At-a-Glance

The Multi-Language Enrichment Program (M-LEP), in accordance with federal, state and local policies and mandates, provided various Bilingual Education and English-as-a-Second Language (ESL) programs in grades prekindergarten through 12 to meet the affective, linguistic and academic needs of ELL students. The goal of the M-LEP is to build a strong instructional program for all ELL students while providing the structures and resources to support the campuses for successful implementation to prepare students to be college and workforce ready.

Students Served

In 2009-10, 55,726 (35%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as ELL. Hispanic students (98%) continue to represent the largest ethnic group within the district’s ELL population. The majority of identified ELL students were male (52%) compared to female (48%) students. The largest enrollment of ELL students were found in grades prekindergarten through four, ranging from 48% to 53%, respectively.

Programs

Identified ELL students in elementary schools were placed in instructional models that included Dual Language (DL) [One- and Two- way] in grades prekindergarten through four, the Newcomer Program (one year only) for recent immigrant students in grades four through six and English-as-a-Second Language (ESL) in grades prekindergarten through 12. Instructional models implemented at the secondary school level (grades six through 12) included ESL, Sheltered content courses and English Language Institute (ELI), a one year program for recent immigrant students.

Among all the instructional programs that served ELL students in 2009-10, the One- and Two-way programs combined, served 65 percent of students; 10 percent were served in the Transitional Bilingual program; 12 percent were served in ESL; and 13 percent were served in Sheltered content courses. More ELL students at the secondary level were enrolled in sheltered English/language arts classes than in ESL classes.

In 2009-10, the One-way instructional model was implemented in 143 schools while the Two-way component of the program was implemented in 20 schools. One-way consisted of a one language group (Spanish speaking only) who received instruction in two languages. The Two-way program consisted of two language groups (Spanish and English) who received instruction through two languages (English and Spanish). According to the DL program educational goal, these students are expected to become biliterate by the end of grade five (2011).

Instructional Coaching Program

After an audit was conducted and recommendations made by the National Center for Educational Accountability in 2006, to provide instructional coaches to campuses of greatest need, the Dallas ISD responded with the implementation of the Instructional Coaching Program. Teacher leaders were used as school-based staff developers and called them instructional coaches. The purpose of the program was to help educators improve their teaching with the expectation that as their performance improved so would students’ performance.

In 2009-10 surveys were administered to instructional coaches, teachers and principals to collect data about the implementation of the Instructional Coaching (IC) program in Dallas ISD schools. In general, survey results indicated that most of the instructional coaches were in strong agreement with each section of the program components listed on the survey. No coaches were in disagreement with any aspect of the program components. Principals were in agreement with all the items in the survey, but to a lesser degree than instructional coaches. Data also showed some disagreement among principals with most items. Teachers had a tendency to agree with all the items in the survey to a lesser degree than principals and to an even lesser degree than instructional coaches. Outcomes for level of satisfaction with the implementation of the IC program for coaches, teachers and principals showed that in general, instructional coaches were more satisfied with the implementation of the IC program compared to instructional coaches and principals.

WMLS

Spring 2010 Woodcock Muñoz Language Survey Revised (WMLS-R) results were used to report the English acquisition level at the end of the school year for grades five through 12. Overall data for ELL students in grades five through 12 showed that most...
students scored at a broad ability level of three (60.1%). With the exception of grade ten, the percentages indicated an increase for ELL students who scored at broad ability level three for all grade levels compared to the previous year (Ledezma, 2009). At the elementary level, grade five ESL students, performed better at broad ability four (13.3%) than Transitional Bilingual (12.6%) students, however grade six Transitional Bilingual students did better (12.7%) than ESL students (6.7%). At the secondary school level, data showed that Sheltered program students outperformed ESL students in grades seven through 11, at broad ability levels four and above. The annual progression of WMLS-R broad ability levels of served ELL students between Spring 2009 and Spring 2010 revealed that overall, ELL students in grades five through twelve made slight progress toward achieving English proficiency as measured by the WMSL-R.

**TELPAS**

The Annual Measurable Achievement Objectives (AMAOs) for the English language acquisition and academic achievement of ELL students included: 1) indicators for measuring progress in learning the English language, 2) attainment of English language proficiency and 3) ELL Annual Yearly Progress (AYP). The AMAO standards for 2009-2010 included 45 percent measuring student progress for all ELL students; 12 percent attainment for subgroup one to four years as limited English proficient and 20 percent for subgroup five or more years as limited English proficient. District results indicated that the AMAO standard for ELL student progress was met at 51.1 percent; the attainment standards for subgroup one through four years and subgroup five or more years as limited English proficient were met at 12.2 percent and 28.3 percent, respectively.

