

# **ACPS Dual Language Program and Data Overview Mount Vernon Community School (MVCS) and George Washington Middle School (GWMS)**

SY 2023–2024

## **Introduction**

The Spanish-English two-way dual language program in Alexandria City Public Schools (ACPS) is designed for families who would like their children to learn another language while accessing the same high-quality academic instruction and curriculum as students throughout the school system. The ACPS Dual Language Program (DLP) for Pre-K launched in 2023 with a single class at the Early Childhood Center at John Adams Elementary School. Additionally, Alexandria City Public Schools offers K-8 Spanish-English two-way dual language programs at four schools: Mount Vernon Community School (whole-school, K-5), John Adams Elementary School (program strand, K-5), George Washington Middle School (program strand, 6-8), and Francis C. Hammond Middle School (program strand, 6-8). Mount Vernon Community School (MVCS) and George Washington Middle School (GWMS) are located on the east side of the city, while John Adams Elementary School (JAES) and Francis C. Hammond Middle School (FCHS) are located on the west side. In high school, all students in the Dual Language Program attend Alexandria City High School and enroll in an accelerated track of world language courses, culminating in a Spanish Dual Enrollment course offered in collaboration with Northern Virginia Community College.

Research indicates that the development of bilingualism and biliteracy is a long-term process, therefore, dual language programs require a system for tracking student data longitudinally, over time. Schools on both sides of the city are committed to a rigorous dual language program, ascribe to the program goals and adhere to the characteristics that define dual language programs. However, each school has a different student population and program structure. As such, a comparison of student achievement data across schools would not have high levels of validity. Each elementary school's data should be viewed and analyzed separately, along with the data that corresponds to the secondary school each cohort attends. During the SY 2023-2024 school year, the MVCS 5th-grade cohort included 129 students. Of these, 75% continued in the program at GWMS, 19% withdrew from the program, and 6% relocated outside the division. A firm commitment to the long-term continuation of the program is essential. While initial program effects may be modest and individual student outcomes may seem insignificant within a single academic year, the overall significance of results tends to grow over time (Collier & Thomas, 2017).

The purpose of this report is to share and analyze student language and academic achievement data, program demographics in the ACPS Dual Language Program, and monitor student outcomes, and inform programmatic and instructional decision-making, with the ultimate goal of improving program implementation to optimally serve students. The demographic data contained in this report are from school year SY 2023-2024 and the academic achievement data are from

Spring 2024 testing administrations at Mount Vernon Community School and George Washington Middle School. This document serves as a review of dual language student achievement data; and it constitutes baseline, foundational data for future analyses.

The terminology “Ever English Learner” (Ever EL) refers to students who have at any time been identified as EL. “Never English Learner” (Never EL) refers to students who have never been identified as EL. The SOL data on this report reflects the raw, unadjusted pass rates, without any modifications based on state or federal accountability measures.

## **Program Overview**

To support the goal of biliteracy, students in the dual language program develop language and literacy skills in both Spanish and English. Additionally, they have opportunities to make connections between what they know in both languages as they learn Science, Math, Social Studies and Encore subjects. Research shows these cross-linguistic connections support high levels of cognitive development and meta-linguistic awareness (thinking about and analyzing language), which can lead to an accelerated biliteracy trajectory (Escamilla, Hopewell, Butilofsky, Sparrow, Soltero-Gonzalez, Ruíz-Figueroa & Escamilla, 2013). Jill Kerper Mora, in *Spanish Language Pedagogy for Biliteracy Programs* (2016), explains that cross-linguistic transfer is a specific type of learning transfer that takes place in bilingual settings. She emphasizes that in dual language programs, instruction that fosters transfer enables students to make intentional, strategic, and coherent decisions about when and how to use each language as their learning progresses.

Over four decades of research highlight the benefits of acquiring a second language through academic content instruction. Studies by Thomas and Collier (2012, 2018) demonstrate that dual language students not only achieve strong literacy skills but also excel academically, often surpassing their peers in traditional educational settings. In their book *Transforming Secondary Education: Middle and High School Dual Language Programs* (2018), Collier and Thomas describe how a division successfully increased the high school graduation rate for English learners from 41% to 90% through dual language education. These findings underscore the profound impact of dual language education, demonstrating its ability to enhance academic achievement, strengthen literacy skills, and improve outcomes for English learners, including higher graduation rates.

## **Mount Vernon Community School (MVCS) Overview**

Since SY 2023-2024, Mount Vernon Community School offers a whole-school 70:30 dual language model. In this model, seventy percent of the day is taught in Spanish, and thirty percent in English. Students in grades K-1 of the 70:30 model receive most core subjects (Math, Science, Social Studies and Spanish Language Arts) in Spanish, while English Language Arts and Encore are taught in English. As students move up in grade, the amount of Spanish instruction decreases so that in grades 2-5, equal amounts of instructional time are provided in each language. In grades 2-5, Social Studies and Science instruction alternates between

languages. Specifically, in grades 2 and 4, Social Studies is taught in Spanish while Science is taught in English, whereas in grades 3 and 5, Science is taught in English and Social Studies in Spanish.

In SY 2023-2024 the Dual Language Program comprised 99.6% of the total enrollment at MVCS (Table 1), with a small percentage of students participating in a specialized City-Wide Program for students with significant disabilities. The most common home language of students in the Dual Language Program was closely distributed between English and Spanish, with English representing 47.7% and Spanish representing 49.7% of participants respectively (Chart 1). This was consistent with enrollment trends across the school division, where Spanish was spoken by approximately 65.2% of the multilingual learner population.

At Mount Vernon Community School, 46.9% of students were identified as Ever English Learners (Ever EL), which was higher than the 52% division average for SY 2023-2024. Meanwhile, students classified as Never EL made up 53.1% of those enrolled in the DLP (Chart 3). The ethnicity breakdown at MVCS consisted of 53% Hispanic/Latino and 47% Non-Hispanic/Latino (Chart 5).

## **George Washington Middle School (GWMS) Overview**

In SY 2020-2021, in the midst of the global pandemic, the Dual Language Program expanded to middle school, beginning with sixth grade, and following a strand program within a school model. In SY 2021-2022, the program included sixth and seventh grade; and in SY 2022-2023 sixth, seventh and eighth grade. Currently, the middle school DLP consists of two courses taught in Spanish: Spanish Language Arts and Social Studies. Student participation in the ACPS Dual Language Program at GWMS in SY 2023-2024 varied across grade levels, ranging between 21% (6th grade) and 15% (8th grade) compared to the total number students enrolled at the school (Table 2). With the successful completion of the two courses each year, students receive one high school World Language credit, with the opportunity to obtain up to three credits by the end of eighth grade. These three credits satisfy the World Language requirement for an Advanced Diploma in Virginia.

In SY 2023-2024 the Dual Language Program comprised 19% of the total enrollment at GWMS (Table 2). The most common home language of students in the Dual Language Program at GWMS was distributed between English and Spanish, with English representing 32.2% and Spanish representing 67.5% of participants respectively (Chart 2). This was consistent with enrollment trends across the school division, where Spanish was spoken by 65.2% of the multilingual learner student population. At George Washington Middle School, 67.1% of students in the DLP were identified as Ever English Learners (Ever EL), which is higher than the 52% division average for SY 2023-2024. Meanwhile, students classified as Never EL made up 32.9% of those enrolled in the DLP (Chart 4). The ethnicity breakdown at GMWS consisted of 71.8% Hispanic/Latino and 28.2% Non-Hispanic/Latino (Chart 6).

