

Evaluation of the Bilingual/ESL Program 2015-16

Department of Evaluation and Assessment

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Superintendent of Schools*



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Approved Report of the Department of Evaluation and Assessment

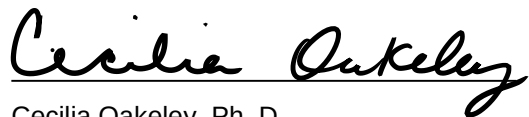
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EVALUATION OF THE BILINGUAL/ESL PROGRAM 2015-16

Project Evaluator: Leonardo R. Ledezma, Ph.D.

ABSTRACT

In 2015-16, 68,376 or 43.2 percent of the total Dallas Independent School District (Dallas ISD) student population in grades PK-12 were identified as English Language Learners (ELLs). At the elementary school level (PK-5), 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 not served due to parental denials. At the secondary level, more middle school ELLs were enrolled in sheltered courses than high school ELLs.

ELLs in grades 5 through 12 were administered the *IDEA Proficiency Test (IPT)* to determine progress in learning the English language. Spring 2016 *IPT* data by broad ability levels showed that 17.8 percent of ELLs who performed at the English proficient level (levels 4 and 5 combined) met one of the criteria for reclassification from ELL to non-ELL status. The data showed that most ELLs in grades 6 through 12 performed at the broad ability level 3 (limited English proficient).

In August 2013, new standards were set for *TELPAS* at grades 2 through 12 to meet the increased rigor of the *STAAR* tests. Consequently, the percentage of students attaining the advanced high (AH) level on *TELPAS* was lower than previous years. Data showed that a higher percentage of ELLs in two-way instruction performed at the Advanced and Advanced High rating in grades 2 through 5. ELLs in kindergarten through grade 2 were administered the *TerraNova* or *Supera (Third Edition)*. ELLs who spoke a language other than Spanish could only test with *TerraNova*. The *Supera* reading, results showed that DL two-way students were above district totals for grades 1 and 2. ELLs who received one-way instruction in kindergarten outperformed ELLs in two-way; however, students in the two-way model scored better than students in the one-way at grades 1 and 2.

The State of Texas Assessments of Academic Readiness (STAAR) tests were administered in grades 3 through 8 in reading and mathematics, writing (grades 4 and 7), science (grades 5 and 8) and social studies (grade 8). The data showed that ELLs had a higher passing percentage of Satisfactory level performance than non-ELL students on third and fifth grade reading and fourth grade writing. Seventh grade reading and writing scores and eighth grade scores in science and social studies were lowest for ELLs. ELLs did better on all tests when tested in Spanish, with the exception of science and writing. Exited ELLs satisfactory percentage passing rates were higher than all other students except for grade eight mathematics. Exited ELL students outperformed non-ELL, ELL, and district students on *STAAR EOC* tests. Non-ELL students showed higher percentage passing rates on all *EOC* tests, except Biology, than ELL students.

PROGRAM DESCRIPTION

Background Information

According to the Texas Education Commissioner's Rules, Title 19 Texas Administrative Code (TAC) section 89, Subchapter BB, each school district that had an enrollment of 20 or more English Language Learners (ELLs), in any language classification in the same grade level, shall offer a bilingual education (BE) program in prekindergarten through the elementary grades (PK-5). All ELLs for whom the district was not required to offer a BE program shall be provided an English as a Second Language (ESL) program regardless of the students' grade levels, home languages, or number of such students.

Title III of the *No Child Left Behind Act* (NCLB, 2001) ensured the civil rights of ELLs regarding the accessibility of school curriculum while learning English. Supporting a comprehensive approach to meet the needs of ELLs, NCLB held campuses, districts, and states accountable for the achievement of ELLs. It required all ELLs to participate annually in the state's academic skills test and English language proficiency assessments.

Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. In 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

In addition to continuing to focus Federal education resources on students from low-income families through the Title I, Part A College and Career-Ready Students program, the administration's ESEA reauthorization plan would retain longstanding programs designed to meet the needs of special populations, including English language learners, migrant students, neglected and delinquent students, Native Americans, and homeless children and youth.

Following federal, state, and local policies and mandates concerning the education of ELLs, the Dallas ISD's Bilingual/ESL Program provided bilingual education (BE) to ELLs in grade PK-5 and ESL programs to ELLs in grades prekindergarten through 12. The 2015-16 Dual Language instructional models implemented at elementary schools included one- and two-way (grades PK-5). ESL instruction was provided to ELLs who spoke a language other than Spanish (grades PK-12). An exception to the placement of Spanish speaking ELLs into the ESL program existed for nine elementary schools due to low enrollment. In these schools there were not enough ELL students to have a bilingual certified teacher according to the board approved staffing formula. The campuses were Dealey, Pease, Ray, Rice, Starks, Stone, Travis, Thornton and Turner.

The DL program's two-way instructional model was implemented in 27 elementary schools, four middle schools and one high school. In this model, students from two language groups (Spanish and English) received instruction in both languages. Similarly, in the one-way model, one language group of students received instruction in two languages (English and Spanish). The one-way model was

implemented in 150 elementary schools. ELLs in the secondary schools (grades 6-12) were served in two-way, ESL or Sheltered courses.

The Newcomer instructional model focused on the English acquisition of recent immigrant students specifically for one year. Certified ESL teachers provided instructional services in a multi-age setting using sheltered instructional methods and strategies. Similarly, recent immigrant students in grades 6 through 12 were placed in an English Language Institute (ELI) course at some middle and high school campuses. A list of required courses in the program is included in Appendix A.

Dual Language Program

Based on the Texas Educational Agency (TEA), teachers in DL programs are required to be qualified for instruction in both English and a specific targeted foreign language. Training was also required for these teachers so they could be aware of the latest and best instructional practices. Likewise, it was required that updated materials should be available to students.

The main educational goal of the DL education program was that students should reach biliteracy by grade 5. This meant that students had to achieve proficiency (perform at or above grade level in both languages) in reading, writing and mathematics by the end of grade 5.

The DL program used the Gomez and Gomez Dual Language one- and two-way instructional models, which were adopted as the Dallas ISD's bilingual program for identified Spanish speaking ELLs at the elementary school level in August 2006. The one-way model began implementation in grades PK-5 and is recognized as one of the most effective programs for teaching ELLs. The two-way model, an enrichment program, was introduced at a select group of elementary campuses. With the goal of academic excellence and bilingual proficiency, this program integrated ELLs and non-ELLs (bilingual pairs, ideally 50/50) in the classroom. The two-way followed the same guidelines as the one-way model. While all students received literacy instruction in the second language, bilingual pairing was very important during the language and literacy block.

Consistent Language of Instruction (LOI) provided a framework for developing and maintaining the student's native language, while learning the second language. This was critical to the success of the Dallas ISD DL instructional models. Information learned in the student's first language will transfer to the second language and the more the English language learner's native language is developed, the easier it is to speak, read, hear, learn and write in a second language.

Reclassification

ELL students in DL instruction are reclassified/exited from the program by the LPAC when the students meet the specific criteria as stated in the LPAC Manual. (See LPAC Manual on Curriculum Central).

Purpose and Goal

The purpose of the BE program was to meet the affective, linguistic and academic needs of ELLs.

The goals of DL education in the Dallas ISD include:

- high linguistic proficiency in two languages,
- high academic proficiency in two languages,
- positive cross-cultural attitudes,
- biculturalism, and
- higher academic achievement.

ESL Program

The purpose of the Dallas ISD ESL program was to provide intensive instruction to develop proficiency in the English language in listening, reading, speaking and writing. This instruction takes place in the process of developing academic language and content knowledge. ESL teachers in elementary and secondary schools used language acquisition strategies through differentiated instruction and flexible grouping of their students based on both linguistic and cognitive levels.

English as a Second Language and sheltered language arts teachers in grades 6 through 8 were required to be ESL certified. The ELL student received ESL instruction or sheltered instruction during the language arts period. Sheltered instructional strategies were used for mathematics, science and social studies. At the high school level, ELLs received language arts instruction from an ESL certified teacher or by way of sheltered instruction. All other content area instruction was delivered by way of sheltered instruction. Dallas ISD used state adopted ESL instructional materials and supplementary materials as curriculum tools.

English as a second language/pull-out was an English language program that served students identified of limited English proficiency by providing a certified teacher to provide English language arts instruction exclusively, while the student remained in a mainstream instructional arrangement in the remaining content areas.

Newcomer Program Design

The Newcomer Program was part of the ESL program designed for recent immigrant ELLs. Recent immigrant students were defined as students who had lived outside of the United States for two consecutive years or more. Identification, placement, assessment, and monitoring of ELLs enrolled in the Newcomer Program were the responsibility of the campus Language Proficiency Assessment Committee (LPAC). The Newcomer teacher was responsible for reviewing individual progress of Newcomer students to determine if the students were prepared for transitioning into an ESL classroom. The LPAC was responsible for all program placement recommendations for students enrolled in the Newcomer Program.

The Newcomer Program is

- a multi-age program, serviced by ESL certified teachers who provide grade-level instruction designed for students with identified beginning English language levels,
- provided to identified students for a total of one year, and
- a program in which ELLs were recommended for placement into appropriate grade level ESL classrooms using the results of scheduled progress monitoring.

Goal of the Newcomer Program

The goal of the Newcomer program is to prepare recent immigrant students with the academic language necessary for success. Newcomer teachers utilized research-based second language acquisition strategies for daily instruction including differentiated instruction. Based on the Texas Essential Knowledge and Skills (TEKS), the instructional program required students to perform at high levels of cognitive and academic development in the content areas, while increasing English language and literacy.

The Secondary Curriculum

English as a Second Language (ESL) Programs

The Dallas ISD secondary ESL program was a comprehensive instructional program designed to meet the linguistic and academic needs of speakers of other languages.

The ESL program includes courses for the following English proficiency levels:

- Beginning (ELI)
- Intermediate
- Advanced
- Transitional
- Post-Transitional

The district followed the TEA guidelines for the identification, placement, review, and reclassification of ELL students eligible for the ESL program.

Program Information

Identification

The LPAC oversees and/or determines matters related to student identification, placement, review, and reclassification. The identification and placement process begins if languages other than English were recorded on the Home Language Survey. Based on the information provided, these students were administered the *IDEA Proficiency Test (IPT)*. All results were referred to the LPAC for identification and appropriate program placement of ELL students.

Placement

In addition to *IPT* test results, the LPAC reviewed an ELL's academic history, *Texas English Language Proficiency Assessment System (TELPAS)*, standardized test results, special needs, and

previous instructional programs when determining instructional placement. It was the responsibility of the LPAC to properly place ELL students once they had been identified. Continuing ELL students entered at the Intermediate, Advanced or Transitional/Post-Transitional level.

Parental approval was required for the student's participation in the required ESL classes until the student met the exit criteria, graduated from high school or the parent requested a change in program placement. Schools were required to notify parents in writing when students were exited from the program.

If the parent denied permission for the student to be enrolled in the state-required ESL classes as recommended by the LPAC, a conference was scheduled with the LPAC administrator, the parent, and another member of the LPAC to ensure that the parent understood the purpose and content of the recommended ESL program. If the parent continued to deny permission, the denial had to be stated explicitly in writing and the original letter retained in the student's cumulative record. The district or campus could not solicit parent denial or provide a denial form for parent signature.

Review

The LPAC monitors and reviews the academic progress of all students classified as ELL including:

- Students enrolled in ESL classes and Sheltered classes.
- ELL students denied placement in ESL classes by their parents.
- ELL students eligible for special education services.
- Exited ELL students (for two academic years).

Reclassification

ELL students were reclassified/exited from the ESL Program by the LPAC when they met the specific criteria as stated in the LPAC Manual. (See LPAC Manual on Curriculum Central).

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to determine the level of program effectiveness in accomplishing its goals of promoting ELLs linguistic and academic development and their integration into the mainstream curriculum. English language proficiency was measured with the *IDEA Proficiency Test (IPT)* and the *Texas English Language Proficiency Assessment System (TELPAS)*. ELLs academic performance in reading language arts, and mathematics for grades kindergarten through two was measured by the *TerraNova* and/or *Supera*. Academic performance in reading, writing, mathematics, science and social studies was measured by the *State of Texas Assessments of Academic Readiness (STAAR)* for students in grades 3 through 8. At the high school level, ELLs in grades 9 through 12 were assessed with the *STAAR End-of-Course (EOC)* assessments. ELL performance was compared with exited ELLs and non-ELLs. In addition, the evaluation highlights the context of program components, ELL student demographics, and credential status of program teachers.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for this program?

Methodology

Title III budget information for the 2015-16 school year was provided by the Bilingual/ESL programs department.

Results

The total allocation of Title III funding for the 2015-16 school year was \$7,543,000, an increase from the previous year's allocation of \$7,000,000. More than half (54.9%) of the funding was used for personnel expenses, while the rest of the funds were used for supplies and materials (30.5%), contracted services (8.6%), capital purchases (4.0%) and other operating costs (2.0%).

What were the demographic characteristics of grades PK-12 English Language Learners, including ELL status and program?

Methodology

Current year enrollment data were extracted from the Dallas ISD student database on October 31, 2015. Historical data on ELLs enrollment were collected from previous years' evaluation reports. Several organizations use different terminology for the same program/s and group of students that this report refers to; therefore, the following terms will be used for the sole purpose of this report: Bilingual Education as the umbrella that encompasses the Dual Language (DL: one- and two- way) instructional models, and English Language Learners (ELLs) in reference to identified Limited English Proficient (LEP) students.

