

EVALUATION OF THE BILINGUAL/ESL PROGRAM: 2015-16

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At-a-Glance

The Bilingual/ESL Program, 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 Bilingual/ESL department is to build a strong instructional program for all ELLs to prepare students to be college and workforce ready.

In 2015-16, 68,376 (43.2%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as ELLs. Of these, the majority of identified ELLs were in grades prekindergarten through five.

At the elementary school level, 92.8 percent of ELLs received one-way instruction and 4.0 percent received two-way instruction. The ESL program accounted for 2.9 percent of ELLs. The remainder of the students were either in the Newcomer program or parental denials.

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 2015-16, the DL one-way model was implemented in 148 elementary schools, and the two-way model in 27 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 in two languages (English and Spanish).

Of the total identified ELLs, 62.9 percent were served in the DL program (PK-5); 6.9 percent were served in ESL (grades PK-12); and 30.0 percent were served in sheltered content courses (grades 6-12).

IDEA Proficiency Test (IPT)

ELLs were administered the fall 2015 IPT and results showed that 17.8 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. Fifth grade ELLs who performed at the English proficient levels in ESL instruction outperformed ELLs in one-way and two-way instruction

(41.3%, 39.3%, and 38.1% respectively). Percentages of grade five ELLs in DL instruction who performed at the English proficient levels 4, 5, and 6 decreased when compared to 2015 data (39.2% from 59.2%). The majority of ELLs in all grades in sheltered instruction outperformed ELLs in ESL instruction. Thirty-seven percent of the ELL students performed at the broad ability level three (limited English proficient).

Beginning in October 2015, English speaking non-ELLs who had opted-in to receive DL instruction were tested with the IPT in Spanish to get a baseline for their Spanish language proficiency level and then retested during the spring 2016 to measure progress made in acquiring Spanish language proficiency. Of the total number of identified opted-in non-ELL students in prekindergarten through grade five 1,821 students were tested with the Spanish IPT. Eighty-six percent (86.0%) of opted-in non-ELL students in prekindergarten to fifth grade were not Spanish language proficient.

TELPAS

The spring 2016 TELPAS data showed that a higher percentage of fifth grade ELLs scored at the Advanced High (AH) composite rating than ELLs in other grades, at the elementary school level. Slightly more than 54.0 percent of grade five ELLs had a composite rating one level higher than the previous year; this was a higher percentage than ELLs in all other grades. 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. Sixteen percent (16.0%) of the students who were in U.S. schools multiple years (5 years or more) scored at the beginning/intermediate levels. This low rating requires corrective measures by the district to get these students ready for college or the work force.

TerraNova/SUPERA

ELLs in kindergarten through grade two were administered the TerraNova or SUPERA (Third Edition). Although Spanish-speaking ELLs in the DL program were to test with the SUPERA, the Language Proficiency Assessment Committee (LPAC) made the final decision. ELLs who spoke a language other than Spanish could only be tested with TerraNova. Students were required to score at or above the 40th percentile to meet the passing standard on both the TerraNova and SUPERA. Grade 2 students scored at the lowest levels on reading compared to kindergarten and grade 1 (Table 1). Since the TerraNova and SUPERA were

first administered this year, there is no comparable data for previous years.

Table 1: Percent of Students Scoring at or Above 40th Percentile in *SUPERA* or *TerraNova*.

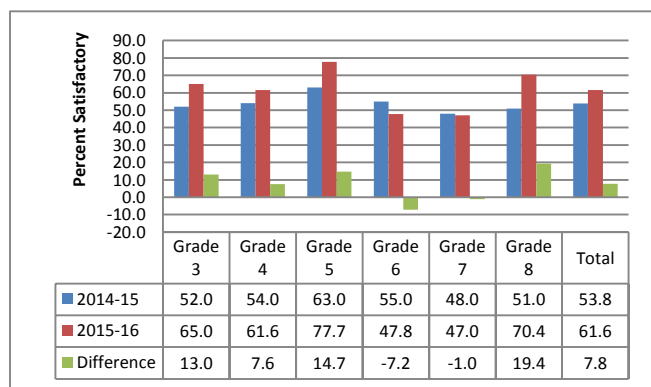
	<i>SUPERA</i>		<i>TerraNova</i>		<i>TerraNova</i>	
	Reading %	N	Reading %	N	Mathematics %	N
Kindergarten	87.6	5,277	61.0	272	55.9	5,459
Grade 1	87.7	5,551	45.4	253	49.5	5,784
Grade 2	44.1	5,598	44.8	270	55.8	5,791

