program in conjunction with stakeholders in the dual language program. The researcher obtained permission from the Institutional Review Board to conduct the study on October 7, 2013. The researcher interviewed a total of 8 stakeholders in the *Los Puentes* program: Principals from Snow Hill Primary, West Greene Elementary, and Greene Intermediate schools; teachers from the *Los Puentes* program; the Title III Two-Way Immersion Coordinator; the Instructional Accountability Supervisor; the former Superintendent of Greene County; the current Superintendent. The researcher recorded and later transcribed the interviews. The principals of the *Los Puentes* program are responsible for all aspects of the schools in which they serve, including both the traditional and *Los Puentes*

classrooms. All of the K-5 *Los Puentes* programs are embedded in a school housing both traditional classrooms and dual language classrooms. The teachers in the *Los Puentes* program teach students enrolled in the TWI program in either Spanish or English. The Title III Two-Way Immersion Coordinator has primary responsibility for the TWI program. As such, this person prepares the Title III budget and Title III application; hires ESL, dual language, and foreign language teachers; coordinates curriculum support for all ESL students; coordinates dual language teachers; provides specific, ESL and immersion-related professional development for *Los Puentes* teachers; and serves as a representative on the Parent Advisory Committee. The Instructional Accountability Supervisor oversees all state and local testing for the K-12 program in the district. In addition to the general K-12 program, this person collaborates with *Los Puentes* principals and the Title III Two-Way Immersion Coordinator to examine student performance data, identify trends in the data, and identify strengths and weaknesses in student achievement for all English language learners and for all students in the *Los Puentes* program. The superintendent is responsible for all aspects of the district as a whole.

The researcher conducted the interviews in person at the primary workplace of the participants of the study. The interviews began in mid-October and finalized in mid-December. The initial interviews ranged in length from 45 minutes to 110 minutes. The researcher made one subsequent contact to seek more specific information or to clarify information with approximately one third of the stakeholders interviewed. The researcher made two subsequent contacts with one stakeholder. The Institutional Review Board procedures indicate that the researcher will protect the identity and

maintain anonymity of the participants in the study. For this reason, the researcher does not identify the stakeholder by title or by name in the report of the findings that follows.

The researcher also engaged in a review of historical documents, assessment data, websites, instructional resources in the classroom, and school and classroom artifacts related to assessment and accountability.

The researcher synthesized the findings from the stakeholder interviews with information based upon the review of historical documents, assessment data, websites, instructional resources in the classroom, and other school and classroom artifacts related to assessment and accountability in order to provide a detailed description of the *Los Puentes* program and to complete the Strand 1 Assessment and Accountability rubric of the *Guiding Principles*. Following is a history of the *Los Puentes* program and a description of the current program configuration.

History of the *Los Puentes* Two-Way Immersion Program

The *Los Puentes* Two-Way Immersion program is located in Greene County Schools, a small, rural district in the eastern part of North Carolina. Greene County, a primarily agricultural county, ranks among the poorest counties in the state. Despite this, researchers have documented an influx of Hispanics to the area due to poorer economic conditions in their home countries such as Mexico, due to the decline found in many agricultural regions there (Torres, Popke, & Hapke, 2006).

According to the U.S. Census Bureau (2012), approximately 18.4% of the population of Greene County lived below the poverty level as compared to the statewide 15.5%. Approximately 14.6% of the population of Greene County is Hispanic, as compared to 8.6% statewide (U.S. Census Bureau, 2012). Finally, 12.1% of the

population of Greene County speaks a language other than English at home, compared to the statewide population of 10.4% (U.S. Census Bureau, 2012). In conclusion, Greene County is more rural, poorer, and more diverse than the state average (Torres et al., 2006).

The Greene County Public Schools' website (Retrieved from www.gcsedu.org) indicates that the district serves approximately 3,250 students in grades PreK-12, of whom 77.9% qualified for free and reduced lunch in 2010, according to the Annie E. Casey Foundation's 2012 report. The district consists of five schools, with a majority minority student population consisting of approximately 43% African-American, 33% white, and 22% Hispanic. The Casey Foundation's website includes a prediction about future enrollment: "The current immigration rate indicates that the percentage of Hispanic students will continue to rise". Indeed, this has been the case in Greene County: From 1990-2003, Greene County's Spanish-speaking population increased by 800% (East Carolina University News Service, 2004). At the time the *Los Puentes* TWI program was first considered as a possible bilingual education model, 20% of students in Greene County spoke Spanish as their native language, according to an article by Creech in *The Wilson Daily Times* (2003). In 2013, at the time of the study, 22% of the students were native Spanish speakers, according to the Greene County Public Schools website (Retrieved from www.gcsedu.org).

In response to the growing numbers of native Spanish-speakers enrolled in Greene County Public Schools, in August of 2003 the *Los Puentes* Spanish-English Two-Way Immersion Program went into effect at Snow Hill Primary School. According to senior leadership, the *Los Puentes* program was born of a desire to conduct school

district reform in a rural school district. The leadership also recognized a desire for partnership (with East Carolina University) as a motivation for establishing *Los Puentes*. Another motivation was a strong desire from parents in the district to provide second language instruction for their children. One stakeholder expressed a desire for his child to participate in the *Los Puentes* program, but due to the age of the child at the time, this was not feasible. English-speaking students in the district also expressed an interest in learning Spanish, due to the high percentage of Spanish-speaking students with whom they interacted in school. The following discussion presents the history of *Los Puentes* in Greene County.

Genesis of *Los Puentes*: 2002-2003

From inception to implementation of the *Los Puentes* program, approximately one year transpired. In June of 2002, Dr. Rebecca Torres, a professor from East Carolina University whose children attended school in the district, approached the principal of her children's school and the assistant superintendent with an idea for a Z. Smith Reynolds grant proposal. The grant would allow East Carolina University researchers (Torres et al., 2006) from the fields of education, linguistics and geography to conduct studies in Greene County and *Los Puentes*. For the ECU Department of Geography, the grant provided researchers with opportunities to track how shifting classroom demographics connected with migration trends across the region and their social and cultural connections; for linguists, second language acquisition was the research focus; for education researchers, *Los Puentes* provided a model for teacher preparation programs (Plouffe, 2004).

The grant proposal would also seek funding to support the establishment of a two-way immersion program in Greene County Schools. According to the East Carolina University News Service (2004), the intended purpose of *Los Puentes* was to address the educational needs of the region's growing Spanish-speaking population and for students to obtain proficiency in both English and Spanish by the end of primary school. Collaboration between the East Carolina University Rural Education Institute, the East Carolina University Department of Geography, and Greene County Schools enabled funding and provided support for the establishment of the *Los Puentes* TWI Program (Plouffe, 2004). The assistant superintendent and superintendent were in favor of the grant proposal and Dr. Torres prepared the proposal and submitted it to the Z. Smith Reynolds Foundation.

In January, 2003 the East Carolina University Department of Geography, Rural Education Institute (REI) and Greene County Schools received the \$65,000 grant award from the Z. Smith Reynolds Foundation of Winston-Salem (Plouffe, 2004) to assist with the expenses to conduct research at the *Los Puentes* site as well as the expenses to create a dual language program. The grant provided \$40,000 from January 1, 2003 until December 31, 2003. According to historical documents, during this year, the bulk of the grant funded personnel from the ECU Department of Geography, the Rural Education Institute, and Greene County Schools. The grant funded a dual language teacher position, summer stipends for ECU faculty and Greene County Schools personnel, and two research assistant stipends. In addition, the grant also funded educational materials such as Spanish literature, software, audio-visual materials, etc. A portion of the grant provided travel reimbursement for ECU researchers to commute from Greenville, North

Carolina to Greene County. A small amount of the grant also funded administrative expenses such as telephone, printing, photocopying, and office supplies. The Z. Smith Reynolds grant provided the remaining \$25,000 from January 1, 2004 to December 31, 2004. During this period, the grant partially funded a dual language teacher position and paid for educational materials for *Los Puentes*.

During the early spring of 2003, district leadership began research in order to implement the TWI program. The Center for Applied Linguistics (CAL) website served as a primary source of information. Using the TWI list of programs from the website, district leadership contacted several schools with similar demographic characteristics for guidance about program implementation. Later in the spring of 2003, Dr. Torres visited the *Amistad* Dual Language Academy in New York City, a two-way immersion school with similar student demographics, to seek advice regarding how to start *Los Puentes*. District leadership designed a TWI program modeled after *Amistad*.

In April of 2003, the district conducted a parent interest meeting. At the meeting, the principal of Snow Hill Primary spoke with parents to discuss the benefits of dual language immersion and to describe the structure of the program. One participant of the study indicated that although there were some skeptics about the program initially, “this was not something we had to fight. Folks were willing to see how this worked”. Throughout the registration period prior to June of 2003, 67 students registered for 40 available seats in the initial *Los Puentes* kindergarten classes at Snow Hill Primary School.

From July 7 through July 11, 2003 teachers from *Amistad* Dual Language Academy went to Greene County Schools to provide training to *Los Puentes* teachers

and other district personnel. As one study participant recalled, the week-long training focused on key components from Cloud, Genesee and Hamayan's (2000) *Dual Language Instruction: A Handbook for Enriched Education*, which served as a guide for the professional development. Topics included critical features of enriched education: program development and implementation; the instructional process in terms of oral language development, teaching literacy in two languages, teaching content, and assessment; model lessons and assessment procedures; and program advocacy.

In August of 2003, the first two kindergarten classes in *Los Puentes* began. Each class began with 18 students; half were native Spanish speakers and half were native English speakers.

Implementation of *Los Puentes*: 2003-Present

In January of 2004, Dr. Torres worked with graduate students in her Rural Development Practicum course to prepare and submit a grant on behalf of *Los Puentes* to the Braitmayer Foundation. The purpose of the grant was to support the development of an integrated teacher training program, to expand *Los Puentes* to upper grades, and to establish an ECU/*Los Puentes* fellowship. In March, 2004, the Braitmayer Foundation awarded an additional \$35,000 to the *Los Puentes* program at Snow Hill Primary School. The award was paid in July, 2004. The final report for the grant indicates that the funds from the grant provided summer stipends for the *Los Puentes* project lead teacher and stipends for several Greene County personnel, including administrators and both current and prospective *Los Puentes* teachers to receive pay for professional development and summer planning during one week. The grant also allowed *Los Puentes* staff to travel in November, 2004 and in January, 2005 to the Collinswood

Language Academy in Charlotte, North Carolina. At the time of the grant, Collinswood Language Academy was in its seventh year of dual language immersion. As a result, teachers from *Los Puentes* were able to collaborate with more experienced dual language teachers. In December, 2004, three *Los Puentes* teachers attended a two-day training at “Dual-U” in Chicago, Illinois. In March, 2005 several teachers visited Jones Elementary in Greensboro, North Carolina, in which the dual language program consisted of a “school within a school”. One teacher traveled to Chapel Hill, North Carolina to attend the World View Conference. The grant funded all of the above travel as well as the substitute teachers needed to staff the *Los Puentes* classrooms.

The grant also provided funding for two Teaching Fellows from ECU’s College of Education to work in the *Los Puentes* program once per week for the duration of the 2004-2005 school year. One of the students returned to *Los Puentes* in the fall of 2005 as a student intern. In addition, the grant allowed for the purchase of guided reading materials and other instructional materials in Spanish for Grades 1 and 2. In June, 2005, after the second year of implementation, the *Los Puentes* final report to the Braitmayer Foundation reads, “with the help of your foundation, we have been able to gain more knowledge of best teaching practices for a dual language program”. To date, there has been no additional outside funding provided to *Los Puentes*.

Initially, *Los Puentes* served only kindergarten students, with two classes of a target-enrollment of 20 students, consisting of equal numbers of native English and native Spanish speakers. As the students progressed upwards through the grade levels, classes were added to *Los Puentes*. Although the program was first designed to serve students through middle school, due to budget and staffing constraints, it currently

serves only students in grades K-5. Currently, after completion of the TWI Program, *Los Puentes* students enroll in traditional classrooms in Greene County Middle School. One of the first programs in North Carolina to offer Spanish-English immersion classrooms (East Carolina University News Service, 2004), *Los Puentes* is still the only two-way immersion program in the eastern part of the state (Center for Applied Linguistics, 2012).

The *Los Puentes* program is provided to students in grades K-5 in three different buildings within the Greene County schools as a “school within a school”. Snow Hill Primary is the site for the current Grades K-1 *Los Puentes* program. West Greene Elementary School houses the Grades 2-3 *Los Puentes* program. Greene County Intermediate School is the site for the Grades 4-5 *Los Puentes* program. A detailed description of each of the schools and their two-way immersion program follows.

Los Puentes Two-Way Immersion Locations

Snow Hill Primary (Grades K-1)

Snow Hill Primary school houses a total of 507 students in kindergarten (K) and Grade 1. There are 165 Hispanic students at the school, approximately 33% of the total school population. A Title I school, between 80-85% of the school population qualify for free and reduced lunch. The school serves English language learners in one of two programs: traditional classrooms with English as a Second Language pull-out services or in the *Los Puentes* Two-Way Immersion Program.

Each year, during kindergarten registration in the spring, the staff at Snow Hill Primary informs parents about the possibility for enrollment into the *Los Puentes* program. Interested parents receive an application for admission, complete it, and

submit it to the school prior to the end of the school year. The district uses a lottery drawing to determine admission, selecting equal numbers of native English and Spanish speakers. Siblings of students currently enrolled in *Los Puentes* receive automatic admission to the program. According to several administrators, there is always a waiting list for admission into the program. The target composition for each *Los Puentes* classroom is 50% native Spanish speakers and 50% native English speakers. The majority of students who enter the *Los Puentes* program do so in kindergarten at Snow Hill Primary School.

***Los Puentes* Classrooms**

In the *Los Puentes* program, there are two TWI kindergarten classes and two TWI first grade classes. There are a total of 44 students in the TWI kindergarten. There are 20 Spanish-speaking students (45%) and 24 English-speaking (55%) students in kindergarten. In Grade 1, there are a total of 42 students in the TWI classes. There are 20 Spanish speakers (47%) and 22 English speakers (53%) in Grade 1. According to several administrators, enrollment is relatively stable in kindergarten and first grades.

The *Los Puentes* classrooms operate for full days in either English (“the English-world”) or Spanish (“the Spanish world”) on alternating days. The students receive instruction in either English or Spanish on alternate days. There are two teachers per grade level, one who imparts the curriculum only in English and the other who imparts the curriculum only in Spanish. Each teacher delivers instruction exclusively in either English or Spanish throughout the year. The *Los Puentes* teachers work closely together to plan instruction to allow them to teach the regular curriculum in both languages. Teachers use numerous resources in both languages. The students move

from English-world, where all instruction and materials are in English, to Spanish-world, where instruction and all materials are in Spanish. Upon entering a different physical classroom, all posters, e-books, visuals, instructional materials, and input from all sources change to the target language.

At Snow Hill Primary School, each of the four TWI classrooms has a teacher assistant who is bilingual. This person supports the immersion teacher and facilitates communication between Spanish-speaking parents and the English-speaking teachers, serving as a liaison as needed both for scheduled parent conferences and for unscheduled meetings. Nonetheless, one study participant remarked that “language is a challenge” with parents.

West Greene Elementary (Grades 2-3)

West Greene Elementary houses a total of 467 students in grades 2 and 3. There are 173 Hispanic students at the school, approximately 37% of the total school population. It is a Title I school, indicating high levels of poverty. The school serves English language learners in one of two programs: traditional classrooms with English as a Second Language pull-out services or in the *Los Puentes* Two-Way Immersion Program.

***Los Puentes* Classrooms**

In the *Los Puentes* program, there are two Grade 2 classrooms and two Grade 3 classrooms. There are a total of 37 students in Grade 2 TWI. There are 21 (56.8%) native Spanish speakers and 16 native English speakers (43.2%) in Grade 2. In Grade 3, there are a total of 39 students. There are 20 native Spanish speakers (51.3%) and 19 native English speakers (48.7%) in Grade 3.

Similar to Snow Hill Primary, *Los Puentes* students in Grades 2 and 3 spend an entire day in English-world and the following day is spent in Spanish-world. There are two teachers per grade level, one who imparts the curriculum only in English and the other who imparts the curriculum only in Spanish. The *Los Puentes* teachers work closely to plan instruction together throughout the year. Teachers use numerous resources in both languages. The students move from English-world, where all instruction and materials are in English, to Spanish-world, where instruction and all materials are in Spanish. Upon entering a different physical classroom, all posters, e-books, visuals, instructional materials, and input from all sources change to the target language.

Although there is open enrollment to all interested students in kindergarten and Grade 1 at Snow Hill Primary School, this is not the case at West Greene Elementary. In second and third grade, only Spanish-speaking students are able to join the *Los Puentes* program for the first time. Because of the level of language proficiency required to obtain success in the Spanish-world classrooms, native English-speaking students with no previous Spanish language exposure may not join the dual language program after the mid-year point of first grade.

Greene County Intermediate School (Grades 4-5)

Greene County Intermediate School houses a total of 445 students in grades 4 and 5. There are a total of 139 Hispanic students at the school, approximately 31% of the total school population. It is a Title I school, indicating high levels of poverty. The school serves English language learners in one of two programs: traditional classrooms

with English as a Second Language pull-out services or in the *Los Puentes* Two-Way Immersion Program.

***Los Puentes* Classrooms**

In the *Los Puentes* program, there are two Grade 4 classrooms and two Grade 5 classrooms. In both Grades 4 and 5, there is an unequal distribution of native Spanish speakers and native English speakers. There are a total of 34 students in Grade 4 TWI. There are 21 native Spanish speakers (approximately 62%) and 13 native English speakers in Grade 4. In Grade 5, there are a total of 35 students. There are 22 native Spanish speakers (approximately 63%) and 13 native English speakers. As opposed to the initial classroom configuration of relatively equal numbers of Spanish and English speakers, in Grades 4 and 5 there are approximately 12.5% more Spanish speakers than English speakers.

As with the *Los Puentes* program in Grades K-3, students in Grade 4 spend an entire day in English-world and the spend the following day in Spanish-world. However, in Grade 4, teachers indicate that sometimes both classes are combined for a block of instruction in either English or Spanish.

Students in Grade 5 attend a half-day in English world and a half-day in Spanish world every day, in contrast to Grades K-4. According to the principal and teachers, this is due to the Language Arts content in Grade 5, which requires students to read longer passages, such as novels. The Spanish-world students receive a full week of morning of instruction in Language Arts and Science in Spanish; the English-world students receive a full morning of instruction in Language Arts and Science in English. In the afternoons, the students receive math instruction for the full week in either Spanish or

English. As one study participant pointed out, this change in the service delivery model is a result of the content that students must master to pass the state assessment.

As with other grade levels, there are two teachers per grade level, one who imparts the curriculum only in English and the other who imparts the curriculum only in Spanish for the entire school year. The students move from English-world, where all instruction and materials are in English, to Spanish-world, where instruction and all materials are in Spanish. Upon entering a different physical classroom, all posters, e-books, visuals, instructional materials, and input from all sources change to the target language. The *Los Puentes* teachers work closely together to plan throughout the school year, allowing them to teach the regular curriculum in both languages.

