

Analysis: Demographics and RISE Proficiency Comparison for SY 2023 and SY 2024

Key Context and Findings

The reports for SY 2023 and SY 2024 provide a comparative analysis of demographics and RISE proficiency between students in Dual Language Immersion (DLI) programs and those in non-DLI settings. Both years highlight the following themes:

1. **Demographic Disparities:**
 - o **Non-DLI Students:**
 - Higher rates of low-income family status.
 - Higher representation of students with special education needs, encompassing diverse learning challenges.
 - o **DLI Students:**
 - There are more EL learners in DLI than the Non-DLI population
 - Selection bias remains an issue, as DLI programs attract families more engaged in their children's education.
 2. **Proficiency Trends:**
 - o DLI students consistently outperform non-DLI peers in academic and language proficiency measures.
 - o However, the nuanced relationships between socioeconomic status, special education needs, and ELL status complicate direct comparisons.
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Year-by-Year Analysis

SY 2023

- **Proficiency Gains:** DLI students demonstrated measurable advantages in language and content-area assessments, showcasing the effectiveness of immersion-based education.
- **Limitations:**
 - o Data interpretations were constrained by demographic differences.
 - o The report emphasized the need for further research to account for factors such as socioeconomic status and parental education levels.

SY 2024

- **Proficiency Continuity:** The trends from SY 2023 persisted, with DLI students maintaining higher scores in RISE assessments.
- **Future Emphasis:**
 - o Greater acknowledgment of the role of special education needs among non-DLI students and its impact on their performance.
 - o Expanded recommendations for addressing accessibility in DLI programs to include more diverse student populations.

Comparative Data

1. **Consistency in Findings:**
 - o Both years underscore the superior academic outcomes for DLI students, attributed to the cognitive and linguistic benefits of bilingual education.
 - o The demographic disparities between DLI and non-DLI groups are consistent, reinforcing the need for equitable access to DLI programs.
2. **Refinement of Focus:**
 - o Both reports indicate a lower number of special education students in the DLI population
3. **Call for Equity:**
 - o Both reports highlight the importance of making DLI programs more inclusive, ensuring that low-income families and students with special education needs can benefit from the same opportunities.

Recommendations

1. **Equitable Access:**
 - o Expand outreach to underrepresented demographics in DLI programs, including students with special education needs and those from low-income families.
2. **Additional Research:**
 - o Conduct longitudinal studies to track the long-term impact of DLI participation on ELL and non-ELL students across various socioeconomic backgrounds.
3. **Policy Development:**
 - o Develop initiatives to expand DLI programs and recruit a more diverse and representative population.

Conclusion

The RISE Proficiency and Demographics reports for SY 2023 and SY 2024 reaffirm the transformative potential of DLI programs for academic and language development. However, they also emphasize the need for more inclusive practices and additional research to fully understand and address the complexities of student achievement in Utah's educational landscape. By leveraging these insights, stakeholders can build a more equitable system that benefits all students.

Utah's Dual Language Immersion Programs: A Model for Success

Utah has emerged as a trailblazer in education with its Dual Language Immersion (DLI) programs, offering students the opportunity to excel academically while becoming bilingual and

biliterate. Recent comparisons of RISE proficiency and demographic data for the 2023 and 2024 school years highlight the transformative impact of these programs on students, particularly English Language Learners (ELL) and native Spanish speakers. The findings reaffirm that DLI is a powerful tool for boosting student achievement.

The DLI Advantage

1. Academic Excellence

RISE proficiency data consistently show that students in DLI programs outperform their non-DLI peers across multiple subjects. This achievement underscores the cognitive and academic benefits of bilingual education, which enhances problem-solving, critical thinking, and adaptability. For ELL students, DLI programs build on their native language foundation, accelerating their English acquisition while maintaining and strengthening their heritage language skills.

2. Bilingual Proficiency and Beyond

DLI programs' dual focus on English and a partner language—Chinese, French, German, Portuguese, Spanish and Russian—equips students with advanced language skills that open doors to greater educational and professional opportunities. For native Spanish-speaking students, these programs validate and enrich their linguistic heritage, fostering pride and cultural competence.

3. Bridging Communities

Utah's DLI programs not only benefit individual learners but also enrich the broader school community. By bringing together students from diverse linguistic and cultural backgrounds, DLI classrooms foster understanding, collaboration, and mutual respect. These programs prepare students to thrive in an interconnected world, cultivating the global citizens of tomorrow.

Data Highlights: SY 2023 vs. SY 2024

Proficiency Trends

RISE data for 2023 and 2024 reveal a consistent pattern: DLI students achieve higher scores in English language arts, math and science assessments compared to their non-DLI peers. This trend is particularly significant for EL students, who benefit from immersion-based instruction that supports bilingual development and academic growth.

Overcoming Challenges

Despite these successes, the reports highlight areas for growth. Non-DLI students are more likely to come from low-income families or have special education needs, factors that can influence academic outcomes. While this data does not evaluate parental involvement, observation has shown that DLI programs often attract families with higher levels of parental involvement and resources, leading to a selection bias. Addressing these disparities is essential to ensuring all students can benefit from DLI opportunities.

Expanding Access and Equity

Utah's success with DLI programs offers valuable lessons for the future. To make these programs even more impactful, we need to increase accessibility. Efforts should focus on expanding access to DLI programs for students from diverse socioeconomic backgrounds and those receiving special education services. In addition, ensuring that DLI classrooms reflect the diversity of Utah's student population will enhance the richness of the learning environment and maximize the programs' benefits.

Looking Ahead

Utah leads the nation as a model of innovation and success in dual language immersion education. This data illustrates the power of a dual language immersion program to ensure academic achievement and indicates a need for increased accessibility for all students in Utah. Utah's DLI initiatives have the potential to transform not only individual lives but entire communities, proving that the power of language knows no bounds.

A Comparison of Demographics and RISE Proficiency for DLI and Non-DLI Students in SY 2023

T&L

2024-12-20

It is important to interpret the findings of this report with caution, considering the following limitations:

Significant demographic differences exist between the DLI and non-DLI student populations. Non-DLI students exhibit higher rates of low-income family status and special education needs, the latter encompassing a broad spectrum of learning differences. Conversely, many DLI students are English language learners. However, these students may not be representative of the overall English language learner population, as DLI programs often attract families with higher levels of parental involvement and resources. This potential selection bias limits the generalizability of findings related to English language learners.

Furthermore, the complex interplay of socioeconomic factors, special education needs, and English language learning may influence student outcomes in ways that are not fully captured in this report. Further research, specifically within the context of Utah's educational landscape, is needed to comprehensively assess the impact of DLI programs on student achievement and to explore the nuanced relationships between these demographic factors.