Results

Identification and Placement of ELLs

In 2015-16, 68,376 or 43.2 percent of the total student population (158,375), in grades PK-12, were identified as ELLs. The identification process started with a student's initial enrollment into the Dallas ISD. A Home Language Survey (HLS) was administered to students new to the district, if a survey was never completed in Texas, or one was not available with the school records. The survey was completed by a parent or legal guardian and if the responses specified a language other than English was spoken in the home, the student was classified as a potential ELL. According to state law, all potential ELLs in grades prekindergarten through 12 were tested with a language assessment within four weeks of their initial enrollment in the district. Potential ELLs who transferred from within the state were tested only if student records regarding English proficiency status were not provided by the previous campus within the four week testing period. TEA regulations mandated documentation of all attempts made by LPAC to obtain this information for each potential ELL.

The language proficiency assessment, *IPT* was administered to potential ELLs in grades PK-12. Potential ELLs in grades prekindergarten through five whose first language was Spanish and had scored at a broad ability level of one, two or three on the *IPT* English were classified as ELLs.

Potential ELLs in prekindergarten and grade one with English broad ability levels four, five or six were classified as non-ELLs. Potential ELLs in grades 2 through 12, however, with English broad ability levels of four, five or six were also administered the Stanford 10, Abbreviated Form. Students who scored below the 40th percentile on the reading and language arts subsets on this assessment were classified as ELLs, and those who scored at or above the 40th percentile were classified as non-ELLs.

Final program placement was made by the LPAC with parental approval. Parents were informed that the expectation for ELLs to transition from the DL or ESL education programs into the general education program would occur within five to seven years. At the elementary school level, identified ELLs were placed in a DL, ESL or Newcomer instructional program. Secondary school level ELLs were placed in an ESL program (Sheltered content or ESL courses). Newly enrolled immigrants were placed in an ELI course. ELLs in all grades (PK-12), whose parents denied their child's placement in a BE or ESL programs, were placed in general education classes.

ELL Enrollment in 2015-16

The enrollment trend for grades PK-12 ELLs from 2003-04 to 2013-14 showed that there was a decreasing trend in the ELL population between 2004 and 2006 for all grade levels and a growth trend was observed from 2007 to the 2014 school year. English language learners' enrollment has increased since 2007 as a result of the reclassification of exit criteria on the *Woodcock-Muñoz* (exit score changed from three to four) and the implementation of the DL program where students were not eligible to exit program until the end of grade 5.

2015-16 ELL Identification Status by Grade

Table 1 shows that of the total student population for grades PK-12, 43.2 percent were identified as ELLs, 49.7 percent as non-ELLs and 7.1 percent Exited ELLs. At the middle and high school levels, grades 6 and 9 had the largest ELL enrollments (51.4% and 35.9%, respectively).

Table 1: Number and Percent of ELLs and Non-ELLs by Grade.

Grade	Student Classifications						Total N
	Identified ELL		Exited ELL		Non-ELL		
	N	%	N	%	N	%	
Elementary							
PK	5,489	54.4			4,610	45.6	10,099
K	6,145	50.3			6,064	49.7	12,209
1	6,490	48.4			6,915	51.6	13,405
2	6,553	48.5			6,946	51.5	13,499
3	6,584	49.4			6,743	50.6	13,327
4	6,340	50.0			6,326	50.0	12,666
5	6,251	51.4			5,901	48.6	12,152
Middle							
6	5,427	51.4	193	1.2	5,000	47.4	10,555
7	4,929	46.4	672	6.3	5,020	47.3	10,621
8	4,307	41.1	1,087	10.4	5,089	48.5	10,483
High							
9	4,326	35.9	1,825	15.1	5,927	49.0	12,078
10	2,656	25.4	2,291	21.9	5,502	52.7	10,449
11	1,600	18.1	2,688	30.4	4,556	51.5	8,844
12	1,279	16.0	2,547	31.9	4,162	52.1	7,988
PK-12 Total	68,376	43.2	11,238	7.1	78,761	49.7	158,375

Source: Dallas ISD student database October 31, 2015. Note: 1.) Percentages are reported by grade level

Starting in grade 5, ELLs were eligible to exit the bilingual or ESL program if they met the state mandated criteria. All program exits were made at the end of the academic school year and all placement decisions were reflected at the beginning of the following school year. ELLs who were exited from the BE programs were reclassified as non-ELLs, placed in general education classes and monitored by the LPAC for two years to evaluate their academic success. In some cases, ELLs needed additional bilingual instruction before they could be mainstreamed into general education classes. Teacher input influenced whether an ELL was exited or not during the mandatory LPAC determination meeting.

Table 2 shows the number and percentage of Exited ELLs in the first and second year of monitoring. Of the 6,221 identified ELLs in grade five reported in 2014-15, only 190 exited the DL or ESL programs. Since the goal of the program is bilingualism, biliteracy and biculturalism, only students who met the requirements exited the program. The requirements were to obtain Advanced or Advanced High in the *TELPAS* composite rating and to score satisfactory in all subjects of the *STAAR* (English version). Some students took the *STAAR* in Spanish, which is a decision of the LPACs, until they were ready to take the exam in English. Students can meet the requirements any time they but they only can be reclassified at the end of the academic school year.

Table 2: Number and Percentage of Program Exited ELLs in First or Second Year of Monitoring by Grade.

Grade	1 st yr monitored		2 nd yr monitored	
	N	%	N	%
6	190	1.8	3	0.2
7	516	4.9	233	2.2
8	474	4.5	246	2.3
9	329	2.7	218	1.8
10	420	4.0	232	2.2
11	218	2.5	178	2.0
12	68	1.4	127	1.6
Total	2,215	1.4	1,237	0.8

Source: Dallas ISD student database October 31, 2015.

Demographic Characteristics of ELLs in 2015-16

The majority of all identified ELLs were male (52.0%). Hispanic students (96.4%) continued to represent the largest ethnic group within the district's ELL population. Ninety-one percent (90.9%) of ELLs were classified as economically disadvantaged. The data showed that about 86 percent of the district's identified ELLs were born in the United States.

Service and Program Status of ELLs

At the elementary school level (PK-5), 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 not served due to parental denials (Table 3). At the secondary level, more middle school ELLs were enrolled in sheltered courses than high school ELLs.

Table 3: Number and Percent of ELLs by Service Status, Program and Grade Group.

Served	Grades PK-2		Grades 3-5		Grades 6-8		Grades 9-12		Total ^a	
	N	%	N	%	N	%	N	%	N	%
Newcomer program	40	0.2	65	0.4	0	0.0	0	0.0	105	0.2
One-way Immersion	23,161	92.4	17,496	93.4	0	0.0	0	0.0	40,657	59.5
Two-way Immersion	1,116	4.5	619	3.4	1	0.0	0	0.0	1,736	2.5
ESL program	748	2.9	551	2.8	1,540	10.4	2,084	20.7	4,923	7.2
Sheltered courses	0	0.0	0	0.0	12,952	89.6	7,946	79.3	20,898	30.6
Total	25,065	100.0	18,731	100.0	14,493	100.0	10,030	100.0	68,319	100.0

Source: Student database, October 31, 2015. Note: Table contains missing data. Percentages are reported by Grade Group.

What were the demographic characteristic and credential status of DL and ESL program teachers?

Methodology

Demographic and credential data were extracted from the Dallas ISD personnel database on October 18, 2015. Job codes were used to identify elementary DL, Newcomer, and English as a Second Language teachers. Course numbers of teachers' first three assignments in the ELI, ESL, and sheltered content courses were used to identify secondary teachers who worked directly with ELLs. Demographic

information included gender, ethnicity, highest degree completed, country where teachers completed their education, and number of years of teaching experience in the Dallas ISD.

Results

Number of DL/ESL Teachers

The total number of teachers who served ELLs in prekindergarten through grade 12 decreased from 3,990 in 2014-15 to 3,547 in 2015-16. A total of 2,618 teachers served ELLs at the elementary level, 587 at the middle school level, and 342 at the high school level (see Table 4).

Table 4: Number of Teachers Working Directly with ELLs in Grades Prekindergarten through 12 by Program.

Grade Group	DL	NC/ELI ^a	ESL Eng/Rdg	Sheltered Lang Arts	Other Sheltered	Total
PK-5	2,008	10	600	0	0	2,618
6-8	0	18	182	114	273	587
9-12	0	0	28	138	176	342
Total	2,008	28	810	252	449	3,547

Source: Dallas ISD Personnel database, October 18, 2015.

^a NC- Newcomer program in grades PK-5. ELI included grades six through 12.

Demographic Characteristics of Elementary and Secondary Program Teachers.

There was a slight increase in the total number of elementary teachers from the previous year (2,608) to the current year (2,618). Overall, the majority of elementary teachers across the programs were Hispanic (70.0%), female (76.2%), with between 1 and 2 years of Dallas ISD teaching experience (26.5%; see Table 5). In addition, 211 elementary school teachers were in the Alternative Certification (AC) program, with 83.0 percent teaching in the DL program.

Table 5: Demographic Characteristics of Elementary Dual Language, Newcomer and ESL Teachers.

Demographic Characteristics	Teacher Groups							
	DL (N=2,008)		NC/ELI (N=10)		ESL (N=600)		Total (N=2,618)	
	N	%	N	%	N	%	N	%
Gender								
Female	1,450	72.2	10	100.0	535	89.2	1,995	76.2
Male	558	27.8	0	0.0	65	10.8	623	23.8
Ethnicity								
White	180	8.9	6	60.0	263	43.8	449	17.2
African-American	25	1.2	2	20.0	238	39.7	265	10.1
Hispanic	1,775	88.4	0	0.0	60	10.0	1,835	70.0
Asian	6	0.3	2	20.0	30	5.0	38	1.5
American Indian	21	1.1	0	0.0	6	1.0	27	1.0
Missing Data	1	0.1	0	0.0	3	0.5	4	0.2
DISD Experience								
Newly hired	319	18.5	1	10.0	109	18.2	429	16.4
1-2 years	541	21.4	3	30.0	150	25.0	694	26.5
3-5 years	264	12.6	2	20.0	51	8.5	317	12.1
6-10 years	499	28.6	2	20.0	61	10.2	562	21.5
More than 10 years	385	18.9	2	20.0	227	37.8	614	23.5
Missing Data	0	0.0	0	0.0	1	0.2	1	0.0
Alternative Certification								
In AC Program	175	8.7	0	0.0	36	6.0	211	8.1

Source: Dallas ISD Personnel database, October 18, 2015. Percent's may not add to 100 due to rounding.

There were 587 teachers in the program at the middle school level. In general, an ELI/ESL teacher was most likely African-American (44.8%) or white (36.8%), and had district experience of two years or less (57.4%).

Table 6: Demographic Characteristics of Middle School Teachers Working with ELLs by Course.

Demographic Characteristics	Sheltered Courses											
	ELI (N=18)		ESL (N=182)		Language Arts (N=114)		Math (N=92)		Science (N=94)		Social Studies (N=87)	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Female	13	72.2	142	79.0	93	81.6	56	60.9	63	67.0	42	48.3
Male	5	27.8	40	27.0	21	18.4	36	39.1	31	33.0	45	51.7
Ethnicity												
White	7	38.9	60	33.0	39	34.2	26	28.3	30	31.9	32	36.8
African American	4	22.2	97	53.3	61	53.5	45	48.9	48	51.1	39	44.8
Hispanic	6	33.3	19	10.4	12	10.5	11	12.0	12	12.8	13	14.9
Asian	1	5.6	5	2.7	1	0.9	8	8.6	3	3.2	3	3.5
American Indian	0	0.0	1	0.6	1	0.9	2	2.2	1	1.0	0	0.0
DISD Experience												
Newly Hired	3	16.7	40	22.0	22	19.3	28	30.4	25	26.6	19	21.8
1-2 years	3	16.7	58	31.9	35	30.7	33	35.9	33	35.1	31	35.6
3-5 years	0	0.0	19	10.4	16	14.0	12	13.0	10	10.6	9	10.4
6-10 years	5	27.8	25	13.7	17	14.9	4	4.4	12	12.8	18	20.7
More than 10 years	7	38.8	40	22.0	24	21.1	15	16.3	14	14.9	10	11.5
Alternative Certification												
In AC Program	0	0.0	27	14.8	17	14.9	20	21.7	25	26.6	20	23.0

Source: Dallas ISD Personnel database, October 18, 2015 and Bilingual/ESL programs department.

Overall, the district teaching experience for high school teachers shows that the highest percentage of sheltered courses were taught by teachers with 1-2 years' experience in the district. The majority of ESL, Language Arts, Mathematics, Science and Social Studies courses were taught by teachers with less than 3 years teaching experience (64.3%, 63.1%; 62.8%, 76.3% and 55.8%, respectively, Table 7).

Table 7: Demographic Characteristics of High School Teachers Working with ELLs by Course.

