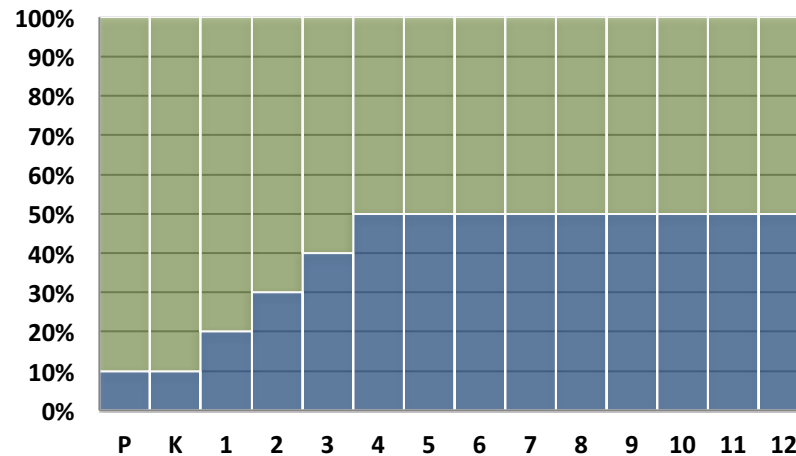


Figure 2.2

Dual Language Models – Language Distribution for Instruction

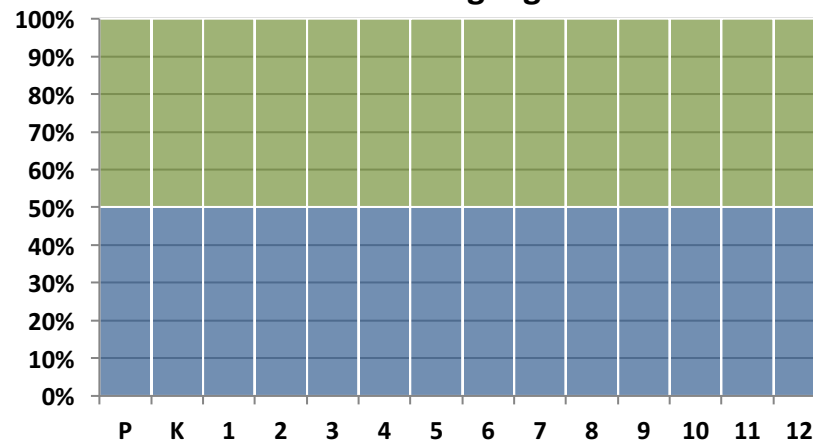
90:10 Dual Language Model



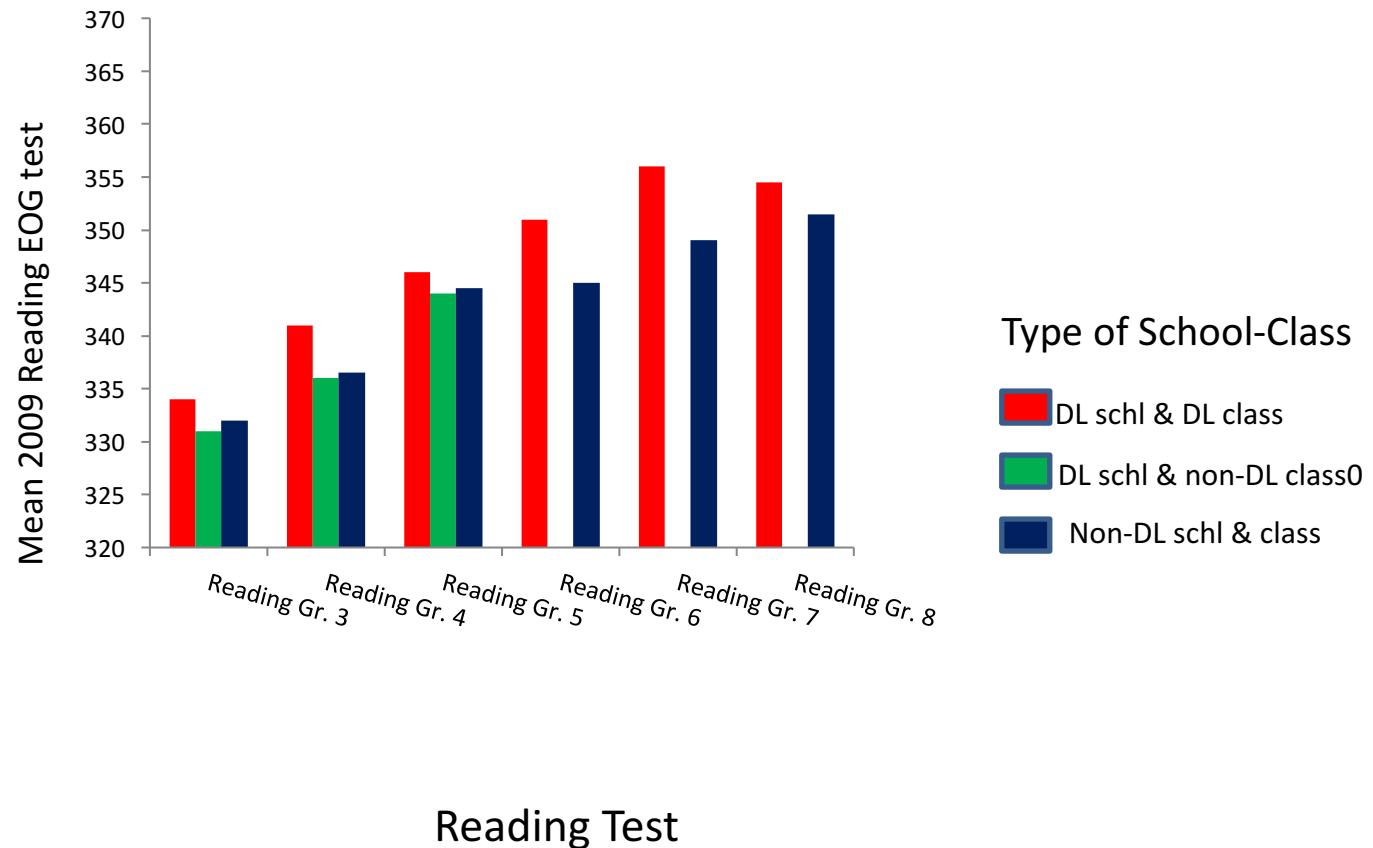
Key: Percentage of Instructional Time in English in blue
Percentage of instructional time in the partner language in green

*For *both* models, the percentage of instruction in each language is the same for all students participating in the program.