Figure 1. Students' Demographic Comparison

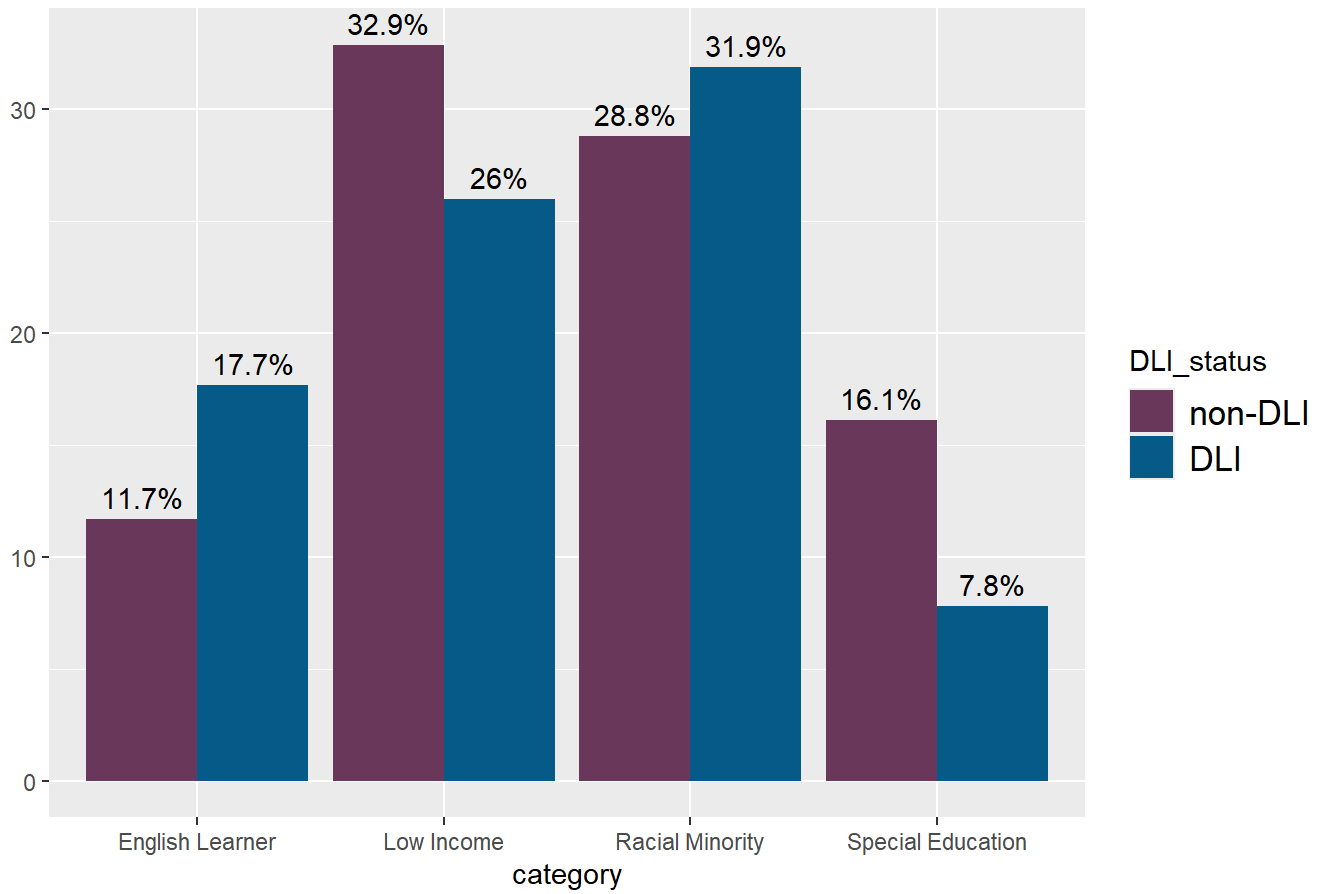


Figure 2. Grade 3 RISE Proficiency

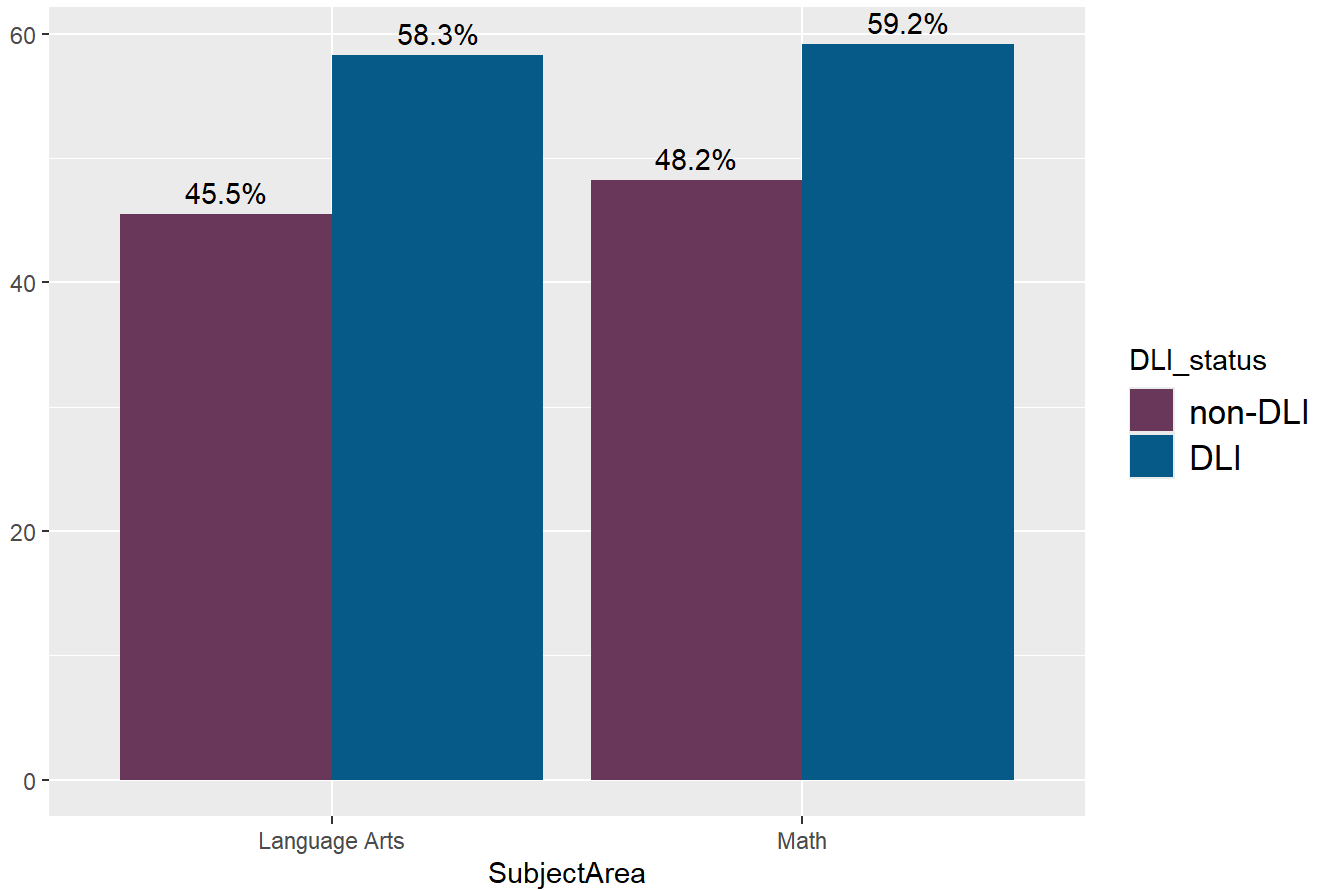