Demographic Characteristics	Sheltered Courses											
	ESL (N=28)		Language Arts (N=138)		Math (N=70)		Science (N=38)		Social Studies (N=68)		Total (N=342)	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Female	22	78.6	98	69.8	43	61.4	28	73.7	29	42.0	220	64.3
Male	6	21.4	40	30.2	27	38.6	10	26.3	39	57.4	122	35.7
Ethnicity												
White	8	28.6	70	50.7	29	41.4	11	28.9	37	54.4	155	45.3
African American	4	14.3	56	40.6	18	25.7	17	44.7	19	27.9	114	33.3
Hispanic	13	46.4	9	6.5	12	17.1	6	15.8	11	16.2	51	14.9
Asian	1	3.6	3	2.2	9	12.9	2	5.3	1	1.5	16	4.7
American Indian	2	7.1	0	0.0	2	2.9	2	5.3	0	0.0	6	1.8
Missing Data	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
District Experience												
Newly Hired	6	21.4	39	28.3	18	25.7	12	31.6	19	27.9	94	27.5
1-2 years	12	42.9	48	34.8	26	37.1	17	44.7	19	27.9	122	35.7
3-5 years	0	0.0	11	8.0	7	10.0	3	7.9	5	7.4	26	7.6
6-10 years	3	10.7	14	10.1	10	14.3	5	13.2	14	20.6	46	13.5
More than 10 years	7	25.0	26	18.8	9	12.9	1	2.6	11	16.2	54	15.8
Alternative Certification												
In AC Program	3	10.7	23	16.7	10	14.3	9	23.7	10	14.7	55	16.1

Source: Dallas ISD Personnel database, October 18, 2015. **Bold** indicates percentage of teachers with less than 3 years teaching experience.

Elementary DL/ESL Teacher Credentials

Teachers had one or a combination of certifications that included standard, provisional and professional. A standard certification requires renewal every five years, a provisional certification is valid for the life of the educator, and a professional certification classifies an individual above the classroom level (administrator). Of the total number of DL teachers, the majority held standard certifications (68.7%).

The majority of teachers within each program were certified according to the area of instruction as indicated in Table 8. The Dallas ISD did not meet the state requirements for employing a sufficient number of certified bilingual teachers during the 2015-16 school year; therefore, applications were made for an exception to the bilingual program certification according to the Texas Administrative Code (TAC) Chapter 89.

Table 8. Number and Percent of Elementary Dual Language and ESL Teachers by Certification Field and Program.

Certification Field	DL		Newcomer		ESL	
	N	%	N	%	N	%
Bilingual	595	68.7	0	0.0	0	0.0
ESL	41	4.7	3	60.0	158	39.6
English/Reading	24	2.8	0	0.0	12	3.0
Early Childhood	0	0.0	0	0.0	0	0.0
Self-Contained	206	23.8	2	40.0	229	57.4
Total	866	68.2	5	0.3	399	31.4

Source: Dallas ISD Personnel database, October 18, 2015.

Highly Qualified Secondary Program Teachers

NCLB legislation requires that all Title I teachers in core academic subjects hired after the first day of the 2002-03 school year be “highly qualified.” To be a highly qualified teacher, new teachers were required to be certified by the State, including alternative certification, and hold at least a bachelor’s degree; new middle or high school teachers were required to have a major in their teaching area or have passed a rigorous subject matter test. Data indicated that 93.2 percent of Title III teachers were classified as “highly qualified” (Table 9).

Overall, the data in Table 9 shows that for all grades, most teachers were highly qualified to teach ELLs in the Dallas ISD. Percentages were high except for NC/ELI, 60.0 percent for elementary school and ESL in middle and high school (81.2% and 82.1%, respectively). The ESL program has been offering professional development concerning to teachers in these areas.

Table 9. Number and Percent of Highly Qualified Teachers by School Level and Area of Certification.

	Highly Qualified						
	No Data		No		Yes		Total
	N	%	N	%	N	%	N
Elementary School							
Dual Language	51	2.5	89	4.4	1,868	93.0	2,008
NC/ELI	2	20.0	2	20.0	6	60.0	10
ESL	17	2.8	15	2.5	568	94.7	600
Middle School	N	%	N	%	N	%	N
ESL	6	1.8	12	6.4	163	91.8	182
ELI	3	1.6	5	18.2	10	81.8	18
Sheltered Language Arts	1	0.9	1	0.9	112	98.2	114
Sheltered Math	2	2.2	2	2.2	88	95.7	92
Sheltered Science	2	2.1	6	6.4	86	91.5	94
Sheltered Social Studies	2	2.3	6	6.9	79	90.8	87
High School	N	%	N	%	N	%	N
ESL	1	3.6	4	14.3	23	82.1	28
Sheltered Language Arts	0	0.0	10	7.3	128	92.7	138
Sheltered Math	1	1.4	3	4.3	66	94.3	70
Sheltered Science	0	0.0	2	5.3	36	94.7	38
Sheltered Social Studies	2	2.9	4	5.9	62	91.2	68
Total	84	2.4	157	4.5	3,288	93.2	3,547

Source: Dallas ISD Personnel database, October 18, 2015.

Professional Development

The Bilingual/ESL program offered 61 professional development sessions for elementary school teachers with 1,875 participants; also offered were 21 sessions for high and middle school teachers with 431 participants. At the elementary school level, the emphasis was on Dual Language instruction and at the middle and high school level the emphasis was on ESL and sheltered instruction. Additional opportunities for professional development were offered on-line to teachers related to ACHIEVE3000 and Journeys, two of the optional programs offered by the ESL program (Appendix B).

What was the effect of the Dual Language and ESL programs in raising ELLs English Language proficiency level and general academic achievement in 2015-16?

Titles I and III hold schools, school districts, and states accountable for the achievement of ELLs through NCLB Adequate Yearly Progress (AYP) measures in reading and mathematics and Annual Measurable Achievement Objectives (AMAOs) related to English language proficiency.

Methodology

All test data were extracted from the district's student database between May and July 2016. Wherever applicable, comparisons were made between ELL students' performance in different programs. Data were also extracted and analyzed for non-ELL (opted-in) students who had received DL instruction.

Results

IDEA Proficiency Test (IPT).

At the end of the academic year the district's LPACs recommended ELLs in grades 5 through 12 for reclassification from ELL to Exited-ELL status. To exit the programs, ELLs had to meet the exit criteria and show mastery in listening, speaking, reading, writing and comprehension in English. Students had to demonstrate that they could participate equally with non-ELL students in the general education instructional program.

ELLs were administered the *IDEA Proficiency Test (IPT)* in spring 2016. *IPT* broad ability levels ranged from one through three (limited English proficient classification) and four through six (English proficient classification).

Table 10 shows the *IPT* broad ability level percentages in 2016. All ELLs who performed at the 2016 English proficient levels (4, 5 and 6 combined; 17.8 %) met one of the criteria for reclassification from ELL to non-ELL status. Students at broad ability levels four to six in 2016 were 5.6 percent lower than in 2015. The highest percentage of students who scored above the broad ability level three were in the fifth grade, students in grades 6-12 remain mostly at levels three or below.

Table 10. IPT Broad Ability Levels by Grade and Program, Spring 2016.

IPT Broad Ability Levels														
		Limited English Proficient						English Proficient						
		1		2		3		4		5		6		Total
Grade/Program		N	%	N	%	N	%	N	%	N	%	N	%	Tested
Elementary														
5	DL (One-way)	199	3.8	391	7.5	2,533	48.4	6	0.1	48	0.9	2,052	39.3	5,229
	DL (Two-way)	4	1.1	15	4.3	182	51.9	0	0.0	16	4.6	134	38.1	351
	ESL	<u>13</u>	9.0	<u>14</u>	9.7	<u>58</u>	40.0	<u>0</u>	0.0	<u>0</u>	0.0	<u>60</u>	41.3	<u>145</u>
	Total	216	3.8	420	7.3	2,773	48.4	6	0.1	64	1.1	2,246	39.3	5,725
Middle														
6	ESL	356	66.1	131	24.4	37	6.9	8	1.5	1	0.2	5	0.9	538
	Sheltered	<u>360</u>	18.8	<u>1,005</u>	52.4	<u>413</u>	21.5	<u>18</u>	0.9	<u>49</u>	2.6	<u>72</u>	3.8	<u>1,917</u>
	Total	716	29.2	1,136	46.3	450	18.3	26	1.1	50	2.1	77	3.1	2,456
7	ESL	321	69.6	113	24.5	23	5.0	0	0.0	0	0.0	4	0.9	461
	Sheltered	<u>255</u>	20.8	<u>702</u>	57.4	<u>227</u>	18.5	<u>7</u>	0.6	<u>13</u>	1.1	<u>20</u>	1.6	<u>1,224</u>
	Total	576	34.2	815	48.3	250	14.8	7	0.4	13	0.8	25	1.5	1,686
8	ESL	357	72.0	110	22.2	25	5.0	0	0.0	1	0.2	3	0.6	496
	Sheltered	<u>176</u>	20.2	<u>485</u>	55.8	<u>168</u>	19.3	<u>4</u>	0.5	<u>16</u>	1.8	<u>21</u>	2.4	<u>870</u>
	Total	533	39.0	595	43.6	193	14.1	4	0.3	17	1.2	24	1.8	1,366
High														
9	ESL	783	73.2	217	20.4	56	5.3	0	0.0	0	0.0	8	0.7	1,064
	Sheltered	<u>109</u>	10.8	<u>475</u>	46.9	<u>354</u>	34.9	<u>3</u>	0.3	<u>0</u>	0.0	<u>72</u>	7.1	<u>1,013</u>
	Total	892	43.0	692	33.3	410	19.7	3	0.1	0	0.0	80	3.9	2,077
10	ESL	306	52.2	222	37.9	53	9.0	0	0.0	0	0.0	5	0.9	586
	Sheltered	<u>47</u>	7.5	<u>277</u>	43.9	<u>252</u>	39.9	<u>8</u>	1.3	<u>0</u>	0.0	<u>47</u>	7.4	<u>631</u>
	Total	353	29.0	499	41.0	305	25.0	8	0.7	0	0.0	52	4.3	1,217
11	ESL	92	40.2	109	47.6	19	8.3	1	0.4	0	0.0	8	3.5	229
	Sheltered	<u>50</u>	9.3	<u>217</u>	40.6	<u>205</u>	38.3	<u>4</u>	0.7	<u>2</u>	0.4	<u>57</u>	10.7	<u>535</u>
	Total	142	18.5	326	42.7	224	29.3	5	0.7	2	0.3	65	8.5	764
12	ESL	40	34.2	48	41.0	25	21.4	0	0.0	0	0.0	4	3.4	117
	Sheltered	<u>30</u>	6.8	<u>190</u>	42.7	<u>180</u>	40.4	<u>3</u>	0.7	<u>1</u>	0.2	<u>41</u>	9.2	<u>445</u>
	Total	70	12.5	238	42.3	205	36.5	3	0.5	1	0.2	45	8.0	562

Source: IPT 2016. Note. 1.) Highlighted area indicates English proficient classification.

In general, fifth grade ELLs who performed at the English proficient levels in two-way instruction outperformed ELLs in both ESL and one-way instruction (42.7%, 41.3%, and 40.3% respectively). The majority of ELLs in all grades in sheltered instruction outperformed ELLs in ESL instruction. Most students performed at the broad ability level three (limited English proficient).

IPT: Spanish

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.

The total number of identified opted-in non-ELL students in prekindergarten through grade 5 was 1,821 students. Eighty-six percent (86.0%) of opted-in non-ELL students in prekindergarten to fifth grade were not Spanish proficient.

Summary

ELLs were administered the spring 2016 *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 in larger percentages at level 4 or above than students in other grades. In general, fifth grade ELLs who performed at the English proficient levels in two-way instruction outperformed ELLs in both ESL and one-way instruction (42.7%, 41.3%, and 40.3% respectively). The majority of ELLs in secondary schools in sheltered courses outperformed ELLs in ESL instruction at the English proficient levels.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS Composite Rating measures is a language proficiency continuum that is based on the stages of language development of second language learners. *TELPAS* was administered to all ELLs in grades kindergarten through 12. In August 2013 new standards were set for grades 2 through 12 *TELPAS Reading*. They were adjusted to meet the new definition of grade-level appropriate that accompanies the increased rigor of the *STAAR* tests. Since *STAAR* assesses content and skills at a greater depth and cognitive complexity than the Texas Assessment of Knowledge and Skills (*TAKS*), the level of English language proficiency required to be successful on *STAAR Reading* is higher than what was needed for *TAKS Reading*.

Table 11 shows the progression of students from 2015 to 2016 on *TELPAS*. Advanced and Advanced High (AH) levels for grades 1 and 2 were extremely low since the majority of literacy instruction is primarily in Spanish at these grade levels. Fifth grade ELLs with AH composite ratings (N=2,173) outperformed ELLs in all other grades at the elementary school level.

Table 11 shows that in the first grade 5,850 students had tests scores for both 2015 and 2016. Of these 2,559 (43.7%) increased at least one level from 2015. The table further shows that 2,935 students remained at the Beginning level, while 1,634 beginning level students in 2015 advanced to Intermediate level in 2016.

Table 11. Progression in TELPAS from 2015 to 2016 by Grade.

