



90:10 vs. 50:50 Two-Way Bilingual Immersion Programs

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Language Education in Context Accountability

Administrators & teachers are under increasing pressure to demonstrate that their immersion program is successful in academically preparing students for the future. The major avenue for this accountability is through standardized testing

- Students in early phases of program, before they have sufficient bilingual & biliteracy skills to perform well.
- ELL or other students, who traditionally have lower levels of achievement in school & take longer to move toward grade level expectation
- High stakes testing & accountability have **killed some programs.** Be proactive & prepare!





Background Information

- ◆ **4 Schools Spanish/English**
- ◆ **Program Type**
 - ❖ **90:10 -- 2 schools, 584 students in Grades 2-8**
 - ❖ **50:50 -- 2 schools, 556 students in Grades 2-8**
- ◆ **3 different parts of California, 1 non-California**
- ◆ **Social Class/Economic background differs between 90:10 and 50:50 program students**
 - ❖ **ELLs: 9010: 88% parents have LOW education (elem or junior hi/some HS); 5050: 40% parents with LOW education level.**
 - ❖ **EPs: 9010: 57% parents have LOW education (elem or junior hi/some HS) and 24% with college education; 5050: NO parents with LOW education level and 90% with college education.**



Percent Proficient in English (L2) Spanish Speakers

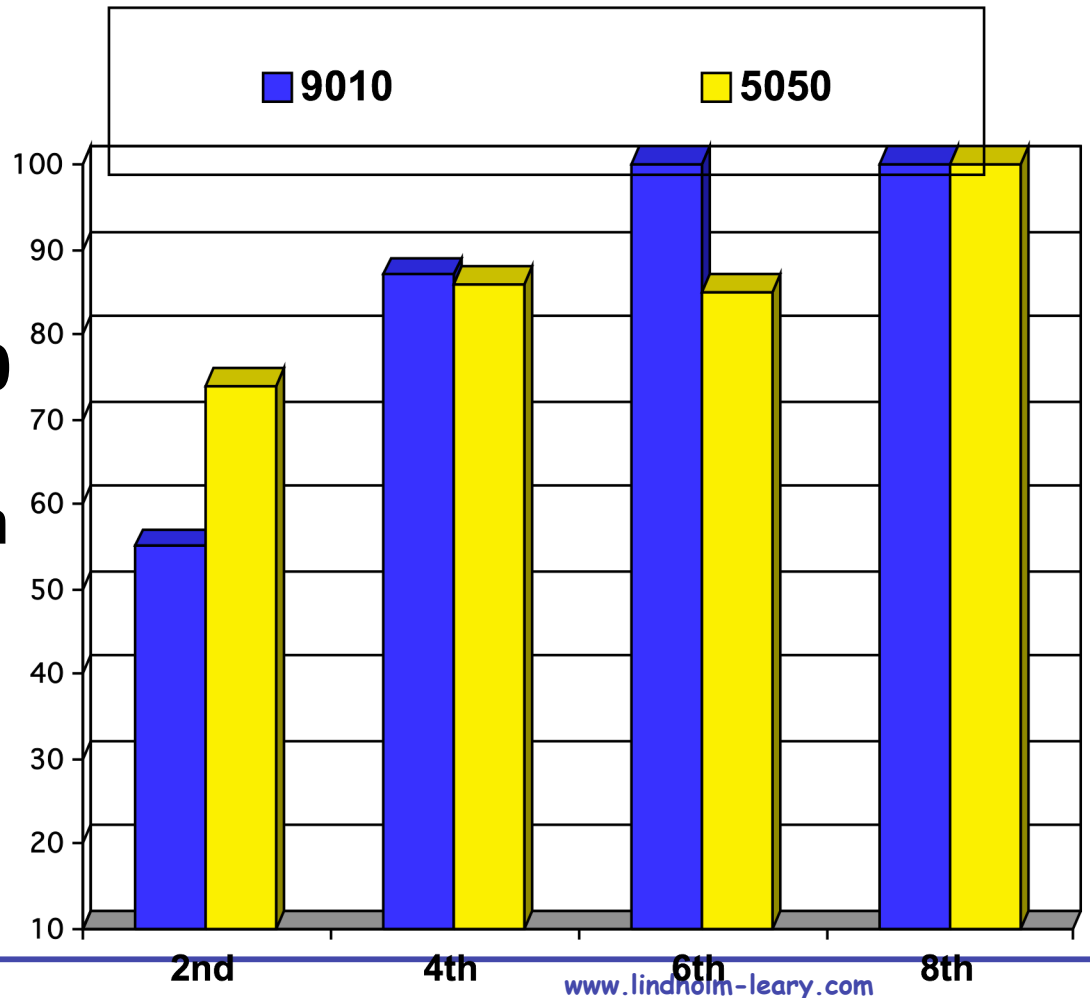
❖ BASED ON SOLOM

Spanish speakers develop proficiency in English -- L2

➤ 4th grade, most 9010 & 5050 students proficient in English

➤ By 6th grade, 90:10 > 50:50

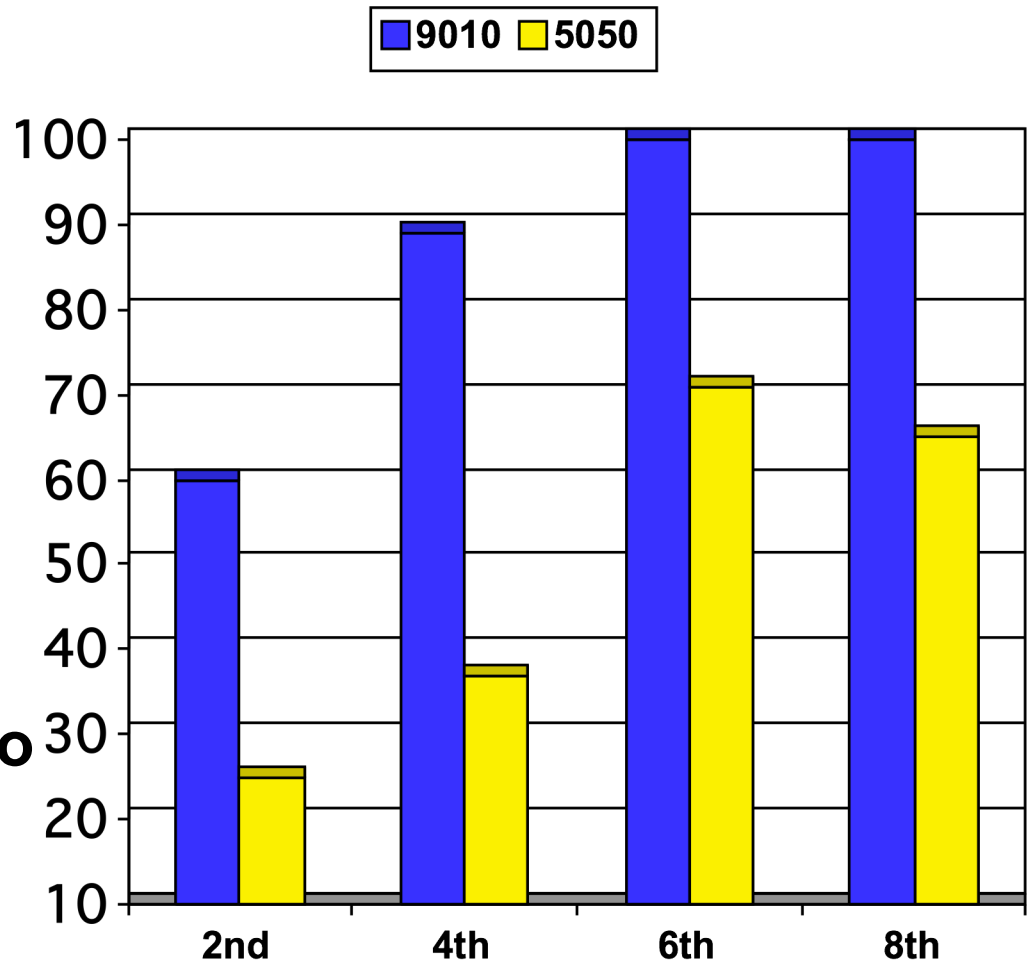
➤ By 8th grade, 90:10 = 50:50





Percent Proficient in Spanish (L2) English Speakers

- ❖ **BASED ON SOLOM**
- ❖ **English speakers develop proficiency in their L2 – differences across program type**
- **More 90:10 students are proficient in Spanish compared to 50:50 students**



