



Supports for Sustaining Dual Immersion Programs at the Secondary Level

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WCSD Context

Wasatch County School District serves 7,150 students within the county, including Heber City, Midway, Wallsburg, Daniel and Charleston.

The third fastest growing county in the U.S., and the fastest growing in Utah

29.4% Economically Disadvantaged
11.5% limited English proficient
9.5% students with disabilities
78% Caucasian
19% Hispanic
1% Asian
2% Multi-Racial.
<1% American Indian
<1% African American

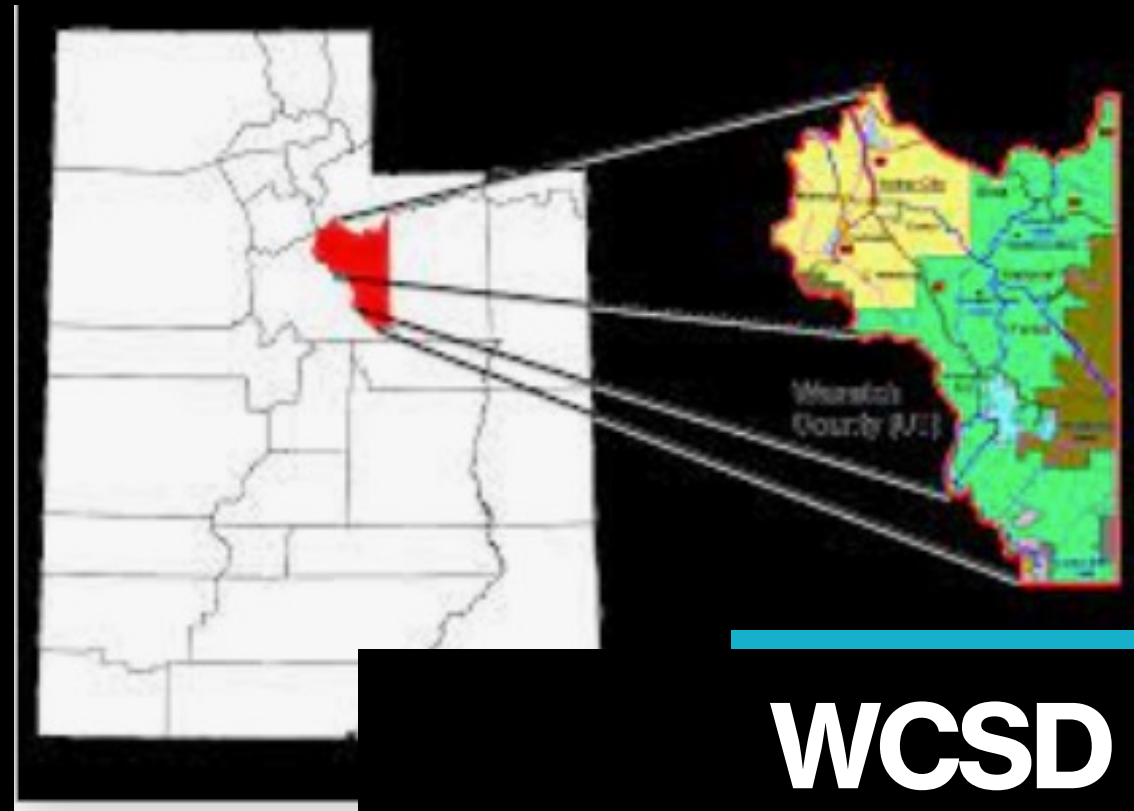
50/50 Spanish Dual Language
Immersion

2 One-Way Elementary schools K-5

3 Two-Way Elementary schools K-5

2 Two-Way Middle 6-8

Two-way High school program 9-12



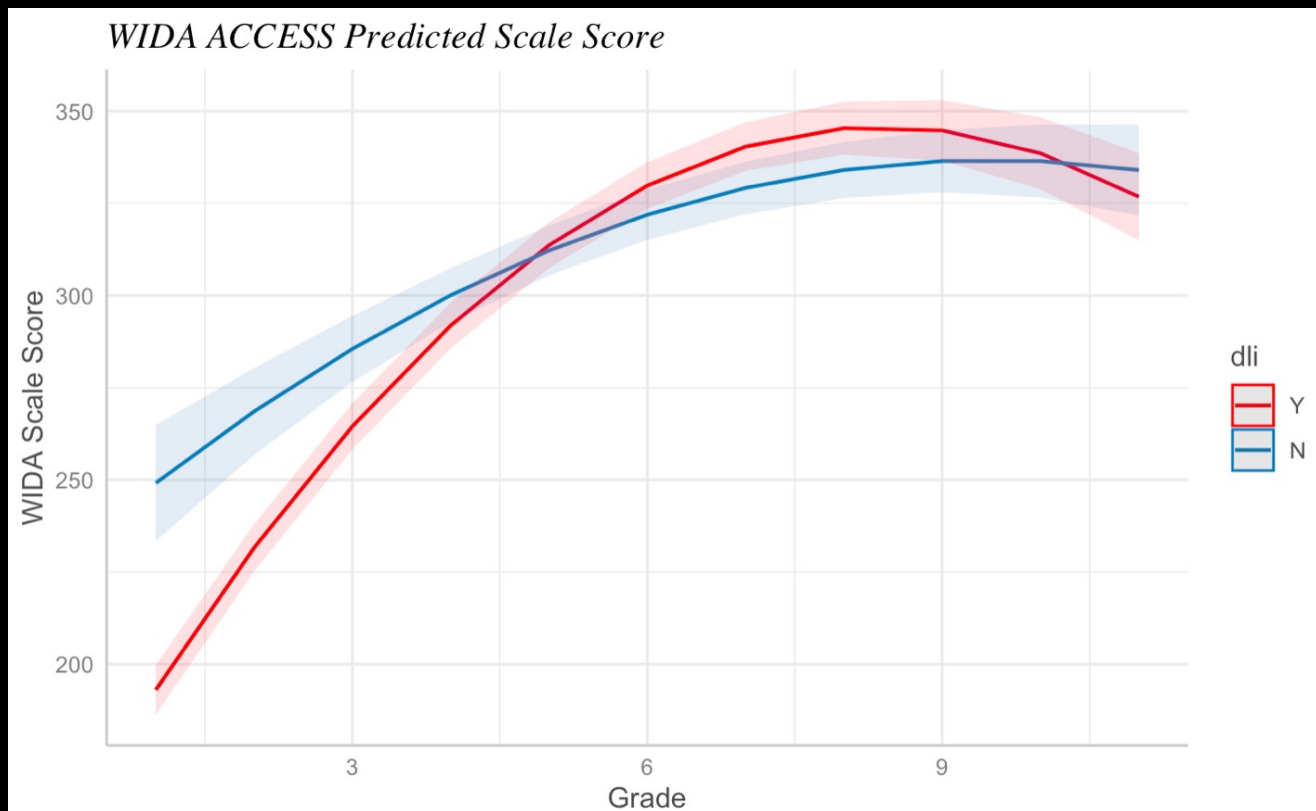
WCSD

Ensuring all students obtain all the knowledge, skills, and dispositions that will enable them to reach their personal goals and be a productive, contributing member of our society.

How does DLI predict academic growth?



