

Boundary Committee & Peer-Reviewed Research

Bibler, A. (2021). Dual language education and student achievement. *Education Finance and Policy*, 16(4), 634–658. https://doi.org/10.1162/edfp_a_00320

Students in the two-language schools studied had better reading and math results, including children learning English.

Morales, C. (2025). Dual language immersion programs and student achievement in early elementary grades. *Educational Evaluation and Policy Analysis*, 47(2), 616–623. <https://doi.org/10.3102/01623737241228829>

Children whose home language was English showed reading and math gains as early as first grade in the programs studied.

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1_suppl), 282S–306S. <https://doi.org/10.3102/0002831216634463>

Students offered Dual Language seats had stronger reading outcomes by grades five and eight, without lower math or science outcomes.

Escamilla, K., Hopewell, S., & Slavick, J. (2021). Teaching (bi)multilingual learners: Connecting languages. *The Reading Teacher*, 75(3), 363–371. <https://doi.org/10.1002/trtr.2044>

Teachers can help students learn to read by deliberately connecting what they know in English and another language.

Lee, W., & Lee, J. S. (2017). Math instruction is not universal: Language-specific pedagogical knowledge in Korean/English two-way immersion programs. *Bilingual Research Journal*, 40(4), 353–371. <https://doi.org/10.1080/15235882.2017.1380729>

Teaching a subject in another language requires thoughtful lesson design, not simply translating English lessons.

Morita-Mullaney, T., Renn, J., & Chiu, M. M. (2020). Obscuring equity in dual language bilingual education: A longitudinal study of emergent bilingual achievement, course placements, and grades. *TESOL Quarterly*, 54(3), 685–718.
<https://doi.org/10.1002/tesq.592>

Dual Language programs must pay attention to fairness in student opportunities, course placement, and outcomes.

Phillips Galloway, E., Uccelli, P., Aguilar, G., & Barr, C. D. (2020). Exploring the cross-linguistic contribution of Spanish and English academic language skills to English text comprehension for middle-grade dual language learners. *AERA Open*, 6(1), 1–20.
<https://doi.org/10.1177/2332858419892575>

Skills students develop in Spanish and English can both contribute to understanding academic reading in English.

Sparrow, W., Castro Schepers, O., & Escamilla, K. (2021). A six year trajectory toward better biliteracy: Results of a paired literacy program for emerging bilingual students. *NABE Journal of Research and Practice*, 11(3–4), 53–70.
<https://doi.org/10.1080/26390043.2021.1977593>

Coordinated reading and writing lessons in Spanish and English can help children develop stronger literacy in both languages.

Wang, T., & Lee, J. S. (2023). Curriculum bridging across Chinese and English instructional times in a one-way dual language education program. *Bilingual Research Journal*, 45(3–4), 315–336. <https://doi.org/10.1080/15235882.2023.2171506>

Planning lessons across two languages helps students connect ideas and avoid gaps between the language portions of the school day.

Vik, T., De Jong, D., Reed, K., Card, K., & Henry, S. (2021). A comparison of fourth-grade students taught in English-only classrooms and Spanish-only classrooms in the same district. *Dual Language Research and Practice Journal*, 5(1), 13–23.
<https://doi.org/10.21423/dlrpj-v5.a10>

In the district studied, fourth graders at a stand-alone Spanish immersion school performed better on some tests than peers taught in English.