Figure 3. Grade 4 RISE Proficiency

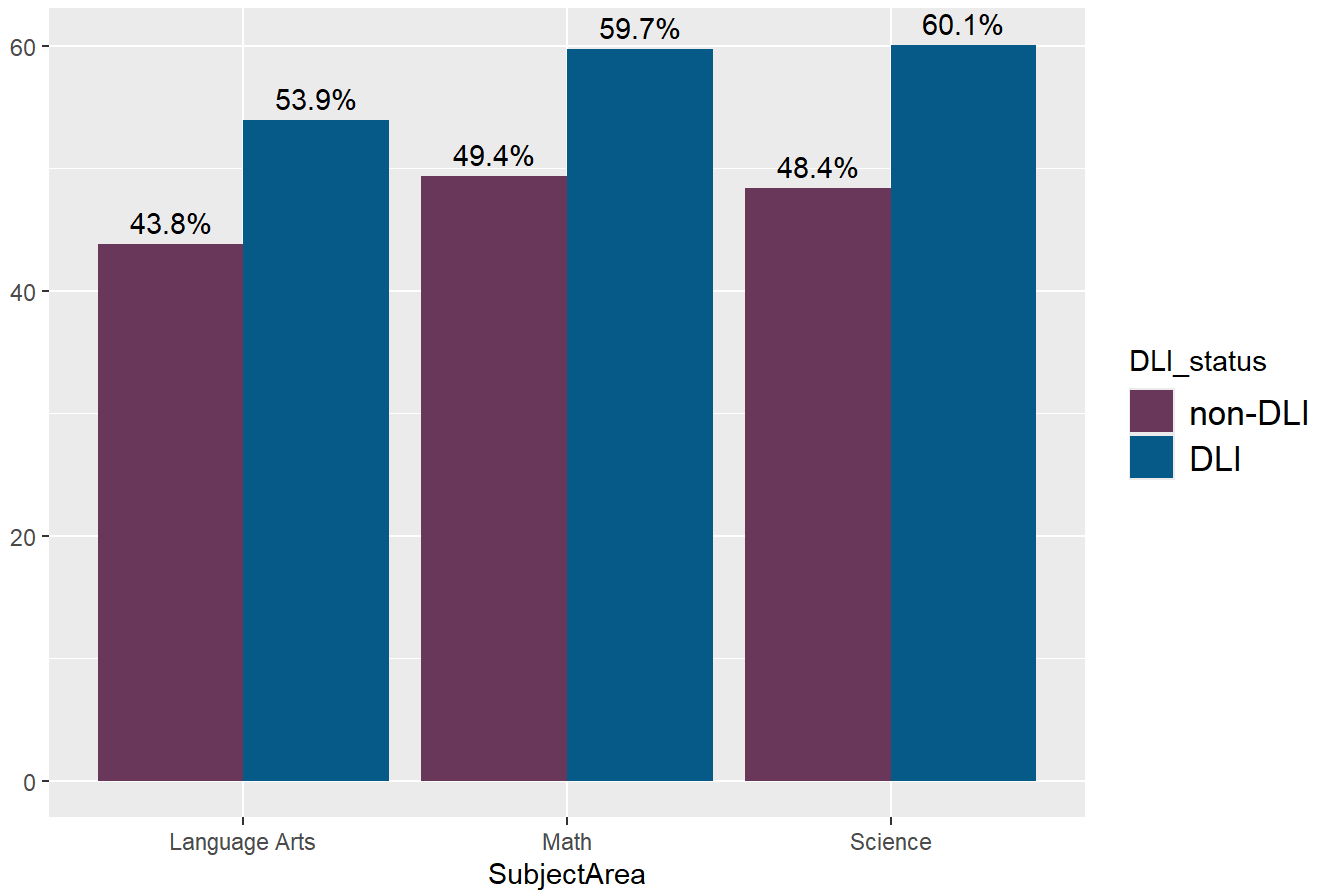


Figure 4. Grade 5 RISE Proficiency

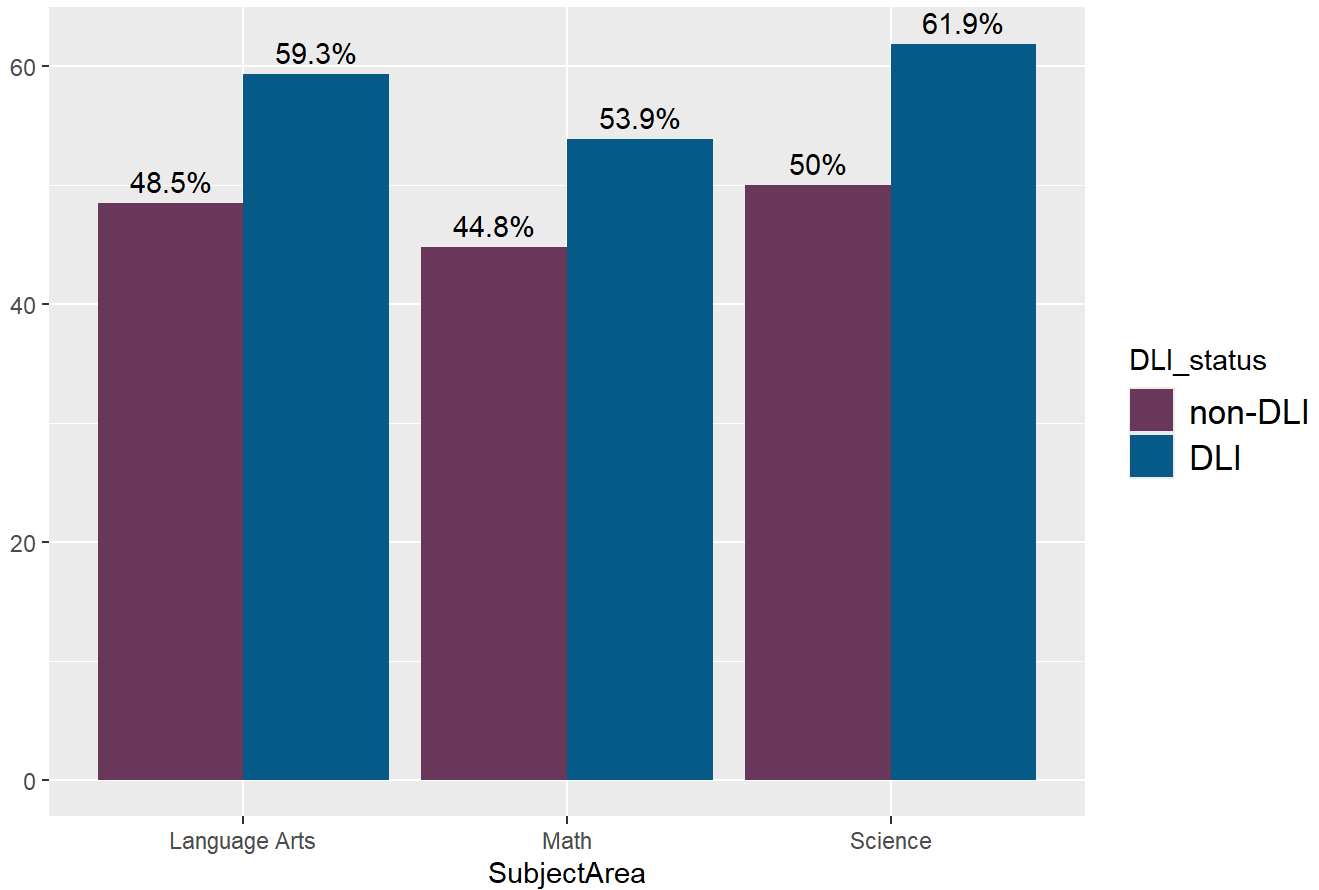