STAAR

The scale score necessary for passing *STAAR* tests, in 2015-16, at the Satisfactory level has been increased from the previous years. This necessitated a recalibration of the 2014-15 test scores to the 2015-16 standard so comparisons could be made between years.

Exited ELL students had higher passing percentages on all *STAAR* tests than both non-ELL and ELL students. ELL students scored at higher passing rates than non-ELL students on third and fifth grade reading. Grades 6 and 8 in reading, grade 7 in writing and grade 8 in social studies were lowest for ELLs. ELL students did better on tests of reading in Spanish than ELLs tested in English. ELLs in grades 3, 5 and 8 scored at least 10 percentage points higher than in 2014-15 in *STAAR* Reading. (Figure 1).

Figure 1: *STAAR* Reading: ELLs Percent at Satisfactory Level



ELLs in grades 3, 4, 5 and 7 scored higher than last year on *STAAR* mathematics (Figure 2)

Figure 2: *STAAR* Mathematics ELLs Percent at Satisfactory Level



Similar trends were observed for the district in reading and mathematics. In writing (grades 4 and 7) and science (grades 5 and 8) ELLs performed at a higher level than in the previous school year (Figures 3 and 4). ELL students outperformed district students in writing at grade 4 (district 64.6%, ELL 67.7%); the opposite was true for writing grade 7 (district 53.7%, ELL 40.7%). District student's outperformed ELL students in science at both grade 5 (district 66.6%, ELL 65.0%) and 8 (district 67.1%, ELL 47.2%). District students performed at a higher passing rate (56.3%) than ELL students (45.8%) on grade 8 social studies.

Figure 3: *STAAR* Writing ELLs Percent Satisfactory Level

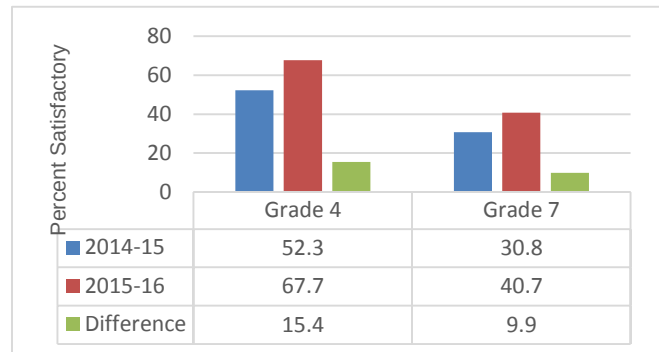
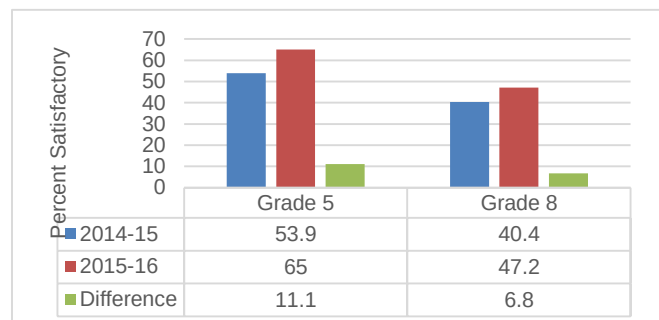
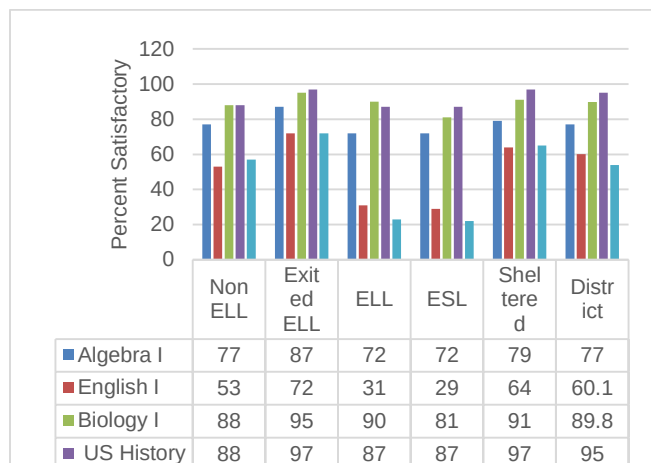