The following section provides a detailed examination of the assessment and accountability features of *Los Puentes* using the data collection instrument, Strand 1 of the *Guiding Principles for Dual Language Education*, a publication grounded in research on effective schools developed in 2005 by the Center for Applied Linguistics in order to serve as a “tool to help dual language programs ... with planning and ongoing implementation” (Howard et al., 2007, p. 1). A discussion of each of the principles and key points follows each section of the data collection instrument.

Assessment and Accountability Evaluation Rubric

The researcher conducted the interviews in person at the primary workplace of the participants of the study: Principals from Snow Hill Primary, West Greene Elementary, and Greene Intermediate schools; teachers from the *Los Puentes* program; the Title III Two-Way Immersion Coordinator; the Instructional Accountability Supervisor; the former Superintendent of Greene County; the current Superintendent.

The researcher analyzed the transcribed interviews in order to compile responses to a series of questions used to complete the evaluation rubric. It is important to note that in keeping with the qualitative nature of the study, the questions constituted only a starting point for a thorough investigation into each principle. The researcher posed subsequent, more specific questions as needed throughout the study. The following is a list of the initial questions that guided the interview process.

Principle 1: The program creates and maintains an infrastructure that supports an accountability process.

Key point A: The program has developed a data management system for tracking student data over time.

Questions:

1. What data management system is in place to track student demographic data over time?
2. What measures are used to compile student demographic data?
3. Is student demographic data prior to enrollment in Greene County entered into the data management system?
4. Who is responsible for gathering demographic data, reporting it, and entering that data into the data management system?
5. What data management system is in place to track student performance data over time?
6. What measures are used to assess student performance as it relates to the goals of bilingualism, academic achievement and cultural competence?
7. Who enters student performance data into the data management system?

8. Over what time period is the student data tracked?

Key point B: Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.

Questions:

1. What plan is in place to reach assessment and accountability goals?
2. How is that plan integrated into program and curriculum planning?
3. How is that plan integrated into professional development?
4. How is that plan articulated within the grade levels?
5. How often is the plan used to inform all aspects of the program?
6. How often is the plan reviewed?
7. How often has the plan been revised?

Key point C: Personnel are assigned to assessment and accountability activities.

Questions:

1. What are the responsibilities inherent in assessment and accountability?
2. Who oversees the assessment and accountability activities for bilingual assessment?
3. Who oversees the assessment and accountability activities for student achievement?
4. Who oversees the assessment and accountability for cultural competence?
5. Who assigns the personnel to each responsibility?
6. What personnel are assigned to each responsibility?
7. Are there sufficient personnel to carry out all of the responsibilities?

8. What costs are associated with the program's assessment and accountability plan? Is the budget sufficient to carry out the assessment and accountability needs?

Key point D: Staff are provided ongoing professional development opportunities in assessment and accountability.

Questions:

1. What professional development opportunities related to assessment and accountability are available to teachers and other staff?
2. What is the time frame of the professional development activities?
3. How do the professional development activities related to assessment and accountability relate to program goals?
4. To what extent do meetings include discussion related to assessment and accountability issues?
5. To what extent do meetings include discussion related to assessment and accountability outcomes?

Key point E: The program has an adequate budget for assessment and accountability.

Questions:

1. What budget is there to support mandated assessment and accountability activities? What is the funding source of that budget?
2. What budget is there to support non-mandated assessment and accountability activities? What is the funding source of that budget?

Principle 2: Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.

Key point A: The program engages in ongoing evaluation.

Questions:

1. Does the program engage in ongoing self-evaluation?
2. Does the program engage in ongoing external evaluation?
3. Does the program engage in initial self-evaluation using standards appropriate for dual language?
4. Does the program use the results of the self-evaluation to write an action plan to effect program change?
5. Does the program engage in initial external evaluation using standards appropriate for dual language?
6. Does the external evaluator provide information used to effect program change?

Key point B: Student assessment is aligned with classroom and program goals as well as with state standards.

Questions:

1. How are assessments aligned with program goals?
2. How are assessments aligned with classroom goals?
3. How are assessments aligned with state standards?

Key Point C: Assessment data are integrated into planning related to program development.

Questions:

1. How are data used in program evaluation and program development?
2. How does the interpretation of data impact program evaluation and program development?
3. How does existing data inform decisions regarding the possible need for additional data to better address program goals?

Key point D: Assessment data are integrated into planning related to instructional practices and curriculum.

Questions:

1. How are data used to make decisions in the classroom as they relate to district and state requirements? How often is the data examined or re-examined in order to do this?
2. How are data used to make decisions in the classroom as they relate to specific program goals? How often is the data examined or re-examined in order to do this?

Principle 3: The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.

Key point A: The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.

Questions:

1. Beyond the required district, state, and/or national assessments, what instrument(s) does the program use to measure the program goals of:
 - a. Bilingualism and biliteracy

b. Cross-cultural competence

2. How often does the district conduct these assessments?

Key point B: The program systematically collects demographic data (ethnicity, home language, time in the United States, types of programs student has attended, mobility, etc.) from program participants.

Questions:

1. What specific demographic data does the program collect on students?
2. Where is the data housed?
3. How is the data disaggregated?
4. How is the data used for decision-making within the program?

Key point C: Assessment is consistently conducted in the two languages of the program.

Questions:

1. In which language(s) are assessments conducted?
2. Which scores (English/Spanish/both) are used for program evaluation?
3. On what basis is the decision made to assess students using one language or another?
4. On what basis is information from assessments conducted in both languages used in program evaluation reports?

Principle 4: Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.

Key point A: Data are purposefully collected and subject to methodologically appropriate analysis.

Questions:

1. What is the plan for data collection?
2. How does the manner in which data is collected coincide with the aims of analysis?
3. How are data collected and analyzed?
4. What questions do the data answer?

Key point B: Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.)

Questions:

1. Are existing achievement data disaggregated?
2. What existing achievement data are disaggregated?
3. Are data disaggregated according to native language?
4. On what other variables are the data disaggregated?
5. Are data cross-tabulated?
6. By what variables are the data cross-tabulated?

Principle 5: Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.

Key point A: Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.

Questions:

1. How do you measure student progress in English in the area of oral proficiency?

2. How do you measure student progress in Spanish in the area of oral proficiency?
3. How do you measure student progress in English literacy?
4. How do you measure student progress in Spanish literacy?
5. What measures do you use to measure student academic achievement?
6. How are student progress data compared to benchmarks of expected student performance?
7. In what grade levels are student progress data compared to benchmarks of expected student performance?

Key Point B: Student progress is measured on a variety of indicators.

Questions:

1. What performance guidelines are used to define student progress? Is progress defined and reported using:
 - a. State performance guidelines
 - b. District performance guidelines
 - c. Local performance guidelines
2. How do the performance guidelines relate to the program's mission, vision, and goals?
3. How does the program advocate for locally relevant definitions to be included in state and district performance guidelines?

Key Point C: Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.

Questions:

1. What statistics are maintained on these factors?
2. How are the data collected?
3. How are the data maintained?
4. How are the data disaggregated?
5. How are the data monitored relative to district and state norms?

Principle 6: The program communicates with appropriate stakeholders about program outcomes.

Key Point A: Data are communicated publicly in transparent ways that prevent misinterpretations.

Questions:

1. Where are data about the program/program outcomes available?
2. What program information is available?
3. What is the source of the program information?
4. What explanations about data collection, methodology or data interpretation are provided?

Key Point B: Data are communicated to stakeholders.

Questions:

1. How does the program define “stakeholders”?
2. What data regarding student outcomes must be communicated (mandated by district/state/federal agency) to stakeholders?
3. How does the program communicate that mandated data to stakeholders?
4. What additional test data are communicated to stakeholders?

5. What is the process by which stakeholders receive additional test data?
6. How is the district proactive in communicating student outcomes/demographic data to all stakeholders?
7. How does the program use data about program outcomes to advocate for changes to district/state policies toward assessment and accountability?

Key Point C: Data are used to educate and mobilize supporters.

Questions:

1. With what frequency are data used to educate and mobilize program supporters?
2. How does the program use data to educate and mobilize supporters?

In addition to the information obtained from the analysis of the interviews, the researcher also engaged in a review of historical documents, assessment data, websites, instructional resources in the classroom, and school/classroom artifacts related to assessment and accountability.

The researcher synthesized the findings from the study participant interviews with observations based upon the review of historical documents, assessment data, websites, instructional resources in the classroom, and other school and classroom artifacts related to assessment and accountability in order to complete the rubric for Strand 1 of the *Guiding Principles for Dual Language Education* (Howard et al., 2007). For each key point in the evaluation, the researcher triangulated the data and then determined the extent to which the program implemented the recommended features using a Likert scale with ratings of minimal, partial, full, and exemplary implementation.

The completed rubric addresses research question 1: How does the Greene County *Los Puentes* TWI program align with the research-based practices in the area of assessment and accountability? The completed rubric and a detailed discussion of the rationale for determining the scores for each of the key points on the rubric follow.

The completion rubric and a discussion of Principle 1 is shown in Figure 5.

Discussion of Principle 1: The program creates and maintains an infrastructure that supports an accountability process.

Key Point A: The program has developed a data management system for tracking student data over time.

Greene County Schools uses the statewide PowerSchool system, used in all districts in North Carolina, to track student demographic data. The *Los Puentes* program uses the same demographic data tracking system as the rest of the district. Administrative assistants and other school-based personnel gather student demographic data on students when they enroll in the district. The data management specialist at each school then enters student demographic information into PowerSchool. The Instructional Accountability Supervisor and the Title III Two-Way Immersion Coordinator generate reports about district and school demographics using PowerSchool. At the onset of the interview process, the PowerSchool data management system was not functioning properly due to implementation issues at the state level. Several administrators mentioned this as a concern for them because it created difficulties in both the input and accessing of student demographic data in the fall of 2013. In addition to demographic data collected for all students, district personnel

Principle 1: The program creates and maintains an infrastructure that supports an accountability process.

	MIN.	PART.	FULL	EXEMP.
A The program has developed a data management system for tracking student data over time.			X	
B Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.			X	
C Personnel are assigned to assessment and accountability activities.				X
D Staff are provided ongoing professional development opportunities in assessment and accountability.			X	
E The program has an adequate budget for assessment and accountability.	X			

Figure 5. Principal 1.

track enrollment and withdrawal information on students enrolled in the *Los Puentes* program by means of an in-house Excel document.

If a student has attended North Carolina schools prior to enrollment in Greene County, his or her demographic data is available in PowerSchool. If a student enrolls in Greene County from a state other than North Carolina or from another country, the Director of Student Services and/or the Title III Two-Way Immersion Coordinator, along with other school staff as needed, conduct a “deep search” for information about the student. Several Spanish-speaking students in *Los Puentes* enroll in the program directly from Mexico, some with little prior schooling. In these cases, there is often little prior data to input into the data management system.

Greene County Schools uses the Educational Value-Added Assessment System (EVAAS) to track student performance data. The ***Educational Value-Added Assessment System*** is a K-12 customized software system available to all North Carolina school districts. According to the North Carolina Department of Public Instruction website, EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement. EVAAS users (district and school staff) can produce reports that provide a projection of future student success, show the effects of instruction at particular schools, or reveal patterns in subgroup performance.

The Title III Two-Way Immersion Coordinator and the Instructional Accountability Supervisor collaborate to disaggregate the data for the *Los Puentes* students through Grade 5 from students in traditional classrooms in the reports generated by EVAAS in order to compare their test scores in reading, math and science with the scores of their

traditional classroom peers. The *Los Puentes* student data are not disaggregated from students in the traditional classroom after Grade 5, when they exit the *Los Puentes* program.

The reports generated by PowerSchool and EVAAS allow for in-depth examinations of student data, both demographic and performance, for all students in the district. All student demographic and achievement data is tracked from the date of enrollment in the system until the student graduates from Greene County Schools.

This key point does not receive a score of exemplary because despite evidence of a comprehensive data management system, *Los Puentes* student achievement data are not disaggregated from traditional classroom peers for the entire K-12 school attendance.

Key Point B: Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.

The assessment and accountability plan is embedded in the School Improvement Plan at each school housing a *Los Puentes* TWI program: Snow Hill Primary, West Greene Elementary, and Greene County Intermediate schools. Teachers and administrators from each school serve on a School Improvement Team (SIT) to craft the School Improvement Plan. The teams consult with all school personnel, the Instructional Accountability Supervisor, and the Title III Two Way Immersion Coordinator to examine student performance data (school-wide and by grade level) and identify areas for improvement. The improvement plans are revisited throughout the school year and school staff track progress toward attainment of goals, which in turn helps to identify professional development needs and curricular changes. *Los Puentes* teachers may or

may not form part of the school improvement team. There is no specific school-based improvement team for the *Los Puentes* program.

There is also a district-wide K-12 Greene County Schools Strategic Plan 2013-2017. This five-year plan contains three goals: to prepare students for college, the workforce, and life as global citizens; to facilitate mastery learning through the delivery of a rigorous curriculum; to create a culture of mutual respect and accountability focused on teaching and learning in a safe, caring environment. All administrators and district personnel contributed to the creation of the Strategic Plan.

This key point does not receive a score of exemplary because there is no separate *Los Puentes* improvement plan at any of the schools. There is also no district-wide *Los Puentes* program improvement plan.

Key Point C: Personnel are assigned to assessment and accountability activities.

There are numerous responsibilities inherent in assessment and accountability carried out by both school and district level personnel. Each principal assigns site-based personnel to prepare a testing roster and testing schedule in collaboration with the Title III TWI Immersion Coordinator and the Instructional Accountability Supervisor. All teachers in the district must participate in the administration of state tests. However, for the *Los Puentes* program, only the teachers who carry out instruction in English administer the ACCESS test for ELLs. The ACCESS test measures academic, English language proficiency in social and instructional language, mathematics, science, social studies and language arts in the domains of reading, writing, listening and speaking. Teachers receive ACCESS training from the Title III TWI Immersion Coordinator, who also gathers and enters the data into PowerSchool.

The Instructional Accountability Supervisor merges End-of-Grade testing data each year and enters the data into the data management system. The Instructional Accountability Supervisor and the Title III TWI Immersion Coordinator meet on several occasions throughout the school year to update site-based administrators, school counselors, and teachers on changes to statewide protocols related to assessment.

This key point receives a rating of exemplary because of the high level of ongoing collaboration and communication between district and school personnel, including the *Los Puentes* stakeholders, to ensure the smooth administration of statewide assessments with an adequate budget to support existing testing and accountability activities.

Key point D: Staff are provided ongoing professional development opportunities in assessment and accountability.

All staff receive training on statewide assessments from the district's Instructional Accountability Supervisor. *Los Puentes* staff receive the same professional development as traditional classroom teachers. However, due to the necessity of administering the ACCESS English proficiency test for ELLs every year, the English-world teachers receive additional, test-specific training from the Title III Two-Way Immersion Coordinator each year.

In school year 2010-2011, teachers attended training provided by the state on running records to assess reading skills in English. In 2012, the district literacy coordinator received training on the state-required Reading 3D in English and returned to the district to train teachers.

In the summer of 2012, K-5 teachers and administrators throughout the district received 2 days of training from experts from the North Carolina Department of Public Instruction (NCDPI) focused on curriculum mapping based on the Common Core Standards. The *Los Puentes* teachers participated in the curriculum mapping professional development. The curriculum maps serve as a roadmap for informing instruction and assessment. Teachers engaged in constant revision of the curriculum maps while implementing them during the 2012-2013 school year, prompting one study participant to describe the process as “arduous”.

In the summer of 2013, with the revised curriculum maps in place, K-5 teachers received training from the North Carolina Department of Public Instruction to create a local assessment, called a performance event, based on the most essential Common Core Standards and tied to the curriculum maps. *Los Puentes* teachers also participated in that training.

The *Los Puentes* program has partnered with other districts in the past to share the cost of offering specific staff development for immersion teachers, which included a focus on best practices for teaching and assessing literacy. However, several study participants mentioned that because of budget constraints, there has been no specific training for *Los Puentes* teachers for the past two years and there is no TWI training scheduled for the immediate future.

This key point does not receive a score of exemplary because of the lack of specific professional development aligned with program goals for the *Los Puentes* TWI teachers.

Key Point E: The program has an adequate budget for assessment and accountability.

The district receives funding for all mandatory state student achievement assessments. All state-mandated tests are administered in English only. For Grades K-3, under the Read to Achieve legislation, the state funds the use of Reading 3D, a diagnostic and formative assessment intended to be used to inform instruction consisting of DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) and TRC (Text Reading Comprehension) assessments. In Grades 3, 4 and 5, students take an End of Grade assessment in reading at the end of the school year.

The state also mandates and funds student achievement assessments in math. For students in Grades K-2, the state funds the K-2 Math Assessment, administered mid-year and at the end of the year. In Grade 3, students take a pre-End of Grade assessment in math at the beginning of the school year and a final End of Grade assessment in math at the end of the school year. In Grades 4 and 5, students take an End of Grade assessment in math at the end of the school year. In addition, Grade 5 students take an End of Grade assessment in science.

The state mandates and funds the testing of English proficiency of the native Spanish speakers who are English Language Learners (ELLs) using the ACCESS test. All ELLs in the district must take the ACCESS test in the spring of each school year to assess growth in English language acquisition.

In addition to the state-mandated assessments, the district assesses academic achievement by means of local performance events. Local performance events are not state-funded or state-mandated assessments: the district uses funds from a variety of

sources in order to create, revise, and translate the performance events into Spanish. Some teachers also use a variety of other assessments such as the Developmental Reading Assessment (DRA) and Scholastic Reading Inventory (SRI), which are funded locally.

The district does not assess bilingualism or biliteracy in the *Los Puentes* program. The state does not require nor fund assessment of Spanish language proficiency for native English speakers. The state does not require nor fund the assessment of Spanish language proficiency for native Spanish speakers. Additionally, the district does not assess cultural competence in the *Los Puentes* program. The state does not require nor fund any measure of cultural competence for students enrolled in two-way immersion programs.

When pressed for an explanation as to why the *Los Puentes* program did not measure bilingualism and cultural competence, one participant responded, “We have zero budget. The *Los Puentes* TWI program works like any other classroom and no additional funds are available”.

This key point receives a score of minimal because no budget exists to assess the bilingual/biliteracy and cultural competence goals inherent in a two-way immersion program.

The completed rubric and a discussion of Principle 2 are shown in Figure 6.

Discussion of Principle 2: Student assessment is aligned with state content and language standards as well as with program goals, and is used for evaluation of the program and instruction.

STRAND 1

Principle 2: Student assessment is aligned with state content and language standards as well as with program goals, and is used for evaluation of the program and instruction.

	MIN.	PART.	FULL	EXEMP.
A The program engages in ongoing evaluation.	X			
B Student assessment is aligned with classroom and program goals as well as with state standards.		X		
C Assessment data are integrated into planning related to program development.	X			
D Assessment data are integrated into planning related to instructional practices and curriculum.				X

Figure 6. Principal 2.

