At-a-Glance

The Multi-Language Enrichment Program (M-LEP), in accordance with federal, state and local policies and mandates, provided 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 2012-13, 63,073 (40%) 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 ELLs were male (52%). The majority of identified ELLs were in grades prekindergarten through five (due to ELL exiting guidelines) with grade one having the largest enrollment (15.5%). Grades six (41.3%) and nine (39.4%) had the largest enrollments of identified ELLs among secondary school grades.

Programs

The program models in elementary schools included Dual Language (DL) one- and two-way, 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 2012-13, 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); seven percent were served in ESL (grades PK-12); and 24 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. District graduation rates for the 2011-12 showed an increase for all special populations, with ELLs showing the highest increase between 2011 and 2012 (9.7 percentage points). The 2011-12 Dallas ISD dropout rate for ELLs was 18.3% compared to 10.8% for district students.

Program Implementation

The M-LEP staff, especially the M-LEP instructional coaches provided teachers and administrators the training, tools, and support through the Levels of Service Plan, to understand the importance of utilizing all of the DL components to increase the language proficiency and academic achievement of ELLs. In addition, through campus audits, an accountability system for monitoring program implementation was used by the M-LEP to determine fidelity of the DL program.

M-LEP Instructional Coaching Services: Teacher Surveys

Results from two online teacher surveys (elementary and secondary) indicated that overall, both groups of teachers were in consensus that the M-LEP instructional coaching services were beneficial and helped to broaden their awareness/knowledge of proper implementation of the Dual Language and ESL programs. The majority of teachers (both groups) thought that the professional development delivered by the coaches addressed or clarified misconceptions they may have had and that their teaching practices had improved. In general, elementary teachers thought that their campus was implementing the Dual Language program with some degree of fidelity to the program guidelines, while secondary teachers responded that their campuses were implementing the ESL program with complete fidelity.

Classroom Observations

Outcome data from 631 dual language classroom observations (grades PK-5) conducted in 2012-13, showed that inconsistencies with the implementation of the program continued. In general, 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 audited campuses (39). The data showed some improvements were made in implementing the classroom environment components compared to last year’s
classroom observations’ data. In addition, data regarding the instructional process and student learning components for grades prekindergarten through five showed considerable improvement compared to the previous years’ outcome data. In spite of these outcomes, continued improvements in utilizing environmental components are needed to fully implement the DL program in each grade. Most importantly, the environmental components need to be in place to further support of content learning.

**WMLS**

Spring 2013 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 5 through 12. Overall data for WMLS-R broad ability ratings for ELLs in grades 5 through 12 showed a continuing decrease in the number of students categorized as limited English proficient and a continuing increase in the number of students categorized as English proficient. Grade 5 ELLs performed better than students in other grades at the English proficient level.

In general, grade 5 ELLs in one- and two-way instruction outperformed ELLs in ESL instruction. Significantly, approximately 86 percent of ELLs in two-way and 60 percent in one-way instruction performed at the English proficient level. At the middle and high school levels, the majority of ELLs in all grades in both sheltered and ESL instruction (except grade 6 sheltered) performed at the limited English proficient level.

Three year (2011 through 2013) WMLS-R comparison outcome data for all grades (5-12) showed an increase in ELLs yearly progression to the English proficient level (12.7%, 33.9%, and 40.1%, respectively) [Rincon 2011, 2012, 2013]. However, after grade five, student performance decreased at the English proficient level (grades: 5, 61%; 6-8, 34.7% and 9-12, 16.6%). Data showed that a considerable number of ELLs still scored at the lowest broad ability rating of one.

**TELPAS**

Spring 2013 TELPAS data showed that across all grade levels (K-12), 33 percent of ELL students, achieved an Advanced High (AH) composite rating. More ELLs in grades five, seven, and nine achieved an AH composite rating than ELLs in other grades. Comparisons by grade however, showed increases for ELLs at the A to AH level between the two years.

By program, ELLs served in two-way instruction performed better than ELLs served by other programs at the AH level, with the exception of grade four. Grade five ELLs in two-way instruction in particular, outperformed all other students in other grades and programs. At the secondary level (grades 6-11), a higher percent of sheltered students outperformed ESL ELLs. Grade nine sheltered ELLs in particular, outperformed students in all other grades and programs.

A measurement of the success in learning the English language was the percent of current ELLs in grades K-12 who progressed at least one proficiency level on the TELPAS, from 2012 to 2013. Annual progression data for all grades showed that 43.7 percent of ELLs who scored at the A composite rating level in 2012 progressed to the AH level in 2013. Notably, grade five ELLs outperformed students in all other grades. Overall, preliminary results showed that 49.9 percent of ELLs advanced at least one composite rating level from 2012 to 2013.

**ITBS and Logramos**

ELLs in grades kindergarten through two were required to score at or above the 40th percentile to meet the passing standard for both the ITBS and Logramos. Data showed little difference in student performance on the Logramos Vocabulary and ITBS Reading Comprehension tests between ELLs in the one-and two-way instructional programs. Similar to the previous two years, ELLs within each instructional model made progress by grade level; however, data comparisons with last year showed lower student performance in all grades (K-2) and instructional models. Grade two ELLs in one- and two-way who tested on reading comprehension outperformed ELLs in other grades.