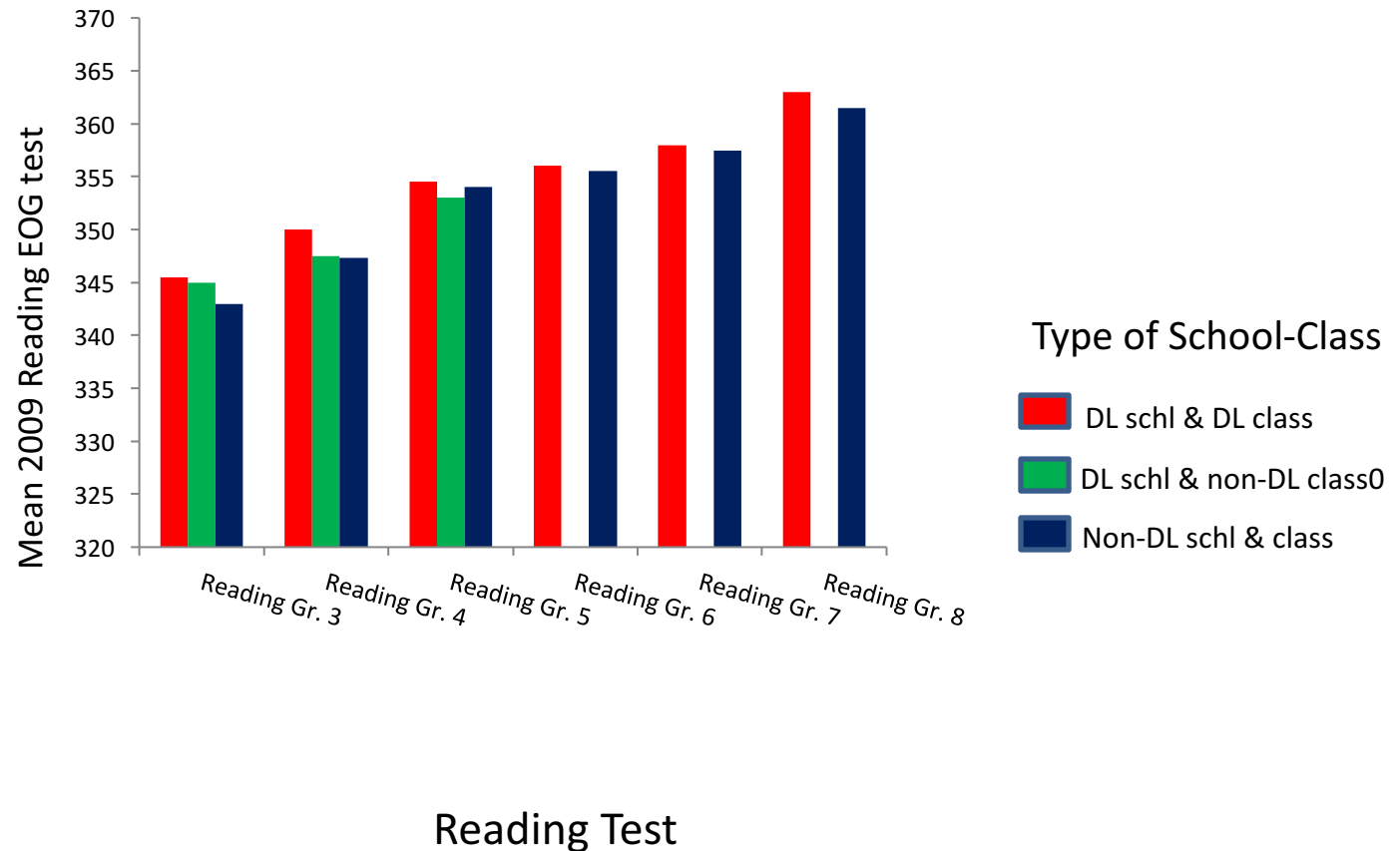
50:50 Dual Language Model



North Carolina 2009 End-of-Grade (EOG) Reading Achievement of Current English Learners in Dual Language Programs Compared to Current English Learners Not in Dual Language Programs by Grade



North Carolina 2009 End-of-Grade (EOG) Reading Achievement of
Language-Minority-But-Not-English-Learners in DL Programs
Compared to Language-Minority-But-Not-English-Learners Not in DL
Programs by Grade



**North Carolina 2009 End-of-Grade (EOG) Reading Achievement of
African American Students in DL Programs Compared to
African American Students Not in DL Programs
by Grade**