Key Point A: The program engages in ongoing evaluation.

According to several respondents, the *Los Puentes* program engaged in an initial self-evaluation at the onset of the program from 2003-2005, using information from the training provided by *Amistad* Dual Language Academy teachers in July, 2003.

Stakeholders from *Los Puentes* focused on the critical features of enriched education based on information from Cloud, Genesee and Hamayan's (2000) *Dual Language Instruction: A Handbook for Enriched Education*. The researcher's efforts to obtain written documentation pertaining to the initial self-evaluation were unsuccessful. The *Los Puentes* program has not engaged in an internal program evaluation since 2003-2005. Until the time of this study, there had been no external program evaluation of the *Los Puentes* program.

This key point receives a score of minimal because there has been no program evaluation of *Los Puentes* since 2003-2005.

Key Point B: Student assessment is aligned with classroom and program goals as well as with state standards.

In response to the statewide implementation of the Common Core State Standards in school year 2012-2013, and in an effort to better ensure an accurate depiction of how well students are learning, the district created a grading task force in 2012 to examine best practices in assessment. Teacher teams and administrators from all K-12 schools determined "there was not a good match" between the standards within the Common Core (reading and math) and the Essential Standards (social studies and science) and the current method of student assessment. To address this, the team identified the critical skills students would need in order to meet each standard and

began the process of creating local assessments that reflected the new standards. Although performance events exist in grades K-12, for the purposes of this study, the discussion will focus on performance events in K-5 schools.

Teachers created K-5 grade-level performance events tied to skills identified in the curriculum maps as part of the assessment of student learning in the district in order to more closely align locally-created classroom assessment with Common Core Standards. Performance events take place in Grades K-5 traditional classrooms in English. They serve as one of multiple data points to determine whether a student is meeting a given standard in order to prepare students for a different type of assessment based on the Common Core Standards at the end of the year. Students work on a performance event throughout each nine-week marking period. The students receive a score of developing, proficient or proficient-advanced, based on the rubric developed by teachers. Each teacher scores the event he or she has administered to the students. In 2012-2013, teachers interchanged performance events to ensure inter-rater reliability. Currently, teachers do not exchange performance events for scoring purposes.

The performance events, initially written in English, have been translated to Spanish by the district and are administered in both English and Spanish in the K-5 *Los Puentes* classrooms. The grade-level teachers and the Title III Two Way Immersion Coordinator chose which performance events to administer in English or Spanish based on both the content and nature of the performance event. Although some performance events are administered in Spanish, performance events are not intended to assess Spanish language proficiency.

Teachers and administrators at West Greene Elementary (Grades 2-3) have created a standards-based report card aligned with the Common Core Standards in which teachers use scores from performance events and other more traditional assessments to monitor and report student progress. As cited in the informational pamphlet from West Greene Elementary School, the goal of the new reporting system is to communicate student achievement and progress on specific skills: “what students should know and be able to do” within each content area, at their grade level. As opposed to a traditional report card with letter grades or numerical scores, the current report cards contain symbols indicating whether students are “not yet making sufficient progress, progressing toward a standard, achieving standards, or exceeding standards” for the grade level. As one study participant indicated, the nine-week report cards provide parents and students with specific information well in advance of the End-of-Grade tests at the end of the school year, when it is still possible to remediate any deficiencies a student may have (see Appendix B) Greene Intermediate School (Grades 4-5) plans to implement a standards-based report card in 2014-2015. The vision of the district is to use a standards-based report card in all K-12 schools in the near future.

This key point presents a complication with regards to scoring. Based on alignment with state standards, this key point receives a score of exemplary because the performance events include assessments in both Spanish and English, they are closely aligned with the Common Core Standards, and they are vertically articulated throughout the K-12 sequence of instruction. However, the *Los Puentes* program does not assess two program goals inherent in a TWI program: bilingualism/biliteracy and cultural competence. As a result, this key point receives a score of partial.

Key Point C: Assessment data are integrated into planning related to program development.

Assessment data serve primarily to validate and maintain the *Los Puentes* program by comparing the student achievement on state assessments of the TWI students with that of their peers in the traditional classrooms. Several study participants indicated that the *Los Puentes* program itself has not changed significantly throughout its ten-year existence, although there have been some minor changes related to program structure. For example, as a result of the Grade 5 Language Arts curriculum that requires students to read longer passages such as novels, teachers and administrators recognized a need to change the delivery of instructional services in the *Los Puentes* program. In Grade 5, students attend a half day in English world and a half day in Spanish world every day to allow for long blocks of daily exposure to Language Arts in English. This change in program structure, although impacted indirectly by student achievement scores in Language Arts, is based upon instructional needs more than assessment data.

This key point receives a score of minimal because assessment data have not impacted *Los Puentes* program development; rather, assessment data serve to maintain the *Los Puentes* program intact.

Key Point D: Assessment data are integrated into planning related to instructional practices and curriculum.

Teachers, administrators, and other district personnel collaborate in the data analysis process. At the district level, the Title III Two Way Immersion Coordinator and the Instructional Accountability Supervisor work closely to generate and examine

EVASS reports that provide a projection of future student success and show the effects of instruction for a particular teacher. The EVAAS also allows for analysis of achievement at individual schools, within a grade level of a school, and for *Los Puentes* students. District personnel share assessment information with principals at the school level. Both district personnel and principals attend PLTs to examine assessment data; sometimes they attend site-based, grade-level PLTs with teachers.

Los Puentes teachers form part of the grade level PLTs at each school to examine achievement data, including formative and summative assessments, locally-created assessments such as the performance events, more traditional assessments, etc. The conclusions reached by the PLT inform changes in the *Los Puentes* program related to instruction, curriculum and parent involvement.

In addition to the grade-level PLTs with traditional classroom teachers, the *Los Puentes* Spanish-world and English-world teachers meet weekly by grade level to discuss student progress as measured by both the performance events and more traditional classroom assessments. For example, the third grade teachers examine data points for the 39 *Los Puentes* students. They disaggregate the data to examine the progress of both native Spanish speakers and native English speakers as a group as well as to look at individual student progress in both English-world and Spanish-world classes. Based on trends they identify, the teachers determine key skills to target and discuss how to best provide instruction.

Teachers collaborate to create small tasks based on instruction that mirror upcoming performance events, to constantly monitor the articulation between classroom instruction and performance events. Upon completion of a performance event, PLTs

meet to discuss its implementation, student performance on the event, and instructional practices that might be used in the future to enhance performance. Because the curricular maps and performance events are living documents, they are in a constant process of revision based on input from the teachers who create and implement them.

For the purposes of determining the report card grades, *Los Puentes* teachers discuss each of the *Los Puentes* students as a team to determine whether the student is not meeting, making progress toward, meeting or exceeding in mastery of a particular skill.

This key point receives a score of exemplary because of the ongoing collaboration between district personnel, administrators, grade level teachers, and *Los Puentes* teachers to examine assessment data to drive instruction and curriculum.

The completed rubric and a discussion of Principle 3 are shown in Figure 7.

Discussion of Principle 3: The program collects a variety of data using multiple measures that are used for program accountability and evaluation.

Key Point A: The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.

Academic Goals

Greene County Schools measures student performance with state-mandated student achievement tests in English. *Los Puentes* students take the same state-mandated, standardized tests as those students in traditional classrooms: Reading 3D; K-2 math assessment; Grades 3-5 End of Grade assessments in reading and math; Grade 5 End of Grade assessment in science.

STRAND 1

Principle 3: The program collects a variety of data using multiple measures that are used for program accountability and evaluation.

	MIN.	PART.	FULL	EXEMP.
A The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.	X			
B The program systematically collects demographic data (ethnicity, home language, time in the United States, types of programs student has attended, mobility, etc.) from program participants.				X
C Assessment is consistently conducted in the two languages of the program.		X		

Figure 7. Principal 3.

Linguistic Goals

Greene County Schools assesses English language proficiency for English language learners via the state-mandated ACCESS test, whether ELLs are enrolled in *Los Puentes* or receiving ESL pull-out service. The ACCESS test measures academic, English language proficiency in social and instructional language, mathematics, science, social studies and language arts in the domains of reading, writing, listening and speaking.

Greene County Schools does not assess Spanish language proficiency. The state does not mandate Spanish language proficiency assessment nor does it provide an assessment tool to measure Spanish language proficiency for TWI programs such as *Los Puentes*. Nonetheless, many stakeholders indicated that measuring bilingualism was a necessary component to ascertaining program effectiveness. One study participant noted, “We do not do a good job with that.”

The program does not measure Spanish literacy in a consistent manner, however some teachers indicated that they use DRAs in Spanish to form appropriate, leveled reading groups.

Cultural Goals

Greene County Schools does not assess cultural competence for students in the *Los Puentes* program. The state does not mandate the assessment of cultural competence for TWI programs such as *Los Puentes* nor does it provide an assessment tool to measure cultural competence.

This key point receives a score of minimal because there is no assessment beyond the state and district-mandated requirements. There is no assessment of the program goals of bilingualism or cultural competence.

Key Point B: The program systematically collects demographic data (ethnicity, home language, time in the United States, types of programs student has attended, mobility, etc.) from program participants.

The staff at the *Los Puentes* program schools collects demographic data upon entering the program. Data is collected in Grades K-5 using the PowerSchool system provided by the state. In addition, the Title III Two Way Immersion Coordinator creates an Excel spreadsheet to keep updated student demographic information for each student in the *Los Puentes* program, including the student's name, identification number, year of entry into the TWI program, grade level at which the student exited the program, and the reason for leaving the *Los Puentes* program.

This key point receives a score of exemplary because the extended data from the *Los Puentes* students are collected, maintained, and used for disaggregation purposes as needed for the duration of the program.

Key Point C: Assessment is consistently conducted in the two languages of the program.

Los Puentes students take state-mandated, standardized tests: Reading 3D; K-2 math assessment; Grades 3-5 End of Grade assessments in reading and math; Grade 5 End of Grade assessment in science. These state assessments are in English.

The locally-created performance events provide 50% assessment in Spanish and 50% assessment in English for the *Los Puentes* students. The performance events are

not standardized tests. In some grades, the *Los Puentes* teacher uses the Spanish DRA to assess reading, but this is an optional practice.

This key point receives a score of partial because the *Los Puentes* program uses only the performance events to consistently assess student achievement in both Spanish and English.

The completed rubric and a discussion of Principle 4 are shown in Figure 8.

Key Point A: Data are purposefully collected and subject to methodologically appropriate analysis.

Study participants indicated that district personnel, principals and teachers examine student performance data. Using EVASS reports, the Title III Two-Way Immersion Coordinator and the Instructional and Accountability Supervisor examine student performance data to study district, school, classroom and individual student performance. These district personnel then meet with administrators and teachers to share and further analyze student performance data. District personnel collect the student achievement data each year to compare *Los Puentes* student achievement vs. traditional classroom student achievement and to examine teacher effectiveness. The district provides the comparative data to the North Carolina Department of Public Instruction, which then shares the data with researchers Thomas and Collier for their study of English Language Learners in North Carolina.

At the school level, professional learning teams (PLTs) meet weekly to examine assessment results, identify trends in the data, and share strategies to target specific learning goals. The *Los Puentes* teachers work in a PLT with two or three other teachers in the same grade level from traditional classrooms. The administrator often

Principle 4: Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.

	MIN.	PART.	FULL	EXEMP.
A Data are purposefully collected and subject to methodologically appropriate analysis.			X	
B Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.).				X

Figure 8. Principal 4.

participates in the PLTs, also referred to as “data meetings”, and may provide agenda items for the PLT to address. Exceptional children’s teachers and English as a Second Language teachers also join the PLTs as needed. Although most of the PLTs meet once per week during planning time, sometimes the PLT holds an additional meeting after school. In addition to the weekly PLTs, teachers attend monthly grade level meetings and monthly full school faculty meetings. Although the larger meetings tend to focus on administrative aspects of the site or district, agenda items may also include student achievement.

Student achievement data informs the focus of the PLT: Reading 3-D scores and literacy in general are the primary topics for this year’s PLTs. Using color-coded spreadsheets that consist of data points to indicate student growth, teachers are able to identify how much an individual student has progressed on any given standard at any given point of time. They can also disaggregate data by subgroup.

Performance event data (locally-created assessment) is another data source for determining student progress. PLTs share performance event data and use that information to modify or enhance instruction. As such, the performance events are in a process of continuous revision and refinement. For example, one teacher indicated that upon scoring the last English Language Arts performance event, it became clear that one of the objectives did not correspond to the writing prompt. She will make this observation at her next PLT meeting and if there is agreement from her team members, they will revise the performance event. *Los Puentes* grade-level teachers also meet to discuss performance events.

Although the performance events make reference to both the prior grade level skills needed to complete the event and the next grade level skills impacted by the current performance event, *Los Puentes* teachers do not meet on a regular basis to discuss this vertical articulation. One stakeholder expressed a desire for this, due to the fact that the Common Core Standards and Essential Standards have a degree of “spiraling” in which the same standard is revisited throughout grade levels.

School administrators receive information regarding performance events via teacher-created spreadsheets indicating how many students score developing, proficient, or advanced-proficient on each performance event to the school administrator. That data will serve the School Improvement Team members in setting goals for the next school year. The goals of the School Improvement Team (SIT) are linked to student performance event data. For example, for a recent science performance event, the SIT goal was for 70% of students to score proficient. Based on the input from teachers, the school administrator will examine the scores from the science performance event to ascertain whether students have met this goal.

More traditional assessments also comprise part of the data used by teachers to examine student progress. Pre/post tests, direct teacher observation, and student learning logs provide information to teachers about individual students as well as to identify trends among students.

This key point does not receive a score of exemplary because *Los Puentes* achievement data is not analyzed by a specific, vertically-aligned *Los Puentes* Professional Learning Team that encompasses several grade levels either within a school or district-wide.

Key Point B: Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.).

The district disaggregates achievement data in a variety of ways: by grade level, English language proficiency level, by language, whether the student qualifies for exceptional services (EC), by teacher, and by program type (*Los Puentes* students vs. traditional classroom students). The district does not disaggregate student achievement data by program type after completion of the *Los Puentes* program after Grade 5.

This key point receives a score of exemplary because the district disaggregates data by a variety of useful demographic variables.

The completed rubric and discussion of Principle 5 are shown in Figure 9.

Key Point A: Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.

Oral proficiency

Progress in English oral language proficiency is documented for ELLs. The ACCESS test measures proficiency in speaking and listening in the spring of each school year. The Title III Two Way Immersion Coordinator and the Instructional Accountability Supervisor send the ACCESS tests to the state and receive the scores from the state in the summer.

Progress in Spanish oral language proficiency is not documented for Spanish language learners; the *Los Puentes* program does not measure Spanish language proficiency.

STRAND 1

Principle 5: Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.

	MIN.	PART.	FULL	EXEMP.
A Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.		X		
B Student progress is measured on a variety of indicators.			X	
C Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.				X

Figure 9. Principal 5.

Literacy Progress in English literacy skills is documented for ELLs. The ACCESS test measures proficiency in reading and writing in the spring of each school year. The Title III Two Way Immersion Coordinator and the Instructional Accountability Supervisor send the ACCESS tests to the state and receive the scores from the state in the summer.

Progress in Spanish literacy is not documented for Spanish language learners; the *Los Puentes* program does not measure Spanish language proficiency.

Academic Achievement

Progress in academic achievement is documented in English on state-mandated assessments for both English language learners and Spanish language learners.

Progress is documented in Spanish and English via local assessments (performance events) for both English language learners and Spanish language learners.

This key point receives a score of partial because the *Los Puentes* program measures only one of its three goals. There is the systematic assessment of student progress toward academic achievement, but the *Los Puentes* program does not measure Spanish oral proficiency, Spanish literacy, or cultural competence.

Key Point B: Student progress is measured on a variety of indicators.

The *Los Puentes* program measures student academic progress using the same variety of indicators as the traditional program to measure student progress using state performance guidelines. Teachers use the Reading 3D components of DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) and TRC (Text Reading Comprehension). Some teachers also use the Developmental Reading Assessment (DRA) and Scholastic Reading Inventory (SRI). State-mandated End of Grade

assessments also measure student academic achievement: Reading 3D; K-2 math assessment; Grades 3-5 End of Grade assessments in reading and math; Grade 5 End of Grade assessment in science.

The district also uses local performance guidelines. Teachers use performance events, aligned with locally created curriculum maps tied to the Common Core Standards at each grade level. Common data points that prepare students for the performance events serve as formative assessments to measure student progress. For example, a student may use a graphic organizer to identify character traits in a lesson leading up to the performance event that contains a similar requirement. The students receive a score of developing, proficient or proficient-advanced, based on the rubric developed by teachers. The performance events provide the students, teachers and parents with information regarding the skills on which the student is or is not proficient. In addition to the performance events, teachers use more traditional assessments such as quizzes, self-checks, peer-editing, etc. to gauge student progress.

This key point does not receive a score of exemplary because despite the use of a variety of indicators to measure student academic progress, the *Los Puentes* program does not measure progress toward the goals of bilingualism/biliteracy or cultural competence.

Key Point C: Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.

The Title III Two Way Immersion Coordinator collects data to document student progress in the *Los Puentes* program. The Instructional Accountability Supervisor and the Title III Two Way Immersion Coordinator monitor *Los Puentes* students in the

following areas: retention rates for the ELLs, participation in Academically and Intellectually Gifted (AIG) services, participation in Exceptional Children's (EC) services, and migrant status throughout middle and high school using an Excel document that allows district personnel to disaggregate information. This information is compared to district data and is used for comparisons between *Los Puentes* and traditional classroom students. For example, at the middle school, the Title III Two Way Immersion Coordinator mentioned a much higher rate of participation of former *Los Puentes* ELL students who receive AIG services vs the ELL students from traditional K-5 classrooms. District personnel shared several ideas for conducting action research to explain this phenomenon. District personnel also plan to use comparative data to conduct action research to monitor the dropout rate of *Los Puentes* students vs. traditional classroom students as soon as the first cohort graduates in 2015. District personnel, including the Director of Student Services, the Title III Two Way Immersion Coordinator and school administrators also compare district and program data to state norms.

This key point receives a score of exemplary because several stakeholders document student progress through indicators such as retention rates and participation in special programs in comparison to district and state norms. In addition, stakeholders document this information in middle and high school, after students have completed *Los Puentes*.

The completed rubric and a discussion of Principle 6 are shown in Figure 10.

Key Point A: Data are communicated publicly in transparent ways that prevent misinterpretations.

Principle 6: The program communicates with appropriate stakeholders about program outcomes.

	MIN.	PART.	FULL	EXEMP.
A Data are communicated publicly in transparent ways that prevent misinterpretations.			X	
B Data are communicated to stakeholders.			X	
C Data are used to educate and mobilize supporters.		X		

Figure 10. Principal 6.

Student achievement data are published on the Greene County Schools website as well as on the North Carolina Department of Public Instruction website. The *Los Puentes* data are not displayed separately from the district-wide data.