Three year (2011 through 2013) student achievement data for ELLs and non-ELLs who took the ITBS Mathematics Total without Computation showed the achievement gap was smaller for all grades (K-2) in 2013 than the achievement gap in 2012, similar to results reported for 2011-2012. Most importantly however, ELLs in grade two outperformed non-ELLs and closed the achievement gap. Comparison data for reading comprehension were not provided as ELLs were tested in Spanish.

**STAAR**

The data showed that ELLs in grades three through five outperformed non-ELLs in mathematics. Notably, ELLs in grade five also performed at a higher level than non-ELLs in reading although very close. Overall student performance at the secondary school level (grades 6-8), indicated that for all subjects and grades, exited ELLs met the Satisfactory level and outperformed non-ELLs and ELLs. Grade eight exited ELLs especially, performed well in reading (96.1%).

In general, the majority of students at each grade at the elementary level (3-5), served by the DL program outperformed students in all other programs in reading. Overall, the data showed that at the elementary school level, students in opt-in one- and two-way classes outperformed students in all other
instructional programs, subjects, and grades (except grade 5, science). Above all, grade five students who opted-in two-way outperformed all other students by grade, and program in reading, and science and together with students in opt-in one-way, outperformed all other groups in mathematics.

At the secondary school level (grades 6-8) as expected, the data showed that students in general education courses outperformed students in all other programs, grades, and subjects. Of all sheltered students at the secondary level, those in grade eight performed best in reading (72.9%) and mathematics (73.8%).

STAAR End-of-Course (EOC) data for grades nine and 10 showed substantial gaps in the academic performance between district and ELL students for all subjects tested. By LEP status, overall, grade nine and 10 exited ELLs outperformed non-ELLs and ELLs in all subjects. Performance levels increased for all groups (non-ELLs, exited ELLs and ELLs) from ninth to tenth grades in reading, writing, and mathematics. However, the weakest areas of academic performance levels for ELLs were in writing, (grades 9 and 10), reading (grade 9), and world history (grade 10).

**TAKS**

Comparison data for grade 11, non-ELLs, exited ELLs, and ELLs who met the TAKS passing standard in reading, mathematics, science and social studies, reported for three years (2011 through 2013) showed that exited ELLs performed at a higher percentage in all subjects tested, than ELLs and non-ELLs. Performance levels for grade 11 ELLs have increased in all subjects within the last three years. Data also showed that ESL and sheltered ELLs performed at high levels in social studies and nearer to closing the achievement gap with general education students (ESL 96.8%, sheltered 93.6% and general education 98.6%).

Three year comparison TAKS data for grade 11 students by program and test taken also indicated that overall student performance for both ESL and sheltered instructional programs increased each consecutive year for reading and science. Surprisingly, ESL student performance in 2012-13 improved significantly in all subjects when compared to similar students in 2011-12.

**Recommendations**

Based on the findings from the 2012-13 evaluation, the following recommendations should be considered:

- The M-LEP should continue the Levels of Service Plan, utilizing the M-LEP coaches to provide training, and instructional support to ensure the proper implementation of the DL program,
  - continue with classroom audits to monitor program implementation and ensure the fidelity to the DL program; document and report findings to appropriate division heads,

- ensure that all one- and two-way campus principals are trained in the dual language implementation process and document their participation in the trainings offered during 2013-14 and report this information to the appropriate division heads,

- use the Dallas ISD Dual Language program video for promotion and better awareness of program implementation to all campus staff, parents (i.e., PTAs, Dallas ISD Intake Center) and community groups (i.e., libraries, daycare centers, etc.),

- train parents whose children receive two-way instruction to become DL program advocates for recruitment purposes,

- continue to hire additional M-LEP instructional coaches to serve more campuses and improve services to teachers and allow more time for the coaches to meet teachers’ needs,

- continue to provide professional development to teachers and other campus staff regarding DL implementation with a system in place to track the number of participants for all training offered,

- target instructional support for the development of reading and writing skills, especially at the middle and high school levels, and

- ensure that WMLS-R test administrators are properly trained and proper testing and scoring procedures are adhered to throughout the 2013-14 school year, especially during spring exit testing, at the middle and high school levels so that ELLs are tested accordingly.

- Each campus LPAC should ensure the accurate identification of ELLs within limited English categories and the proper placement in the corresponding programs, and

- ensure that students are tested with the appropriate assessments in the appropriate language.

- To determine the bilingualism of non-ELLs who opted-in the DL program, participants should be tested with the Spanish WMLS-R, starting at grade two and continue through grade five, to see the progression in learning a second language (Spanish) and effectiveness of the program.

- It is crucial to have campus staffs who work with data entry to be properly trained and re-trained to ensure the accuracy of the data contained in the district student database for reliable reporting.