# Data Overview

## **Student Enrollment Summary Highlights**

A decrease in student enrollment in elementary and middle school levels was observed as students advanced through grades with the exception of second grade. Factors such as transferring to private schools, changing interests, and scheduling conflicts contribute to these enrollment changes. Thomas and Collier (2018) highlight several distinctions between dual language enrollment at the elementary and secondary levels, including more rigorous cognitive demands, heightened peer pressure, subject-specific instruction, and greater student self-determination. In ACPS, 71% of all dual language students continue in the program through middle school, a retention rate that is consistent with surrounding divisions.

## **Phonological Awareness Literacy Screening (PALS)**

### ***Summary Highlights***

The Phonological Awareness Literacy Screening (PALS) measures early literacy skills in young students grades K-2. In ACPS, it is administered annually in the Fall, Winter and Spring. It assesses phonological awareness, alphabet knowledge, concept of word, word recognition, spelling, fluency and comprehension. PALS is designed to identify students at risk of reading difficulties and guide instruction.

The K-2 PALS data at MVCS showed comparable scores between dual language students at MVCS and non-dual language students division-wide at specific grade levels, which is significant given the context of students becoming biliterate. In Kindergarten, dual language students had a 76% pass rate, while non-dual language students had a 77% pass rate. In grade 1, 69% of dual language students passed, while non-dual language students had a 72% pass rate. Finally, in grade 2, dual language students had a 65% pass rate and non-DL students had a 69% pass rate. These closely aligned scores on the PALS assessment emphasized the progress dual language students are making in developing literacy skills in English. Score differences between dual language and non dual language students range from 1% to 4% (Table 3).

## **MVCS Virginia Standards of Learning Assessments (SOLs)**

### ***Summary Highlights***

The Virginia Standards of Learning (SOL) Assessments for Virginia public schools set baseline expectations for students' knowledge and skills in Mathematics, Reading, History, Science, and other subjects. It is administered in ACPS elementary schools in the Spring to students in grades three through five. The History SOL assessment is given exclusively to fourth graders, while the Science SOL assessment is only administered to fifth graders. The assessment is computer-adaptive and evaluates students' proficiency in meeting the Virginia Board of Education's learning and achievement expectations, which are defined by grade level and subject area.

In Mathematics, dual language students in third and fourth grade underperformed compared to their non-dual language peers across the division. Third graders in the DLP had a passing rate of 55%, fourth graders 53% and fifth graders 49%, compared to 57%, 58% and 61% pass rates for non-dual language students. Thus, third graders in the DLP scored 2% points lower, fourth graders scored 5% points lower and fifth graders had 12% lower pass rates compared to non-dual language students (Table 4).

In Reading, dual language students in third and fourth grade outperformed their non-dual language peers across the division. Third graders in the DLP had a pass rate of 62%, fourth graders 65% and fifth graders 61%, compared to 55%, 63% and 61% for non-dual language students. Thus third graders in the DLP had a 7% higher pass rate, while fourth graders had a 2% higher pass rate compared to non-dual language students. In fifth grade dual language students and non-dual language students passed at the same rate (Table 6).

In History, dual language students in fourth grade underperformed compared to their non-dual language peers across the division. Fourth graders in the DLP had a pass rate of 51% compared to 63% for non-dual language students. Thus, fourth graders in the DLP had a pass rate 12% lower than non dual-language students (Table 8). In Science, fifth graders in the DLP had a pass rate of 61%, compared to 60% for non-dual language students. Thus, dual language students in fifth grade outperformed their non-dual language peers by 1% across the division (Table 10).

### **GWMS Virginia Standards of Learning Assessments (SOLs)**

#### ***Summary Highlights***

The Virginia Standards of Learning (SOL) Assessments for Virginia public schools set baseline expectations for students' knowledge and skills in Mathematics, Reading, History, Science, Science, and other subjects. It is administered in ACPS' middle schools in the Spring to students in grades six through eight. History and Science SOL assessments are administered only to eighth graders. The assessment is computer-adaptive and evaluates students' proficiency in meeting the Virginia Board of Education's learning and achievement expectations, which are defined by grade level and subject area.

In Mathematics, dual language students in sixth and eighth grade outperformed their non dual-language peers across the division. Sixth graders in the DLP had a pass rate of 54%, seventh graders 45%, and eighth graders 70%, compared to 46%, 50% and 63% for non-dual language students. Thus, sixth graders in the DLP had an 8% higher pass rate, and eighth graders 7% higher compared to non-dual language students. However, in seventh grade, non-dual language students underperformed dual language students by 5% (Table 5).

In Reading, dual language students in sixth grade performed equally to their non-dual language peers across the division with a pass rate of 56%. Seventh graders in the DLP had a pass rate of 48%, and eighth graders 59%, compared to 59% and 56% for non-dual language students. Thus, seventh graders had an 11% lower pass rate, while dual language eighth graders had a 3% higher pass rate compared to non-dual language students (Table 7).

In History, dual language students in eighth grade underperformed compared to their non-dual language peers across the division. Eighth graders in the DLP had a pass rate of 49% in History, compared to 68% for non-dual language students. Thus, the pass rate for eighth graders in the DLP was 19% points lower compared to non dual-language students (Table 9). In Science, dual language students in eighth grade outperformed their non-dual language peers across the division. Eighth graders in the DLP had a pass rate of 50 % in Science compared to 47% for non-dual language students. Thus, eighth graders in the DLP had a 3% higher pass rate compared to non dual-language students (Table 11).

### **Avant Standards Based Measurement of Proficiency (STAMP)**

#### ***Summary Highlights***

The Avant STAMP Assessment is used to measure dual language students Spanish language proficiency in listening, speaking, reading and writing. It is administered in ACPS in the Spring to second, fifth and eighth graders. The STAMP Assessment creates proficiency benchmarks for each grade level against what students progress can be measured. The benchmarks are set at novice-mid (2.0) for second grade, intermediate-low (4.0) for fifth grade, and intermediate-mid (5.0) for eighth grade.

Analysis of STAMP data for second, fifth and eighth graders showed that students met the proficiency benchmarks. Second and fifth graders scored highest in listening, while writing was the area needing the most improvement. In both grades, the score order from highest to lowest was: listening, reading, speaking, and writing (Table 12-13). In eighth grade students showed a different scoring order from highest to lowest: listening, reading, writing, and speaking. Eighth graders scored highest in listening, while speaking was the area needing the most improvement (Table 14).

In addition to supporting the measurement of language proficiency, the STAMP assessment is used in eighth grade as students' first opportunity to meet the Spanish proficiency requirement for the Seal of Biliteracy. The Seal is awarded to graduating students who have achieved proficiency in two or more languages by high school graduation. Students in the Dual Language Program (DLP) can earn this distinction by meeting two key criteria:

- Achieving an overall score of at least intermediate-mid on an approved Spanish language assessment, with individual scores of intermediate-mid or higher in both speaking and writing.
- Passing the 11th-grade Reading and Writing SOLs or an approved equivalent exam (such as WorkKeys) with proficient scores.