Grade	Number Rated Both Years N (%) Progressed	2015 Level			
		2016 Level	Beginning	Intermediate	Advanced Advanced High
1	<u>5,850</u> 2,559 (43.7%)	Beginning	2,935		
		Intermediate	1,634	268	
		Advanced	561	155	88
		Advanced High	90	50	69
2	<u>6,128</u> 3,366 (54.9%)	Beginning	1,192		
		Intermediate	1,921	1,155	
		Advanced	426	640	415
		Advanced High	50	143	186
3	<u>6,165</u> 2,877 (46.7%)	Beginning	739		
		Intermediate	568	1,611	
		Advanced	54	1,206	938
		Advanced High	2	129	918
4	<u>5,942</u> 2,612 (44.0%)	Beginning	372		
		Intermediate	422	1,411	
		Advanced	48	929	1,547
		Advanced High	0	49	1,164
5	<u>5,860</u> 3,647 (62.2%)	Beginning	173		
		Intermediate	249	748	
		Advanced	45	1,075	1,292
		Advanced High	1	104	2,173
6	<u>4,895</u> 1,989 (40.6%)	Beginning	96		
		Intermediate	124	950	
		Advanced	19	408	1,860
		Advanced High	1	32	1,405
7	<u>4,349</u> 2,044 (47.0%)	Beginning	75		
		Intermediate	91	706	
		Advanced	10	576	1,524
		Advanced High	0	44	1,323
8	<u>3,750</u> 1,613 (43.0%)	Beginning	65		
		Intermediate	76	644	
		Advanced	11	375	1,428
		Advanced High	0	26	1,125
9	<u>2,930</u> 1,197 (40.9%)	Beginning	76		
		Intermediate	97	515	
		Advanced	12	258	1,142
		Advanced High	0	23	807
10	<u>1,979</u> 859 (43.4%)	Beginning	58		
		Intermediate	84	262	
		Advanced	14	216	800
		Advanced High	1	16	528
11	<u>1,110</u> 575 (51.8%)	Beginning	9		
		Intermediate	18	123	
		Advanced	5	112	403
		Advanced High	0	10	424
12	<u>967</u> 479 (49.5%)	Beginning	11		
		Intermediate	5	108	
		Advanced	1	76	369
		Advanced High	0	7	390

Source: My DataPortal. Areas in blue indicate progress.

More than forty-three percent (43.7%) of the students in grades one through 12 had composite ratings at least one level higher than the previous year (Table 12). Grade five ELLs showed the greatest growth with 62.2 percent having a rating one or more levels higher than the previous year.

Table 12. *TELPAS* Yearly Progress by Grade.

Grade	Total N	Comp. rating is lower or the same as the previous year	Comp. rating is one level higher than the previous year	Comp. rating is two levels higher than the previous year	Comp. rating is three levels higher than the previous year
Elementary					
1	5,850	56.3	31.8	10.4	1.5
2	6,128	45.1	44.8	9.3	0.8
3	6,165	53.3	43.7	3.0	0.0
4	5,942	56.0	42.3	1.6	0.0
5	5,860	37.8	59.7	2.5	0.0
Middle					
6	4,895	59.4	39.6	1.0	0.0
7	4,349	53.0	45.8	1.2	0.0
8	3,750	57.0	42.0	1.0	0.0
High					
9	2,930	59.2	39.7	1.2	0.0
10	1,979	56.6	41.8	1.5	0.0
11	1,110	48.2	50.5	1.4	0.0
12	967	50.5	48.7	0.8	0.0
Total	49,956	52.3	43.7	3.7	0.3

Source: MyData Portal.

The data showed that a higher percentage of ELLs in two-way instruction performed at the AH composite rating for grades three through five. *TELPAS* composite ratings by grades and instructional programs are found in Appendix C.

Students in U.S. School Multiple Years

The 2016 Performance Based Monitoring Analysis System (PBMAS) report showed that there were 3,917 ELL students who scored at the beginning and intermediate levels in *TELPAS* and were in U.S. schools for five or more years. The indicator performance level corresponding to this scale was three, which has been at this level for at least the last three years.

TEA calculates this percent indicator using the formula:

$$\% = \frac{\text{number of LEP students in Grades 5 – 12 in U.S. schools five or more years who received a TELPAS Composite Rating of Beginning or Intermediate}}{\text{number of LEP students in Grades 5 – 12 in U.S. schools five or more years who received a TELPAS Composite Rating}}$$

According to the 2016 Performance Based Monitoring Analysis System Manual, ELLs in grades 5 through 12 in schools five or more years with *TELPAS* Composite Rating of Beginning or Intermediate who met standard in *STAAR* Reading or in English I or II *STAAR EOC* were not included.

Data indicate that for the last five years, the PBMAS has shown that more than 14.5 percent of district students in U.S. schools for multiple years scored at the beginning or intermediate levels. TEA uses the following percent reference to determine the performance level corresponding to each school district in the state.

Table 13. PBMAS Percent Reference Indicators

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
	0% - 7.5%	7.6% - 10.5%	10.6% - 14.4%	14.5% - 100%

Source: 2016 PBMAS Manual.

In 2011-2012 the percent of students in U.S. schools for multiple years who scored at the beginning or intermediate levels was 18.6 percent; in 2012-2013 it was 18.9 percent; in 2013-2014 the rating for this population was 18.6 percent; for the 2014-2015 school year the indicator was 18.9 percent; and for the 2015-2016 year the indicator was 16.1 percent, as shown in Table 14.

Table 14. PBMAS Performance Indicators.

School Year	Beginning/Intermediate	Total Tested	%	Performance Indicator
2015-2016	3,917	24,370	16.1	3
2014-2015	4,712	24,975	18.9	3
2013-2014	4,329	23,272	18.6	3
2012-2013	2,422	20,503	18.9	3
2011-2012	1,926	19,602	18.6	3

Source: 2016, 2015, 2014, and 2013 PBMAS report.

Summary

The spring 2016 *TELPAS* data showed that a higher percentage of fifth grade ELLs scored at the AH composite rating than ELLs in other grades. Yearly progress indicated that 43.7 percent of the students in grades 1 through 12 had a composite rating at least one level higher than the previous year. Grade five ELLs showed the greatest growth with 62.2 percent having a rating one or more levels higher than the previous year, and a higher percentage than ELLs in all other grades. Slightly more than 16.0 percent of district students who were in U.S. schools for multiple years scored at beginning/intermediate levels. This result requires corrective measures by the district to get these students ready for college or the work force.

State of Texas Assessments of Academic Readiness (STAAR)

Table 15 and accompanying Figure 1 report the percentage of students attaining Satisfactory on the various STAAR tests in grades 3 through 8. The **RED** numbers indicate that the number of ELL, non-ELL and Exited ELL students attaining Satisfactory levels declined from 2014-15 to 2015-16. Tests for reading grades 3 through 8, writing grades 4 and 7, mathematics grades 3 through 8, science grades 5 and 8 and social studies grade 8 were used. The percent of passing ELL students in grades 3, 6 and 7 decreased in reading and in writing for grades 4 and 7 from last year. In mathematics, ELLs increased percent passing in all grades, with the exception of grades 6 and 8. Increases were seen in science for grade 5 and in social studies. Exited ELL students did better than both non-ELL and ELL students on all tests with the exception of grade 8 mathematics. Exited ELL passing percentages decreased in all grades and subjects with the exception of grades 6 and 7 mathematics, and grade 8 social studies.

Table 15: Comparison of ELLs Who Met Satisfactory Level on STAAR by Grade, ELL Status and Subject for 2014-15 and 2015-16.

Grade	Non-ELL		ELL		Exited ELL	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Reading						
3	60.0	59.2	52.0	65.0	-	-
4	57.0	63.1	54.0	61.6	-	-
5	64.0	71.4	63.0	77.7	-	-
6	60.0	55.2	55.0	47.8	93.0	82.3
7	58.0	57.8	48.0	47.0	90.0	88.6
8	67.0	77.5	51.0	70.4	98.1	97.5
Writing						
4	59.0	58.4	56.0	69.8	-	-
7	57.0	56.5	47.0	41.2	89.2	88.5
Mathematics						
3	60.0	62.4	69.0	69.6	-	-
4	57.0	59.6	66.0	69.2	-	-
5	65.0	77.4	72.0	82.8	-	-
6	63.0	56.1	64.0	60.4	85.0	85.5
7	46.0	53.1	45.0	50.3	76.0	84.2
8	67.0	46.2	61.0	56.5	90.0	44.9
Science						
5	59.0	66.3	57.0	65.6	-	-
8	64.0	42.2	49.0	48.0	85.0	50.9
Social Studies						
8	54.0	56.1	36.0	41.2	77.0	77.1

Source: STAAR Grades 3-8 TEA Data Interaction for Student Assessments.

Note: - indicates no students exited at these grade levels, students do not exit before the end of the fifth grade. **RED** numbers indicate decline from 2014-15 to 2015-16.

Figure 1: STAAR Reading ELLs.

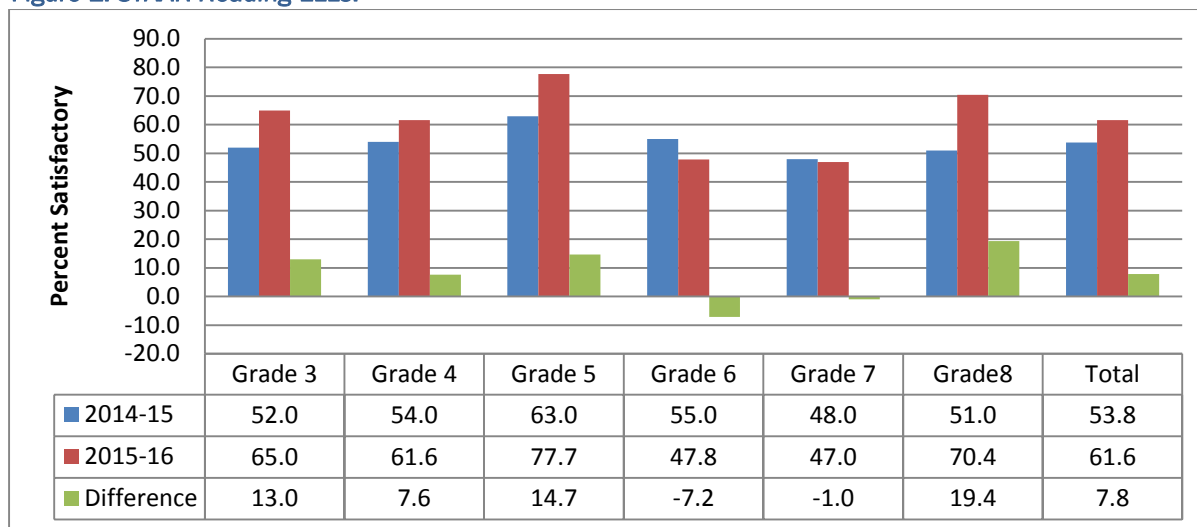


Table 16 shows the percentage of ELL students at the Satisfactory level of *STAAR* analyzed separately by language and test content. Sixty-four percent (64.4%) of the students who took the *STAAR* reading test in English met Satisfactory level compared to 68 percent who took the test in Spanish. On *STAAR-A* reading only 15.6 percent scored at Satisfactory level. *STAAR-A* is not available in Spanish. This year *STAAR-M* was not given and students took the regular *STAAR* examination. Scores in Spanish were higher than in English for *STAAR* reading for grades 3 and 5, and on *STAAR* writing.

Table 16: Percentage of ELLs Who Met Satisfactory Level on *STAAR* by Test Language and Test Version.

	ENGLISH				SPANISH	
	N	%	N	%	N	%
		STAAR Reading		STAAR A Reading		STAAR Reading
Grade 3	7,196	51.8	233	13.0	5,600	65.8
Grade 4	6,963	62.7	331	8.0	5,088	61.1
Grade 5	<u>7,492</u>	71.4	<u>307</u>	25.6	<u>4,189</u>	78.9
Total	21,651	64.4	871	15.6	14,877	67.9
		STAAR Writing		STAAR A Writing		STAAR Writing
Grade 4	6,961	52.8	278	1.4	5,116	71.6
		STAAR Mathematics				STAAR Mathematics
Grade 3	12,514	70.1			107	34.0
Grade 4	11,818	69.7			150	32.0
Grade 5	11,430	83.7			189	40.4
		STAAR Science				STAAR Science
Grade 5	9,281	67.6			2,293	61.3

Source. 2015-16 *STAAR* data file and MyData Portal. **RED** indicates tests that students scored higher in Spanish than in English.

STAAR results by grade and program can be found in Appendix D. In general, grades 3, 4 and 5 showed higher percentages of met Satisfactory level in reading for DL students than General Education students. Students who opted in one- and two-way programs outperformed all other students including

General Education students. Scores at Satisfactory level for students in ESL and sheltered classes in reading at grades 6, 7 and 8 were less than General Education students.

STAAR End-of-Course (EOC)

Exited ELL students outperformed non-ELL, ELL, and district students on *STAAR End-of-Course (EOC)* tests (Table 17). Sheltered ELL students outperformed ESL students on all five *EOC* tests. Non-ELL students showed higher percentage rates than ELL students in all subjects with exception of Biology. The highest percentage passing rates were for exited ELLs for Biology (95.0%) and U.S. History (97.0%). The lowest percentage passing rates were for ESL students English I (29.0%) and English II (22.0%).

Table 17: Percent ELLs Attaining Satisfactory Level on STAAR EOCs by ELL Status and Course.

ELL Status	Algebra I	English I	Biology	U.S.History	English II
Non-ELL	77.0	53.0	88.0	88.0	57.0
Exited ELL	87.0	72.0	95.0	97.0	72.0
ELL	73.0	31.0	90.0	87.0	23.0
ESL	72.0	29.0	81.0	87.0	22.0
Sheltered	79.0	64.0	91.0	97.0	65.0
District	77.0	60.1	89.8	95.0	54.0

Source. 2015-16 *End-of-Course* data file, MyData Portal and TEA Statewide Results Report.

Summary

Exited ELL students scored at higher percentages in all components of *STAAR* than both non-ELL and ELL students with the exception of grade eight mathematics. ELL students scored at a higher percentage at the Satisfactory level than non-ELL students on third and fifth grade reading. ELL students were outperformed by non-ELL students in grades 4, 6, 7 and 8 in reading, grade 7 in writing, grade 5 in science, grade 8 in social studies, and grade 7 in mathematics. In general, ELL students did better on the reading test in Spanish than ELLs who tested in English. Exited ELL students outperformed non-ELLs, ELLs, and district students on *STAAR 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, with the exception of Biology, 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%).

