

# FINAL EVALUATION BE/ESL PROGRAM GRADES PK-12: 2006-07

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## At-a-Glance

The Multi-Language Enrichment program (M-LEP) provided various BE/ESL programs in grades PK through twelve to meet the affective, linguistic and academic needs of LEP students. The goal of the program was to help LEP students acquire English proficiency and facilitate their timely integration into the mainstream curriculum to ensure equal educational opportunity.

### DUAL LANGUAGE ENRICHMENT

The Multi-language Enrichment program has implemented the Gómez & Gómez 50/50 Dual Language Enrichment Content Based Model during 2006-07. This program, as similar ones around the country, has produced excellent results and according to Thomas and Collier (1997) has the potential of closing the gap between mainstream and LEP students. In the first year of implementation, the program yielded mixed results. Gómez & Gómez, from the Dual Language Training Institute, reported on the implementation of the Dual Language program. They clearly stated that, "at most campuses visited there was a demonstrated commitment to implementing the instructional model and a genuine willingness to continue to learn and ensure that there is strong fidelity of implementation." At the same time, the consultant's report stated that "most classrooms lack in the use of sound pedagogical practices that are learner-centered, constructivist, and challenging." Based on this review, schools were classified into four categories: Extremely below average, with minimal to no implementation for the first year; Below-average, Average, and Above-average. There were two schools in the first category, 20 in the second category, 75 in the third category and 35 in the last category. According to the model developed by the Dual Language Training Institute, schools in the first year of implementation should have most of the elements of Dual Language Enrichment programs in place. It is expected that most schools will improve during next year.

For 2007-08, the program will be implemented in a total of twenty schools and the Two-way Immersion portion of it will reach from PK to grade one. Similarly, the One-way part of the program will go up to grade two. This growth presents a challenge but the Multi-Language Enrichment program has provided three days of general training on the Dual Language Enrichment Content Based Model to almost 400 teachers during the summer of 2007. More specific

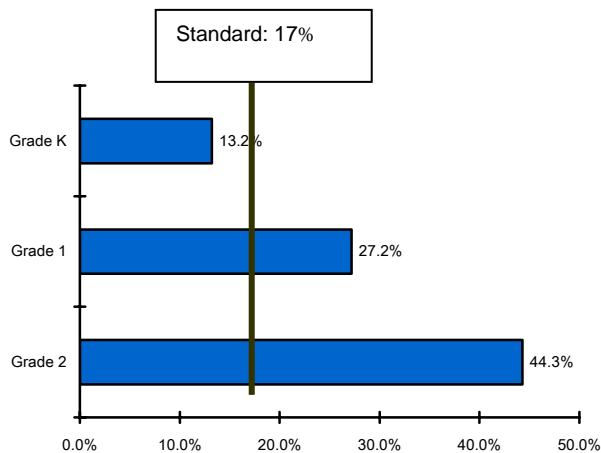
training on basic implementation aspects was also provided, creating a group of teachers that will reproduce the training for other teachers.

### WMLS

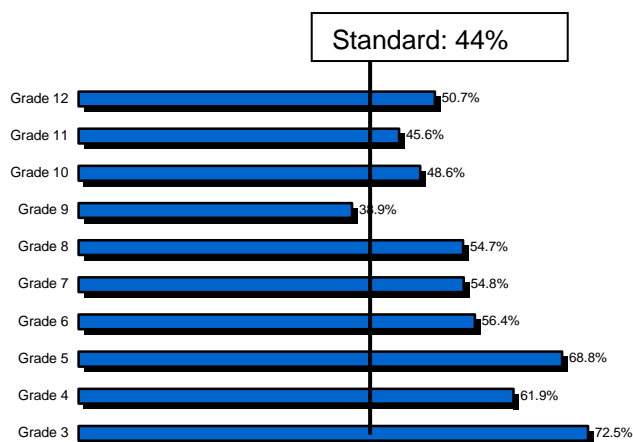
The *WMLS* showed an increase in the percentage of LEP students in grades two through twelve who scored at broad ability levels 4 and 5. These results indicate that the percentage of LEP students scoring at broad ability levels 4 and 5 of the *WMLS* increased. The longer the students remained in the program, the more likely they were to obtain a score indicating mastery of English. However, students who remained in the program for seven or more years tend to score lower on the *WMLS*. Sheltered class students in secondary schools scored about the same as those in ESL classes in grades seven and eleven. The majority of both groups were able to score above Broad Ability Level 2, nevertheless, only in grades three and four was there a large percentage of students that reached level 4. Data showed that few students in the Newcomer program in grades three through six scored at Broad Ability Level 4 or better after their first year of schooling in the US. Seventeen percent of the students who scored *WMLS* 3 in 2006 were able to score at *WMLS* 4 in 2007. Students in grades seven and eight also showed progress in their *WMLS* Broad Ability Level. More than one-third (39.3%) of the Sheltered English students who scored at level 1 in 2006 improved to level 2 and 11.1% got to level 3. Less than 1% of these sheltered students scored at level 4. In general, almost five percent of the students who scored at level 3 were able to reach level 4.

