

Grades PK-12 BE/ESL Program: 2005-06

EA06-126-4

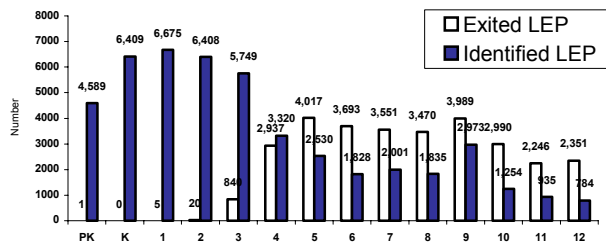
At a Glance

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 2005-06 were over \$6 million.

Enrollment and Demographics of LEP Students

In 2005-06, 49% of DISD students in Grades PK-12 had a parent/home language other than English. Among them, 47,290 (30%) were current LEP and 30,110 (19%) were exited LEP students. Compared to 2004-05, identified LEP students decreased by 228, while exited students increased by 630.

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



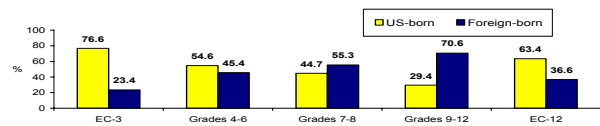
Fifty-one (51) home languages other than English were reported by identified LEP students, compared to 57 in 2004-05 and 60 in 2003-04. Spanish was again the predominant language (84%), followed by Afro-asiatic (0.4%, N=214).

Most (96%) identified LEP students were served. In elementary schools, the BE program was extended from Grades PK-3 to 4, serving 22,333 students (last year 18,081). The elementary ESL program served 13,513 students and the Newcomer program served 337 Grades 4-6 students. At the secondary level, LEP students were enrolled in sheltered English classes (N=4,713) and ESL classes (N=3,306, including English Language Institute for new immigrant students).

A higher percentage of LEP students were male, particularly at upper grades. Consistent with last year, the gender ratio was 56% (male) vs. 44% (female) among middle school LEP students. Hispanic students accounted for 98% of the DISD LEP population. 82% of elementary

LEP students were on the free/reduced lunch programs compared to 73% and 59% of middle and high school LEP students, respectively.

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 (77%). Conversely, middle and high schools had more foreign-born LEP students (55% and 71%, respectively).



The district had 9,804 (18%) first-year LEP students in 2005-06. The majority (82%) was in Grades EC-3 and 65% were born in the US. There were 1,043 new LEP students enrolled in secondary schools; of them, most were foreign-born. On the other hand, 8,851 (17%) LEP students stayed in the program for seven or more years, accounting for 54% and 45% of the middle and high school LEP population, respectively.

Program Personnel

In 2005-06, 3,358 teachers worked directly with LEP students, representing 32% of the DISD teaching force. It included 1,330 BE teachers (last year 933), 86 Newcomer and English Language Institute teachers, 1,351 ESL teachers, and 591 sheltered subject teachers. Almost half (49%) of elementary BE/ESL teachers were new to the district, including 20% newly hired (27% last year).

Program Implementation

New measures taken by the M-LEP in 2005-06 included extending the BE program to Grade 4 and implementing flexible instruction models such as Shared Teaching. The M-LEP Department also implemented e-Assessment as a diagnostic tool for the Reading First program.

There were 5,068 participants in the M-LEP organized staff development sessions between June 2005 and January 2006, including trainings on e-Assessment and BE/ESL and sheltered teaching strategies. The mandatory Sheltered Instruction Observation Protocol (SIOP) for non-BE/SL teachers/ support staff was completed at Grades 4-6 and extended to Grades PK-3.

Academic Performance in 2005-06

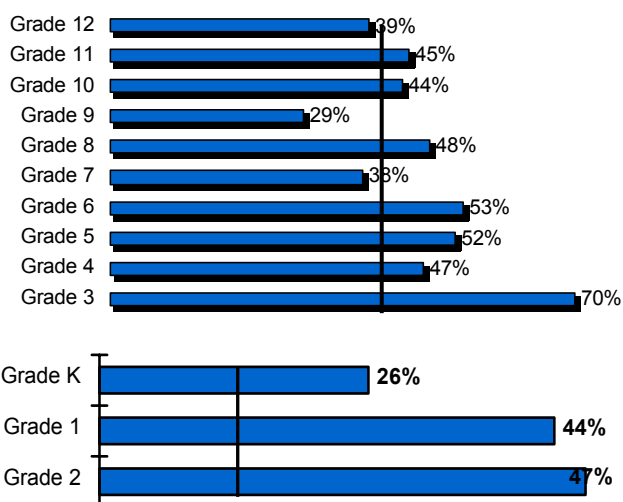
End of the year English acquisition. The overall distribution of *WMLS* proficiency for Grades 2-12 LEP students in

spring 2006 was 20% in *WMLS* 4/5, 21% in *WMLS* 3, 25% in *WMLS* 2, and 35% in *WMLS* 1. Similar to last year, elementary LEP students outscored secondary LEP students on *WMLS*.