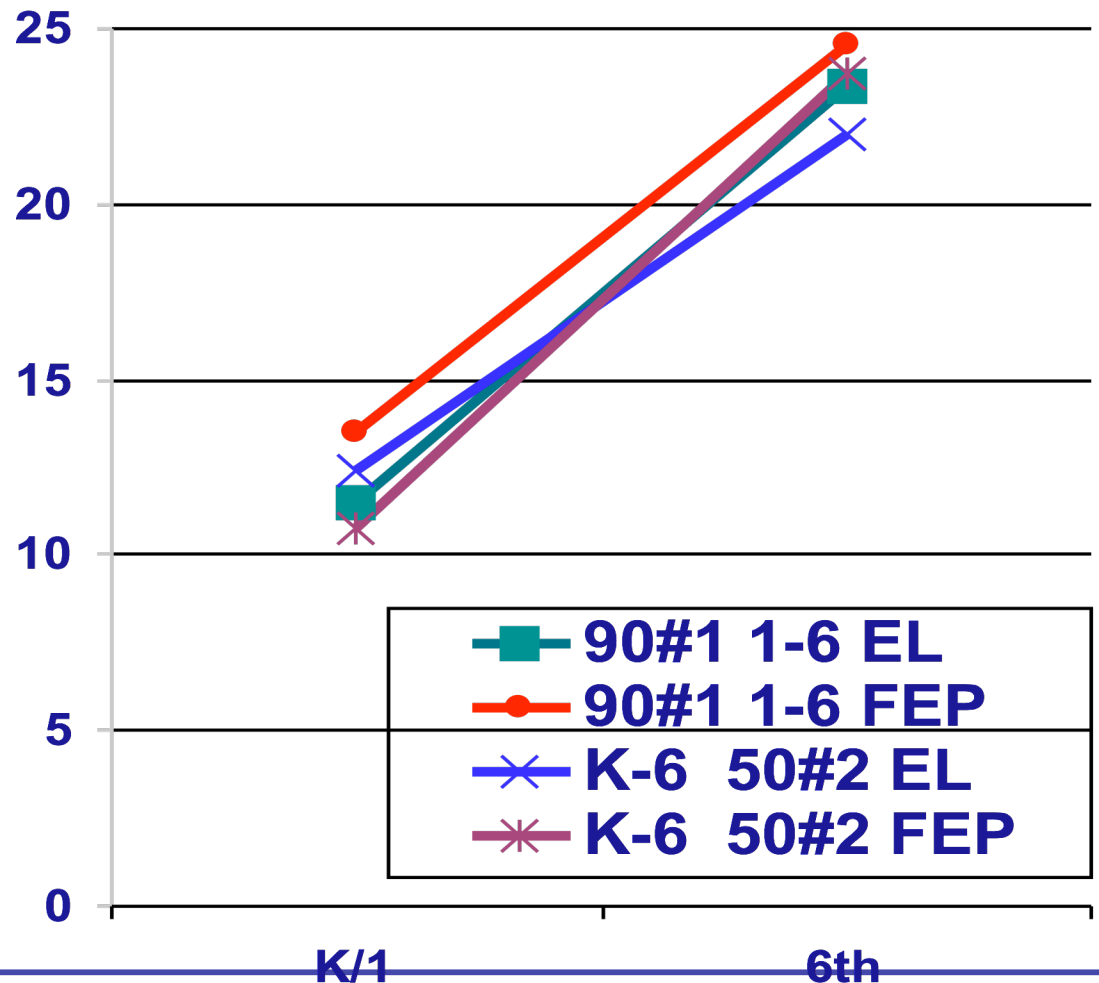


Growth in English Proficiency ELL & Redesignated FEP Students

BASED ON SOLOM

◆ Both ELL and Redesignated Fluent English proficient (R-FEP) students make significant growth in English proficiency, regardless of program type (9010 vs. 5050).

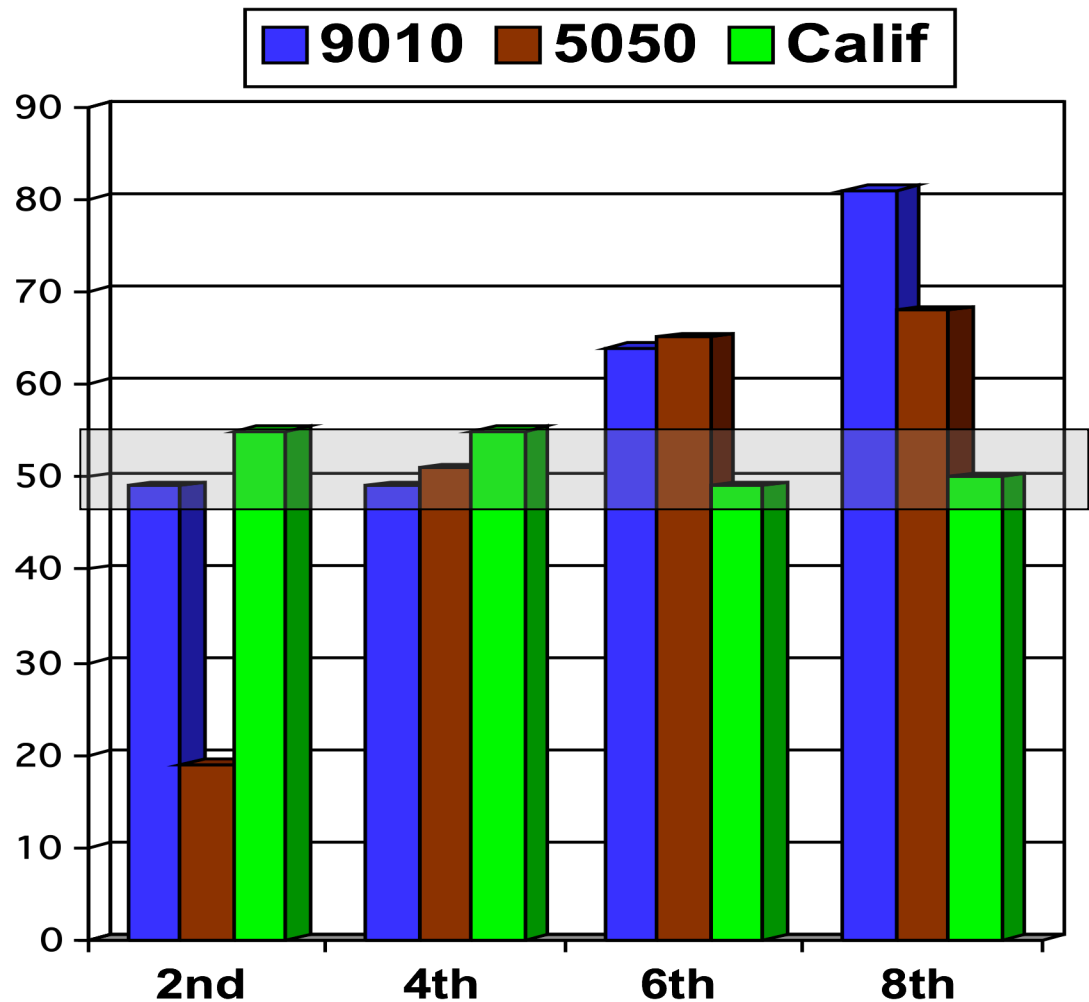
◆ R-FEP & ELL start at same level of English proficiency





