RESEARCH

Report on an Educational Program

Department of Research and Accountability

UNITED LANGUAGES/*UNIÓN DE IDIOMAS* TITLE VII GRANT PROGRAM: IMPLEMENTATION YEAR 2002–2003

Houston Independent School District

United Languages/ *Unión de Idiomas* Title VII Grant Program: Implementation Year 2002–03

Purpose: To describe and evaluate the third year of the United Languages/Unión de Idiomas program.

Design: Multimodal Evaluation Model utilizing both formative and process evaluation methods and qualitative and quantitative descriptive and inferential statistical analysis.

Population: Students, teachers, and school personnel from select HISD schools in the Southeast and South Central districts.

Methods: Qualitative and quantitative collection methods were employed through the use of surveys, program records, descriptions of professional development opportunities, and student and school test score databases.

Findings: The implementation of the United Languages/Unión de Idiomas program was completed with the majority of objectives accomplished. The program has effectively promoted a dynamic and innovative curriculum and has fostered improved academic performance of participating students.

Conclusions: In conclusion, the information examined in this evaluation advocates the need for this program at the participating schools. It also found that the implementation of the program during the third year of the United Languages/Unión de Idiomas program suggests that the project has a fundamental basis for further development and integration into the curricular culture of the program schools.

Introduction

Program Description

The United Languages/*Unión de Idiomas* program was designed to use Bilingual Maintenance and/or a Two-Way Spanish Immersion model of instruction to provide students with a means to acquire the skills required by a global job market. Specifically, the overall goal of the program is to promote fluency, literacy, and academic excellence in both English and Spanish, through the application of fine arts and technology instruction. Language proficiency will be combined with fine arts and technology to produce a forum for creative expression in both English and Spanish. The following four areas comprise the main components of the program:

- Academic achievement,
- Staff development,
- Parental/community involvement, and
- Family/student support.

The United Languages/*Unión de Idiomas* program is based on the Bilingual Maintenance and/or the Two-Way Spanish Immersion programs, which are additive programs designed to produce bilingual and biliterate students. Additive bilingualism serves as a means to add another language to the students' repertoire without decreasing the use of their first language. Under both formats, Spanish will be used as the medium of instruction for all students, with an instructional block of time devoted to English language instruction. The inclusion of fine arts and technology in program curriculum will enhance and enrich instructional strategies such as thematic units, interdisciplinary units, cooperative learning, and higher-level thinking skills. The purpose of these bilingual programs is for project students to become proficient in all academic content areas in both English and Spanish.

The Two-Way Spanish Immersion program will be used to serve English Language Learners (ELL) and non-ELL students by using both languages (English and Spanish), with one of the languages being a second language learned for each group, respectively. The Bilingual Maintenance instructional method is designed for Spanish-speaking ELL students. Initially, the majority of the instruction begins in Spanish and gradually over time English instruction is introduced. For the purpose of this program, the federally mandated classification ELL and Limited English Proficient (LEP) which is the term found in state and local practices will be considered to represent the same student population.

The United Languages/*Unión de Idiomas* program is designed to serve sixteen schools in the Southeast and South Central Areas of the Houston Independent School District (HISD). The following two middle schools and fourteen elementary schools are included in the program: Hartman and Stevenson middle schools, Bellfort, Bonner, Brookline, Cornelius, Crespo, Davila, Golfcrest, Gregg, J. R. Harris, Lewis, MacArthur, Peck, Rucker, and Southmayd elementary schools.

The United Languages/*Unión de Idiomas* program is a five-year program. The first year of the project, the 2000–01 school year, was dedicated to the planning and development of the program. The second year was dedicated to the initial implementation of program objectives and activities. The current year (year three) was designed to continue implementation of the bilingual, technology, and fine arts components of the grant at the classroom and schoolwide level as well as continuing to provide professional development opportunities and promote community and parental involvement. The following are the specific goals and objectives that the project is designed to accomplish over the next three years.

Goal 1: To increase the technology skills and an appreciation for the fine arts for program students.

Objective 1: Project teachers will develop a rubric based on TEKS to provide students fine arts and technology based opportunities demonstrating critical, analytical, and creative skills students attained.

Goal 2: To improve academic achievement of project ELL and non-ELL students.

Objective 1: Baseline data for the percentage of students passing each subtest by campus on the TAAS will be collected and trends reported yearly. Pretest and annual results from program participants on the Stanford 9 and Aprenda 2 will be obtained and reported.

Objective 2: Project students will be pretested on the Texas Primary Reading Inventory (TPRI) or the Spanish version the Tejas-Lee Reading Inventory (Tejas-Lee), and on the Reading Proficiency Test in English (RPTE).

Goal 3: To improve the instructional skills for school personnel through activities that will address the language and instructional needs of the project students.

Objective 1: Teacher samples of strategies used to deliver the goals of the program will be collected and examined. In addition, a copy of a teacher observation checklist will be collected and lead teachers will observe a sample of classroom.

Objective 2: The number of teachers who attend the training sessions will be monitored and teacher survey rating of the quality and usefulness of the information they received in training will be collected.

Goal 4: To create a partnership between the educational system, the neighborhood, community, and parents to ensure the academic and social success of the project students.

Objective 1: In year two, baseline data for the number of volunteers, the type of volunteers involved, the hours they volunteered, and the extent to which an annual increase exceeds 5% over the previous year will be obtained annually.

Objective 2: A school-community survey will be developed and then conducted and analyzed annually.

Goal 5: To increase the opportunities for parental literacy skills and provide resource information.

Objective 1: The number of parents that register for classes and the number that complete the literacy course will be maintained.

Objective 2: Parents at each project site will utilize community resources throughout the project year as documented by visitation logs.

Objective 3: The number of parents who attend literacy and parenting classes will be collected based on the documentation provided by project staff.

These goals will be implemented during the five years of the grant's cycle, specifically, the following activities were to be accomplished during the third year of the program.

The activities for Fall 2002:
- Continue parent awareness of students academic success;
- Continue to attend local/national conferences;
- Continue teacher training on specific program topics;
- Continue parent instructional training; and
- Provide observation opportunities at the model sites for all schools.

The activities for Spring 2003:
- Develop training models and/or videos featuring key program components;
- Assess student academic performance;
- Provide observation opportunities at the model

sites for all schools.
- Continue program evaluation/data analysis; and
- Conduct training for teachers.

The activities for Summer 2003:
- Refine curriculum;
- Conduct training on curriculum activities;
- Conduct fine arts training; and
- Train identified SIGHTS teachers.

Previous Evaluation Findings

The initial implementation year, 2001-02, of the program was evaluated and reported in the Fall of 2002. This evaluation provided a formative picture of the United Languages/*Unión de Idiomas* program. It was used to assess the completion of the following activities.

The activities for Fall 2001:
- Implement instructional program at model sites;
- Conduct program orientation for parents;
- Provide technology/fine arts training for parents;
- Continue teacher training; and
- Attend local, state, and national conferences.

The activities for Spring 2002:
- Conduct program evaluation for baseline data;
- Assess student academic performance;
- Continue teacher training; and
- Conduct training for parents.

The activities for Summer 2002:
- Refine curriculum;
- Conduct training on curriculum activities;
- Conduct fine arts training; and
- Train identified SIGHTS teachers.

The second year evaluation provided the following feedback and findings to program staff, participating school staff, district administrators and other stakeholders:
- The results of this evaluation indicated that a substantial number of objectives were met to facilitate the continuation of the implementation of the program during the 2002–03 school year.
- In the second year of the United Languages/*Unión de Idiomas* program, program schools continued to serve a population of students conducive to benefit from the goals and objectives of the program. Of the 14,211 students attending program schools during the 2001–02 school year, 6,519 or 46% were served by multilingual instructional curricula. As an additive program, the United Languages/*Unión de Idiomas* program is uniquely designed to serve such a population of students.
- An examination of the lead teacher meetings indicated that this process acted as an efficient system of discussing and disseminating information about the program and specific program activities. The discussions at the meetings focused primarily on the bilingual components of the program. Additionally, a few meetings did address the fine arts and technology facets of the program. For these meetings the majority of the schools exhibited acceptable levels of representative attendance. Only four schools need to work on their attendance rates in order to ensure a consistent and congruent implementation of the program goals, objectives and activities.
- The results from the classroom observations, the examination of school notebook binders and records of school level activities, maintained by the lead teachers indicated that students had ample opportunities to engage in activities that infused fine arts into bilingual education. Conversely, there were not as many opportunities for students to engage in bilingual activities that involved technology.
- The outcomes from the analysis of the academic performance data provided a preponderance of examples of the effectiveness of the program in improving the academic achievement of ELL students. An improvement in student performance was apparent in the analysis of the year to year performance on the TAAS and RPTE.
- Cross-sectional and longitudinal analysis of TAAS and RPTE suggests that the program has a statistically, significant positive effect in the facilitation of schools effort to improve student academic performance.
- Professional development in the areas of Bilingual Education and the arts was well represented in the program sponsored training opportunities. The other workshops, sponsored by local, state, and national entities, focused primarily on Bilingual Education. The use of technology in instruction as it relates to bilingual methods was under-represented in professional development activities.
- Parents were presented with an overview of the United Languages/*Unión de Idiomas* program during the 2001–2002 school year. The Title VII Coordinator and/or lead teacher conducted parent meetings regarding the United Languages/*Unión de Idiomas* program. Information regarding the

United Languages/*Unión de Idiomas* program was also provided for parents during Parent Advisory Committee (PAC) meetings and administrative district meetings.

- Project schools offered adult education classes at their campuses. This goal was also met by providing resource information to parents during meetings held by the Parent Advisory Committee and the administrative district. During the 2001–2002 school year, nine out of the 16 project schools offered adult education classes. These classes included ESL instruction, parenting skills training, wellness classes, arts and crafts, GED preparation courses, and computer literacy classes.

Budget

The third year budget for the United Languages/*Unión de Idiomas* program was $625,586.40. Program personnel and contract personnel accounted for $92,161.62 of the budget. Instructional and professional development consultants accounted for $17,866.00. Supplies and materials accounted for $140,859.88. Travel expenses combined with conference and workshop registration fees of $1,332.00. Specific line item analysis of the budget is available upon request from the program coordinator.

Purpose of the Evaluation

The intent of this report is to assess the third year of the United Languages/*Unión de Idiomas* program. Specifically, the evaluation was designed to examine the second implementation year and the activities that were accomplished during the third year of the grant. This process evaluation was designed to identify and describe program activities and to examine student data in the areas of demographics and student performance. The following research questions were addressed:

1. What activities were accomplished to promote fluency, literacy, and academic excellence in both English and Spanish utilizing the delivery system of fine arts and technology?
2. What is the academic achievement performance of students at participating program schools?
3. What activities were used to improve the instructional skills of personnel in the areas of language instruction, fine arts, technology, and specific program applications?

4. What activities were accomplished in order to create a partnership among the United Languages/*Unión de Idiomas* program and the neighborhood, community, and parents?
5. What opportunities were provided by the program in order to increase parental literacy and provide resource information?

Methods

Participants

The participants employed in this program evaluation included the students and select personnel from the 16 schools chosen to participate in the United Languages/*Unión de Idioma*s program. The principal and lead teachers at each school worked with program personnel throughout the initial program planning and development year. Therefore program personnel, lead teachers, and school principals were the main source of program information gathered by the evaluators during the program implementation in the second year of the grant cycle.

Students from program schools are included as participants during the program's implementation. During the 2002–03 school year there were 12,700 students enrolled at the 16 program schools. Of these students 10,065 were served by the 14 elementary schools that participated in the program during the 2002–03 school year, while 2,635 were served by the two middle schools. The demographic data from these schools were collected for the 2002–03 school year to provide a description of the students at the schools that will receive the benefits of the United Languages/*Unión de Idiomas* program. The ethnic composition of the student enrollment at the program schools for the 2002–03 school year is presented in **Table 1**.

The majority of schools served by the United Languages/*Unión de Idiomas* program have a student enrollment that is primarily composed of Hispanic students. The most homogeneous Hispanic enrollment was found at Brookline, Davila, Golfcrest, Harris, Rucker, and Southmayd elementary schools where 96% of the enrollment was Hispanic, and Bonner and Crespo elementary schools where Hispanic students made up 95% of these schools' enrollments. Only Peck Elementary School had a higher percentage of African American students than Hispanic students with an enrollment comprised of 70% African American and 30% Hispanic. Stevenson Middle School had the largest enrollment of white students at 5%.

Table 1: The Percentage of Students Enrolled at Program Campuses by Ethnicity: 2002–03

School	Total N	% African Am	% Asian Am	% Hispanic	% Native Amr	% White
Bellfort ES	289	28	<1	70	0	1
Bonner ES	856	2	2	95	<1	2
Brookline ES	1,080	3	<1	96	0	1
Cornelius ES	893	27	2	69	<1	2
Crespo ES	882	4	<1	95	0	1
Davila ES	834	1	1	96	0	2
Golfcrest ES	812	4	0	96	<1	<1
Gregg ES	574	40	1	59	0	1
Harris, J. R. ES	792	3	<1	96	0	1
Lewis ES	881	20	1	79	0	<1
MacArthur ES	408	48	<1	52	0	0
Peck ES	323	70	0	30	0	0
Rucker ES	714	1	<1	96	0	3
Southmayd ES	727	1	<1	96	0	2
Hartman MS	1,485	30	2	68	0	1
Stevenson MS	1,150	4	2	89	0	5

The United Languages/*Unión de Idiomas* program is designed to be aligned with a variety of other educational programs, including Bilingual, ESL, Gifted and Talented, Honors, Kindergarten and Below (Pre-Kindergarten and Early Childhood), and Special Education programs. The enrollment of students by these other educational programs at participating schools is presented in **Table 2**.

The schools with the largest percentage of students served by bilingual programs were Crespo and Brookline elementary schools with 67% and 63%, respectively. The largest percentages of students served by ESL programs were found at the middle schools, were 19% of the enrollment at Stevenson was served by ESL and 13% were served by ESL at Hartman. The schools with the largest enrollment of gifted and talented students were Davila and Bonner elementary schools where 11% and 8% of the students were in gifted and talented programs, respectively. Honors-level educational instruction is only available at the middle school or higher-grade levels. For Hartman and Stevenson middle schools, 23% and 20% were enrolled in honors programs, respectively, during the 2002–03 school year. Since the program is intending

Table 2: The Percentage of Students Enrolled at Program Campuses by Educational Program: 2002–03

School	Total N	% Bilingual	% ESL	% Gifted	% Honors	% Kinder and Below	% Spec Ed
Bellfort ES	289	40	0	0	0	0	7
Bonner ES	856	59	3	8	0	19	9
Brookline ES	1,080	63	<1	0	0	24	4
Cornelius ES	893	31	4	5	0	17	5
Crespo ES	882	67	1	4	0	18	6
Davila ES	834	60	1	11	0	36	7
Golfcrest ES	812	60	1	3	0	29	5
Gregg ES	574	42	2	0	0	35	6
Harris, J. R. ES	792	55	0	6	0	35	5
Lewis ES	881	54	<1	0	0	29	2
MacArthur ES	408	35	6	0	0	19	10
Peck ES	323	19	0	1	0	39	5
Rucker ES	714	49	5	3	0	23	7
Southmayd ES	727	48	3	0	0	36	7
Hartman MS	1,485	6	13	0	23	0	15
Stevenson MS	1,150	0	19	5	20	0	11

to serve students at the earliest ages, it is important to identify the number of students that receive instruction at the Early Childhood, Pre-Kindergarten, and/or Kindergarten levels. Peck Elementary School had the highest percentage of students at these levels with 39%, followed by Davila and Southmayd elementary schools with 36% enrollment. The largest enrollment of Special Education students was found at the program middle schools, where 15% of the enrollment at Hartman and 11% at Stevenson received Special Education instruction. The elementary school with the highest percentage of Special Education students was MacArthur Elementary School where 10% were served.

To express the need for the United Languages/Unión de Idiomas program, it was important to identify the percentage of students at program schools that were categorized as having limiting environmental factors. Specifically, the student enrollment at the program schools was examined to determine the percentage of students that were at risk for academic failure, from economically disadvantaged backgrounds, and limited in terms of English language proficiency. The results from this examination of the enrollment data are presented in **Table 3**.

Fourteen program schools had at least 90% of their students qualify as economically disadvantaged students. Cornelius Elementary School and Stevenson

Table 3: The Percentage of Students Enrolled at Program Campuses by Student Descriptors: 2002–03

School	Total N	% At Risk	% Eco Disadv	% LEP
Bellfort ES	289	69	96	42
Bonner ES	856	80	97	67
Brookline ES	1,080	82	96	71
Cornelius ES	893	55	89	38
Crespo ES	882	80	96	71
Davila ES	834	74	96	65
Golfcrest ES	812	76	98	64
Gregg ES	574	63	98	47
Harris, J. R. ES	792	74	98	63
Lewis ES	881	71	96	56
MacArthur ES	408	69	97	45
Peck ES	323	39	95	20
Rucker ES	714	73	94	60
Southmayd ES	727	69	94	53
Hartman MS	1,485	67	91	20
Stevenson MS	1,150	66	89	21

Middle School still had high percentages of economically disadvantaged students with 89%. This information supports the need for the program to address issues related to low socioeconomic status, such as, providing parent and community resources, parent literacy classes, as well as instructional efforts directed at improving student academic performance. Similarly, 14 of the 16 program schools had at least 63% of their enrollment categorized as being at risk for academic failure, further necessitating a focus on student academic performance and improving the involvement of parents and the community in the education process. The most important factor in the United Languages/Unión de Idiomas program is its goal to serve LEP/ELL students. Of the 16 program schools, 9 have enrollments that are at least 50% LEP/ELL. The schools with the highest percent of LEP/ELL students in their enrollment were Brookline and Crespo elementary schools at 71% each.

A second sample of students served by program schools was also examined in this evaluation of the United Languages/Unión de Idiomas program. Since the most direct application of the program is to serve English language learners (ELL), students that were served by bilingual and ESL instruction were categorized and evaluated. Students who where identified as being ELLs and served by bilingual instructional programs are classified as YB students by HISD. Students that were identified as being ELLs and served by ESL instructional programs are classified as YE students by HISD. The number and percentage of these students by grade level for the current and baseline years are presented in **Table 4**.

During the 2002–03 school year 6,170 ELL students were served by either bilingual or ESL instruction at the United Languages/Unión de Idiomas program schools. This was 349 less ELL students served than in 2001–02. Also in 2002–03, 88% of the ELL students were served by Bilingual instruction, 1% less than in 2001–02. In grades K–3, 98% of ELL students at each grade were served by bilingual instructional programs. This is highly reflective of the program's aim to promote developmental and two-way bilingual instruction, especially at the early grades.

School level data from this second sample included in the evaluation of third year of the United Languages/Unión de Idiomas program are presented in **Table 5**.

