

Grades PK-12 BE/ESL Program: 2004-05

REIS05-126-4

At a Glance

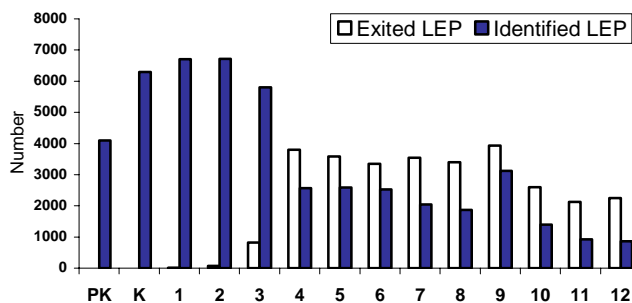
Following federal, State, and local policies concerning the education of limited English proficient (LEP) students, the DISD Multi-Language Enrichment Program (M-LEP) provided various BE/ESL programs in Grades PK-12 to meet the affective, linguistic and academic needs of LEP students. The total funds received from the district, State, and federal government for 2004-05 were over \$6 million.

Enrollment and Demographics of LEP Students

In 2004-05, 49% of students in Grades PK-12 had a parent/home language other than English. Among them, 29,480 (19%) were exited LEP and 47,518 (30%) were current LEP students.

The 5-year trend of the number of LEP students decreasing continued in 2004-05 due to a large number of LEP students exiting the program. Compared to 2003-04, identified LEP students decreased by more than 2,000, while exited students increased by 2,715.

Grades K, 1, and 2 had more identified LEP students than other grades. Starting at Grade 3, the number of LEP students decreased by grade while the number of exited LEP students rose steadily (see figure below).

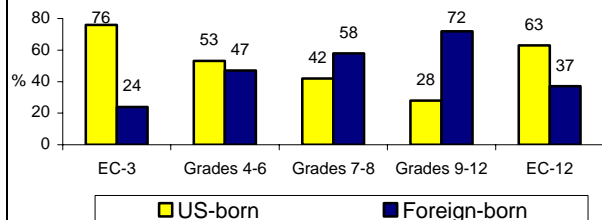


Fifty-seven (57) home languages other than English were reported by identified LEP students compared to 60 in 2003-04. Spanish was again the predominant language (88%, N=41,776), followed by Vietnamese (0.5%, N=229).

Most (96%) identified LEP students were served. In elementary schools, the BE program was extended from Grades K-2 to 3, serving 18,081 students (last year 14,897). The ESL program served 17,497 students and the Newcomer program served 412 Grades 4-6 students. At the secondary level, LEP students were enrolled in sheltered English classes (4,579) and ESL classes (4,523, including English Language Institute for new immigrant students).

A higher percentage of LEP students were male, particularly at upper grades. The gender ratio was 56% (male) vs. 44% (female) among middle school LEP students. Hispanic students accounted for 98% of the DISD LEP population. The vast majority (92%) of elementary LEP students were on the free/reduced lunch programs.

More than one-third of LEP students were born in foreign countries and 63% were born in the US (see figure below). Grades EC-3 had more US-born LEP students (76%). Conversely, middle and high schools had more foreign-born LEP students (58% and 72%, respectively).



The district had 8,802 (19%) first-year LEP students in 2004-05. The majority (82%) was in Grades EC-3 and 65% were born in the US. There were 978 new LEP students enrolled in secondary schools; of them, 874 (89%) were foreign-born. On the other hand, 7,554 (16%) LEP students stayed in the program for seven or more years, accounting for 51% and 42% of the middle and high school LEP population, respectively.

Program Personnel

In 2004-05, 3,214 teachers worked directly with LEP students, representing 32% of the DISD teaching force. It included 1,114 BE teachers (last year 933), 93 Newcomer and English Language Institute teachers, 1,448 ESL teachers, and 559 sheltered subject teachers.

For the first time, the DISD had more Hispanic elementary BE/ESL teachers (N=1,083) than White teachers. Almost half (49%, compared to 39% last year) of elementary BE/ESL teachers were new to the district, including 27% newly hired (13% last year).

Program Implementation

New measures taken by the M-LEP in 2004-05 included extending the BE program to Grade 3, implementing flexible instruction models such as Shared Teaching, adopting *Avenues* for elementary ESL classes, and establishing a West Reconnection Center for recent immigrant students aged 17-21. The mandatory Sheltered

Instruction Observation Protocol (SIOP) for non-BE/SL teachers/support staff was extended from secondary school to Grades 4-6.

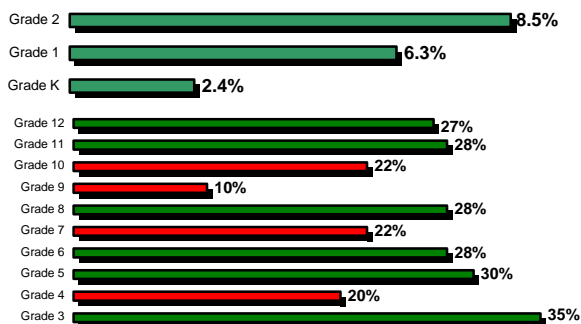
In 2004-05, *Texas Observational Protocol (TOP)* was fully implemented, along with the *RPTE*, to form the *TELPAS*, a new measure of LEP students' English proficiency required by federal policies (NCLB).

