

## ABSTRACT OF THE DISSERTATION

### THE PASO ROBLES DUAL IMMERSION PROGRAM: A QUANTITATIVE AND QUALITATIVE ANALYSIS

By

Ann M. Peterson

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ROGER J. DUTHOY, Ed.D. CHAIRPERSON

This study is a quantitative and qualitative analysis of the Paso Robles Dual Immersion Program in Paso Robles, California. The quantitative aspect consists of the analysis of standardized test scores in the areas of mathematics and English language arts from students in Grades 5, 7, and 9, throughout a 2-year period, while taking student socioeconomic status (SES) into consideration. The dual immersion scores were compared to the average scores of students enrolled in the monolingual program, with SES as a key predictor variable. Analysis of covariance (ANCOVA) linear regression models were used to consider the effects of SES on the sample as a whole, and on each grade level. When considering all grade levels combined, the results indicate that SES is significant ( $p < 0.0001$ ), with those students of low SES having scores 60.5 points lower on average than those students with average to high SES. When considering all grade levels combined and comparing program types (monolingual versus dual immersion),

while taking SES into consideration, there are no significant differences in standardized test scores and program type. However, the ANCOVA model for Grade 9 indicates a significant difference between types of programs ( $p = 0.026$ ), with the dual immersion scores 39.1 points higher on average than the monolingual scores.

The qualitative aspect consists of the analysis of survey responses from students currently enrolled in the Dual Immersion Program in Grades 5 through 11 who have been in the program for a minimum of 4 years. The answers to the survey provide an understanding of what the program means to the students and suggest areas for which the program should be highly lauded as well as areas that could be targeted for enhancement. Through their responses, the dual immersion students demonstrate that they are aware of their progress in both languages and are confident in their bilingual abilities. They are overwhelmingly satisfied with the program, have developed bicultural awareness, and are keen to continue studying Spanish following high school. The free responses are exceedingly positive and offer additional insight via specific comments.