Figure 5. Grade 6 RISE Proficiency

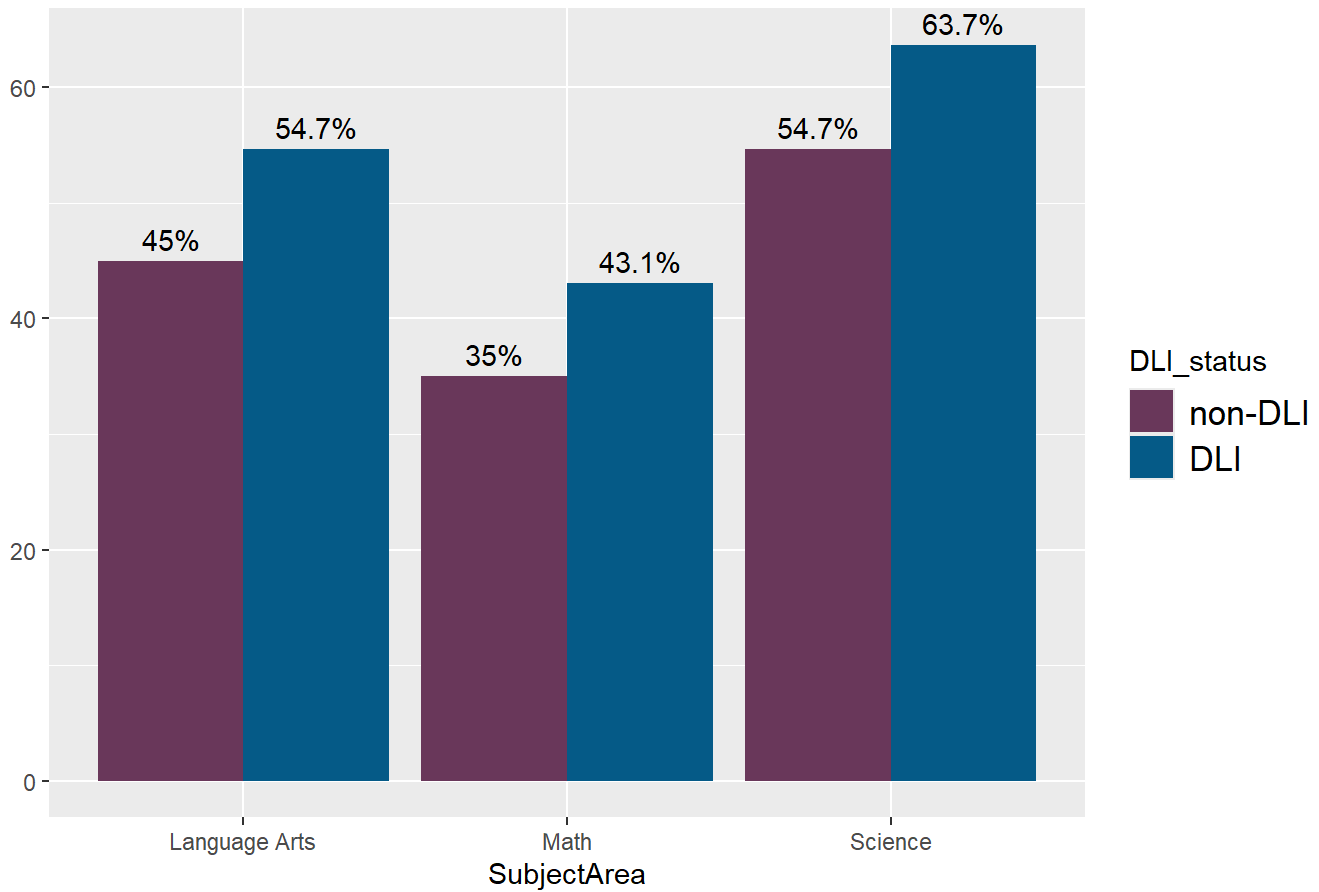


Figure 6. Grade 7 RISE Proficiency

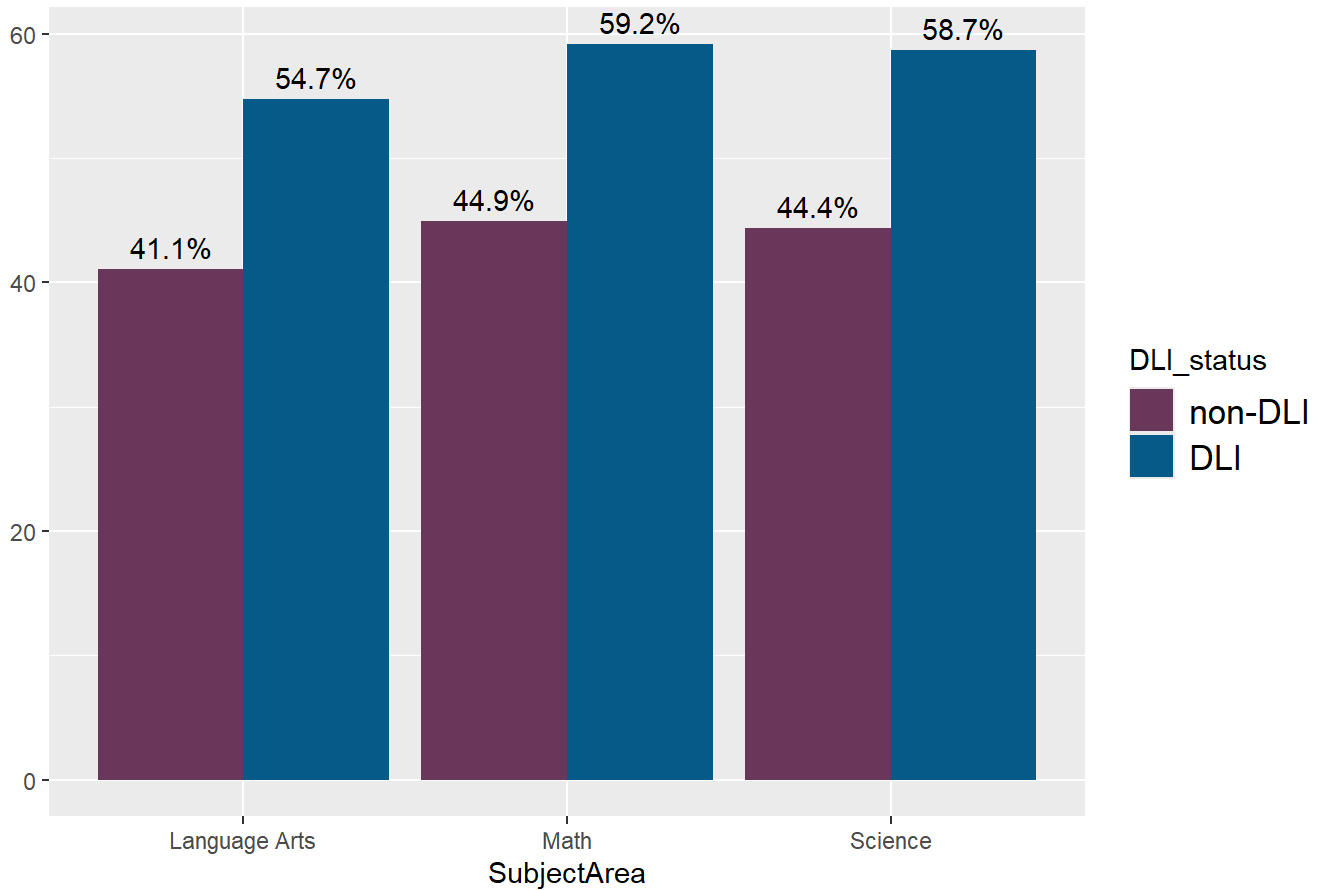