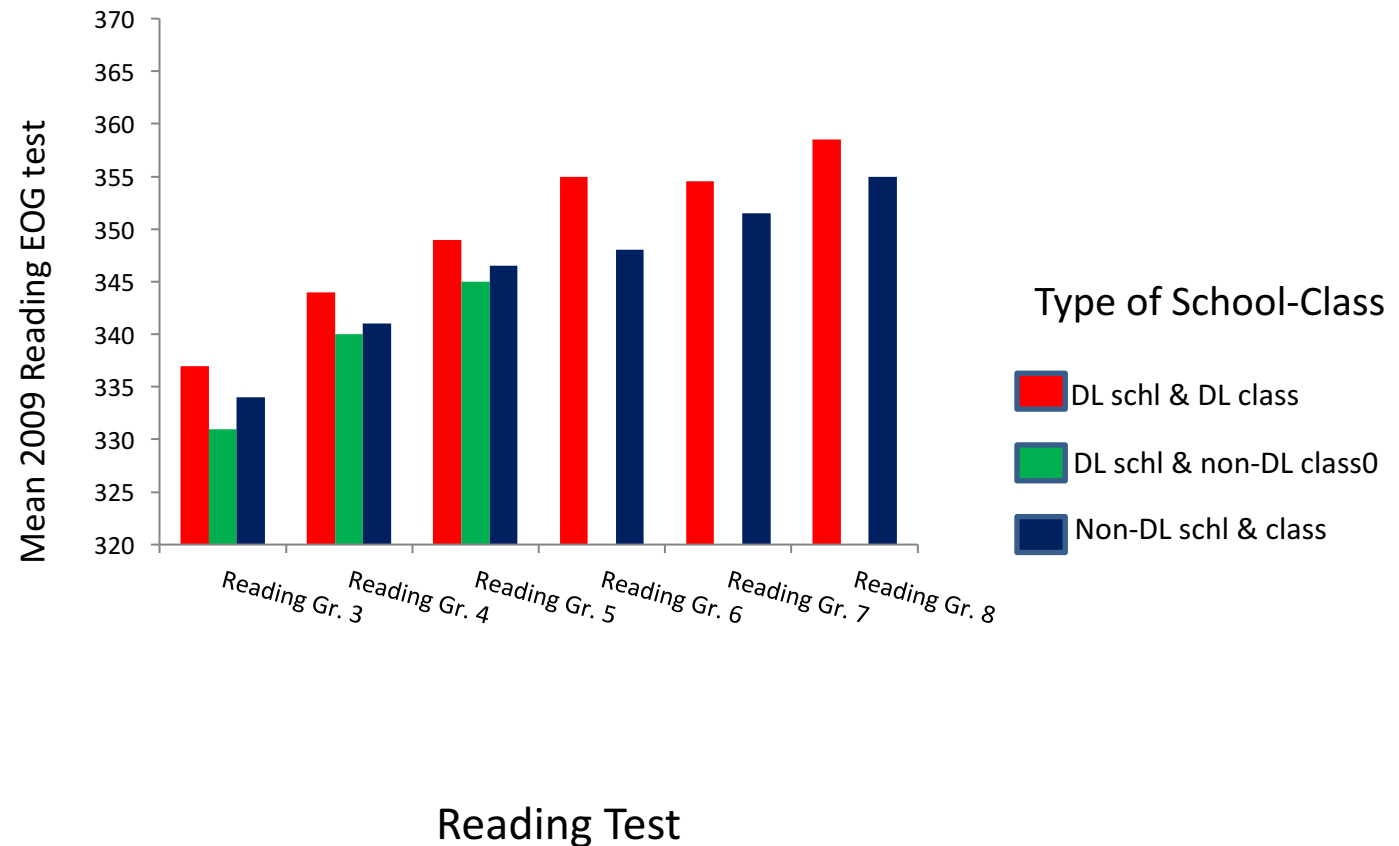
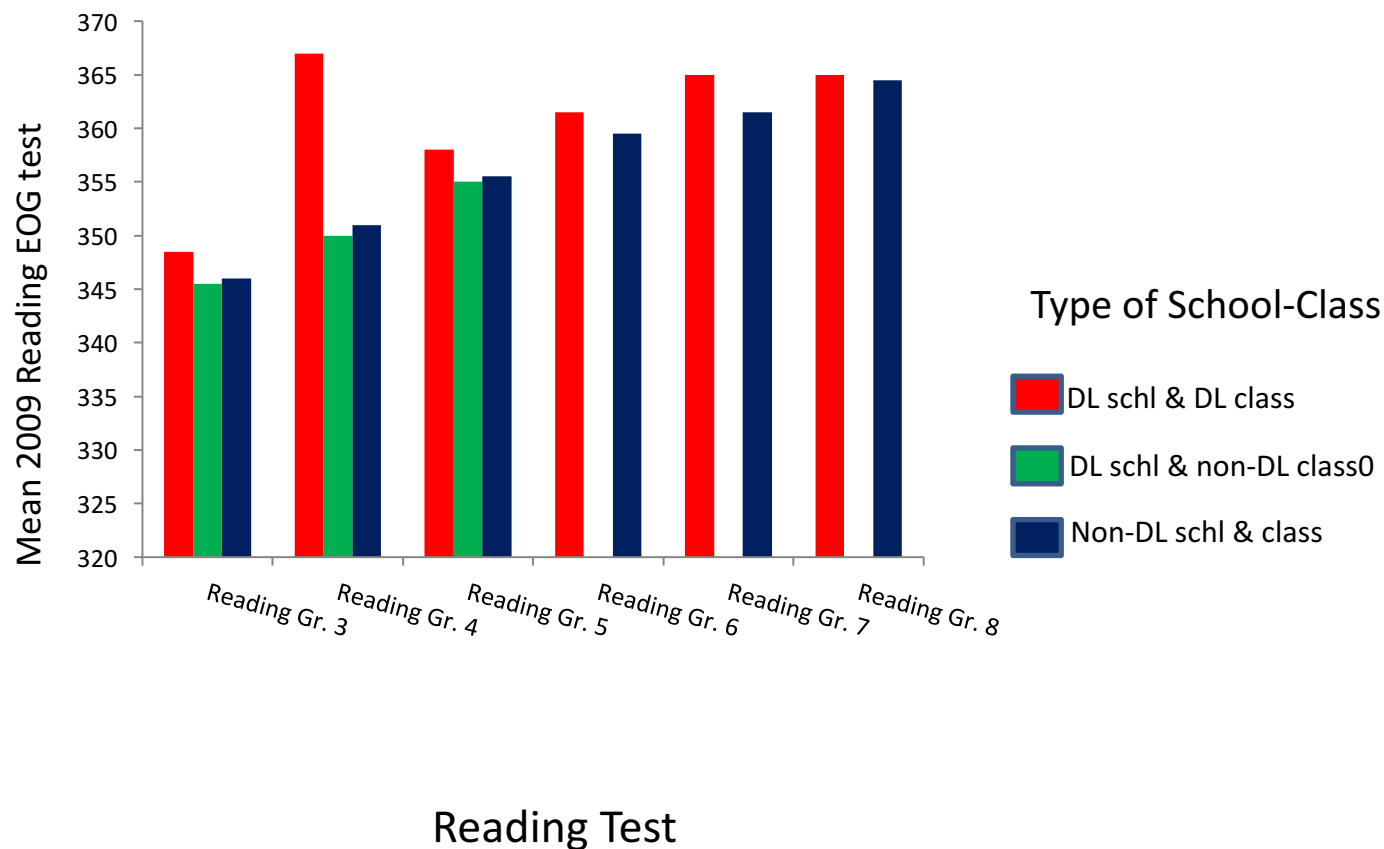