Data Collection and Analysis

A formative and process evaluation model was

Table 4: The Number and Percentage of ELL Students Served by the Program by Grade: 2001–02 and 2002–03

	2001-02					2002-03				
Grade	Total ELL	YB	YE	%YB	%YE	Total ELL	YB	YE	%YB	%YE
EC	16	6	10	38	63	16	6	10	38	63
PK	807	776	31	96	4	805	774	31	96	4
K	895	881	14	98	2	855	841	14	98	2
1	942	926	16	98	2	942	926	16	98	2
2	932	918	14	98	2	932	918	14	98	2
3	928	912	16	98	2	927	911	16	98	2
4	819	780	39	95	5	645	606	39	94	6
5	552	485	67	88	12	420	353	67	84	16
6	235	28	207	12	88	235	28	207	12	88
7	191	26	165	14	86	191	26	165	14	86
8	202	42	160	21	79	202	42	160	21	79
Total	6,519	5,780	739	89	11	6,170	5,431	739	88	12

Table 5: The Number and Percentage of ELL Students Served by the Program by School: 2001–02 and 2002–03

	2001-02					2002-03				
SchName	Total ELL	YB	YE	%YB	%YE	Total ELL	YB	YE	%YB	%YE
Belfort ES	118	117	1	99	0.8	80	79	1	99	1
Bonner ES	558	531	27	95	4.8	477	450	27	94	6
Brookline ES	886	884	2	99	0.2	885	883	2	100	0
Cornelius ES	376	327	49	87	13.0	376	327	49	87	13
Crespo ES	652	638	14	98	2.1	610	596	14	98	2
Davila ES	500	490	10	98	2.0	433	423	10	98	2
Golfcrest ES	588	580	8	99	1.4	588	580	8	99	1
Gregg ES	336	327	9	97	2.7	334	325	9	97	3
Harris, J. R. ES	424	424	0	100	0.0	388	388	0	100	0
Lewis ES	478	474	4	99	0.8	478	474	4	99	1
MacArthur ES	171	147	24	86	14.0	171	147	24	86	14
Peck ES	65	65	0	100	0.0	62	62	0	100	0
Rucker ES	384	350	34	91	8.9	360	326	34	91	9
Southmayd ES	355	330	25	93	7.0	300	275	25	92	8
Hartman MS	297	96	201	32	67.7	297	96	201	32	68
Stevenson MS	331	0	331	0	100.0	331	0	331	0	100

employed to collect information about the second implementation year of the United Languages/*Unión de Idiomas* program during the third year of the program's grant. The current evaluation was designed to investigate the activities performed in the application of curriculum and activities at the campus and classroom levels during the 2002–03 school year.

To determine the comprehensive and global effect of the continual development and implementation of the United Languages/*Unión de Idiomas* program during the 2002–03 school year, information was collected from several sources. The first source of information was the program personnel, specifically the project coordinator. The second source was the principal and lead teacher meetings that were conducted during the school year. This information included meeting agendas, meeting notes, and surveys given to the principals and lead teachers during meetings. The third source

was structured classroom observations conducted by the evaluators. A fourth source of information was program notebooks kept by the program director and each of the lead teachers. A fifth source of data was a lead teacher survey. These sources of information were used to glean information from program and school personnel about the needs of their schools in relationship to the grant and their perceptions about the development and implementation of the program and its activities. The structured classroom observation form and the lead teacher survey employed for this procedure is included in **Appendix A**. Program information at the school level about the implementation of program activities were collected by lead teachers and program staff and chronicled in a United Languages/*Unión de Idiomas* notebook binder maintained for each school. Information collected in these notebooks detailed the activities implemented at the schools to accomplish the program goals. Information about the application of the bilingual curriculum and its infusion with fine arts and technology were enumerated. Similarly, efforts to create a partnership between the program and the parents and community as well as providing opportunities for parental literacy were collected.

In the area of improving student technology skills and increasing fine arts appreciation, information was collected about the materials purchased and the instructional activities identified to be used in this process. Descriptions of these materials and activities were collected from the project director.

Academic achievement data were collected during the 2002–03 school year in order to determine the effectiveness of the program's efforts to improve student academic performance through the comparison of these results with data from the first two years of the program. Also where necessary baseline data for the schools participating in the United Languages/Un*ión de Idiomas* program were also collected. Specifically, program and campus level data were collected from the Reading Proficiency Test of English (RPTE) from the 2002–03 school year and compared to the previous two year's performance.

Because of changes in HISD policy brought on by psychometric constraints resulting from the revision of the districtwide norm-referenced tests (NRT), the Stanford 9 and Aprenda, baseline information for these measures had to be recollected. Specifically, since Harcourt-Brace, the testing company, updated the norms of these NRT instruments, new results needed to be collected to provide the basis of reliable and valid comparisons. Therefore, this report includes a comparison of the 2002–03 and 2001–02 Stanford and Aprenda results from program ELL students. However it does not include results from the 2000–01 administration which was based on previous norms.

Because of changes in Texas education policy, the statewide test used in 2002–03 was the Texas Assessment of Knowledge and Skills (TAKS). During the previous two year the Texas Assessment of Academic Skills (TAAS) was used as mandated by the state. For this report previous TAAS results are included in a comparison analysis to chronicle student academic progress. Also, baseline TAKS data was collected and presented for the 2002–03 school year.

The TAAS was the criterion-referenced test (CRT) of academic achievement used as a statewide assessment of student performance in the state of Texas prior to the 2002-03 school year. The TAAS represents a comprehensive assessment of the instructional targets delineated in the essential elements found in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum, and higher-order thinking skills and problem-solving ability. The criteria objectives for the TAAS differ by grade because of the developmental nature of the essential elements described in the TEKS. There is an English and Spanish version of the TAAS. This measure is used to assess reading and mathematics at grades 3–8 and 10, writing at grades 4, 8, and 10, and science and social studies at grade 8. The TAAS data were collected for several different student samples. Specifically, the results from all students taking either the English or Spanish version of the test were collected and combined. Data from two samples of students were collected. Specifically, cross-sectional data were collected from two groups, ELL students served by the program during the 2001-02 school year and those ELL students served by the program during the 2000–01 school year as a comparison. The longitudinal sample of ELL students included students served during the 2001-02 school year who had valid CRT data from the 2000–01 administration of the TAAS. For each of these student samples, the percentages of students meeting minimum expectations were calculated by and across grade levels for each program campus and the program-wide level.

TAKS is a completely reconceived testing program. It includes more of the state curriculum, the Texas Essential Knowledge and Skills (TEKS), than TAAS did and asks questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and to more accurately measure

student learning. That is, the connection between the state curriculum, the TEKS, and the state assessment program, the TAKS, has been strengthened so that students, schools, parents, and the general public receive meaningful information about what Texas students know and are able to accomplish academically.

The Stanford 9 is a nationally accredited norm-referenced test of academic achievement designed to assess students in grades K–12 in a variety of academic areas. HISD uses the Stanford 9 to assess all of its students in grades 1–11 that receive language and reading instruction in English. Students that receive language and reading instruction in Spanish are assessed by Aprenda which is the Spanish language equivalent to the Stanford 9. Test information was reported using Normal Curve Equivalent (NCE) scores by grade level for each program school. The Stanford 9 results were reported for all classified by HISD as LEP. Student results from the reading, math, and language arts were collected. For the Aprenda, results were collected from the reading, math, and language subtests of students instructed primarily in Spanish.

The RPTE is a criterion-referenced measure developed by TEA to provide information about students' current reading levels in order to show how well they are developing the ability to read in English. Similarly to the TAAS and TAKS, the RPTE is linked to the TEKS, but its focus is primarily on reading so that it can be used to determine the level of English reading proficiency on a continuum of beginning level reading to advanced level reading in English. For this grant, the RPTE is used to assess LEP students in grades 3–8. For this report, the percentage of students that were at the beginning, intermediate, and advanced levels of the RPTE were calculated for each project school by and across grades. Scale scores were used to effect inferential analysis of longitudinal results with a repeated measures design.

To assess the degree in which the instructional skills of school personnel were addressed during the second year of the program, information was collected about the professional development activities that were offered to teachers at program schools. A description of each opportunity was obtained and an accounting of the number of teachers that attended these sessions was recorded. When available, teacher evaluations of the training sessions were collected. The evaluation instruments used to assess training opportunities are included in **Appendix B**.

Information on the activities used to create a partnership between the United Languages/Un*ión de*

Idiomas program and the neighborhood, community, and parents were documented. Specifically, information was collected from the program overview meeting conducted for parents.

Information on the opportunities that were provided by the program in order to increase parental literacy and provide resource information was collected for the planning and development year of the program. Descriptions of the opportunities planned for the program schools were collected.

A multimodal method was used to analyze the data collected for initial implementation year of the United Languages/*Unión de Idiomas* program. Since this first year focused on the development of the program at the school level, the majority of information is examined by descriptive means. The results from surveys were analyzed using both qualitative and quantitative methods. Student academic performance was analyzed using quantitative methods in order to create a set of baseline data to use as a comparison with future academic performance. When valid data were available (TAAS, RPTE, Stanford, and Aprenda) two samples were used to provide a cross-sectional and longitudinal examination of progress in the academic performance of ELL students. Within these analyses, when the scale of the data allowed, a repeated measures t-test (parametric statistic) was used to test for statistical significance.

Results

What activities were accomplished to promote fluency, literacy, and academic excellence in both English and Spanish utilizing the delivery system of fine arts and technology?

In order to promote the activities and support the curriculum espoused by the United Languages/*Unión de Idiomas* program an active delivery system is necessary. In order to guide and facilitate the implementation of the program curriculum and to supply support and disseminate information, lead teachers were recruited and trained during the 2000-01 school year in the fundamentals of the program. These teachers were charged with the responsibility of liaison between the program and its goals and objectives and the 16 participating school. These teachers along with the school principals supply the essential link between the program and the students and schools it serves.

The first activity accomplished in order to increase students' skills in technology and their appreciation for

the fine arts was for the program director to define the role of lead teacher and to select lead teachers at each program school. The lead teachers are instilled with the responsibility to act as a conduit for the activities and information provided by the program at their school. The specific responsibilities for this position are as follows:

- Disseminate program information to administration, teachers, and parents;
- Provide program information to the community through media sources;
- Serve as quality control liaison;
- Monitor the implementation of the program;
- Provide a substitute once a month;
- Plan program related staff development activities; and
- Monitor LPAC assessment and decision-making processes.

Teachers selected for the position of lead teacher must meet a standard of set requirements. The following requirements compose this standard:

- Texas Teaching Certificate;
- Minimum 3 years experience in Bilingual/ESL field;
- Fluent in Spanish and English:
- Strong interpersonal skills; and
- Strong leadership skills.

An important process in the implementation of the program was the identification of a project representa-tive at each participating campus. To fulfill this need, lead teachers were selected at each program school. The lead teachers and principals for the United Lan-guages/*Unión de Idiomas* program schools are identi-fied in **Table 6**.

Lead Teacher Meetings

The implementation of the program was monitored by chronicling the lead teacher meetings held through-out the school year. Specifically, the agendas of these meetings are described and the teacher attendance records presented.

August 29, 2002 Lead Teacher Meeting

At this meeting the tentative lead teacher meeting schedule was presented and discussed. The require-ments and responsibilities of lead teachers were re-viewed. Lead teacher materials were distributed along with other Title VII teacher materials. Budget informa-tion and procedures were discussed. A quick review of the program goals, objectives, and activities was also accomplished. A parent survey was provided to lead teachers for use on their campuses. This survey focused on soliciting information from parents about their intentions to attend GED and ESL classes. A teacher survey was provided for use at program schools to determine the level of interest of Title VII teachers in ESL and Spanish classes. All of the classes were

Table 6: The Project Lead Teachers at Each Program Campus for the 2001–02 School Year

Schools	Lead Teachers	Principal
Bellfort ES	Felipe Rodriguez	Cheryl Lewis/J. Gonzales
Bonner ES	Diane Medina	Dan Martinez
Brookline ES	Guillermo Perez	Sandra Gonzales
Cornelius ES	Maria Teresa Melton	Karen Jackson
Crespo ES	Elizabeth Munoz and Rose Flores	Celestina Martinez
Davila ES	Melecio Reyes and Irma Orozco	James Troutman
Golfcrest ES	LaVerne Apodaca	Freddy Delgado
Gregg ES	Juan Barona and Aida Manning	Phyllis Tyler
Hartman MS	Ann Jacobson	Joseph Addison
Harris, J. R. ES	Celia Ortiz-Izaguirre	Jamie Castaneda
Lewis ES	Laura De La Garza	Cheryl Lewis/A. Acevedo
MacArthur ES	Mary Lopez	Bertran Bilton
Peck ES	Paola Espitia	Sharon Berry
Rucker ES	Evelyn Quinones	Linda Boas
Southmayd ES	Josephina Chavez	Lynda Nieto
Stevenson MS	Mary Baldez and Susan Alcorn	Robert Pambello

offered by Houston Community College. Representatives attended this meeting from 13 of the 16 program schools. Representatives from Cornelius, Crespo, and Southmayd elementary schools did not attend.

September 26, 2002 Lead Teacher Meeting

At this meeting a revised lead teacher calendar was presented to teachers. Program objectives and goals were reviewed along with basic bilingual education tenets that the program has employed since its inceptions. Budget procedures were discussed. Specifically, the budget worksheet, and Title VII allowable expenditures; which included extra duty pay, contracted services, supplies/materials, other operating expenses, and capital outlay, were discussed and examples were provided to teachers. A proposed timeline for resource allocations and budget expenditures was presented and discussed. The process of collecting information about the implementation of the program was also presented. A flyer for the Houston Latino Book and Family Festival was given to teachers for distribution at their schools. Representatives attended this meeting from 15 of 16 program schools. A representative from Peck Elementary School did not attend the meeting.

October 24, 2002 Lead Teacher Meeting

At this meeting, budget proposals for expenditures, book list distribution, and Houston Community College classes were reviewed and updated. A presentation of the similarities between the three Bilingual program models utilized by United Languages was given. Special attention was paid to the amount of time allocated to English and Spanish and the subject areas in which each language should be employed. The assessment calendar for Bilingual students was reviewed by grade and type of assessment. The United Languages classroom observation measure was distributed to the lead teachers and the procedures used in employing it were discussed. This measure was designed to ensure that program objectives and activities are present at the classroom level. An announcement for the 2003 National Association of Bilingual Education (NABE) conference was distributed to the lead teachers and they were charged with soliciting participation from teachers at their campuses. Forms for the documentation of tutoring and enrichment activities were provided to the lead teachers so that they could track these activities at their schools. Enrollment forms for after-school art mural classes at Southmayd Elementary School were distributed so that lead teach-

ers at all program schools could enroll their students. Representatives attended this meeting from 13 of the 16 program schools. Representatives from Bellfort Academy, Crespo Elementary School, and Stevenson Middle School did not attend this meeting.

December 5, 2002 Lead Teacher Meeting

At this meeting revisions to the United Languages Program calendar were discussed. A calendar of staff development opportunities was presented, and an update on Houston Community College classes was given. The main focus of this meeting was a staff development activity on cultural awareness and sensitivity that lead teachers were encourage to use with teachers at their schools. This training the trainer workshop included the following objectives:

- Techniques for addressing cultural differences;
- Strategies for creating a respectful school and classroom climate;
- Identifying the characteristics of LEP students; and
- Applying this information in instructional methods.

The training also provided techniques for teachers to use in adapting their classrooms for LEP students, adapting instructional materials to the needs of LEP students, and incorporating academic and study skills in bilingual instruction. Teachers were provided with a list of materials and resources they could use in the instruction of ELL students.

The following staff development opportunities were presented in the United Languages calendar: ESL Frameworks, Six Plus One Traits-Writing, Dual Language Overview, Gifted/Talented training, Cooperative Learning, Study Groups, Bilingual research and Methodologies, Cultural Awareness and Sensitivity, ESL Strategies, and Power Point Training. A calendar of United Languages Parent training and activities was also presented. Scheduled activities included program information meetings, Gifted/Talented training for parents, presentations of community resources, character education training, language/GED classes, language/ESL classes, VIPs information, Parents Who Care training, Cara Y Corazon, computer awareness training, and Parental Advisory Committee (PAC) meetings. A parental involvement questionnaire was provided to lead teachers for use at their schools. Representatives from 15 of the 16 program schools attended this meeting. Only Cornelius Elementary School was not represented at the December United Languages Lead Teacher meeting.

January 21, 2003 Lead Teacher Meeting

The grant evaluators presented their findings from the 2001-02 evaluation of the United Language Program. The results were summarized for each of the following research questions.

1. What activities were accomplished to promote fluency, literacy, and academic excellence in both English and Spanish utilizing the delivery system of fine arts and technology?
2. What is the academic achievement performance of students at participating program schools?
3. What activities were used to improve the instructional skills of personnel in the areas of language instruction, fine arts, technology, and specific program applications?
4. What activities were accomplished in order to create a partnership among the United Languages/ Un*ión de Idiomas* program and the neighborhood, community, and parents?
5. What opportunities were provided by the program in order to increase parental literacy and provide resource information?

Particular attention was paid to the recommendations produced in the evaluation report. These recommendations included the following:

- Program personnel and school level stakeholders should continue to facilitate the integration of the program within program schools' curriculum, aligning United Languages/*Unión de idiomas* activities with other instructional programs and initiatives.
- During the first two years of the United Languages/ *Unión de idiomas* program lead teacher meetings provided an effective medium for the discussion and dissemination of program Information. Therefore, efforts should be enacted to ensure that lead teachers or another school representative attend each lead teacher meeting.
- Overall, the classroom observations conducted at the project schools revealed that most of the schools are implementing the components of the United Languages/*Unión de Idiomas* program. However, to fulfill the goal of increasing the technology skills of the project students, all project schools should have a computer station set up in the bilingual classrooms. These computers should also be set up with access to the Internet. Furthermore, teachers should encourage students to use the computer to research, retrieve, and exchange

information via the Internet. The project coordinator may consider providing project teachers with current literature on strategies regarding computer assisted instruction to improve student learning.

- During the second year of the grant, the bilingual and fine art curricular activities were well chronicled and students were given ample opportunities to present their efforts. However, this was not the case with the infusion of technology and bilingual activities. It is suggested that the program personnel and teachers generate ways in which technology and bilingual instructional activities can be better combined at program schools.
- Generally, the program has effectively supported improvement of academic achievement at program schools. Based on the TAAS results from ELL students, the one area in which more sustained effort is required is at the eighth grade for reading, math, and writing. This is especially true for writing, where program personnel should focus efforts in aiding the program's two middle schools.
- It is suggested that the program personnel review the RPTE data and identify ways to help the few schools that are less efficient in developing English reading proficiency in their ELL students in their efforts to improve student performance.
- The analysis of the professional development opportunities indicated that very few opportunities arose for this process to be accomplished in the merging of bilingual education with technology. It is important that the program strives to find training opportunities and educational conferences that address this need.
- A goal of the United Languages/*Unión de Idiomas* program was to create a partnership among the educational system, the neighborhood, community, and parents to ensure the academic and social success of the project students. Project schools and the project coordinator should maintain records regarding partnerships with local businesses, volunteers, and parent meetings. This will ensure that this goal is being implemented.
- To fulfill the goal of increasing opportunities for parental literacy skills, nine out of the 16 project schools offered adult education classes. The remaining project schools should collect parent surveys and begin implementation of adult education classes at their campus. Also, these project schools should seek support from teachers and the community to recruit volunteers for instruction. The

project coordinator should provide necessary support to project schools to ensure the implementation of this goal.

The lead teachers were provided ample opportunity to provide feedback and ask questions. There was an announcement for a Title VII Parent Meeting and a cooperative learning workshop sponsored by the United Language program. Lead Teachers from 15 of the 16 program schools were present at the meeting. No representatives from Stevenson Middle School attended this meeting.

February 27, 2003 Lead Teacher Meeting

The lead teacher meeting was attended by 14 of the 16 lead teachers. Bellfort Academy and Gregg Elementary School were not represented at this meeting. The main item of the lead teacher meeting was a workshop on Whole-Faculty Study Groups sponsored by the United Languages program. The purpose of this workshop was to show teachers how to empower the faulty at their schools by employing a holistic practical process for facilitating major schoolwide change and for enhancing student learning. The Whole-Faculty Study Group is an incorporation of the following:

- All faculty members working in small groups to improve their professional performance;
- The desired end results of these collegial relationships is increased success for all students; and
- The focus is inward, the growth of all the participants.

The functions and purposes of the Whole-Faculty Study group were presented and included the following:

- Supporting the implementation of curricular and instructional innovations;
- Integrating and giving coherence to a school's instructional practices and programs;
- Targeting and identified schoolwide need;
- Studying research on teaching and learning;
- Monitoring the impact of innovations on students and on changes in the workplace; and
- Acting as a vehicle to accomplish many purposes.