Reading Achievement in Spanish Norm-Referenced Achievement Test English Speakers

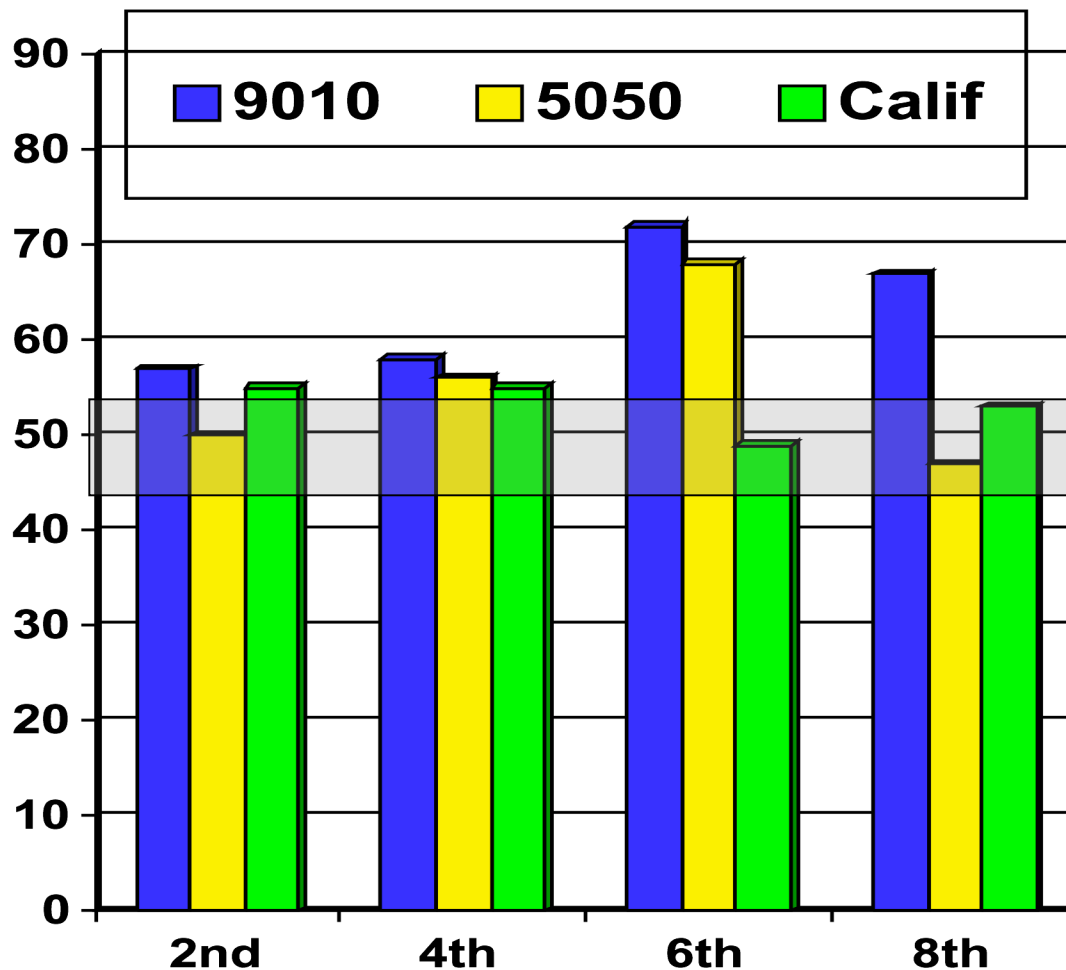
- ❖ Students score around average in grades 2-4, above average in grades 6-8.
- ❖ Program differences:
 - Grades 4 & 6 -- no difference in program type: **9010=5050**
 - Grade 8 -- difference in program type: **9010>5050**
 - English speakers score similar to or higher than state averages for Spanish speakers
 - Remember 9010 are lower SES than 5050.