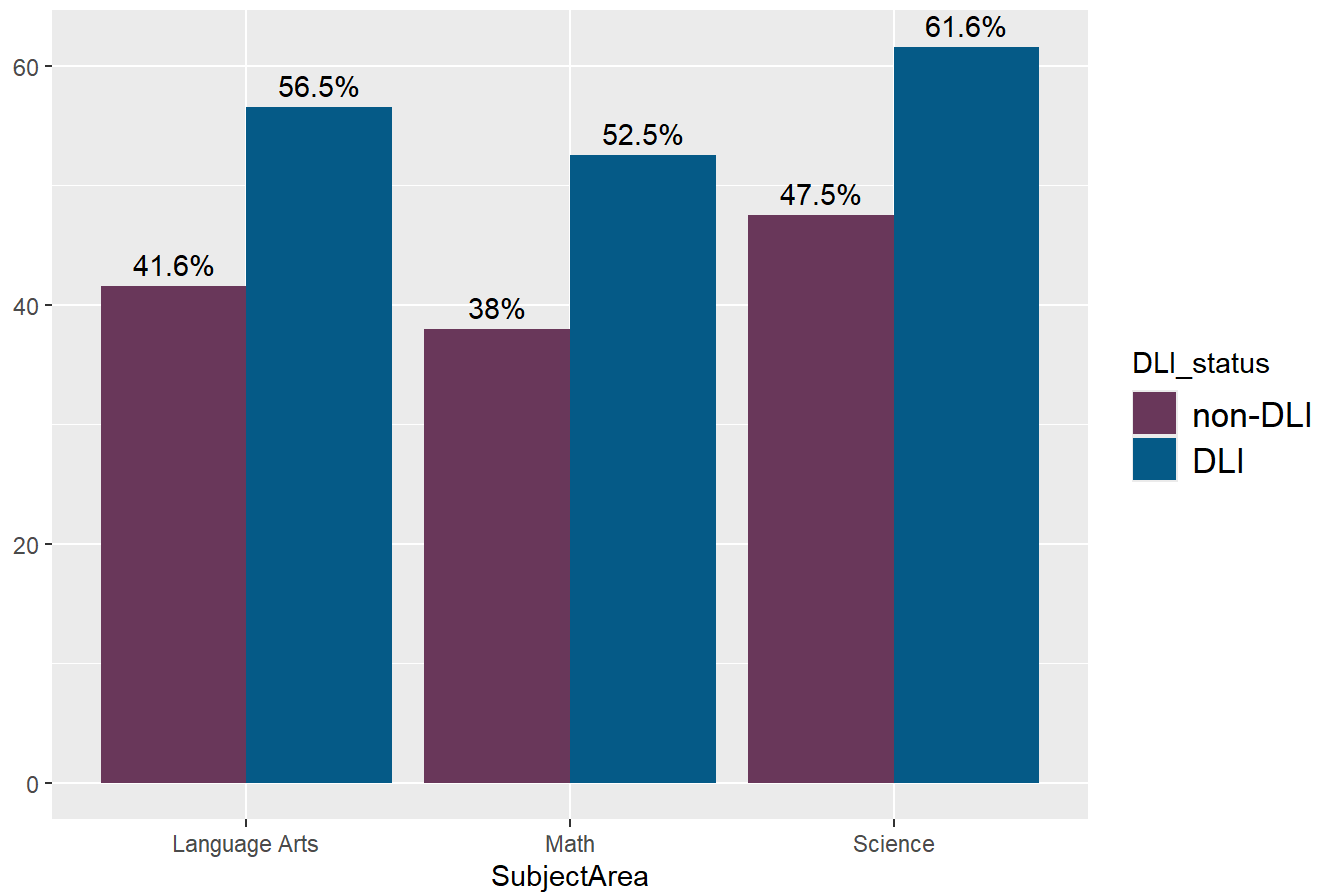


Figure 7. Grade 8 RISE Proficiency



A Comparison of Demographics and RISE Proficiency for DLI and Non-DLI Students in SY 2024