An evaluation form was given to the lead teachers that participated in this workshop. This allowed teachers to provide feedback on the effectiveness of the workshop. Teachers were asked to rate specific aspects of the workshop. The results are presented in **Table 7**, in terms of the number of teachers that rated each item by specific rating.

- Six participants who responded strongly agreed that the trainer was knowledgeable in the topic area. While four strongly agreed that the training was well paced.
- Eleven participants agreed that the training had an appropriate balance of theory and application. While, ten participants agreed that the training had appropriate activities and the training was worth their time.
- Two participants disagreed that they can implement the program and that they would like more training on this topic.

Lead teachers were also asked to provide and overall rating of the training. Seven participants rated

Table 7:   Lead Teachers Evaluation of Whole-Faculty Study group Training

	Strongly Agree	Agree	Disagree	Strongly Disagree
This training has helpful applications for my professional work.	2	9		
The trainer was knowledgeable in the topic.	6	6		
The training held my attention.	3	8	1	
The training was well paced.	4	8		
The training was well organized.	3	9		
The training had appropriate activities.	2	10		
The training was worth my time.	1	10	1	
The training presented materials that expanded my knowledge of the topic.	3	8		
The training had an appropriate balance between theory and application.	3	11		
I can implement the skills from this training.	2	7	2	
I would like more follow-up training on this topic.	1	7	2	

the training as good. Five participants rated the training as excellent. No participants rated the workshop as fair or poor.

March 27, 2003 Lead Teacher Meeting

At this meeting, lead teachers were given flyers for the Title VII family day at the Museum of Fine Arts, Houston to distribute at their schools. The program at the museum was *Paris in the Age of Impressionism*. A flyer for an e-training course *Get in Shape with Art* was also distributed. Federal regulations for No Child Left Behind (NCLB) regarding the assessment of Adequate Yearly Progress with ELL students were discussed. Specifically, an article, *English Language Learners and High Stake Tests*, was examined and discussed by lead teachers and program personnel. Highly relevant to the program was the section of the article that provided suggestions on what educators can do regarding NCLB.

- Ensure that the test reflects the curriculum;
- Select appropriate accommodations and modifications;
- Teach the discourse of tests and test-taking skills; and
- Use test data carefully.

The lead teachers also participated in an ESL instructional workshop. This workshop focused on providing teachers information about instruction at grade level PreK to third. It stressed the development of frameworks of instruction in the classroom and provided a comprehensive explanation of the purpose, goals and objectives of ESL instruction and its relationship to other methods of instructing ELL students. Of the 16 program schools, 13 were represented at this meeting. Representatives from Gregg and Peck elementary schools and Stevenson Middle School did not attend.

May 1, 2003 Lead Teacher Meeting

All sixteen schools were represented at this United Languages Program lead teacher meeting. At this meeting lead teachers where charged with turning in the program notebooks for their schools. These binders contained all of the program related materials collected during the school year. The progress report for the United Languages program was reviewed by lead teachers. Summer technology training was discussed as well as summer focus groups to solicit suggestions for program improvement, staff development, and to develop an action plan for the implementation of fourth

year activities. A study group article on the effectiveness of Bilingual Education was read and discussed at the meeting. This article suggested that the following aspects be examined in the assessment of the effectiveness of Bilingual education:

- School effectiveness as characterized by purposeful leadership, teacher involvement, consistency amongst teachers, structured classroom sessions, intellectually challenging teaching, work centered environment, maximum communication between teachers and students, data integrity, parental involvement, and positive classroom atmosphere;
- Teacher effectiveness in dealing with minority students as characterized by high student expectations, instructor confidence, clear communication of directions, appropriate pacing, student involvement in decision-making, monitoring of student progress, immediate student feedback, use of student's first language to ensure clarity, promotion of culture and diversity, and the use of a curriculum which has coherence, balance, breadth, relevance, progression, and continuity; and
- Bilingual instructional effectiveness as characterized by value and status given to minority language and culture, high expectations and high priority of minority language student success, staff development targeted toward serving ELL students, accessible counseling, involvement of minority language parents, and empowerment of these student through the use of their first language.

May 15, 2003 Lead Teacher Meeting

The final United Languages Program lead teacher meeting of the 2002-03 school year was used to congratulate lead teachers on another successful year, distributing a calendar of summer training activities and to general debrief and share experiences from the third year of the grant. The meeting was also used to collect any outstanding materials. Fifteen of the sixteen program schools were represented at this meeting. No representatives from Cornelius Elementary School were present at this meeting.

Lead Teacher Attendance.

The attendance records for lead teacher meetings chronicling lead teacher turnout by school were examined. The summary results of these data are presented in **Table 8**. An "X" was used to indicate the meeting in which a school had a representative. There were nine meetings, one for each month of the school year. For these nine meeting the average attendance was repre-

Table 8: Attendance Records for Program Lead Teacher Meetings Held Monthly During the 2002–03 School Year

	Aug	Sept	Oct	Nov/Dec	Jan	Feb	Mar	Apr/May	May	Tot
Belfort ES	X	X		X	X		X	X	X	7
Bonner ES	X	X	X	X	X	X	X	X	X	9
Brookline ES	X	X	X	X	X	X	X	X	X	9
Cornelius ES		X			X	X	X	X		6
Crespo ES		X		X	X	X	X	X	X	7
Davila ES	X	X	X	X	X	X	X	X	X	9
Golfcrest ES	X	X	X	X	X	X	X	X	X	9
Gregg ES	X	X	X	X	X			X	X	7
Harris, J. R. ES	X	X	X	X	X	X	X	X	X	9
Lewis ES	X	X	X	X	X	X	X	X	X	9
MacArthur ES	X	X	X	X	X	X	X	X	X	9
Peck ES	X		X	X	X	X		X	X	7
Rucker ES	X	X	X	X	X	X	X	X	X	9
Southmayd ES		X	X	X	X	X	X	X	X	8
Hartman MS	X	X	X	X	X	X	X	X	X	9
Stevenson MS	X	X		X		X	X	X	X	6
Total Attending	**13**	**15**	**13**	**15**	**15**	**14**	**14**	**16**	**14**	

sentatives from 14 of the 16 program schools or 87.5%, which was an improvement on the 81% attendance rate found in year two of the program. Representatives attended the April/May meeting from all program schools. Four of the nine meetings were attended by 15 of the 16 lead teachers. Nine of the program schools had perfect attendance at the lead teacher meetings: Bonner, Brookline, Davila, Golfcrest, Harris, Lewis, MacArthur, Rucker elementary schools and Hartman Middle School. Cornelius Elementary School and Stevenson Middle School had the poorest attendance records. But their attendance record was better than the poorest attendance record from the previous school year. Overall, the attendance of these meeting exhibited marked improvement.

Lead Teacher survey

Of the 16 schools participating in the program, 14 completed a lead teacher survey. This survey was designed to assess the progress of the implementation of the program for each of the program goals.

A likert scale was utilized to determine the implementation of each of the activities within each goal. Specifically, lead teachers was asked to assess each activity in terms of how well it had been integrated into the instructional culture of their schools. On this scale observed activities and objectives were quantified to determine the level of integration during the third year of the United Languages program. Activities were categorized as "no activity", "limited activity", "information/ presentation" (activities and instruction present but not completely implemented in overall curriculum, objectives, and goals), and "integration" (program activities are assimilated as a part of the schools overall curriculum and systemic objectives and goals). Lead teachers were also presented with the opportunity to identify, which aspects of each goal were the most effective and which were the least effective during the implementation of the program at their school (see **Appendix A** for a copy of this instrument).

Technology and Fine Arts

A goal of the United Languages program is to increase the technology skills and an appreciation for the fine arts for program students. The program provided activities that are designed to integrate technology and fine arts in regular instruction. The lead teachers were asked to response to 8 likert items specific to this process in order to determine the level of integration of this goal and related activities. The results were tabulated and a mean rating was calculated (see **Table 9**).

• The majority of responses indicated integration in

Table 9: Results from Lead Teacher Survey for Technology and Fine Arts Items: Number of Responses by Category and Average Ratings per Item

Items	No activity	Limited activity	Information/ Presentation	Integration	Average Rating
Bilingual Educational software		5	5	4	2.9
Software and Technology and TAKS preparation		1	7	6	3.4
Technology based student projects		3	3	8	3.4
Projects utilizing the Internet		4	4	6	3.1
Fine arts projects and activities		3	4	7	3.3
Activities involving local artists	4	1	6	3	2.6
Fine arts instructional activities and TAKS preparation	1	4	1	8	3.1
Activities involving both technology and fine arts		4	2	7	3.2
Totals	**5**	**25**	**32**	**49**	**3.1**

three of the Technology and Fine Arts items. Specifically, 8 of 14 teachers found that activities involving technology based student projects at their schools had reached a level of integration within the classroom. Similarly, 8 of 14 teachers found that Fine arts instructional activities and TAKS preparation had been integrated in classroom instruction at their schools. For activities involving both technology and fine arts, 7 of 13 teachers indicated that implementation had reached a level of integration.

- When the ratings were averaged across respondents for each of the eight items for this goal, it was found that, on an average teachers thought that each item had reached a level of Information/ Presentation as implemented at their schools. One type of program activity, activities involving local artists just reached this level because four

teachers indicated that there was no activity involving this item at their schools.

- In summarizing the responses to the eight items a global assessment of the program goal of integrating Technology and Fine Arts in classroom instruction was determined. Expressly, 44.1% of the responses indicated that activities related to this goal had reached a level of integration and 28.8% of the responses indicated that implementation was at the Information/Presentation level. While 27.0% of the responses indicated that limited or no activity was present.

- The average assessment of the program goal to integrate technology and fine arts at program schools indicated that its implementation had reached a level of Information/Presentation.

Table 10: Results from Lead Teacher Survey for Technology and Fine Arts Items: Effective Practices

Effective Practice	Number	Percentage
Technology		
Software (including Bilingual and Fine Arts)	10	50.0
Internet Projects	3	15.0
Science Projects	3	15.0
Computer Lab	2	10.0
Math Activities and Projects	2	10.0
Fine Arts		
Cultural Dance and Music Activites	4	18.2
Traditional Dance and Music Activites	4	18.2
Artists/Writers in Schools	4	18.2
Schoolwide Performances	3	13.6
Art/Dance/Music Clubs	3	13.6
Arts integrated with regular curriculum	2	9.1
Museum Flied trips	2	9.1

Of the 14 completed surveys, 12 contained feedback on which activities were most effective at program schools. These responses were categories within two global themes: Technology and Fine Arts. The number of each type of response and the percentage that each category of responses comprises the total number of response was calculated and presented in **Table 10**.

- Of the 20 responses that were directed to Technology, 50% of the lead teachers indicated the usage and integration of software, including Bilingual and Fine Arts were effective. Internet and science projects were identified as effective components of the program in 15% of the responses, respectively.
- Of the 22 responses that were directed to Fine Arts, 18.2% indicated Cultural dance and music, tradition dance and music, or Artists/writers in the schools as being the most effective activities implemented at their schools.

Five of the fourteen lead teachers provided feedback on what activities were least effective during the implementation of the program. Four of the responses pointed to technology based activities as being least effective. These included not having enough downtime on the computer, not having enough Internet connections, not having enough Internet projects for students, and having software that emphasized drill and practice. Three response implicated Fine Arts activities as being least effective. These included the use of local artists because of poor attendance, the need for consultants to teach and perform on campus, and Fine Arts instructional activities in general. One teacher reported that neither Fine Arts nor Technology activities were imple-

mented, and one teacher indicated that TAKS preparation activities were least effective.

Academic Achievement

A goal of the United Languages program is to improve the academic achievement of project ELL and non-EEL students. The program provided activities designed to promote improved academic performance. The lead teachers were asked to respond to six likert items specific to this process in order to determine the level of integration of this goal and related activities. The results were tabulated and a mean rating was calculated (see **Table 11**).

- The majority of responses indicated integration in all of the activities promoted by the program to improve student academic achievement. Specifically, all of the teachers who responded found that the utilization of practice tests to monitor student progress and the student tutoring component of the program had reached a level of integration. Similarly, 13 of 14 teachers found that the integration of bilingual cooperative team instruction and TAKS objectives had been integrated in classroom instruction at their schools.
- Globally, as a goal the analysis of teacher responses indicated that on an average across items teachers thought that academic achievement activities have been integrated at their schools. Specifically, 79.7% of the responses to the items representing this goal indicated that integration had been achieved.

Of the 14 completed surveys, 11 contained feed-

Table 11: Results from Lead Teacher Survey for Academic Achievement: Number of Responses by Category and Average Ratings per Item

Items	No activity	Limited activity	Information/ Presentation	Integration	Average Rating
Practice tests to monitor student progress				14	4.0
Cooperative team bilingual instruction		1	1	11	3.7
Student projects assigned within cooperative teams		1	4	9	3.6
The integration of Bilingual cooperative team instruction and TAKS objectives	1		5	8	3.4
Student tutoring component of the program			1	13	3.9
Totals	**1**	**2**	**11**	**55**	3.7

Table 12: Results from Lead Teacher Survey for Academic Achievement: Effective Practices

Effective Practice	Number	Percentage
Tutoring and Tutorials for students	11	37.9
Cooperative Teams	7	24.1
Monitoring student progress	4	13.8
Software	3	10.3
Other (Staff development, Individualized instruction, Newspaper, Musical activities)	4	13.8

back on which activities were most effective at program schools. The number of each type of response and the percentage that each category of responses comprises the total number of response was calculated and presented in **Table 12**.

Of the 29 effective academic achievement activities identified by lead teachers, 37.9%, identified tutoring and tutorials as being most effective. This activity included after school tutoring, Saturday programs, TAKS tutorials, Bilingual tutoring and before school programs. Cooperative teams were identified as being most effective in 24.1% of the responses. This included Bilingual teams. Monitoring student progress including the use of practice tests was identified in 13.8% of the responses.

Five of the fourteen lead teachers provided feedback on what was least effective in promoting academic achievement during program implementation. A main concern was not having sufficient time to accomplish all the plan academic activities. One teacher stated that they did not have a tutoring program and that this would benefit their students. Another teacher explained that

while Bilingual cooperative instruction was effective and available at grades 3-5, it was not available at the early grades. One teacher suggested that more student projects need to be assigned to make instruction more effective. Finally, at one school, large group tutoring and pull out tutoring were identified as being the least effective activities in promoting student achievement.

Professional Development

A goal of the United Languages program is to improve the instructional skills of school personnel through activities that address the instructional and language needs of projects students. Specifically, by providing training to program teachers, the students at participating school will benefit. The lead teachers were asked to respond to six likert items specific to this process in order to determine the level of integration of this goal and related activities. The results were tabulated and a mean rating was calculated (see **Table13**).

• For the goal of professional development, the majority of responses indicated the achievement of inte-

Table 13: Results from Lead Teacher Survey for Professional Development: Number of Responses by Category and Average Ratings per Item

Items	No activity	Limited activity	Information/ Presentation	Integration	Average Rating
Integration of technology training in instruction		3	2	9	3.4
Integration of fine arts training in instruction		4	6	4	3.0
Integration of Bilingual training in instruction			1	13	3.9
On-going support for changes in these new instructional strategies		3	4	7	3.3
Integration of instructional training and TAKS objectives			2	12	3.9
Monitoring of the application of program training in instruction		3	3	6	3.3
Totals		**13**	**18**	**51**	3.4

gration for three of the activities. Specifically, 13 of the 14 teachers indicated that the integration of Bilingual Education training in instruction had been achieved and 12 of 14 teachers indicated that the integration of instructional training and TAKS objectives had been achieved. Furthermore, 9 of 14 lead teachers observed that technology training and professional development has been integrated in classroom instruction at their schools.

- The least integrated professional development activity was the integration of Fine Arts in classroom instruction, which on the average was rated to be at the Information/Presentation level.
- Globally it was found that the goal of professional development was at the Information/Presentation level, while progressing toward integration. Expressly, 62.2% of the responses to the items representing this goal indicated integration and 22.0% indicated that the information/presentation level had been reached, while 15.9% of the responses reported limited activity.

Of the 14 completed surveys, 12 contained feedback on which activities were most effective at program schools. The number of each type of response and the percentage that each category of responses comprises the total number of response was calculated and presented in **Table 14**.

- Lead Teachers identified assorted technology training as being the most effective professional development activity in 30.4% of the 23 responses. This training included integration of technology with bilingual math instruction, technology certification training, and Power Point training.
- Training in Bilingual instruction and ESL instruction were identified as being most effective in 21.7% of the responses. This included specific Title VII Bilingual training and ESL Framework training.
- Only one response indicated that Fine Arts training

was the most effective professional development activity provided during the third year of the program.

Four of the fourteen lead teachers included responses that identified the least effective professional development activities. Several other teachers made it a point to indicate that none of the professional development activities were least effective. One teacher stated that "The least effectively implemented (professional development activity) has been integration of fine arts training in instruction. Most of us feel that we did not have enough time". Another teacher suggested that technology training be expanded to include a troubleshooting session. Finally, another teacher indicated that professional development needs to be monitored with feedback elicited from participants through the utilization of session surveys.

Parent and Community Partnership

A goal of the United Languages program is to create a partnership between the education system, the neighborhood, community, and parents to ensure the academic and social success of project students. The lead teachers were asked to respond to seven likert items specific to this process in order to determine the level of integration of this goal and related activities. The results were tabulated and a mean rating was calculated (see **Table15**).

- For the goal of developing parent and community partnerships at program schools, four activities were observed to be close to reaching integration. For each of the following items nine teachers indicated that integration of the activity had been reached at their schools: communication about the program to the community, parent involvement, parent meetings, and the effectiveness of the parent newletter in communicating program related information.

Table 14: Results from Lead Teacher Survey for Professional Development: Effective Practices

Effective Practice	Number	Percentage
Technology Training	7	30.4
Bilingual/ESL Training	5	21.7
TAKS instructional training	3	13.0
All Professional Development	2	8.7
Other (Fine Arts, cultural awareness, AIMS, Gifted and Talented, Train the Trainer, Effective Schools)	6	26.1

Table 15: Results from Lead Teacher Survey for Parent and Community Partnership: Number of Responses by Category and Average Ratings per Item

Items	No activity	Limited activity	Information/ Presentation	Integration	Average Rating
Community participation in volunteering and involvement in program activities		3	2	8	3.3
Communication about the program to the community		1	4	9	3.6
Recruitment, training, and assigning of community mentors to serve program students	2	4	4	4	2.7
Parent involvement		2	2	9	3.5
Parent meetings		1	3	9	3.5
Effectiveness of parent newsletter in communicating program related information		1	4	9	3.6
Utilization of Parent Advisory Committees in program implementation	1	2	6	4	3.0
Totals	**3**	**14**	**25**	**52**	3.3

- The least effective activity according to the results from the survey was the recruitment, training, and assigning of community mentors to work with program students. Of the 14 teachers that responded, 6 observed limited or no activity related to this objective.
- Globally it was found that the goal of developing parent and community partnerships at program schools was at the Information/Presentation level. Expressly, 55.3% of the responses to the items representing this goal indicated integration and 26.6% indicated that the information/presentation level had been reached, while 18.1% of the responses reported limited or no activity.

Of the 14 completed surveys, 11 contained feedback on which activities were most effective at program schools. The number of each type of response and the percentage that each category of responses comprises the total number of response was calculated and presented in Table 16.

Of the 25 responses identifying the most effective parent and community partnership activities, 20.8% indicated that PTO/PTA meetings were the most effective. Lead teachers identified the Partners in Schools program and parent workshops and parent classes for the academic support of students in 16.7% of their responses, respectively. Specifically, lead teachers found that students benefited from their parents receiving training on how to help them with their schoolwork and homework.