A majority of participants in the study indicated that due to the new Common Core state tests, clear communication regarding student test scores was crucial to community understanding. At the start of this study, a leadership team from the district had begun to formulate a plan to decide how best to communicate the achievement scores based on the Common Core assessments prior to their release in November of 2013. To ensure that the public received accurate information and understood the achievement data, the superintendent sent a letter to parents explaining district achievement scores. Administrators and teachers scheduled parent meetings in order to explain the recently-released state test scores as well as to explain the performance events. Teachers also held individual parent conferences with district interpreters available as needed.

The district implemented a new, standards-based report card at West Greene Intermediate School in 2013. Many study participants recognized that changing to the new standards-based grading system will require teachers and administrators to educate parents and students about how the report card shows progress toward specific learning outcomes and the advantages of standards-based grading. As one administrator commented, "100 years of grading students on a scale of A-F and/or numerical grades on report cards is not easy to change." There have been several parent meetings, both in English and Spanish, to assist parents with the transition to the new report card. At the time of the interview, the school was preparing for the release of

the first standards-based report cards and had scheduled meetings in the Media Center of the school to explain the report cards. In addition, teachers and administrators have posted online power-point presentations, created a hard-copy and online brochure, and hosted several site-based parent meetings.

The district has a significant number of families who are not proficient in English. As a result, the district employs a full-time interpreter/translator who translates written documents as needed in the district and at individual schools. Parents receive letters, report cards, and all other official communication in Spanish and English. The district interpreter serves all K-12 schools. All K-5 *Los Puentes* schools employ several bilingual staff members.

This key point does not receive a score of exemplary because although the district has taken a proactive stance to minimize confusion surrounding new state and district initiatives related to assessment, the *Los Puentes* program does not share data about the outcomes specific to the TWI program publicly.

Key Point B: Data are communicated to stakeholders.

The *Los Puentes* program defines stakeholders as students, teachers, site-based administrators, district personnel, parents, and the community at large. There is a high degree of ongoing communication among school personnel regarding student achievement data. The Title III Two-Way Immersion Coordinator and the Instructional Accountability Supervisor collaborate to separate the *Los Puentes* students through Grade 5 from students in traditional classrooms in the reports generated by EVAAS in order to compare their test scores in reading, math and science with the scores of their

traditional classroom peers. The *Los Puentes* student data are not disaggregated from students in the traditional classroom after they exit the *Los Puentes* program in Grade 5.

Los Puentes teachers meet as professional learning teams (PLTs) weekly to communicate assessment results, identify trends in the data, and share strategies to target specific learning goals. The school administrator often participates in the PLTs, also referred to as “data meetings”, and may provide agenda items for the PLT to address. Exceptional children’s teachers and English as a Second Language teachers also join the PLTs as needed. Sometimes, the PLT meets after school in addition to the weekly meeting during planning time. Student achievement data informs the focus of the PLT.

Parents of *Los Puentes* students receive information regarding student achievement in Spanish and English by means of letters to the home, parent meetings, weekly communication folders, and online notifications via the Parent Center. Parents receive student progress reports and report cards in both Spanish and English. Each school schedules parent conferences after each nine-week grading period with Spanish interpreters available as needed. The primary focus of the parent conferences is to discuss student progress toward the attainment of the goals in Common Core Standards.

A broad-based group of stakeholders participate in the current Title III committee to include a school level administrator from each of the schools, all ESL teachers, a district representative from testing and accountability, parents from the *Los Puentes* and traditional ESL classes, the ESL Two-Way Immersion Facilitator, and professors from East Carolina University. Each year, the committee provides input for the Title III

application in which the district puts forth a plan to provide LEP students with programs to ensure the acquisition of academic English language proficiency (ACCESS data) and student achievement on standardized academic tests. Prior to 2006, there was a specific *Los Puentes* parent committee. This group of parents met several times during the school year to discuss academic achievement and how to best assist their children in the *Los Puentes* program. There is currently no *Los Puentes* parent committee, per se. However, parents of *Los Puentes* students participate in the school-based parent meetings and other district-wide parent informational meetings.

This key point does not receive a score of exemplary because although the *Los Puentes* program meets the needs of all stakeholders on student outcomes on existing state and local assessments, the program does not use this information to advocate for changes to district or state policies in assessment and accountability.

Key Point C: Data are used to educate and mobilize supporters.

Supporters of the *Los Puentes* program include stakeholders from district personnel, administrators, teachers, and parents. As one stakeholder from the district pointed out, the district uses data to maintain the program intact and to justify it in terms of student achievement results. District personnel provide updates regarding *Los Puentes* student outcomes as agenda items at regular district meetings for administrators, who in turn share the data with teachers at their schools. The Title III Two Way Immersion Coordinator and the Instructional Accountability Supervisor assist with the disaggregation of data to inform school personnel about student achievement data.

The Title III Two Way Immersion Coordinator communicates the results of the Thomas and Collier research to district personnel and school administrators. The research, conducted from 2008-2012, has shown that students in two-way immersion programs around the state of North Carolina achieve at the same level or at a higher level on standardized tests in reading and math than their peers in traditional, monolingual classrooms. Most study participants alluded to the fact that *Los Puentes* students “do as well or better than” traditional classroom students in the district on the EOGs. Although not publicly available, data shared with the researcher by the district indicate that in Greene County, for school year 2012-2013 substantiate this claim.

The district does not share the results of the Thomas and Collier study in a consistent manner. When asked about how the district and schools disseminated the results of this research, study participants responded differently. For example, each school and each grade level within a school may or may not present the information to parents. Some district personnel and administrators present the study results to parents orally during informational meetings, but the report is not widely publicized and it has not been published in the local press or other media outlets. It is not published on the district website. In addition, although parents are able to view individual student achievement data in comparison to the school as a whole, they are not able to see student achievement of the *Los Puentes* program in comparison to the school as a whole.

This key point receives a score of partial because the program does not use all available data, in particular, the Thomas and Collier research comparing student

achievement data of *Los Puentes* vs. traditional classrooms, to garner broad-based community support for the program.

Summary of Research Question 1

The Strand 1 Assessment and Accountability rubric included a total of 6 Principles and 20 key points. Based on the analysis of Likert scale ratings from the rubric, the *Los Puentes* program scored as follows: exemplary implementation in 5 of the key points; full implementation in 7 of the key points; partial implementation in 4 of the key points; minimal implementation in 4 of the key points.

The researcher analyzed the results of the Strand 1 Assessment and Accountability rubric to identify the strengths and weaknesses of the *Los Puentes* TWI program in the area of assessment and accountability. The following section presents a discussion of the second research question.

Research Question 1: What are the strengths and weaknesses in the assessment and accountability features of *Los Puentes*?

The primary area of strength among the assessment and accountability features of the *Los Puentes* program lies in Principle 4 in that data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.

District personnel, administrators, and teachers collaborate to analyze student achievement data throughout the school year and into the summer months. As one stakeholder pointed out, “A lot of different people look at the data.” Using EVASS reports, the Title III Two-Way Immersion Coordinator and the Instructional and Accountability Supervisor examine student performance data to identify district, school, classroom and individual student performance. These district personnel then meet with

administrators and teachers to share and further analyze student performance data. District personnel collect the student achievement data each year to compare *Los Puentes* student achievement vs. traditional classroom student achievement and to examine teacher effectiveness.

District personnel, administrators and teachers examine individual student achievement over time in order to project future achievement. For example, by looking at one Grade 8 student's performance in math, beginning with the Grade 3 pre-test on the math EOG through the Grade 7 math EOG, EVAAS will generate a projected score for that student on the Grade 8 math EOG. Once all students take the test, across the state, the test scores are compared based on demographics and test data.

The EVAAS system also allows for an examination of teacher effectiveness based on student performance. District personnel use test data to create diagnostic reports related to student achievement growth and share this information with administrators. District personnel meet periodically throughout the year with administrators and with individual teachers to examine data related to determine teacher strengths and weaknesses. One participant noted that this allows for instructional conversations between teachers and administrators that strengthen teaching and learning. For example, another study participant shared that one teacher had demonstrated particularly high growth in her students' reading scores. The teacher shared what she believed to be her instructional strategies that accounted for the high growth. Those strategies became the focus of the teacher's upcoming grade-level PLC meeting, which led to a change in practice in the grade level.

The EVAAS also helps teachers identify student achievement by subgroup that leads to more effective practice. One study participant shared that during a recent data analysis session with a teacher, it became clear to the teacher that she was least effective with her Hispanic/LEP subgroup of students. As a result, the teacher, principal, Title III Two-way Immersion Coordinator and the school ESL teacher met to consider “a better way to reach that group of children.”

Data analysis led teachers and administrators to determine that the Common Core Standards (reading and math) and the Essential Standards (social studies and science) did not align with the local curriculum, instruction and assessment. District-wide efforts to ensure that local curriculum, instruction and assessment reflected the content of the new Common Core End of Grade tests began in the summer of 2012 with an initiative to create curriculum maps based on the Common Core. To address this issue, a district team identified the critical skills students would need in order to meet each standard. Next, the district created a series of performance events, based on those critical skills, to “show what the students could do”. One principal indicated that the performance events are not intended to be punitive, but rather to inform students, parents and teachers about each student’s areas of strength and weakness in order to provide short-term, more immediate remediation on a few key skills.

Professional learning teams (PLTs) meet weekly at schools to examine assessment results, identify trends in the data, and share strategies to target specific learning goals. The *Los Puentes* teachers work with two other teachers in the same grade level from traditional classrooms in a PLT. Student achievement data informs the focus of the PLT: Reading 3-D scores and literacy in general are the primary topics for

this year's PLTs. Using color-coded spreadsheets that consist of data points to indicate student growth, teachers are able to identify how much an individual student has grown on any given standard at any given point of time. To examine local performance data, teachers create spreadsheets indicating how many students score developing, proficient, or advanced proficient on each skill in the performance event to the school administrator. District personnel, administrators, and teachers can and do disaggregate data by subgroup to further understand the data: by grade level, teacher, English proficiency level, program type, and special services.

The school administrator and district personnel may also participate in the PLTs, also referred to as "data meetings". Exceptional children's teachers and English as a Second Language teachers also join the PLTs as needed. Sometimes, the PLT meets after school in addition to the weekly meeting during planning time. In addition to the weekly PLTs, teachers attend monthly grade level meetings and monthly school faculty meetings. Although the larger meetings tend to focus on administrative aspects of the site or district, agenda items may also include student achievement.

The collection of "a different type of data" led to the implementation of the standards-based report card at West Greene Elementary School, which serves to document and inform parents about the analysis of student progress toward proficiency in skills within the Common Core Standards. Parents receive detailed information about the skills needed for students to be proficient on each performance event. For every nine-week marking period, teachers write the critical skills in the student agendas in "parent-friendly terms", in an effort to improve understanding of exactly what the student must be able to do in order to meet a specific standard.

Teachers, administrators, and district personnel agree that the standards-based report card will assist in holding students, teachers and parents accountable for student achievement. It will also improve communication with parents, citing concerns about the “lack of meaning” inherent in traditional report cards as the impetus for the creation of the standards-based report cards. As one administrator explained, in the past students may have received report card grades showing a numerical grade of 90, but this numerical value does not provide meaningful information about how well that student has mastered a particular skill. With the new grading system, parents receive information about specific skills that will be graded at the start of each marking period via the communication folder. The mastery of those same skills is scored on the standards-based report card. This allows not only the teachers and students, but also the parents to know student progress on each skill, making for a discussion of the data informing the score.

Many study participants noted a second advantage of the standards-based report card related to coherence between classroom assessment and statewide assessment on the End of Grade (EOG) tests. The principal pointed out that a high grade on a traditional report card may be interpreted by the parent as an indicator of future success on the End of Grade statewide assessment. Nonetheless, oftentimes there is no correlation between the data used to populate a student’s report card grade and the data used to determine a score on the EOG. Parents may believe that their student is doing well due to high grades on the report card and when they do not pass the EOG, it is too late for them to take steps to help the student. The new standards-based report

cards, based on analysis of data from the performance events, ensure that parents are aware of student progress well in advance of the End of Grade assessments.

District and school-based personnel use data as the driver for decisions regarding curriculum, instruction, and assessment. All study participants made reference to the use of data at some point during the interviews, leading the researcher to conclude that data analysis is embedded in practice at the district, school, and individual classroom teacher levels.

Weaknesses in the assessment and accountability features of the *Los Puentes* program

The primary area of weakness in the assessment and accountability features of the *Los Puentes* program lies in Principle 3 that refers to a collection of a variety of data using multiple measures to determine program outcomes in terms of academic, linguistic, and cultural goals. In particular, key point A rates to what extent “the program systematically collects data to determine whether academic, linguistic, and cultural goals are met”. This weakness is also reflected in other sections of the rubric: Principle 2, key point B; Principle 5, key point A.

As noted in the previous discussion, data collection using a variety of measures to ascertain academic achievement is a notable strength in the district as a whole. This is also an area of strength for the *Los Puentes* program, as part of the district. However, the *Los Puentes* program, as a two-way immersion program, has two additional goals: bilingualism/biliteracy and cultural competence.

In terms of language skills, the *Los Puentes* program measures student progress for ELLs in English acquisition by means of the ACCESS test. The ACCESS test is required by the state. It measures academic, English language proficiency in social and

instructional language, mathematics, science, social studies and language arts in the domains of reading, writing, listening and speaking. However, the *Los Puentes* program does not measure student progress in Spanish acquisition. There is no state requirement to do so, despite the state definition of dual language programs, and there is no measure that corresponds to the state-required ACCESS test to measure student progress in Spanish. Several stakeholders offered the lack of state support to explain why the *Los Puentes* program does not measure Spanish proficiency.

The *Los Puentes* program assesses English literacy by means of Reading 3D components for both English and Spanish speakers. The program does not systematically assess literacy in Spanish, although a few teachers have implemented Spanish literacy assessment using the DRA in Spanish to form reading groups according to student reading level.

The *Los Puentes* program does not assess cultural competence. There is no state requirement to do so.

In conclusion, the *Los Puentes* program does not measure two of the three goals that are inherent in all two-way immersion programs: bilingualism/biliteracy and cultural competence. Without appropriate assessment of student outcomes of these two goals, it is not possible to determine program effectiveness. This is a significant weakness of the *Los Puentes* program.

Summary

This chapter provided the results of the study, including a detailed program description, evidence used to rate program elements and explanations of the findings. Chapter 5 will summarize and discuss the rationale for the study, provide an overview of

the methodology used in the study, present the findings and implications of the study, and provide recommendations for future studies.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

The purpose of this research study was to determine the extent to which the assessment and accountability features in the *Los Puentes* two-way immersion (TWI) program align with research-based guidelines, and to identify strengths and weaknesses of the program in this area. This chapter provides a summary and rationale for the study, an overview of the methodology used in the study, a discussion of the findings and implications of the study, and recommendations for future study.

Rationale

School districts across the country are implementing bilingual education models, in particular two-way immersion (TWI) programs, to address language minority student needs and to bridge the achievement gap between native Spanish speakers and native English speakers. TWI program goals are to assist students to obtain high academic achievement, to help students develop both high levels of native language proficiency and second language proficiency by providing content instruction and opportunities for everyday conversation in both Spanish and English, and to facilitate the development of positive cross-cultural attitudes (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001).

Researchers have identified critical features for the successful implementation of TWI programs within the areas of: assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources (Howard et al., 2007). Most research on effective schools, regardless of the types of program in place, cites the fundamental role of assessment and accountability in evaluating student outcomes to measure school

effectiveness; appropriate assessment and accountability measures are also important in order to determine effectiveness of dual language programs (Howard et al., 2007). To determine program effectiveness, it is important to examine how actual assessment and accountability measures of the program align with research-based recommendations for best practices in assessment and accountability specific to TWI programs.

The *Los Puentes* two-way immersion program, established in 2003 and located in rural eastern North Carolina, was the focus of this study. The researcher conducted a formative program evaluation in the area of assessment and accountability to determine the extent to which the *Los Puentes* program's existing assessment and accountability features aligned with research-based guidelines and to determine the strengths and weaknesses of the program in this area in order to provide *Los Puentes* stakeholders with information to be used for program improvement. Without appropriate assessment and accountability measures, it is not possible to measure program effectiveness in meeting the goals of academic achievement, bilingualism/biliteracy, and cross-cultural competence inherent in a TWI program.

The literature surrounding dual language immersion includes considerable evidence to support the attainment of intended program goals in the areas of academic achievement, bilingualism/biliteracy, and cross-cultural competence. Both large and small-scale research studies indicate that both groups of students in TWI programs do as well or better than their traditional classroom peers on standardized achievement tests in English over time (Alanís, 2000; Cazabon et al., 1998; DeJong, 2002; Collier & Thomas, 2009; Lindholm-Leary, 2001; Thomas & Collier, 1997; 2002; 2010). The research also indicates that both groups of students develop oral proficiency and

literacy in both languages of the program (Cazabon et al., 1993; Howard & Christian, 1997; Howard et al., 2003; Lindholm-Leary, 2001). Finally, the research points to the development of strong cross-cultural knowledge and skills for students in dual language programs (Cazabon et al., 1993; Freeman, 1998; Lindholm-Leary, 2001).

The theoretical framework to explain two-way immersion programs comes from the Prism Model (see Figure 11), which provides a conceptual model that explains the complex relationship among sociocultural, linguistic, cognitive and academic components as they relate to second language acquisition (Thomas & Collier, 1997). At the center of the multidimensional, multifaceted prism lie all of the social and cultural processes that take place in a learner's life, including the home, school, community and society at large. This center is surrounded by the linguistic, academic, and cognitive dimensions. The language dimension includes first and second language acquisition and learning in both oral and written development. The academic dimension refers to all schoolwork in all subjects, which becomes increasingly complex as students progress in grade level. The cognitive dimension involves the natural, subconscious processes of thought and information-processing that begin at birth.

