

## Lessons Learned: Bilingualism & Biliteracy in TWI Programs

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Immersion Education: Pathways to Bilingualism & Beyond  
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### Purpose

- Lessons we are learning about biliteracy in TWI programs
  - Evidence that TWI works – for various types of students in different types of school environments
  - Evidence that greater foundation in Spanish for TWI students works even better
- Implications

### Lesson 1 TWI Works!

- Research → students in TWI programs achieve at levels comparable or higher than their peers in English only programs
  - Schools with different demographic characteristics
    - Upper SES, middle SES, lower SES areas
    - Schools with mostly Hispanic students; diverse schools
  - Spanish & Chinese (Cantonese & Mandarin)

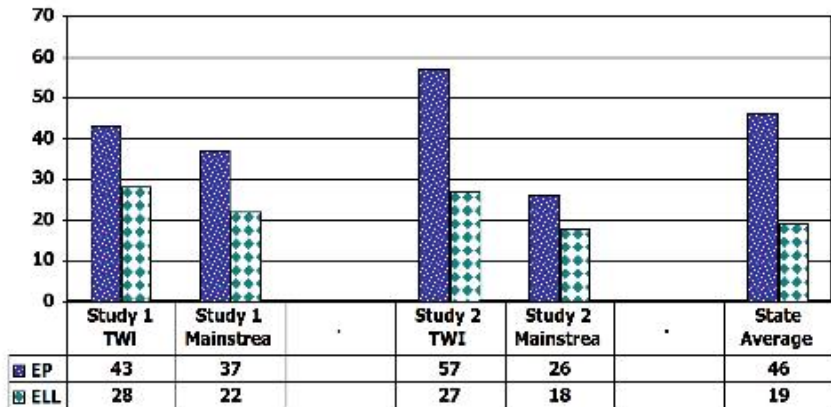
### Lesson 1 - TWI Works!

**EVIDENCE – By later elementary grades, TWI students score similar to or higher than their mainstream peers. ELL students close achievement gap.**

- **Proof 1:** 2 comparative studies of 4 schools in predominantly Hispanic low-income schools;
  - TWI & Mainstream students' characteristics similar
- **Proof 2:** series of studies comparing performance of TWI students to students in demographically comparable schools, district & state averages

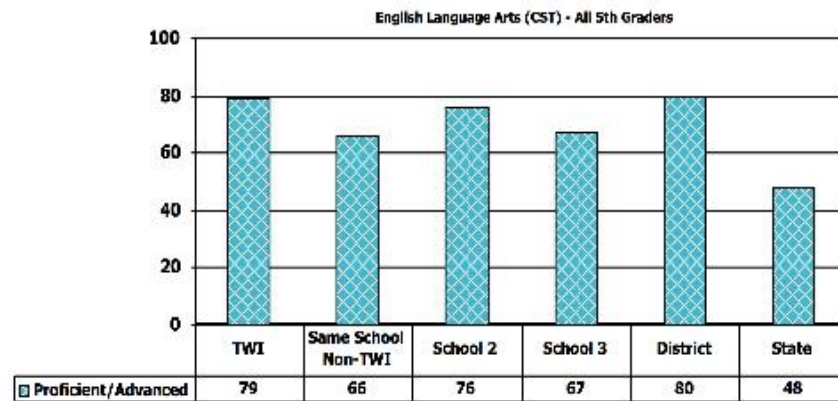
### Comparative Study of Hispanic Students in Predominantly Hispanic Low-Income Schools

**TWI Students (EP & ELL) Score Similar to or Significantly Higher than Mainstream Students**



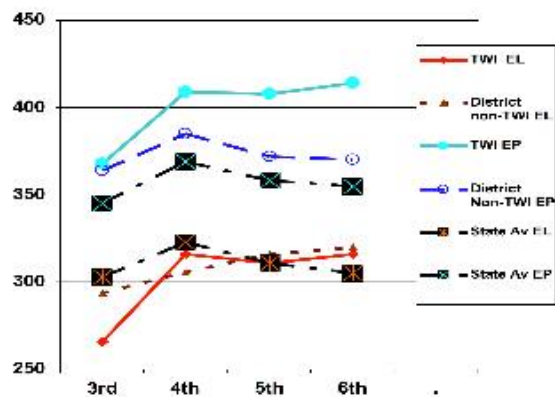
### Performance of TWI students vs. Non-TWI students in demographically comparable schools, district & state averages