In SY 2023-2024, 70.14% of all eighth grade dual students fulfilled the World Language requirement for the Virginia Board of Education's Seal of Biliteracy. For students who didn't meet the requirement, they will have the opportunity to retake the assessment in 9th grade.

## **DLP World Class Instructional Assessment (WIDA) Access for ELLs**

### ***Summary Highlights***

WIDA ACCESS for ELLs is a standardized test used to assess the English language proficiency of students identified as EL. It is administered once annually in the Spring to students. It assesses English proficiency in the domains of listening, speaking, reading and writing. The Virginia Department of Education (VDOE) sets progress requirements for EL students. Based on Spring 2023 and Spring 2024 WIDA ACCESS data, the VDOE set a target requiring 54% of all EL students to meet the gains outlined in the VDOE requirements.

In SY 2023-2024, WIDA Access data for MVCS dual language students data showed that 37.9% met the progress requirements for overall proficiency compared to 52.5% of all elementary students (Table 15). At the elementary level, EL dual language students underperformed EL students in non-DL programs by 14.6% points. The greatest gains were made in the following order: reading, listening, writing, and speaking.

In SY 2023-2024, WIDA Access data for all middle school dual language students showed that 54.9% met the progress requirements for overall proficiency compared to 47% for all non-DL middle school students (Table 17). Dual language students outperformed EL students in non-DL programs by 7.9% overall. At the school level, GWMS EL students in the DL program outperformed their non-DL EL peers with 60.6% of DL students meeting the progress requirements compared to 46.8% of non-DL students, a difference of 13.8% (Table 18). Additional WIDA ACCESS data highlights that EL students in the DL program made greater progress in speaking, reading, and writing than EL students outside the program. On average, Dual language EL students demonstrated 120% higher growth in reading, 108% higher growth in speaking, and 25% higher growth in writing compared to their non-DL peers (Table 19).

### **Data Implications**

The data in this report indicates that dual language students at MVCS and GWMS, the cohort located in the east side of the city, demonstrated varied achievement levels across standardized assessments.

### **Key Findings:**

- **Early Literacy:** Dual language students (both Ever EL and Never EL) perform on par with non-dual language students in grades K-3, as measured by the PALS assessment.
- **Language Development:** While non-dual language elementary EL students show greater progress on WIDA ACCESS for ELLs, a shift occurs in middle school, where EL students in the Dual Language Program show greater progress than their non-DL EL peers across all middle schools and within GWMS.
- **Long-Term Benefits:** The data support the research indicating the advantages of dual language education grow and strengthen over time.
- **Language Strengths:** Receptive skills (Listening and Reading) as demonstrated by data from WIDA Access for ELLs and Avant STAMP

- **Language Areas for Growth:** Expressive Language (Speaking and Writing) are identified as key areas for engagement and improvement to meet the requirements for the Biliteracy Seal.
- **Content Area Gaps:** SOL data highlights History as an area for improvement
- **Bilingualism and Cultural Awareness:** Even when dual language students achieve comparable assessment scores to their non-dual language peers, they still hold the unique advantages of bilingualism, biliteracy and cultural competency.

This analysis reinforces the importance of refining instructional strategies to support continued growth in both academic content areas and bilingual proficiency. The data establish a benchmark for future longitudinal cohort analysis. Additionally, ongoing evaluation and alignment with the Guiding Principles for Dual Language Education remains essential for enhancing ACPS DLP programmatic effectiveness. These key-findings will be addressed in the 2025-2030 DLP Strategic Plan to support continuous program improvement.



**Mount Vernon Community School  
and  
George Washington Middle School**



**STUDENT ENROLLMENT  
AND  
ACHIEVEMENT DATA**

# Mount Vernon Community School And George Washington Middle School Student Enrollment Data

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**Table 1 - MVCS Enrollment by Grade**

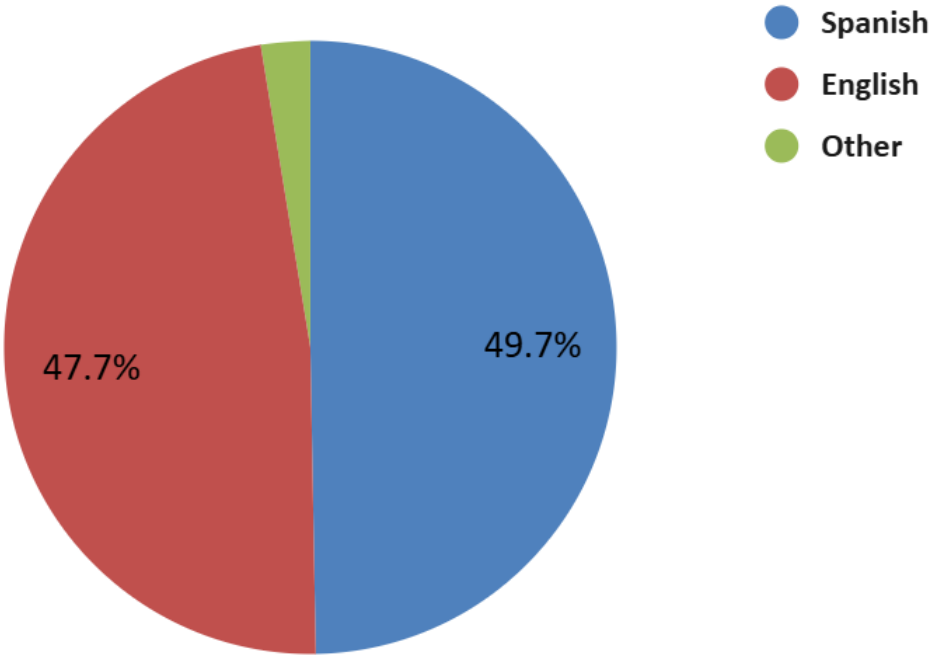
Grade Level	DL	DL %	Non-DL	Non-DL %	Total
Grade K	170	99%	2	1.2%	172
Grade 1	157	99%	1	0.6%	158
Grade 2	170	100%	0	0.0%	170
Grade 3	132	100%	0	0.0%	132
Grade 4	127	99%	1	0.8%	128
Grade 5	129	100%	0	0.0%	129
Total	885	99.6%	4	0.4%	889

