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 2010-11, 58,957 (38%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as English Language Learner (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 prekindergarten (53.8%) at the elementary level and grade six (29.0%) at the secondary level.

Programs

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

Among all the instructional programs that served ELL students in 2010-11, the One- and Two-way programs combined, served almost 72 percent of students; two percent were served in the Transitional Bilingual program; eight percent were served in ESL; and 17 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 2010-11, the One-way instructional model was implemented in 143 schools while the Two-way model was implemented in 20 schools. One-way consisted of one language group (Spanish speaking only) who received instruction in two languages (English and Spanish). The Two-way program consisted of two language groups (Spanish and English speakers) 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 were called 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 2010-11 an online survey was administered to all district BE and ESL teachers to collect data about the implementation of the Instructional Coaching (IC) program in Dallas ISD schools. Most of the elementary and secondary BE and ESL teachers agreed with all the survey items regarding their interactions with their campus M-LEP instructional coach and the services they provided. The majority of teachers commented that the campus M-LEP coaches were supportive, knowledgeable, resourceful and accessible, with almost 28 percent expressing high praise and appreciation for their coach. Teachers’ comments and suggestions however, indicated modifications were needed to improve the program.

WMLS

Spring 2011 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 current status of ELL students in grades five through 12, showed that over half scored at a broad ability level of three (limited English proficient). Only 13 percent of students in grades five through 12 scored at broad ability levels four and five (English proficient). Annual WMLS-R progression data (Spring 2010 and Spring 2011) by program, showed 25 percent of ELL students in grade five, in the DL program that scored at broad ability levels one through three in 2010, progressed to level four in 2011. The DL program had a larger
increase of ELL students transitioning from limited English status to English proficient status than students in the other programs. Middle school level students (23%) in Sheltered classes, progressed to English proficient status in 2011, compared to 21 percent of students in ESL classes who progressed to English proficient status. At the high school level, 13 percent of the students in ESL classes progressed from level three to level four or five in 2011, as compared to 12 percent of the students in Sheltered classes. ELL students in every program at all grade levels (excluding grade six), performed at a slightly higher broad ability level four (English proficient), than the previous year.

**TELpas**

The Spring 2011 TELPAS data showed that among all grade levels, 30 percent of ELL students achieved an Advanced High (AH) composite rating. At the elementary level, a higher percentage of grade six students (60%) received AH ratings than students in all other grades. By program, data showed a higher percentage of ELL students in the Two-way model in grades four through six, scored at the AH composite rating compared to students in other programs. At the secondary school level, students in Sheltered classes outperformed ELL students in other ESL programs.

States were required to develop and implement Annual Measurable Achievement Objectives (AMAOs) for all Title III funded local education agencies. The 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 set for 2010-11 included 47 percent measuring student progress for all ELL students; 13 percent attainment for subgroup one to four years as limited English proficient and 25 percent for subgroup five or more years as limited English proficient; and AYP, 80 percent for reading and 75 percent for mathematics.

Preliminary district results indicated that the AMAO standard for ELL student progress was met at 54 percent; the attainment standards for subgroup one through four years and subgroup five or more years as limited English proficient were met at 14 percent and 35 percent, respectively. The preliminary results indicated that the AYP was not met for reading (78%), however was met for mathematics (77%).

**ITBS and Logramos**

Academic achievement data were obtained through the Iowa Test of Basic Skills (ITBS) and Logramos for ELL students in kindergarten through grade two. At the kindergarten level, the Logramos results showed little difference in performance on the vocabulary test between ELL students in the One-and Two-way programs. At all grade levels, a higher percentage of students in the One-way DL program scored at or above the 40th percentile compared to students in the Two-way program.

Almost 48 percent of grade one non-Spanish speaking ELL students scored at or above the 40th percentile on ITBS Reading. In contrast, a low percentage of ELL students in grades kindergarten and two scored at or above the 40th percentile. Compared to ELL students, non-Spanish speaking ELL students were at a disadvantage because they had not received instruction nor were they tested in their first language.

