

From: LADUCA Beth <beth.laduca@state.or.us>
Sent: Tuesday, October 30, 2012 4:07 PM
To: 'whatworks@mathematica-mpr.com'
Cc: WhatWorks
Subject: FW: What Works Clearinghouse (QR2010017)
Attachments: QR2010017.pdf

To Whom It May Concern:

I noticed recently that a summary of the review discussed in previous emails (see below) has been posted here: <http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=155>. According to the summary "At the end of kindergarten and first grade, students in structured English immersion had significantly better English reading and language skills than students in transitional bilingual education. The WWC interprets these effects as corresponding roughly to the skill difference between the 50th and 66th percentiles of English reading and language achievement."

The summary fails to note that kindergartners in transitional bilingual education were taught to read *exclusively in Spanish* and transitioned *gradually* to reading in English from 1st to 3rd grades. In this context, the findings cited in the summary are hardly surprising, and readers who are unaware of the context could easily draw false inferences about "what works."

The real question addressed in the study is whether there are differences in the longer term outcomes for students in transitional bilingual and structured English immersion programs. The study followed students through 4th grade, at which time, according to the full review, "differences in English reading and language skills between the groups were all statistically insignificant." The review goes on to cite two out four outcomes favoring 4th graders in structured English immersion that, while not statistically significant, the review characterizes as "substantively important." The summary of the review fails to mention any of the outcomes for 4th graders, thereby ignoring the main research question of the study.

It appears to me that the What Works Clearinghouse is misrepresenting this study in the summary of the review. Citing data that on the surface and out of context supports structured English immersion suggests a bias in favor of structured English immersion and against bilingual education.

I look forward to a response to these comments.

Beth LaDuca

From: What Works [mailto:whatworks@mathematica-mpr.com]
Sent: Monday, January 31, 2011 8:39 AM
To: LADUCA Beth
Subject: What Works Clearinghouse (QR2010017)

Dear Ms. LaDuca,

Attached is a response to the questions you raised in your email concerning the What Works Clearinghouse (WWC) quick review of “Reading and Language Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education.”

Thank you,

What Works Clearinghouse

The What Works Clearinghouse was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. For more information, please visit <http://ies.ed.gov/ncee/wwc/>.