### TELPAS

LEP students at grades K, one and two met the attainment standards as 2.6%, 6.5% and 11.9%, respectively, achieved *TELPAS* Advanced High. Progress rates of 27.2%, and 44.3% for students in grades one and two, respectively, exceeded the required standard (17%) except for grade K. Grade three students outperformed students in other grades with 39.6% (last year 33.0%) reaching the advanced High level on the *TELPAS*. Among BE (4,326) and ESL (1,265) students in grades K through two, results favored ESL students with a small margin (33.1% vs. 30.6%, ESL and BE, respectively).



**Figure 1. Percent of grades K-12 LEP students making at least one level of yearly progress on TELPAS composite rating (spring 2006 to spring 2007)**



**Figure 2. Percent of Grades 3-12 LEP students making at least one level of yearly progress on TELPAS composite rating (spring 2006 to spring 2007)**

In secondary school, sheltered English students outperformed ESL (including ELL) students. At middle schools, 34.9% of sheltered English students (compared to 33.4% of ESL students) reached Advanced High, whereas at high schools, 32.2% of students taking sheltered English courses reached Advanced High (compared to 22.6% of ESL students). There was a pattern of steady growth in English proficiency among LEP students during their first four years in the program. The proportion of students reaching Advanced High on *TELPAS* peaked in the fourth year, and then declined for those who stayed

longer in the program. Students in all grades met the standard, except those in grade nine. A reverse pattern was found at grade three through six where a larger proportion of BE students (54.4%) made progress of at least one proficiency level compared to 49.3% ESL students. Students in the Beginning to Advanced levels, made greater progress than those placed at the higher levels. In addition, the differences in annual progress across secondary program levels were more noteworthy than their elementary counterparts.

### TAKS

Similar to previous years, exited LEP students outperformed current LEP and non-LEP (monolingual) students on all *TAKS* subjects across all grades. The overall high passing rates of exited LEP students are significant because the total number of exited LEP students is now about 18% of the total district's student population. As a larger number of qualified LEP students were transferred to the mainstream program, the performance level of current LEP students (consisting of LEP students who have not met the exit criteria and newcomers) was inevitably affected. In grades three through six the percent of students passing *TAKS* Reading (68.6%) were higher for those with three to four years in the program. As students remain longer in the program the percent of passing scores appeared to decrease. Despite the small number of students taking the test, newer LEP students (year 1 and year 2) showed higher passing rates on *TAKS* Math than those who were served for longer than four years. In general, students who were served the longest (7 years or more) had lower passing rates than other groups across grades and subjects. The data indicated that only current LEP students in grades three met the required AYP passing standard (60.0%) in spring 2007. Only grades seven, eight and eleven made positive gains.

When LEP students were compared with exited LEP and non-LEP students, the gaps in the mean scores between them became wider and wider as the Reading objectives escalated from basic knowledge to analytical skills. There seems to be a correlation between LEP students' program level (based on students' English proficiency level and years served) and their *TAKS* Reading scores. The average number of correct answers increased as students progressed from Beginning to Post-transitional levels.

Data showed a satisfactory performance passing Reading (61.6%) and Writing (73.0%) in the Spanish version of *TAKS*.

For more information, see EA07-126-2, available at [www.dallasisd.org/inside\\_disd/depts/evalacct/](http://www.dallasisd.org/inside_disd/depts/evalacct/), or contact Dr. Leonardo R. Ledezma at 972-925-6442.