

Introduction

- Attainment of high levels = primary goal
- Findings for native Spanish speakers and findings for native English speakers
- Development of bilingualism and biliteracy
- Narrative writing measure
- Multiple-choice cloze reading measures
- Mean scores
- Spelling study findings
- Descriptive statistics
- Student attrition over time
- Comparison data for reading and writing
- These four programs are very strong

Oral Language Development

- Alicia Chacon – oral English fluency by the end of 5th grade
- Barbieri – oral English fluency by the end of 5th grade
- IAMS – same pattern as Barbieri and Alicia Chacon
- Table 3.1: Summary of Oral Proficiency Findings from CREDE Study
- Key – NES scored significantly higher than NSS
- Table 3.2: Summary of Oral Proficiency Findings from Spelling Study

Discussion

- Oral English proficiency outcomes of students at 3 schools remarkably consistent
- Native English speakers had higher scores in 3rd but no difference by 5th
- Both native language groups in all 3 schools showed growth over time
- Persistent differences in Spanish oral proficiency between native Spanish speakers and native English speakers

Reading Development

- Alicia Chacon – both groups at high levels by the end of 5th grade
- Barbieri – very high mean scores by the end of 5th grade
- IAMS – high mean scores by the end of 5th grade
- Table 3.3: Summary of Reading Findings from the CRDE Study
- Key – NES scored higher than NSS on English broad reading
- Table 3.4: Summary of Reading Findings from the Spelling Study

Comparison Group Findings

- Alicia Chacon – a higher percentage of students met or exceeded expectations for reading across the district and the state
- Table 3.5: Performance of Alicia Chacon 5ht Grade
- Table 3.6: Reading Performance of Alicia Chacon students
- IAMS - a higher percentage of students met or exceeded expectations for reading across the district and the state
- Table 3.7: Performance of IAMS 3rd grade
- Key - a higher percentage of students met or exceeded expectations for reading across the district and the state
- Table 3.8: Performance of Key 5th grade

Discussion

- English reading outcomes at 3 schools in CREDE Study were remarkably consistent
- NES had slightly higher scores than NSS in 3rd grade at Alicia Chacon and Barbieri; scores were comparable at IAMS
- Spanish reading scores varied across the schools in the CREDE Study
- The results for TWI students were as good or better than district or state

Writing Development Longitudinal Findings

- Alicia Chacon – considerable growth in English narrative writing ability from end of 3rd grade to end of 5th grade
- Alicia Chacon – in both L1 and L2 writing ability, both NES and NSS achieved parity with native speakers by the end of 5th grade
- Barbieri – average English writing scores of NSS consistently comparable to NES scores
- Barbieri – Spanish writing in 5th were comparable to study averages for both NES and NSS
- IAMS – mean growth in English writing from 3rd to 5th
- IAMS – both language groups demonstrated mean progress in Spanish writing ability
- Table 3.9: Summary of Writing Findings from the CREDE Study
- Key – mean scores were as high or higher
- Table 3.10: Summary of Writing Findings from the Spelling Study

Writing Development Comparison Group Findings

- Alicia Chacon – higher percentage of AC students met or exceeded English and Spanish writing expectations than the district or state
- Table 3.11: Performance of AC 4th grade
- Barbieri – English and Spanish writing performance of NSS compared to NSS in late-exit bilingual program
- Barbieri – no significant differences between TWI and late-exit students in end of 5th grade English writing
- Barbieri – TWI students scored higher in Spanish

- IAMS - a higher percentage of students met or exceeded expectations for writing across the district and the state
- Table 3.13: Performance of IAMS 3rd grade
- Key - a higher percentage of students met or exceeded expectations for writing across the district and the state
- Table 3.14: Performance of Keth 5th grade

Discussion

- Both NSS and NES at all schools demonstrated growth in English writing ability over time
- NES higher in English writing than NSS at 3rd grade but negligible differences in 5th grade
- At 3 schools, both NES and NSS showed mean growth over time in Spanish writing
- Persistent differences in Spanish writing between NSS and NES in TWI found in related research

Conclusion

- 1st: Both native Spanish speakers and native English speakers demonstrated mean growth in language and literacy abilities in both English and Spanish
- 2nd: Native language effect [higher in native language]
- 3rd: Native English speakers always showing a clear dominance in and preference for English, and native Spanish speakers demonstrating more balanced bilingualism.
- 4th: Program model effect [50/50 vs 90/10]
- 5th: TWI students tend to perform at levels comparable to or higher than their non-TWI peers in the district and state.