Thomas & Collier Research Supports Dual Language Programming

Current Research

Thomas and Collier conducted research throughout the North Carolina school districts (2009 - 2011)

Their findings document that Dual Language programs...

- Increase the Reading and Math achievement of all students regardless of subgroup, and
- Appear to be a substantially effective means of addressing North Carolina’s large achievement gaps for current
  - Limited-English-proficient students,
  - Non-language minority native-English speaking African-American students,
  - Students of low-socioeconomic status, and possibly
  - Special education students

Source: http://esl.ncwiseowl.org/resources/dual_language/

The selected slides on the following pages taken from their report English Learners in North Carolina, 2010 – Year 2 demonstrate how LEP and White students are achieving when enrolled in Dual Language Programs as compared to LEP and White students not enrolled in Dual Language Programs.
Figure 7: 2009 EOG Reading Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade

Figure 8: 2009 EOG Math Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade
Figure 15: 2009 EOG Reading Achievement of White Students In DL Programs Compared to White Students Not In DL Programs By Grade

Figure 16: 2009 EOG Math Achievement of White Students In DL Programs Compared to White Students Not In DL Programs By Grade