T&L

2024-12-20

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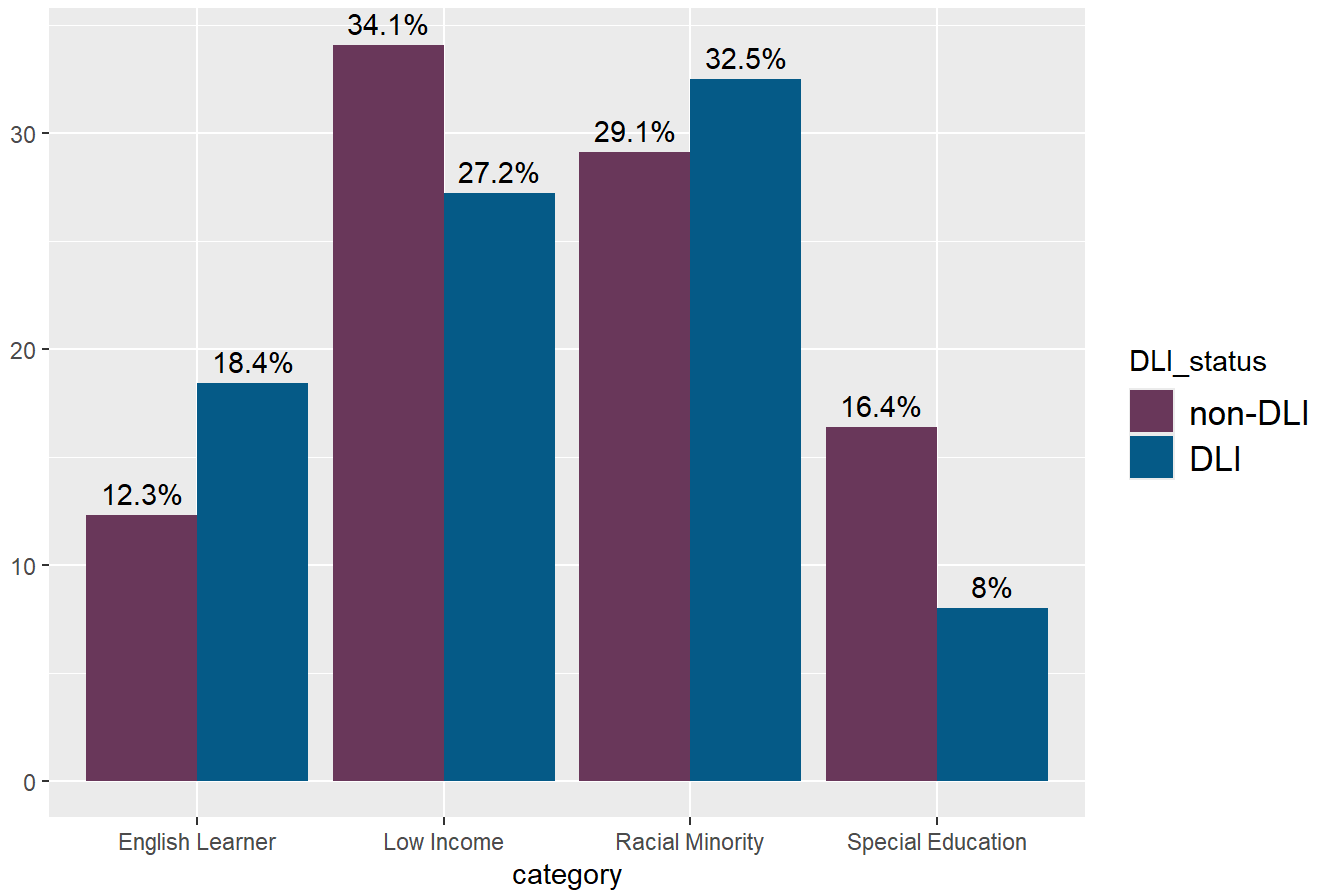