Thomas and Collier (1997) stress that all of the components in the Prism Model are interdependent. Thus, TWI programs must address linguistic, cognitive and academic development within a school setting that is conducive to growth from a sociocultural perspective in order to ensure that students reach the program goals of academic achievement, bilingualism/biliteracy, and cross-cultural competence. Thomas and Collier (2002) consider two-way immersion to be the program model that best

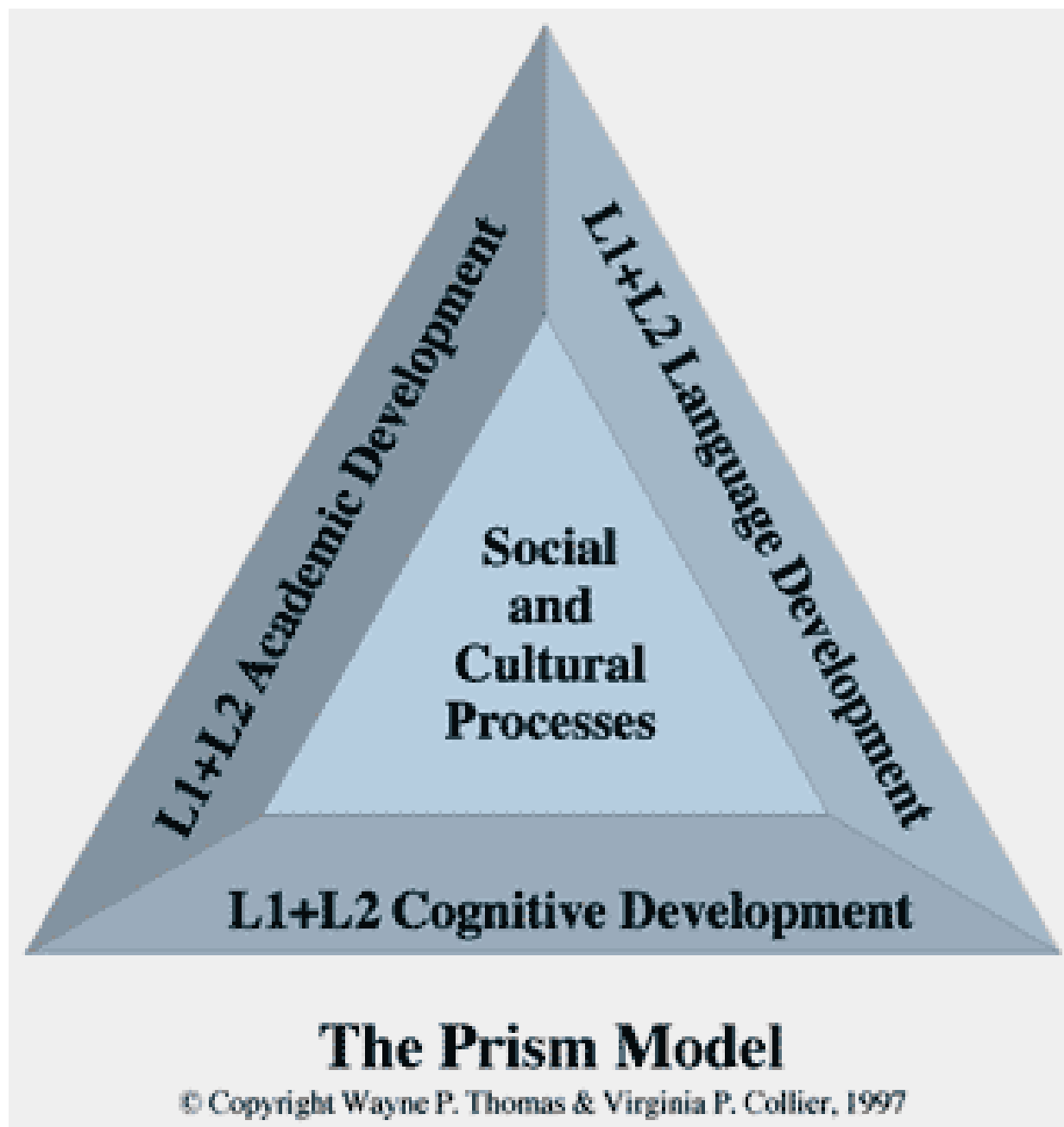


Figure 11. Prism Model.

incorporates the cognitive, language, academic and sociocultural development of students in a school setting.

Study Methodology

The researcher examined the Greene County Public Schools' *Los Puentes* TWI program through a case study methodology. By using the case study method, the researcher was able to carry out an in-depth examination of the assessment and accountability aspects of the program using the *Guiding Principles for Dual Language Education* (Howard et al., 2007). The researcher conducted a qualitative study using interviews with stakeholders from the *Los Puentes* program to include: current and former Superintendents, district personnel, principals, teachers. The researcher also engaged in a review of historical documents, assessment data, websites, instructional resources in the classroom, and school and classroom artifacts related to assessment and accountability in order to address the research questions:

1. How does the Greene County *Los Puentes* TWI Program align with the research-based practices in the areas of assessment and accountability?
2. What are the strengths and weaknesses of the Greene County *Los Puentes* TWI Program in the areas of assessment and accountability?

The researcher completed the Strand 1 Assessment and Accountability rubric from the *Guiding Principles for Dual Language Education* (Howard et al., 2007) by triangulating data from both *Los Puentes* stakeholder interviews and the review of historical documents, assessment data, websites, instructional resources in the classroom, and school and classroom artifacts to provide a detailed description of the context of the study, a key component of a qualitative study (Yin, 1992), as well as to

ascertain to what extent the program aligned with research-based assessment and accountability practices. The results of the rubric allowed for an evaluation of program strengths and weaknesses in the area of assessment and accountability.

Findings of the Study

Research Question 1: How does the Greene County *Los Puentes* TWI Program align with the research-based practices in the areas of assessment and accountability?

Strand 1 of the *Guiding Principles* (Howard et al., 2007) served as the framework for the collection of qualitative data for the study. The Strand 1 Assessment and Accountability rubric contains 6 principles, each linked to a theoretical or philosophical foundation of dual language education. Each of the principles contains specific, documentable, measurable (Sugarman, 2008) key points that relate to specific dimensions within the principle. These key points contain a set of indicators (minimal, partial, full, and exemplary) to describe to what extent the dual language program aligns with each key point. The *minimal* indicator generally points to a lack of attention or resources dedicated to the program aspect as defined by the key point. The *partial* indicator generally points to a key point that is not fully supported or does not meet the needs of all stakeholders within the TWI program. The *full* indicator shows a full level of implementation and support of the key point, meeting the needs of all stakeholders in the TWI program. Finally, the exemplary indicator shows full implementation, meeting all stakeholders' needs, and it also ensures that there are processes in place for ongoing reflection and refinement of the key point over time. The following are the findings from the Strand 1 Assessment and Accountability rubric of the *Guiding Principles*:

Principle 1: The program creates and maintains an infrastructure that supports an accountability process. This principle contains 5 key points.

The *Los Puentes* program received a score of exemplary on 1 of the 5 key points of the rubric for Principle 1. The area of outstanding implementation is on key point C: the program has personnel assigned to assessment and accountability activities. Cloud et al. (2000) cite various roles assumed by personnel at the district, school, and classroom level as necessary for effective assessment and accountability.

The program received a score of full on 3 key points on the rubric. The key points receiving a score of full were key points A, B, and D. Key point A refers to the data management system in place for tracking student data over time. The state of North Carolina provides the data management system and requires that all school districts in the state utilize it. The *Los Puentes* program, as part of the Greene County school district, utilizes the same data management system. Lindholm-Leary and Hargett (2007) cite the necessity of tracking student data over time via a data management system. Key point B refers to the integration of assessment and accountability plans that are developed and integrated into program and curriculum planning and professional development. Montecel and Cortez (2002) state that “the bilingual program is an integral part of the school’s academic plan” in exemplary bilingual programs (p.12). Key point D addresses ongoing professional development opportunities in assessment and accountability. Researchers have cited the importance of assessment training for dual language teachers (Cloud et al., 2000).

Key point E relates to an adequate budget for assessment and accountability. It received a score of minimal, indicating a lack of attention or resources dedicated to this

program aspect. Without adequate means to assess program goals, it is not possible to measure program effectiveness.

In summary, the *Los Puentes* program has worked within the district-created infrastructure that supports accountability for student learning. The program uses the state-provided data collection system and allocates adequate personnel to gather, organize, and analyze student data for planning purposes and to measure program outcomes in terms of student achievement. However, there is no budget for assessment and accountability beyond state requirements.

Principle 2: Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction. This principle contains 4 key points.

The *Los Puentes* program received a score of exemplary on key point D in that assessment data are integrated into planning related to instructional practices and curriculum. Researchers are in agreement that a key goal of assessment is to monitor student progress to enable teachers to plan suitable instruction (Cloud et al., 2000) as well as to address curricular issues (Lindholm-Leary, 2001).

The program received a score of partial on key point B. This key point discusses the degree to which assessment aligns with classroom and program goals, in addition to state standards. Researchers agree that dual language programs must include assessment of all three program goals (Cloud et al., 2000; Lindholm-Leary, 2001). Additionally, all assessment should align with curriculum and related standards (Montecel & Cortez, 2002), including language standards. The North Carolina Department of Public Instruction provides Essential Standards for second language

proficiency in dual language programs, however existing assessments do not reflect them.

The *Los Puentes* program received a score of minimal on key points A and C. Key point A discusses whether the program engages in ongoing evaluation. Continual reflection and self-evaluation are deemed essential for high quality dual language programs (Cloud et al., 2000; Howard & Christian, 2002; Lindholm-Leary, 2001). Key point C refers to the integration of assessment data into program planning related to program development. In their recommendations for designing and implementing two-way immersion programs, Howard and Christian (2002) insist upon the importance of using data to make “informed changes” to existing instructional programs (p. 16). Montecel and Cortez (2002) state that stakeholders in the most effective TWI programs engage in ongoing reflection, thus allowing for programs to adapt to changing needs of student populations.

In summary, student assessment in the *Los Puentes* program is aligned with state content standards. Assessment data are used to plan curriculum and instruction. However, the program does not engage in ongoing evaluation nor does it assess program goals specific to dual language standards.

Principle 3: The program collects a variety of data, using multiple measures that are used for program accountability and evaluation. This principle contains 3 key points.

The *Los Puentes* program received a score of exemplary on key point B. This key point references the systematic collection of demographic data from program participants. Cloud et al. (2000) cite the importance of gathering and using student demographic data in order to understand “relevant background factors that might

impinge on classroom learning” (p. 139). The *Los Puentes* data collection system supports this statement.

The program scored at the partial level of implementation on key point C. This key point discusses the degree to which assessment is conducted in both English and Spanish in the program. In their study of effective dual language programs, Montecel and Cortez recognize the need to incorporate assessment measures in the students’ native languages (2002), which mirrors the findings in other studies (Lindholm-Leary, 2001).

The program received a score of minimal in key point A. This key point refers to systematic data collection to determine whether academic, linguistic and cultural goals are met. Researchers have conducted extensive studies to examine academic achievement, bilingualism/biliteracy, and cross-cultural competence in dual language programs (Alanís, 2000; Cazabon, Nicoladis, & Lambert, 1998; Collier & Thomas, 2009; DeJong, 2002; Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002) in order to determine program effectiveness. Howard et al. (2007) emphasize the importance of collecting data to measure all three dual language program goals, a recommendation not supported by *Los Puentes*.

In summary, the *Los Puentes* program collects data using multiple measures for program accountability and evaluation in the area of student achievement. This is reflective of Montecel and Cortez’s (2002) report that the most successful dual language programs use multiple measures to collect and analyze student achievement data. However, the *Los Puentes* program does not collect program-specific data related to the

goals of bilingualism/biliteracy and cross-cultural competence or conduct consistent assessment in both Spanish and English.

Principle 4: Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement. This principle contains 2 key points.

The program scored at the exemplary level in key point B. Key point B discusses the disaggregation of achievement data by student and program variables such as native language, grade level, student background, and program, among others. NCLB legislation (U.S. Department of Education, 2001) requires high student achievement for all students, regardless of variables such as language background and program type for accountability purposes.

The *Los Puentes* program received a score of full in key point A, which measures the extent to which data are purposefully collected and subjected to methodologically appropriate analysis. No Child Left Behind (NCLB) legislation (U.S. Department of Education, 2001) requires that all educational programs undertake the measurement of annual achievement objectives tied to ongoing improvement of student achievement. Howard et al. (2007) state the importance of systematically analyzing assessment data to improve student outcomes.

In summary, the *Los Puentes* program fully analyzes and interprets data in methodologically appropriate ways for program accountability and improvement. The program follows NCLB requirements related to student achievement data.

Principle 5: Student progress toward program goals and NCLB achievement objectives is systematically measured and reported. This principle contains 3 key points.

The *Los Puentes* program scored at the exemplary level in key point C. This key point references the documentation of progress for all students through indicators such as retention rates, placement in special education, and gifted/talented classes. This supports research by Thomas and Collier (2010), who discuss the importance of examining student progress data in terms of variables such as inclusion in Exceptional Children's programs in their North Carolina study.

The program received a score of full on key point B, which refers to measuring student progress on a variety of indicators. This reflects the recommendations by Cloud et al. (2000) that call for an array of indicators to be used to track student progress in that both local performance guidelines and state performance guidelines define progress.

The program received a score of partial in key point A. This key point discusses the documentation of oral proficiency, literacy and academic achievement in both Spanish and English. Researchers cite the necessity of systematic measurement of student progress in both languages for all achievement objectives and program goals (Lindholm-Leary, 2001; Montecel & Cortez, 2002).

In summary, the *Los Puentes* program systematically measures and reports student progress toward NCLB achievement objectives, however it does not measure student progress toward the dual language program goals of bilingualism/biliteracy or cross-cultural competence.

Principle 6: The program communicates with appropriate stakeholders about program outcomes. This principle includes 3 key points.

The *Los Puentes* program received a score of full in key point A that refers to the public communication of data in transparent ways that prevent miscommunication. Although ongoing communication with stakeholders is viewed as important in all educational programs (Marzano, 2003), this communication is deemed particularly important in enrichment programs such as dual language because they are often considered different from other educational programs (Cloud et al., 2000).

The program also received a score of full in key point B in that data are communicated to stakeholders. The program is proactive in communicating student outcomes on local and state assessments to all stakeholders, in particular in both languages of the program. Several researchers discuss the importance of demonstrating to parents, other educators, and the community at large that student progress is on target (Cloud et al., 2000; Lindholm-Leary, 2001; Lindholm-Leary, 2012).

The program received a score of partial in key point C, which references the use of data to educate and mobilize supporters. In particular, the *Los Puentes* program does not use student achievement data to garner support of the public. This practice contradicts recommendations from the experts. As Lindholm-Leary (2001) states, when faced with uncertain state or district support for dual language programs, supportive communities and families will keep the program functioning. Researchers cite advocacy for TWI programs as an essential component (Cloud et al., 2000) to ensure ongoing support of the program.

In summary, the *Los Puentes* program communicates with appropriate stakeholders regarding academic achievement outcomes in general, but it does not

communicate the disaggregated *Los Puentes* program academic achievement outcomes.

The researcher utilized the results gathered from the Strand 1 Assessment and Accountability rubric from the *Guiding Principles for Dual Language Education* (Howard et al., 2007) to address the second research question.

Research Question 2: What are the strengths and weaknesses of the *Los Puentes* TWI Program in the areas of assessment and accountability?

The researcher's original intent was to examine the assessment and accountability features of only the *Los Puentes* program. However, it is important to recognize that the *Los Puentes* program plays a significant role in district goals: "to prepare students for college, the workforce, and life as global citizens; to facilitate mastery learning through the delivery of a rigorous curriculum; to create a culture of mutual respect and accountability focused on teaching and learning in a safe, caring environment", and as such, the *Los Puentes* program is a component part of a much larger whole educational system. As a result, it is not possible to discuss the assessment and accountability features of the *Los Puentes* program in isolation from the rest of the district.

Strengths in the Assessment and Accountability Features of the *Los Puentes* Program

Finding 1: Systemic Data-Driven Culture.

In terms of assessment and accountability, the entire district has established a data-driven culture focused on student progress and academic achievement. This is an area of systemic strength. Although this was not the primary purpose of the study, and

the researcher did not pose specific questions related to the culture of the district as it relates to data-driven decision-making, all participants in the study spoke directly to the importance of analyzing a variety of both demographic and assessment data to inform all aspects of the district's educational programs and services. District and school leadership collaborate to periodically analyze data, disaggregate data by a variety of factors, and meet in various configurations to inform instruction and assessment based on state and local assessment measures.

Several features in the district undergird this strength. The first is the existence of an infrastructure that supports the accountability process (Principle 1). The statewide PowerSchool system allows for the collection and tracking of student demographic data. In addition to the PowerSchool system, district administrators create Excel spreadsheets to maintain enrollment and withdrawal information on the *Los Puentes* students. This in-house document is maintained from the time of enrollment in the district until the student graduates or leaves the district. The statewide EVAAS tools provide a precise measurement of academic progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement. EVAAS users (district and school staff) can produce reports that provide a projection of future student success, show the effects of instruction at particular schools, or reveal patterns in subgroup performance. The infrastructure utilized by the *Los Puentes* program reflects researchers' conclusions that "because of the significance of assessment for both accountability and program evaluation purposes, it is important to establish a data management system that tracks students over time" (Howard et al., 2007).

The second feature that supports this data-driven culture (Principle 1) is professional development for teachers and administrators that is focused on assessment and the interpretation of data, cited by Montecel and Cortez (2002) as necessary for a full understanding of the data. *Los Puentes* teachers have participated in districtwide professional development on assessment related to statewide achievement testing. In addition, they receive yearly training from the Title III TWI Immersion Coordinator on the ACCESS test, which measures English language proficiency. Each year, the *Los Puentes* teachers meet with the Title III TWI Immersion Coordinator to examine the disaggregated data on the ACCESS tests in the domains of reading, writing, listening and speaking.

As part of professional development, professional learning teams (PLTs) meet regularly to examine achievement data, based on the EVAAS reports that allow for analysis of achievement at individual schools, within a grade level of a school, and for *Los Puentes* students. Local assessment measures tied to the Common Core Standards are also the focus of ongoing professional development. The collaboration between district personnel, administrators, grade level teachers, and *Los Puentes* teachers to examine assessment data to drive instruction and curriculum is a reflection of this data-driven culture. One stakeholder indicated that “data meetings” are part of daily life in the district.

The third feature that supports the district’s data-driven culture is the alignment of assessment with state content standards (Principle 2). The district provides all state-required testing. However, the exemplary practice in the district is in the area of additional, locally –created assessment, not state-mandated assessment. This practice

reflects the research that states the importance of implementing, “appropriate multiple assessment measures to describe academic success for all students, including LEP students” (Montecel & Cortez, 2002).

With the statewide implementation of the Common Core State Standards in school year 2012-2013, teacher teams and administrators from all K-12 schools determined “there was not a good match” between the new standards and the current method of student assessment. As a result, teachers created K-5 grade-level performance events tied to skills identified in the curriculum maps based on the Common Core as part of the assessment of student learning in the district in order to more closely align locally-created classroom assessment with Common Core Standards. Performance events, because they provide a “different type of data” tied to specific skills from the Common Core Standards, allow teachers to guide instruction and improve learning, as well as to provide both the students and parents with precise information to target specific areas for improvement. This practice reflects recommendations for assessment made by researchers Cloud et al. (2000). The performance events, initially written in English, have been translated to Spanish by the district and are administered in both English and Spanish in the K-5 *Los Puentes* classrooms.

The fourth feature that supports the district’s data-driven culture is that data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement (Principle 4). Study participants indicated that district personnel, principals and teachers examine student performance data from a variety of

sources, as recommended in the literature (Cloud et al., 2000), using standardized test scores, local performance events, and other classroom assessments as data sources. In addition, researchers recommend the examination of disaggregated student achievement data (Thomas & Collier, 2002; 2010) through the lens of different variables. The district disaggregates achievement data in a variety of ways: by grade level, English language proficiency level, by language, whether the student qualifies for exceptional services (EC), by teacher, and by program type (*Los Puentes* students vs. traditional classroom students).