Reading Achievement in Spanish Norm-Referenced Achievement Test Spanish Speakers/ELLs

- ❖ Students score average to above average, regardless of program type
- ❖ Program differences:
Students in 90:10 outscore students in 50:50 at 6th and 8th grade levels.

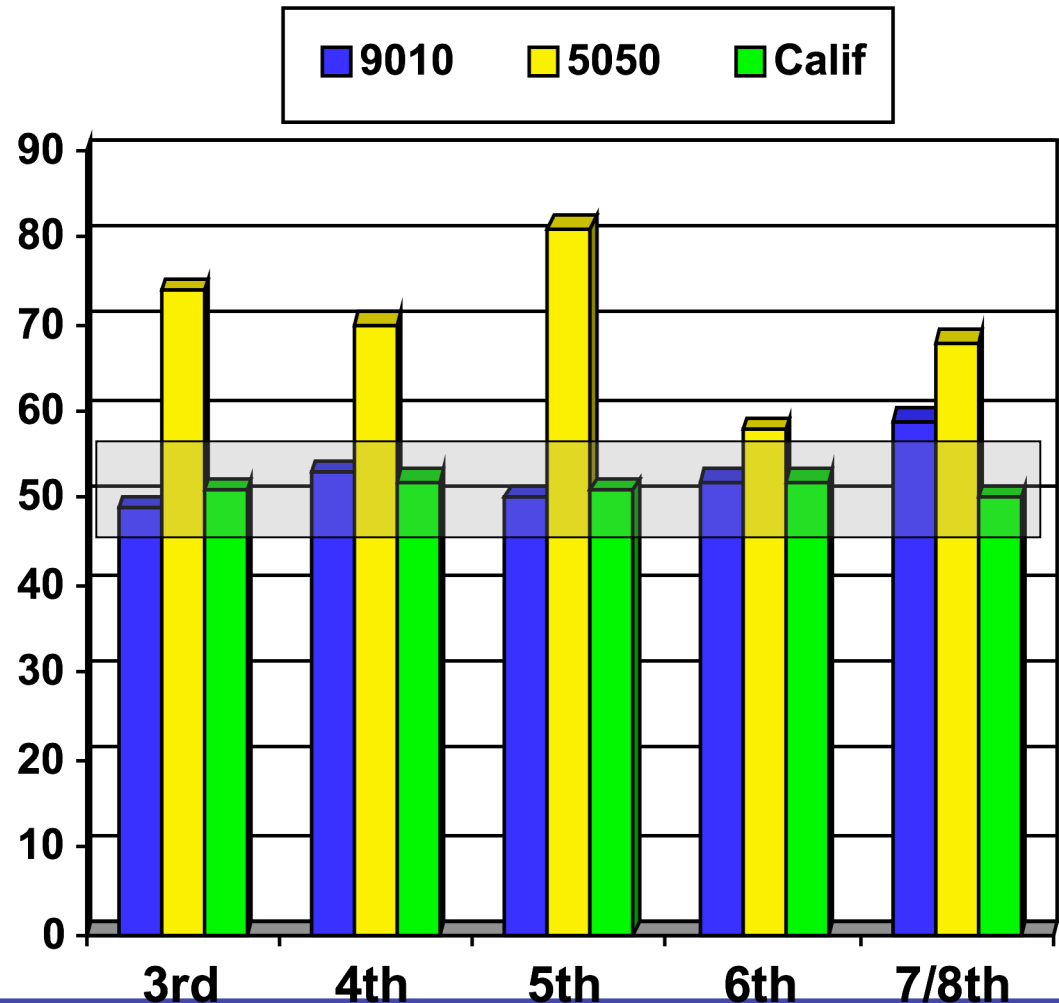




ASSESSMENT

Reading Achievement in English Norm-Referenced Achievement Tests English Speakers

