

2016-17 Evaluation of the Bilingual/ESL Program

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At-a-Glance

The Bilingual/ESL Program, in accordance with federal, state and local policies and mandates, provided Bilingual Education and English-as-a-Second Language (ESL) programs in grades prekindergarten through 12 to meet the affective, linguistic and academic needs of English Language Learners (ELLs). The Bilingual program has three components, Dual Language, ESL and Sheltered. Dual Language (DL) has one-way and two-way components. The one-way component was implemented in all elementary schools, while the two-way component was implemented in 54 elementary, four middle, and one high school. DL goals are bilingualism, biliteracy and biculturalism. The two-way DL model is a program in which both English and Spanish speaking learners are placed in the same classroom to learn from each other while acquiring the non-native language. ESL focuses on second language acquisition only, and Sheltered consists of a set of strategies to bridge second language acquisition in a full immersion environment. The evaluation highlights the context of program components, ELL student demographics, credential status of teachers, and student outcomes.

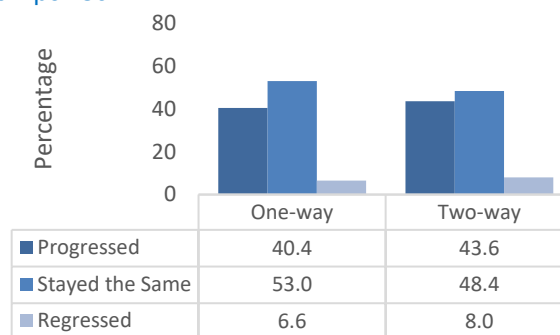
In 2016-17, 69,392 students, 45 percent of the total student population (154,207), in grades PK-12, were identified as ELLs. The total budget for the Bilingual/ESL Department was \$6,524,836, a decrease of \$1,018,164 from the previous year budget.

Linguistic Assessment Results

TELPAS assesses the progress that ELLs make in learning the English language. The test is administered to kindergarten through grade 12 students in four language domains: listening, speaking, reading, and writing. Domain scores are combined into a composite rating, which indicates the student's overall level of English language proficiency. The composite score ranges from 1 to 4, Beginning, Intermediate, Advanced, and Advanced High, in all language areas.

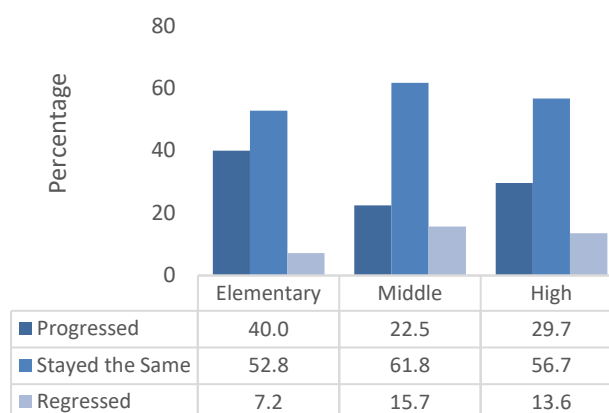
One-way and two-way DL students had similar outcomes on *TELPAS* progress from 2016 to 2017. About 40 percent of one-way DL students progressed while 43.6 percent of the two-way DL students showed *TELPAS* improvement (Figure 1).

Figure 1: *TELPAS* Dual Language Program Comparison



Forty percent (40.0%) of the elementary students who took *TELPAS* in 2016 and retested in 2017 (Figure 2) showed progress from the previous year score. Overall, 22.5 percent of students in middle school showed progress, and almost a third of the students (29.7%) at the high school level increased their score and progressed at least one level on *TELPAS* from the previous year. High school students who regressed to lower levels may be showing a problem other than linguistics and may be candidates for special education intervention.