Five lead teachers reported the least effective parent and community partnership activities on their surveys. A majority of the teachers indicated that recruiting of mentors and volunteers from the community and recruiting parents for involvement were the least effective activities. It was also noted that at one

Table 16: Results from Lead Teacher Survey for Parent and Community Partnership: Effective Practices

Effective Practice	Number	Percentage
PTO/PTA Meetings	5	20.8
Partners in Schools	4	16.7
Parent Workshops and Parent Classes for academic student support	4	16.7
Parent and Community volunteers	2	8.3
Newsletters	2	8.3
TAKS Information and Preparation	2	8.3
Other (Project Reconnect, Parental involvement nights, computer training for parents, Media Center training, Title VII information)	5	20.8

school the newsletter is not always translated. One lead teacher reported that their school did not have a Parent Advisory Committee.

Parent Literacy and Community Resources

A goal of the United Languages program is to increase the opportunities for parents to develop literacy skills and to provide them with information about community resources. The lead teachers were asked to respond to seven likert items specific to this process in order to determine the level of integration of this goal and related activities. The results were tabulated and a mean rating was calculated (see **Table17**).

• For the goal of promoting parent literacy and providing information about community resources,

• According to the results from the lead teacher survey, the availability of an attendance at parenting classes and the communication of community resources to parents was limited or not observed at four schools.

According the summary results taken from the items, the goal of promoting parent literacy and providing information about community resources was observed to be at the Information/Presentation level of integration

Of the 14 completed surveys, 10 contained feedback on which activities were most effective at program schools. The number of each type of response and the percentage that each category of responses comprises the total number of response was calculated and

Table 17: Results from Lead Teacher Survey for Parent Literacy and and Community Resources: Number of Responses by Category and Average Ratings per Item

Items	No activity	Limited activity	Information/ Presentation	Integration	Average Rating
Providing information about parent literacy and parenting classes		2	2	10	3.6
Availability of and attendance at parent literacy classes	1	2		9	3.3
Availability of and attendance at parenting classes	2	2	1	8	3.1
Communication of community resources to parents		4	1	9	3.4
Totals	**3**	**10**	**4**	**36**	3.4

one activity, based on average responses was nearing integration. Specifically, 10 of the 14 lead teachers indicated that providing information about parent literacy and parenting classes had reached a level of integration at their schools.

presented in **Table 18**.

Of the 21 responses identifying the most effective parent literacy and community resources activities, 23.8% indicated that ESL classes for parents were most effective. On the lead teacher survey, 19% of the

Table 18: Results from Lead Teacher Survey for Parent Literacy and and Community Resources: Effective Practices

Effective Practice	Number	Percentage
ESL Classes	5	23.8
Reading Literacy Classes	4	19.0
Parenting Classes, Teaching parents to teach their kids	3	14.3
Nutrition/Health classes	2	9.5
Computer classes for parents	2	9.5
Community in Schools	2	9.5
Other (Media Center, Southeast District open house, GED)	3	14.3

responses identified reading literacy classes for parents as being most effective. While only one response reported that GED classes for parents was the most effective activity.

Five lead teachers reported the least effective parent literacy and community resource activities at their campuses. One teacher reported that no effective parent literacy and community resource activities have been implemented at their school and that they were still in the planning stage. Three teachers reported that low participation was the cause of ineffectiveness in these activities. Two teachers indicated that more funding was need to establish more classes for parents.

Lead Teachers were asked to identify the most challenging aspects of implementing the program activities, objectives and goals. Of the 14 completed surveys, 10 provided responses to this inquiry. These responses where categorized and tabulated and presented in **Table 19**.

- Of the 24 responses gleaned from the surveys, 20.8% indicated that the biggest obstacle to implementation was related to budgeting issues. This included how the budget was allocated, the

category of responses involved suggestions related to budget flexibility. Specifically, six of the seventeen recommendations where directed toward budget issues. These included release funds sooner, increasing stipends, and allowing more school personnel input on what is purchased with the funding. Some of the other recommendations included, getting more vocal support from the administration, developing a process in which lead teachers could share "best practices", more technology training especially in the use of technology in the instruction at the early grades, more substitute days, and more cultural and fine arts field trips.

Classroom Observations

The degree of implementation of the United Languages/*Unión de Idiomas* program was measured by conducting classroom observations. Classroom observations were conducted at the 16 project schools. A Classroom Implementation Checklist was developed to use when conducting classroom observations (see Appendix D). During the classroom observations, teacher's lesson plans and daily schedules were also examined.

Table 20 provides the number of classrooms that were observed or not observed implementing various

Table 19: Results from Lead Teacher Survey : Challenges to Implementation

Implementation Challenges	Number	Percentage
Budget and Funds Allocation	5	20.8
Parental Involvement	3	12.5
Technology Support	3	12.5
Time constraints	3	12.5
Getting Materials	2	8.3
Gathering Information about Implementation	2	8.3
Getting Administrative Support	2	8.3
Other (Intergration of Program with classroom activities, Getting school personnel familiar with the program, Selection of vendors, School personnel support and involvement)	4	16.7

timeliness of allocation, the constraints on the purchasing process and the overall need for a greater amount of funding.
- Parental involvement, technology support, and time constraints were identified as challenges in 12.5% of the responses, respectively.

Lead teachers were asked to provide any recommendation to facilitate the future implementation of the program. Of the 14 lead teachers that completed surveys, 10 provided recommendations. The largest

tasks regarding the United Languages/Unión de Idiomas program. Classroom observations revealed that all of the classrooms observed at the 16 project schools had a computer station set up. It was also observed or evident that "students use computer to research, retrieve, and exchange information via the Internet." For instance, in one classroom the students had to do research on dinosaurs using the Internet. Also, students use the computer to play educational games, develop PowerPoint presentations, and create books. Classroom observations also revealed that it was ob-

Table 20: Results from Classroom Observation at Select Program Schools: Number of Classrooms by Program Components

Program Components	Observed	Not Observed but Evident	Not Evident
Classroom has a computer station set up.	16	0	0
Students use computer to research, retrieve, and exchange information via the Internet.	5	11	0
Students are exposed to at least one new multicultural unit linked to a core subject per month.	9	6	1
There are monthly fine arts lessons in music, dance, visual arts, or drama lessons taught.	2	11	3
Classroom is set up to promote a bilingual environment.	13	1	2
Classroom has learning centers/workstations.	13	1	2
Classroom has ESL center/workstation.	13	1	2

served or evident that in 15 of the classrooms "students are exposed to at least one new multicultural unit linked to a core subject per month." For example, during Social Studies, teachers exposed students to Cinco de mayo, a national holiday in Mexico, also students studied how holidays are celebrated in Latin America compared to the United States. During Reading and Language Arts instruction, students focused on texts about different cultures. Also, it was observed or evident that 13 classrooms participated in "monthly fine arts lessons in music, dance, visual arts, or drama lessons taught." In one of the classrooms observed students acted out the story they had just read. There were three classrooms were it was not evident that they participated in monthly fine arts lessons. About 14 of the classrooms were "set up to promote a bilingual environment" compared to two that were not. Also, 14 out the 16 classrooms observed had learning centers or workstations. Lastly, 14 classrooms had an ESL center or workstation, while two classrooms did not.

Technology and Fine Arts

In order to determine the level of implementation of technology and fine arts at United Languages schools, program personnel, lead teachers, and program evaluators were charged with collecting and analyzing information to answer the following questions.

1. What technology items and/or software have you purchased during the third year of the United Languages Tittle VII grant?
2. Have students at your school created or designed technology based projects

3. Do students at your school research, retrieve, and exchange information via the internet?
4. Have students at your school produced a bilingual newspaper or newsletter?
5. Have you had students interacting with community artists and teachers to create products that reflect their culture?
6. List any artistic productions (music, visual arts, dance, drama) in which students have participated.

Data was collected from fifteen of the sixteen schools that participated in the United Language program during the 2002–03 school year.

What technology items and/or software have you purchased during the third year of the United Languages Tittle VII grant?

Ten of the fifteen schools included in this analysis indicated that they used Title VII funds to purchase computers. Eight schools reported that they used funds to purchase other computer hardware and technology such as printers, scanners, LCD projectors, leapfrog technology mats, and digital camcorders. Program schools also purchased other technology such as copiers, cameras, VCRs, TVs, and CD players.

Ten schools provided a list of the software that they purchased. The following is a list of products: Apple setup, Kid Pix, Kidworks, Math Blast, Inspiration 7, Kidspirations, Type to Learn Lab, Toy Store Lab, Easy Book Deluxe, Millies Math House (English and Spanish), Preschool parade, Storybook Weaver Deluxe, Sticky Bear (Math and Reading), Peanuts Yearn to

Learn, I Spy, Madeline, and ESL Renegades. Software previously purchased and lisenced by program schools continued to be used for the benefit of the instruction of program students. This software included NCS Pearson 30 station installation/software license Version V Software w/Elementary School Core Curriculum have been purchased, Lightspan Achieve Now Program, Accelerated Reader, FastForword (Dávila, JR Harris, Brookline, Cornelius, Golfcrest), Kid Pix Deluxe V3 Lab Pack, Wiggle Works, Primary Millie's Math House, Millie's Math Spanish, Millie's & Bailey's Preschool, Reader Rabbit, Math Rabbit, Story Book Weaver, Sammy Science House, Kidspiration Lab Pack, Stickey Bear Bilingual Lab Packs: Shapes Deluxe, Math I, Math II, ABC Deluxe, Opposites Deluxe, Grammar Bilingual, Learning Activities, Living Books, Words Around Me, Reading Concepts, Reading Explorer (6-7), Study Skills JumpStart Lang. English Lab, JumpStart Adv., JumpStart Preschool, Tell Me More for Kids (4-7), Tell Me More for Kids (7-9), Mind Twister Math, Reading Blaster (6-9), Reading Blaster (4-6), Reading Blaster (6-8), Spelling Blaster, Math Blaster (7-9), Bailey's Book House, Mighty Math Zoo Zillions, Stories and More, Word Volcano, Word Crunch, Talking Walls, Travel the World with Timmy, Trudy's Time & Place House, Reading for Critical Thinking, Grammar Renegades, ESL Renegades, Math for Real World, Math Concepts, Number Sense, Measurement, Franklin Foreign Translator, Thinking Things Collection, Destination Time Trip USA, Let's Go Read, Worksheet Magic Plus, Mighty Math Carnival, Mighty Math Number Heroes, and Writing Media Literacy

The software just identified included English/Spanish computer interactive and international reading software to increase language acquisition in both English and Spanish. This software was used at all program schools.

Have students at your school created or designed technology based projects?

During the 2002–03 school year, students at program schools were involved in producing and designing technology based projects. These activities were employed to infuse bilingual instruction with technology related activities. This was accomplished at each of the program schools. The following are some examples of the specific activities.

- Eight Schools reported that their students created literary projects using Digital Books, Storybook projects (on-line and software), Story Tales, Computer Poetry, and e-books. Projects were done in English and Spanish.
- Seven schools reported that their students used technology based projects in their science fairs and three schools reported that technology was used to generate History fair projects.
- Other projects that employed technology included power point presentations, newspaper/newsletters, creating Christmas and Valentine day cards, geography projects, Hispanic heritage projects, a 9/11 memorial program, Kid Pix projects, Film projects, and a video club.

Do students at your school research, retrieve, and exchange information via the internet?

All of the schools indicated that their students use the internet to research, retrieve, and exchange information using the internet. These activities included doing research for class projects in science and social studies. It also involved searching for information and ideas about cultural projects. A unified system of sharing information between program schools has yet to be established.

Have students at your school produced a bilingual newspaper or newsletter?

Information collected for this evaluation indicated that students at six schools are currently producing a bilingual newsletter or newspaper. One school indicated that their students produced an English only newsletter, while two other schools indicated that they were in the process of developing a student produced newsletter.

Have you had students interacting with community artists and teachers to create products that reflect their culture?

Evidence was found to indicate that fourteen schools have accomplished activities that enabled their students to interact with community artists and teachers to create projects reflecting their culture. These activities included Ballet Folklorico, origami artists, dance classes, Art club, choir festival, museum field trips, South Houston Parade, Christmas programs, writers in schools, classroom projects, bulletin boards, and drama productions.

List any artistic productions (music, visual arts, dance, drama) in which students have participated.

During the 2002-03 school year, ELL students at United Languages schools presented their artistic creations and performed at school and community events. The following student groups and clubs were found at program schools.

- Six schools indicated that they had dance groups that performed at school programs, public events and as part of cultural awareness programs. Specifically, folkloric dance groups performed at Hispanic month programs and Texas Association for Bilingual Education (TABE). Two schools have cheerleader squads that have performed at public events and cultural awareness activities.

- Four schools indicated that they have choirs that have performed at school and public events. This included cultural awareness activities and competitions between program schools.

- Program schools also provided opportunities for their students by hosting talents shows, band contests, Fine Arts festivals, graduations, musicals, and plays.

- Twelve schools indicated that they include student art work and student performance in their cultural awareness programs. This included Hispanic and African American awareness weeks, and Hispanic and African American History weeks and fairs.

- Twelve schools indicated that they use Christmas programs as a stage to present the artistic endeavors and stylings of program students.

What is the academic achievement performance of students at participating program schools?

In order to provide a standard of academic achievement from which to measure the improvement of students served by the United Languages/Unión de Idiomas program results from specific performance indicators were collected program-wide and for the participating schools. These indicators were based on student performance from several tests of academic performance. Both Norm-referenced and Criterion-referenced performances were evaluated and chronicled for several academic areas in order to supply the program with a comprehensive set of standards and to determine the effectiveness of the program during the 2002-03 school year. Program students' results were reported by and across grades for the TAAS and RPTE and by grade for the Stanford 9 and Aprenda. Since the TEA replaced the TAAS with the TAKS in 2002-03, TAAS results from the first two year are presented and

baseline data from the initial administration of TAKS were collected for the program and program schools and presented in this report.

TAAS Performance

The 2001–02 and 2000–01 results from the TAAS for reading, math, writing, science, and social studies were collected and analyzed. Two samples were used in this set of analyses in order to describe and assess student performance on these measures. Specifically, the program was evaluated to determine the productiveness in effecting improvement in student academic performance. First, a cross-sectional analysis was used to compare the performance of ELL students served during the past year with the students attending program schools during the planning and development year (2000–01). Second, a longitudinal examination of academic performance was applied to a sample of ELL students served by the program during the 2001–02 that have valid TAAS scores for the current year and the 2000–01 school year. The number of students tested and the passing rates were reported for each subtest and each student sample.

Cross-sectional Results

The program-wide results from the Spring 2001 and Spring 2002 administrations of the TAAS are presented in **Tables 21–24** for the reading, mathematics, writing, science and social studies subtests. These results are presented by grade level for the grades assessed by the TAAS as well as across grade levels. Reading and math are assessed at grades 3–8 at project schools, while writing is assessed at grades four and eight, and science and social studies at grade eight. The program-wide results in reading are presented in **Table 21** in order to compare Spring 2002 and Spring 2001 results.

- Of the 2,619 ELL students with valid reading scores served during the current school year, 77% passed reading as compared to the 70% of the 2,390 ELL students that were assessed by the TAAS and attended program schools during the 2000–01 school year.

- Based on the Spring 2002 TAAS reading performance the highest passing rates were in grades three and five, with 83% passing at each of these grades. The lowest passing rate was found in grade eight, where 45% of the ELL students passed the reading section of the TAAS.

- When compared to Spring 2001 performance, student achievement from the current year exhib-

Table 21: Program-wide Reading TAAS Results for ELL Students: Spring 2001 and 2002

Grade	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
3	881	83	761	82
4	777	80	732	73
5	512	83	411	79
6	179	55	183	30
7	129	52	182	35
8	141	45	121	58
Total	2,619	77	2,390	70

ited improvement at six of the seven grades to which the TAAS was administered. The greatest level of improvement occurred at the sixth grade where the passing rate improved from 30% in the Spring of 2001 to 55% in the Spring of 2002. The only grade that performance of ELL students did not improve was grade eight.

For the math section of the TAAS, of the 2,627 ELL students served by the program schools and assessed by the TAAS in the Spring of 2002, 89% passed minimum expectations on this measure (see **Table 22**). In comparison, 84% passed the math section of the TAAS in the Spring of 2001. The following results were also observed in this analysis of performance on the TAAS Math:

- Student performance in math ranged from 97% passing at grade five to 55% passing at grade eight.

Table 22: Program-wide Math TAAS Results for ELL Students: Spring 2001 and 2002

Grade	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
3	885	91	764	86
4	779	93	729	90
5	513	97	413	93
6	180	79	184	65
7	127	75	180	59
8	143	55	122	69
Total	2,627	89	2,392	84

Academic performance at grades three and four exhibited exceptional achievement with passing rates of 91% and 93%, respectively.

- The most improvement in mathematics performance from the Spring of 2001 to the Spring of 2002 was found at grade seven where performance increased from 59% passing to 75% passing.
- Performance at grade eight decreased from 69% passing in the Spring of 2001 to 55% in the Spring of 2002.

The results from the TAAS writing exam are presented in **Table 23**. Student achievement across grades improved to 79% passing in the Spring of 2002 from 76% passing in the Spring of 2001. This improve-

Table 23: Program-wide Writing TAAS Results for ELL Students: Spring 2001 and 2002

Grade	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
4	774	90	736	83
8	142	18	136	39
Total	916	79	872	76

ment was realized at grade four where 90% of the ELL students passing writing in the Spring of 2002. Performance at grade eight decreased from the Spring of 2001 to the Spring of 2002 from 39% passing to 18% passing.

The results from the TAAS science and social studies exam administered at the eighth grade are presented in **Table 24**. In science, student achievement improved to 58% passing in the Spring of 2002 from 56% passing in the Spring of 2001. In social

Table 24: Program-wide Science and Social Studies TAAS Results for ELL Students: Spring 2001 and 2002

Grade 8	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
Science	145	58	122	56
Social Studies	144	39	121	33

studies, the improvement was higher. Specifically, student achievement increased from 33% passing in the Spring of 2001 to 39% passing in the current school year.

The cross-sectional campus level results from the schools participating in the United Languages/*Unión de*

Idiomas program are presented in **Tables 25–29**. In order to adduce these results, TAAS information is presented across grade level. Expressly, a passing rate for each subject was calculated for each program school from the Spring 2002 and Spring 2001 TAAS results.

The results from the reading section of the TAAS are presented in **Table 25**. The number of ELL students assessed and campus level passing rates for each program school are presented and include the following

Table 25: School-Level Reading TAAS Results for ELL Students: Spring 2001 and 2002

School	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
Bellfort ES	111	76.6	119	74.8
Bonner ES	219	84.9	173	74.0
Brookline ES	362	82.9	324	76.2
Cornelius ES	150	90.0	137	86.9
Crespo ES	305	78.7	252	78.6
Davila ES	166	89.8	144	74.3
Golfcrest ES	222	67.6	215	60.5
Gregg ES	105	91.4	68	82.4
Harris, J. R. ES	118	83.9	116	92.2
Hartman MS	229	56.3	240	35.0
Lewis ES	81	82.7	77	84.4
MacArthur ES	63	71.4	42	83.3
Peck ES	29	86.2	26	96.2
Rucker ES	134	84.3	109	87.2
Southmayd ES	105	85.7	102	79.4
Stevenson MS	220	45.5	246	42.7

available figures.