**Table 2 - GWMS Enrollment by Grade**

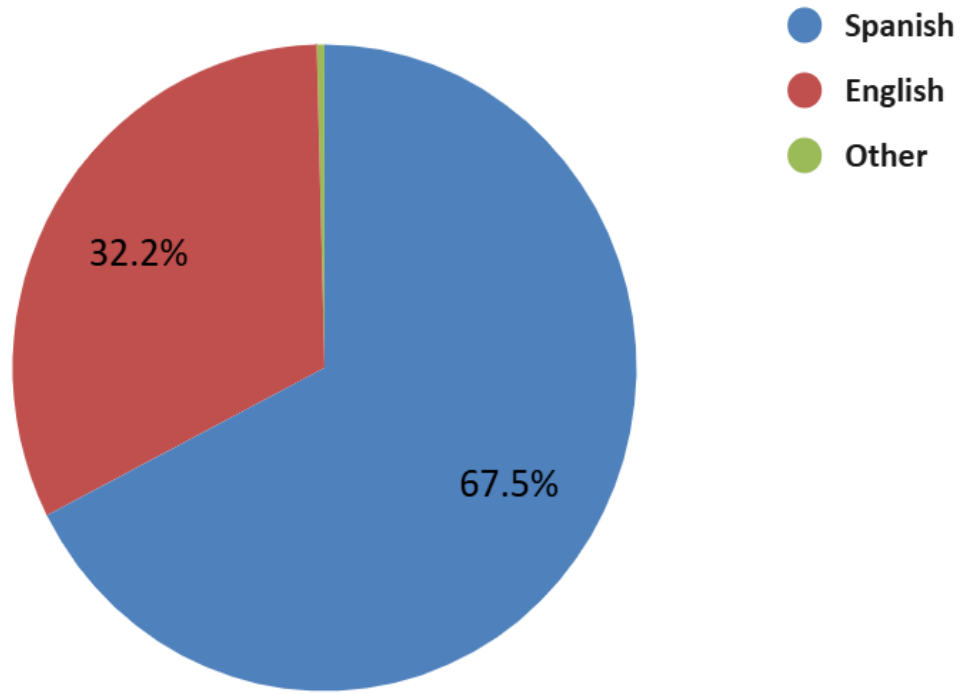
Grade Level	DL	DL %	Non-DL	Non-DL %	Total
Grade 6	102	21%	373	79%	475
Grade 7	88	19%	364	81%	452
Grade 8	65	15%	374	85%	439

Total	255	19%	1,111	81%	1,366
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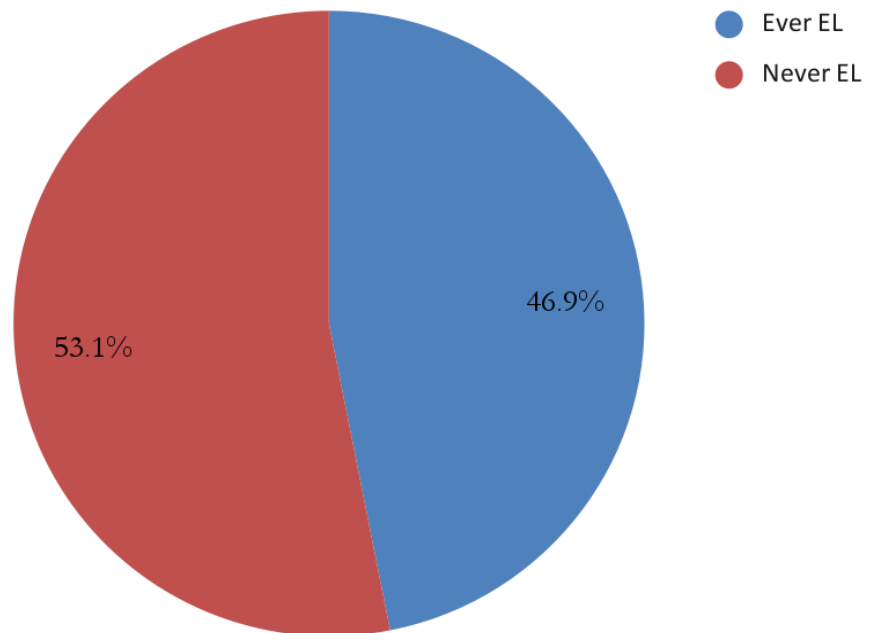
**Chart 1 - MVCS Enrollment by Home Language**



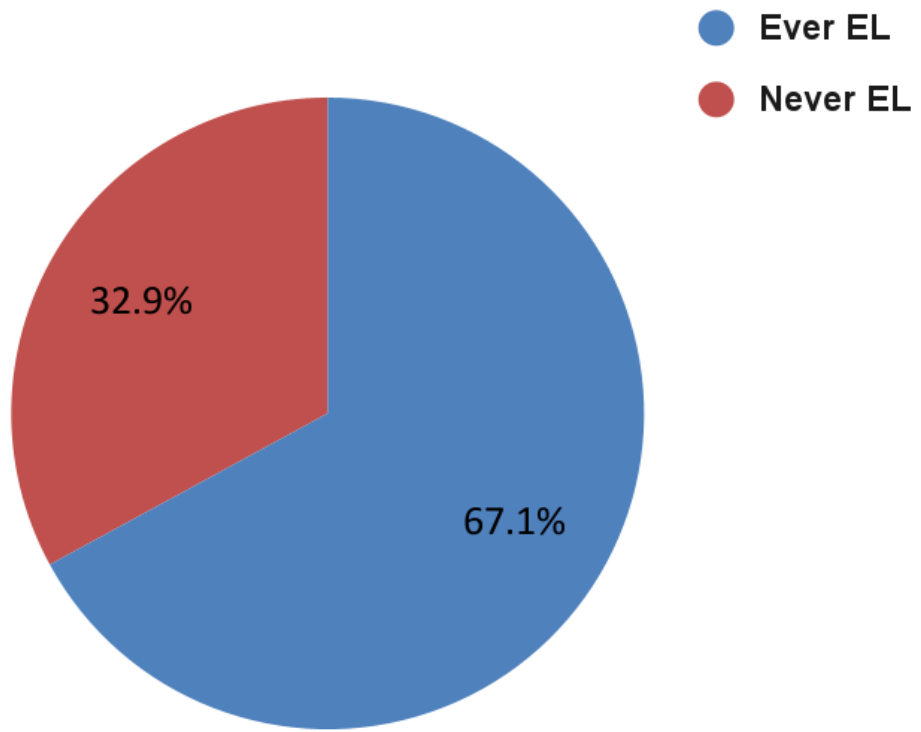
**Chart 2 - GWMS Enrollment by Home Language**