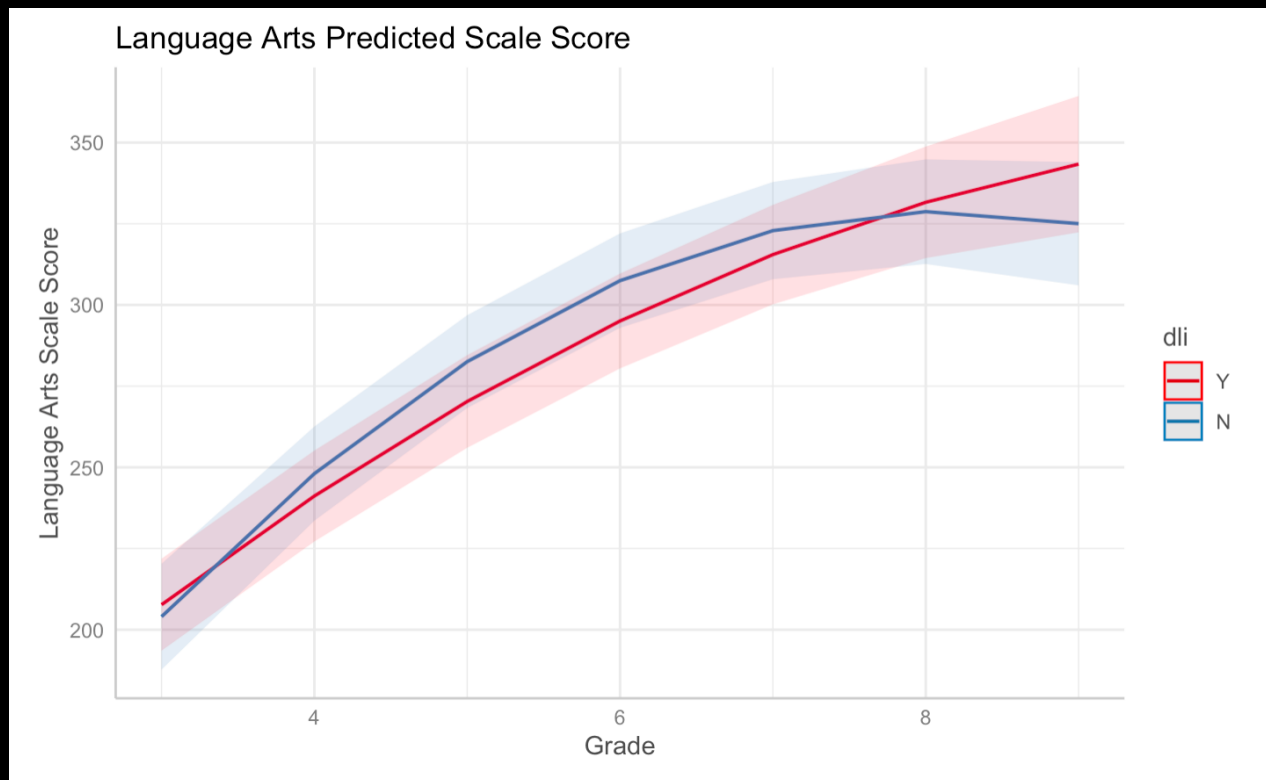
This study found that DLI students had better English acquisition growth trajectories when accounting for time.



How does DLI predict academic growth?



