

RESEARCH BRIEF

The Dual Language Program. In 2010-2011 Austin Independent School District (AISD) implemented the dual language program (DL) at 11 elementary schools. In 2012-2013, 60 elementary schools and 4 centers offered the DL program in grades PK-2nd and 11 schools (i.e., pilot schools) offered DL through 3rd grade. DL is a type of Bilingual Education (BE) program that seeks to develop academically proficient students while supporting bilingualism and biculturalism. AISD offers one way and two way DL programs. One way DL classrooms have native speakers from only one language who are instructed in English and their native language while two way DL classrooms have native speakers from two different languages who are acquiring the non-native language as a second language. Students in both programs are taught core academic curriculum in both English and a second language. Since 2012-2013 was the first year that students in the DL program took the STAAR tests, longitudinal STAAR data are not available. However, TELPAS and STAAR reading/math results for the grade 3 cohort are provided including comparisons to non-DL students served in the ELL program.

How did Spanish speaking third grade students in the Dual Language program perform in TELPAS compared to 3rd grade students in the Late Exit and ESL programs? On average students in both programs obtained higher scores in reading and listening than speaking and writing (Table 1). Scores for students in the Late Exit and ESL programs were higher than for students in the DL program in most domains.

Table 1. Third grade TELPAS results for students in the Dual Language and Late Exit/ESL programs, 2012-2013.

Domain	Dual Language (n=335)		Late Exit/ESL (n=2,189)	
	Average Score	Rating Category	Average Score	Rating Category
Listening	3.1	Advanced	3.3	Advanced
Speaking	2.8	Advanced	3.0	Advanced
Writing	2.5	Intermediate	2.6	Advanced
Reading	3.1	Advanced	3.1	Advanced

Source. AISD TELPAS records, 2012-2013

How did third grade students in the Dual Language program perform in STAAR reading and math compared to students in the Late Exit and ESL programs? Overall, a higher percentage of students in the DL program met the phase-in 2 standard in STAAR reading than in STAAR math (Table 2). Compared to their peers in the Late Exit/ESL programs, a higher percentage of students in the DL program met the phase-in 2 standard in reading and math.

Table 2. Third grade STAAR reading and math results for students in the Dual Language and Late Exit/ESL programs, 2012-2013.

	Reading		Math	
	Dual Language	Late Exit/ESL	Dual Language	Late Exit/ESL
Met	58.8% (n=234)	46.6% (n=1,030)	50.9% (n=203)	49.1% (n=1,087)
Did not meet	41.2% (n=164)	53.4% (n=1,180)	49.1% (n=196)	50.9% (n=1,125)

Source. AISD STAAR records, 2012-2013