**Chart 3 - MVCS Enrollment by EL History**



**Chart 4 - GWMS Enrollment by EL History**



**Chart 5 - MVCS Enrollment by Ethnicity**

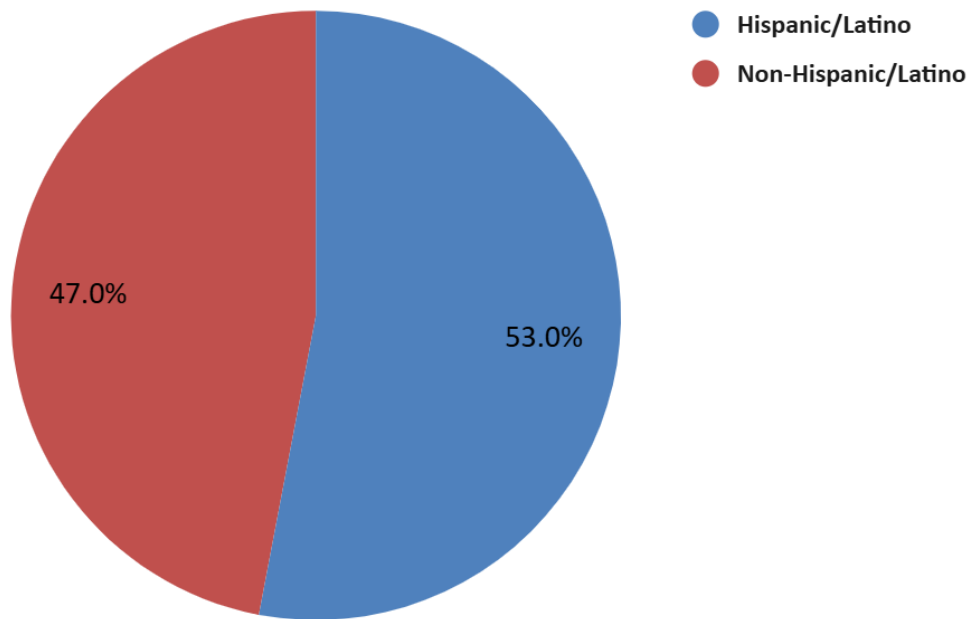
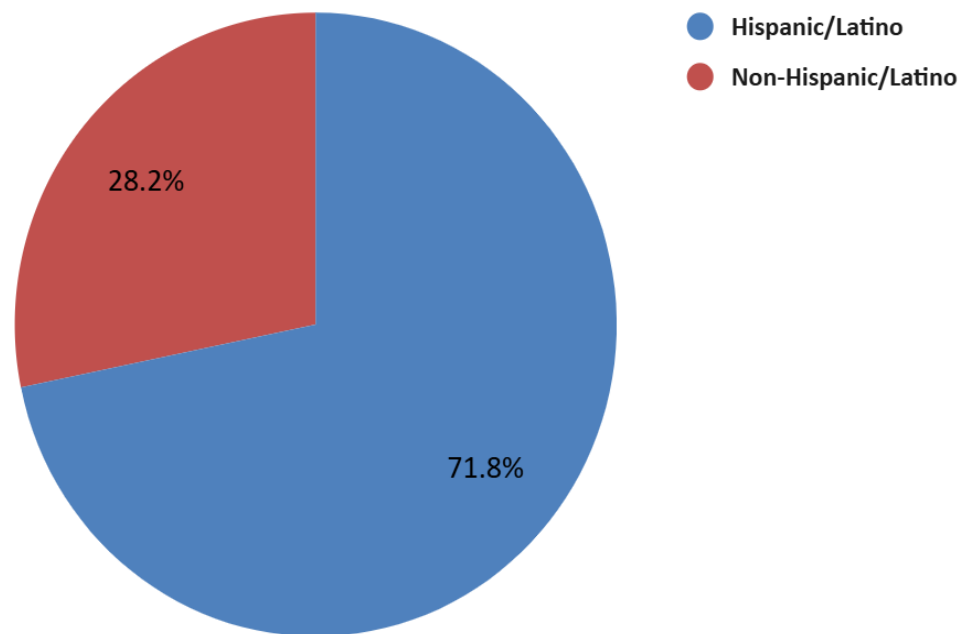


Chart 6 - GWMS Enrollment by Ethnicity

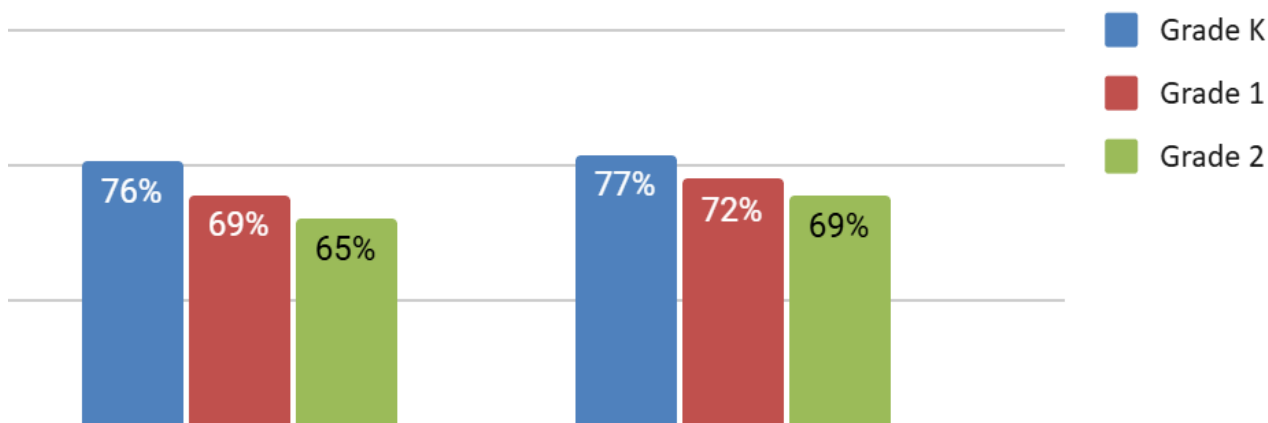


# Mount Vernon Community School: PALS Student Achievement Data

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Table 3 - MVCS PALS Data

## PALS - Dual Language Percent Passed - MVCS

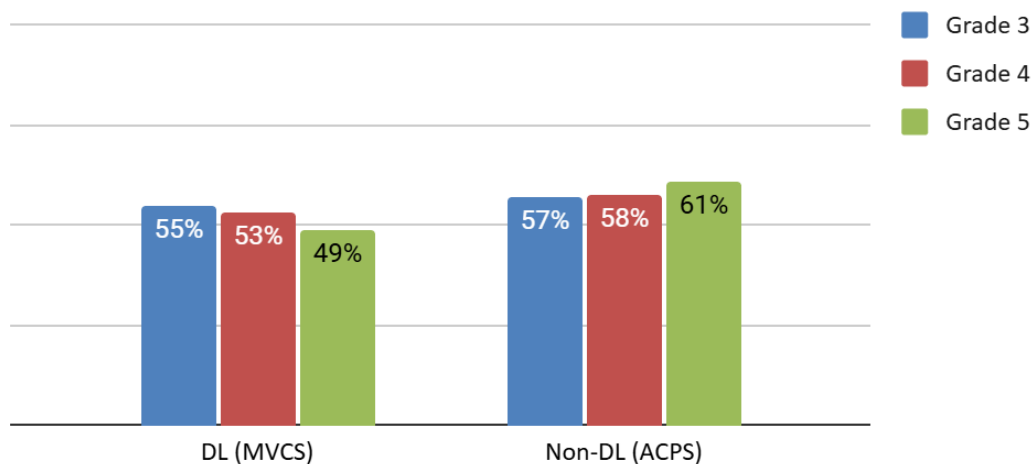


# MVCS and GWMS SOL Student Achievement Data

Standards of Learning (SOL Assessment)