TerraNova/Supera Tests

ELLs in kindergarten through grade 2 were administered the *TerraNova* or *Supera (Third Edition)*. Although Spanish-speaking ELLs in the DL program were to test with the *Supera*, the LPAC made the final decision. ELLs who spoke a language other than Spanish could only test with the *TerraNova*. Students were required to score at or above the 40th percentile to meet the passing standard on both the *TerraNova* and *Supera*. Results of these assessments are presented in Tables 18 through 20.

Since the *TerraNova* and *Supera (Third Edition)* were first administered this year, there is no comparable data for previous years. The percent of students in kindergarten in the two-way program, who

scored at or above the 40th percentile, was higher in ELA Total than students in one-way and ESL programs. In first grade, the percent of students scoring at or above the 40th percentile in reading in the ESL program was higher than their counterparts in one-way and two-way programs. Two-way students' percent scoring at or above the 40th percentile in second grade, was higher than the one-way, ESL and newcomers.

Table 18: Percentage of Grades K-2 ELLs Who Scored At or Above the 40th Percentile on TerraNova Reading.

Program	At or Above 40 th Percentile 2015-16	
	Kindergarten – ELA Total	Total N
One-way	48.5	134
Two-way	76.5	17
ESL	72.7	121
District Total	80.0	5,844
	Grade 1 - Reading	N
One-way	25.3	83
Two-way	50.0	10
ESL	55.6	160
District Total	67.3	6,615
	Grade 2 - Reading	N
One-way	30.7	101
Two-way	71.4	14
ESL	51.1	135
Newcomer	55.0	20
District Total	61.9	6,817

Source: TerraNova 2016.

The percentages of students scoring at or above the 40th percentile in the *Supera Language Arts Total* for ELLs in the DL program is shown in Table 19. In 2015-16 ELLs who received one-way instruction in grade one outperformed ELLs in two-way; however, students in the two-way model scored better than students in the one-way at grades KN and 2.

Table 19: Percentage of Grades K-2 ELLs Who Scored At or Above the 40th Percentile on Supera Reading.

Program	At or Above 40 th Percentile 2015-16	
	Kindergarten – ELA Total	Total N
One-way	87.5	4,963
Two-way	88.5	314
District Total	87.7	5,463
	Grade 1 - Reading	N
One-way	87.9	5,278
Two-way	79.9	273
District Total	87.7	5,766
	Grade 2 - Reading	N
One-way	43.7	5,367
Two-way	45.0	231
District Total	44.1	5,754

Source: Supera spring 2016.

The 2015-16 data in Table 20 showed the percentage of ELLs at kindergarten through grade 2 by instructional models who performed at or above the 40th percentile on the *TerraNova Mathematics*. Kindergarten students in ESL performed better than one-, two-way and district students on *TerraNova*

mathematics. ELLs in first grade in one-way and second grade who received two-way instruction performed better than ELL students in the other instructional models.

Table 20: Percentage of Grades K-2 ELLs Who Scored At or Above the 40th Percentile on the *TerraNova Mathematics* by Program.

Program	At or Above 40 th Percentile 2015-16	
	Kindergarten - Mathematics	Total N
One-way	55.2	5,012
Two-way	61.8	325
ESL	67.2	122
District Total	60.1	11,177
Program	Grade 1 - Mathematics	
	Grade 1 - Mathematics	Total N
One-way	50.0	5,352
Two-way	41.7	271
ESL	47.2	161
District Total	53.0	12,356
Program	Grade 2 - Mathematics	
	Grade 2 - Mathematics	Total N
One-way	55.4	5,394
Two-way	63.4	262
ESL	59.3	135
District Total	57.8	12,498

Source: *TerraNova* 2016.

Summary

Students in grades KN through two, in the Bilingual and ESL programs, were assessed in their academic progress using *TerraNova* and *Supera*. These instruments replaced *Iowa* and *Logramos*. This being the first year of administration of these tests, there was no comparable data from previous years. *TerraNova* and *Supera* tests indicate if students were at grade level when their scores were at or above the 40th percentile.

In grades KN and two, a higher percentage of students in two-way instruction scored at or above the 40th percentile in *TerraNova* reading than in other instructional models. However, a larger percentage of first grade students in ESL scored at or above the 40th percentile than other instructional models. Two-way students in grades KN and 2 who took *Supera* reading scored at or above the 40th percentile with higher percentages than students in the one-way instructional model. First grade students in one-way instruction outperformed students in the two-way instructional model. ELLs in kindergarten in ESL instruction performed better than other ELL students in other instructional models on *TerraNova* mathematics. Grade one ELLs in the one-way instruction and grade two ELLs in two-way instruction performed better than students in other instructional models on *TerraNova* mathematics.

Two-Way Dual Language Program in Middle Schools

In school year 2015-2016, the Dallas ISD offered one-way Dual Language instruction in 150 elementary schools. The district also offered two-way Dual Language instruction in 27 elementary and four middle schools. The middle schools included E. D. Walker, J. L. Long, Alex Sanger Preparatory, and Rosemont International Language Preparatory. The student population for each middle school and in the Dual Language program is shown in Table 21.

Table 21: Student Population of Students in Dual Language Middle Schools.

School	Students in the School	Students in the Program
E. D. Walker	746	25
J. L. Long	1,282	167
Alex Sanger Preparatory	60	35
Rosemont International Language Preparatory	193	101
Total Number of Students	2,281	328

The following figures show the results of *STAAR* reading and mathematics for secondary students enrolled in Dual Language in middle schools compared to other students in the same grade at each school, other ELLs, and the district's student population at that grade. There were 328 secondary students enrolled in Dual Language in the four middle schools.

Figure 2 shows the results of *STAAR* reading for sixth grade students from the four middle schools. Walker secondary students enrolled in Dual Language outperformed other sixth grade students from the same school, other ELLs, and district students. Rosemont Dual Language students outperformed district students but not other sixth grade Rosemont students. Sanger Dual Language students performed similar to district students but at a lower level than other Sanger sixth grade students. Dual Language students at Long performed at a lower level than other Long grade six students and district students in grade six but at a higher level than other ELLs

Figure 2: STAAR Reading Passing Percentages for Grade 6 Students Served by Dual Language Program.

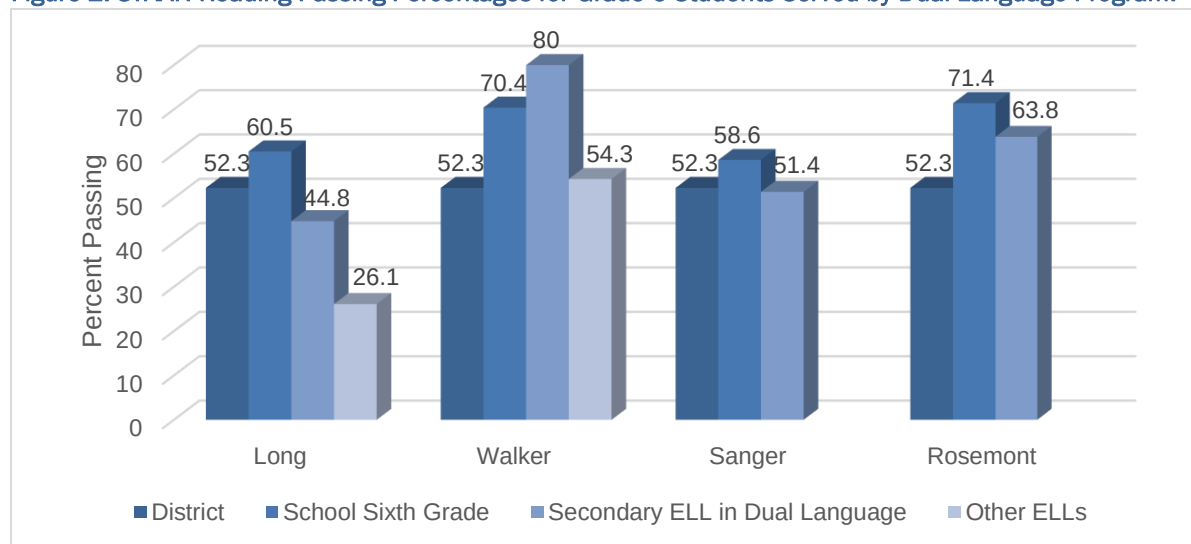
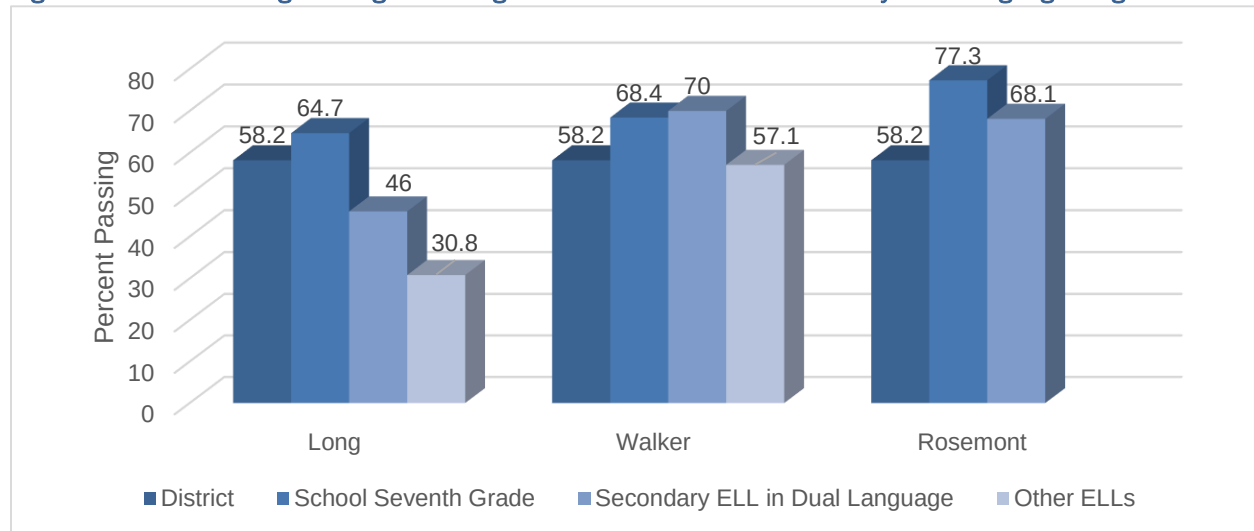


Figure 3 presents the STAAR reading results for seventh grade students served by the DL program at three middle schools. Seventh grade students in DL at Walker outperformed their counterparts at the same grade, district students and other ELL students.. Rosemont seventh grade students outperformed district and DL students. Students in DL at Long did not perform as well as district students or other grade seven students. Sanger did not have the program at seventh grade.

Figure 3: STAAR Reading Passing Percentages for Grade 7 Students Served by Dual Language Program.



As shown in Figure 4, only Rosemont had a Dual Language program at grade eight. Students in Dual Language performed better than district students but not as well as the other grade 8 students at Rosemont.

Figure 4: STAAR Reading Passing Percentages for Grade 8 Students Served by Dual Language Program.