Spring 2006 *TELPAS* integrated the results of *RPTE* and *Texas Observation Protocols* and its composite ratings were used in the annual accountability measures required by the NCLB for LEP students' English proficiency.

The majority of LEP students accomplished the two *TELPAS* objectives set by TEA. On the goal of English proficiency attainment (2% of LEP students in Grades K-2 and 25.5% 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 7, 9, and 12 failed the target.

Yearly progress on *TELPAS*. On the target that 15% and 42% of Grades K-2 and 3-12 LEP students, respectively, progress at least one *TELPAS* proficiency level in a year, all elementary and secondary grades made the goal, except Grades 7, 9, and 12 (see figure below).



English acquisition by program. Mixed results were found. With comparable data, BE students outperformed ESL students on *WMLS* while ESL students in Grades K-2 outscored BE students on *TELPAS* with 15% (vs. 5%) reaching Advanced High and 24% (vs. 13%) reaching Advanced.

TAKS by LEP status. Similar to previous data, exited LEP students outperformed current LEP and monolingual students on all *TAKS* subjects across grades.

As more and more qualified LEP students moved from BE/ESL to the mainstream program, the performance of remaining LEP students was inevitably affected. In spring 2006, current LEP students in Grade 3, 4, and 6 met the required passing standard in *TAKS* Reading (53%) while all other grades failed (see Table below).

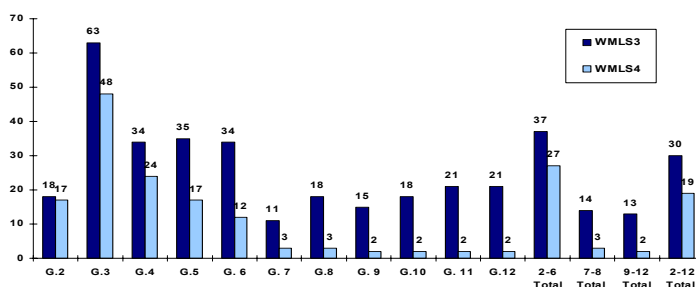
Adequate Yearly Progress (AYP). When including exited LEP students over the last two years LEP, students in all elementary grades (3-6) met the required standard (53% passing). Secondary LEP students in Grades 7-10 also met the standard with the regrouping. After the regrouping, the passing rates increased for all students in all grades. With regard to yearly progress, only Grades 3 and 5 did not make positive gains (see table below).

Grade	TAKS Reading 2006 (Current LEP)		TAKS Reading 2006 (Regrouped LEP)		AYP %
	Tested N	Pass %	Tested N	Pass %	
3	5,237	74.2	6,029	77.2	-5.8
4	2,692	53.1	5,474	65.8	+4.8
5	1,755	39.5	5,735	61.3	-6.8
6	1,072	69.3	4,683	88.9	+20.9
7	1,271	27.8	4,704	64.8	+19.8
8	1,178	33.4	4,575	69.8	+26.8
9	1,484	40.9	5,246	76.0	+39.0
10	899	32.4	3,812	72.8	+39.8
11	671	35.3	2,702	75.1	+20.1

TAKS by program. Little difference was observed between comparable numbers of BE and ESL students. Grade 3 students in both programs obtained high passing rates on *TAKS* Reading (68% vs. 75%) and Math (67% vs. 71%). Passing rates for Grade 4 BE students were 49% on Reading, 67% Writing, and 58% Math, compared to ESL students' 46%, 70% and 60%, respectively.

Meeting exit criteria. Under the 2006 exit policy, 19% (compared to 27% last year) of Grades 2-12 LEP served students met the exit criteria. Similar to previous years, elementary students met the exit standard at a much higher rate (27%) than secondary students (2-3%).

The large reduction in exit rate from last year is due to the change in exit criteria on *WMLS* level from 3 to 4. Such decreases were most apparent in upper grades (see chart below). All secondary grades showed low exit rates (2%-3%) using *WMLS* 4 compared to a range of 11%-21% exiting under *WMLS* 3.



Recommendations

1. Continue flexible instruction programs.
2. Examine the effects of exit criteria changes on secondary LEP students, especially those who have been in the program for more than 7 years.

3. Provide support services for those long term LEP students remaining in the program.