**ITBS Mathematics** data showed that more than 50 percent of kindergarten ELL students in the Two-way and grades one and two in the ESL programs scored at or above the 40 percentile, outperforming students served in other programs. Overall, grade two ELL students performed better in comparison to students in grades kindergarten and one.

**TAKS**

The Texas Assessment of Knowledge and Skills (TAKS) results were used to measure students’ academic achievement levels in grades three through 12. The TAKS (English) data indicated that more exited ELL students in grades five through eleven met the passing standard for all subjects tested than ELL and non-ELL students. Grade three and four non-ELL students outperformed ELL students in reading, and grade four writing. ELL students outperformed non-ELL students in mathematics at grades three and four. At the secondary level, exited ELL students outperformed non-ELL and ELL students in all grades and subjects tested. Over 90 percent of exited ELL students met standard on TAKS Reading at the secondary level.

ELL students in the Two-way program in grades three through five, outperformed students in other programs in reading, writing, mathematics and science (except at grade three, mathematics). At the secondary level, ELL students in sheltered classes performed better in all subjects tested, compared to students in ESL classes for grades seven, ten and eleven.

**Longitudinal Study**

A longitudinal study was conducted to determine the student progress of ELL students who participated in the Dual Language program. The data included three cohort groups, one One-way, Cohort 3 current grade 3 students and two Two-way, Cohort 2 current grade four students and Cohort 1 current grade five students. The students who were selected had been continuously enrolled in the Dual Language program.
beginning in 2006-07 through the end of the 2010-11 school year. *TELPAS* data were analyzed to determine the progression of language proficiency, as well as *TAKS* to determine academic performance for each cohort group.

A comparison of *TAKS* results showed that Cohort 1 ELL students outperformed district students on *TAKS Mathematics* and *Writing* tests, while control students outperformed cohort students on reading and science tests. Cohort 2 ELL students in Two-way instruction outperformed control students on all *TAKS* tests (Reading, Writing, and Mathematics). Cohort 3, which started when ELL students were in pre-kindergarten, outperformed district control students on *TAKS Reading* but not on *TAKS Mathematics*.

*TAKS* Commended results were also reported by cohort group. Cohort 1 outperformed district control students on *TAKS Writing* and *Mathematics*, while Cohort 3 students outperformed control students on *TAKS Reading*. cohort 2 students who outperformed district control students on all *TAKS* met standard did not perform at the same level for the commended standard.

*TELPAS* data showed a steady progression in the percent of ELL students attaining Advanced High status on *TELPAS*, from Cohort 3, to Cohort 2 and to Cohort 1 (37.7%, 48.7% and 61.0%, respectively).

**Recommendations**

The 2010-11 data indicate that the district’s bilingual and ESL programs had a positive impact on English Language Learners, however further gains are still needed. The following recommendations are based on the data presented in this report:

**Professional Development.** Continue to provide professional development training to teachers and campus staff with strong consideration of meeting teacher’s needs (i.e., scheduling, additional sessions, training according to teaching experience, hands on training/demonstrations, BE/ESL compliance, etc.). In addition, due to recent budget cutbacks, it may be practical to consider implementing online or video training which would allow more flexibility for teachers to participate and alleviate issues with scheduling, transportation and location.

**M-LEP Instructional Coaching Program.** The program is a vital resource for many teachers and should be continued. To the extent possible, due to budget constraints, consider the teachers’ needs and modify the program accordingly, especially by hiring more M-LEP instructional coaches.

**Woodcock Munoz-Revised (WMLS-R).** Consider examining the validity of *WMLS-R* and the possibility of replacing *WMLS-R* with another language assessment test.

**Dual Language (DL) Program.** Continue with the implementation of the DL program in 2011-12. Provide DL program refresher training for teachers and provide the necessary Spanish materials needed in their classrooms. Ensure the implementation of all English instruction components of the Dual Language program. Consider testing grade five (elementary) non-ELL students who opted-in the DL program with a language assessment (WMLS) in Spanish to determine language proficiency in Spanish and the effectiveness of the DL program.

**Data collection.** Ensure the accurate identification of ELL students within limited English categories and the proper placement in the corresponding programs. Ensure that students are tested with the appropriate assessments and in the appropriate language. Ensure the accuracy of data contained in the district student database.