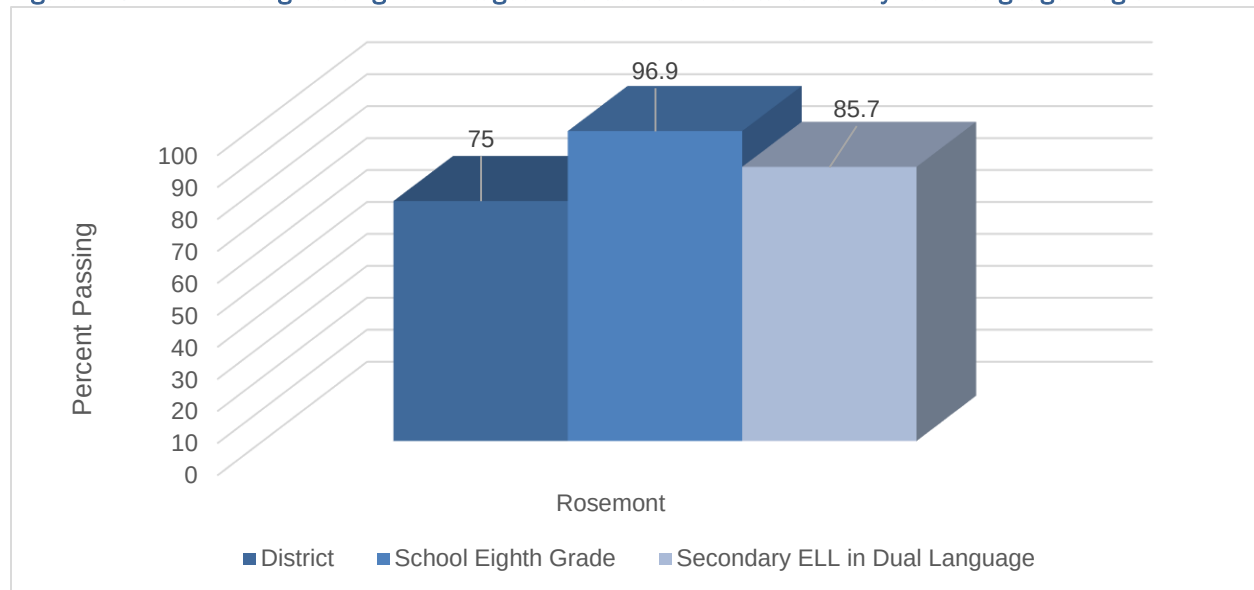
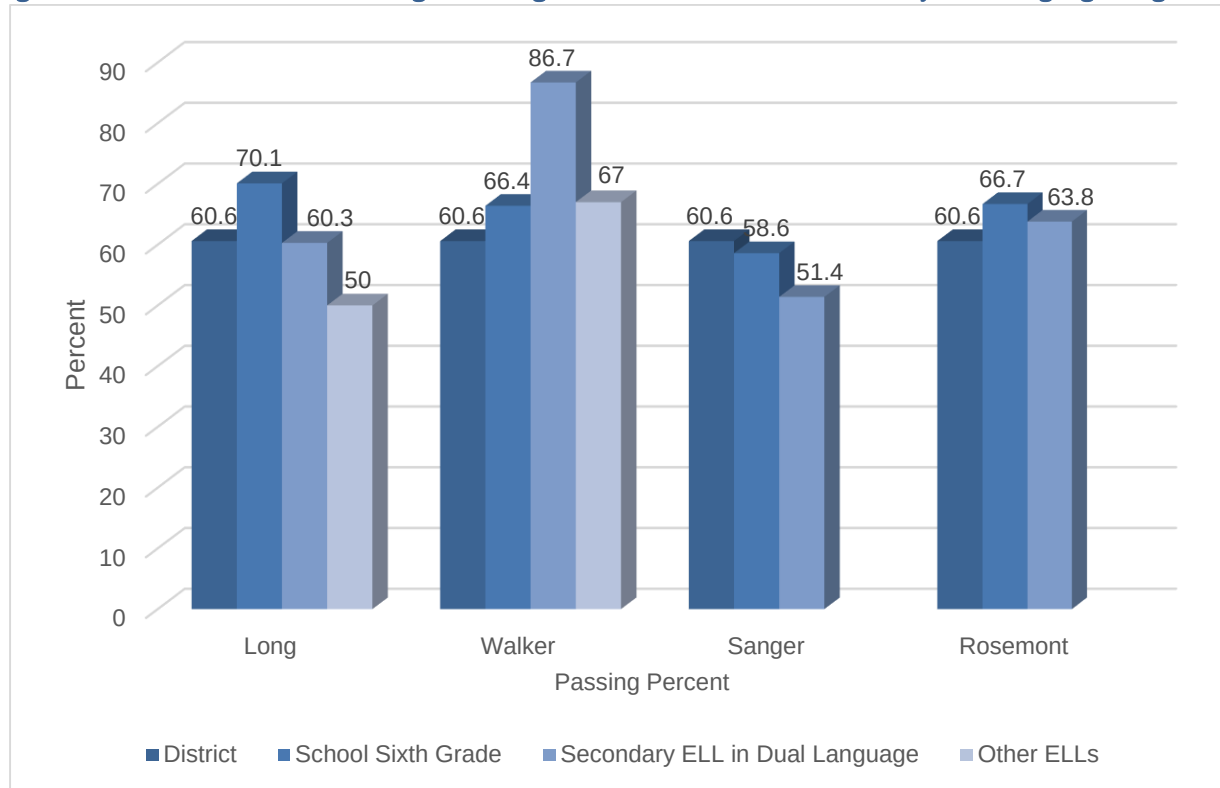


Figure 5 shows that Dual Language students at Walker outperformed all comparison groups on *STAAR* grade 6 mathematics. Results were similar for Rosemont and Long students with sixth grade non-Dual Language students outperforming other groups. Sanger secondary students enrolled in Dual Language did not perform as well as other grade six students nor the district.

Figure 5: *STAAR* Mathematics Passing Percentages for Grade 6 Students Served by Dual Language Program



Results for *STAAR* Mathematics in the seventh grade at Rosemont showed Dual Language students outperformed district students but were outperformed by other seventh grade students. Long Dual Language students performed at the same level as district students but were outperformed by grade seven non-Dual Language students. The percent passing of students enrolled in Dual Language at Walker was higher than all other groups (Figure 6). There was no grade seven Dual Language program at Sanger.

Figure 6: STAAR Mathematics Passing Percentages for Grade 7 Students Served by Dual Language Program.

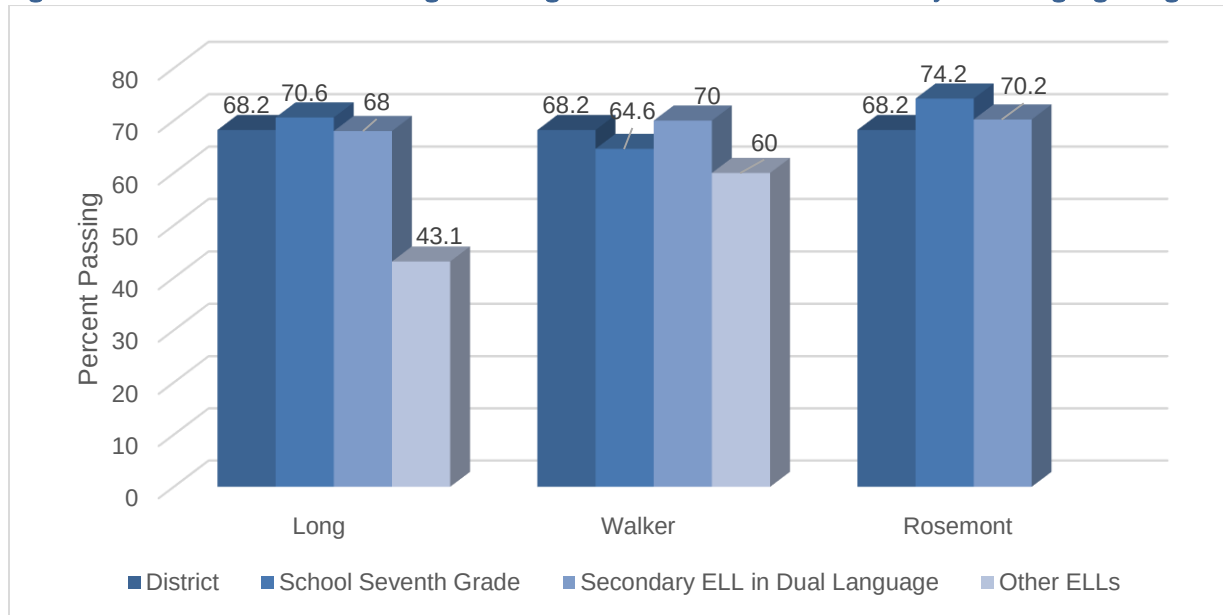
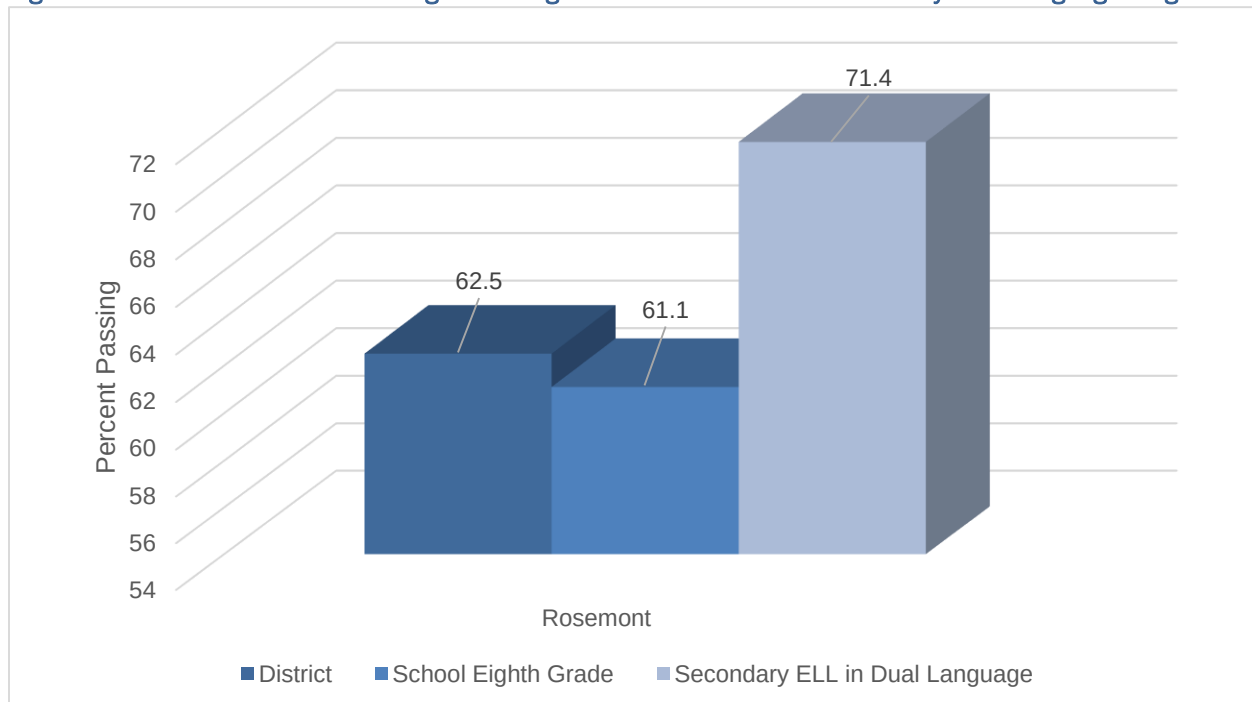


Figure 7 shows STAAR Mathematics results for Rosemont grade eight students. Dual Language students outperformed their counterparts in the same grade and the district.

Figure 7: STAAR Mathematics Passing Percentages for Grade 8 Students Served by Dual Language Program.



Summary

In school year 2015-2016, the Dallas ISD offered one-way Dual Language instruction in 150 elementary schools. The district also offered two-way Dual Language instruction in 27 elementary schools and four middle schools. The middle schools included E. D. Walker, J. L. Long, Alex Sanger Preparatory, and Rosemont International Language Preparatory.

STAAR reading results showed Walker grade 6 students enrolled in Dual Language outperformed other campus grade 6 students, other ELLs, and grade 6 district students. Rosemont grade 6 Dual Language students outperformed grade 6 district students but not other sixth grade students at Rosemont. Sanger grade 6 Dual Language students performed as well as grade 6 district students but at a lower level than other campus sixth grade students. Long Dual Language grade 6 students performed at a lower level than other campus sixth grade students and grade 6 district students but at a higher level than other ELLs. Long and Walker middle schools had Dual Language and ESL/Sheltered programs. In both schools Dual Language students performed higher level than ESL/Sheltered students in reading and mathematics in grades 6 and 7. Seventh grade students in Dual Language at Walker outperformed their counterparts at the same grade and district students. Rosemont seventh grade students outperformed all other groups. Students in Dual Language at Long did not perform as well as district students or other grade 7 students. Sanger did not have the program at the seventh grade. Only Rosemont had a Dual Language program at grade 8t. Students in Dual Language performed better than district students but not as well as the other grade 8 students at Rosemont.

Dual Language students at Walker outperformed all comparison groups on *STAAR* grade 6 mathematics. Results were similar for Rosemont and Long students with sixth grade non-Dual Language students outperforming other groups. Sanger secondary students enrolled in Dual Language did not perform as well as other grade 6 students nor the district. Results for *STAAR* Mathematics in seventh grade at Rosemont showed Dual Language students outperformed district students but were outperformed by other seventh grade students. Long Dual Language students performed at the same level as district students but were outperformed by grade 7 non-Dual Language students. The percent passing of students enrolled in Dual Language at Walker was higher than all other groups. There was no grade 7 Dual Language program at Sanger. *STAAR* Mathematics results for Rosemont grade 8 students showed that Dual Language students outperformed their counterparts in the same grade and the district.

What was the contribution of the Intake Center in meeting the needs of ELLs in 2015-16?

The Margaret and Gilbert Herrera Student Intake Center completed many outreach activities during the 2015-16 school year. These activities included new teacher exhibitions, school fairs, immunization efforts and health fairs, family literacy fairs and promotion of the Dual Language program in middle and

high schools, among others. The Center conducted a new teacher exhibition in which 142 teachers participated. Thirty-five parents and 49 students participated in immunization activities at the intake center. The center served 783 parents, 1,321 students and 142 teachers. During the Summer Outreach Program (June-July 2016) a total of 284 ELLs were served (Table 22).

Table 22: Activities Conducted by Margaret and Gilbert Herrera Student Intake Center.

