

2017-18 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 135 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 2017-18, 69,211 students, 44.3 percent of the total student population (156,224), in grades PK-12, were identified as ELLs. The total budget for the Bilingual/ESL Department was \$8,577,238 for the Title III Bilingual/ESL.

Most of the elementary students in the Bilingual/ESL program were registered in One-Way Dual Language (34,898). Ninety-nine percent (99.2%) of these students were Hispanic, eighty-six percent (86.1%) spoke Spanish, ninety percent (90.4%) were born in the United States, eleven percent (11.3%) were TAG and only 3.8 percent were in Special Education. The second largest group in the Bilingual/ESL program at the Elementary level were in Two-Way Dual Language (2,857). Over half of these students were female (50.4%), were Hispanic (98.4%), spoke Spanish (79.5%), were born in the United States (92.9%), were not TAG or TAG Eligible (91.1%) and were not in Special Education (94.9%).

Secondary ELL students in sheltered courses was the largest group (N=21,495). Over half of sheltered students were male (52.8%), Hispanic (97.2%), spoke Spanish at home (84.6%), were born in the United States (85.4%), were not TAG (89.5%) or TAG eligible (89.4%), and were not in Special Education (93.8%). There were 5,042 ESL students who were late entry students, many coming from other countries. ESL

students were mostly male (53.6%), Hispanic (63.9%), spoke Spanish at home (59.2%), were born outside of the United States (68.0%), were not TAG or TAG eligible (97.0%), and were not in Special Education (97.3%). There were 1,122 ELLs in Pre-AP and AP (AP stands for Advanced Placement) classes. Last school year, there were only 994 ELLs in Advanced Placement classes, which indicates that there was an increase of 128 students in one year.

Linguistic Assessment Results

Texas English Language Proficiency Assessment System (TELPAS) data were not available at the time this report was completed and will be reported in a separate report.

Academic Assessment Results

TerraNova and SUPERA Results

Academic assessments indicated that more than 50 percent of the ELL students who took TerraNova scored at or above the 40th percentile for the 2017-18 school year. Seventy percent (70.5%) of kindergarten ELL students were at grade level on reading in 2017-18. This percentage was 56.5 percent for grade one and 53.7 percent for grade two. In mathematics, second grade students showed the highest percentage at grade level (59.4%). District students scored higher than ELL students in both reading and mathematics, except for second grade mathematics. ELLs in all grades improved in reading from 2015-16 to 2016-17, but scores decreased slightly in 2017-18.

Table 1: Number and Percentage of Students Scoring at or above 40th Percentile on TerraNova by Grade, Content Area, and Year

	2015-16	2016-17	2017-18
Reading Kindergarten			
ELL	348 (64.4)	288 (71.2)	377 (70.5)
District	6,272 (81.4)	5,732 (77.8)	5,203 (80.6)
Reading Grade 1			
ELL	282 (49.7)	273 (64.3)	370 (56.5)
District	7,054 (66.6)	6,392 (63.3)	5,463 (64.7)
Reading Grade 2			
ELL	291 (45.8)	335 (58.5)	373 (53.7)
District	7,267 (61.2)	6,956 (60.0)	5,817 (61.1)
Mathematics Kindergarten			
ELL	5,211 (55.9)	6,319 (56.3)	4,055 (58.3)
District	11,751 (59.5)	10,982 (59.7)	10,737 (61.3)
Mathematics Grade 1			
ELL	5,511 (49.1)	5,907 (52.3)	5,776 (54.7)
District	12,928 (56.2)	11,792 (54.4)	11,187 (57.2)
Mathematics Grade 2			
ELL	6,004 (55.2)	6,992 (56.5)	5,818 (59.4)
District	13,079 (56.0)	12,508 (57.9)	11,462 (58.8)

Source: TerraNova database 2016-18

Most students in kindergarten and first grade scored at grade level in 2015-16, 2016-17, and 2017-18 on *SUPERA*. However, more than half of the second-grade students scored below the 40th percentile on *SUPERA* for the last three years (Table 2).