Figure 5.5

North Carolina 2009 End-of-Grade (EOG) Reading Achievement of White Students in DL Programs Compared to White Students Not in DL Program by Grade



North Carolina 2009 End-of-Grade (EOG) Reading Achievement of Low SES Students in DL Programs Compared to Low SES Students Not in DL Programs by Grade

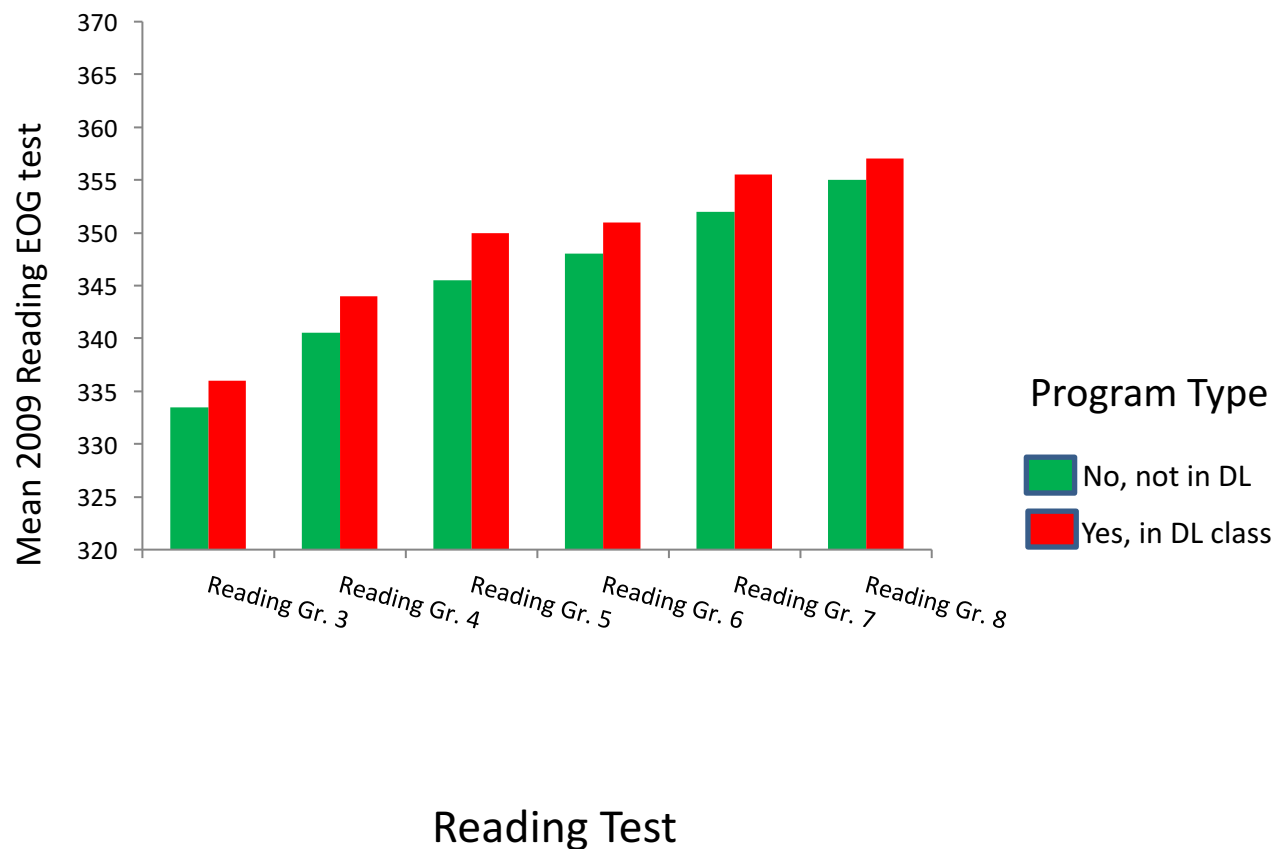
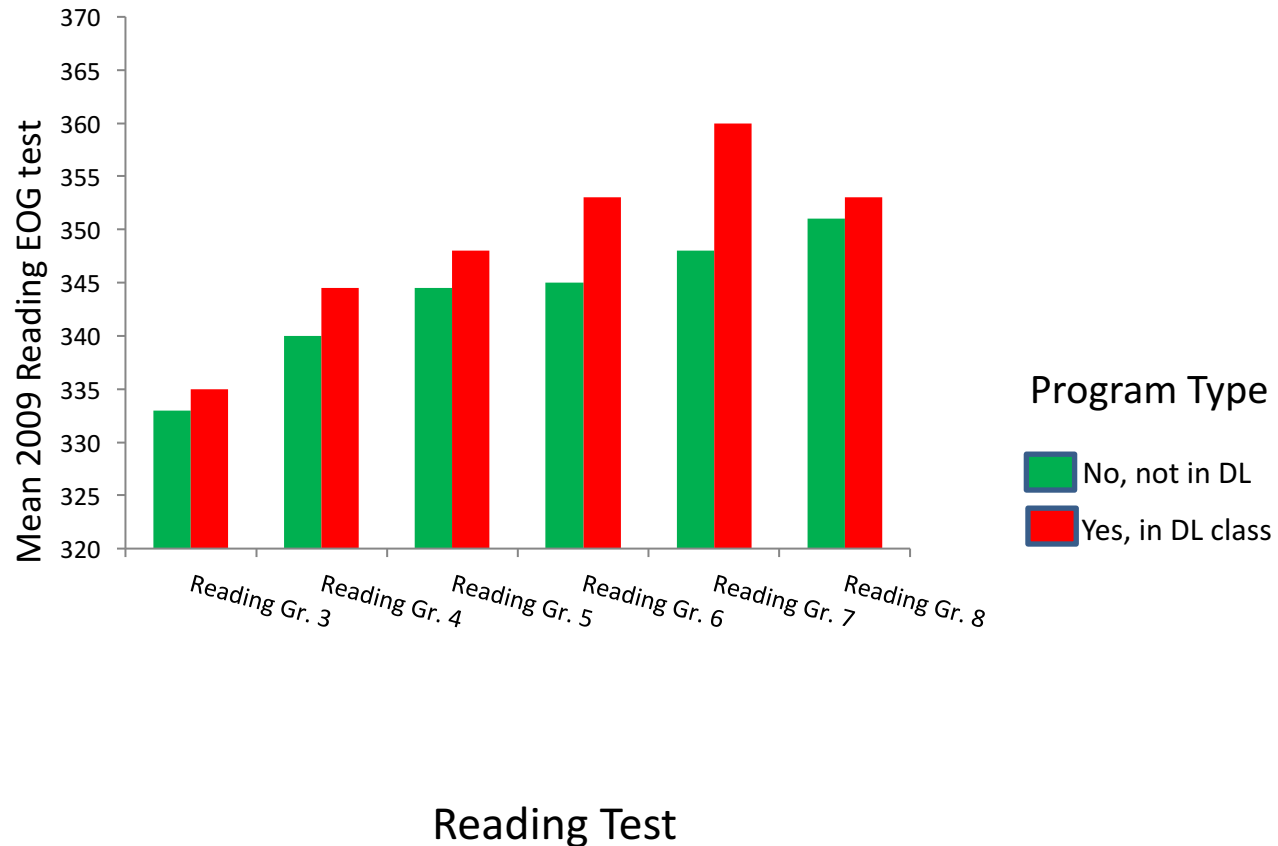