Figure 2: *TELPAS* Progress by School Level



The *TELPAS* results of the two-way DL program model, which includes Immersion, Enrichment, and 50-50 models, showed that in the two-way immersion schools, the greatest progress was at second grade (50.7%) and the next highest progress was at third grade (41.7%). In general, 39.6 percent of the students in two-way immersion classrooms showed progress on *TELPAS* during the 2016-17 school year. Forty-four percent (44.3%) of the students in two-way enrichment classrooms were able to progress to a higher level from 2015-16 to 2016-17. At Nathan Adams elementary school, the only school to implement a 50-50 approach,

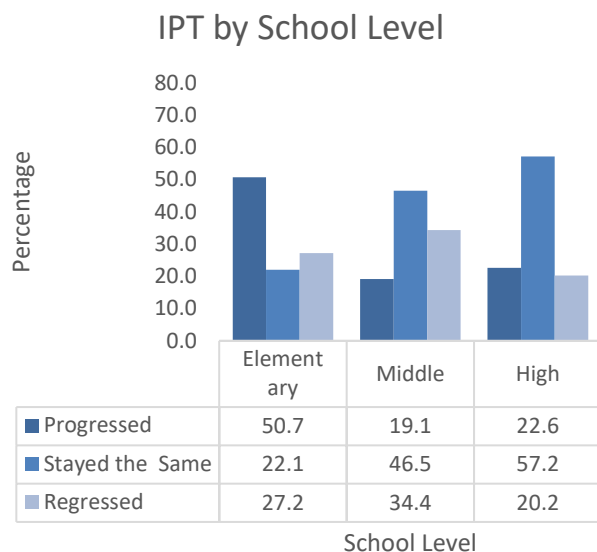
the highest percentage of *TELPAS* progress was observed in second grade (58.4%).

Broad Ability Levels (BAL) of students who took *IDEA Proficiency Test (IPT)* in 2016 and then again in 2017 were also examined. *IPT* was designed to evaluate proficiency in English for children from the age of 3 years through the 12th grade. Several domains of language acquisition were assessed with *IPT*. The oral tests given in English, were designed to determine the proficiency level of students who are native speakers of other languages and who are being considered for placement in bilingual education programs.

While a lower percentage of students in elementary school progressed on *TELPAS* than on *IPT*, a larger percentage of students stayed the same on *TELPAS* than on *IPT*. A lower percentage of students regressed on *TELPAS* than on *IPT*. In middle school, the percentages of students making progress on both *TELPAS* and *IPT* were similar. A larger percentage of middle school students remained at the same level on *TELPAS* than on *IPT*. Only 15.7 percent regressed on *TELPAS*, while 61 percent regressed on *IPT*. High school scores were similar, with 29.7 percent and 24.5 percent showing progress on *TELPAS* and *IPT*, respectively. Fifty-six percent (56%) and 34.4 percent of high school level students stayed the same on *TELPAS* and *IPT*, respectively. Thirteen percent (13.6%) and 14.5 percent of high school students regressed on *TELPAS* and *IPT*, respectively.

Similar to the other two school levels, this decrease in the number of students being able to reach mastery levels might be explained by the degree of difficulty of the test. As students moved from one school level to the next, the percentage of students who scored the same increased and the percentage of students who regressed increased from elementary to middle school but decreased for high school.

