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 English Language Learners (ELLs). The goal of the M-LEP is to build a strong instructional program for all ELLs, 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 2011-12, 61,494 (39%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as English Language Learners. Hispanic students (96.7%) 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 majority of identified ELLs were in grades prekindergarten through five (due to ELL exiting guidelines) with grade one having the largest enrollment (15.4%). Grades six (39.5%) and nine (38.6%) had the largest enrollments of identified ELLs among secondary school grades.

Programs

The Multi-Language Enrichment Program (M-LEP) provided various Bilingual Education (BE) and English-as-a-Second-Language (ESL) program models for grades prekindergarten through 12 to meet the affective, linguistic and academic needs of English Language Learners (ELLs). The program models in elementary schools included Dual Language (DL) one- and two-way, Transitional, Newcomer for recent immigrant students and content-based ESL. Program models implemented in secondary schools included ESL, Sheltered content courses and English Language Institute (ELI) for recent immigrant students.

In 2011-12, the DL one-way instructional model was implemented in 143 elementary schools and the two-way model in 17 elementary schools (grades PK-5). The one-way model consisted of one language group (Spanish speaking only) who received instruction in two languages (English and Spanish). The two-way model 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.

Of the total identified ELLs, 71 percent of students were served in the DL program (one- and two-way). Two percent were served in the Transitional Bilingual program (grades 4-6); seven percent were served in ESL (grades PK-12); and 20 percent were served in Sheltered content courses (grades 6-12). At the secondary level, more ELLs were enrolled in sheltered English/Language Arts classes than in ESL classes.

Instructional Coaching Program

In 2011-12 the M-LEP instructional coaches and all teachers at all grade levels served by M-LEP coaches responded to online surveys. The results of the surveys indicated that in general, M-LEP instructional coaches and teachers (to a lesser degree) were in agreement that the Instructional Coaching (IC) program’s components were being implemented. When the instructional coaches’ responses for 2011-12 and 2009-10 were compared, the data indicated that current year instructional coaches were more satisfied with most aspects of the program. A comparison of the teacher responses showed that current teachers tended to be more satisfied for the most part, with all aspects of the instructional program. Overall comparisons of recommendations for an effective IC program between instructional coaches and teachers revealed that coaches and teachers were in agreement that the elements that should be contained in an effective Instructional Coaching program should include a curriculum planning guide, modeling of lessons, professional development and data analysis. The majority of teachers’ responses were fairly consistent in that they agreed that their coach’s support was effective.

WMLS

Spring 2012 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. Student performance for all grades doubled compared to the previous year. Approximately 34 percent of students in grades five through 12, scored at broad ability levels four and five, a 21 percentage point increase compared to the 2011 school year. At grade five, more than half (62.5%) of students in the two-way DL program performed at broad ability levels four or above, while 48 percent of...
one-way DL students performed at these levels. At grade six elementary, transitional bilingual students performed at higher broad ability levels of four and above than ESL students.

Annual WMLS-R progression data (Spring 2011 and Spring 2012), showed that at least 40 percent of ELL students in grades five, six (both elementary and middle) and seven who were limited English proficient in 2011 reached English proficiency in 2012. High school students (grades 9-12; 14.4%) showed the lowest level of transition. Annual progression comparison data by program for elementary schools were not available due to the exiting testing criteria (begins at grade 5). Overall, data showed that middle and high school level ELLs in Sheltered classes progressed from limited English to English proficient in 2011 to 2012 at a higher rate than ELL students in ESL programs. Although significant positive WMLS broad ability results were indicated, the fact remains that there is still a need for improvement in increasing the broad ability levels of ELLs from limited English proficient to English proficient.

**TEL-PAS**

The Spring 2012 TEL-PAS data showed that across all grade levels (K-12), 33.3 percent of ELL students achieved an Advanced High (AH) composite rating. This was a three percentage point increase from the previous year. The overall percentage of middle school students (54.8%) who achieved an AH composite rating was higher than for students at either the elementary (26.2%) or high school (52.6%) levels. Overall, 48.5 percent of ELL students advanced at least one level from 2011 to 2012. ESL students (grades K-3) outperformed one- and two-way students, while Transitional Bilingual students (grades 4-6) outperformed students from all other programs and Sheltered students (grades 6-12) outperformed ESL students. Similar to the WMLS, even though TEL-PAS results showed significant increases, there is still a need for increasing the composite ratings of ELLs to the Advanced High level.