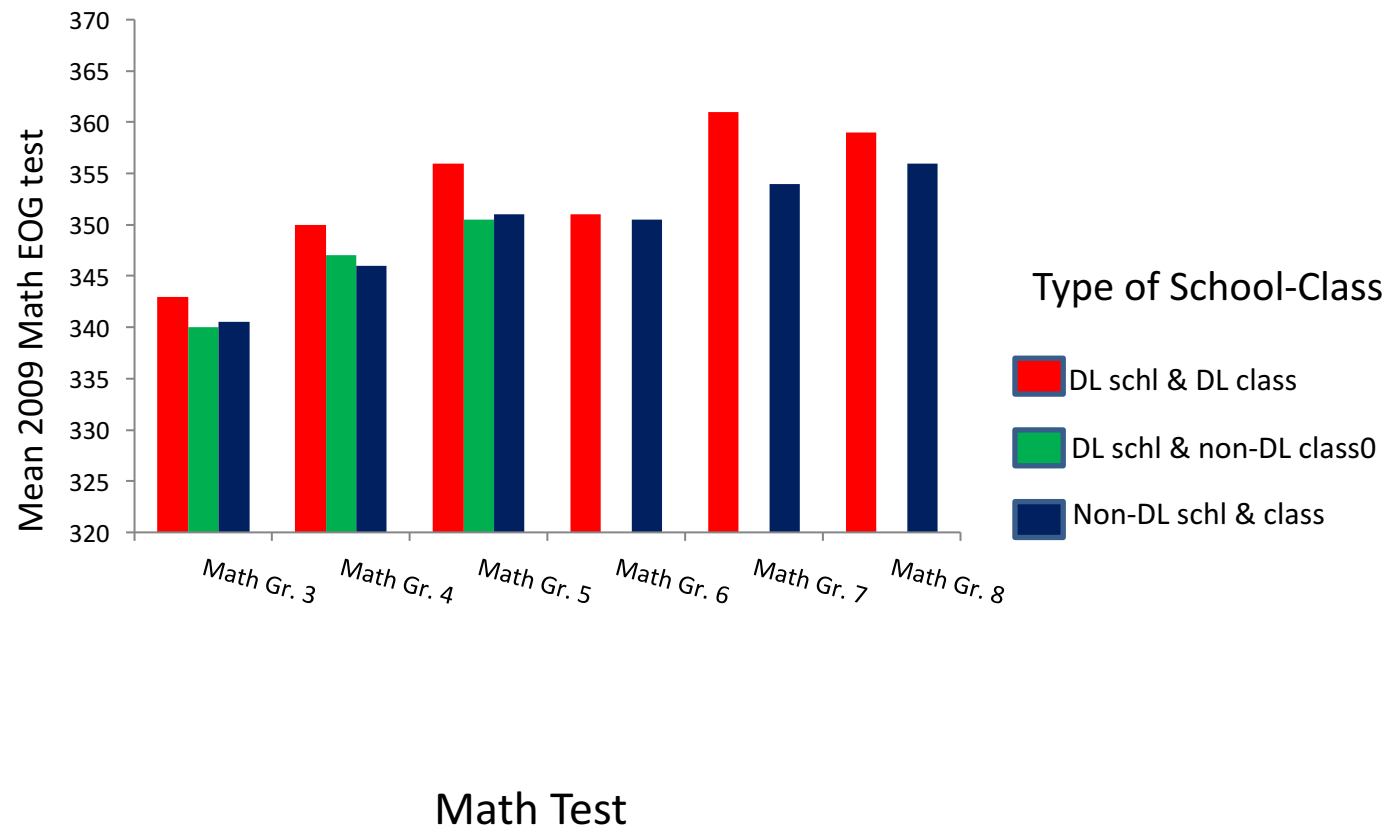
Figure 5.7

North Carolina 2009 End-of-Grade (EOG) Reading Achievement

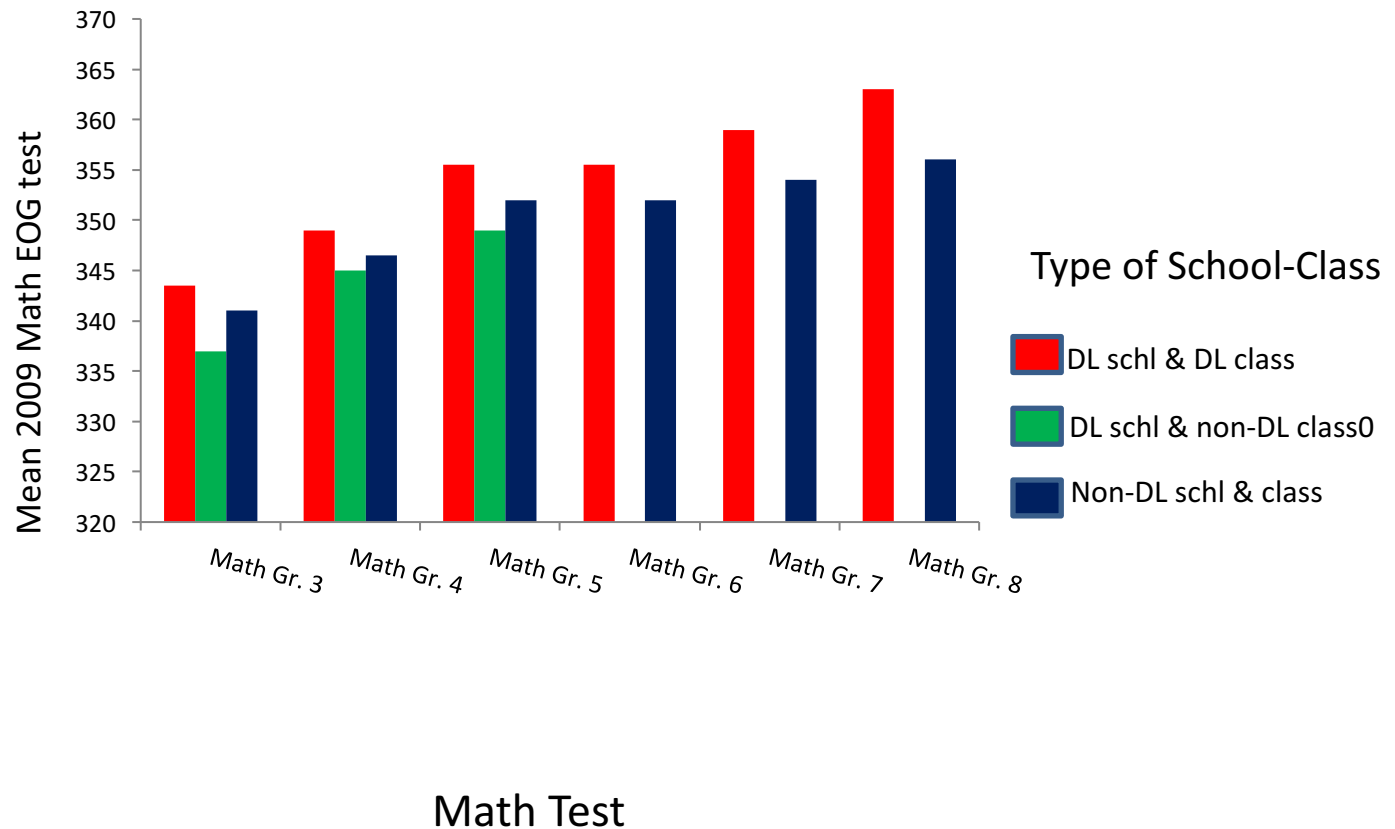
Students with Exceptionalities in DL Programs Compared to Students with Exceptionalities Not in DL Programs by Grade



