ENGLISH LEARNER'S LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCE's) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SEVEN PROGRAM MODELS

(Results aggregated from longitudinal studies of mature programs in 5 school districts and California from 1998-2000)

Program 1: Two-way developmental bilingual education, including Content ESL
Program 2: One-way developmental BE, including ESL taught through academic content
Program 3: Transitional BE, including ESL taught through academic content
Program 4: Transitional BE, including ESL, both taught traditionally
Program 5: ESL taught through academic content using current approaches with no L1 use
Program 6: ESL pullout - taught traditionally
Program 7: Proposition 227 in California (sequential 3-year longitudinal cohorts)

Final Aver. NCE's	Programs:
61	**1** Two-way Dev. BE including Content ESL
52	**2** One-way Dev. BE including Content ESL
40	**3** Transitional BE + Content ESL
35	**4** Transit'l BE+ESL taught traditionall
34	**5** ESL taught thru academic conten
24	**6** ESL Pullout taught traditionall
	7 Prop 227 in CA

Elementary — Expect 3-4 NCE's/yr — Gap closure for all
Middle — Expect -1 to +4 NCE's/yr — Little/no gap closure for most
High School — Expect -3 to +2 NCE's/yr — Gap increase for many

GRADE