- The number of ELL students assessed on the reading TAAS in the Spring of 2002 ranged from 362 at Brookline Elementary School to 29 students at Peck Elementary School.
- From the Spring 2002 TAAS results, the reading passing rates for ELL students ranged in program elementary schools from 91.4% at Gregg Elementary School to 67.6% passing at Golfcrest Elementary School. At the middle schools, the passing rates were 56.3% and 45.5% at Hartman and Stevenson middle schools, respectively.
- Reading passing rates improved from Spring 2001 to Spring 2002 at 11 of the 16 program schools. At the elementary school level the greatest improvement occurred at Davila and Bonner elementary schools where rates improved 15.5 and 10.9 per-

cent passing, respectively. At the middle schools percent passing rates improved 21.3 and 2.8 points passing at Hartman and Stevenson middle schools, respectively.
- The nadir of the comparison in performance between Spring 2002 and Spring 2001 was found at MacArthur Elementary School where the reading performance of ELL students decreased from 83.3% to 71.4% passing.

TAAS mathematics data, including the number of students tested and their passing rates, are presented by school in **Table 26**. The data from ELL students served over the past two years are noted.
- In the Spring of 2002, the math performance of ELL students at program elementary schools ranged

Table 26: School-Level Math TAAS Results for ELL Students: Spring 2001 and 2002

School	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
Bellfort ES	111	92.8	118	89.0
Bonner ES	220	94.1	173	93.1
Brookline ES	364	94.5	325	87.1
Cornelius ES	153	99.3	137	96.4
Crespo ES	307	89.6	251	88.0
Davila ES	166	97.6	145	95.2
Golfcrest ES	223	87.0	214	75.7
Gregg ES	104	95.2	68	97.1
Harris, J. R. ES	118	96.6	115	98.3
Hartman MS	228	73.7	238	67.2
Lewis ES	81	93.8	78	85.9
MacArthur ES	63	92.1	42	71.4
Peck ES	29	96.6	26	100.0
Rucker ES	135	87.4	111	91.0
Southmayd ES	103	94.2	103	89.3
Stevenson MS	222	66.2	248	60.1

from 99.3% at Cornelius Elementary School to 87.0% passing at Golfcrest Elementary School. Eleven of the fourteen elementary schools had TAAS math passing rates greater than 90% passing on the Spring 2002 administration of that test.
- The Spring 2002 math passing rates at the two middle schools served by the United Languages/*Unión de Idiomas* program were 73.7% at Hartman Middle School and 66.2% at Stevenson Middle School.
- The math passing rates improved from Spring 2001

to Spring 2002 at 12 of the 16 program campuses. At the elementary schools, the most improvement was realized at MacArthur Elementary School where the math passing rate improved from 71.4% to 92.1%. At the middle schools the improvement in mathematics over the past year was approximately six percentage points at each campus.

- The largest decline in performance from the Spring of 2001 to the Spring of 2002 transpired at Rucker Elementary School where the passing rate decreased from 91.0% to 87.4%.

For the writing section of the TAAS performance from grades four and eight were summarized by campus for Spring 2001 and 2002. For these years there were cross-sectional results for 14 of the 16 program schools. Lewis Elementary school did not assess ELL students in writing in 2001 or 2002. MacArthur Elementary School had results for ELL students in the Spring of 2002, but not in the Spring of 2001. The ELL student results for the program schools with data are presented in **Table 27**.

- The number of fourth grade students assessed by the TAAS in writing at program schools ranged from 7 students at Peck Elementary School to 113 fourth graders at Brookline Elementary school. At Hartman and Stevenson middles schools, 84 and

58 eighth graders were assessed by the TAAS in writing, respectively.

- At the elementary schools, the writing passing rates in the Spring of 2002 ranged from 100% passing at Peck Elementary School to 73.4% passing at Rucker Elementary School. Of the 13 schools that had students taking the TAAS writing test, eight had passing rates greater than 90% in the Spring of 2002. At the middle schools the rates were 23.8% at Hartman Middle School and 10.3% at Stevenson Middle School.

- Of the 14 schools with passing rates for the writing TAAS in 2001 and 2002, eight showed improvement. The greatest level of improvement occurred with the fourth graders at Golfcrest where the cross-sectional difference at that grade between 2001 and 2002 was 30.7 percentage points.

- The greatest decreases in writing performance from 2001 to 2002 occurred at the middle schools and was 24.7 percentage points at Hartman Middle School and 19.7 percentage points at Stevenson Middle School.

The science and social studies sections of the TAAS are administered at the eighth grade. The results from the ELL students at the programs two middle schools are exhibited in **Tables 28** and **29** for 2001 and 2002. In the Spring of 2002, 84 students at Hartman Middles School took both the science and social studies sections of the TAAS. At Stevenson Middle School 61 students took the science TAAS and 60 took the social studies TAAS. At Hartman Middle School

Table 27: School-Level Writing TAAS Results for ELL Students: Spring 2001 and 2002

School	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
Bellfort ES	64	93.8	74	86.5
Bonner ES	75	81.3	71	83.1
Brookline ES	113	95.6	119	87.4
Cornelius ES	65	96.9	56	94.6
Crespo ES	100	84.0	91	85.7
Davila ES	61	98.4	68	80.9
Golfcrest ES	83	88.0	89	57.3
Gregg ES	39	97.4	33	81.8
Harris, J. R. ES	42	95.2	39	92.3
Hartman MS	84	23.8	66	48.5
Lewis ES	NT	NT	NT	NT
MacArthur ES	24	87.5	NT	NT
Peck ES	7	100.0	9	100.0
Rucker ES	64	73.4	48	89.6
Southmayd ES	37	94.6	39	84.6
Stevenson MS	58	10.3	70	30.0

Table 28: School-Level Science TAAS Results for ELL Students: Spring 2001 and 2002

School	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
Hartman MS	84	67.9	68	60.3
Stevenson MS	61	44.3	54	50.0

Table 29: School-Level Social Studies TAAS Results for ELL Students: Spring 2001 and 2002

School	Spring 2002 TAAS		Spring 2001 TAAS	
	N	% Passing	N	% Passing
Hartman MS	84	61.9	68	30.9
Stevenson MS	60	6.7	53	35.8

the 2002 passing rate in science was 67.9%, while at Stevenson Middle School it was 44.3%. For social studies, the 2002 passing rate at Hartman Middle School was 61.9%, conversely, at Stevenson it was 6.7%. At Hartman Middle School performance on both science and social studies improved from the Spring of 2001 to the Spring of 2002, contrariwise, the performance at Stevenson Middle School decreased for both subjects.

Longitudinal Results

There were 1,573 ELL students that attended the United Languages/*Unión de Idiomas* program schools during the 2001–02 school year that have current TAAS reading results and results from the Spring of 2001. Similarly, 1,581 of the students served at program campuses had two years of data for the math section of the TAAS. The percentages of students that improved, stayed the same, and regressed based on their TAAS passing status when their Spring 2002 results were compared to their Spring 2001 results were calculated and are presented in **Tables 30 and 31**. These categorizations of students were done by grade level based on the grade they attended during the 2001–

Table 30: Percentage of Program ELL Students That *Regressed*, *Remained the Same* or *Improved* Their Reading TAAS Performance from Spring 2001 to Spring 2002

Grade	% Regressed	% Same	% Improved
3	0.0	32.7	67.3
4	9.8	80.5	9.8
5	6.1	72.9	21.0
6	19.9	68.5	11.6
7	3.6	52.3	44.1
8	0.0	49.0	51.0
Total	8.3	71.6	20.2

02 school year.

- Across grades 3–8, 71.6% of the ELL students served in 2002 performed the same on the reading TAAS in both the Spring of 2002 and the Spring of 2001. From this sample of ELL students, 20.2% improved, while 8.3% regressed from 2001 to 2002.
- On the reading section of the TAAS two grades, the third and the eighth, had the majority of students

categorized in the improved performance group. Of the 52 third grade students included in this sample, 67.3% improved and pass the test in the Spring of 2002, when they did not meet minimum expectations in 2001. Of the 96 eighth graders included in the sample, 51.0% improved from 2001 to 2002. At both of these grade no students regressed in their performance from 2001 to 2002.

- At grade six, while the majority of students, 68.5%, had the same performance on the reading

Table 31: Percentage of Program ELL Students That *Regressed*, *Remained the Same* or *Improved* Their Math TAAS Performance from Spring 2001 to Spring 2002

Grade	% Regressed	% Same	% Improved
3	0.0	38.5	61.5
4	3.0	87.4	9.6
5	1.5	88.8	9.7
6	9.4	84.6	6.0
7	3.6	78.4	18.0
8	6.2	76.3	17.5
Total	3.3	84.6	12.1

TAAS in 2002 as they did in 2001, more students, 19.9% regressed than improved, 11.6%.

- Across grades 3–8, 84.6% of the ELL students served in 2002 performed the same on the math TAAS in both the Spring of 2002 and the Spring of 2001. From this sample 12.1% improved their performance and 3.3% saw their performance in math decline.
- On the math section of the TAAS only grade three had the majority of their students, 61.5%, improve their performance and met minimum expectations in 2002 when they had failed to do so on the Spring 2001 administration. No ELL third graders served by the program during the 2001-02 school year failed to meet minimum expectations of the TAAS when passing the previous year.
- At the fourth through eighth grades the highest percentage of students improving their TAAS math performance was in grade seven where 18.0% of the students passed the math section of the TAAS in the Spring of 2002 after failing to do so the previous year .
- At grade six, the majority of students, 84.6%, had the same performance on the reading TAAS in

2002 as they did in 2001. Only at this grade was the percentage of students that regressed in their math performance, 9.4%, higher than the percentage of students, 6.0% that improved.

The TAAS performance of this longitudinal sample of ELL students was examined by and across grade levels in terms of percent passing rates. Based on their 2002 grade level percent passing rates were calculated for their Spring 2002 and Spring 2001 performance in reading and math. These results are presented in **Tables 32 and 33**.

- Of the 1,573 students in this sample, 187 more students passed reading in the Spring of 2002 than in the Spring of 2001. Expressly, the passing rate in 2002 was 76.4% while the passing rate on the reading TAAS in 2001 was 64.5%.
- For grades 3-8, the passing rate in reading improved at 4 of the 6 grades from the Spring of 2001 to the Spring of 2002. Performance remained constant for the fourth graders where 82.3% passed in 2002 and in 2001. The performance of the 2001-02 sixth graders decreased from 61.6% passing in 2001 to 53.4% passing in 2002.

- The greatest degree of improvement transpired in grade eight, where 52.1% passed the reading TAAS in the Spring 2002, while only 1% passed in the Spring of 2001.
- Of the 1,581 ELL students in this sample with two years of valid math scores on the TAAS, 139 more students passed the Spring 2002 administration than on the previous administration. Expressly, the passing rate on the math section of the TAAS improved from 81.0% to 89.8% passing over the past year.
- Based on the math performance from the Spring 2002 administration of the TAAS, the highest passing rate was found in grade five, where 97.5% of the 2002 ELL fifth graders in this sample passed mathematics.
- For grades 3-8, the passing rate in math increased at 5 of the 6 grades when the 2002 and 2001 TAAS passing rates were compared. The performance of the 2002 ELL sixth graders included in this analysis exhibited a slight decline in the percentage of their number that passed math, decreasing from 85.2% passing in 2001 to 81.9% in 2002.
- The greatest degree of improvement occurred with the third grade ELL students. Specifically, the

Table 32: Longitudinal TAAS Reading Passing Rates for Program ELL Students from Spring 2001 and 2002

Grade 2002	N	Spring 2002 TAAS		Spring 2001 TAAS	
		N Passed	% Passed	N Passed	% Passed
3	52	42	80.8	7	13.5
4	696	573	82.3	573	82.3
5	472	397	84.1	327	69.3
6	146	78	53.4	90	61.6
7	111	61	55.0	16	14.4
8	96	50	52.1	1	1.0
Total	1,573	1,201	76.4	1,014	64.5

Table 33: Longitudinal TAAS Math Passing Rates for Program ELL Students from Spring 2001 and 2002

Grade 2002	N	Spring 2002 TAAS		Spring 2001 TAAS	
		N Passed	% Passed	N Passed	% Passed
3	52	46	88.5	14	26.9
4	699	654	93.6	608	87.0
5	473	461	97.5	422	89.2
6	149	122	81.9	127	85.2
7	111	82	73.9	66	59.5
8	97	55	56.7	44	45.4
Total	1,581	1,420	89.8	1,281	81.0

passing rate of these 52 students increased from 26.9% in 2001 to 88.5% in 2002.

In order to determine the statistical significance of the improvements described in the previous figures and tables in this section, nonparametric analysis of the TAAS performance of this sample of ELL students was performed. Using a repeated measure design, a Wilcoxon Sign Test was applied to these students' two years of performance on the reading and math sections of the TAAS. This nonparametric test was employed to determine if a statistically significant number of these students had better results on the 2002 TAAS than the 2001 TAAS. The results of this inferential analysis of the reading and math TAAS results are presented in **Tables 34** and **35**.

Of the 1,573 students included in this repeated measures analysis, 317 students passed in 2002 after failing to met minimum expectations on the reading TAAS in 2001. Of these students, 130 did not meet minimum expectations in the Spring of 2002 after passing reading the previous year. The results of

Table 34: Nonparametric Analysis of the Longitudinal Reading TAAS Performance Program ELL Students

	N	Mean	Standard Deviation	
TAAS 2002	1,573	0.7635	0.4251	
TAAS 2001	1,573	0.6446	0.4788	
	Ranks	**N**	**Mean Ranks**	**Sum of Ranks**
TAAS 2001–TAAS 2002	Negative	317(a)	224	71008.0
	Positive	130 (b)	224	29120.0
	Ties	1,126(c)		
	Total	1,573		
Wilcoxon Statistic	**2001–2002**			
Z	-8.845 (d)			
Asymption Significance	< 0.0001			

a. TAAS 2001 < TAAS 2002
b. TAAS 2001 > TAAS 2002
c. TAAS 2001 = TAAS 2002
d. Based on Positive ranks

Table 35: Non-parametric Analysis of the Longitudinal Math TAAS Performance Program ELL Students

	N	Mean	Standard Deviation	
TAAS 2002	1,581	0.8982	0.3025	
TAAS 2001	1,581	0.8102	0.3922	
	Ranks	**N**	**Mean Ranks**	**Sum of Ranks**
TAAS 2001–TAAS 2002	Negative	191 (a)	224	71008.0
	Positive	52 (b)	224	29120.0
	Ties	1,338 (c)		
	Total	1,581		
Wilcoxon Statistic	**2001–2002**			
Z	-8.917 (d)			
Asymption Significance	< 0.0001			

a. TAAS 2001 < TAAS 2002
b. TAAS 2001 > TAAS 2002
c. TAAS 2001 = TAAS 2002
d. Based on Positive ranks

running the Wilcoxon Sign Test resulted in a Z score of –8.845 based on the assumption that 2001 performance would be better than the 2002 performance. This result signified that performance actually improved from 2001 to 2002, with a significant number of students improving their performance. Expressly, this result indicates that the program had a statistically significant impact on the ELL students in this sample regarding their reading performance.

Of the 1,581 ELL students served by the program that were assessed by the Math TAAS over the past two years, 191 students passed in 2002 after failing to met minimum expectations in 2001. From this sample of ELL students, 52 students failed to meet minimum expectations in mathematics after passing the test in 2001. According to the results from the Wilcoxon Sign Test, the difference between the number of students improving and the number of students that did not was significant, $Z= -8.917$, $p<0.0001$. Comparable to the reading results, the results from the ELL students' performance on the math section of the TAAS indicate that the program had a significantly positive effect on student academic performance.

TAKS Performance

presented from the English and Spanish versions of the TAKS. A combine accounting of both versions is also presented here.

The passing rates for program ELL students were calculated for the English and Spanish versions of the math TAKS by grade and across grades. A combined rate was also calculated. These results are presented in **Table 36**.

- Across grades 3-8, the passing rate in reading for students that took the test in English was 52.2%. The passing rate for program students on the Spanish version was 83.7% and the combine passing rate for program ELL students was 72.1%.
- On the English Version of the TAKS the highest passing rate was 75.6% at grade four, the lowest was 27.4% at grade 8.
- On the Spanish version of the reading TAKS, the highest passing rate was 90.9% at grade 6, the lowest rate, 72.1% at grade 5.
- For the English and Spanish versions of the reading TAKS combined, 80.5% of the program ELL third graders met the passing standard in 2002-03.

The results for the reading TAKS were calculated for each of the program schools across grades. The

Table 36: Baseline TAKS Reading Passing Rates for Program ELL Students by Version: Spring 2003

Grade	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
3	61	68.9	802	81.4	863	80.5
4	123	75.6	659	87.1	782	85.3
5	478	49.0	43	72.1	521	50.9
6	81	49.4	22	90.9	103	58.3
7	78	48.7	0		78	48.7
8	73	27.4	0		73	27.4
Total	**894**	**52.2**	**1,526**	**83.7**	**2,420**	**72.1**

For the 2002-03 school year, TEA replaced the TAAS as the statewide measure of academic performance with the TAKS. The TAKS was designed to assess if students met the essential standards mandated by the state. Specifically, program students were assessed in grades 3-8 in reading and math, in grade 5 for science, in grade 4 and 7 for writing, and grade 8 for social studies. Performance was assessed in terms of the percentage of students that met the passing standard on the TAKS. Data collected and presented in this report for program ELL students will be used on as comparison data for future reports. The results are

percent passing rates were calculated for the English and Spanish versions separately, and combined. These program ELL student results are presented in **Table 37**.

The passing rates for program ELL students were calculated for the English and Spanish versions of the math TAKS by grade and across grades. A combined rate was also calculated. These results are presented in **Table 38**.

- Across grades 3-8, the passing rate in math for students that took the test in English was 64.5%.

Table 37: Baseline TAKS Reading Passing Rates for Program ELL Students by Version and by School: Spring 2003

School	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
Bellfort ES	59	44.1	74	82.4	133	65.4
Bonner ES	61	44.3	161	84.5	222	73.4
Brookline ES	100	78.0	193	85.5	293	82.9
Cornelius ES	57	59.6	83	90.4	140	77.9
Crespo ES	79	48.1	198	83.3	277	73.3
Davila ES	62	71.0	100	74.0	162	72.8
Golfcrest ES	63	28.6	171	80.7	234	66.7
Gregg ES	36	88.9	73	82.2	109	84.4
Harris, J. R. ES	14	14.3	92	85.9	106	76.4
Hartman MS	130	44.6	22	90.9	152	51.3
Lewis ES	6	83.3	113	86.7	119	86.6
MacArthur ES	23	65.2	49	89.8	72	81.9
Peck ES	21	38.1	11	81.8	32	53.1
Rucker ES	73	54.8	94	87.2	167	73.1
Southmayd ES	8	25.0	92	78.3	100	74.0
Stevenson MS	102	39.2	0	0.0	102	39.2

Table 38: Baseline TAKS Math Passing Rates for Program ELL Students by Version: Spring 2003

Grade	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
3	63	68.3	804	78.6	867	77.7
4	126	84.1	660	78.5	786	79.4
5	480	72.9	44	52.3	524	71.0
6	85	50.6	22	50.0	107	50.5
7	76	38.2			76	38.2
8	76	17.1			76	17.1
Total	**906**	**64.5**	**1,530**	**77.3**	**2,436**	**72.5**

The passing rate for program students on the Spanish version was 77.3% and the combine passing rate for program ELL students was 72.5%.

- On the English Version of the TAKS the highest passing rate in math was 84.1% at grade four, the lowest was 17.1% at grade 8.
- On the Spanish version of the math TAKS, the highest passing rate was 78.6% at grade 3, the lowest rate, 50.0% at grade 6.
- For the English and Spanish versions of the math TAKS combined, 79.4% of the program ELL fourth grade students met the passing standard in 2002-03.

The results for the math TAKS were calculated for each of the program schools across grades. The percent passing rates were calculated for the English and Spanish versions separately, and combined. These program ELL student results are presented in **Table 39**.