Figure 2. Grade 3 RISE Proficiency

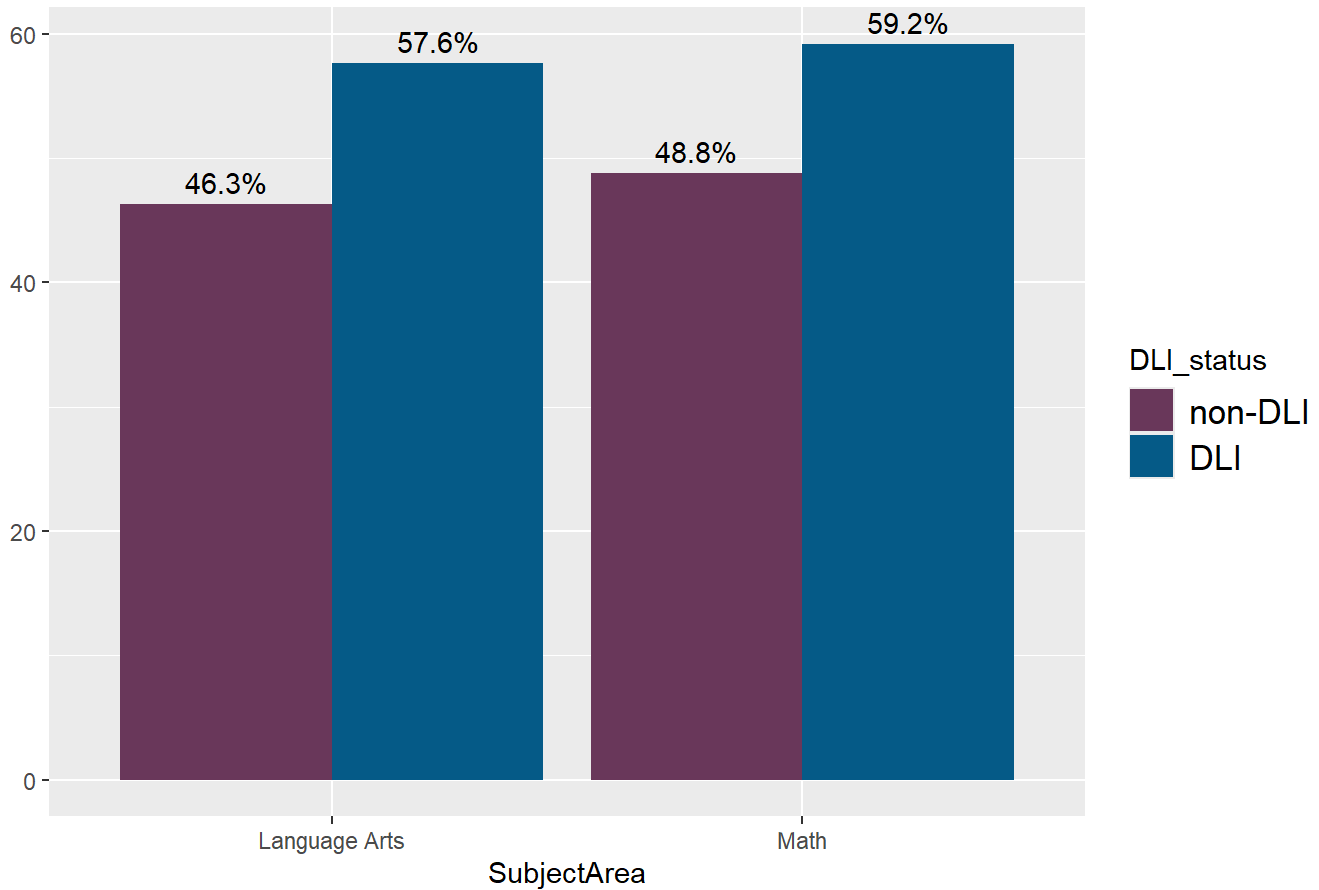


Figure 3. Grade 4 RISE Proficiency

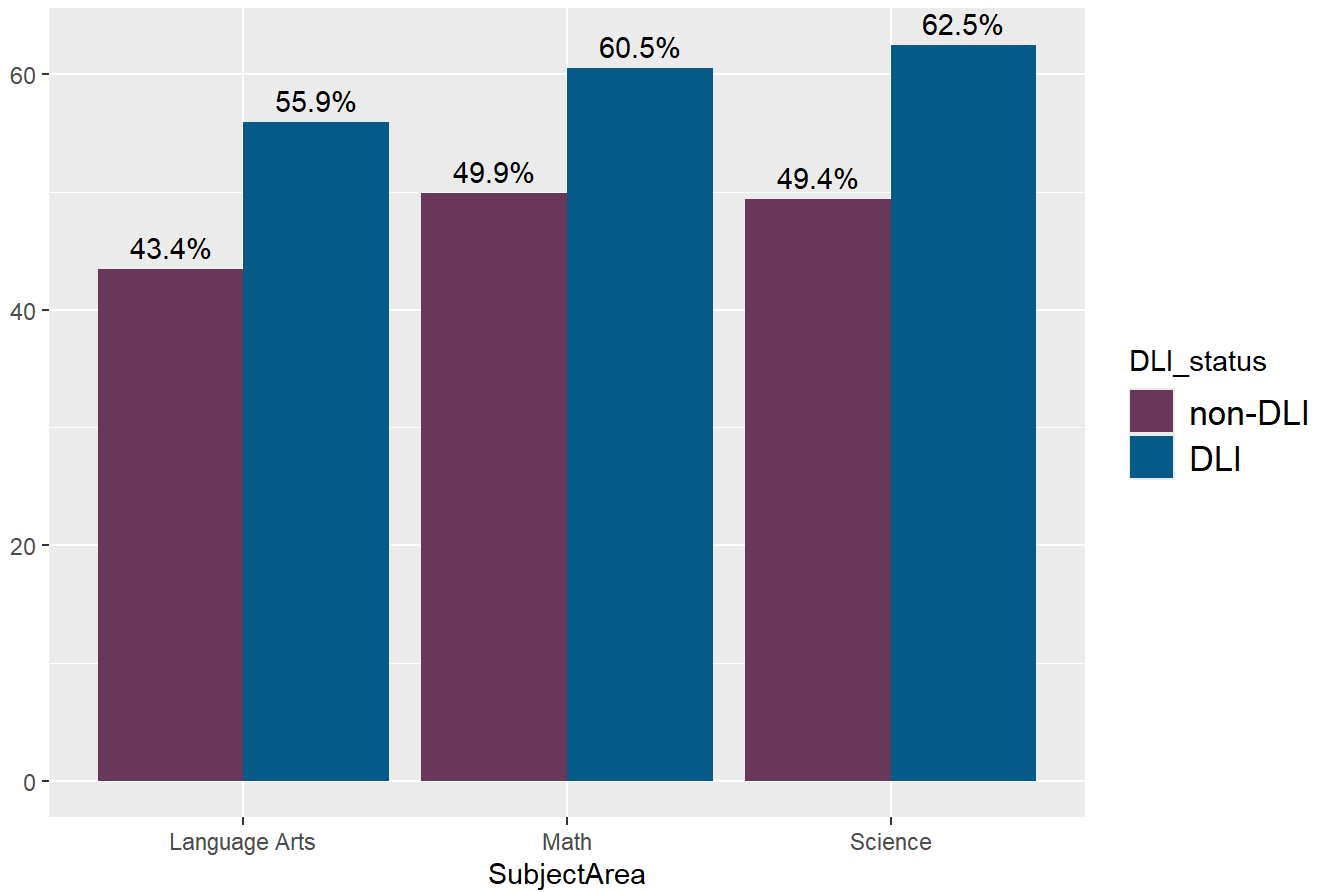


Figure 4. Grade 5 RISE Proficiency

