At-a-Glance

The Multi-Language Enrichment program (M-LEP) provided various BE/ESL programs in grades PK through twelve to meet the affective, linguistic and academic needs of ELL students. The goal of the program was to help ELL students acquire English proficiency and facilitate their timely integration into the mainstream curriculum to ensure equal educational opportunity.

Budget

The M-LEP budget consisted of General Operation ($2,378,580), and Title III ($7,809,919) funds. Title III funds supported programs and services for identified ELL students, including those identified at the Intake Center. The Intake Center provided a variety of services for families new to the district. These services included registration, orientation, immunizations, transcript and school verification, translation services, and initial language assessment. Once the students were evaluated, they were sent to their assigned schools along with a package of information addressed to key personnel.

The secondary ESL program provided ELL students with a sequence of four or five years of instruction including the English Language Institute, ESL, sheltered English, and other sheltered content classes until they met exit criteria and moved into mainstream instruction.

Students Served

Of the 156,318 students registered in the district in 2007-08, 32.9% were ELL and 17.2% were Exited ELL students.

Dual Language Enrichment

The Multi-language Enrichment program has implemented the Gómez & Gómez 50/50 Dual Language Enrichment Content Based Model during 2007-08. This program, as similar ones around the country, has produced positive results and according to Thomas and Collier (1997) has the potential of closing the gap between mainstream and ELL students. In the first year of implementation, the program yielded mixed results. Gómez & Gómez, from the Dual Language Training Institute, reported on the implementation of the Dual Language program. They stated that, "at most campuses visited there was a demonstrated commitment to implementing the instructional model and a genuine willingness to continue to learn and ensure that there is strong fidelity of implementation." At the same time, the consultant’s report stated that "most classrooms lack in the use of sound pedagogical practices that are learner-centered, constructivist, and challenging." According to the model developed by the Dual Language Training Institute, schools in the second year of implementation should have most of the elements of Dual Language Enrichment programs in place. It is expected that most schools will improve during next year.

For 2007-08, the program was implemented in a total of twenty schools and the Two-way Immersion portion of it reached from PK to grade three. Similarly, the One-way part of the program was implemented in 143 schools and went up to grade three. This growth presents a challenge but the Multi-Language Enrichment program has provided multiple days of general training on the Dual Language Enrichment Content Based Model to teachers during the summer of 2008. More specific training on basic implementation aspects was also provided, creating a group of teachers that will reproduce the training for other teachers.

WMLS

The WMLS showed an increase in the percentage of ELL students in grades two through twelve who scored at broad ability levels 4 and 5. These results indicate that the percentage of ELL students scoring at broad ability levels 4 and 5 of the WMLS increased. The longer the students remained in the program, the more likely they were to obtain a score indicating mastery of English. However, students who remained in the program for seven or more years tend to score lower on the WMLS. Sheltered class students in secondary schools scored about the same as those in ESL classes in grades seven and eleven. The majority of both groups were able to score above Broad Ability Level 2, nevertheless, only in grades three and four was there a large percentage of students that reached level 4. Data showed that few students in the Newcomer program in grades three through six scored at Broad Ability Level 4 or better after their first year of schooling in the US. Seventeen percent of the students who scored WMLS 3 in 2006 were able to score at WMLS 4 in 2007. Students in grades seven and eight also showed progress in their WMLS Broad Ability Level. More than one-third (39.3%) of the Sheltered English students who scored at level 1 in
2006 improved to level 2 and 11.1% got to level 3. Less than 1% of these sheltered students scored at level 4. In general, almost five percent of the students who scored at level 3 were able to reach level 4.

**TELPAS**

ELL students at grades K, one and two met the attainment standards as 1.3%, 2.3% and 16.6%, respectively, achieved TELPAS Advanced High. Progress standards were not issued and these Annual Measurable Achievement Objectives (AMAOs) were not used for evaluation during 2007-2008. Grade five students outperformed students in other grades with 56.2% (last year 32.0%) reaching the advanced High level on the TELPAS. Among BE and ESL students in grades K through two, results favored BE students with a small margin (41.3% vs. 36.2%, BE and ESL, respectively).

In secondary school, sheltered English students outperformed ESL (including ELL) students. At middle schools, 33.6% of sheltered English students (compared to 30.5% of ESL students) reached Advanced High, whereas at high schools, 35.5% of students taking sheltered English courses reached Advanced High (compared to 21.3% of ESL students). There was a pattern of steady growth in English proficiency among ELL students during their first four years in the program. The proportion of students reaching Advanced High on TELPAS peaked in the fourth year, and then declined for those who stayed longer in the program. Students in all grades met the standard.

**TAKS**

Differently to previous years, exited ELL students outperformed current ELL and non-ELL (monolingual) students on only some TAKS subjects across all grades. The passing rates of exited ELL students are significant because the total number of exited ELL students is now about 17% of the total district’s student population. As a larger number of qualified ELL students were transferred to the mainstream program, the performance level of current ELL students (consisting of ELL students who have not met the exit criteria and newcomers) was inevitably affected. In grades three through six the percent of students passing TAKS Reading were higher for those with three to four years in the program, with the exception of grades five in which students with five to six years in the program had a higher passing rate. As students remain longer in the program the percent of passing scores appeared to decrease for students in grades nine and above. In general, students who were served the longest (seven years or more) had lower passing rates than other groups above grade nine and in most of the subjects. The data indicated that only current ELL students in grades three met the required adequate yearly progress (AYP) passing standard (60.0%) in spring 2008. All grades made positive gains when the regrouping of ELL and Exited ELL students was used.

**ITBS and Logramos**

Students in grades PK through two took the Iowa Test of Basic Skills (ITBS) and Logramos (the Spanish version). When ELL students in the Dual Language program were tested in the same language of instruction, they performed very well. For instance, almost seventy-nine percent of Kindergarten students in the One-way program scored above the 40th percentile, while 89.3% of students in grade one and 93.6% in grade two reached the 40th percentile. Similarly, 73.0% of Kindergarten students in the Two-way program reached the 40th percentile in Reading Comprehension in Logramos, 84.4% in grade one and 92.7% in grade 2. Even in the case where students in the One-way Dual Language program, who were not supposed to take the test in English, took ITBS, they performed well. Table 1 below presents the percentage of One-way English Language Learners in Kindergarten, grade one and grade two students who took the ITBS in Mathematics compared to All Non ELL students who took the same exam.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Above 40%tile</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Non ELL</td>
<td>K 53.0%</td>
</tr>
<tr>
<td>One-way ELL</td>
<td>K 38.6%</td>
</tr>
<tr>
<td>All Non ELL</td>
<td>1 59.1%</td>
</tr>
<tr>
<td>One-way ELL</td>
<td>1 53.1%</td>
</tr>
<tr>
<td>All Non ELL</td>
<td>2 60.6%</td>
</tr>
<tr>
<td>One-way ELL</td>
<td>2 55.8%</td>
</tr>
</tbody>
</table>

Source: ITBS spring 2008. Summary provided by M-LEP Department.

As they were more advanced in the program the gap between All Non English Language Learners and One-way ELLs was reduced from 14.4% in Kindergarten to 4.8% in grade two.

For more information, see EA08-126-2, available at www.dallasisd.org/inside_disd/depts/evalacct/, or contact Dr. Leonardo R. Ledezma at 972-925-6442.