Figure 3: IPT Progress by School Level

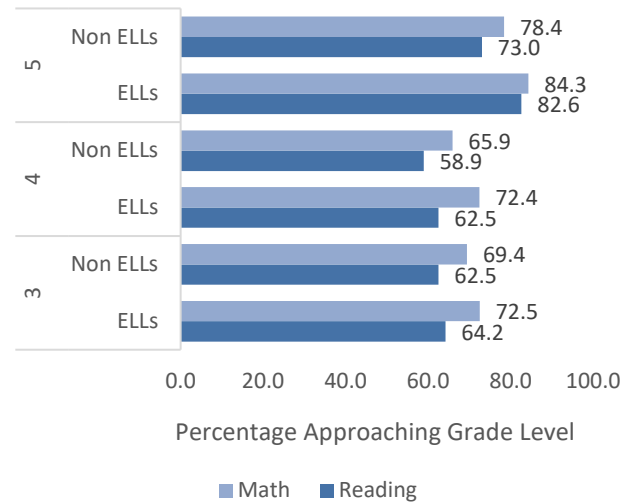


Academic Assessment Results

STAAR 3-8 Results

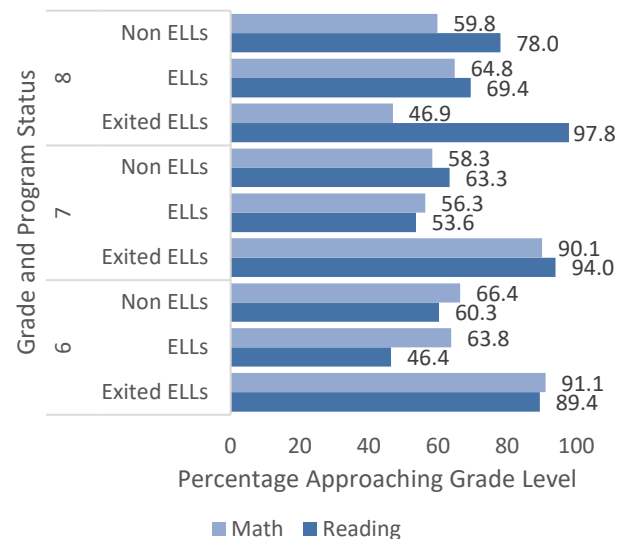
For *STAAR* reading and mathematics grades three through five, ELLs had a higher percentage at Approaching Grade Level than non-ELLs (Figure 4).

Figure 4: STAAR Mathematics and Reading Results Grades 3-5



Exited ELLs scored at Approaching Grade Level at higher percentages on *STAAR* reading than ELLs and non-ELLs (Figure 5).

Figure 5: STAAR Results Grades 6-8 by Content Area



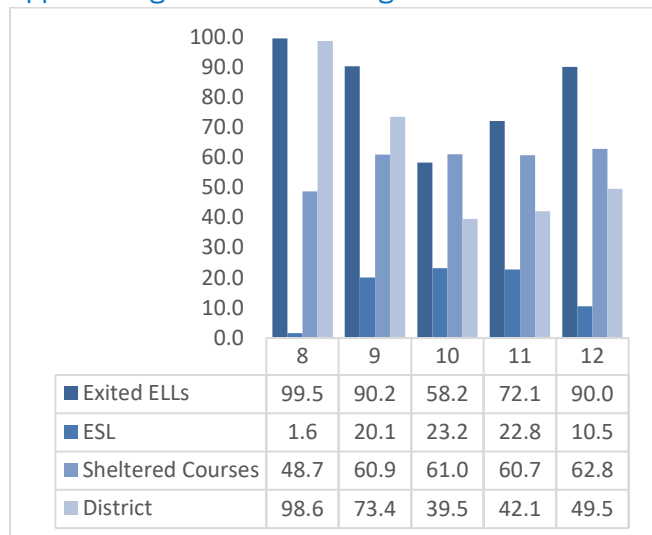
Exited ELLs had the highest percentage at Approaching Grade Level on *STAAR* mathematics in grades six and seven. At grade eight, ELLs had the highest percentage at Approaching Grade Level (64.8%) on *STAAR* mathematics. It was noticeable that Exited ELLs in grade eight had the lowest percentage at Approaching Grade Level (46.9%) on *STAAR* mathematics. For

STAAR reading, ELLs outperformed non-ELLs at grades 6, 7 and 8. On STAAR writing, ELLs performed better than non-ELLs at grade four (66.5% compared to 57.7%). Exited ELLs had a higher percentage at Approaching Grade Level than ELLs and non-ELLs in grade seven (91.6%, 48.4% and 60.6%, respectively). On STAAR social studies, at grade eight, Exited ELLs had the highest percentage at Approaching Grade Level (84.5%). While the majority of non-ELL students scored at Approaching Grade Level on STAAR science in grade five (67.1%), ELLs did better than non-ELLs in grade eight (Figure 5).