In a district-wide survey, the majority of principals approved the overall effectiveness of the BE/ESL program. The element showing the lowest level (51%) of satisfaction among elementary principals was the cohesiveness of the BE/ESL program design.

Academic Performance in 2004-05

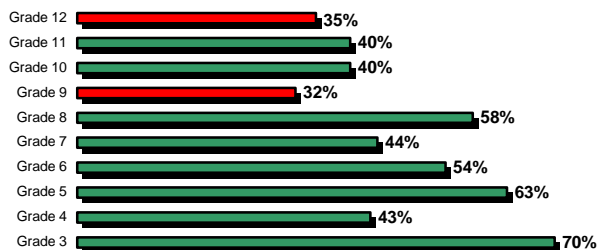
End of the year English acquisition. The overall distribution of *WMLS* proficiency for Grades 2-12 LEP students in spring 2005 was 9% in *WMLS* 4/5, 38% in *WMLS* 3, 33% in *WMLS* 2, and 21% in *WMLS* 1. Elementary LEP students outscored secondary LEP students on *WMLS*.

Compared to the 2005 target set by TEA (1.5% of LEP students in Grades K-2 and 25% in Grades 3-12 reaching Advanced High on *TELPAS*), LEP students in nine grades (K, 1, 2, 3, 5, 6, 8, 11, and 12) met the goal while those in Grades 4, 7, and 9 failed the target (see figure below).



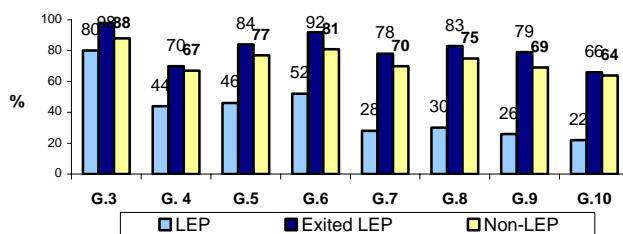
English acquisition by program. Consistent to last year's data, ESL students in Grades 2-3 outscored BE students on *WMLS*. On *TELPAS*, ESL students in Grades K-2 also outscored BE students with 10% reaching Advanced High and 24% reaching Advanced.

Yearly progress on TELPAS. On the target that 40% of Grades 3-12 LEP students progress at least one proficiency level in a year, all elementary and middle grades (3-8) made the goal. Students in Grades 10-11 met the goal while students in Grades 9 and 12 failed (see figure below).



TAKS by LEP status. Similar to previous data, exited LEP

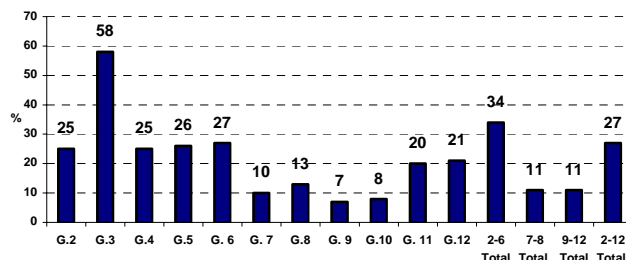
students achieved the highest passing rates on all subjects across all grades (see the figure below for reading passing rates). This is significant since the number of exited LEP students kept growing every year.



As more and more qualified LEP students moved from BE/ESL to the mainstream program, the performance of remaining LEP students (consisting of those who have not met the exit criteria and newcomers) was inevitably affected. The spring 2005 *TAKS* passing rates for current LEP students were consistently lower than last year, with Grade 4 reading as the only exception.

Adequate Yearly Progress (AYP). When including exited LEP students over the last two years in the group, LEP students in Grades 3-6 met the required *TAKS* Reading passing standard (53%). Secondary LEP students in Grades 7-8 and 10 did not meet the standard.

Meeting exit criteria. Under the 2005 exit policy, 27% (N=7,813) of Grades 2-12 LEP students met the exit criteria (see figure below). Similar to previous years, elementary students met the exit standard at a higher rate (34%) than secondary students (11%). Grade 3 students achieved the highest exit rate (58%).



Elementary and middle school LEP students were more likely to meet the exit criteria in their 4th and 5th years of the program. For high school, high exit rates were found among students of 6-7 years. ESL students in Grades 2-4 had a higher exit rate (47%) than BE students (21%).

Recommendations

1. Acquire a sufficient number of certified BE teachers prior to expanding the program to upper grades. A very large number of new BE teachers were recruited each year, often lacking experience and quality.
2. Give consideration to program stability, especially the elementary program and the M-LEP dept. which has undergone frequent administrative changes recently.
3. Examine potentially effective instructional models such as Two-way Immersion and Shared Teaching

and extend them to more campuses if the study shows positive results.