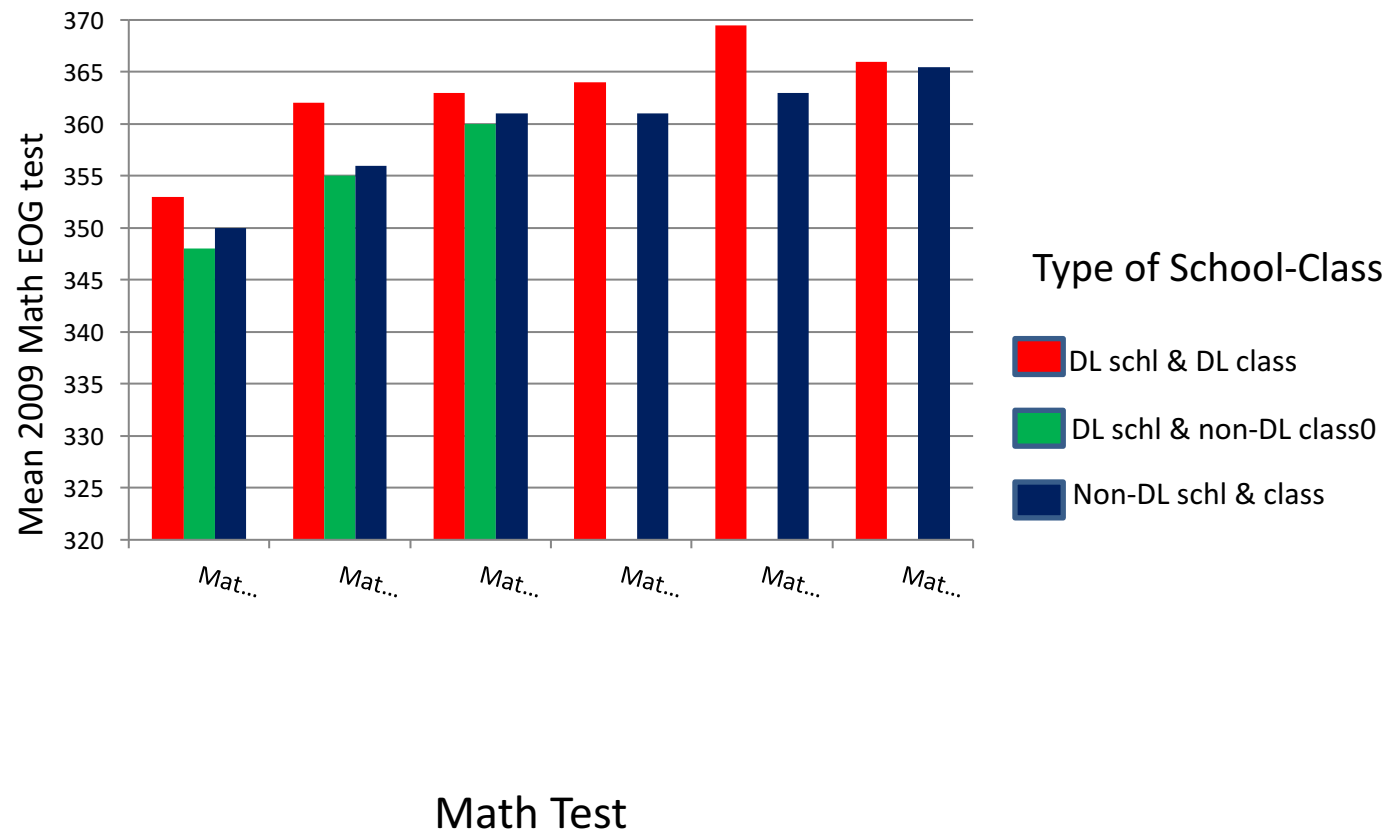
North Carolina 2009 End-of-Grade (EOG) Math Achievement of Current English Learners in Dual Language Programs Compared to Current English Learners Not in Dual Language Programs by Grade