STAAR EOC Results

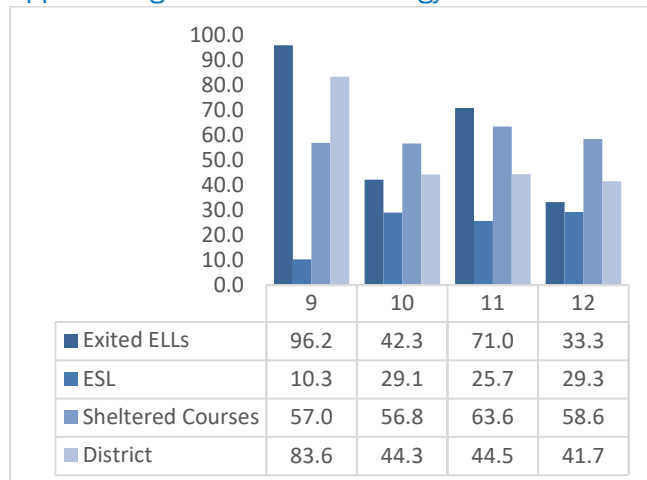
With the exception of grade 10, Algebra I results showed Exited ELLs had the highest percentage at Approaching Grade Level (grade 8 99.5%, grade 9 90.2%, grade 11 72.1% and grade 12 90.0%). ELLs served in sheltered courses had the highest percentage at Approaching Grade Level for grade 10 (Figure 6).

Figure 6: ELL and District Students Who Scored at Approaching Grade Level in Algebra I



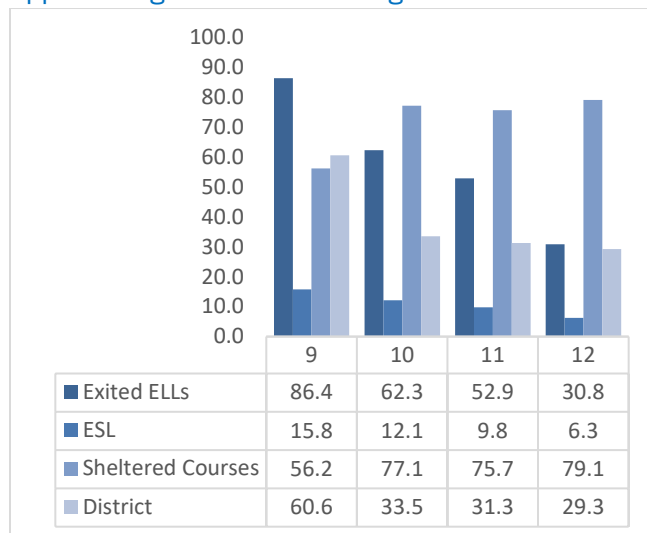
Results of STAAR EOC Biology indicated that Exited ELLs had higher percentages of students at Approaching Grade Level in grades 9 and 11 while sheltered students had higher percentages in grades 10 and 12 (Figure 7).

Figure 7: ELL and District Students Who Scored Approaching Grade Level in Biology



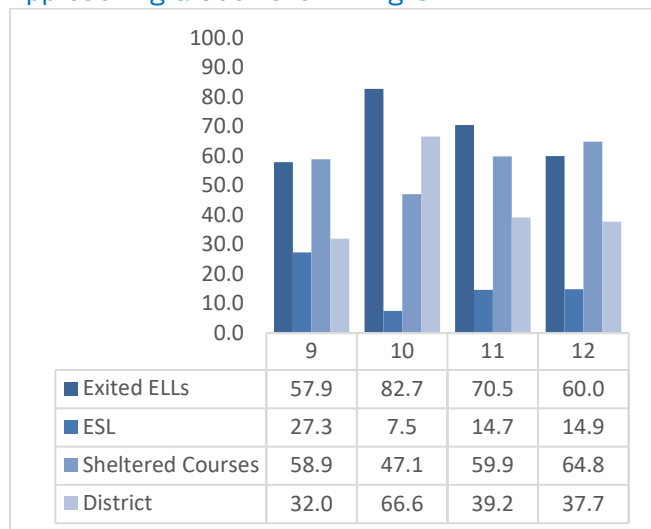
On the English I EOC, Exited ELL students had the highest percentages at Approaching Grade Level in grades 9 and 11. More ELL students in sheltered courses scored at the Approaching Grade Level in grades 10 and 12 (Figure 8).