**TWI Students (EP & ELL) Score Similar to or Higher than Mainstream Students**



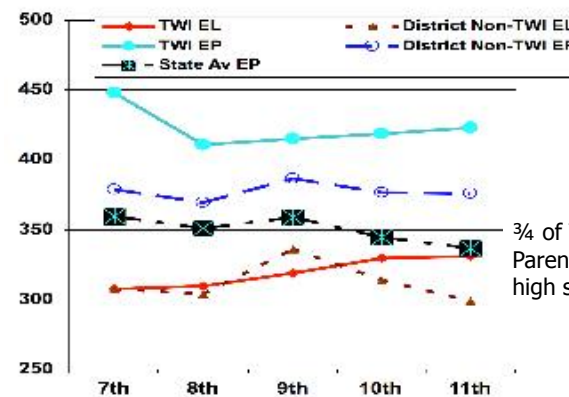
### Performance of TWI students vs. non-TWI students in same district, & state averages

**TWI Students (EP & ELL) Score Similar to or Significantly Higher than Mainstream Students**



### Performance of TWI students vs. non-TWI students in same district, & state average for English Speakers

**TWI Students (EP & ELL) Score Similar to or Significantly Higher than Mainstream Students**

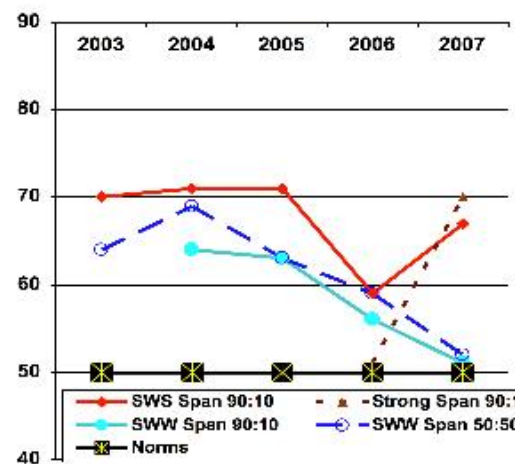


3/4 of TWI ELLs:  
 Parents not complete high school

## Lesson 2 TWI Works BETTER with Stronger Spanish Foundation

- In 2005, many schools in Program Improvement were required to spend *more time in English literacy* and were threatened with the loss of the program if their scores did not improve. Resulted in more focus on English literacy and less focus on Spanish literacy (no formal change in ratio of Spanish to English)
  - loss in Spanish reading achievement
  - slowed growth in English reading achievement
  - Schools that improved Spanish literacy, after noting loss in Spanish reading achievement, showed some improvement in Spanish and English

## Performance of TWI ELL students in Spanish Reading Achievement (Aprenda NCEs)



**Strong (S)** = most students achieve above average in Spanish reading

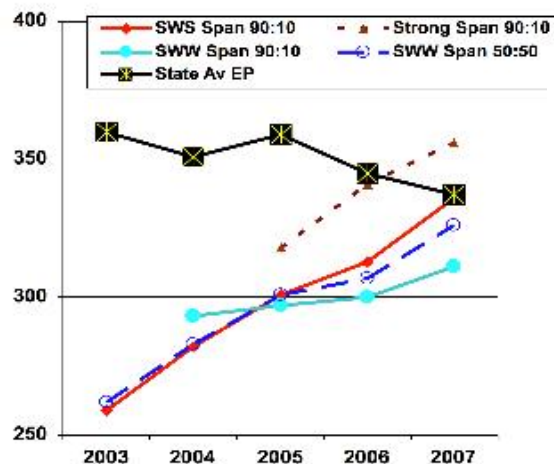
**Weak (W)** = most students achieve at or below average in Spanish reading

Strong – Has stayed strong

SWS – Was strong, then weak, now strong again

SWW – Was strong, has stayed weak

## Performance of TWI ELL students in English Reading Achievement (CST Scale Scores)



**Strong (S)** = most students achieve above average in Spanish reading

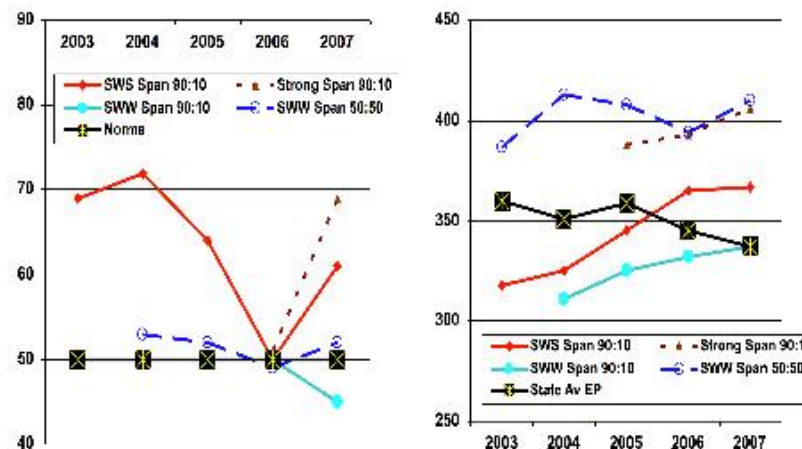
**Weak (W)** = most students achieve at or below average in Spanish reading