Table 2: Number and Percentage of Students Scoring at or above 40th Percentile on *SUPERA* by Grade, and Year

	2015-16	2016-17	2017-18
Reading Kindergarten			
ELLs	5,626 (87.2)	5,632 (85.3)	5,159 (85.1)
Reading Grade 1			
ELLs	5,907 (87.0)	4,862 (87.8)	5,132 (85.9)
Reading Grade 2			
ELLs	5,897 (43.7)	5,637 (46.5)	5,305 (45.7)

Source: *SUPERA* database 2015-16, 2016-17, and 2017-18

STAAR 3-8 Results

On *STAAR* reading and mathematics, grades three through five, ELLs had a higher percentage at Approaches + than non-ELLs (Table 3). Differences in percentages points (pps) between ELLs and the district on reading ranged from 0.8 (grade 4) to 3.9 (grade 5) and ranged from 1.7 (grade 4) and 2.2 (grade 3) on mathematics; ELL students outperformed the district.

Non-ELLs in grades six to eight outperformed ELLs on *STAAR* reading. For mathematics, ELLs performed similarly to non-ELLs in grades six and eight but performed slightly lower (3.6 pps) in grade 7 (Table 4). The differences between ELLs and the district on reading ranged from 5.9 (grade 7) to 12.0 (grade 6); district students outperformed ELLs in all comparisons. For mathematics, ELLs and district students performed similarly in grades 6 and 8, whereas the district students slightly outperformed ELL students in grade 7 (3.0 pps).

Table 3: Number and Percentage of Students at Approaches+ on *STAAR* Reading and Mathematics Grades 3-5

	2015-16	2016-17	2017-18
Reading Grade 3			
ELL	6,354 (63.8)	6,368 (64.2)	6,032 (74.6)
Non-ELL	6,251 (60.1)	6,335 (62.3)	6,014 (69.9)
District	12,605 (62.0)	12,703 (63.3)	12,046 (72.3)
Reading Grade 4			
ELL	6,099 (60.9)	6,285 (62.5)	6,125 (66.2)
Non-ELL	5,846 (64.0)	6,201 (58.6)	6,093 (64.6)
District	11,945 (62.4)	12,486 (60.6)	12,218 (65.4)
Reading Grade 5			
ELLs	6,059 (76.3)	6,126 (82.5)	6,124 (84.6)
Non-ELL	5,576 (72.0)	5,826 (72.7)	6,058 (76.8)
District	11,635 (74.2)	11,952 (77.7)	12,182 (80.7)
Mathematics Grade 3			
ELL	6,354 (68.7)	6,369 (72.5)	6,031 (77.6)
Non-ELL	6,251 (62.8)	6,335 (69.1)	6,005 (73.2)
District	12,605 (65.8)	12,704 (70.8)	12,036 (75.4)
Mathematics Grade 4			
ELL	6,960 (67.9)	6,284 (72.4)	6,126 (77.5)
Non-ELL	5,845 (60.0)	6,210 (65.7)	6,094 (74.1)
District	11,941 (64.0)	12,494 (69.1)	12,220 (75.8)
Mathematics Grade 5			
ELL	6,057 (81.8)	6,125 (84.2)	6,124 (89.4)
Non-ELL	5,575 (77.7)	5,825 (78.0)	6,061 (85.2)
District	11,633 (79.8)	11,950 (81.2)	12,185 (87.3)

Source: *STAAR* database.

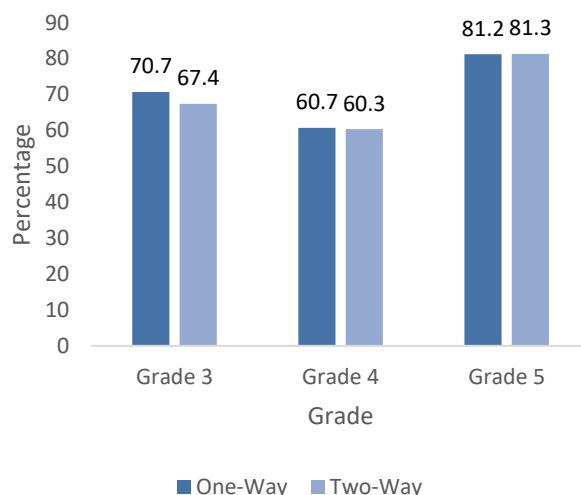
Table 4: Number and Percentage of Students at Approaches+ on *STAAR* Reading and Mathematics Grades 6-8