District and school-based personnel use data as the driver for decisions regarding curriculum, instruction, and assessment. All study participants made reference to the use of data at some point during the interviews, leading the researcher to conclude that data analysis is embedded in practice at the district, school, and individual classroom teacher levels. A veteran stakeholder with the district concluded that “our district has come a long way” in analyzing data. The evidence from Principles 1, 3, and 4 supports this statement.

It is important to note that while the *Los Puentes* TWI program shares the same academic achievement goals as the rest of the district, as a dual language program it has two additional goals: bilingual/biliteracy goals and cross-cultural competence goals (Center for Applied Linguistics, 2012; Lindholm-Leary, 2001). Hence, although the *Los Puentes* program displays the same exemplary systemic characteristics of the data-driven district culture, in the measurement of specific program goals, it does not perform adequately. There is currently no measurement of bilingualism/biliteracy or cross-cultural competence in the *Los Puentes* program.

Weaknesses in the Assessment and Accountability Features of the *Los Puentes* Program

Finding 2: Mixed Opinions Among Stakeholders Regarding the Importance of Bilingualism/Biliteracy and Cross-Cultural Competence

There seems to be a lack of cohesion between stated TWI program goals and assessment of those program goals at the state level. There is also a wide variation of opinion about the assessment of bilingualism and biliteracy among study participants from the *Los Puentes* program.

The North Carolina Department of Public Instruction describes TWI programs as follows: “In dual language/immersion programs, students are learning math, science, social studies, etc. in two languages and become bilingual and biliterate as a result”. However, despite the definition of dual language programs provided by the state that claims students are acquiring bilingualism and biliteracy, the state does not require districts to measure proficiency in Spanish language acquisition or Spanish literacy nor does it provide additional funding to programs such as *Los Puentes* for assessment of Spanish. This practice is in direct contradiction to recommendations from researchers who insist upon “accountability for the DLE (dual language education) program’s vision and goals of bilingualism and biliteracy” (Lindholm-Leary, 2012, p. 259). Additionally, experts in the field stress the importance of assessing progress toward the bilingual and biliteracy goals of the program through the use of multiple measures in both languages (Howard et al., 2007).

Within the same dual language programs, however, the state requires districts to measure proficiency in English language acquisition via the ACCESS test for ELLs. The

state also requires that districts measure academic achievement of curricular and content goals via the Read to Achieve legislation, the K-2 Math Assessment, and EOG tests in reading, math and science for dual language students. The heavy state and national emphasis on student achievement scores and NCLB testing requirements also impact dual language programs. Although not the focus of the research, state assessment policy impacts local practices, and as such cannot be ignored.

Several study participants reported that when the program began, the primary concern was whether the two-way program would be harmful to students from an achievement standpoint. In order to sustain support for the program, the leadership felt an onus of proof to show that the *Los Puentes* program was not “doing any harm” and to ensure that the *Los Puentes* students were “achieving as they would have in a regular program”. One stakeholder expressed that initially, there was concern whether the *Los Puentes* students would do well on the standardized tests. Because there were only a few two-way programs in the state in 2003, one study participant commented that “back then, we were taking some chances with this”.

The lack of state-required assessments to measure the bilingualism and biliteracy of dual language students, and thus, not provide funding for it, negatively impacts the *Los Puentes* program’s assessment practices. This lack of Spanish assessment corroborates concerns raised by Lindholm-Leary (2012), who cited accountability as a challenge for DLE (Dual Language Education) programs. Lindholm-Leary (2012) found that although there is a stated goal of biliteracy, there is “often little accountability for demonstrating grade-level reading skills in the partner language” (p.

259) and asserts that “many DLE programs do not even assess literacy skills in the partner language” (p. 260).

In the *Los Puentes* program, despite a lack of empirical data to show growth in Spanish proficiency, many interviewees expressed a belief that native English speakers in the program do learn Spanish and have a sense that they are making progress in Spanish throughout grade levels. According to one member of the study, at the onset of the program, the overwhelming majority of the students did thrive in *Los Puentes*, stating that “they became bilingual very, very quickly”. When asked what evidence was compiled to demonstrate to what degree students were becoming bilingual, the stakeholder responded, “We never did any type of assessment”. To his recollection, the question of how to assess language proficiency was not discussed in the planning stages or at any point during the early years of the program. He recalls that the leadership made an assumption that “the benefits were going to be obvious” and that assessing language proficiency was not “something we had to worry about”. These statements run contrary to recommendations from that field that stress the need to incorporate the assessment of bilingualism and biliteracy in dual language programs from the onset of program planning (Cloud et al., 2000; Lindholm-Leary, 2001).

During the course of the interviews, the researcher received mixed responses from study participants regarding the need to assess bilingualism and biliteracy as a measure of program effectiveness. Most study participants indicated a desire to assess Spanish language proficiency. One stakeholder indicated that initially the program goals were multilingual and multicultural, and lamented that there were no data to show the other benefits of the program, such as bilingualism. This situation reflects the findings of

Mora, Wink, and Wink (2001), who reference a lack of congruence between the theoretical model used to determine program goals and the reality of program implementation in their discussion of program effectiveness. The lack of assessment of Spanish language proficiency also points to issues of equity between the minority and majority languages of students in the program, discussed by Sugarman (2012). Several participants had enrolled their own children in *Los Puentes* in the past or currently had children enrolled in the program. They stated that if *Los Puentes* tested Spanish proficiency, the results of that testing would “strengthen the program”. One stakeholder pointed out, “Our expectation is multifaceted, but we do not assess the children in multifaceted ways” in reference to the goals of the program.

Conversely, several study participants expressed dismay at what they considered to be “excessive testing” of students during the interviews and questioned the rationale behind subjecting students to yet another assessment if it was not required by the state. This echoes TWI accountability challenges raised by Lindholm-Leary (2012), in that accountability is typically associated with academic success and proficiency exclusively in English, with language and literacy skills in the partner language an added benefit, but not a requirement (according to NCLB, state, and local policy) to demonstrate student achievement. One stakeholder replied that he would consider testing Spanish because “it makes sense”, but unlike the ACCESS test of English language proficiency, he would not assess Spanish skills every year.

With the exclusive focus on academic achievement, the language proficiency goals in the K-5 Dual Language Curriculum provided by the state (see Appendix C) do not form part of instructional planning. One participant explained, “That’s the struggle

with immersion statewide because you are teaching foreign language through the content... Our immersion kids are not leaving with an understanding of the foreign language arts component". This is in opposition to the conclusions of researchers who call for the integration of language instruction throughout the curriculum (Lindholm-Leary, 2012), one declaring the integration of language and academic instruction to be the "hallmark of bilingual education" (Genesee, 2004, p. 549).

When asked about assessment of *Los Puentes* students' cross-cultural competence, the excessive amount of student testing already in place for students in grades K-5 was cited as a rationale for the lack of assessment. One study participant indicated a desire to "create a community where all of the students are working together ...with global awareness." Another study participant expressed an interest in hosting a multicultural fair to open the school to the community. However, stakeholders did not express specific interest in assessing this program goal. It is interesting to note that despite cross-cultural competence as one of the three dual language program goals cited in national research, in the state definition of TWI programs, there is no mention of cross-cultural competence.

Given the growing body of research indicating high levels of student achievement as well as bilingual/biliterate competence and cross-cultural competence in two-way immersion programs (Lindholm-Leary, 2012), it becomes increasingly important for districts to ensure that their dual language programs are effective in meeting all three dual language goals. Without the support of the state to require and provide the means for the assessment of all three goals, it will be impossible to determine the degree to which TWI programs are effective beyond the realm of academic achievement. It will

also be difficult for districts to (1) identify valid assessment instruments and (2) fund their implementation.

Finding 3. Community Support for *Los Puentes*.

A common theme throughout the interviews with study participants was that of community support for *Los Puentes*. District personnel and administrators agree that student attrition is a problem for the program. At all schools, student attrition in *Los Puentes* is managed on a case-by-case basis. When a parent wishes to withdraw a student from *Los Puentes*, the district Title III TWI Coordinator meets with the *Los Puentes* teachers and the parent to discuss this option. At all three *Los Puentes* locations, there have been some students who have not continued in the program. Stakeholders provided several explanations as to why students do not complete the entire K-5 sequence in the *Los Puentes* program.

First, there is a perception by parents that the *Los Puentes* program is a more challenging model than the traditional classroom. Some principals indicated that both English and Spanish-speaking parents struggle to assist their students with homework and reading due to both the lack of language skills in Spanish or English and the complexity of the homework assignments. To address this issue, some researchers recommend the creation of dual language parent workshops to include second language lessons so parents can become familiar with both the language their child is learning and the second language acquisition process (Howard & Christian, 2002). The schools provide topic-specific, for example literacy-related topics, as well as general sessions for parents in both English and Spanish to provide strategies for them as they strive to assist their students at home.

Second, some of the parents decide to remove the students from *Los Puentes* because they are not successful on standardized tests. One study participant stated, “We lost several students out of second grade. The parents are concerned that they are behind grade level in reading and they just want them to be out of the program”. Nonetheless, according to several study participants, the disaggregated, comparative data indicate that overall reading scores of the *Los Puentes* students are equal to or higher than their peers in traditional classrooms. This superior achievement is in contradiction to much of the research that indicates that oftentimes, students in a dual language program score below grade level or either lower than or equivalent to comparison group peers in grades 2 and 3 (Lindholm-Leary, 2012).

The concern over student performance on standardized achievement tests continues and increases in Grades 3-5. In his study of the performance of language majority students in dual language programs, Genesee (2004) points out that native English speaking students may score lower than their native English speaking peers on achievement tests given in English, with 1 or 2 years needed to reach their peers. This supports the assertion by one respondent that the Grade 3 End of Grade tests “make parents very nervous”. Another explained that when grades begin to come in lower than expected, the knee jerk response is “it must be Spanish” and some parents decide to opt out of the TWI program. This was echoed by another administrator who stated, “...when you get into the state testing, if the child is not doing well, they are going to assume it is because they are in the (TWI) program.” This concern applies to both the English and Spanish-speaking families.

Nonetheless, the reality of the situation in *Los Puentes* could not be more different from the perception: According to disaggregated data for Grade 3, the *Los Puentes* students outperformed their peers in traditional classrooms. This statement reflects the conclusions from the statewide study of student achievement of ELLs in North Carolina conducted by Thomas and Collier (2010). It also supports the conclusions from large and small-scale studies nationwide (Alanís, 2000; Cazabon et al., 1993; Collier & Thomas, 2009; Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002): By the end of elementary school, and well into middle and high school, the student achievement scores of dual language students equals or surpasses those of their traditional classroom peers.

Despite superior performance by the *Los Puentes* students, the disaggregated End of Grade testing data for *Los Puentes* students are not shared with the public. Hence, a parent may conclude that because his or her student scored below proficient in reading, this is due to participation in the *Los Puentes* program. In reality, the student may have been equally or further behind grade level in reading in a traditional classroom.

At the time of the interviews, district and school personnel expressed significant concern surrounding the upcoming release of student test scores on the EOG exams from school year 2012-2013. There was a statewide expectation of a significant drop in EOG test scores for all students due to the new format and content of the Common Core assessments. Study participants agreed that parents of students enrolled in the *Los Puentes* program would attribute the decline in standardized test scores to participation in the TWI program (as opposed to the changes in the test itself) and that

the scores could precipitate a mass exit of students from *Los Puentes* to a traditional classroom.

Many study participants noted that communication within the district, particularly making sure that teachers understand the EOG scores so they can communicate that information to parents, is of primary importance. And, the district took measures to provide parents with a multitude of informational meetings, letters, and parent conferences prior to and after the release of the scores. One stakeholder pointed out that the pressure created by test scores forces schools with Grades 3, 4, and 5 EOGs to “really have to work to keep parents involved and committed to the program”.

The newly-enacted North Carolina Read to Achieve legislation which requires automatic retention in Grade 3 of any student who does not score proficient on the EOG in reading (including ELLs who have been enrolled in U.S. schools for two or more years) is a new concern for *Los Puentes* stakeholders. One administrator remarked that parents might panic and think that if their child had received instruction exclusively in English, he or she might have been “able to make it” on the standardized reading test, given only in English.

The following section provides recommendations for the *Los Puentes* program based on the study.

Recommendations for the *Los Puentes* Program

Based on the results of the program evaluation, the researcher proposes the following recommendations for program improvements related to the areas of assessment and accountability.

First, consider the creation of specific, *Los Puentes* parent groups in order to:

- Provide informational sessions regarding topics related to dual language education such as literacy development, transfer of content knowledge, etc.
- Share the results of the existing *Los Puentes* academic achievement data. Although the researcher did not engage in a statistical analysis of the disaggregated data for the purposes of this study, most study participants noted that *Los Puentes* students performed equal to or better than their traditional classroom peers on standardized tests given by the state.
- Inform parents of expected levels of performance at each grade level in academic content, language proficiency, and cross-cultural competence and share the student outcomes with them.
- Create a network between Spanish and English-speaking parents to help with homework in the “other” language and to model cross-cultural collaboration.

These recommendations may garner stronger community support and reduce attrition in the *Los Puentes* program by the creation of a strong relationship with parents in the program and ongoing communication with the parents, a key component of effective programs (Cloud et al., 2000; Howard et al., 2007)

Second, focus on the goals of bilingualism and biliteracy to incorporate assessment of Spanish language proficiency and Spanish literacy, in addition to content, by:

- Exploring existing research on instructional approaches and strategies that promote L2 literacy.
- Identifying or creating assessments to measure Spanish language acquisition and Spanish literacy to show student progress toward bilingualism/biliteracy.

- Incorporating and assessing language objectives within the existing performance events. Research indicates that the most useful language assessments are tied to instructional activities and objectives (Cloud et al., 2000). Currently, *Los Puentes* uses performance events that measure Common Core content knowledge in both English and Spanish. The performance events might be used, in addition to assessing content, to assess Spanish writing skills through the use of an additional rubric.
- Partnering with university researchers to seek funding for and assistance with the administration and/or scoring of Spanish language and literacy assessments.

These recommendations may provide the program with a measure of student outcomes in the area of bilingualism/biliteracy upon which to gauge program effectiveness.

Third, contingent upon the implementation of a Spanish language assessment, consider the creation of a vertically-articulated Spanish program in the middle school for *Los Puentes* students. Several stakeholders recognized that after exiting *Los Puentes* in Grade 5, a student must wait until Grade 11 to be able to study Spanish again. With regards to Spanish language acquisition and Spanish literacy skills, those are just “five years are just lost”, in the words of one study participant.

Implications of the Study

Leadership considering the implementation of TWI programs should rely on recommendations from existing research to guide program implementation. The first caveat in establishing a TWI program is a thorough understanding of the sociopolitical

context of the proposed program. As evidenced by the *Los Puentes* program study, broad-based community support is crucial to maintaining an established program, and a strong relationship with key stakeholders is the first step in establishing a new TWI program.

Leadership should address the following when considering the creation of a TWI program: What is the rationale for the establishment of the program from the standpoints of various stakeholders (community, parents, district personnel, site-based leadership, teachers, students)? What are the proposed student outcomes? Depending on desired student outcomes, what model will best suit the needs of the program? How will student outcomes in academic achievement, bilingualism/biliteracy, and cross-cultural competence be measured? What resources and support will be needed to create the program and to sustain it over time? What funding is available? What professional development is available to train teachers and administrators about dual language program features, including best practices in curriculum, instruction, and assessment? What is the availability of staff to teach in the TWI program and to administer the program? What is the role of parents within the TWI program? What mechanisms will be in place to ensure parent participation in the program?

Given the myriad of issues to address prior to implementing a TWI program, it is important to allow enough planning time to study the feasibility of the program and ensure community support. The *Los Puentes* program enrolled its first student cohort after approximately one year of prior planning. This is the minimum amount of planning time recommended by experts (Lindholm-Leary, 2001).

The *Los Puentes* program, established in 2003, was the first TWI program in the eastern part of the state. As such, it serves as a regional model for dual language education. As of January, 2014, two neighboring counties are studying the feasibility of implementing two-way immersion programs in their districts. Both districts have indicated a desire to collaborate with the *Los Puentes* program in Greene County to learn from and with them about how to best provide for the needs of both ELL and native English speaking students.

Collaboration with existing dual language programs, university researchers, and community groups will increase the probability of implementing an effective TWI program to meet the needs of its students.

Recommendations for Future Study

Based on the findings and implications of this study, the researcher provides several possibilities as considerations for future studies in two-way immersion programs. The first area relates to the measurement of dual language program goals. Given the lack of state-funded assessments in two of the three program goals, how do other TWI programs across the state assess bilingualism/biliteracy and cultural competence?

Second, what is the long-term impact of TWI on student achievement? Although there is evidence to support the academic achievement of *Los Puentes* students as being equal to or higher than their peers in traditional programs, there has been no examination of student achievement at the middle school level and then at the high school level to ascertain whether there continues to be academic achievement at the

same levels once students have exited the K-5 TWI program. A longitudinal study of student achievement would provide insight into these questions.

Third, Hispanic students have the highest early dropout rate among the state's largest ethnic groups (North Carolina Department of Public Instruction, 2010). The first cohort of *Los Puentes* students will reach Grade 12 in 2015. Does participation in a TWI program impact the rate of graduation? Do students from the TWI program enroll in higher education at a rate similar to their non-TWI peers? Do TWI students use their Spanish language skills in their careers after graduation from high school or college? A study involving these questions would enable one to examine the impact of the dual language program in a broader academic and societal context.

Fourth, many study participants indicated a scarcity of bilingual teachers as a key challenge to program implementation in Greene County and in the state. Two-way immersion teachers must be licensed to teach K-5 and they must be highly proficient in Spanish with native or near-native proficiency. To remediate this situation, K-12 local education agencies, institutions of higher education, and the North Carolina Department of Public Instruction must collaborate to increase the number of bilingual teachers qualified to teach in two-way immersion settings. It is important for K-5 teacher preparation programs to include coursework in areas such as the theory and practice of bilingual, multicultural education and the theory and practice of second language teaching for pre-service teacher candidates who already have native or near-native proficiency. In addition, K-5 teacher preparation programs and foreign language departments at institutions of higher education must collaborate to identify specific pathways to allow future teachers to fulfill degree requirements for K-5 licensure while

obtaining superior levels of Spanish proficiency. As with other high-need areas of licensure, it may be necessary for the state and school districts to offer incentives to teachers who work in two-way immersion programs. Finally, districts must realize the importance of providing sequential foreign language instruction as part of the regular K-12 curriculum in order to produce high school graduates with high levels of language proficiency, who may be encourage to become teachers. Without initiatives such as those stated above, the lack of bilingual teachers will continue and the difficulties faced by districts with regards to staffing existing and future dual language programs will persist.