Community Outreach		Parents	Students	Teachers
Thursday, August 6, 2015	Dallas ISD New Teacher Exhibition	N/A	N/A	142
Friday, August 7, 2015	City of Dallas Back to School Fair	58	164	
Friday, August 17, 2015	Herrera Student Intake Center Back to School Immunization	21	27	
Wednesday, August 18, 2015	Herrera Student Intake Center Back to School Immunization	14	22	
Saturday, September 19, 2015	Thomas Jefferson Feeder Pattern Prep U Super Saturday Fair	60	75	
Saturday, September 26, 2015	Molina Feeder Pattern Prep U Super Saturday	36	38	
Saturday, October 3, 2015	Pinkston Feeder Pattern Prep U Super Saturday	52	76	
Thursday, November 19, 2015	Cary Middle School ELL Family Support Night	3	5	
Saturday, January 24, 2016	District 5 Academic Pep Rally	12	33	
Thursday, January 14, 2016	McShan Parent Conference Night	51	65	
Wednesday, January 27, 2016	John Ireland Prep U Parent Workshop	4	N/A	
Thursday, January 28, 2016	Soto PTA Night	97	N/A	
Friday, January 29, 2016	Conrad Celebrating Cultures	3	47	
Friday, February 19, 2016	Soto Coffee with the Principal	3	N/A	
Wednesday, March 2, 2016	John F. Kennedy Celebrates Dr. Seuss with ESL Class	4	N/A	
Friday, March 4, 2016	McShan Coffee with the Principal	11	N/A	
Friday, March 11, 2016	Soto Coffee with the Principal	24	N/A	
Saturday, April 2, 2016	Conrad Health Fair	18	32	
Saturday, April 9, 2016	Townview Two Way Bilingual Fair	38	52	
Wednesday, April 20, 2016	DISD SPED Mini-Conference	28	N/A	
Saturday, May 14, 2016	South Oak Cliff Prep U Super Saturday	35	55	
Wednesday, May 18, 2016	DISD Parent Appreciation Fair	211	N/A	
Total			691	142
Family Literacy Fairs		Attendees		
Saturday, November 7, 2015	Fall Family Literacy Fair			
Saturday, January 16, 2016	Winter Family Literacy Fair			
Saturday, March 5, 2016	Spring Family Literacy Fair			
Saturday, May 21, 2016	Reading Roundup Family Literacy Fair			
Parent ESL Classes		Parents		
September 2015 – June 2016	Spence Middle School John F. Kennedy Elementary			
Parent Feeder Academy		Parents		
October 2015 – May 2016	Skyline High School Site – Silberstein Elementary Conrad High School Site – McShan Elementary Bryan Adams High School Site – Keist Elementary W. T. White High School Site – Calliet Elementary Molina High School Site – Soto Elementary			
Summer Outreach Program at five apartment complexes				
June-July, 2016	Northwest Church Community Center New World Apartment Complex Cantera Crossing Apartment Complex Spanish Creel Apartment Complex Amherst Apartment Complex			

Source: Margaret and Gilbert Herrera Student Intake Center.

SUMMARY

Instructional models implemented at elementary schools included Dual Language (DL), one- and two-way (PK-5), Newcomer (PK-5), and English-as-a-Second-Language (PK-5). Instructional models

implemented at the secondary school level included ESL, sheltered content courses and English Language Institute (ELI) for recent immigrant students in grades six through 12.

In 2015-16, 68,376 or 43.2 percent of the total student population (158,375), in grades prekindergarten through 12, were identified as English Language Learners. At the elementary school level (PK-5), 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 not served due to parental denials. At the secondary level, more middle school ELLs were enrolled in sheltered courses than high school ELLs.

Eligible ELLs in grades 5 through 12 were administered the *IPT* in both the fall 2015 and the spring 2016. *IPT* results were analyzed to measure their English acquisition levels. *IPT* broad ability levels one through three were considered limited English proficient and four through six were English proficient.

Broad ability level data for spring 2016 showed that ELLs who performed at the English proficient levels (4, 5 and 6 combined; 17.8%) met one of the criteria for reclassification from ELL to non-ELL status and for exiting the DL and ESL programs. Data showed that most ELLs performed at the broad ability level three on the *IPT*. In general, grade 5 ELLs in DL instruction outperformed ELLs in all other programs and grades on measures of broad ability levels. Percentages in 2015-2016 for grade 5 ELLs in the DL program who performed at the English proficient levels decreased compared to 2015 data. At grades 6 through 12, ELLs in sheltered instruction outnumbered ELLs in ESL instruction at the English proficient levels (combined 4, 5 and 6).

In August 2013 new standards were set for grades 2 through 12 *TELPAS* reading. These standards were adjusted to meet the new definition of grade-level appropriate that accompanies the increased rigor of the *STAAR*.

Grade 5 ELLs in two-way instruction with Advance High (AH) composite ratings outperformed ELLs at other elementary grade levels. Almost forty-eight percent (47.7%) of the students in grades 1 through 12 had a composite rating higher or the same as the previous year. Grade 5 ELLs showed the greatest growth with 62.2 percent having a rating one or more levels higher than the previous year. Data showed that a higher percentage of ELLs in two-way instruction performed at the AH rating in grades 2 through 5.

The *TerraNova* and *Supera* new versions were used as academic achievement measures for ELLs in grades K-2. Students were required to score at or above the 40th percentile to meet the passing standard on both the *TerraNova* and *Supera*. Spanish-speaking ELLs in the Dual Language program tested were to test with the *Supera*; however, the LPAC made the final decision.

ELLs in kindergarten and second grades who received two-way instruction performed better in reading than other ELL students in other instructional models. Kindergarten students in ESL performed slightly better than two-way students on *TerraNova* mathematics; however, one-way students outperformed other instructional models in mathematics in first grade. Similar results can be observed in second grade

where two-way students performed better than other students. Comparisons with previous years was not possible because the test version is in its first year of administration.

Exited ELL students outperformed both non-ELL and ELL students in the reading, writing, science and social studies areas of *STAAR*. ELL students had a higher percentage of Satisfactory level than non-ELL students on third and fifth grade reading. Seventh grade reading and writing, and eighth grade science and social studies were lowest for ELLs. ELL students did better on reading tests in Spanish, than those tested in English. Grade 5 students tested on *STAAR* reading in Spanish (78.9%) outperformed students at other grade levels and those tested in English.

The number of ELL students attaining Satisfactory level declined from 2014-15 to 2015-16. The percent of passing ELL students in grades 6 and 7 decreased in reading and in writing for grade 7 from last year. In mathematics, ELLs increased percent passing in all grades with the exception of grades 6 and 8. Increases were seen for science in grade 5 or social studies in grade 8. Exited ELL students did better than both non-ELL and ELL students on all tests except grade 8 mathematics, but their passing percentages decreased in all grades and content areas, with the exception of grades 6 and 7 mathematics and grade 8 social studies. Non-ELLs scores increased in all grades and subject areas of *STAAR* with the exception of third, sixth and seventh grades in reading, sixth and eighth grade mathematics, and eighth grade in science. The percentage of Exited ELL students in eighth grade showed a decrease in reading, writing, mathematics and science.

In general, grades 3, 4 and 5 showed higher percentages of met Satisfactory in reading for students in the DL programs than district students. ELL student performance in grades 6, 7 and 8 was lower than non-ELLs in reading.

Exited ELL students outperformed non-ELL, ELL, and district students on *STAAR EOC* tests. Sheltered ELL students outperformed ESL students on all five *EOC* tests. Non-ELL students showed a higher percentage of Satisfactory level on all *EOC* tests, with exception of Biology, than ELL students. The highest percentage rates were for exited ELLs in Biology (95.0%) and U.S. History (97.0%), and the lowest percentage of passing rates were for ESL in English I (29.0%) and English II (22.0%).

In school year 2015-2016, Dallas ISD offered one-way Dual Language instruction in 150 elementary schools. The district also offered two-way Dual Language instruction in 27 elementary schools and four middle schools in 2015-2016. The middle schools included E. D. Walker, J. L. Long, Alex Sanger Preparatory, and Rosemont International Language Preparatory. According to data, Walker secondary students enrolled in Dual Language outperformed other students in the same school at grade 6 and other ELLs and district students. Rosemont Dual Language students outperformed district students in the same grade but not other students in sixth grade at Rosemont. Sanger Dual Language students performed as well as district students at the same grade but at a lower level than students in 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 in grades 6 and 7.

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.

APPENDICES

Appendix A:

English as a Second Language Classes: Middle School

All ESL classes must be taught by ESL endorsed teachers. The following is a guide intended to assist campuses in scheduling classes for ELL students. The courses in **bold letters** are the **ESL foundation core courses** required for program implementation.

Grade 6

Year 1 in US Schools BEGINNER	Year 2 in US Schools INTERMEDIATE	Year 3 in US Schools ADVANCED +
1065 ESL Language Support 1074 Read Lang. Arts 6 ESL 9920 Reading 6 ESL beg/int 9913 Sheltered Math 6 9910 Sheltered Science 6 9008 Sheltered Social Studies 6	9918/9919 Lang. Arts 6 ESL 9920 Reading 6 ESL 9913 Sheltered Math 6 9910 Sheltered Science 6 9008 Sheltered Social Studies 6	9912 Sheltered Lang. Arts 6 9902 Reading 6 OR 9943 Reading Mastery 6 9913 Sheltered Math 6 9910 Sheltered Science 6 9908 Sheltered Cont. World Cultures

Grade 7

Year 1 in US Schools BEGINNER	Year 2 in US Schools INTERMEDIATE	Year 3 in US Schools ADVANCED +
1065 ELI Language Support Course 1075 Lang. Arts 7 ESL 1048 Reading 7 ESL 2520 Sheltered Math 7 3012 Sheltered Science 7 2070 Sheltered Texas Studies 7	1047 Lang. Arts 7 ESL 1048 Reading 7 ESL 2520 Sheltered Math 7 3012 Sheltered Science 7 2070 Sheltered TX Studies 7	1170 Sheltered Lang. Arts 7 1030 Reading 7 OR 1015 Reading Mastery 7** 2500 Math 7 3010 Science 7 2000 TX Studies 7 PE/Elective

Grade 8

BEGINNER	INTERMEDIATE/ADVANCED	TRANSITIONAL/POST-TRANSITIONAL
1065 ELI Language Support Course 1076 Lang. Arts 8 ESL 1060 Reading 8 ESL 2525 Sheltered Math 8 3016 Sheltered Science 8 2071 Sheltered U.S. Studies 8	1049 Lang. Arts 8 ESL 1060 Reading 8 ESL 2525 Sheltered Math 8 3016 Sheltered Science 8 2071 Sheltered U.S. Studies 8	1180 Sheltered Lang. Arts 8 1130 Reading 8 OR 1115 Reading Mastery 8** 2525 Math 8 3016 Science 8 2071 U.S. Studies 8

English as a Second Language Classes: High School

All courses at each level must be offered when teacher resources are available. The following is a guide intended to assist campuses in scheduling classes for ELL students. The courses in **bold letters** are the **ESL foundation core courses** required for program implementation. Students will take these classes in addition to other required and elective courses.

Scheduling Students in High School ESL Classes

An English Language Learner may earn English I credit in course no. 1370 English I/ESL to satisfy the graduation requirement for English I. An English Language Learner may earn English II credit in course no. 1382 English II/ESL to satisfy the graduation requirement for English II.

ELI (English Language Institute) – ONLY for first year students with interrupted formal education

SIFE Year 1 Beginners	Recommendation
1252 ELI (1 Period) 1376 Reading I ESL 1333 English for Math 1348 English for Science 2604 Sheltered Algebra 3140 Sheltered Biology Electives	The ESOL Language support for Algebra I teacher should collaborate to form an institutional plan, and the ESOL Language Support Biology teachers and the Sheltered Biology teacher should collaborate to form an instructional plan. Note: SIFE courses are only available at approved campuses as determined by enrollment of documented SIFE students.

GRADE 9

Beginning (Students in their 1 st , 2 nd , and 3 rd year of the program)	Intermediate	Advanced/Advanced High (TELPAS Composite Score)
1370 English I ESOL 1262 Reading I ESOL 1263 Practical Writing All other courses required at this grade level	1266 Eng. I ESL Intermediate 1262 Reading I ESOL Beg/Int. 1263 Practical Writing	1280 Sheltered Eng. I All other courses required at this grade level

GRADE 10

Intermediate	Advanced/Advanced High (TELPAS Composite Score)
1382 English II ESL Adv. 1397 Reading III ESL Adv. <i>and</i> All other courses required at this grade level	1283 Sheltered English II <i>and</i> All other courses required at this grade level