The Spring 2010 TELPAS data showed that among all grade levels (kindergarten through 12), 28.9 percent of ELL students achieved an Advanced High (AH) composite rating. Grade five students outperformed students in all other grades with 58.3 percent scoring at the AH composite rating. Students in grade groups seven and eight and nine through 12 performed similarly by scoring at the AH rating, 46.4 percent and 46.8 percent, respectively. The data also showed that 28.0 percent of students scoring at the AH composite rating in the ESL program, for grades kindergarten through four, outperformed students in the One- (18.1%) and Two-way (15.6%) programs. At middle schools, 49.3 percent of sheltered English students, compared to 45.4 percent of ESL students, scored at the AH level, whereas 55.0 percent of high school students in Sheltered English courses reached AH, compared to 36.7 percent of ESL students.

**TAKS**

A comparison of TAKS (English) data between Non-ELL, exited ELL and ELL students showed that exited ELL students in grades five through eleven outperformed ELL and Non-ELL students, as they met standard for all subjects tested. Non-ELL and ELL students in grade three performed similarly in reading and mathematics. On the other hand, ELL students in grade four outperformed Non-ELL students in reading, writing and mathematics. Grade seven exited ELL students performed better in writing (97.6%) compared to Non-ELL (89.9%) and ELL (80.5%) students. Grade 11 Non-ELL, exited ELL and ELL students performed at a high level in social studies, as at least 92 percent of students met the passing standard.

The data showed that grade three and four students in the Two-way program who met the passing standard in reading and writing outperformed students in all other grades and programs. Grade four students in One- and Two-way and ESL programs performed at about the same level in mathematics. At the secondary school level, students in the Sheltered program, performed better than ESL students in grades eight through 10 on TAKS reading. More grade eleven students in sheltered classes met the passing standard in mathematics, science and social studies than ESL students in other secondary grades.

ELL students in grades three and four performed well on TAKS Spanish, as a high percentage of these students met the passing standard in reading. Grade four students performed even better on TAKS writing, as 91.7 percent met the passing standard. Only Transitional Bilingual (grade five) and ESL students (grades three through five) took the mathematics test in Spanish. Slightly over half of grade five students met the passing standard for mathematics (56.3%), while less than half of students in grades three and four met the standard. The 2010 AYP standards were met.

**ITBS and Logramos**

ELL students enrolled in the Dual Language program (One-way and Two-way) in grades kindergarten through two were administered the ITBS (Mathematics) and Logramos (Vocabulary/Reading). Logramos reading test results showed yearly student progress for students in each program. By second grade, almost all students in both One-way (97%) and Two-way (99%) programs scored at or above the 40th percentile.

Test results for ITBS Mathematics Total without Computation showed steady yearly student progress for grades kindergarten through two in the One-and Two-way programs. ESL and One-way students in grades kindergarten and two performed about the
same. A comparison of student achievement data for ELL and Non-ELL students who took the 2009 and 2010 ITBS Mathematics Total without Computation showed the achievement gap was lower for grades kindergarten through two in 2009 than the gap in 2010; however, the gap in 2010 progressively decreased as ELL students moved from kindergarten to grade two.

**Longitudinal Study**

A longitudinal study was conducted in 2009-10 to determine student progress in the Dual Language program for grade four ELL students continuously enrolled in the program since grade one. Students in the cohort group who scored at the highest English proficiency level (TELPAS) for both One- and Two-way programs outperformed current grade four ELL students in the same programs. Overall, ELL students in the Dual language program performed better than district non-ELL students on the TAKS reading, writing, and mathematics tests. These students were tested in the language of instruction.

**Recommendations**

1.) Continue with the Instructional Coaching program and consider recommendations for improving the program. 2.) Ensure accurate identification of students within limited English categories and proper placement in these programs. 3.) Ensure students are tested with the appropriate assessments and language. 4.) Adopt more common terminology for better identity of programs: Bilingual Education (BE) versus Dual Language (DL) and Limited English Proficient (LEP) versus English Language Learner (ELL).

For more information, see EA10-126-2, available at www.dallasisd.org/inside_disd/depts/evalacct.