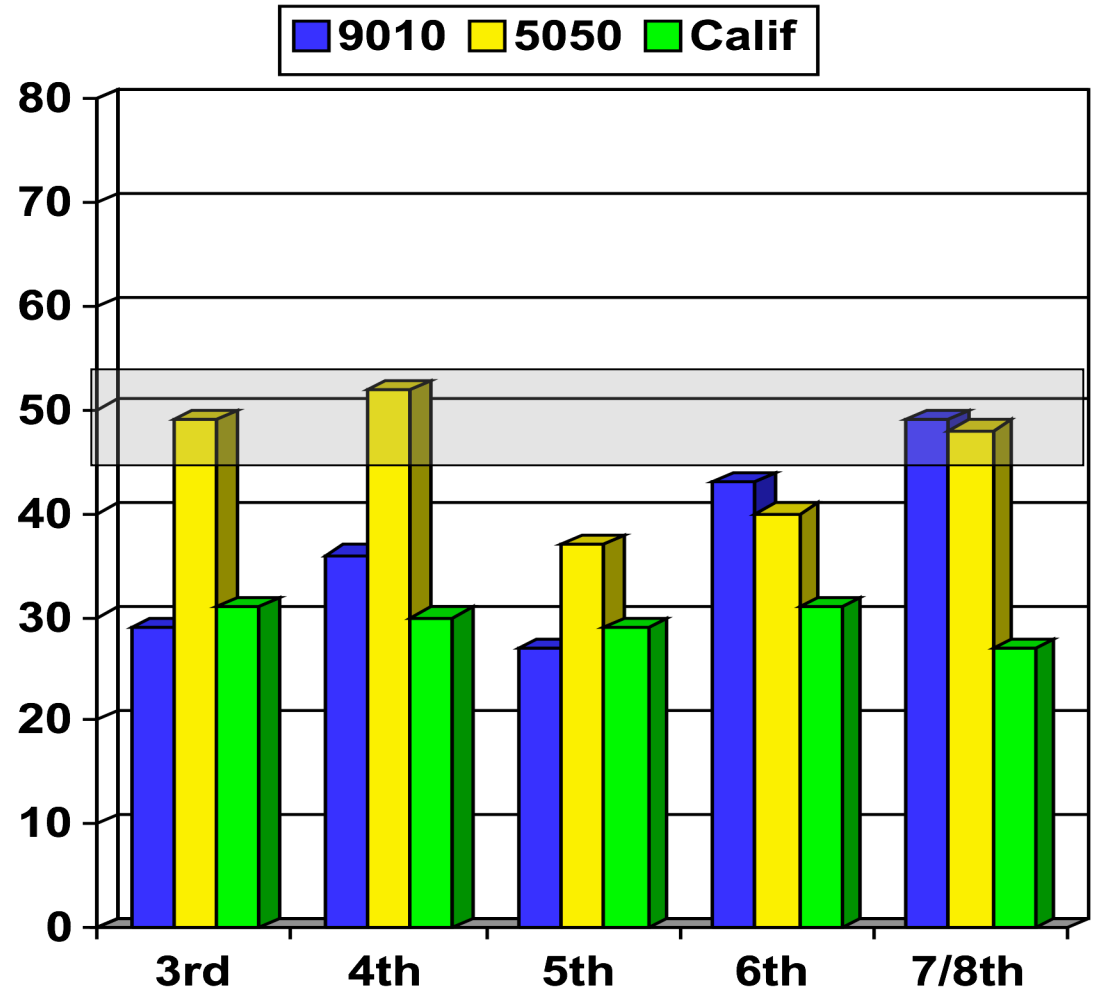
- Students score at or above average compared to **national** norms for English monolinguals in English Only classrooms
- Compared to state norms for English speakers, students score similar or higher.
- At all grade levels, 5050 > 9010, but remember 5050 are higher SES than 9010





Reading Achievement in English Norm-Referenced Achievement Test Spanish Speakers/ELLs

- ❖ Students score low to average, but at or above state norms for ELL students, especially in grades 6-8.
- ❖ Program differences
 - Early grades 5050 > 9010
 - By 6th grade, no program difference
 - By 6th grade, ELL students score average, and well above state norms