	2015-16	2016-17	2017-18
Reading Grade 6			
Exited ELL	124 (82.3)	181 (89.5)	191 (94.8)
ELL	5,212 (47.4)	5,317 (46.4)	5,253 (51.4)
Non-ELL	4,625 (56.3)	4,941 (60.1)	4,990 (59.4)
District	9,961 (52.0)	10,439 (53.6)	10,434 (63.4)
Reading Grade 7			
Exited ELL	654 (89.1)	335 (93.7)	426 (95.1)
ELL	4,689 (46.6)	4,949 (53.9)	4,979 (57.5)
Non-ELL	4,517 (59.9)	4,574 (63.6)	4,827 (66.7)
District	9,860 (55.5)	9,858 (59.7)	10,232 (63.4)
Reading Grade 8			
Exited ELL	1,069 (97.9)	722 (98.9)	645 (97.8)
ELLs	4,093 (70.4)	4,478 (69.5)	4,565 (68.5)
Non-ELL	4,708 (79.2)	4,235 (78.7)	4,377 (79.0)
District	9,870 (77.6)	9,435 (75.9)	9,587 (75.3)
Mathematics Grade 6			
Exited ELL	124 (85.5)	181 (91.2)	191 (94.8)
ELL	5,212 (59.7)	5,303 (63.8)	5,243 (67.6)
Non-ELL	4,613 (56.8)	4,925 (66.1)	4,988 (66.9)
District	9,949 (58.7)	10,409 (65.3)	10,422 (67.8)
Mathematics Grade 7			
Exited ELL	626 (84.8)	335 (89.9)	423 (94.6)
ELL	4,668 (49.9)	4,949 (56.5)	4,978 (62.2)
Non-ELL	4,503 (54.4)	4,573 (58.6)	4,823 (65.8)
District	9,797 (54.2)	9,857 (58.6)	10,224 (65.2)
Mathematics Grade 8			
Exited ELL	552 (87.5)	359 (95.8)	215 (93.5)
ELL	3,533 (64.7)	3,839 (75.4)	3,888 (80.8)
Non-ELL	3,403 (64.5)	3,365 (75.8)	3,266 (79.5)
District	7,488 (66.3)	7,563 (76.6)	7,369 (80.6)

Source: *STAAR* database.

Dual Language ELLs in the one-way model tested in English scored at Approaches + at a higher percentage in Grade 3 than two-way however, both groups were comparable for grades four and five (Figure 1).

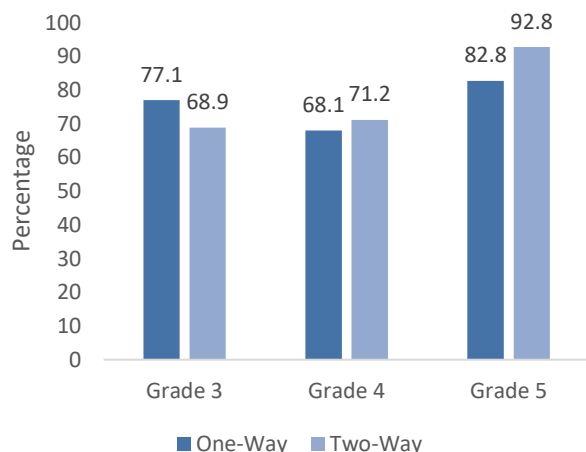
Figure 1: Percentage of Dual Language ELLs at *STAAR* Approaches + in Reading English Version



Source: *STAAR* Database.

Dual Language ELLs in the one-way model tested in Spanish scored at Approaches + at a higher percentage in Grade 3 but two-way ELLs scored at Approaches + at higher percentages in Grades 4 and 5 (Figure 2).