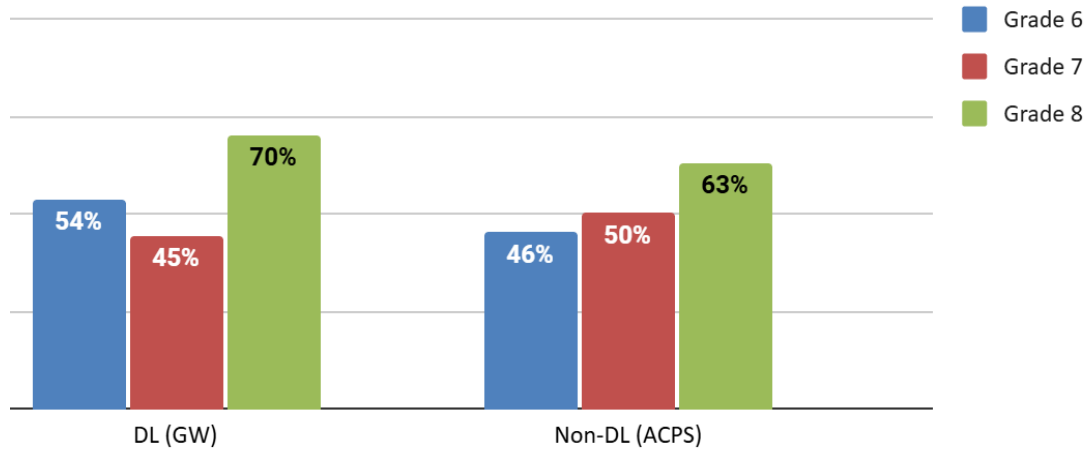
Table 4 - MVCS SOL Math Data

## Math SOL - Dual Language Percent Passed - MVCS



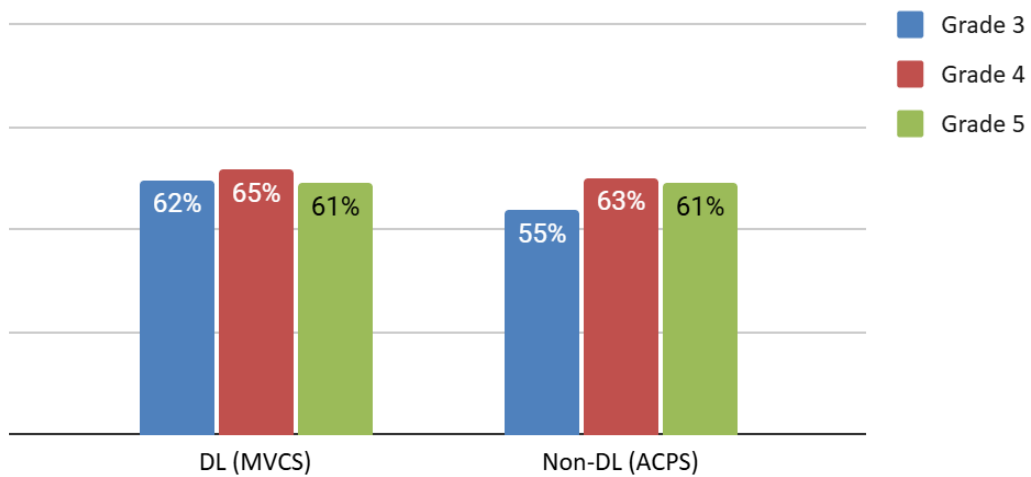
**Table 5- - GWMS SOL Math Data**

**Math SOL - Dual Language Percent Passed - GW**



**Table 6 - MVCS SOL Reading**

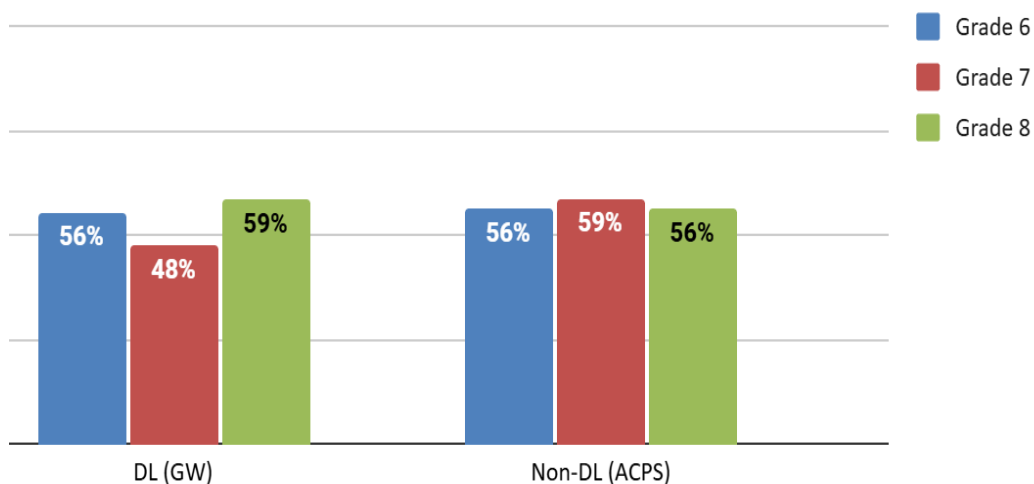
**Reading SOL - Dual Language Percent Passed - MVCS**