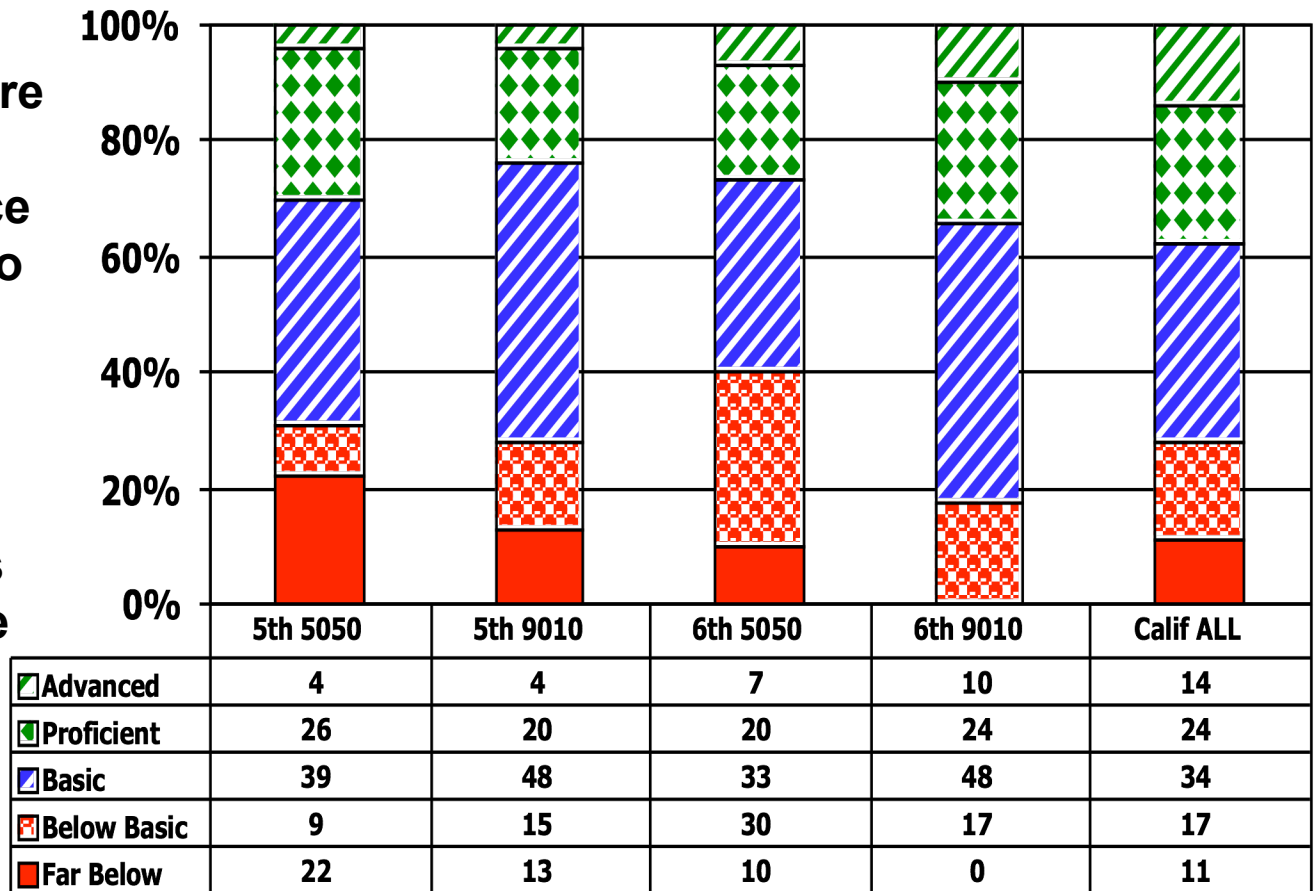


CST English Language Arts

Previous ELLs (ELL & RFEP)

- ❖ By grade 6, students in 90:10 program were more likely to score Proficient/Advanced and less likely to score Far/Below Basic.
- ❖ By grade 6, previous ELLs achieved at levels comparable to the average for ALL students in California.