The writing passing rates for program ELL students were calculated for the English TAKS in grades four and

Table 39: Baseline TAKS Math Passing Rates for Program ELL Students by Version and by School: Spring 2003

School	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
Bellfort ES	59	74.6	74	67.6	133	70.7
Bonner ES	61	78.7	160	74.4	221	75.6
Brookline ES	101	86.1	197	78.2	298	80.9
Cornelius ES	58	81.0	85	91.8	143	87.4
Crespo ES	81	66.7	197	81.2	278	77.0
Davila ES	63	85.7	98	65.3	161	73.3
Golfcrest ES	65	66.2	171	77.8	236	74.6
Gregg ES	36	75.0	73	83.6	109	80.7
Harris, J. R. ES	15	60.0	92	85.9	107	82.2
Hartman MS	130	43.8	22	50.0	152	44.7
Lewis ES	7	100.0	115	77.4	122	78.7
MacArthur ES	23	52.2	49	71.4	72	65.3
Peck ES	22	100.0	11	100.0	33	100.0
Rucker ES	71	57.7	95	73.7	166	66.9
Southmayd ES	7	57.1	91	74.7	98	73.5
Stevenson MS	107	26.2	0		107	26.2

seven and Spanish TAKS for grade four and across grades. A combined rate was also calculated. These results are presented in **Table 40**.

- In grade four 77.9% of the program students tested in English passed the writing TAKS, for the Span-

program ELL student results are presented in **Table 41**.

Program ELL students were assessed in social studies at grade 8 on the TAKS. The results are

Table 40: Baseline TAKS Writing Passing Rates for Program ELL Students by Version: Spring 2003

Grade	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
4	122	77.9	650	86.6	772	85.2
7	74	32.4			74	32.4
Total	**196**	**60.7**			**196**	**60.7**

ish version 86.6% of the program ELL fourth graders passed, and for these two versions combined, 85.2% passed.

- In grade seven, of the 74 students that took the English writing TAKS, 32.4% passed.

The results for the writing TAKS were calculated for each of the program schools across grades. The percent passing rates were calculated for the English and Spanish versions separately, and combined. These

presented for the two program middle schools and for the program overall in **Table 42**. Results are for the English version of the test since a Spanish version was not available.

- Eighth graders at Hartman Middle School, passed the social studies TAKS at a rate of 87.2% in the Spring of 2003, while eighth graders at Stevenson Middle School passed the social studies TAKS at a rate of 43.6% during the same administration of the TAKS.

Table 41: Baseline TAKS Writing Passing Rates for Program ELL Students by Version and by School: Spring 2003

School	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
Belfort ES	4	*	75	90.7	79	91.1
Bonner ES	6	50.0	68	94.1	74	90.5
Brookline ES	15	100.0	89	93.3	104	94.2
Cornelius ES	2	*	47	97.9	49	98.0
Crespo ES	12	91.7	99	80.8	111	82.0
Davila ES	32	71.9	30	73.3	62	72.6
Golfcrest ES	1	*	81	79.0	82	79.3
Gregg ES	4	*	38	86.8	42	83.3
Harris, J. R. ES	4	*	25	72.0	29	65.5
Hartman MS	53	30.2			53	30.2
Lewis ES						
MacArthur ES	2	*	17	82.4	19	84.2
Peck ES	13	84.6			13	84.6
Rucker ES	26	76.9	36	91.7	62	85.5
Southmayd ES	1	*	45	84.4	46	82.6
Stevenson MS	21	38.1			21	38.1

Table 42: Baseline TAKS Social Studies Passing Rates for Program ELL Eighth Graders: Spring 2003

School	N	% Passing
Hartman MS	39	87.2
Stevenson MS	39	43.6
Grade 8 Total	**78**	**65.4**

Table 43: Baseline TAKS Science Passing Rates for Program ELL Eighth Graders: Spring 2003

School	N	% Passing
English	299	53.5
Spanish	232	26.7
Combined	531	41.8

- The results from the eighth graders at Hartman Middle School were combined with the results of the eight graders at Stevenson Middle School to compile a program level passing rate on the social studies section of the TAKS. Of the 78 program ELL students tested in the Spring of 2003, 65.4% met the social studies standard.

Fifth graders enrolled at program schools in 2002-03 were assessed in science by the TAKS. Results from the English and Spanish versions as well as combined results are presented in **Table 43**.

- On the English version of the science TAKS, program ELL students exhibited a passing rate of 53.5% on the initial administration of the TAKS.
- On the Spanish version of the science TAKS, program ELL students exhibited a passing rate of 26.7%.
- When the ELL results from the English and Spanish versions of the TAKS were combined, it was found that the program-wide passing rate was 41.8%

The results for the science TAKS were calculated for each of the program elementary schools for grade five. The percent passing rates were calculated for the English and Spanish versions separately, and combined. These program ELL student results are pre-

Table 44: Baseline TAKS Science Passing Rates for Program ELL Students by Version and by School: Grade 5, Spring 2003

School	English		Spanish		Combined	
	N	% Passing	N	% Passing	N	% Passing
Bellfort ES	2	*	53	28.3	55	27.3
Bonner ES	48	43.8	4	*	52	46.2
Brookline ES	76	81.6	7	0.0	83	74.7
Cornelius ES	50	70.0			50	70.0
Crespo ES	15	60.0	52	26.9	67	34.3
Davila ES	26	53.8	13	15.4	39	41.0
Golfcrest ES	13	30.8	45	20.0	58	22.4
Gregg ES	1	*	28	39.3	29	41.4
Harris, J. R. ES	14	7.1	7	42.9	21	19.0
Lewis ES	1	*	22	22.7	23	26.1
MacArthur ES	8	0.0			8	0.0
Peck ES	38	23.7			38	23.7
Rucker ES	7	42.9	1	*	8	37.5
Southmayd ES	2	*	53	28.3	55	27.3

sented in **Table 44**.

RPTE Performance

The RPTE is used to determine the level of English reading proficiency on a continuum of beginning level reading to advanced level reading. For this grant, the RPTE is used to assess ELL students in grades 3–8. The percentages of students that were at the beginning, intermediate, and advanced levels of the RPTE were calculated program-wide and for each project school by and across grades. Similar to the analysis of the TAAS, a cross-sectional and longitudinal analysis were used to assess the program students' performance. The cross-sectional analysis examines the performance of two groups of students. The performance of students served by the program during the 2002-03 school year were compared in terms of proficiency to the students served by program schools in 2000-01.

The longitudinal analysis was employed to determine if students participating in the program during the 2002-03 school year improved their performance on the RPTE from their 2002 results. Only students with two years of valid RPTE scores were included in this analysis. Descriptive and inferential analysis were used. Descriptively, students were categorized as regressing in RPTE proficiency, remaining at the same level, improving proficiency one level, or improving proficiency two levels. The improvement in RPTE scale scores was inferentially examined through the applica-

tion of a repeated measure t-test. These tests were employed to determine statistical significance.

Cross-sectional analysis

There were 1,992 ELL students that were served by United Languages/*Unión de Idiomas* program schools during the 2002–03 school year and had current RPTE proficiency results. The performance of these students were compared to the performance of 1,955 students served by program school in 2000–01. The program-wide results by and across grades are presented in **Table 45**.

- On the Spring 2003 RPTE, 39.2% of the ELL students from grades 3-8 were rated as Advanced, 32.7% were rated Intermediate, and 28.1% scored at the Beginning level. The percentage of students performing at the Advanced level of reading English was an improvement over the 35.3% that were at this level in 2001 by 3.9 percentage points.

- On the Spring 2003 RPTE, grade level analysis revealed that more then 40% of the students at grades three, five, seven, and eight had reading levels in English that were Advanced. The highest percentage of students in the Advanced level was 49.2% at grade 5. Of the six grades assessed by the RPTE, four of the six grades had the highest percent of their students in the Advanced English proficiency level. The largest percentage of students that were rated at the Beginning level was

Table 45: Percentage of ELL Program Students by RPTE Proficiency Levels: Spring 2003 and 2001

| | | 2003 | | | | 2001 | | |
Grade	N	% Beginning	% Intermediate	% Advanced	N	% Beginning	% Intermediate	% Advanced
3	887	28.1	30.1	41.8	673	33.3	33.1	33.6
4	551	31.8	39.4	28.9	558	33.2	35.5	31.4
5	317	20.2	30.6	49.2	321	27.7	29.9	42.4
6	77	29.9	35.1	35.1	124	33.1	29.0	37.9
7	83	32.5	24.1	43.4	160	33.8	31.9	34.4
8	77	28.6	31.2	40.3	119	37.0	20.2	42.9
Total	**1,992**	**28.1**	**32.7**	**39.2**	**1,955**	**32.6**	**32.1**	**35.3**

31.8% at the fourth grade.

- The results of comparing the RPTE performance of students served by the program in 2003 to the performance of the students served in 2001 indicate that at three grades, the percentage of students performing at the Advance level was greater this year than the first year. The largest increase from 2001 to 2003 in the Advanced performance level on the RPTE was achieved at grade seven where the percent of students rated as Advanced increased 9.0 percentage points.
- The largest decrease in the percent of students assessed as performing at the Beginning level of

reading proficiency from 2001 to 2003 was found at the eighth grade where the percent of students at this level decreases from 37.0% to 28.6%.

The cross-sectional analysis of the RPTE was similarly accomplished across grades for program schools. The percentage of students performing in the Beginning, Intermediate, and Advanced levels of proficiency in reading English are chronicled from the 2001 and 2003 administrations for each by United Languages/*Unión de Idiomas* program school in **Table 46**.

- The number of ELL students assessed by the RPTE in 2002 by campus ranged from 28 students

Table 46: Percentage of ELL Program Students by RPTE Proficiency Levels for Program Schools: Spring 2003 and 2001

| | | 2003 | | | | 2001 | | |
School	N	% Beginning	% Intermediate	% Advanced	N	% Beginning	% Intermediate	% Advanced
Bellfort ES	84	32.1	38.1	29.8	66	34.8	47.0	18.2
Bonner ES	180	22.8	33.9	43.3	162	30.9	32.7	36.4
Brookline ES	211	27.5	37.4	35.1	316	25.9	38.6	35.4
Cornelius ES	91	13.2	45.1	41.8	121	31.4	30.6	38.0
Crespo ES	232	31.0	35.8	33.2	101	43.6	26.7	29.7
Davila ES	134	35.1	20.9	44.0	70	37.1	38.6	24.3
Golfcrest ES	198	33.8	28.8	37.4	183	40.4	30.1	29.5
Gregg ES	106	34.0	32.1	34.0	75	33.3	34.7	32.0
Harris, J. R. ES	106	23.6	31.1	45.3	98	30.6	30.6	38.8
Hartman MS	120	35.0	28.3	36.7	194	35.6	31.4	33.0
Lewis ES	121	26.4	29.8	43.8	84	36.9	35.7	27.4
MacArthur ES	55	45.5	21.8	32.7	72	37.5	26.4	36.1
Peck ES	28	3.6	39.3	57.1	25	32.0	28.0	40.0
Rucker ES	127	21.3	37.8	40.9	105	20.0	35.2	44.8
Southmayd ES	82	22.0	31.7	46.3	74	25.7	21.6	52.7
Stevenson MS	117	25.6	31.6	42.7	209	33.5	23.9	42.6

at Peck Elementary School to 211 students at Brookline Elementary School.

- On the 2003 RPTE, of the 16 United Languages/ *Unión de Idiomas* program schools, 11 had the highest percentage of their students perform at the Advanced level of reading English proficiency. Four schools had the highest percentage of their students rated in the Intermediate proficiency category. Two schools Lewis and MacArthur elementary schools had the highest percentage of their 2002 ELL students' score in the Beginning range on the RPTE. Gregg Elementary School had the highest percentage of its students in the Beginning and the Advanced levels.

- There were 12 of the 16 program schools that had a higher percent of students performing at the Advanced level of proficiency in reading English in 2003 than in 2001. Only, Brookline, MacArthur, Rucker, and Southmayd elementary schools had a lower percent of their ELL students' score in the Advance range of proficiency on the RPTE in 2003 than in 2001.

- From 2001 to 2003, the largest improvement in the percent of students achieving the Advance level of proficiency on the RPTE occurred at Davila Elementary School where the percent of students rated as Advanced increased from 19.7 percentage points. The second largest increase occurred at Peck Elementary School where the Advance rate increased 17.1 percentage points

Longitudinal Analysis

There were 850 students that participated in the United Languages/*Unión de Idiomas* program during the 2002-03 school year that were assessed by the RPTE in the Spring of 2003 and the Spring of 2002 and were included in this longitudinal evaluation. Descriptive and inferential methods were employed to assess the performance of these students to determine if they improved their proficiency in reading English.

Descriptively, students were categorized as regressing in RPTE proficiency, remaining at the same level, improving proficiency one level, or improving proficiency two levels. The percentages of students that were grouped into these categories are presented by grade in **Table 47** and by school in **Table 48**.

- Across grades 3-8, program-wide, 51.3% of the ELL students served by the program during the 2002-03 school year improved one level of proficiency on the RPTE from 2002 to 2003. From the same sample of students, 39.9% remained at the same proficiency level, while 6.9% improved their proficiency two level over the past year. Only 1.9% of the program students regressed one level.

- Of the six grades assessed by the RPTE, four had the highest percent of students improve one reading proficiency level from 2002 to 2003. At grade five 58.9% of the students improved one reading proficiency level. At grade seven, 15.6% of the students improved two levels on the RPTE, conversely at grade four 2.9% of the students regressed one proficiency level from 2002 to 2003.

- The number of students included in this analysis at program schools ranged from 15 students at Peck Elementary School and 118 at Crespo Elementary School (**see Table 48**).

- In the school level analysis, from 2002 to 2003, Bellfort Academy and Harris Elementary School had the highest percentage of students improve two proficiency levels on the RPTE with 24.0% and 17.6%, respectively.

- From 2002 to 2003, Peck and Rucker elementary schools had the highest percentage of ELL students improve one proficiency level on the RPTE with 80.0% and 63.9%, respectively.

- From 2002 to 2003, MacArthur Elementary School had 54.5% of its students remain at the same level

Table 47: Percentage of ELL Program Students by Longitudinal Improvement Category and by Grade: Program-wide Comparison of 2003 and 2002 Results

Grade	N	% Regressed 1 Level	% At Same	% Improved 1 Level	% Improved 2 Levels
03	47	2.1	51.1	42.6	4.3
04	444	2.9	45.7	47.7	3.6
05	236	0.4	28.8	58.9	11.9
06	49	2.0	46.9	46.9	4.1
07	45	0.0	26.7	57.8	15.6
08	29	0.0	31.0	55.2	13.8
Total	**850**	**1.9**	**39.9**	**51.3**	**6.9**

Table 48: Percentage of ELL Program Students by Longitudinal Improvement Category: School-Level Comparison of 2003 and 2002 Results

School	N	% Regressed 1 Level	% At Same	% Improved 1 Level	% Improved 2 Levels
Bellfort ES	25	0.0	20.0	56.0	24.0
Bonner ES	89	0.0	33.7	56.2	10.1
Brookline ES	100	2.0	44.0	50.0	4.0
Cornelius ES	40	0.0	42.5	55.0	2.5
Crespo ES	118	0.8	44.1	48.3	6.8
Davila ES	69	0.0	44.9	50.7	4.3
Golfcrest ES	91	4.4	40.7	47.3	7.7
Gregg ES	49	12.2	46.9	38.8	2.0
Harris, J. R. ES	34	0.0	47.1	35.3	17.6
Hartman MS	37	0.0	32.4	54.1	13.5
Lewis ES	36	2.8	50.0	47.2	0.0
MacArthur ES	22	0.0	54.5	45.5	0.0
Peck ES	15	0.0	13.3	80.0	6.7
Rucker ES	61	1.6	32.8	63.9	1.6
Southmayd ES	26	3.8	42.3	50.0	3.8
Stevenson MS	38	0.0	23.7	60.5	15.8

of reading proficiency, while 12.2% of the students at Gregg Elementary School regressed one level of proficiency.

Inferential analysis was accomplished through the application of a repeated measure design that exam-

Table 49: Longitudinal Descriptive Statistical Results From the Inferential Analysis of RPTE Scale Scores

Grade	Statistic	RPTE Scale Score Spring 2003	RPTE Scale Score Spring 2002
3	Mean	636.1	591.1
	N	47	47
	Std. Deviation	54.1	48.4
4	Mean	692.6	616.0
	N	444	444
	Std. Deviation	57.5	46.6
5	Mean	724.2	654.7
	N	236	236
	Std. Deviation	59.4	46.7
6	Mean	697.3	649.4
	N	49	49
	Std. Deviation	58.9	50.8
7	Mean	714.0	650.1
	N	45	45
	Std. Deviation	60.0	44.6
8	Mean	717.7	638.9
	N	29	29
	Std. Deviation	77.4	44.2
Total	**Mean**	**700.5**	**629.9**
	N	**850**	**850**
	Std. Deviation	**62.3**	**50.8**

Table 50: Longitudinal Results from a Repeated measure t-Test Analysis of the RPTE Scale Scores from Program ELL Students.

	Mean Difference	Std. Deviation	SEM	t	df	Sig (2-Tailed)
Grade 3	44.91	33.71	4.92	9.13	46	<0.001
Grade 4	76.57	42.11	2.00	38.31	443	<0.001
Grade 5	69.47	46.82	3.05	22.80	235	<0.001
Grade 6	47.88	34.23	4.89	9.79	48	<0.001
Grade 7	63.96	40.20	5.99	10.67	44	<0.001
Grade 8	78.76	54.23	9.99	7.82	28	<0.001
Grades 3-8	**70.60**	**43.94**	**1.51**	**46.85**	**849**	**<0.001**

ined the changes in students RPTE scale scores when their Spring 2003 scores were compared to their Spring 2002 scores. The results from this analysis are presented in **Tables 49** and **50**. Through this analysis the mean scale scores from the Spring of 2003 and Spring 2002 were calculated by grade and across grades for these ELL students.

Across grades 3-8, the mean scale score from Spring 2002, 629.9, increased 70.6 points to a mean scale score of 700.5. Improvements in program student RPTE scale scores from 2002 to 2003 were found at all grade levels assessed by the RPTE. The highest level of improvement was found in the program eighth grade students, where the scale scores increased 78.8.

Through the application of a repeated measure t-test, these increases in scale scores on the RPTE from 2002 to 2003 were examined to determine their statistical significance. The results from the across grade analysis found that there was a statistical improvement in reading English proficiency as measured by RPTE scale scores, t=46.85, p< 0.0001. Statistical significant improvement was found at all grades.

Stanford 9 and Aprenda Performance

The norm-referenced test, the Stanford 9, and its Spanish language alternative, the Aprenda , were used to provide academic performance data for the program that can be compared to national-level academic achievement. Program-wide results are presented in terms of all ELL students from project schools that took the Stanford 9 or Aprenda . Stanford 9 and Aprenda were utilized to assess students in the areas of reading, math, and language arts. Summary performance by grade and across grade level was reported by mean Normal Curve Equivalent (NCE). An NCE of 50 represents the average national score. Average range

performance is found between 45 NCE and 55 NCE. Results for the program from the Stanford 9 Spring 2002 and 2003 administrations were used in this analysis. Cross-sectional analysis was used to compare the results of the 2002 and 2003 administrations. Longitudinal analysis employed both descriptive and inferential methods within a repeated measures design to examine the performance of program students that had valid results in both 2002 and 2003.

A cross-sectional analysis of program ELL students achievement results on the Stanford 9 was performed for reading, math, and language arts. The results are presented in terms of average NCE for grades 1-8 and across grades 1-8 and reported in **Table 51**. School level reports are report in **Appendix C**.