Figure 2: Percentage of Dual Language ELLs at STAAR Approaches + in Reading Spanish Version



Source: STAAR database.

STAAR EOC Results

Results for Algebra I, Biology, English I, English II, and U.S. History STAAR EOCs are shown in Table 5. Most ELL students met the Approaches+ standard for Algebra I (73.6%), Biology (76.8%), and U.S. History (82.2%), whereas less than half of ELL students met Approaches+ on English I (38.6%) and English II (35.9%). Differences in percentage points (pps) between ELL and district students were highest for English II (21.9 pps) and lowest for Algebra I (2.1 pps). Percentage points differences for English I, U.S. History, and Biology were 12.7, 9.9 and 6.8, respectively. Exited ELLs had the highest percentage that attained the Approaches + standard in all subjects for the three years examined.

It is important to highlight that there were differences among the two groups of students (ELLs in ESL and ELLs in sheltered courses) who took STAAR EOCs. In general, current ELL students have been in the Bilingual program for several years and they have not met the requirements to exit the program and integrate into general education. Students served in sheltered courses most likely were in the Dual Language program but were not able to exit because they did not meet the requirements when they were in fifth grade or later. Students served in ESL were mostly students with one to three years in U.S. schools. It is important to weigh these differences when interpreting the data.

Table 5: Number and Percentage of Students at Approaches+ on STAAR EOC by Content, ELL Status, and Year

	2015-16	2016-17	2017-18
Algebra I			
Exited ELL	1,756 (84.5)	1,387 (91.2)	1,346 (89.7)
ELL	4,988 (62.5)	5,410 (74.8)	5,385 (73.6)
Non-ELL	6,092 (70.7)	5,753 (76.2)	5,879 (74.5)
District	12,836 (69.4)	12,550 (77.2)	12,610 (75.7)
English I			
Exited ELL	2,178 (79.3)	1,777 (83.2)	1,536 (87.2)
ELL	5,923 (34.7)	6,555 (37.2)	6,844 (38.6)
Non-ELL	7,027 (59.3)	7,302 (57.0)	6,748 (56.0)
District	15,128 (52.6)	15,634 (51.7)	15,128 (51.3)
English II			
Exited ELL	2,783 (70.0)	2,546 (80.8)	2,469 (86.0)
ELLs	3,891 (25.3)	4,664 (31.6)	5,152 (35.9)
Non-ELL	6,455 (60.6)	6,436 (61.7)	6,517 (64.5)
District	13,129 (52.1)	13,646 (55.0)	14,138 (57.8)
Biology			
Exited ELL	1,620 (96.9)	1,387 (96.8)	1,525 (97.9)
ELL	3,657 (69.0)	4,025 (77.0)	4,444 (76.8)
Non-ELL	5,154 (83.6)	5,222 (82.9)	5,280 (85.1)
District	10,431 (80.6)	10,634 (82.4)	11,249 (83.6)
U.S. History			
Exited ELL	2,789 (96.8)	2,033 (97.8)	2,436 (99.0)
ELL	1,863 (74.4)	1,968 (80.5)	2,405 (82.2)
Non-ELL	4,998 (90.1)	4,534 (92.4)	4,990 (93.6)
District	9,650 (89.0)	8,535 (91.0)	9,831 (92.1)

Source: STAAR database.

Recommendations

- **Focus on decreasing the gap in student achievement between ELL and district students on STAAR EOCs, especially English I and II.** Less than half of ELL students met the Approaches+ standard on English I (38.6%) or English II (35.9%), and gaps between ELL and district students for those two EOCs were 12.7 and 21.9 percentage points, respectively.
- **Review data collection and data entry processes across district databases to ensure consistency.** Beginning in 2018-19, federal law (Every Student Succeeds Act) requires that ELL students be monitored for four years after exit rather than for two years. As a result, it will be important that processes are in place to collect and enter data consistently at the start of the 2018-19 school year. It will also be important that processes are in place to make sure ELL status changes from Current ELL to Exited ELL are completed and match across district databases.

The full 2017-18 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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