

Abstract

**Title of Dissertation: Achievement And Perceptions Of African American Students
In Two-Way Immersion Program**

Kevin M. Maxwell, Doctor of Philosophy, 2002

**Dissertation directed by: Dr. JoAnn Crandall, Professor, Director of PhD Program
in Language, Literacy and Culture, Language, Literacy and Culture Program**

This study is a partial replication of studies of the Amigos Program in Cambridge, Massachusetts. This study focuses on the performance and self-perceptions of African American students in a Two-way Immersion Program, as well as their teachers' perceptions of them. This study was conducted in an elementary school in the Washington, D.C. suburbs of Maryland. The student participants were the first two cohorts of students in the program and a control group in the same school in the regular instructional program balanced by gender and grade level. They were in the second and third grade at the time of data collection. Data included the teacher surveys of their perceptions of students, students' surveys of self-perceptions, and reading and mathematics composite scores on the Comprehensive Test of Basic Skills (CTBS).

The study addressed three sets of key questions and three key hypotheses: the first hypothesis postulated that there would be no difference in the performance as measured by the CTBS between African American students in the Two-way Immersion Program and in the regular program. The second hypothesis proposed that the self-perceptions of African American students in the Two-way Immersion Program would be better than the self-perceptions of students in the regular program. The final hypothesis suggested that the teachers of African American students in the Two-way Immersion Program would

have better perceptions of their students than the teachers of students in the regular program.

The results supported the first hypothesis: neither group performed consistently better than the other on the reading or mathematics portions of the CTBS. The results did not support the second hypothesis: the regular program and Two-way Immersion program students in each grade had similar self-perceptions. Nor did the results support the third hypothesis: the teachers of the Two-way Immersion students did not have better perceptions of their students than did the regular teachers of the regular program students. Further, teachers' perceptions of the scholastic competence of their students did not appear to be related to either students' academic ability as measured by the CTBS or to the students' perceptions of their scholastic competence.