- On the 2003 Stanford 9 the across grade results indicated that the average performance for program students in reading was 32.4 NCE, 44.0 NCE in math, and 38.5 NCE in language arts. There was improvement from 2002 in reading and math.
- Reading performance on the 2003 Stanford 9 was in the average range when compared to a national sample at grades one and two.
- Of the 8 grades tested, there was improved reading performance from 2002 to 2003 in four grades. The greatest improvement in reading was found in grade two where the average score increased 9.0 NCE. The largest decline in performance from 2002 to 2003 was found at grade one where performance decreased 5.4 NCE.
- On the math section of the Stanford 9, program ELL students exhibited average range achievement in 4 of the 8 grades tested when compared to a national sample.
- When comparing 2003 results with 2002 results there was improved scores in math at 5 of the 8

Table 51: Program-wide Stanford 9 Mean NCE Results for Program ELL Students : Cross-sectional Comparison of 2003 and 2002 Results by Grade

Grade	2003				2002			
	N	Reading	Math	Language	N	Reading	Math	Language
1	109	48.7	48.3	47.0	132	54.1	48.0	51.9
2	83	45.3	50.2	40.3	86	36.3	40.7	35.6
3	73	34.5	40.8	38.9	96	38.6	45.0	44.7
4	134	39.0	49.3	49.5	252	41.0	54.8	53.3
5	510	31.0	48.3	40.6	437	34.0	51.7	41.1
6	116	27.6	37.8	32.0	226	26.4	37.5	34.1
7	117	22.3	34.6	28.7	196	20.2	34.4	25.8
8	108	19.5	27.5	22.8	206	17.5	25.5	24.3
Total	1,250	32.4	44.0	38.5	1,631	32.3	43.6	38.8

grades assessed. The greatest improvement occurred in grade 2 where achievement increased 9.5 NCE. The largest decline was 5.5 NCE in grade four.

- On the language arts section of the Stanford 9 program ELL students exhibited average range performance in grades one and four in 2003 when compared to a national sample.
- Of the eight grades tested, when comparing 2003 and 2002 results, there was improvement in two grades, the second and the seventh. The greatest improvement was 4.7 NCE in grade two. The largest decline in performance from 2002 to 2003 was 5.8 NCE in grade three.

A cross-sectional analysis of program ELL students' achievement results on the Aprenda was performed for reading, math, and language arts. The results are presented in terms of average NCE for grades 1-8 and across grades 1-8 and reported in **Table 52**. School level reports are report in **Appendix C**.

- On the 2003 Aprenda the across grade results indicated that the average performance for program students in reading was 57.5 NCE, 53.2 NCE in math, and 53.6 NCE in language arts. Each of these scores were in the average or above average range of performance when compared to the national norms. There was improvement from 2002 in reading and language arts. Performance in math remained constant from 2002 to 2003.
- On the reading section of the Aprenda the performance of ELL program students was in the average or above average range at grades 1-7 when compared to a national sample.
- When comparing 2002 and 2003 reading results there was improvement at five of the eight grades

Table 52: Program-wide Aprenda Mean NCE Results for Program ELL Students : Cross-sectional Comparison of 2003 and 2002 Results by Grade

Grade	2003				2002			
	N	Reading	Math	Language	N	Reading	Math	Language
1	894	59.3	50.7	56.2	903	56.8	47.8	55.0
2	782	57.5	57.5	55.9	906	57.7	56.6	56.3
3	833	57.9	52.8	51.1	897	56.4	55.2	49.3
4	680	55.0	53.5	52.6	596	54.9	53.7	56.0
5	45	59.0	44.4	38.2	160	59.5	54.1	46.4
6	22	62.5	42.6	44.3	24	57.0	41.9	40.5
7	11	53.1	33.4	39.6	10	43.2	33.3	32.0
8	8	34.0	18.4	22.2	11	46.8	39.4	34.4
Total	3,275	57.5	53.2	53.6	3,507	56.7	53.2	53.4

tested. The greatest improvement occurred in grade seven where program students increased their scores 9.9 NCE.

- Program students at grades 1-4 performed at the average or above average range in math when compared to a national sample of academic performance.
- From 2002 to 2003, ELL program students improved their math performance at four grades. The greatest level of improved performance was 2.8 NCE at the first grade.
- Program students at grades 1-4 performed at the average or above average range in language arts when compared to a national sample of academic performance.
- From 2002 to 2003, ELL program students improved their language arts performance at four grades. The greatest level of improved performance was 7.6 NCE at the seventh grade.

A longitudinal analysis of program ELL student achievement results on the Stanford 9 was performed for reading, math, and language arts. Descriptive methods were used to determine the mean NCE scores by grade for program students. Descriptive and inferential methods were used in a repeated measures design to ascertain the overall (across grade) improvement of program students. Mean NCE scores for program ELL students that have valid Stanford 9 scores are presented in **Table 53**. Scores are presented based on their 2003 grades, so the analysis includes grades 2-8.

- Of the seven grades included in this analysis there was improvement in reading at five grades. The greatest improvement occurred at grade eight were students improved their scores 7.3 NCE.
- On the math section of the Stanford 9 the program students included in this sample shown improvement at five grades. The greatest level of performance increase was 7.4 NCE at grades one and three.
- On the language arts section of the Stanford 9 the program students included in this sample exhibited higher scores in five grades. The greatest increase in language arts achievement was 8.0 NCE achieved by program third graders.

Table 53: Program-wide Stanford 9 Mean NCE Results for Program ELL Students with Two Years of Valid Scores : Longitudinal Comparison of 2003 and 2002 Results by Grade

		2003			**2002**		
Grade	**N**	**Reading**	**Math**	**Language**	**Reading**	**Math**	**Language**
2	70	45.7	48.4	43.8	47.3	40.9	45.8
3	47	33.0	37.9	37.1	34.1	36.1	30.0
4	43	37.3	47.6	46.5	31.8	40.1	38.5
5	64	30.3	42.7	38.7	28.1	41.3	39.0
6	57	23.8	34.5	30.8	19.4	36.7	26.6
7	74	22.0	32.7	28.5	20.6	29.2	25.3
8	74	20.2	28.2	23.4	12.9	30.4	19.4

Table 54: Descriptive Statistics from the Repeated Measures Analysis of Stanford 9 Mean NCE Results for Program ELL Students with Two Years of Valid Scores : Longitudinal Comparison of 2003 and 2002 Results

Subject	**Year Tested**	**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
Reading	2002	27.1	430	17.92	0.864
	2003	29.7	430	17.30	0.834
Math	2002	35.9	430	16.93	0.816
	2003	38.3	430	18.44	0.889
Language	2002	31.6	430	17.34	0.836
	2003	34.6	430	18.68	0.901

A repeated measures analysis was used to determine if the overall across grade performance of program students improved significantly from 2002 to 2003 in reading, math, and language arts. The descriptive statistics from this analysis are presented in **Table 54**. The inferential statistics are presented in Table 55.

ascertain the overall (across grade) improvement of program students. Mean NCE scores for program ELL students that have valid Aprenda scores are presented in **Table 56**. Scores are presented based on their 2003 grades, so the analysis includes grades 2-5.

• Of the four grades included in this analysis there

Table 55: Inferential Statistics from the Repeated Measures Analysis of Stanford 9 Mean NCE Results for Program ELL Students with Two Years of Valid Scores : Longitudinal Comparison of 2003 and 2002 Results

	Mean Difference	Std. Deviation	SEM	t	df	Sig (2-Tailed)
Reading	2.601	12.854	0.620	4.208	429	<0.001*
Math	2.310	13.754	0.663	3.483	429	<0.001*
Language	3.003	14.541	0.701	4.282	429	<0.001*

In reading the average performance of the 430 students included in this analysis was 29.7 NCE in 2003 and 27.1 NCE in 2002. Over the same time period the average math performance of these students improved 2.3 NCE, while the average performance in language arts increased from 31.6 NCE in 2002 to 34.6 NCE in 2003. The repeated measures t-test analysis found that there was statistically significant improvement in reading, t=4.208, df=429, p<0.001. From 2002 to 2003 program students significantly improved their performance in math, t=3.483, df=429, p<0.001. From 2002 to 2003 there was a statistically significant difference in the language arts scores of the program students included in this analysis. The mean difference was an improvement of 3 NCE and was statistically significant at the p<0.001 level of probability.

was improvement in reading at two grades. The greatest improvement occurred at grade five were students improved their scores 4.5 NCE.

• On the math section of the Aprenda the program students included in this sample shown improvement at two grades. The greatest level of performance was 8.8 NCE at the second grade.

• On the language arts section of the Aprenda the program students included in this sample exhibited higher scores in two grades. The greatest increase in language arts achievement was 4.4 NCE achieved by program fourth graders.

A repeated measures analysis was used to determine if the overall across grade performance of program students improved significantly from 2002 to 2003 in

Table 56: Program-wide Aprenda Mean NCE Results for Program ELL Students with Two Years of Valid Scores: Longitudinal Comparison of 2003 and 2002 Results by Grade

Grade	N	2003			2002		
		Reading	Math	Language	Reading	Math	Language
2	674	58.2	58.5	56.8	59.7	49.7	56.5
3	723	58.1	53.5	51.5	56.7	56.3	55.2
4	597	55.1	54.3	53.5	55.5	54.9	49.1
5	20	56.0	47.7	40.3	51.5	44.3	45.7

A longitudinal analysis of program ELL student achievement results on the Aprenda was performed for reading, math, and language arts. Descriptive methods were used to determine the mean NCE scores by grade for program students. Descriptive and inferential methods were used in a repeated measures design to

reading, math, and language arts. The descriptive statistics from this analysis are presented in **Table 57**. The inferential statistics are presented in **Table 58**.

In reading the average performance of the 2,086 students included in this analysis was 57.0 NCE in 2003 and 56.0 NCE in 2002. Over the same time period the

Table 57: Descriptive Statistics from the Repeated Measures Analysis of Stanford 9 Mean NCE Results for Program ELL Students with Two Years of Valid Scores : Longitudinal Comparison of 2003 and 2002 Results

Subject	Year Tested	Mean	N	Std. Deviation	Std. Error Mean
Reading	2002	27.1	430	17.92	0.864
	2003	29.7	430	17.30	0.834
Math	2002	35.9	430	16.93	0.816
	2003	38.3	430	18.44	0.889
Language	2002	31.6	430	17.34	0.836
	2003	34.6	430	18.68	0.901

Table 58: Inferential Statistics from the Repeated Measures Analysis of Stanford 9 Mean NCE Results for Program ELL Students with Two Years of Valid Scores : Longitudinal Comparison of 2003 and 2002 Results

	Mean Difference	Std. Deviation	SEM	t	df	Sig (2-Tailed)
Reading	2.601	12.854	0.620	4.208	429	<0.001*
Math	2.310	13.754	0.663	3.483	429	<0.001*
Language	3.003	14.541	0.701	4.282	429	<0.001*

average math performance of these students improved 2.4 NCE, while the average performance in language arts increased from 52.9 NCE in 2002 to 53.5 NCE in 2003. The repeated measures t-test analysis found that there was statistically significant improvement in reading, $t=1.026$, $df=2,085$, $p<0.01$. From 2002 to 2003 program students significantly improved their performance in math, $t=2.448$, $df=2,085$, $p<0.001$. From 2002 to 2003 while there was improvement in the overall mean score of program students, this improvement was not statistically significant beyond the $p<0.05$ level of probability.

What activities were used to improve the instructional skills of student personnel in the areas of language instruction, fine arts, technology, and specific program applications?

Professional Development opportunities from the national, state, and local levels were made available for program personnel and teachers from the schools served by the United Languages/*Unión de Idiomas* program during the 2002–03 school year, including the summer of 2003. A brief synopsis and the number of program participants were collected for each opportunity. Participant evaluation data were collected for those training sessions that included a written evaluation or survey. In the first section, the professional

development and teacher training opportunities provided directly by the United Languages/*Unión de Idiomas* program are presented. In the second section, those professional development conferences sponsored by other local, state, and national entities attended by United Languages/*Unión de Idiomas* program representatives are described.

Professional Development Sponsored by the United Languages/Unión de Idiomas Program

ESL Frameworks Training for PK-3 Teachers

This workshop was hosted by the United Languages/*Unión de Idiomas* program using Title VII funds. It was presented at the Southeast District Office on October 10, 2002 and included one hour of training. A total of 23 teachers attended the training. Eight of the sixteen program schools attended the training. Some of the training focused on ESL levels, time requirements and ESL modifications.

Dual Language Workshop

This workshop was hosted by the United Languages/*Unión de Idiomas* program using Title VII funds. It was presented at Rucker Elementary School on November 22, 2002 and included a two hour training. A total of 15 teachers attended the workshop. Of the 16 project schools, three were represented at the work-

shop. The workshop led by Dr. Howard Smith, a professor from University of Texas in San Antonio, focused on effective teaching strategies and issues and/or concerns in the bilingual classroom.

Cultural Awareness and Sensitivity

This training was offered to United Languages/*Unión de Idiomas* Lead Teachers. It was presented at the Southeast District Office on December 5, 2002 and included two hours of training. A total of 15 out of the 16 Lead Teachers attended. The training focused on the following objectives.
* Techniques for addressing cultural differences;
* Strategies for creating a respectful school and classroom climate;
* Identifying the characteristics of LEP students; and
* Applying this information in instructional methods.

Gifted and Talented Instructional Training

The United Languages/*Unión de Idiomas* grant offered teachers an opportunity to attend the 30 hour gifted and talented training in the fall of 2002 and spring of 2003. A total of 14 program teachers attended the fall training and of those five completed the 30-hour training. A total of 61 program teachers attended the spring training and of those 58 completed the 30-hour training.

Participants received training on how to combine gifted and talented teaching methods with multilingual instruction. These professional development opportunities were provided by the cooperation of the Title VII grant and the HISD Gifted and Talented. The following topics were included in this topic series:

* Nature and the needs of Gifted and Talented (G/T) students;
* Identification and assessment of G/T students;
* Curriculum and instruction for G/T programs;
* Developing and nurturing creativity; and
* Social and emotional development.

Using Technology in the Classroom

This workshop was hosted by the United Languages/*Unión de Idiomas* program using Title VII funds. It was presented at the Southeast District Office on three different dates in February of 2003 and included two hours of training. A total of 49 teachers attended the training. Twelve of the sixteen program schools attended the training. The training focused on online resource that would be helpful to the teachers such as Grolier Encyclopedia, World Book Online and Big Chalk. Participants were taught how to find and use online resources.

A survey was used to evaluate the workshop and was completed by 40 participants. The Likert-type scale results are presented in **Table 59**. Overwhelmingly, the participants indicated that the components of the training were all "very good."

Cooperative Learning

This workshop was hosted by the United Languages/*Unión de Idiomas* program using Title VII funds. This workshop was presented by Region IV Education Service Center at the Southeast District Office on February 17, 2003 and included six hours of training. Each school was asked to send the lead teacher and two additional teachers. A total of 42 teachers attended

Table 59: Professional Development Session Evaluation for *Using Technology in the Classroom*: Number of Participants by Likert-type Rating Items

	Very Good	Good	Average	Unacceptable
Presenters	%	%	%	%
Organization and Pace	77.5	17.5	5.0	0
Knowledge and Expertise	97.5	0	2.5	0
Quality of Presentation	85.0	12.5	2.5	0
Variety of Activities	82.5	10.0	7.5	0
Time for Questions and Answers	80.0	15.0	5.0	0
	Very Good	Good	Average	Unacceptable
Workshops	%	%	%	%
Content/Objectives	82.5	7.5	2.5	0
Materials/Handouts	75.0	17.5	2.5	0
Overall Quality	80.0	10.0	2.5	0

this workshop. Fourteen of the sixteen program schools were represented at this workshop. This workshop provided an overview of cooperative learning. Specifically, the objectives of the training were:

To provide the rationale for cooperative learning; to define cooperative learning;

to present the basic principles of cooperative learning; and

to explore strategies.

A survey was used to evaluate the workshop and was completed by 35 of the 42 participants. The Likert-type scale results are presented in **Table 60**. The majority of the participants either "strongly agree" or "agree" with all the statements regarding the training.

ESL Strategies and Methodology

This workshop was hosted by the United Languages/*Unión de Idiomas* program using Title VII funds. It was presented at the Southeast District Office on March 11, 2003 and included two hours of training.

The workshop focused on ESL strategies for ELLs. Specifically, the workshop offered strategies regarding increasing comprehensibility, literacy development, cooperative learning, and multiple intelligences. This

Table 60: Professional Development Session Evaluation for the ***Cooperative Learning*** Workshop: Number of Participants by Likert-type Rating Items

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
The content of this session was consistent with the stated objectives.	74.3	17.1	0	8.6
The presenter demonstrated a thorough knowledge of the subject matter.	65.7	28.6	0	5.7
Instructional techniques and methods used during this training contributed to a quality learning experience.	65.7	28.6	0	5.7
This session provided opportunities for new/expanded ideas, methods, and skills.	60.0	31.4	0	5.7
As a result of attending this session, my teaching practices will improve.	42.6	48.6	0	5.7
Implementation of the knowledge and skills from this session will improve my student achievement.	48.6	45.7	0	5.7
I am confident that my school/district will support implementation of what I have learned in this session.	60.0	31.4	0	5.7

Table 61: Professional Development Session Evaluation for the *ESL Strategies and Methodology* Workshop: Number of Participants by Likert-type Rating Items

	Very Good	Good	Average	Unacceptable
Presenters	%	%	%	%
Organization and Pace	61.0	36.1	2.8	0
Knowledge and Expertise	80.6	19.4	0	0
Quality of Presentation	69.4	30.6	0	0
Variety of Activities	55.6	36.1	8.3	0
Time for Questions and Answers	47.2	38.9	13.9	0
	Very Good	Good	Average	Unacceptable
Workshops	%	%	%	%
Content/Objectives	75.0	25.0	0	0
Materials/Handouts	77.8	22.2	0	0
Overall Quality	66.7	33.3	0	0

workshop was attended by 36 teachers. Of the 16 program schools, 11 were represented at this workshop.

A survey was used to evaluate the workshop and was completed by the 36 participants. The Likert-type scale results are presented in **Table 61**. The majority of the participants indicated that the components of the workshop were "very good." The only component that experienced less than a majority response for "very good" was "time for questions and answers."

Houston Community College

The United Languages/*Unión de Idiomas* grant offered program teachers the opportunity to attend courses at Houston Community College. The first course was Command Spanish, which focused on developing language proficiency in Spanish. A total of 13 program teachers enrolled in this HCC course. The second course was English as a Second Language IV. A total of two teachers enrolled in this HCC course.

Incorporating Technology in the Content Areas

This training was presented by United Languages/ *Unión de Idiomas* program using Title VII funds. It was presented in summer on June 25, 2003 at Davila Elementary School and included two hours of training. A total of 19 program teachers attended the training. A total of 6 out of the 16 program schools attended the training.

Professional Development Sponsored by Local, State and National Educational Entities

TABE: Texas Association for Bilingual Education

The United Languages/Unión de Idiomas project coordinator attended the Texas Association for Bilingual Education (TABE) conference. The focus of the TABE conference was "Celebrating the Power of Teachers in Bilingual Education." TABE was held in Houston, Texas and was presented from October 2-5, 2002.

Texas Association for the Gifted and Talented: 25th Annual Development Conference for Educators and Parent

The United Languages/*Unión de Idiomas* grant sent six bilingual instructional supervisors to attend the Texas Association for the Gifted and Talented (TAGT) conference. TAGT was held in Houston, Texas and was presented from November 14-16, 2002.

Cara y Corazon: Face and Heart

The United Languages/Unión de Idiomas grant sent an instructional supervisor and parent/school involvement specialist to attend the Cara y Corazon training offered at St. Dominic Center in Houston, Texas. The training took place from December 11-13, 2002. The focus of Cara y Corazon training is to provide a curriculum for Latinos to strengthen, empower, and affirm our parents.