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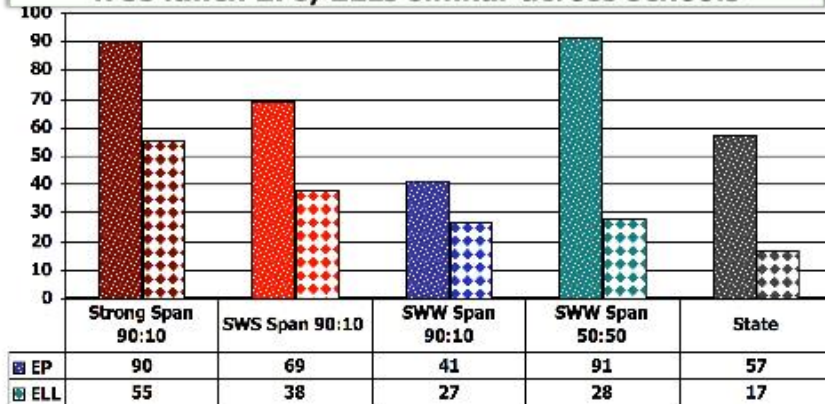
SWW – Was strong, has stayed weak

## Performance of TWI EP students in English Reading (CST Scale Scores) and Spanish Reading (Aprenda NCEs)



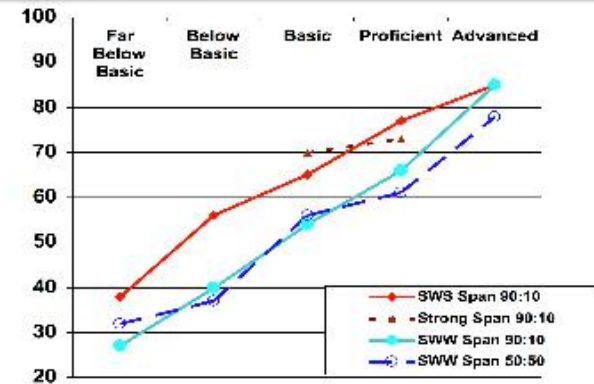
## Percentage of Students Passing CST (Proficient or Advanced)

**Strong Span and SWW 50:50 have upper class EPs;  
 SWS and SWW 90:10 have mostly Hispanic, 2/3  
 free lunch EPs; ELLs similar across schools**



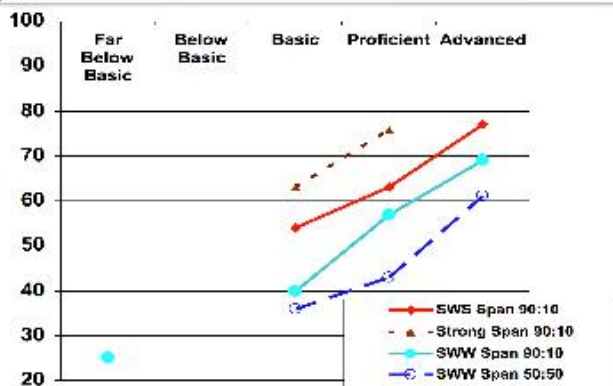
## Relationship between Achievement in English & Spanish – Previous ELL Students

**Weak readers in English are fairly weak readers in Spanish. In  
 stronger Spanish programs, students at lower levels of English  
 performance have stronger literacy skills in Spanish they can  
 transfer to English.**



## Relationship between Achievement in English & Spanish – EP Students

**While the relationship between English and Spanish reading  
 holds with EP students, at each English reading proficiency level  
 a stronger Spanish program is associated with stronger Spanish  
 reading achievement.**



## Implications & Conclusions

- Programs that work toward quality implementation in English AND Spanish are likely to have higher outcomes in English & Spanish
- Programs that (are required to) promote English over Spanish literacy may see [research shows]:
  - DECREASE - Spanish achievement & English achievement
    - greater consequences for students weakest in literacy – ELLs
  - DECREASE - Spanish oral proficiency without greater fluency in English
  - DECREASE positive attitudes toward Spanish & TWI program
- Reverting to stronger Spanish literacy can increase scores again