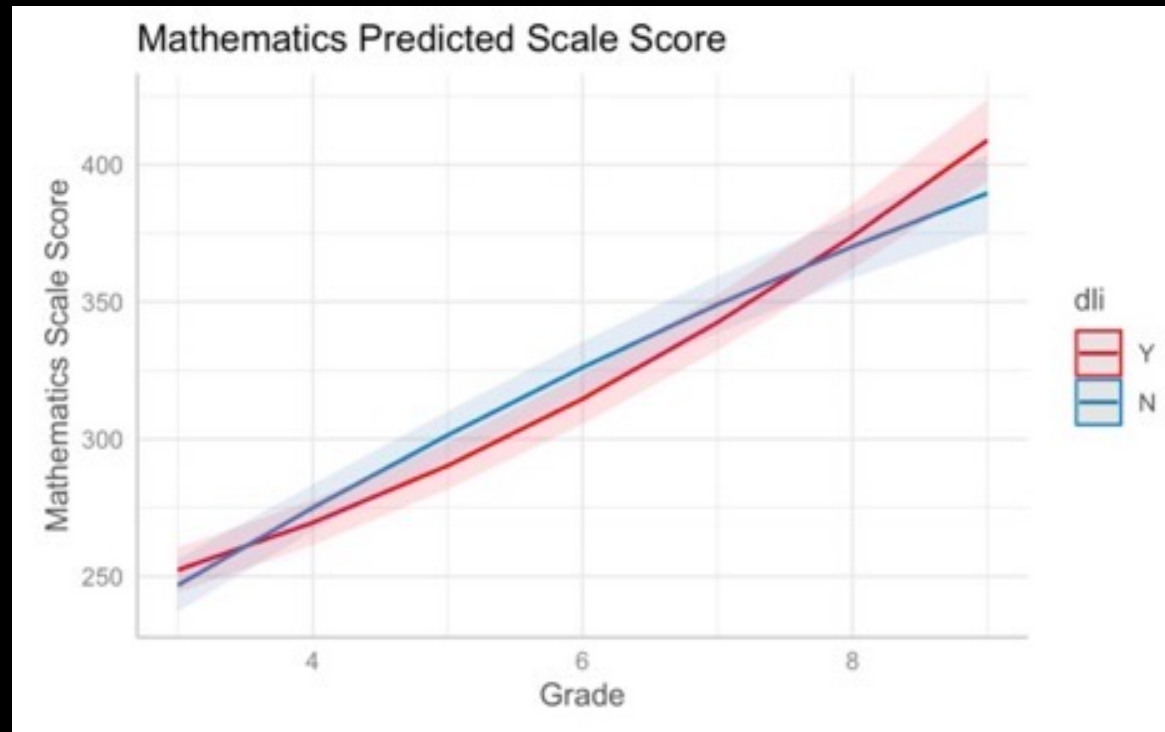
EB students enrolled in DLI had greater growth trajectories in English language arts than their non-DLI peers



How does DLI predict academic growth?



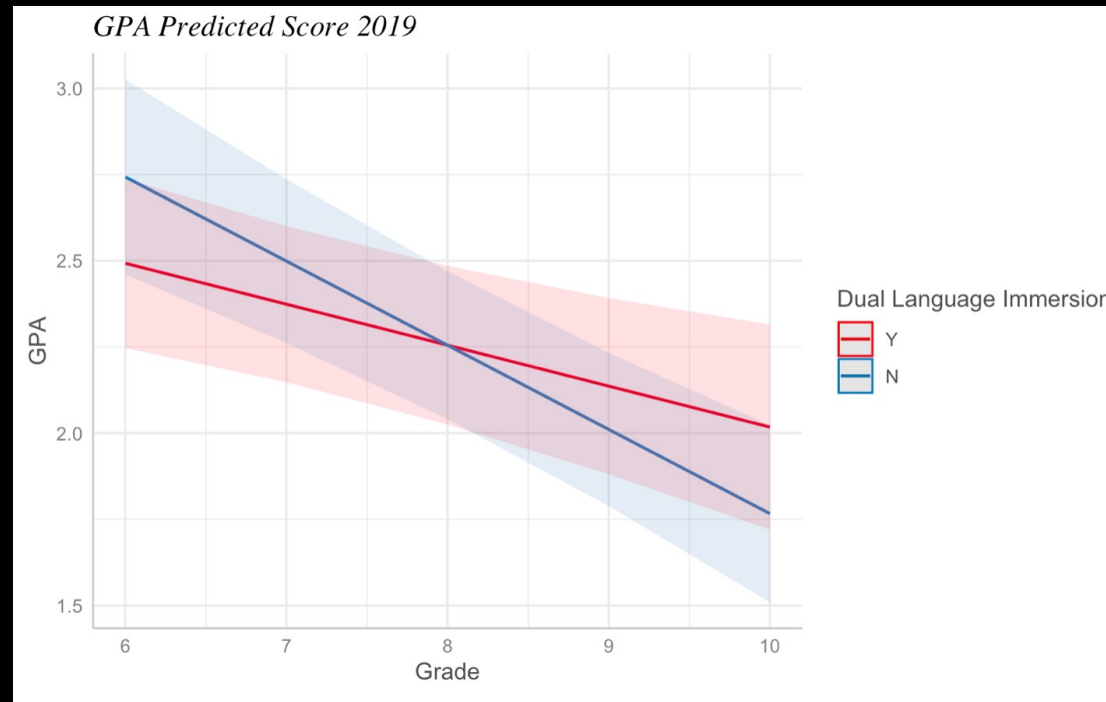
MLM mathematics analyses showed that DLI students surpassed their peers in achievement by middle school



How does DLI predict GPA attainment?