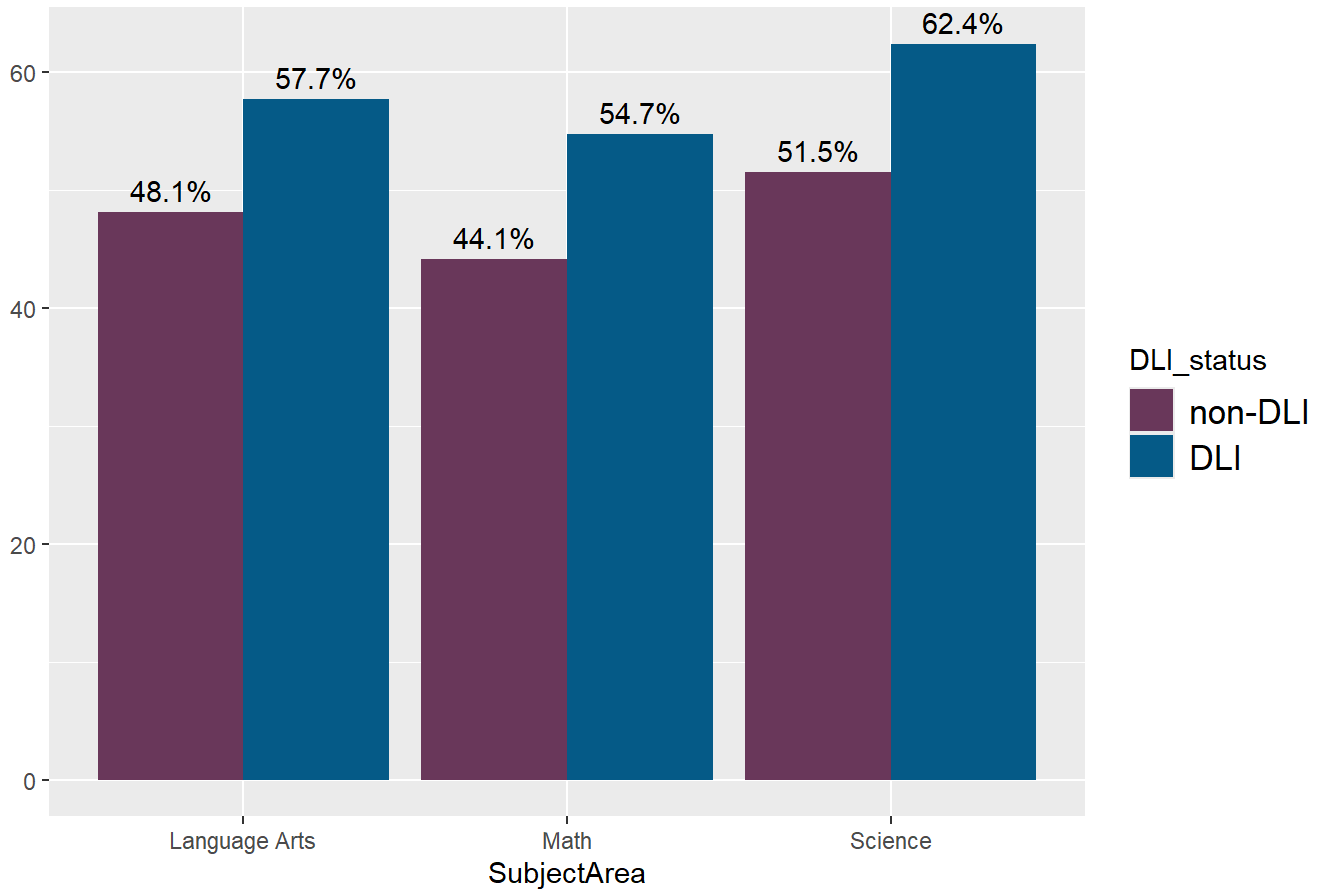


Figure 5. Grade 6 RISE Proficiency

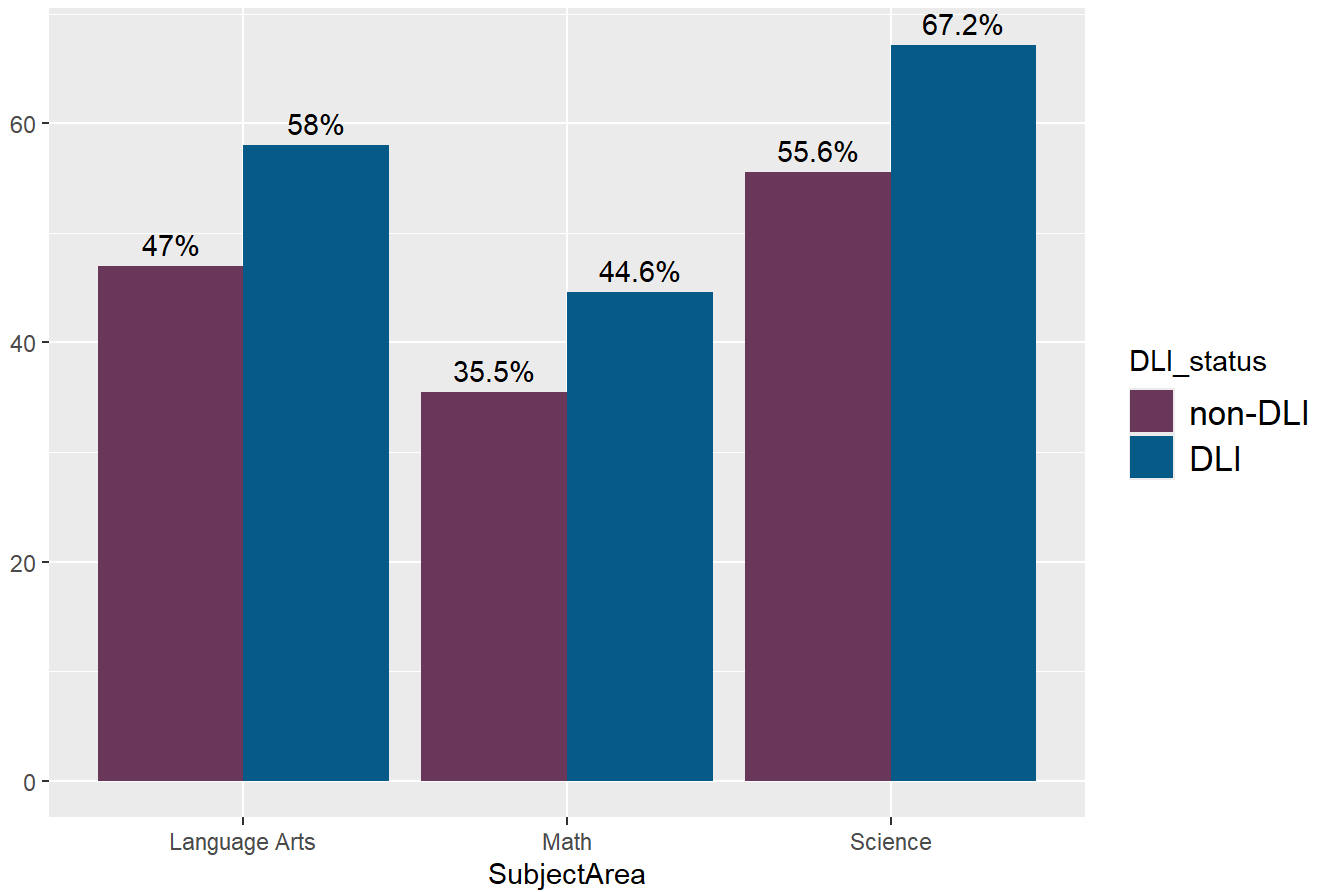


Figure 6. Grade 7 RISE Proficiency

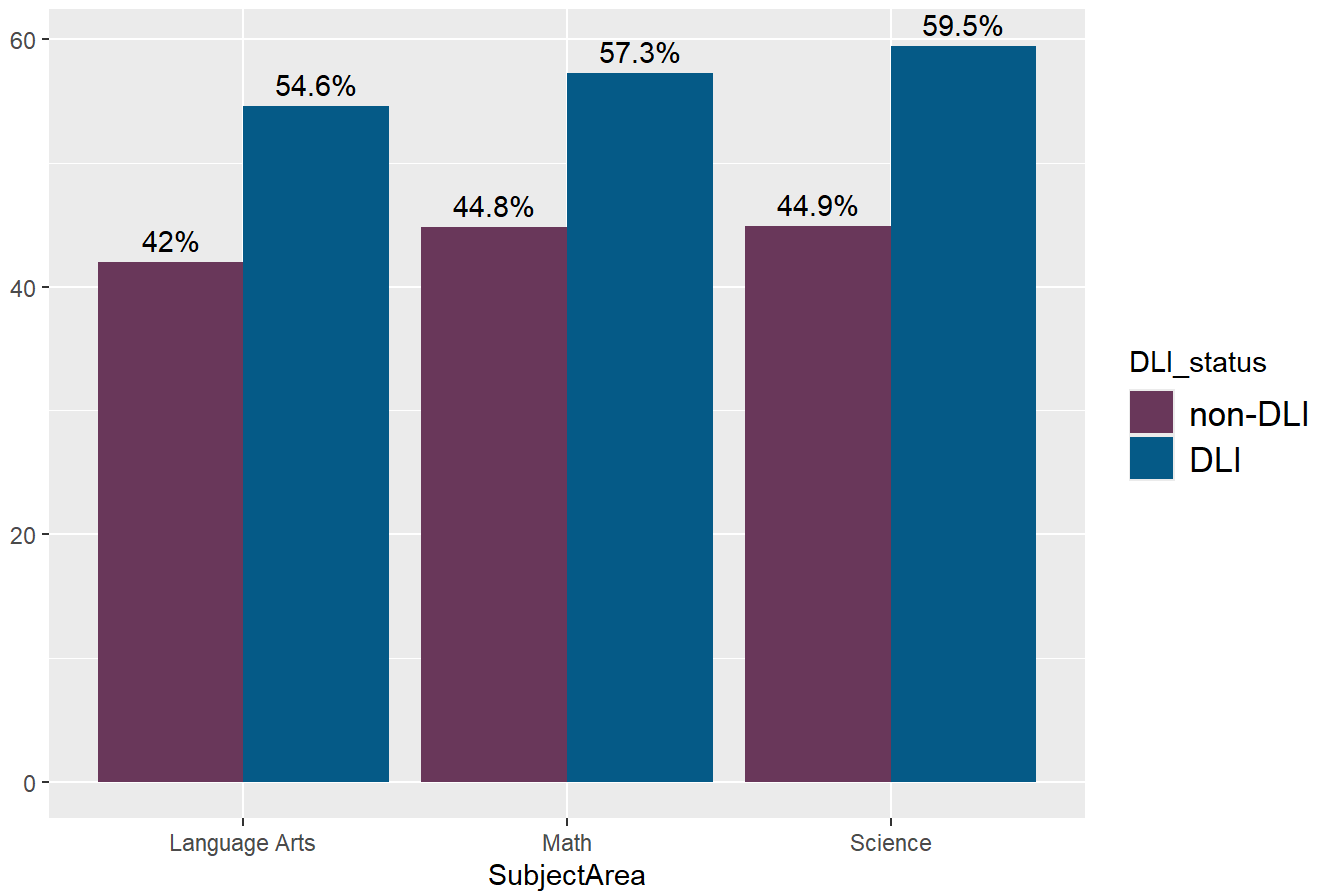


Figure 7. Grade 8 RISE Proficiency

