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 to prepare students to be college and workforce ready.

Students Served

In 2014-15, 67,253 (43%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as ELLs. The majority of identified ELLs were in grades prekindergarten through five (70.6%). At the elementary school level, 62.4 percent of ELLs received one-way instruction and 2.3 percent received two-way instruction.

Programs

The programs in elementary schools included Dual Language (DL) one- and two-way, Newcomer for recent immigrant students and content-based ESL. Programs implemented in secondary schools included ESL, Sheltered content courses and English Language Institute (ELI) for recent immigrant students.

In 2014-15, the DL one-way 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 should 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, 65 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)

ELLs were administered the spring 2015 WMLS-R and results showed that 36.6 percent of all ELLs tested, met one of the criteria for reclassification from ELL to non-ELL status by attaining English proficient levels. Grade five ELLs scored higher at levels 4 or above than students in other grades. However, percentages in 2015 for grade five ELLs in DL who performed at the English proficient levels (4 and 5), remained the same as 2014 data. A comparison of the last four years’ percentages by broad ability level with 2015 results showed a pattern of most ELLs performing at or below broad ability level three (limited English proficient). However, the percentage of ELLs at broad ability level 3 has decreased from 2011 (59.4%) to 2015 (35.4%).

At the elementary school level, grade five ELLs scoring at the English proficient levels in two-way instruction outperformed ELLs in one-way and ESL instruction (86.0%, 58.6%, and 59.6% respectively). The majority of ELLs in all grades in sheltered courses outperformed ELLs in ESL instruction at the English proficient levels. The majority of ELLs in all grades in sheltered instruction outperformed ELLs in ESL instruction. Beginning with the 2015-16 school year the district will implement a new language proficiency assessment. The online/PT Oral Language Proficient Assessment will replace the WMLS-R.

TELPAS

TELPAS was administered to all ELLs in grades kindergarten through 12. The data showed that a higher percentage of ELLs in ESL instruction performed at the AH composite rating with the exception of grade three. 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.

Yearly progress indicated that 44.6 percent of the students in grades one through 12 had a composite rating higher or the same as the previous year. Slightly more than fifty-four percent (54.2%) of grade five ELLs had a composite rating one level higher than the previous year; this was a higher percentage than in all other grades.
**Iowa and Logromos**

ELLs in kindergarten through grade two were administered the *Iowa* or *Logromos (Third Edition)*. Although Spanish-speaking ELLs in the DL program were to test with *Logromos*, the Language Proficiency Assessment Committee (LPAC) made the final decision. ELLs who spoke a language other than Spanish could only test with *Iowa*. The *Iowa* Reading test results were similar for kindergarten ELLs in the DL two-way program and the district totals. ELLs in grades 1 and 2 scored higher than the district total for first grade reading but not for second grade. The *Logromos Reading* results showed that percentage of DL two-way students scored above the district totals for grades 1 and 2.

**STAAR**

Exited ELL students scored at higher percentages in all components of *STAAR* than both non-ELL and ELL students. ELL students scored at a higher percentage at the satisfactory level than non-ELL students on third, fourth and fifth grade reading. Sixth and eighth grades reading, seventh grade writing and eighth grade science and social studies were lowest for ELLs. Exit ed ELL students outperformed non-ELL, ELL and State students on *STAAR End-of-Course* (EOC) tests. Sheltered ELL students outperformed ESL students on all five EOC tests. Non-ELL students showed higher percentage passing rates on all EOC tests than ELL students. The highest percentage passing rates were for exited ELLs on Biology (95.1%) and U.S. History (94.3%). The lowest percentage passing rates were for ESL English I (8.3%) and English II (15.7%).

### Recommendations

Given the results of *STAAR* writing and science in English and Spanish the program should consider implementing an intervention to support teachers and tutor students. This is especially important if considered in conjunction with the PBMAS report that showed ESL students in reading, science, social studies and writing performing below standard.

Ensure that all DL campus principals continue to be trained in the dual language implementation process and document their participation during the 2015-16 school year.

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

Continue campus audits in 2015-16 to monitor the fidelity of program implementation.

Provide professional development training with an emphasis on instructional support for low performing content areas according to 2014-15 *Iowa/Logromos* and *STAAR/STAAR EOC* results.

As the district implements IPT, the new language proficiency assessment, ensure that test administrators are properly trained and proper testing and scoring procedures are adhered to throughout the 2015-16 school year.

Ensure that students are tested with the appropriate assessments and in the appropriate language.

Continue to train and retrain campus staff to ensure the accuracy of identifying ELLs within limited English categories and corresponding instructional programs in the district’s student database for reliable reporting.

For more information, see Evaluation of the Bilingual/ESL Program EA15-126-2.