A related area of concern is that of principal preparation programs. Hispanics are the fastest-growing population in the United States and the vast majority of English language learners speak Spanish. In order to reflect the changing student demographic, principal preparation programs must enable future school administrators to meet the needs of their language minority students, parents, and communities. Future administrators must acquire basic cross-cultural competence, a basic understanding of second language acquisition, and a knowledge of best practices in instruction and assessment of language minority students. This may call for the revision of existing curricula within principal preparation programs.

Finally, the examination of assessment and accountability features of a dual language program, while considered to be an appropriate starting point for conducting a program evaluation (Rogers et al., 2007), does not give a complete picture of program effectiveness. The *Guiding Principles for Dual Language Education* (Howard et al., 2007) includes a total of seven strands to be used for a complete program evaluation:

assessment and accountability; curriculum; instruction; staff quality and professional development; program structure; family and community; support and resources. For a complete measure of program effectiveness, all program aspects must be evaluated.

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APPENDIX A: GUIDING PRINCIPLES SAMPLE OF STRAND, PRINCIPLE, KEY POINT AND INDICATORS

STRAND 3

Instruction

Principle 1

Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	Explicit language arts instruction is provided in both program languages.				A
	Explicit language arts instruction is provided only in one language for the duration of the program. Second language acquisition may or may not take place through exposure to the language in content lessons.	Explicit language arts instruction is offered in both languages over the course of the program, but for one language instruction is minimal or only takes place sporadically in response to specific student errors.	Explicit language arts instruction is systematically provided in both languages over the course of the program. In addition, language instruction is provided through content lessons.	Explicit language arts instruction is systematically provided in both languages over the course of the program. In addition, language instruction is provided through content lessons. Language arts instruction is coordinated between the two languages and across grade levels according to student progress.	
B	Academic content instruction is provided in both program languages.				B
	All areas of content instruction are taught in one language for the duration of the program, with the other language being used only for language arts and/or specials.	Content instruction is provided in both languages but is not systematically coordinated within or across grades.	Content instruction is systematically provided in both languages. Over the course of the program, the cognitive load is balanced between the two program languages.	Content instruction is systematically provided in both languages, incorporating thematic instruction to support vocabulary and concept development in both languages, especially in programs where the subjects are divided by language (e.g., science in Spanish and math in English).	
C	The program design and curriculum are faithfully implemented in the classroom.				C
	Teachers independently decide what aspects of the program and curriculum to follow in their classroom.	Most teachers adhere to the model design, program features, and curriculum.	All teachers adhere to the model design, program features, and curriculum.	All teachers adhere to the model design, program features, and curriculum, and their instructional experiences inform continuous evaluation and revision of program design and curriculum.	

APPENDIX B: SRBC PAMPHLET (STANDARDS BASED REPORT CARD)

STANDARDS-BASED VOCABULARY

Academic Performance Indicators
The 4, 3, 2, 1 - are indicators used by teachers to report out a student's level of understanding and performance.

Assessment
Ongoing process by which teachers gather data to determine a student's progress relative to a standard.

Benchmark
A learning goal or target for a particular time in an academic year.

Checkpoint of Progress
A guide for parents to understand what their child is expected to be able to do within each critical skill every nine weeks.

Rubric
A scoring tool used to rate a student's performance relative to the degree at which a standard has been met.

Standards
Statements about what students should know and be able to do within each content area, at each grade level. These include the Common Core State Standards and Essential Standards.

<http://www.wgpublicschools.org/curriculum/>

**DEFINED BY THE EXPERTS:
THOMAS GUSKEY &
ROBERT MARZANO**

"The primary goal of grading and reporting is communication. Grading and reporting are integral parts of the instructional process. When done well, they provide vital information to students, parents, and other interested persons that can be used to enhance both teaching and learning. Grading and reporting certify attainment of learning goals; identify where additional work is needed and provide a basis for improvement efforts."



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WEST GREENE ELEMENTARY



A Parent's Guide to the Standards-Based Report Card


GREENE COUNTY SCHOOLS
Teaching 21st Century Students 21st Century Skills

FREQUENTLY ASKED QUESTIONS

Why move to a new reporting system?

The purpose of this new reporting system is to provide accurate information about student performance on the Common Core and Essential Standards to parents, teachers, and students. The goal is to communicate student achievement progress. A student's individual achievement on Standards is now measured on attainment of these learning goals.

Knowing student strengths and areas of need will help us.

What are the standards?

Standards are statements about what students should know and be able to do within each content area, at each grade level. The North Carolina Department of Public Instruction has joined a national movement and adopted the Common Core State Standards in Literacy and Math. The Essential Standards are used in Science and Social Studies.

Why don't we use grades?

Students and their learning are too complex to be reduced to a simple letter grade. Our new reporting system is not a report card in the traditional sense. The achievement marks indicate a child's progress towards achieving specific grade level standards as identified by the North Carolina Department of Public Instruction.

How does the new report card measure my child's progress?

The new report card will use four different symbols to indicate a child's progress toward meeting the standards. The table to the right offers a detailed explanation of what each symbol means.

A student may receive a "N" as an indicator on the report card. This means the particular standard was not assessed that particular marking period.

+ EXCEEDS STANDARDS

The student exceeds grade level expectations by applying and utilizing concepts and skills with independence. The student independently uses and applies knowledge in ways that demonstrate higher level thinking skills. Typically, very few students perform at this level.

= ACHIEVING STANDARDS

The student demonstrates grade level expectations for concepts and skills. The student at this level indicates strong, excellent work at grade level. This = mark is the goal for the grade level and should be celebrated.

^ PROGRESSING TOWARD STANDARD

Progressing toward basic understanding of grade level concepts and skills with assistance. Some support from teachers, parents, and/or peers is needed.

- NOT YET MAKING SUFFICIENT PROGRESS

Student shows an emerging awareness of concepts and skills. The student is currently not meeting grade level standards. The student demonstrates inconsistent understanding and application of knowledge. Intervention is needed from teachers and parents.

APPENDIX C: DL STANDARDS K-5

KINDERGARTEN

Kindergarten instruction focuses on self, family and home. Grade level content material is taught in the language other than English and is the means of developing target language competencies. Target language goals at this grade level include:

- Experience the enjoyment of reading.
- Learn foundational strategies and skills that will enable the learner to read independently.
- Learn how oral language is recorded to convey experiences and ideas.
- Connect their language learning to the culture(s) represented by the target language and how that culture is reflected in their own home.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01- Interact orally with teacher and peers using greetings, farewells, apologies, and expressions of courtesy.
- 1.02- Demonstrate understanding of and begin to use vocabulary and memorized phrases dealing with daily classroom routines.
- 1.03- Share personal information orally with the teacher and peers to reflect personal likes and dislikes.
- 1.04- Exchange grade-level content information orally with the teacher and peers.
- 1.05- Demonstrate the ability to maintain simple conversations by taking turns to talk and using simple declarative, interrogative, and imperative sentences.
- 1.06- Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, gestures, play games.)
- 1.07- Begin to participate in oral literary discussions using gestures, high-frequency words, learned phrases and expressions, and illustrative objects with appropriate teacher support.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01- Demonstrate understanding of every-day spoken words and phrases and questions accompanied by visual clues and/or props as needed.
- 2.02- Demonstrate understanding of oral/graphic directions and commands.
- 2.03- Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression).

- 2.04- Develop grade-level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.
- 2.05- Develop book, print, and non-print awareness such as parts of the book, direction of print, punctuation.
- 2.06- Develop phonemic awareness and alphabetic principle or sound symbols.
- 2.07- Read or begin to read (guided or independently) simple patterned texts, decodable texts, and/or predictable texts using letter/sound knowledge, word/character recognition, and pictures to construct meaning.
- 2.08- Distinguish between fantasy and reality through experience with a variety of genres (e.g., picture books, caption books, short informational texts, multi-media resources, nursery rhymes, simple poems, word plays/finger plays, puppet plays, reenactments of familiar stories, and culturally authentic print and digital texts).
- 2.09- Demonstrate sense of story (e.g., beginning-middle-end, sequence of events)
- 2.10- Begin to use with teacher support pre-, during-, and post- reading strategies; (e.g., activate prior knowledge, formulate questions, predict possibilities.)
- 2.11- Make personal and academic connections through interactions with oral language, written language, and media and technology (e.g., listening to and re-visiting stories, illustrating, and discovering relationships.)
- 2.12- Recognize literary language, and explore author's choice of words.
- 2.13- Recognize responsible use of multimedia resources.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION-The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01- Begin to speak in simple sentences, using basic grammatical forms with prompting and modeling.
- 3.02- Begin to describe or develop a narrative about (orally and in writing) events, people, places, and things using nouns, verbs, and adjectives.
- 3.03- Recite simple poetry and sing songs.
- 3.04- Give oral commands.
- 3.05- Retell familiar stories and short conversations by using appropriate gestures, simple words, phrases, expressions and illustrative objects with modeling and prompting.
- 3.06- Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07- Develop writing conventions and correct formation of letters or characters.
- 3.08- Use pre-writing techniques to develop writing (e.g., looking at pictures, drawing, sharing).
- 3.09- Create a variety of texts using print or a variety of multimedia tools: e.g., oral retelling, written stories, lists, journal entries of personal experiences.

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Understand and use oral, pictorial, and written cues to participate in daily classroom routines.
- 4.02 Interact with authentic, age appropriate texts (folk tales, nursery rhymes, songs, poems, proverbs) of the target cultures.
- 4.03 Participate in activities as they occur in the given calendar month related to holidays, festivals and special dates celebrated by children of the target cultures.
- 4.04 Describe the ways that students, their families, their schools, and the target communities address daily routines, human needs and concerns.
- 4.05 Demonstrate comprehension of children’s stories, poetry and folktales of the target cultures in the target language.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

- 5.01 Identify behaviors such as gestures and greetings that differ between the home culture and the target language culture.
- 5.02 Demonstrate awareness of true cognates or borrowed words by pairing similar words/characters.
- 5.03 Demonstrate awareness that differences exist in language conventions.
- 5.04 Identify similarities and differences of tangible products (e.g. toys, sports equipment, food, pencils) related to home and the classroom of the target culture and his/her own culture.
- 5.05 Develop awareness that a culture expresses itself through fine arts, sports, media and popular culture.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms and concepts in English.

- 6.01 Listen and physically respond to familiar or simple questions in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Develop academic language in the target language appropriate to the grade level content.
- 6.03 Develop writing strategies and skills appropriate to the grade level by representing spoken language with temporary and /or conventional orthography/characters.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

- 7.01 Perform and/or participate in a school or community celebration of competition at a level appropriate for the learner.
- 7.02 Share knowledge of learner's own languages and practices with others in the classroom.
- 7.03 Use target language outside the classroom by visiting places in person or via technology.
- 7.04 View and listen to various forms of media that are age appropriate and culturally relevant and utilize the target language and reflect the target cultures.
- 7.05 Develop positive attitudes about self and families of diverse cultures with emphasis on the target culture through interaction with guests, texts, and other cultural resources.

GRADE 1

Grade 1 instruction expands to include the learner's community. Grade level content material is taught in the language other than English and is the means of developing target language competencies. Target language goals at this grade level include:

- Read and respond to a variety of texts.
- Expand oral language skills to express oneself clearly.
- Use new vocabulary and formats for written products.

Learners continue to connect their language learning to the culture(s) represented by the target language and how that culture is reflected in their own home and community.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Interact orally with teacher and peers using greetings, farewells, apologies, and expressions of courtesy.
- 1.02 Demonstrate understanding of and use vocabulary and memorized phrases dealing with daily classroom routines.
- 1.03 Share personal information orally with the teacher and peers to reflect personal likes and dislikes
- 1.04 Exchange grade level content information orally and in beginning writing.
- 1.05 Demonstrate the ability to maintain simple conversation by taking turns to talk and using declarative, interrogative, exclamatory and imperative sentences.
- 1.06 Ask and answer frequently used *who, what, where, when,* questions.
- 1.07 Use a variety of non-verbal communication strategies to ask questions and express own ideas or thoughts with prompting and modeling (e.g., draw, match objects, point to answer, play games.
- 1.08 Participate in oral and literary discussions using gestures, high-frequency words, learned phrases and expressions, and illustrative objects with appropriate teacher support.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of every day and content-related spoken words, phrases, and questions accompanied by visual clues and/or props as needed.
- 2.02 Demonstrate understanding of oral and simple written directions.
- 2.03 Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression.)

- 2.04 Develop grade level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.
- 2.05 Develop phonemic awareness and alphabetic principle or sound symbol relationships.
- 2.06 Demonstrate decoding and word/character recognition skills.
- 2.07 Demonstrate fluency and comprehension when reading text.
- 2.08 Use a variety of strategies when reading to confirm accurate decoding or to self-correct errors.
- 2.09 Demonstrate familiarity with a variety of fiction and nonfiction texts (e.g., storybooks, short chapter books, newspapers, telephone books, simple written instructions, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits, short plays, and culturally authentic print and digital texts).
- 2.10 Use, with teacher support, pre-, during-, and post- reading strategies; (e.g., activate prior knowledge, set purpose for reading, make predictions, formulate *what, when, where and how* questions, create graphic organizers, retell, summarize)
- 2.11 Make personal and academic connections through interactions with oral language, written language, and media and technology, e.g., recognize and relate similar vocabulary use and concepts across experiences with texts.
- 2.12 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice and how the author uses language to interest the reader and communicate a message.
- 2.13 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, web-based, graphical).

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01 Speak in simple sentences, using increasingly accurate grammatical forms with prompting and modeling.
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, and adjectives.
- 3.03 Recite simple poetry and sing songs.
- 3.04 Give oral commands.
- 3.05 Retell familiar stories and short conversations by using words that describe, name characters and settings (Who? Where?), and tell actions and events (what happens? What is ___ doing?).
- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Develop writing conventions and correct formation of letters or characters.
Write and/or participate in writing with a sense of story (beginning, middle, end).
- 3.08 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).

3.09 Create a variety of texts with print or multimedia tools using a writing process (pre-writing, drafting, revising, editing, and publishing): e.g., stories, journal entries, letters, response logs, simple poems, invitations, messages.

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Understand and use oral, pictorial, and written cues to participate in daily routines.
- 4.02 Read and respond (orally and in writing) to authentic, age appropriate texts of the target cultures.
- 4.03 Participate in activities related to diverse culture games of the target culture and major holidays, festivals and special dates of the target cultures.
- 4.04 Speak, sing, recite and read age-appropriate sayings, songs, rhymes, and peer games of children in the target language.
- 4.05 Demonstrate understanding of children’s stories, poetry, and folktales of the target cultures in the target language.
- 4.06 Recall information related to stories, poetry, and folktales and share their views with their teacher and peers using teacher guided structures.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

- 5.01 Demonstrate awareness of informal and formal forms of greetings, leave takings, and expressions of politeness.
- 5.02 Demonstrate an understanding of true cognates or borrowed words by pairing similar words/characters.
- 5.03 Recognize the existence of differences of language conventions.
- 5.04 Identify behaviors such as gestures and greetings that differ between the home culture and the target language culture.
- 5.05 Identify similarities and differences of tangible (toys, sports equipment, food) and intangible (songs, rhymes, dances) products of the target culture and his/her own.
- 5.06 Recognize how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.07 Explore viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school, home and play.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms. concepts in English.

- 6.01 Respond orally and in writing to familiar or simple questions in the target language that focus on key concepts in the content curriculum and classroom activities.

- 6.02 Develop academic language in the target language appropriate to the grade level content.
- 6.03 Increase written vocabulary, appropriate to grade level, by listening, discussing and composing texts when responding to content area material that is read and/or heard.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

- 7.01 Participate in a public celebration and/or competition using culturally relevant/authentic material.
- 7.02 Interact with people of other cultures in the target language using culturally appropriate behaviors and language with teacher cues as needed.
- 7.03 Explore places in person or via technology that provide opportunities to use the target language and/or experience the target culture(s).
- 7.04 View and listen to various forms of media that are age appropriate and relevant, and utilize target language and reflect the target cultures.
- 7.05 Share knowledge of diversity in the classroom and target communities with individuals beyond the classroom.

GRADE 2

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies. Target language goals at Grade 2 include:

- Use acquired concepts and metacognitive skills to read and write more independently.
- Comprehend and respond to texts using multiple strategies and skills.
- Use oral and written communication effectively.
- Utilize listening, speaking, reading and writing and technology resources to accomplish a task.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Interact orally with teacher, peers, and other school personnel using greetings, farewells, apologies, and expressions of courtesy.
- 1.02 Demonstrate understanding and use new vocabulary and phrases dealing with classroom and school routines.
- 1.03 Shares personal information orally and in writing with the teacher and peers to reflect personal likes and dislikes.
- 1.04 Exchange grade level content information orally and writing with the teachers and peers.
- 1.05 Demonstrate the ability to maintain conversations by taking turns to talk, and using declarative, interrogative, imperative, and exclamatory sentences.
- 1.06 Use new and familiar words to form original sentences.
- 1.07 Demonstrates ability to ask and answer *who, what, where, when, how* questions.
- 1.08 Begin to use circumlocution in communicative tasks with teachers and peers.
- 1.09 Participate in oral literary discussions using gestures, high-frequency words, familiar expressions, illustrative objects, and new phrases with teacher support.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of content-related spoken words, phrases, sentences, and questions accompanied by visual and/or auditory clues as needed.
- 2.02 Demonstrate understanding of academic oral and written directions and commands.
- 2.03 Demonstrate listening comprehension strategies (such as watching gestures, facial expressions and visual cues, and listening for intonation and expression.)

- 2.04 Expand and refine grade level appropriate vocabulary using a variety of oral and print resources and by associating target words with prior knowledge.
- 2.05 Apply knowledge of all sources of information (meaning, grammar, graphophonics) to read with fluency and comprehension.
- 2.06 Use pre-, during-, and post- reading strategies: activate prior knowledge, set purpose for reading, formulate questions, make predictions, create and interpret graphic organizers.
- 2.07 Demonstrate comprehension of text.
- 2.08 Recognize different genres (fiction, nonfiction, poetry, drama, and culturally authentic print and digital texts) for a variety of functions, e.g., literary, informational, and practical.
- 2.09 Recognize how authors use particular vocabulary, language, and conventions to develop an individual recognizable voice and its effect on the reader.
- 2.10 Interpret information from diagrams, charts, and maps.
- 2.11 Identify personal and academic connections through interactions with oral language, written language, and media and technology, e.g., recognize and relate similar vocabulary use and concepts across experiences with texts
- 2.12 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, non-print, graphical, audio, video, multimedia, web).

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms with prompting and modeling.
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, and prepositions.
- 3.03 Present learned or original poetry and songs.
- 3.04 Give expanded oral commands and directions.
- 3.05 Retell familiar stories and short conversations (orally and in writing) using a sequence of events (beginning, middle, and end).
- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use writing conventions and correct formation of letters or characters.
- 3.08 Write and/or participate in writing with a sense of story (beginning, middle, end).
- 3.09 Self-monitor composition by using multiple strategies (e.g., brainstorming, rereading, peer conferences)
- 3.10 Create a variety of texts using print or multimedia tools: e.g., stories, journal entries, letters, response logs, simple poems, invitations, messages using a writing process (pre-writing, drafting, revising, editing, and publishing).