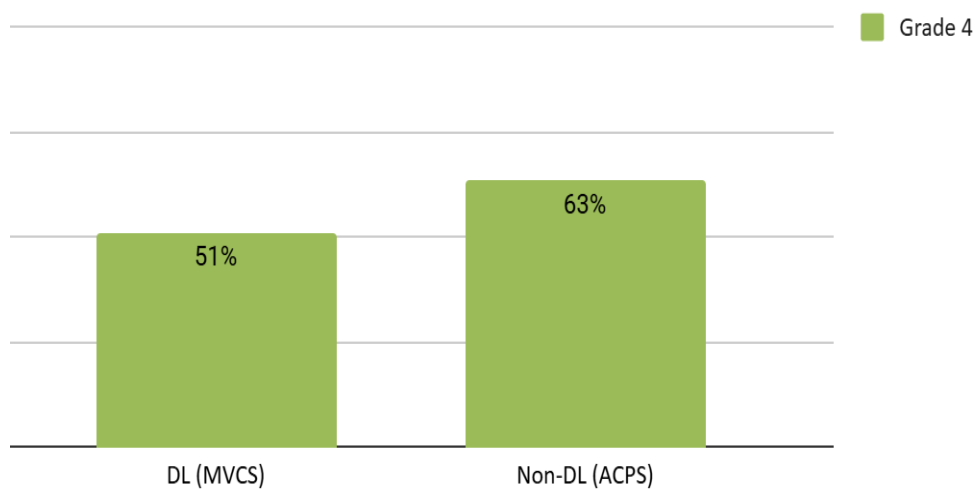
**Table 7- GWMS SOL Reading Data**

**Reading SOL - Dual Language Percent Passed - GW**



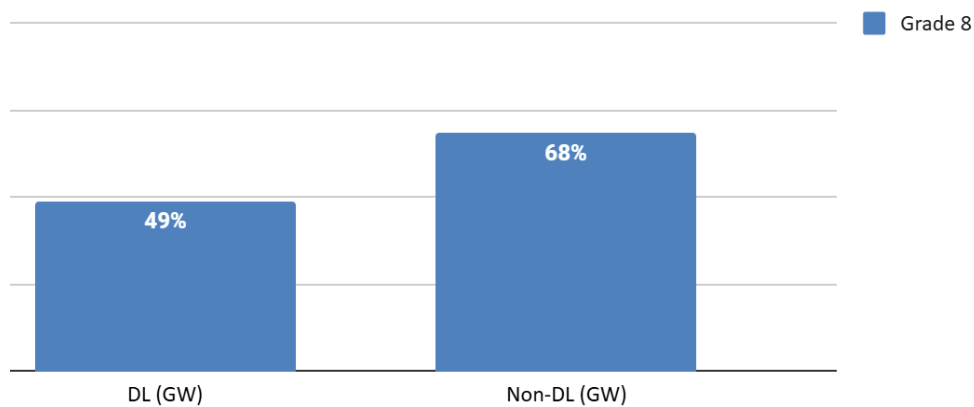
**Table 8 - MVCS SOL History Data**

**History SOL - Dual Language Percent Passed - MVCS**



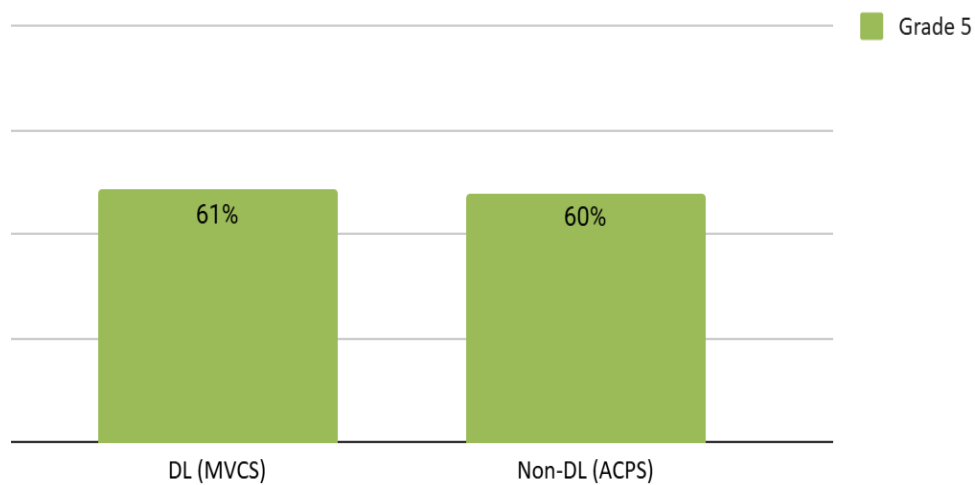
**Table 9 - GWMS SOL History Data**

**History SOL - Dual Language Percent Passed - GW**



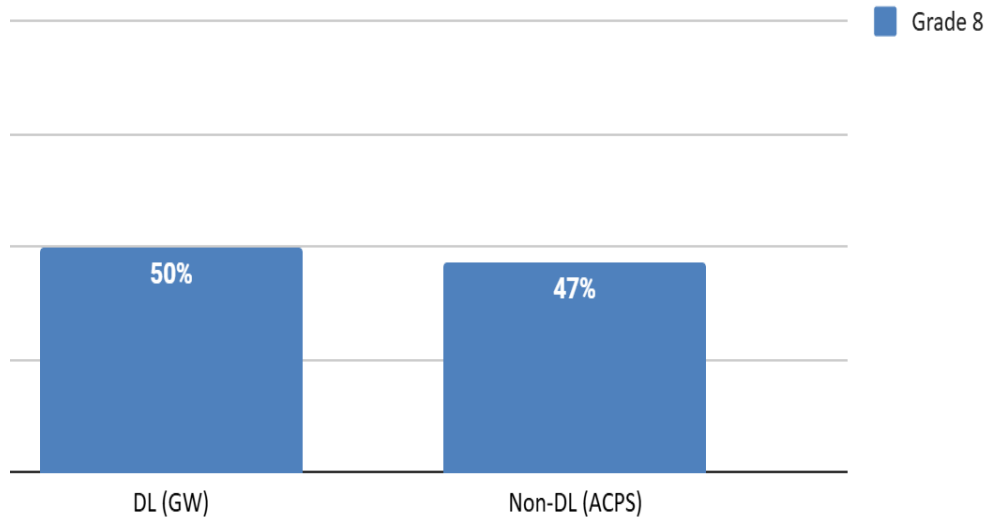
**Table 10 - MVCS SOL Science Data**

**Science SOL - Dual Language Percent Passed - MVCS**



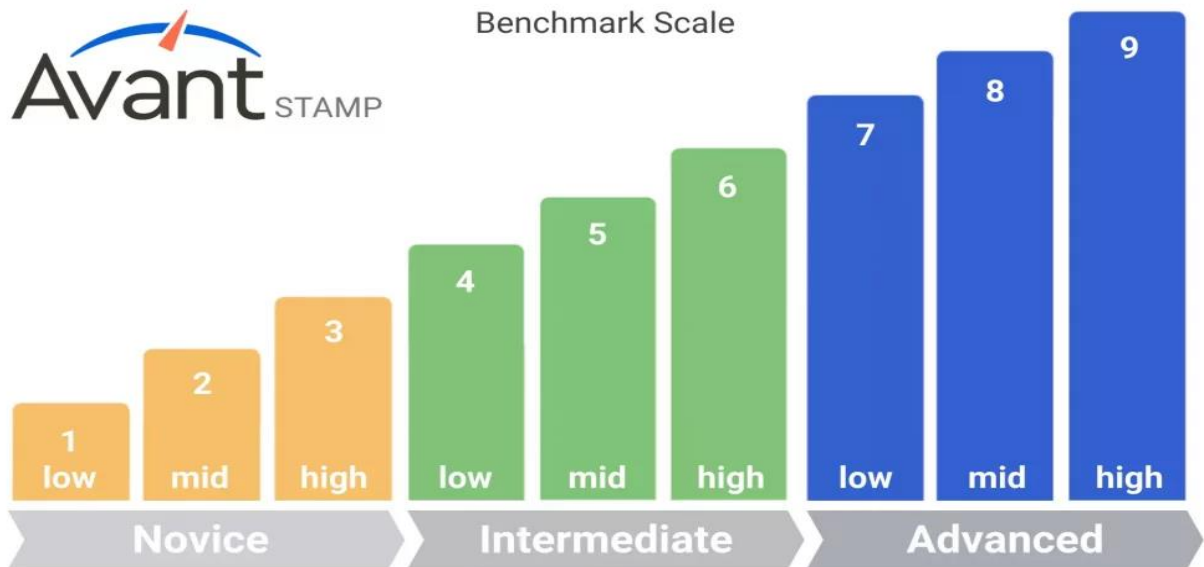
**Table 11 - GWMS SOL Science Data**

## Science SOL - Dual Language Percent Passed - GW



## MVCS and GWMS: Spanish Student Language Data

Avant Standards Based Measurement of Proficiency (STAMP)