Using multiple regression, this study found that an interaction between DLI enrollment and grade level predicted higher GPAs scores in later grades for DLI students.





Middle school students: will you continue in high school?

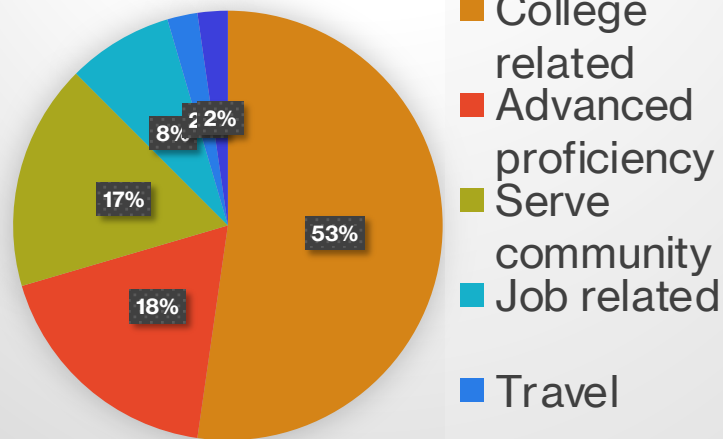
In 2021, **96%** of middle school students self reported they would continue DLI in high school and take at least one Bridge course.

“I am continuing in the DLI program because Spanish is my first language, and I would like to keep getting more better at it.”

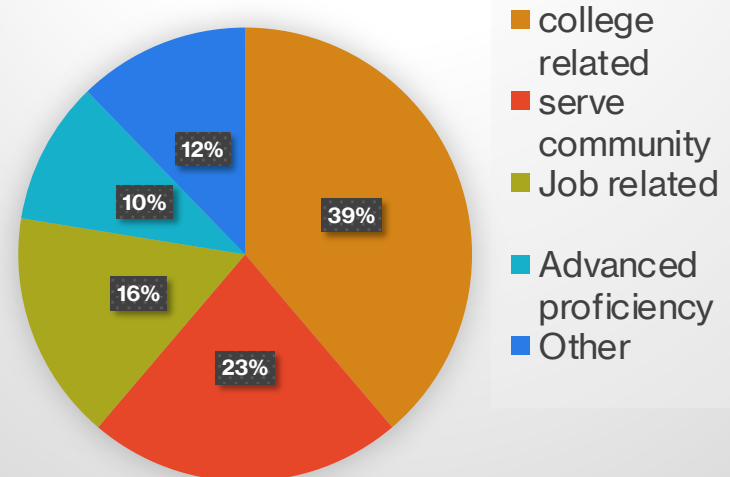
“Yes, I am I want to become better, extend my vocabulary of Spanish words And speak it fluently.”

Their “why”

Goals: English First

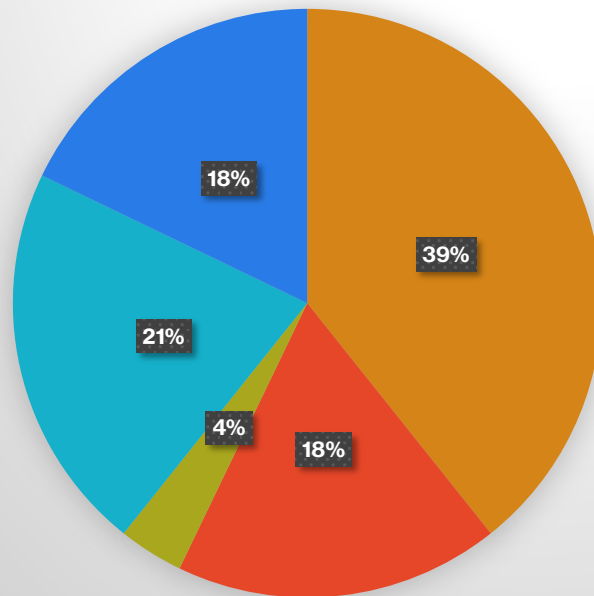


Goals: Spanish First



Their “Why”