Figure 8: ELL and District Students Who Scored Approaching Grade Level in English I



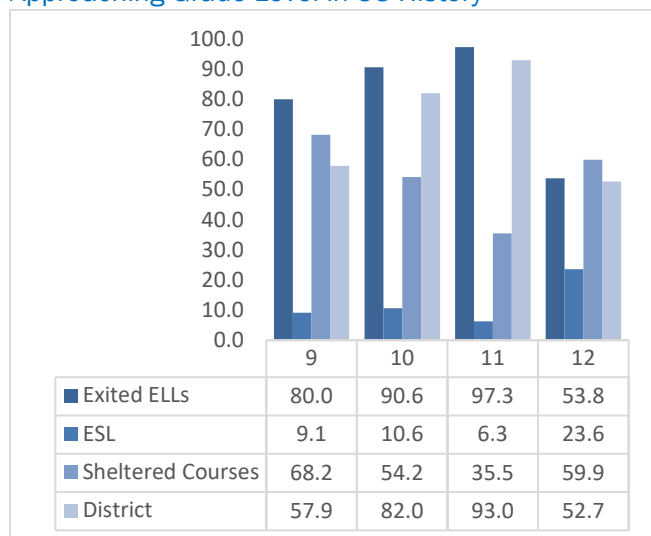
Results of STAAR EOC English II showed that more ELLs served in sheltered courses scored at Approaching Grade Level than Exited ELLs and ESL students in grades nine and 12. Exited ELL students had higher percentages than ESL and sheltered course students in grades 10 and 11 (Figure 9).

Figure 9: ELL and District Students Who Scored Approaching Grade Level in English II



Results of *STAAR EOC US History* showed that for grades 9 to 11, more Exited ELLs scored at Approaching Grade Level than sheltered ELLs and ESL students. More ELLs served in sheltered courses met Approaching Grade Level in grade 12 than Exited ELLs and ESL students (Figure 10).

Figure 10: ELL and District Students Who Scored Approaching Grade Level in US History



TerraNova and SUPERA Results

Results of *TerraNova* showed that most students scored at or above the 40th percentile, that is to say, at grade level in both content areas of the test. Seventy-eight percent of kindergarten students were at grade level on Reading. This percentage declined by grade one (64.2%) and even further at grade two (60.6%). In Mathematics, kindergarten students showed the highest percentage at grade level (Table 1).

Table 1: 2016-17 Number and Percentage of Students Scoring at or above 40th Percentile on *TerraNova* by Grade and Content Area

Content	Grade					
	KN		1		2	
	N	%	N	%	N	%
Reading	4,198	78.4	3,809	64.2	3,939	60.6
Mathematics	6,319	60.5	6,215	55.3	6,992	58.5
Total	4,181	78.7	3,935	67.5	4,090	63.8

Source: *TerraNova* database 2016-17

More students tested on *SUPERA* than tested on *TerraNova*. Scores in the 80th percentile were shown for grades kindergarten and first. (Table 2).

Table 2: 2016-17 Number and Percentage of Students Scoring at or above 40th Percentile on *SUPERA* by Grade and Content Area

Content	Grade					
	KN		1		2	
	N	%	N	%	N	%
Reading	4,603	85.8	4,862	87.7	2,642	46.9

Source: *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools.

Sheltered Classroom Observation Results

A randomized sample of 92-classroom observations were conducted. Mean ratings ranged from 1.35 (no evidence) to 3.12 (between somewhat evident and highly evident). No strategies had averages that rounded to the highly evident level, which showed that teachers need more training and/or to be held accountable for using the assessed strategies.

Recommendations

Given these results, the following recommendations are presented:

- **Determine the causes of students regressing on TELPAS and IPT.** Since results of *TELPAS* and *IPT* showed that students regressed the most at the secondary level, especially in middle school, it is recommended that staff members determine if lack of instructional or linguistic support might be the reasons for these decreases, or if other reasons are responsible for the lack of progress so that corresponding adjustments and corrections can be made. It is also recommended that the Bilingual/ESL department ascertain if further interventions such as 504 or special education services are needed for struggling students.
- **A detailed analysis of the Student Learning Objectives should be conducted to identify individual students' weaknesses and trends in students' performance.** This analysis could help determine if re-teaching these students during the school year and during summer school is necessary. The analysis would also identify if teachers need to be retrained to reinforce their teaching practices in the objectives that students missed.

- **More training and/or accountability is needed for teachers who teach in sheltered courses.** Results of classroom observations showed inconsistent use of sheltered strategies across the classes observed.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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