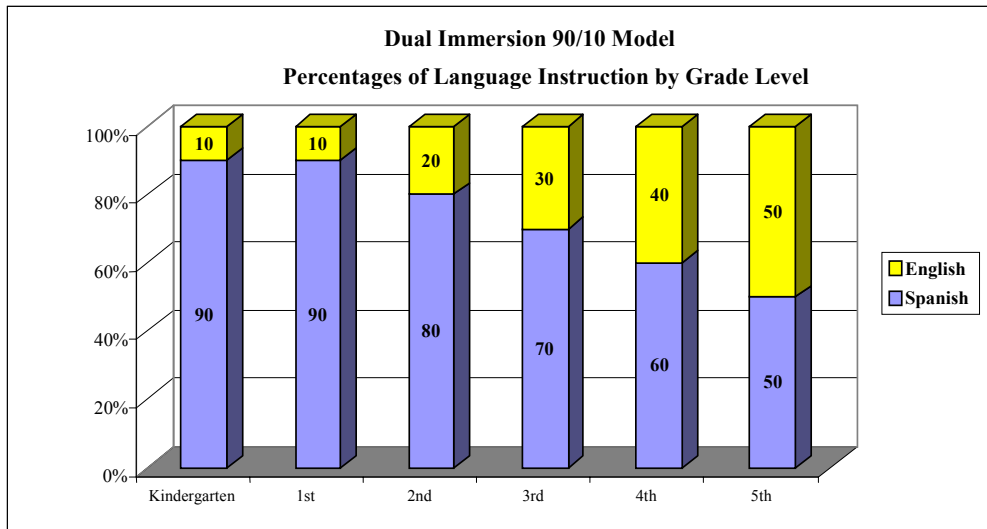


## MLC's Dual Language Model



### What does the Research Tell Us About Student Achievement in a Dual Language Program?














- English languages learners (ELs) and native English speakers (EOs) made significant progress in both languages.
- Both groups scored at or well above grade level in both languages by middle school.
- Both groups performed at comparable or superior levels compared to same-language peers in other educational settings.
- On standardized tests in reading and math given in English, native English speakers out-scored their English-only peers in English-only classrooms.
- English learners who learned English in a dual language program scored significantly higher than their peers in other programs.



- Native English speakers typically achieve at higher levels in English than English learners
- By middle school, native English speakers on average score above grade level in standardized tests of reading and math while ELs on average approach grade level.
- When achievement was measured in Spanish, students in 90:10 programs scored higher than students in 50:50 programs.
- More instructional time in Spanish positively affected achievement in Spanish and had no negative effect on achievement measured in English.
- ELs in a Dual Language program do better than their peers in a regular program at traditional middle schools. In fact, ELs in a dual immersion program perform on par with the EO students in a traditional program.

### How do we get there?

**Expectations for Achieving Grade Level Performance in a Dual Language Program (90:10)**

	K	1	2	3	4	5	6 +
EOs in Spanish							
EOs in English							
ELs in Spanish							
ELs in English							