At-a-Glance

The Multi-Language Enrichment program (M-LEP) provided various BE/ESL programs in grades PK through 12 to meet the affective, linguistic and academic needs of ELL students. The goal of the program is 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 ($1,541,303) and Title III ($7,880,733) 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 115,131 students enrolled districtwide in 2008-09, 51.0% were ELLs and 22.5% were Exited ELLs students.

Dual Language Enrichment

The Multi-language Enrichment program implemented the Gómez & Gómez 50/50 Dual Language Enrichment Content Based Model since 2007-08. The program 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. However, schools in the second year of implementation should have most of the elements of Dual Language Enrichment programs in place and it is expected to improve during this time.

For 2008-09, the Two-way Dual Language component of the program was implemented in a total of 22 schools in grades PK through three. Similarly, the One-way part of the program was implemented in 143 schools and went from PK to grade three. This growth presents a challenge but the Multi-Language Enrichment program 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 a decrease in the percentage of ELL students in grades two through 12 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 decreased from 13.4% to 8.9% from 2007-08 to 2008-09. 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 tended to score lower on the WMLS. Sheltered class students in secondary schools scored higher than those in ESL classes in grades six and eleven. Overall, only in grades three and four was there a larger percentage of students that reached level 4 (11.8% and 15.3%, respectively). Data showed that few students in the Newcomer program in grade six scored at Broad Ability Level 4 or better after their first year of schooling in the US. Nearly a fourth (23.5%) of the students in grades two and three who scored WMLS 3 in 2008 were able to score at WMLS 4 or above in 2009. More than one-third (39.6%) of the Sheltered English students in grades seven and eight who scored at level 2 in 2008 improved to level 3 and 0.9% got to level 4 in 2009. This tendency is similar to last year’s.

TELPAS

ELL students at grades K, one and two met the attainment standards as 1.0%, 4.0% and 15.8%, respectively, achieved TELPAS Advanced High. Progress standards from 2007-08 were used for the evaluation of 2008-2009. The Annual Measurable Achievement Objectives (AMAOs) were not issued until much later than the report was completed. The attainment standards set in September 2008 were that 2.5% of grades K through two ELL students had to score Advanced High and 25.0% of grades three through twelve ELL students had to also score Advanced High. Grade five students outperformed students in other grades with 56.2% reaching the advanced High level. Among BE and ESL students in
grades K through two, results favored ESL students by a small margin (13.5%).

In secondary schools, ELL students in only sheltered English classes outperformed ESL (including ELI) students. At middle schools, 49.3% of sheltered English students (compared to 43.0% of ESL students) reached Advanced High, whereas at high schools, 56.1% of students taking sheltered English courses reached Advanced High (compared to 32.0% 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. Across grades three through 12, more than 25% of the students reached Advanced High level.

### TAKS

Exited ELL students outperformed non-ELL (monolingual) and current ELLs students on TAKS Reading (96.1%, 90.7% and 75.6%, respectively), Writing (97.9%, 95.8% and 89.8%, respectively) in grades four and five, and Mathematics (96.6%, 96.1% and 92.4%, respectively) in grade five. Although Exit ELL students in grades five, ten and eleven scored close to Non-ELL students in Science, they were not able to score higher than Non-ELLs. Exit ELL students in grade ten were able to outscore Non-ELL students in Social Studies. The passing rates of Exit ELL students are significant because the total number of Exit ELL students is now about 22.5% of the total district’s student population. As qualified ELL students are 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 and four, the percent of students passing TAKS Reading was higher for those with three to four years in the program, with the exception of grades five through eleven, in which students with five or more 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 longest (seven years or more), had higher passing rates than other groups above grade seven and in most of the subjects. The data indicated that only current ELL students in grades three, four and six met the required adequate yearly progress (AYP) passing standard for Reading (67.0%) in spring 2009. Only grades four, eight, nine 10 and 11 made positive gains when ELL and Exit ELL students were regrouped.

### 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 73.0% of Kindergarten students in the One-way program scored at or above the 40th percentile, while 89.3% of students in grade one and 93.9% in grade two reached the 40th percentile. Similarly, 65.7% of Kindergarten students in the Two-way program reached the 40th percentile in Vocabulary. In the Logramos Reading Comprehension portion, 91.4% in grade one and 94.0% in grade 2. Students in the One-way Dual Language program who were incorrectly tested in English did not perform as well. Table 1 below presents the percentage of One-way ELLs 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 K</td>
<td>53.0%</td>
</tr>
<tr>
<td>One-way ELL K</td>
<td>38.6%</td>
</tr>
<tr>
<td>All Non ELL 1</td>
<td>59.1%</td>
</tr>
<tr>
<td>One-way ELL 1</td>
<td>53.1%</td>
</tr>
<tr>
<td>All Non ELL 2</td>
<td>60.6%</td>
</tr>
<tr>
<td>One-way ELL 2</td>
<td>55.8%</td>
</tr>
</tbody>
</table>

The gap between All Non ELLs and One-way ELLs was reduced from 14.4% in Kindergarten to 4.8% in grade two in 2008. Meanwhile, in 2009, all students made great progress but the gap increased to 49.1%, 28.8% and 22.3% in grades K, one and two, respectively. The difference seems to decrease as students progressed in the program except in 2009.

For more information, see EA09-126-2, available at www.dallasisd.org/inside_disd/depts/evalacct/, or contact Dr. Leonardo R. Ledezma at 972-925-6442.