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 to prepare students to be college and workforce ready.

**At-a-Glance**

In 2013-14, 64,711 (41%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as English Language Learners. The majority of identified ELLs were in grades prekindergarten through five. Over 50 percent of ELLs were in grades prekindergarten, three, four, and five. Grades six (47%) and nine (25%) 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 2013-14, the DL one-way instructional model was implemented in 155 elementary schools and the two-way model in 19 elementary schools. 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). Students must achieve proficiency (perform at or above grade level in both languages) in reading, writing and mathematics, by the end of grade five.

Of the total identified ELLs, 68 percent were served in the DL program (PK-5); five percent were served in ESL (grades PK-12); and 26 percent were served in sheltered content courses (grades 6-12).

**Woodcock Muñoz Language Survey-Revised (WMLS-R)**

Spring 2014 WMLS-R results were used to determine the English acquisition level at the end of the school year for grades five through 12. The WMLS-R broad ability levels data for all grades (5-12) showed that 36.6% of ELLs performed at the English proficient level and met one of the criteria for reclassification from ELL to non-ELL status. (Figure 1). The data also showed that most ELLs performed at the broad ability level three (limited English proficient) for four continuous years.

In general, fifth grade ELLs who performed at the English proficient levels in two-way instruction outperformed ELLs in one-way and ESL instruction. ELLs in all secondary grades in sheltered instruction outperformed ELLs in ESL instruction.

**WMLS-R: Spanish**

Of the total number of identified opted-in non-ELL students (1,353) in grades pre-kindergarten through five, 699 students were tested with the Spanish WMLS-R in the fall of 2013 and 113 in the spring of 2014. Fall assessment data showed that a higher percent of Hispanic non-ELL students (42.7%) in grades pre-kindergarten and kindergarten (51.3% and 73.6%, respectively) were Spanish proficient. Spring 2014 WMLS-R data showed that almost 71 percent of all tested non-ELL students (PK-5) performed at the Spanish proficient level.

**TELPAS**

In August 2013, new standards were set for grades two through 12 on TELPAS Reading to meet the increased rigor of the STAAR. Consequently, the new TELPAS reading proficiency level standards were higher in comparison to the original standards and the percentage of students attaining the advanced high level were lower than previous years.

TELPAS was administered to all ELLs in grades kindergarten through 12. Fifth grade ELLs with Advanced High (AH) ratings outperformed ELLs in all other grades while eighth and eleventh grade ELLs outperformed all other ELLs at middle and high school levels. Yearly progress indicated that 59 percent of the
students in grades one through 12 had a composite rating lower or the same as the previous year. Grade five ELLs showed the greatest growth with 55 percent having a rating one or more levels higher than the previous year.

The data showed that a higher percentage of ELLs in ESL instruction performed at the AH composite rating with the exception of grade three, which had a higher percentage of ELLs in two-way DL instruction. At the secondary school level, a higher percentage of ELLs in general education (program denials) classes performed at the AH composite rating than ELLs in other instructional models.

**ITBS and Logramos**

Overall, the data showed increases in student performance on the Logramos Vocabulary and Reading Comprehension tests for ELLs in the DL programs in comparison with last year’s data. ELLs who received two-way instruction in grades kindergarten through second outperformed ELLs in the one-way instructional model for all grades. ELLs in first grade who received two-way instruction performed better than ELLs in other instructional models on the ITBS Mathematics Total. At grade two, ESL and DL students performed at similar levels. Comparisons with the previous two year’s data showed that ELLs performed at a higher level in kindergarten and grade one in two-way. In addition, data showed that non-ELLs outperformed ELLs for all grades.

**STAAR**

Non-ELL students did better this year than last year on 24 percent of the STAAR tests administered while ELLs increased on 29 percent of the tests. Exited ELLs outperformed both non-ELL and ELL students in all subjects except grade eight in mathematics. ELLs had a higher percentage at the Satisfactory level than non-ELLs on fifth grade reading and grades three through six and grade eight mathematics. Seventh grade reading, writing and mathematics were lowest for ELLs. Science was lowest for ELLs at grade eight and social studies decreased by 13 percentage points from the previous year. Figures 2 and 3 showed two year STAAR outcome comparison data for reading and mathematics.

**Recommendations**

Based on the findings from the 2013-14 evaluation, the following recommendations should be considered:

- Train parents whose children receive two-way instruction to become DL program advocates for recruitment purposes.
- Conduct campus audits in 2014-15 to monitor for the fidelity of program implementation.
- Ensure that WMLS test administrators are properly trained and proper testing and scoring procedures are adhered to throughout the 2014-15 school year.
- Place more emphasis on testing all opted-in non-ELLs with the Spanish WMLS-R in the spring to determine progression of Spanish language proficiency.
- Ensure the accuracy of identifying potential ELLs within limited English categories and programs and the proper placement in the corresponding programs.
- Ensure that students are tested with the appropriate assessments and in the appropriate language.

For more information, see EA14-126-2 at [http://www.dallasisd.org/Page/888](http://www.dallasisd.org/Page/888).