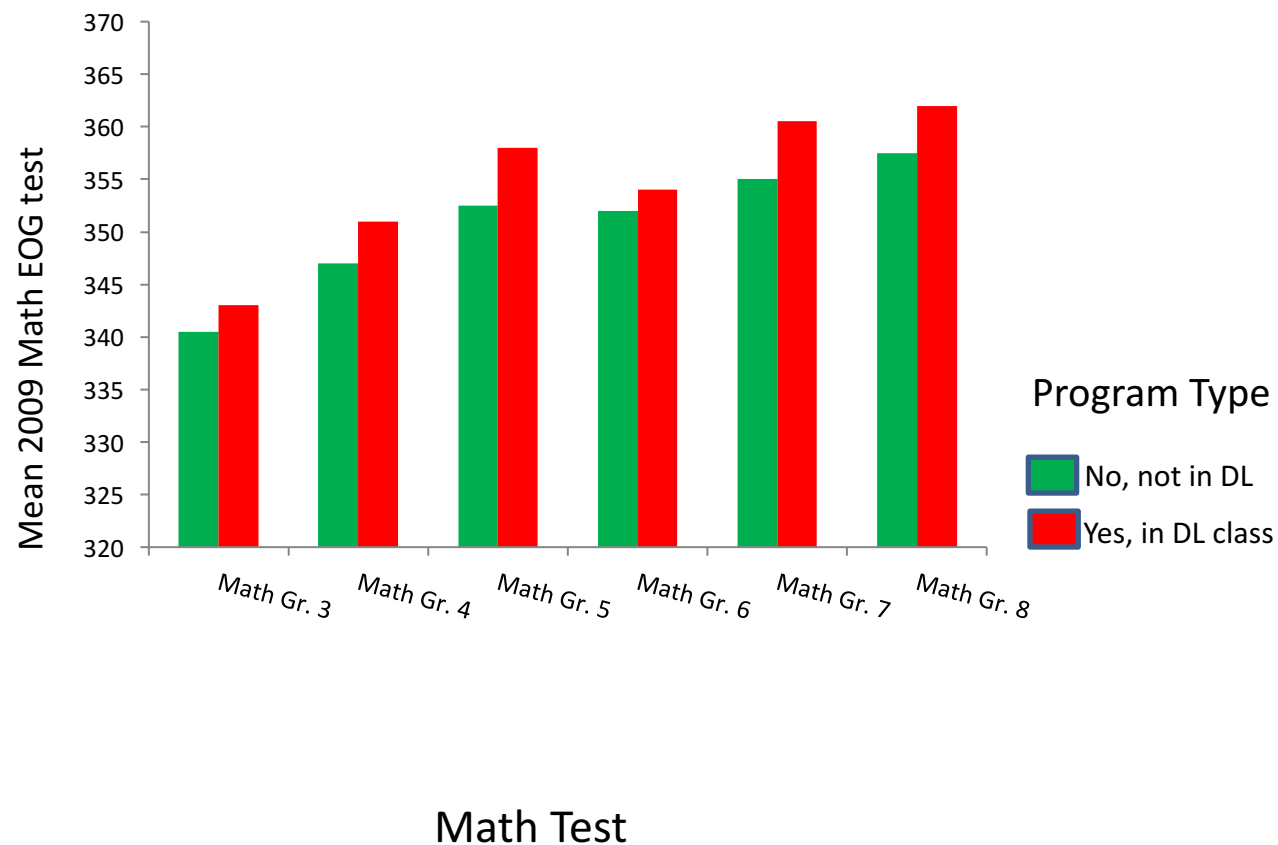
**North Carolina 2009 End-of-Grade (EOG) Math Achievement of
African American Students in DL Programs Compared to
African American Students Not in DL Programs
by Grade**



North Carolina 2009 End-of-Grade (EOG) Math Achievement of White Students in DL Programs Compared to White Students Not in DL Program by Grade



North Carolina 2009 End-of-Grade (EOG) Math Achievement of Low SES Students in DL Programs Compared to Low SES Students Not in DL Programs by Grade



North Carolina 2009 End-of-Grade (EOG) Math Achievement

Students with Exceptionalities in DL Programs Compared to Students with Exceptionalities Not in DL Programs by Grade