GRADE 11

1360 Sheltered English III <i>and</i> Remaining courses for graduation

GRADE 12

1365 Sheltered English IV <i>and</i> Remaining courses for graduation

Appendix B. Bilingual/ESL Program Professional Development Elementary School

Appendix B. Dual Language Professional Development

Date	Time	Location	Session Title	# of Part
July 20-21, 2015	8:00 am - 4:00 pm	Townview H.S.	Institute for Facilitating Biliteracy Through Project Based Learning	15
July 20-21, 2015	8:00 am - 4:00 pm	Nolan Estes	2-Day DLTI for New AC Teachers	72
July 20-21, 2015	8:00 am - 4:00 pm	Nolan Estes	2-Day DLTI for Teachers from Spain (Cohort 1)	27
July 21-22, 2015	8:00 am - 4:00 pm	Townview H.S.	Learning Centers for Biliteracy Institute	15
July 21, 2015	8:00 am - 4:00 pm	Townview H.S.	Spanish Academic Language Builder	16
July 22, 2015	8:00 am - 4:00 pm	Nolan Estes	La Enseñanza Eficaz en Español for New AC and Spain Teachers	56
July 22, 2015	8:00 am - 4:00 pm	Nolan Estes	La Enseñanza Eficaz en Español for New AC and Spain Teachers	54
July 22, 2015	8:00 am - 4:00 pm	Townview H.S.	2 Minds=More Opportunities	15
July 23, 2015	8:00 am - 4:00 pm	Townview H.S.	ELPS HELPS Academy	9
July 27, 2015	8:00 am - 4:00 pm	Townview H.S.	Metacognitive Strategies	14
July 27, 2015	8:00 am - 4:00 pm	Townview H.S.	Bridging the Two Languages-Biliterate I AM!	21
July 27, 2015	8:00 am - 4:00 pm	Townview H.S.	Bridging the Two Languages-Biliterate I AM!	18
July 27-28	8:00 am - 4:00 pm	H.B. Bell Bldg.	2-Day DLTI for Teachers from Spain (Cohort 2)	26
July 28, 2015	8:00 am - 4:00 pm	Townview H.S.	La Enseñanza Eficaz en Español	18
July 28, 2015	8:00 am - 4:00 pm	Townview H.S.	La Enseñanza Eficaz en Español	20
July 29-30, 2015	8:00 am - 4:00 pm	Washington H.S.	Language Acquisition Symposium	119
August 6-8, 2015	8:00 am - 4:00 pm	Budd Elem	3-Day DLTI (Gómez & Gómez)	28
August 10, 2015	12:30-3:30	Molina H.S.	Division 3: Enrichment Education for ELLs Participating in DL	18
August 10, 2015	12:30-3:30	Molina H.S.	Division 3: Enrichment Education for ELLs Participating in DL	7
August 17, 2015	8:30 am - 11:30 am	STEAM at Hulcy	A Great Start to a Successful DL Classroom	5
August 18, 2015	8:30 am - 11:30 am	STEAM at Hulcy	A Great Start to a Successful DL Classroom	1
September 9, 2015	5:30 pm - 7:30 pm	Ana G. Mendez University	New Dual Language Teacher Academy	102
September 26, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	2 Minds=More Opportunities	5
September 26, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	ELPS HELPS Academy	3
October 3, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	La Enseñanza Eficaz en Español K-1	24
October 3, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	La Enseñanza Eficaz en Español 2-5	20
October 7, 2015	8:00 am - 4:00 pm	Ana G. Mendez University	New Dual Language Teacher Academy	134
October 24, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Learning Centers for Biliteracy Institute	21
October 24, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Institute for Facilitating Biliteracy Through PBL	25
October 24, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	3-Day DLTI	18

October 24, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	La Enseñanza Eficaz en Español K-5	8
October 31, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Learning Centers for Biliteracy Institute	19
October 31, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Institute for Facilitating Biliteracy Through PBL	17
October 31, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	3-Day DLTi	10
November 7, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	ELPS HELPS Academy	4
November 7, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Spanish Academic Language Builder	3
November 11, 2015	5:30 pm - 7:30 pm	Ana G. Mendez University	New Dual Language Teacher Academy	104
November 14, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Bridging the Two Languages K-2	15
November 14, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Bridging the Two Languages 3-5	8
December 2, 2015	5:30 pm - 7:30 pm	Ana G. Mendez University	New Dual Language Teacher Academy	85
December 5, 2015	8:00 am - 4:00 pm	H.B. Bell Bldg.	Metacognitive Strategies, Improving the ELLs Capacity to Learn	9
January 21-23, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	3-Day DLTi	43
January 27, 2016	5:30 pm - 7:30 pm	Ana G. Mendez University	New Dual Language Teacher Academy	96
January 30, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	2 Minds, More Opportunities	17
February 6, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Bridging the Two Languages	11
February 6, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Bridging the Two Languages	
February 6, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	ELPS HELPS Academy	2
February 17, 2016	5:30 pm - 7:30 pm	Ana G. Mendez University.	New Dual Language Teacher Academy	86
February 20, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Metacognitive Strategies - Cancelled	
Feb. 10, 2016	4:00 pm - 6:00 pm	JQ Adams	Two Way Information Session for Administrators	28
February 20, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Facilitating Biliteracy Through PBL	4
February 20, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Learning Centers for Biliteracy Institute	27
February 27, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Facilitating Biliteracy Through PBL	3
February 27, 2016	8:00 am - 4:00 pm	H.B. Bell Bldg.	Learning Centers for Biliteracy Institute	23
March 9, 2016	5:30 pm - 7:30 pm	Ana G. Mendez University.	New Dual Language Teacher Academy	78
April 14, 2016	8:00 am - 4:00 pm	H. B. Bell	3-day DLTi for Academic Facilitators	9
April 21, 2016	8:00 am - 11:30 am	H. B. Bell	3-day DLTi for Academic Facilitators	9
April 27, 2016	5:30 pm - 7:30 pm	Ana G. Mendez University.	New Dual Language Teacher Academy	98
April 28, 2016	8:00 am - 11:30 am	H. B. Bell	3-day DLTi for Academic Facilitators	8
May 19, 2016	5:30 pm - 7:30 pm	H. B. Bell	3-day DLTi for Academic Facilitators	9
May 25, 2016	5:30 pm - 7:30 pm	Ana G. Mendez University.	New Dual Language Teacher Academy	65
May 26, 2016	8:30 am - 11:30 am	H. B. Bell	3-day DLTi for Academic Facilitators	9
Total # Sessions = 61			Total # Participants= 1,875	

Appendix B. ESL Professional Development

Date	Time	Location	Session Title	# of Part
July 21-23, 2015	8:15 am 4:00 pm	Tasby M.S.	Newcomer/ESL Summer Institute	56
July 22, 2015	9:00 am 12:00 pm	Townview H.S.	DISD Sheltered Instruction Model: Component 1-3	3
July 27, 2015	9:00 am 12:00 pm	Townview H.S.	DISD Sheltered Instruction Model: Component 1-3	5
July 28, 2015	9:00 am 12:00 pm	Townview H.S.	ELPS in Practice: Instructional Strategies	10
July 29-30, 2015	8:00 am 4:00 pm	Booker T. Washington H.S.	Language Acquisition Symposium	119
August 17, 2015	9:00 am 11:00 am	STEAM at Hulcy	Ensuring Success in the ESL Classroom	2
September 12, 2015	9:00 am 12:00 pm	H.B. Bell Bldg.	ESL Teacher Academy Session I	25
September 19, 2015	9:00 am 12:00 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	12
October 24, 2015	8:30 am 10:30 am	H.B. Bell Bldg.	ESL Teacher Academy Session 2	15
October 24, 2015	10:30 am 12:30 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	19
December 5, 2015	8:30 am 10:30 am	H.B. Bell Bldg.	ESL Teacher Academy Session 3	13
December 5, 2015	10:30 am 12:30 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	14
January 9, 2016	8:00 am 10:00 am	H.B. Bell Bldg.	ESL Teacher Academy Session 4	18
January 9, 2016	10:00 am 12:00 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	12
February 6, 2016	8:30 am 10:30 am	H.B. Bell Bldg.	ESL Teacher Academy Session 5	13
February 6, 2016	10:30 am 12:30 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	9
March 5, 2016	8:30 am 10:30 am	H.B. Bell Bldg.	ESL Teacher Academy Session 6	15
March 5, 2016	10:30 am 12:30 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	16
April 23, 2016	8:30 am 10:30 am	H.B. Bell Bldg.	ESL Teacher Academy Session 7	20
April 23, 2016	10:30 am 12:30 pm	H.B. Bell Bldg.	Language Acquisition Writing Workshop	14
May 21, 2016	8:30 am 10:30 am	H.B. Bell Bldg.	ESL Teacher Academy Session 8	21
Total # Sessions = 21			Total # participants=431	

Source: Bilingual/ESL program

Appendix C: 2016 TELPAS Composite Ratings by Elementary Grades and Instructional Program

Appendix C: 2016 TELPAS Composite Ratings by Elementary Grades and Instructional Program

Program	Total N	Beg %	Int %	Adv %	Adv H %
Grade 1					
One-way	5,608	51.5	30.4	11.2	2.0
Two-way	292	39.4	28.8	21.6	5.8
ESL	188	17.0	35.1	27.1	14.9
Newcomer	3	33.3	33.3	0.0	33.3
Grade 2					
One-way	5,643	20.4	49.8	22.0	5.0
Two-way	295	12.9	41.4	30.8	12.5
ESL	160	16.9	39.4	26.3	10.6
Newcomer	21	23.8	23.8	38.1	14.3
Grade 3					
One-way	5,695	13.0	34.9	34.2	15.5
Two-way	200	4.5	22.5	43.5	28.0
ESL	147	17.0	21.1	30.6	25.2
Newcomer	16	25.0	31.3	12.5	12.5
Grade 4					
One-way	5,372	6.8	30.7	41.1	18.9
Two-way	188	5.3	24.5	39.9	29.8
ESL	174	13.2	28.7	33.9	16.7
Newcomer	15	0.0	33.3	53.3	13.3
Grade 5					
One-way	5,188	3.7	17.3	40.2	36.4
Two-way	199	1.0	11.1	37.7	48.7
ESL	169	8.9	12.4	27.8	40.8
Newcomer	31	22.6	16.1	38.7	22.6

Source: 2016 TELPAS data.

Note: **Bold** percentages indicate highest percent by grade and program at the Advanced High (Adv H) composite rating.

Appendix C: 2016 TELPAS Composite Ratings by Secondary Grades and Instructional Program

Appendix C: 2016 TELPAS Composite Ratings by Secondary Grades and Instructional Program

Program	Beginning		Intermediate		Advanced		Advanced High		Total N
	N	%	N	%	N	%	N	%	
Grade 6									
ESL	75	15.3	161	32.8	153	31.2	39	7.9	491
Sheltered	33	0.8	639	16.2	1,859	47.1	1,213	30.8	4,360
Grade 7									
ESL	70	16.1	146	33.5	124	28.4	53	12.2	436
Sheltered	37	1.0	686	18.2	1,778	47.1	1,271	33.7	3,944
Grade 8									
ESL	69	16.1	172	40.2	112	26.2	27	6.3	428
Sheltered	28	0.8	530	15.5	1,571	46.0	1,057	31.0	3,414
Grade 9									
ESL	179	22.0	307	37.7	112	13.7	37	4.5	815
Sheltered	18	0.6	425	13.9	1,288	42.1	777	25.4	3,061
Grade 10									
ESL	60	10.5	186	32.7	184	32.3	26	4.6	569
Sheltered	12	0.7	157	8.7	837	46.5	479	26.6	1,800
Grade 11									
ESL	4	1.5	62	22.9	89	32.8	42	15.5	271
Sheltered	6	0.5	95	7.8	456	37.6	413	34.0	1,214
Grade 12									
ESL	5	3.6	31	22.3	58	41.7	16	11.5	139
Sheltered	5	0.5	73	7.0	400	38.5	376	36.2	1,039

Source: 2016 TELPAS data.

Note. **Bold** percentages indicate the highest percent by grade and program at the Advanced High composite rating.

Appendix D: STAAR: Percent at Satisfactory Level by Grade and Program

Appendix D: STAAR: Percent at Satisfactory Level by Grade and Program

Program	Reading		Writing		Mathematics		Science		Social Studies	
	%	N Tested	%	N Tested	%	N Tested	%	N Tested	%	N Tested
Grade 3										
One-way	65.1	5,562	—	—	69.9	5,562	—	—	—	—
Two-way	71.2	198	—	—	68.7	198	—	—	—	—
Opt-in one-way	76.1	117	—	—	83.8	117	—	—	—	—
Opt-in two-way	88.9	153	—	—	91.5	153	—	—	—	—
ESL	54.0	139	—	—	62.6	139	—	—	—	—
Newcomer	30.0	10	—	—	50.0	10	—	—	—	—
General Ed.	55.7	5,498	—	—	58.3	5,498	—	—	—	—
Grade 4										
One-way	61.8	5,239	70.5	5,250	69.7	5,239	—	—	—	—
Two-way	67.9	187	70.1	187	67.9	187	—	—	—	—
Opt-in one-way	86.8	76	88.2	76	94.7	76	—	—	—	—
Opt-in two-way	92.7	123	89.4	123	92.7	123	—	—	—	—
ESL	50.0	156	49.1	159	53.8	156	—	—	—	—
Newcomer	42.9	14	40.0	15	71.4	14	—	—	—	—
General Ed.	63.8	5,379	55.6	5,385	56.0	5,380	—	—	—	—
Grade 5										
One-way	77.7	5,088	—	—	82.9	5,088	65.4	5,078	—	—
Two-way	87.8	197	—	—	89.8	197	72.1	197	—	—
Opt-in one-way	92.0	75	—	—	97.3	75	89.3	75	—	—
Opt-in two-way	96.2	106	—	—	96.2	106	93.4	106	—	—
ESL	67.3	153	—	—	74.5	153	64.0	150	—	—
Newcomer	53.3	30	—	—	73.3	30	58.6	29	—	—
General Ed.	68.4	5,094	—	—	74.9	5,094	63.1	5,057	—	—
Grade 6										
DL	53.9	89	—	—	—	—	—	—	—	—
ESL	24.3	440	—	—	35.5	442	—	—	—	—
Sheltered Classes	50.1	4,272	—	—	63.1	4,271	—	—	—	—
General Ed.	51.1	4,105	—	—	52.0	4,103	—	—	—	—
Grade 7										
DL	69.4	49	—	—	—	—	—	—	—	—
ESL	25.1	379	19.2	385	27.9	380	78.6	14	—	—
Sheltered Classes	48.9	3,833	43.1	3,827	52.3	3,835	87.7	586	—	—
General Ed.	54.4	4,120	53.1	4,054	49.4	4,118	83.7	1,009	—	—
Grade 8										
DL	75.0	8	—	—	—	—	—	—	—	—
ESL	35.4	379	—	—	45.9	379	29.4	371	23.5	374
Sheltered Classes	74.4	3,305	—	—	57.7	3,305	50.1	3,281	43.3	3,281
General Ed.	74.5	4,096	—	—	46.6	4,094	41.1	4,029	52.3	4,036

Source. 2015-16 STAAR data file.