California Standards Test -- English Language Arts
EL & FEP Students Combined



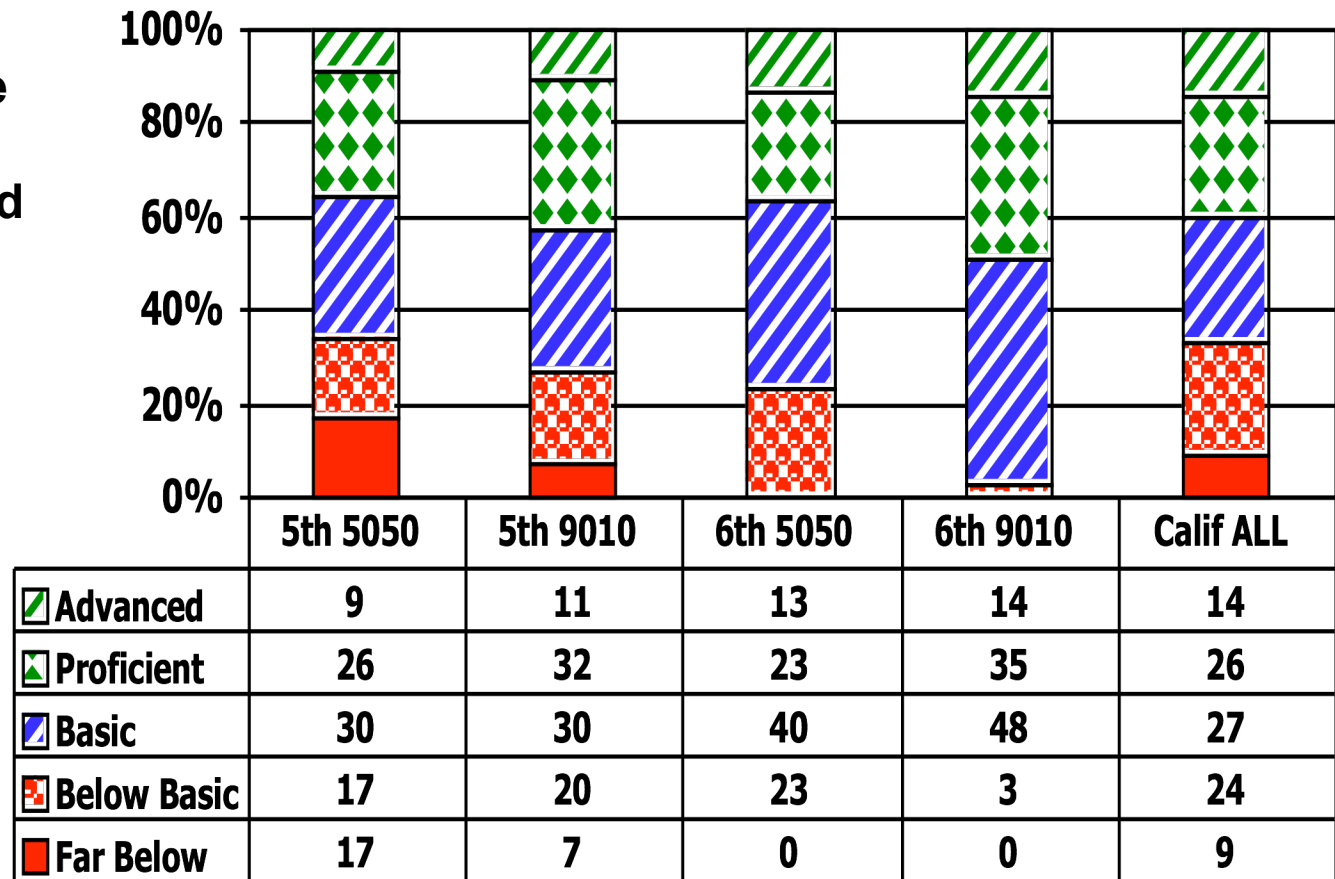


CST Math

Previous ELLs (ELL & RFEP)

- ❖ By grade 6, students in 90:10 program were more likely to score Proficient/Advanced and less likely to score Far/Below Basic.
- ❖ By grade 6, previous ELLs achieved at levels comparable to the average for ALL students in California.

**California Standards Test -- Mathematics
EL & FEP Students Combined**





English & Spanish Reading and Proficiency

Spanish Speakers --- Grades 4-7

- **High correspondence between achievement in English reading and**
 - ❖ Spanish reading
 - ❖ oral proficiency in English
 - ❖ bilingual proficiency
- **Students scoring lowest in English reading :**
 - ❖ score low in Spanish reading
 - ❖ less likely to be proficient in English
 - ❖ higher levels of proficiency in English AND Spanish
- **Students scoring average or above in English reading :**
 - ❖ score average to high in Spanish reading
 - ❖ proficient in English
 - ❖ higher levels of proficiency in English AND Spanish



CONCLUSIONS

- **The two-way bilingual immersion model has been carefully developed based on research and best practices.**
 - This research shows that students develop the highest levels of bilingual proficiency, biliteracy and educational success in additive bilingual programs that provide for considerable instruction through the target language over an extended period of time (at least 6-7 years).
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CONCLUSIONS

- **Both 90:10 and 50:50 two-way bilingual immersion models have positive outcomes for students. However,**
 - ELL students develop stronger literacy skills in Spanish in 90:10 than 50:50 programs.
 - For ELL students, there is a high correlation between reading (and math) achievement across the two languages. Thus, it is important to develop high levels of achievement in Spanish.
 - **Simply adding more English instructional time does not yield higher outcomes in achievement measured in English for English language learners.** If adding more English time did produce higher test scores, then 50:50 programs should promote higher scores for ELL students. However, there are either no differences or an advantage for students in 90:10 in examining reading and math scores in English with both norm-referenced (CAT6) and criterion-referenced (CST) tests.
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CONCLUSIONS

- The two-way bilingual immersion model is *not* a panacea.
 - Variations in outcomes across schools demonstrate the importance of **carefully planned programs, articulated curriculum with carefully designed ELD/ELA/SLD/SLA (language arts) focus, well-trained teachers, strong leadership, and administrative support.**
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