Figure 4: *STAAR* Science ELLs Satisfactory Level



Exited ELL students outperformed non-ELLs, ELLs, district 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 passing rates on all EOC tests than ELL students. The highest percentage passing rates were for exited ELLs on Biology (95.0%) and U.S. History (97.0%). The lowest percentage passing rates were for ESL students on English I (29.0%) and English II (22.0%).

Figure 1. Percent Students at Satisfactory Level in STAAR EOC by Subject and Program Status



Two-Way Dual Language in Middle Schools

There were four middle schools offering two-way Dual Language instruction in 2015-16. These middle schools were: E. D. Walker, J. L. Long, Alex Sanger Preparatory and Rosemont International Language Preparatory. Walker grade 6 students enrolled in Dual Language outperformed other students in the same school at grade 6 and district students on STAAR Reading. Rosemont Dual Language students outperformed district students in the same grade but not other students in the sixth grade at Rosemont. Sanger dual language students performed as well as district students at the same grade but at a lower level than other students in the sixth grade at Sanger. Dual Language students at Long performed at a lower level than students in the same grade at Long and district students in grade 6. Long and Walker middle schools had Dual Language and ESL/Sheltered programs. In both schools Dual Language students performed better than ESL/Sheltered students in reading and mathematics at grades six and seven.

The Margaret and Gilbert Herrera Student Intake Center

The Margaret and Gilbert Herrera Student Intake Center participated in many outreach activities during the school year 2015-16. These activities included: new teacher exhibitions, school fairs, immunization efforts, health fairs, family literacy fairs and promotion of the Dual Language program in middle and high schools. The Center conducted a new teacher exhibition in which 142 teachers participated. There were 35 parents and 49 students participating in immunization activities at the Margaret and Gilbert Herrera Student Intake Center. The Center served 783 parents, 1,321 students and 142 teachers. During the Summer Outreach Program (June-July 2016) there were 284 ELLs served. The Intake Center also trained LPAC members on decision making related to testing of ELLs.

Professional Development

The Bilingual/ESL program provided three PD sessions for principals and administrators and 46 sessions on DL instruction implementation as an effort to reinforce the expansion from 27 to 54 campuses in which the two-way DL will be implemented in 2016-17.

Recommendations

Based on the findings from the 2015-16 evaluation, the following recommendations should be considered:

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

Continue training of DL administrators and teachers in DL implementation as the program expands from elementary school to middle and high schools.

Assignment of Instructional Specialists based on students' needs would serve more campuses and may improve services to teachers.

Provide professional development training with an emphasis on instructional support for low performing content areas according to 2015-16 TerraNova/SUPERA and STAAR/STAAR EOC results.

Emphasize to campus staff the need for accuracy of identifying ELLs within limited English categories and corresponding instructional programs in the district's student database for reliable reporting. Also continue training LPAC members through the Margaret and Gilbert Herrera Student Intake Center.

The Bilingual/ESL program needs to design and incorporate an action plan to provide academic and linguistic support to students in U.S. schools for 5 or more years and who have not been able to score beyond beginning/intermediate levels in TELPAS to improve their language abilities and score Advanced High by their fifth year in the program.

For more information, see Evaluation of the Bilingual/ESL Program EA16-126-2.