**Target proficiency by grade level:**

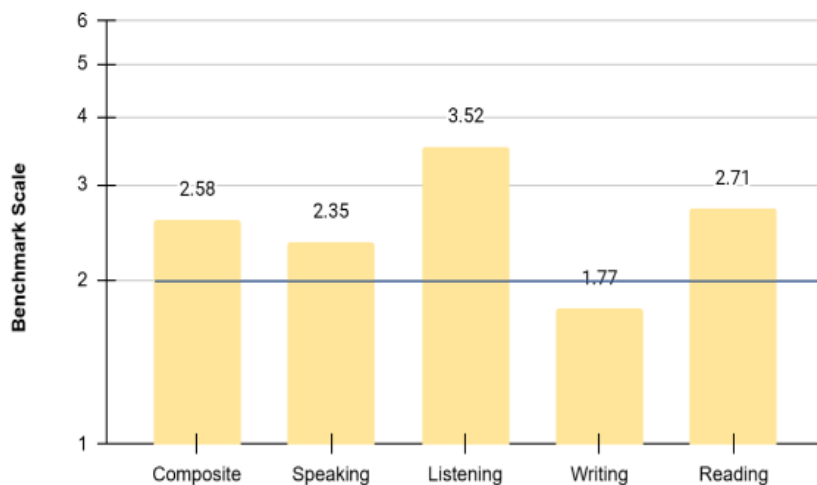
***Grade 2: Novice-Mid (2.0)***

***Grade 5: Intermediate-Low (4.0)***

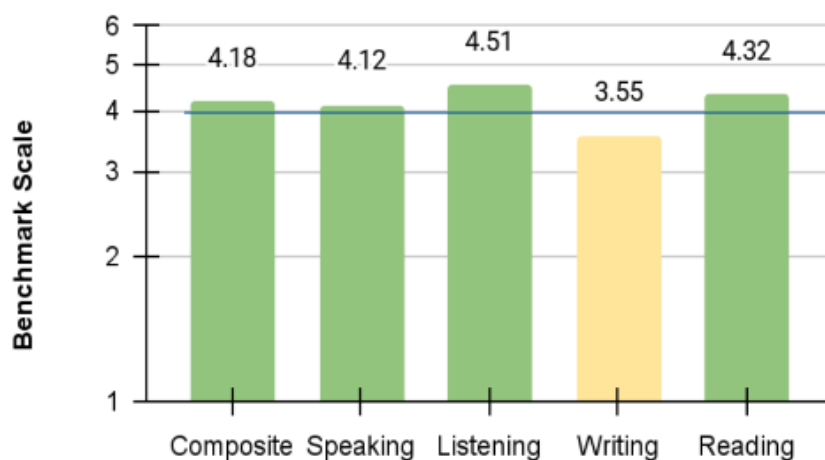
***Grade 8: Intermediate-Mid (5.0) \****

*\*Seal of Biliteracy Passing Score must include Speaking and Writing portions of the test with the lowest rating being Intermediate-Mid or higher.*

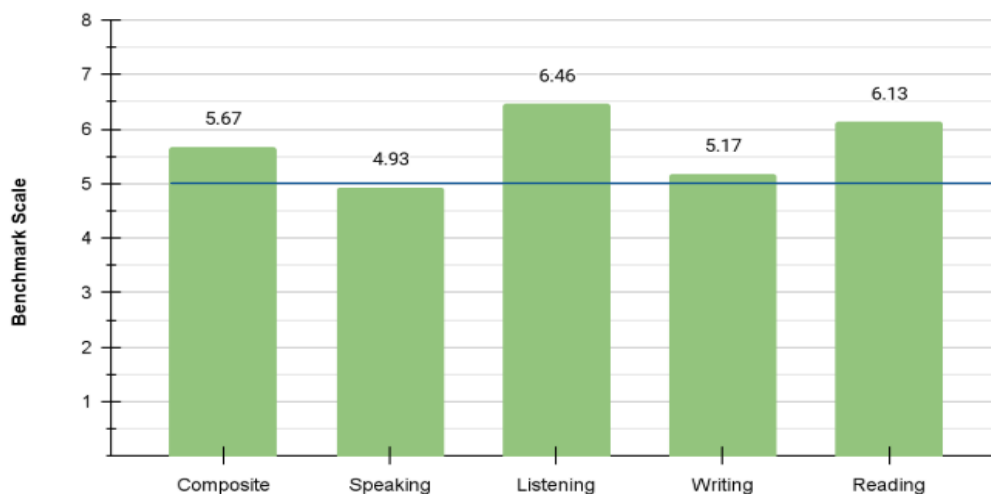
**Table 12 -MVCS Grade 2 Avant STAMP Data**



**Table 13 - MVCS Grade 5 Avant STAMP Data**



**Table 14 - GWMS Grade 8 Avant STAMP Data**



## MVCS and GWMS: English Student Language Data

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World Class Instructional Assessment (WIDA) Access for ELLs

**Table 15 - Elementary WIDA Access Data (ACPS)**

**WIDA ACCESS for ELLs 2.0: All Elementary Students**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	253	37.8%	416	62.2%	669
Level 2	354	54.0%	301	46.0%	655
Level 3	530	60.8%	341	39.2%	871
Level 4	116	60.4%	76	39.6%	192
<b>Grand Total</b>	<b>1,253</b>	<b>52.5%</b>	<b>1,134</b>	<b>47.5%</b>	<b>2,387</b>

\* Virginia Department of Education school target = 54% met progress targets towards proficiency in English for accountability year 2024-2025 (based on 2023-2024 data)

**Table 16 - MVCS WIDA ACCESS Data**

**WIDA ACCESS for ELLs 2.0: Mount Vernon CS**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	23	19.8%	93	80.2%	116
Level 2	40	44.0%	51	56.0%	91
Level 3	42	57.5%	31	42.5%	73
Level 4	6	46.2%	7	53.8%	13
<b>Grand Total</b>	<b>111</b>	<b>37.9%</b>	<b>182</b>	<b>62.1%</b>	<b>293</b>

**Table 17 - Middle School WIDA ACCESS Data (ACPS)**

**WIDA ACCESS for ELLs 2.0: Middle School Students**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

Dual Language		Non-Dual Language	
WIDA Level	% Met*	WIDA Level	% Met*
Level 1	50.0%	Level 1	49.5%
Level 2	65.5%	Level 2	57.4%
Level 3	58.0%	Level 3	43.0%
Level 4	31.8%	Level 4	43.9%
Grand Total	54.9%	Grand Total	47.0%

**Table 18 -GWMS WIDA ACCESS Data**

**WIDA ACCESS for ELLs 2.0: George Washington MS**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

Dual Language		Non-Dual Language	
WIDA Level	% Met*	WIDA Level	% Met*
Level 1	55.6%	Level 1	35.5%
Level 2	66.7%	Level 2	58.1%
Level 3	66.7%	Level 3	46.9%
Level 4	31.3%	Level 4	40.0%
Grand Total	60.6%	Grand Total	46.8%

**Table 19 - Middle School WIDA ACCESS Data**

**WIDA ACCESS 2.0: All ACPS Middle Schools**  
**AVERAGE PROFICIENCY LEVEL CHANGE FROM 2023 to 2024 by Language Domain and Dual Language Status**  
 Levels are 2023 and Grade Span is 2024

	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Composite Overall Proficiency Level	# of Students
Dual Language	0.00	0.25	0.33	0.25	0.24	142
Non-Dual Language	0.02	0.12	0.15	0.20	0.15	719
All Students	0.01	0.14	0.18	0.21	0.16	861

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