**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. Data showed little difference in student performance (grades K-2) on the Logramos Vocabulary and Reading Comprehension tests between ELL students in the one- and two-way instructional programs. Comparisons with last year showed a five percent increase in both kindergarten and grade one and a three percent increase in grade two from last years’ results.

Overall ELLs in kindergarten and first grades performed at lower levels on the ITBS Mathematics Total than similar students in 2010-11. On the other hand, grade two students performed approximately one percentage point higher than similar students last year. ESL students in kindergarten and grade two performed at a higher level than students in either one- or two-way classrooms. First grade one-way program students outperformed students in two-way and ESL classrooms.

**STAAR**

Beginning in 2011-12, students in grades three through eight were administered the State of Texas Assessments of Academic Readiness (STAAR), a more rigorous testing program used to measure students’ academic achievement levels, replacing the Texas Assessment of Knowledge and Skills (TAKS) (English and Spanish) test. Because passing standards have not been established by the Texas Education Agency, only raw scores were available to report.

Grade nine ELLs were administered the STAAR, End-of-Course (EOC) assessments. The data showed that grade nine ELLs performed below the district averages on all EOC exams and Sheltered students outperformed ESL students.

**TAKS**

ELLs in grades 10 and 11 continued to test with the TAKS. In general, current 10th and 11th grade ELL students performed at higher levels on TAKS tests for Met Standard, College Readiness and Commended criteria than a similar group of ELL students from the previous school year. Data also showed that in general, Sheltered students in both grades 10 and 11 outperformed ESL students across all TAKS tests.

**Dual Language Program Classroom Observations**

Classroom observations in grades prekindergarten through five were conducted in an effort to determine how the DL program was being implemented. Findings showed that the program components/elements that are essential to the implementation of the Dual Language program for successful language learning in one- and two-way classrooms were not fully implemented at the sample of campuses.

**Summary and Recommendations**

The 2011-12 data indicated that the district’s bilingual and ESL programs had some positive impact on English Language Learners; however, further gains are still needed. Based on the data presented in this report however, there is a concern with the implementation of the Dallas ISD Dual Language model (the Gomez and Gomez 50/50 Dual Language One- and Two-way instructional models). Each instructional component of the one- and two-way models is crucial to the success of the DL program, yet there seems to be lack of conformity to the appropriate
implementation process of these models in varying degrees by campus.

The success of the Dual Language program in the Dallas ISD will be determined by the proper implementation of the program, commitment and involvement of administrators, teachers and parents and fidelity to the program. With these in place, English Language Learners will then have the opportunity to become fully bilingual, biliterate and bicultural.

Program Implementation.

• The M-LEP department should use the 2011-12 observation data to find ways (i.e., training, support, etc.) to address the issues for the 2012-13 school year,

• the M-LEP department should meet with all one- and two-way campus principals to address compliance of the DL program and find ways to resolve campus issues,

• use M-LEP instructional coaches to work with DL teachers regarding the proper implementation of the DL program,

• use classroom video of two-way instruction/activities within the Dallas ISD, to present a better understanding of the DL program to parents and to help increase enrollment of English-speaking students into the program,

• train parents whose children receive two-way instruction to become more involved and use them as advocates for the recruitment process,

• efforts should be made to work closer with the current two-way campuses so that they may continue with the implementation of the DL program two-way instructional model,

• identify the campus(es) that are implementing the two-way model according to program guidelines so that a longitudinal study can be conducted to report achievement data of the cohort groups and use the data to make comparisons with other groups,

• use M-LEP staff, preferably instructional coaches to monitor the DL program yearly,

• continue to provide professional development training to teachers and other campus staff regarding DL implementation and

• per funding availability, hire more M-LEP instructional coaches to improve services to teachers and allow more time for the coaches to meet teachers’ needs.

Language Proficiency Assessment

• Consider testing grade five non-ELLS who opted-in the DL program with a language assessment (WMLS-R) in Spanish to determine language proficiency in Spanish and the effectiveness of the DL program.

Data Collection

• Ensure the accurate identification of ELLs 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 and

• ensure the accuracy of data contained in the district student database.

For more information, see EA12-126-2, available at http://www.dallasisd.org/Page/15252.