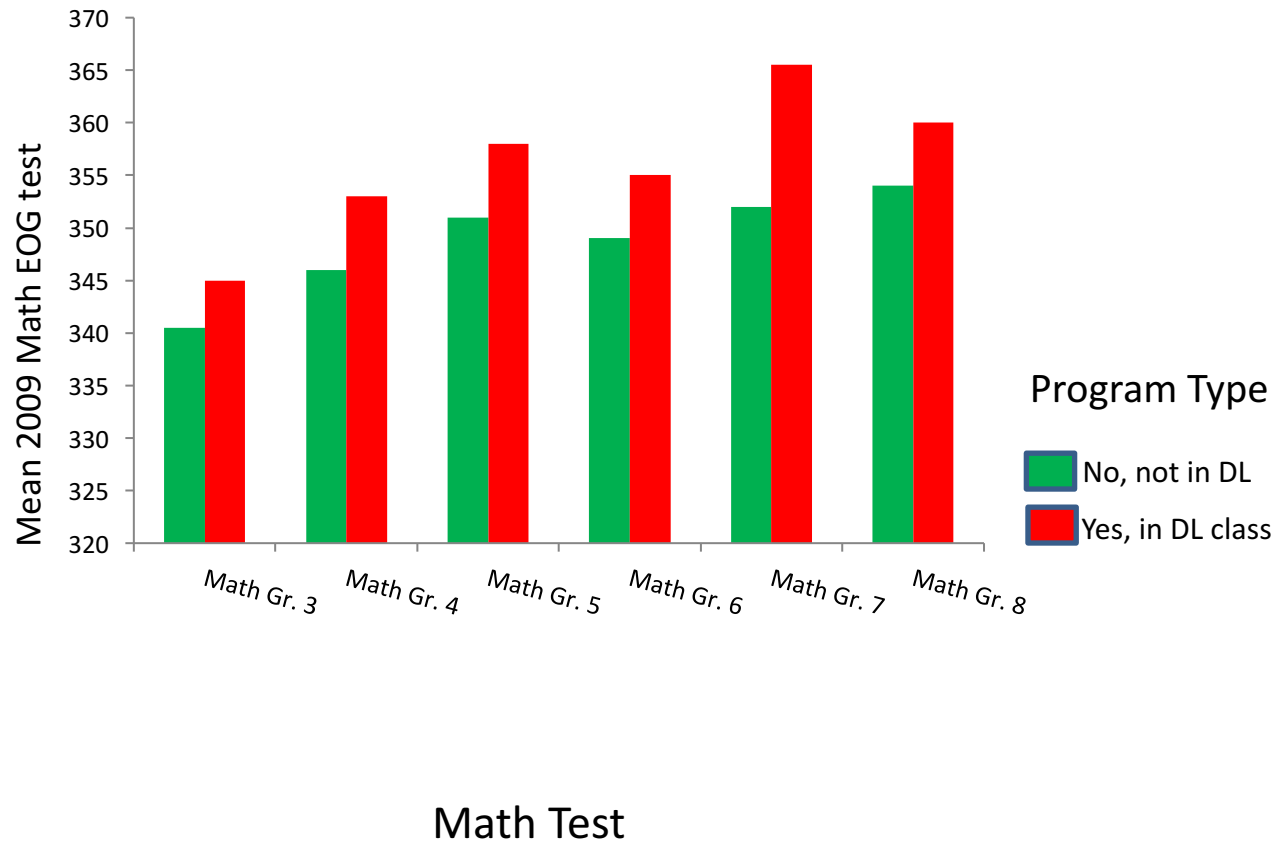


Figure 6.1

English Learners' Long-Term K-12 Achievement in Normal Curve Equivalents (NCEs) on Standardized Tests in English Reading Compared across Seven Program Models

(Results aggregated from longitudinal studies of well-implemented,
mature programs in five school districts and in California)

- Program 1: Two-way Dual Language Education (DLE), including Content ESL
 Program 2: One-way DLE, including ESL taught through academic content
 Program 3: Transitional BE, including ESL taught through academic content
 Program 4: Transitional BE, including ESL, both taught traditionally
 Program 5: ESL taught through academic content using current approaches with no L1 use
 Program 6: **ESL pullout - taught by pullout from mainstream classroom with no L1 use**
 Program 7: Proposition 227 in California (successive 2-year quasi-longitudinal cohorts)

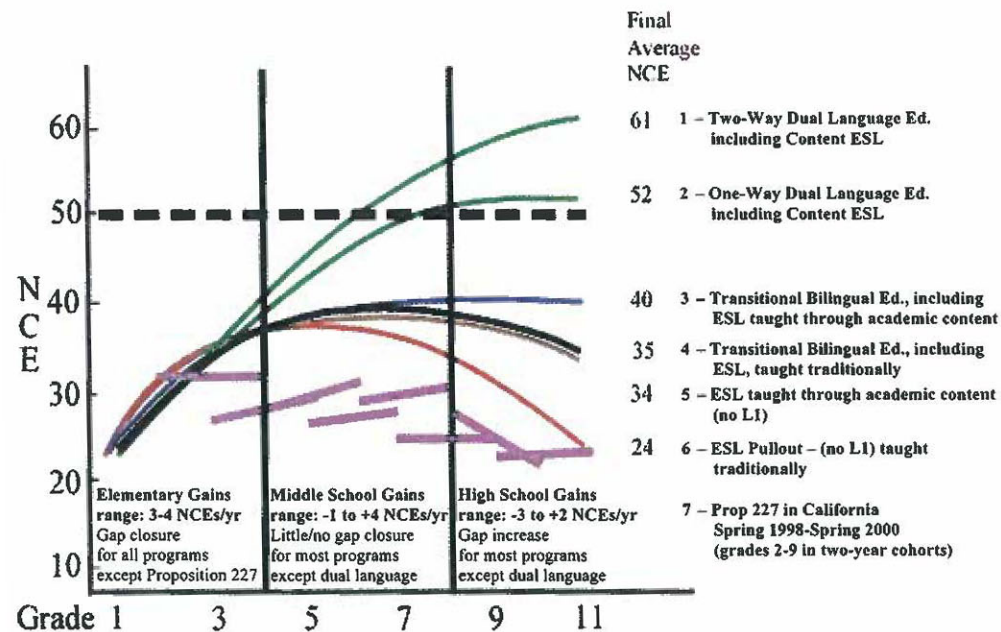


Figure 7.1

Positive Instructional Feedback Loops and Their Effects on Dual Language (DL) Program Outcomes

DL programs have the largest program effect sizes (typically .15 to .25 national standard deviations per year) of all ELL program types. This instructional acceleration leads to higher-than-normal achievement for ELLs each year and allows them to outgain typical native English speakers for each year that they participate in the DL program.

But there's more – this process is self-reinforcing!