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Use oral, pictorial, written cues, gestures accompanying oral expressions to participate in daily routines.
- 4.02 Read and respond (orally and in writing) to authentic, age appropriate texts and events associated with various cultural traditions and holidays celebrated in target cultures.
- 4.03 Participate in activities related to major holidays, festivals and special dates celebrated by children of the target cultures as they occur in the given calendar month.
- 4.04 Exchange information with peers about different practices and perspectives represented in the classroom and community cultures.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

- 5.01 Use formal and informal forms of greetings, leave takings, and expressions of politeness in a variety of settings.
- 5.02 Use true cognates or borrowed words/characters from other languages.
- 5.03 Recognize the differences in language conventions.
- 5.04 Demonstrate how behaviors such as gestures and greetings may differ among cultures.
- 5.05 Explain similarities and differences of tangible and intangible products related to home, school and the community of the target culture and his/her own culture.
- 5.06 Recognize and compare how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.07 Recognize viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school, home and play.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms. concepts in English.

- 6.01 Listen, read and respond orally and in writing to question in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Develop academic language in the target language appropriate to the grade level content.
- 6.03 Increase written vocabulary appropriate to the grade level by listening, discussing and composing texts when responding to content area material that is read and heard.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school

setting for personal, educational, and professional growth and enrichment.

7.01 Participate in a public celebration and/or competition using culturally authentic materials.

7.02 Interview native target language speakers about occupations, family or daily routines.

7.03 Visit places virtually or in person that use the target language to exchange information and experiences with speakers of the target language.

7.04 Demonstrate use of various forms of culturally authentic media that utilize the target language and reflect the target cultures.

7.05 Present to others and exchange information about learner's language experience in the school and community.

GRADE 3

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies.

Target language goals at Grade 3 include:

- Read with fluency and comprehension a wide variety of genres.
- Expand vocabulary through content reading, word study, and discussion.
- Use active listening and effective oral communications.
- Reflect upon and make connections among language, texts, and personal experience.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Interact with teacher, peers, other school personnel, and visiting community members using culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- 1.02 Select and use new words, phrases, and learned utterances in both speech and writing.
- 1.03 Discuss individual perspectives drawn from personal experience.
- 1.04 Exchange grade-level content information in speech and writing.
- 1.05 Demonstrate the ability to maintain conversations using more extended discourse and descriptive details.
- 1.06 Begin to recognize formal vs. informal registers of speech.
- 1.07 Demonstrate the ability to maintain conversations by using declarative, interrogative, exclamatory, and imperative sentences.
- 1.08 Use new and familiar words to form original sentences.
- 1.09 Demonstrates ability to ask and answer *who, what, where, when, how* questions.
- 1.10 Participate in oral literary discussions using gestures, high-frequency words, familiar expressions, illustrative objects, and new phrases with teacher support.
- 1.11 Use circumlocution and begin to use paraphrasing in communicative tasks with teacher and peers.
- 1.12 Discuss texts from a variety of genres (including fiction, nonfiction, poetry and drama) orally and in writing, using phrases and illustrative objects.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of spoken and written words, phrases, statements, and questions related to content topics.

- 2.02 Demonstrate understanding of academic oral and written directions.
- 2.03 Identify main idea(s) and make inferences from oral selections, e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children’s literature (read aloud).
- 2.04 Demonstrate active listening strategies: facing the speaker, making eye contact, asking questions to clarify the message, asking questions to gain additional information and ideas
- 2.05 Develop grade level appropriate vocabulary using a variety of oral and print resources, word study, studying author’s word choice, and by associating target words with prior knowledge
- 2.06 Select and integrate relevant prior experience and sources of information in the text (graphophonics, grammar, and meaning) when reading.
- 2.07 Use strategies to comprehend text e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell
- 2.08 Use pre-, during, and post reading strategies: setting a purpose, making predictions, asking questions, locating information for specific purposes, making connections.
- 2.09 Use, with teacher support, pre, during, and post reading strategies: previewing the text, using story structure and text organization to comprehend
- 2.10 Identify a variety of fiction (short stories, novels, fantasies, fairy tales, fables), nonfiction (biographies, letters, articles, procedures and instructions, charts, maps), poetry (proverbs, riddles, limericks, simple poems), drama (skits, plays), and culturally authentic print and digital texts.
- 2.11 Identify and interpret elements of fiction and nonfiction and support by referencing the text.
- 2.12 Draw conclusions, make generalizations, and gather support by referencing the text.
- 2.13 Summarize main idea(s) from written texts using succinct language.
- 2.14 Explain personal and academic connections when responding to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.
- 2.15 Identify and discuss similarities and differences in characters, events, and concepts and ideas within and across selections and support them by referencing the text.
- 2.16 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice
- 2.17 Demonstrate researching skills.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms.

- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- 3.03 Present learned or original poetry and songs.
- 3.04 Give expanded oral commands and directions.
- 3.05 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features)
- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use writing conventions correctly.
- 3.08 Self-monitor composition by using multiple strategies (e.g., brainstorming, rereading, peer conferences).
- 3.09 Create a variety of texts using print or multimedia tools: e.g., stories, journal entries, letters, response logs, simple poems, invitations, messages using a writing process (pre-writing, drafting, revising, editing, and publishing).

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Use oral and written cues to participate fully in the classroom routines with teachers and peers.
- 4.02 Critique age and language appropriate texts for children of target language and culture.
- 4.03 Research and participate in age appropriate traditions and celebrations reflective of the customs and traditions of the target culture.
- 4.04 Describe the ways that students, their families , their schools, and the target communities address daily routines.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

- 5.01 Select appropriate forms of greetings, leave takings, and expressions of politeness for different people.
- 5.02 Develop awareness of multiple meanings of a word/character across different cultures.
- 5.03 Recognize and apply the differences in language conventions.
- 5.04 Demonstrate how behaviors such as gestures and greetings may differ among cultures.
- 5.05 Explain cultural similarities and differences reflected in songs, rhymes and stories of the target culture and his/her own culture.
- 5.06 Explain how a culture expresses itself through fine arts, sports, media and popular culture.

5.07 Explain viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school , home and play.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms. concepts in English.

- 6.01 Listen, read and respond orally an in writing to question in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Interpret and begin to transfer academic information orally learned through content instruction in the target language and English.
- 6.03 Interpret and begin to transfer academic information learned through content instruction in the target language and English in writing.
- 6.04 Increase vocabulary knowledge in the target language by researching print and non-print resources with assistance and by integrating information and ideas in content area discussions.
- 6.05 Interpret and share information in the target language obtained from print and non-print materials acquired across languages.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

- 7.01 Participate in appropriate community celebrations or competitions using culturally relevant/authentic materials.
- 7.02 Use target language and demonstrate knowledge of the target culture with peers.
- 7.03 Interact with members of the target language community to gain knowledge about community leader's roles.
- 7.04 Use current interactive technologies to broaden understanding, contacts , and exchanges with members of target cultures.
- 7.05 Identify how bilingual students and adults use languages in the community (e.g. interpreting, translating, code-switching, culturally imbedded humor).

GRADE 4

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies. Target language goals at Grade 4 include

- Explore a wide range of texts and their distinguishing features
- Write for a variety of purposes and audiences and use writing as a tool for learning
- Communicate effectively with different audiences through spoken, written, and visual formats
- Use increasingly sophisticated knowledge of target language in oral and written products and presentations

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Participate effectively in social conversations (with teacher, peers, other school personnel, and visiting community members).
- 1.02 Use expanded vocabulary, (ex: words, phrases, idiomatic expressions, suffixes, and prefixes) in both speech and writing.
- 1.03 Discuss individual perspectives drawn from personal experience.
- 1.04 Exchange grade level content information in speech and writing.
- 1.05 Maintain conversations using more extended discourse and descriptive details.
- 1.06 Recognize formal vs. informal registers of speech.
- 1.07 Demonstrate the ability to maintain conversation by using declarative, interrogative, exclamatory, and imperative sentences.
- 1.08 Create with the language in extended (multi-paragraph) discourse- using old and new words to form original sentences.
- 1.09 Ask and answer *who, what, where, when, how, why* questions in conversations, class discussions, and interviews.
- 1.10 Use circumlocution and begin to use paraphrasing in communicative tasks with teacher and peers.
- 1.11 Discuss texts from a variety of genres (including fiction, nonfiction, poetry and drama) orally and in writing, using phrases and illustrative objects.
- 1.12 Ask for and give directions.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION- The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of spoken and written words, phrases, statements, and questions relating to familiar and content-related topics.

- 2.02 Follow oral and written directions.
- 2.03 Identify main idea(s) and make inferences from oral selections spoken in the classroom or heard through multimedia sources, e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children’s literature (read aloud), and multimedia sources (e.g., video, television, Internet, etc.).
- 2.04 Demonstrate use of word identification strategies (graphophonics, grammar, meaning) appropriately and automatically when encountering unknown words.
- 2.05 Use strategies to comprehend and to clarify meaning of vocabulary (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell, consult other sources- glossary, dictionary, thesaurus)
- 2.06 Interact independently with texts before, during, and after reading, listening, or viewing by setting purposes using prior knowledge and text information, making predictions, formulating questions, locating relevant information, making connections with previous experiences, information, and ideas.
- 2.07 Recognize a variety of texts including fiction (legends, novels, folklore, science fiction), nonfiction (autobiographies, informational books, diaries, journals), poetry (concrete, haiku), drama (skits, plays), and authentic print and digital texts.
- 2.08 Expand and refine vocabulary by identifying key words and discovering their meaning and relationships through a variety of strategies.
- 2.09 Identify and interpret elements of fiction and nonfiction and support by referencing the text.
- 2.10 Demonstrate reading comprehension strategies.
- 2.11 Determine the usefulness of information and ideas consistent with purpose.
- 2.12 Demonstrate active listening by asking questions, paraphrasing what was said, interpreting speaker’s verbal and nonverbal messages, interpreting speaker’s purposes and/or intent.
- 2.13 Analyze characters, events, and plots within and between selections and cite supporting evidence.
- 2.14 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms (e.g., subject, predicate, and modifier, conjunctions as applicable).
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- 3.03 Share self-selected and original texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations)
- 3.04 Give expanded oral commands and more extended directions.
- 3.05 Summarize learning experiences and explain own learning.

- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use writing conventions, grammar, and language correctly.
- 3.08 Create a variety of fiction, non-fiction, poetry, and drama using print and multimedia tools: e.g., personal and imaginative narrative, research reports, diaries, journals, learning logs, rules, instructions, letters of request, letters of complaint using a writing process (pre-writing, drafting, revising, editing, and publishing).
- 3.09 Make oral and written presentations using visual and multimedia aids with an awareness of purpose and audience.

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Use oral and written cues to participate fully in school and community routines.
- 4.02 Extract cultural aspects of children’s literature including stories, poetry, folk tales, fables and legends of the target culture.
- 4.03 Analyze and participate in age-appropriate traditions and celebrations reflective of the customs and traditions of the target culture.
- 4.04 Reflect on the impact of geographical features on the target culture as they are mentioned in cultural readings and discussions.
- 4.05 Identify people and products and their importance to the target culture.
- 4.06 Identify practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials and cultural artifacts.
- 4.07 Develop knowledge of concepts necessary for understanding ethnic/international relationships.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

- 5.01 Use appropriate forms of greetings, leave takings, and expressions of politeness for different audiences and settings.
- 5.02 Recognize that geography and regional practices impact language across different cultures.
- 5.03 Explain the differences in language conventions.
- 5.04 Distinguish between cultural similarities and differences reflected in songs, rhymes and stories of the target culture and his/her own culture.
- 5.05 Distinguish how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.06 Distinguish between viewpoints and attitudes of people in both the target culture and his/her own culture relating family, school, home and play.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms and concepts in English.

- 6.01 Listen, read and respond orally and in writing to question in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Interpret, apply and transfer academic information orally learned through content instruction in the target language and English.
- 6.03 Interpret, apply and transfer academic information in writing learned through content instruction in the target language and English.
- 6.04 Increase vocabulary knowledge in the target language by researching multiple print and non-print resources and by integrating information and ideas in content area discussions.
- 6.05 Apply and share information in the target language obtained from print and non-print materials across languages.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

- 7.01 Share learner created works in the target language with the community.
- 7.02 Interact with North Carolinians who are members of the target culture to learn about their experiences and perspectives as a resident of the state.
- 7.03 Use current interactive technologies to broaden understanding, contact, and exchanges with members of target cultures.
- 7.04 Use multi-media to demonstrate understanding of his/her language experiences.

GRADE 5

Some or all of the grade level content material is taught in the language other than English and is the means of developing communicative and academic target language competencies. Target language goals at Grade 5 include:

- Expand and deepen concepts, skills and strategies learned at earlier grades.
- Use reading and writing to learn about and understand world cultures.
- Use metacognitive skills to accomplish a task independently or as a group member.
- Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION- The learner will engage in conversation and exchange information and opinions orally and in the target language.

- 1.01 Participate effectively in social conversations (with teacher, peers, other school personnel, and visiting community members).
- 1.02 Use expanded vocabulary, (ex: words, phrases, idiomatic expressions, suffixes and prefixes) in both speech and writing.
- 1.03 Discuss individual perspectives drawn from personal experience.
- 1.04 Exchange grade level content information in speech and writing.
- 1.05 Maintain conversations using more extended discourse and descriptive details.
- 1.06 Recognize and use formal vs. informal registers of speech orally and in writing.
- 1.07 Demonstrate the ability to maintain conversation by using declarative, interrogative, exclamatory, and imperative sentences.
- 1.08 Create with the language in extended (multi-paragraph) discourse- using old and new words to form original sentences.
- 1.09 Ask and answer *who, what, where, when, how, why* questions in conversations, class discussions, and interviews.
- 1.10 Use circumlocution and use paraphrasing in communicative tasks with teacher and peers.
- 1.11 Discuss texts from a variety of genres (including fiction, nonfiction, poetry and drama) orally and in writing, using phrases and illustrative objects
- 1.12 Ask for and give directions.
- 1.13 Engage in a debate related to a familiar topic.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION-The learner will decode, understand, and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of spoken and written words, phrases, statements, and questions relating to familiar and content-related topics.

- 2.02 Follow oral and written directions.
- 2.03 Demonstrate critical and active listening with oral selections spoken in the classroom or heard through multimedia sources (e.g., television, radio, video productions, and other electronic media)
- 2.04 Select appropriate strategies to comprehend text and to clarify meaning of vocabulary.
- 2.05 Demonstrate comprehension of a variety of fiction (tall tales, myths), nonfiction (books of true experience, newspaper and magazine articles, schedules), poetry (narrative, lyric, and cinquains), drama (plays and skits), and authentic print and digital texts.
- 2.06 Identify and interpret elements of fiction and nonfiction and support by referencing the text.
- 2.07 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.
- 2.08 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).
- 2.09 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).
- 2.10 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).
- 2.11 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.
- 2.12 Summarize major points from fiction and nonfiction texts (to clarify and retain information and ideas).
- 2.13 Summarize main idea(s) from written, spoken, or multimedia sources (e.g., television, film, video, Internet) using succinct language.
- 2.14 Demonstrate use of a research process to meet information needs.
- 2.15 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION- The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01 Speak in more complex sentences, using increasingly accurate grammatical forms (e.g., subject, predicate, and modifier, conjunctions as applicable).
- 3.02 Describe or narrate using expanded vocabulary (orally and in writing) events, people, places, and things using nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- 3.03 Share self-selected and original texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).
- 3.04 Give expanded oral commands and more extended directions.
- 3.05 Summarize learning experiences, stories, discussions, and oral, written, and multimedia passages.

- 3.06 Use a variety of non-verbal strategies, in addition to simple words and phrases with prompting and modeling, to communicate (e.g., match objects, point to answer, draw pictures, gesture).
- 3.07 Use grammar, language, and writing conventions applicable to the language.
- 3.08 Create a variety of fiction, non-fiction, poetry, and drama: e.g., descriptive, narrative, expository, and persuasive essays, poetry, research reports, news articles, letters to the editor, business letters, using a writing process (pre-writing, drafting, revising, editing, and publishing using technology).
- 3.09 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern.
- 3.10 Make oral and written presentations using visual and multimedia aides with an awareness of purpose and audience (e.g., share self-selected texts from a variety of genres).

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Use oral and written cues to participate fully in the classroom with teachers and peers across a range of contexts.
- 4.02 Analyze age-appropriate written text and oral traditions of children in target cultures.
- 4.03 Critique and participate in age appropriate traditions and celebrations reflective of the customs and traditions of the target cultures.
- 4.04 Analyze cultural aspects of children’s literature including biographies, stories, poetry, folk tales, fables and legends of the target culture.
- 4.05 Identify the different target language countries on the globe and/or map.
- 4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

- 5.01 Differentiate between forms of greetings, leave takings, and expressions of politeness for different cultures.
- 5.02 Explain how geography and regional practices impact language across different cultures.
- 5.03 Analyze the differences in language conventions.
- 5.04 Analyze the cultural similarities and differences reflected in songs, rhymes and stories of the target culture and his/her own culture.
- 5.05 Analyze how a culture expresses itself through fine arts, sports, media and popular culture.
- 5.06 Analyze viewpoints and attitudes of people in both the target culture and his/her own culture relating to family, school, home and play.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire and expand content knowledge, concepts and skills in the target language and interconnect them with key terms, concepts in English.

- 6.01 Respond orally and in writing to questions in the target language that focus on key concepts in the content curriculum and classroom activities.
- 6.02 Interpret, apply and transfer academic information orally learned through content instruction the target language and English.
- 6.03 Interpret, apply, and transfer academic information learned through content instruction in the target language and English in written form.
- 6.04 Increase vocabulary knowledge in the target language by researching print and non-print resources and integrating information and ideas in content area discussions.
- 6.05 Analyze and share information in the target language obtained from print and non-print materials acquired across languages.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

- 7.01 Share learner created works in the target language with the community.
- 7.02 Identify purposes for target language use in the learner’s community, in the United States, and the international community.
- 7.03 Analyze issues in bilingualism and linguistic diversity in the United States through personal exchanges.

APPENDIX D: INSTITUTIONAL REVIEW BOARD APPROVAL



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building · Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** · www.ecu.edu/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Ann Borisoff](#)
CC: [Marjorie Ringler](#)
Date: 10/7/2013
Re: [UMCIRB 13-002011](#)
MEASURING PROGRAM EFFECTIVENESS: ASSESSMENT AND ACCOUNTABILITY IN A TWO-WAY IMMERSION PROGRAM

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 10/7/2013 to 10/6/2014. The research study is eligible for review under expedited category #6, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
Conflict of interest form.pdf	COI Disclosure Form
Dissertation Proposal	Study Protocol or Grant Application
FINAL VERSION Consent letter for no more than minimal risk	Consent Forms
Interview/Focus group questions	Interview/Focus Group Scripts/Questions

The Chairperson (or designee) does not have a potential for conflict of interest on this study.