Simultaneous Bilinguals



- college related
- serve community
- Job related
- Advanced proficiency
- Other




High school

78-83% DLI 9th grade student passed the AP Spanish exam in the years 2019-2021

100% passing rate in 10th grade

98% of DLI student who passed AP take at least one bridge class

100% graduation rate of DLI students who continued in high school



**Are students continuing
in DLI in middle school?
High school? Why or why
not?**

Discussion question

Supports: actions and efforts

District

- Parent involvement- Surveys, hiring of Community liaisons
- Parent nights- Bridge students share experiences
- Administrator Training
 - do they know the research?
 - Program evaluation
 - Exit procedures (know the reason why)
- Web site and Social Media
- Incentives: Seal of biliteracy, college credits



What effective district level supports are in place in your setting?

How do you know they're working?



BYU Language Fair, 2019

Supports: actions and efforts

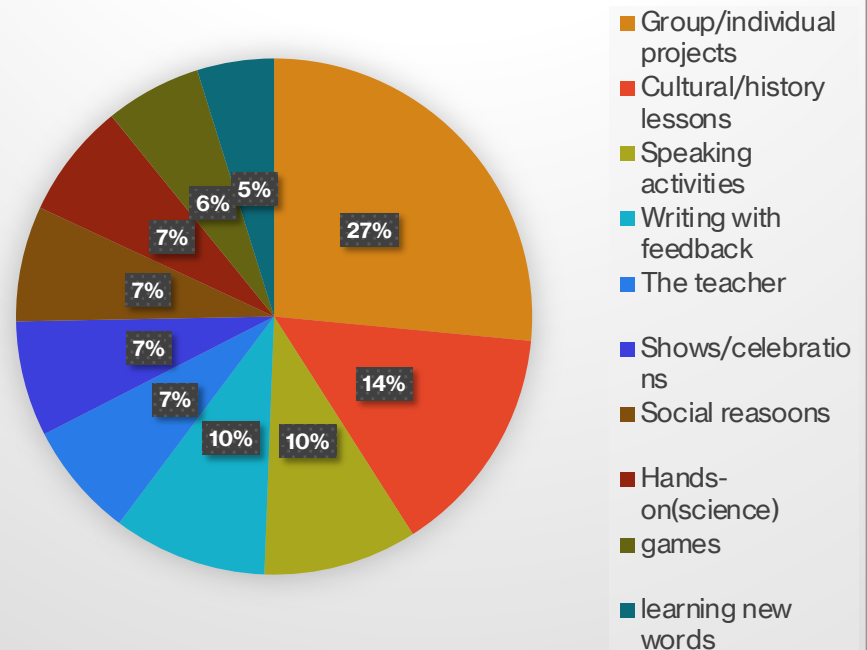
School and classroom

- Inclusion in special programs and school-wide planning
- Parent input & surveys
- Program explanation for students - discover their WHY
- Celebrations of growth based on goal setting
- Language Fair

Student Survey

- Increasing student interest in curriculum
 - Hooks
 - Connecting to family heritage, history and community
 - Service learning at elementary schools (reading)

Best DLI Experiences





**What supports do you
have in place?**

Discussion question

Challenges and Questions

Instilling the value of bilingualism and biliteracy system-wide (integrated in decision-making etc.)

How do we counter the language status imbalance?

How can we intervene when students want to drop DLI?

How can we support students:

How do we support negotiating ethnic identity?

How do we support students in middle school far below proficiency benchmarks?