NABE: National Association of Bilingual Education

The United Languages/Unión de Idiomas project coordinator attended the National Association of Bilingual Education (NABE) conference. The conference was held in New Orleans, Louisiana and was presented from January 29- February 1, 2003. NABE provides professional development on numerous topics in bilingual education.

2nd Annual HISD North District: New Pathways to Success Mini-Conference

This conference was hosted by the North Administrative District on March 8, 2003. The conference took place at Sam Houston High School and included five hours of training. The conference gave participants the opportunity to participate in sessions on the following topics:

• Information obtained at NABE Conference
• ESL Elementary and Secondary
• Reading and Writing
• Science and Math
• ESL Modifications in Content Area
• Centers
• Gifted and Talented
• Make and Take
• Early Childhood
• Dual Language
• Special Education
• Research
• Parental Involvement

Two program teachers from Davila Elementary School presented on dual language at the conference. The program coordinator and 8 program teachers attended the conference.

What activities were accomplished in order to create a partnership between the United Languages/*Unión de Idiomas* program and the neighborhood, community, and parents?

A goal of the United Languages/*Unión de Idiomas* program was to create a partnership among the educational system, the neighborhood, community, and parents to ensure the academic and social success of

the project students. Project schools met this goal by training community leaders who want to become instructional volunteers, conducting awareness meetings regarding current technology, allowing parents and community volunteers to participate in mentorship programs. This goal was also met by conducting parent meetings, publishing newsletters on project implementation for parents, and a Parent Advisory Committee will meet monthly.

Community Involvement

Volunteers in Public Schools (VIPS)

During the 2002–03 school year, project schools created partnerships with community members. Partnerships are collaborations of schools with businesses, professional organizations, faith-based organizations, colleges, and social services agencies to match the needs of the school with the resources of the partners. These partnerships were also a way of recruiting volunteers. The types of activities that volunteers were involved in included the following:

• Tutor students
• Act as a mentor for a student
• Read to young students
• Organize or host field trips
• Conduct seminars and workshops
• Assist with special events and school activities
• Provide professional-development opportunities

Some examples of the partnerships created at several of the project schools included: MacArthur Elementary School developed a partnership with H.E.B. Grocery Company; Cornelius Elementary School developed a partnership with J.P. Morgan Chase; Crespo Elementary School developed partnerships with Palmer Power Corporation, The Worship Center and Houston Works; and Bonner Elementary School created partnerships with Texas Petrochemicals, Bank One, PepBoys, Luby's and Oriental Gourmet. Also, J.R. Harris Elementary School created partnerships with Rhodia and Valero companies. Employees from both of these businesses volunteered as tutors at J.R. Harris Elementary School. Lastly, Rucker Elementary School created partnerships with Exxon Mobil and Texas Petro-Chemical. Through these partnerships 19 employees from Exxon Mobil and 3 employees from Texas-Petro-Chemical volunteered as tutors at Rucker Elementary School.

Students at several of the project schools also participated in community outreach activities. Students from J.R. Harris Elementary School performed traditional Mexican dances for residents of a local nursing home. Another group of students from Stevenson Middle School went to the local nursing home and did arts crafts and played games with residents. In addition, most of the schools held food drives during the holidays and donated their collections to local charities.

Parent Involvement

Parent Meetings

A total 9 parent meetings were conducted at the Southeast District Office during the 2002–03 school year. Parent meetings were held in the morning for two hours. Examples of topics of the parent meetings included understanding modification in special education, G/T training for parents, character education, and math strategies for parents. An average of 44 parents attended the parent meetings. Also, three parent meetings were conducted at the South Central District Office. Also, a Parental Involvement Conference was held at the South Central District Office on November 2, 2003. A total of 179 parents from project schools in the South Central District attended.

Newsletters

An activity of the United Languages/*Unión de Idiomas* program required that one newsletter per semester be published for parents regarding the implementation of the project. Therefore, the United Languages/*Unión de Idiomas* project staff published a newsletter in January of 2003 and a second newsletter in May of 2003. Lead teachers from each of the 16 project schools were asked to submit information about the implementation of this Title VII program in their school to publish in the newsletter. A total of 12 project schools participated in the first newsletter and 14 project schools participated in the second newsletter. The newsletter consisted of an overall update on the United Languages/*Unión de Idiomas* program followed by summaries about each project school. The newsletters were published in both English and Spanish.

Parent Advisory Committee (PAC)

Another activity of the United Languages/*Unión de Idiomas* program was for project schools to have a Parent Advisory Committee that would meet once a month. The following schools provided documentation regarding PAC meetings at their school: Bonner, Brookline, Cornelius, MacArthur, Peck, Rucker, and

Southmayd elementary schools and Stevenson Middle School. A total of 94 parents attended the first PAC meeting at Bonner Elementary School. An average of 63 parents attended the PAC meetings at Brookline Elementary School. Cornelius did not provide information regarding the number of parents who attended the PAC meetings. An average of 24 parents attended the PAC meetings at MacArthur Elementary School. Peck Elementary School had an average of 14 parents who attend the PAC meetings. An average of 81 parents attended PAC meetings at Rucker Elementary School. Stevenson Middle School did not provide information regarding the number of parents who attended PAC meetings. Lastly, Southmayd Elementary School had an average of 32 parents who attended PAC meetings.

Awareness Meetings Regarding Current Technology

Technology awareness meeting was conducted at the Southeast District Office on January 23, 2003. A total of 21 parents attended the meeting. The purpose of the meeting was to inform parents on how current technology was being utilized in the classroom.

What opportunities were provided by the program in order to increase parental literacy and provide resource information?

A goal of the United Languages/*Unión de Idiomas* program was to increase opportunities for parental literacy skills and provide resource information to par-

ents. Project schools met this goal by offering adult education classes. Some of these classes were offered through collaboration with Houston Community College. This goal was also met by providing resource information to parents during meetings and through materials sent home.

During the 2002–03 school year, eleven out of the 16 project schools offered adult education classes. **Table 62** provides a list of adult education classes offered at the project schools by administrative district. Brookline, Golfcrest and Gregg elementary schools and Hartman Middle School in the South Central Administrative District offered adult education classes. Brookline Elementary School offered ESL classes and averaged about 12 parents per session. An average of 13 parents per class attended ESL classes offered at Gregg Elementary School. Golfcrest Elementary School offered computer classes and a seminar titled, "The Encouraging Parent." The computer classes averaged about 22 parents per session and the number of parents who attended the parent seminar was not provided. Hartman Middle School offered an ESL class. The number of students who attended was not provided.

All of the schools in the Southeast Administrative District offered adult education classes. These schools were Bellfort, Bonner, Davila, Harris, J.R., Lewis, Rucker, and Southmayd elementary schools and Stevenson Middle School. Bellfort Academy offered ESL and nutrition classes. However, these classes were offered

Table 62: Parent and Adult Classes Offered at Program Schools During the 2002-03 School Year

South Central	Adult Education Classes Offered
Brookline ES	ESL Classes
Cornelius ES	None
Golfcrest ES	Computer and Parenting Classes
Gregg ES	ESL Classes
MacArthur ES	None
Peck ES	None
Hartman MS	ESL Classes
Southeast District	
Bellfort ES	ESL and Nutrition Classes
Bonner ES	Parenting Classes
Crespo ES	ESL, GED, and Computer Classes
Davila ES	ESL, Arts and Crafts, and Parenting Classes
Harris, J.R. ES	Parenting Classes
Lewis ES	ESL and Nutrition Classes
Rucker ES	ESL and Nutrition Classes
Southmayd ES	ESL, Computer, Arts and Crafts, and Parenting Classes
Stevenson MS	ESL, Computer, Nutrition, and Adult Arts and Crafts

at Lewis Elementary School. The number of parents who attended was not provided. Bonner Elementary School offered parents the opportunity to attend the Parents who Care Program. The number of parents who participated in the program was not provided. Crespo Elementary School offered ESL, GED, and computer classes. However, the number of parents who attended these classes was not provided. Davila Elementary School offered ESL, arts and crafts, and parenting skills classes. On average about 13 parents per session attended ESL classes, 11 parents attended arts and crafts classes, and 10 parents attended parenting classes offered at Davila Elementary School. J.R. Harris Elementary School offered Family Matters, which was a 14-week session on various topics such as confident parenting, diversity, eating disorders and nutrition. On average about 15 parents attended the sessions. Lewis Elementary School offered ESL and nutrition classes to parents. The number of parents who participated in the program was not provided. Rucker Elementary School offered ESL and nutrition classes to parents, which averaged about 16 and 17 parents per session, respectively. Southmayd Elementary School offered ESL, computer, arts and crafts and parenting classes. On average about 10 parents per session attended the ESL classes, 8 attended computer classes, 12 attended arts and crafts classes, and 15 attended the parenting classes. The parental classes offered at Southmayd Elementary School included sessions on behavior, self-esteem and disciplining. Stevenson Middle School offered ESL, computer, nutrition classes, and arts and crafts classes. The following schools did not report offering any adult education classes: Cornelius, MacArthur, Peck, Bellfort elementary schools and Hartman Middle School.

In addition, project schools were expected to provide parents with resource information. Schools accomplished this goal by sending information home with students about community events such as the Latino Family and Book Festival. Also, several schools had Health and Safety fairs. For instance, Stevenson Middle School held a "Symposium of Community Services Fair" on September 28, 2003. A total of 41 parents attended the fair. Some of the agencies that were represented at the fair included Baylor Teen Clinic, Planned Parenthood, Gulf Coast Community Services and American Cancer Society. Also, Bonner Elementary School held the Bonner Parent Learning Convention (BPLC) on January 18, 2003. A total of 67 parents and 30 faculty members participated in the convention. The mission of the convention was to give parents the

tools they needed to foster learning at home. In addition, workshops for parents regarding technology, TAKS, money management, stress management, and health insurance were also offered at several of the schools.

Discussion

In the third year of the United Languages/*Unión de Idiomas* program, program schools continued to serve a population of students conducive to benefit from the goals and objectives of the program. During the 2002–03 school year there were 12,700 students enrolled at the 16 program schools. Of these students, 6,170 or 48.5% were served by multilingual instructional curricula. As an additive program, the United Languages/*Unión de Idiomas* program is uniquely designed to serve such a population of students.

During the third year of the United Languages/*Unión de Idiomas* program, a myriad of activities were accomplished at the campus level and program-wide. An effort was made by program personnel and lead teachers to address the majority of the implementation objectives that was scheduled for the third year of this grant and build on the accomplishments made during the initial implementation year (year two). At the school level lead teachers as well as school principals were quite active in program commitments. The results of this evaluation indicate that a substantial number of objectives were met to facilitate the implementation of the program during the 2002–03 school year.

An examination of the Lead Teacher meetings indicated that this system acted as an efficient system of discussing and disseminating information about the program and specific program activities. It is apparent that much of the program processes are predicated on the commitment and industry of the program Lead Teachers. It is through their efforts that the vision of the United Languages/*Unión de Idiomas* program becomes a pragmatic reality. The discussions at the meetings focused primarily on the bilingual components of the program. Additionally, a few meetings did address the fine arts and technology facets of the program as well as other aspects of the program. These meeting also allowed for "train the trainer" staff development, in which Lead Teachers were trained in specific techniques that they could impart to their follow teachers at their schools..

For these meetings the average attendance rate was acceptable with an average of 88%, an improve-

ment over the attendance found in the second year of the grant. The majority of the schools exhibited acceptable levels of representative attendance. Only two schools need to work on their attendance rates in order to ensure a consistent and congruent implementation of the program goals, objectives and activities.

The results from the Lead Teacher survey, suggested that many of the technology and fine arts activities were well integrated at the program schools. The only activities that require increased focus are the implementation of Bilingual Educational software and activities involving local artists in order to facilitate their integration at the schools. All aspects of academic achievement and professional development objectives appear to be highly integrated at program schools. While their is still a need to foster the implementation of parental and community involvement and parent literacy to ensure that it is integrated fully at program schools.

Classroom observations conducted at the project schools allowed for further examination of the implementation of United Languages/*Unión de Idiomas*. These observations revealed that most of the schools are implementing the program components. However, it was not evident that at a few of the schools there were monthly fine arts lessons in music, dance, visual arts, or drama lessons being taught. This observation also supports the findings from the Lead Teacher Survey in which three lead teachers indicated that there was limited activity regarding fine arts projects and activities.

The outcomes from the analysis of the academic performance data provided a preponderance of examples of the effectiveness of the program in improving the academic achievement of ELL students. An improvement in student performance was apparent in the analysis of the year to year performance on the TAAS, RPTE, Stanford 9 and Aprenda. Baseline data from the TAKS, which replaced the TAAS in 2003, was also collected and reported.

On the TAAS, the results from the cross-sectional analysis provided an extrapolated assessment of the effectiveness of the program in facilitating improvement in the areas of reading, math, writing, science, and social studies. The across grade cross-sectional analysis of TAAS performance showed that ELL students for 2001–02 performed at a higher level then the those ELL students attending program schools during the planning year (2000–01). Analysis at the grade levels indicated that only in grade eight was improve-

ment not exhibited. In the school level cross-sectional analysis the majority of schools showed improved performance in 2001–02 when compared to 2000-01 results. In reading and math, those schools that did regress in performance were still performing at a high level with passing rates in the recognized or even the exemplary level of achievement.

The analysis of the TAAS writing results indicates that this subject needs to be addressed at the middle school level. While at the elementary school level (grade 4) the performance of program ELL students was acceptable at all program schools, conversely the performance of ELL eighth graders served at the program's two middle schools was unsatisfactory. The program needs to provide these schools with support to remedy the poor performance of these students in writing.

The longitudinal analysis of TAAS results from program ELL students provided a direct assessment of the effectiveness of the program in facilitating student academic performance as assessed by the TAAS. Specifically, all the students included in this analysis were served by program schools over the first two years of the program allowing their performance to highlight the effect of the actual implementation of the program and its activities. Given the limitation of the TAAS data as a nominal scale of pass or fail it was expected that the majority of students would remain at the same level when their Spring 2002 results were compared to the their previous year's performance. What was noteworthy was that a significant number of students did improve in both reading and math when these data where analyzed utilizing nonparametric methods. The results from these tests support the program's effectiveness in aiding in the improvement of individual student's performance on the TAAS from year to year as viewed from an across grade-level perspective. However, specific grade level analysis indicated that the current year's sixth graders exhibited the only level of regression in TAAS performance in both math and reading. It is suggested that this phenomenon receive further examination by program and school personnel.

Similar to the results on the TAAS, the outcomes highlighted by the RPTE data support the effectiveness of the program's academic improvement efforts. According to cross-sectional analysis the reading English proficiency level of students served by the program during the current year was higher then those students served during the 2001-02 school year across and by grade-level. Eleven of the program schools exhibited

similar levels of improvement that was found at the program-level.

Longitudinal analysis of the RPTE showed that the program effected improvement in English reading proficiency in students served by the program over the past two years. Approximately 58% of the ELL students included in the analysis showed improvement of at least one level on the RPTE proficiency scale. By grade, only the third grade did not have at least half of their students improve at least one level. This is expected given the developmental nature of reading in a second language as well as the fact that the students with two years of RPTE scores served in grade three in 2003, were also served in grade three during the 2001-02 school year since the third grade is the initial year the RPTE is administered.

School-level longitudinal analysis mirrored program-wide results for 14 of the 16 program schools. Only three schools failed to have 50% or more of their students improve at least one proficiency level in reading English. Extended program support should be offered to the three schools that did not meet this standard of improvement.

Stanford and Apprenda results from program ELL students indicate that the program has facilitated academic progress in reading, math, and language arts. Specifically, the cross-sectional analysis found that their was program-wide improvement in reading and math for students tested in English and reading and language arts for those students tested in Spanish. The longitudinal analysis of students served in the program for the past two years with valid NRT results found that their was significant improvement for reading, math, and language arts on both the Stanford 9 and Aprenda.

Goal three of the United Languages/*Unión de Idiomas* grant was to improve the instructional skills of school personnel through activities that will address the language and instructional needs of the project students. Therefore, the United Languages/*Unión de Idiomas* program met this goal by providing all of the required training to project staff during the 2002-03 school year. In year two of the grant, there were few opportunities offered on integrating bilingual education and technology. Therefore, during the 2002-03 school year teachers had the opportunity to attend a session on "Using Technology in the Classroom" and "Incorporating Technology in the Content Areas." In addition, teachers had the opportunity to attend courses at Houston Community College to develop language pro-

ficiency in both English and Spanish.

Goal four of the United Languages/*Unión de Idiomas* grant was to create a partnership between the educational system, the neighborhood, community and parents to ensure the academic and social success of the project students. Most of the project schools met this goal. Parents were presented with an overview of the United Languages/*Unión de Idiomas* program during the 2002–2003 school year. The Title VII Coordinator and/or lead teacher conducted parent meetings regarding the United Languages/*Unión de Idiomas* program. Information regarding the United Languages/*Unión de Idiomas* program was also provided for parents during Parent Advisory Committee (PAC) meetings and administrative district meetings. It is suggested that Project schools and the project coordinator should maintain records regarding partnerships with local businesses, volunteers, and parent meetings. This will ensure that this goal is being implemented.

A goal of the United Languages/*Unión de Idiomas* program was to increase opportunities for parental literacy skills and provide resource information to parents. Project schools met this goal by offering adult education classes at their campuses. This goal was also met by providing resource information to parents during meetings held by the Parent Advisory Committee and the administrative district.

During the 2002–2003 school year, 13 out of the 16 project schools offered adult education classes. These classes included ESL instruction, parenting skills training, wellness classes, arts and crafts, GED preparation courses, and computer literacy classes.

In conclusion, the information examined in this evaluation advocates the need for this program at the participating schools. It also found that the implementation of the program during the third year of the United Languages/*Unión de Idiomas* program suggests that the project has start the process of integration into the curricular culture of the program schools. The results also suggest that the program continues to provide training to teachers that allow them to apply a curriculum that has begun the facilitation of improving student academic performance and ensure the success of this program. Furthermore it appears that the academic performance of the students served by this program have benefited, as their has been improvement in student performance regardless of language of instruction and language in which the students were tested.

Recommendations

1. Program personnel and school level stakeholders should continue to facilitate the integration of the program within program schools' curriculum, aligning United Languages/*Unión de idiomas* activities with other instructional programs and initiatives.

2. During the first three years of the United Languages/*Unión de idiomas* program lead teacher meetings provided an effective medium for the discussion and dissemination of program Information. Therefore, efforts should be continue to ensure that lead teachers or another school representative attend each lead teacher meeting.

3. A goal of the grant was to increase an appreciation of the fine arts for students. The classroom observations and lead teacher's responses on the survey suggested that there has been limited activity regarding the integration of fine arts projects and activities at some of the program schools. The program coordinator may want to set aside time during the monthly lead teacher meetings to discuss with the project teachers possible barriers for integrating these activities of the goal and strategies to overcome these barriers. This dialogue may also allow lead teachers the opportunity to hear from other lead teachers who are being successful in integrating the activities of the goal.

4. Generally, the program has effectively supported improvement of academic achievement at program schools, based on the TAAS results from ELL students. It is suggested that further and future analysis of the TAKS data be accomplished to determine if this academic progress is continuing.

5. It is suggested that the program personnel review the RPTE data and identify ways to help the few schools that are less efficient in developing English reading proficiency in their ELL students in their efforts to improve student performance.

6. To fulfill the goal of creating a partnership between the educational system, the neighborhood, community, and parents all project schools should have a Parent Advisory Committee in place. The project coordinator may want to conduct a meeting with administrators regarding the implementation of a Parent Advisory Committee at their campus. In addition, Parent Advisory Committees should meet monthly. It is important for all project schools to provide agendas of these meetings and copies of sign-in sheets.

7. To fulfill the goal of increasing opportunities for parental literacy skills, 13 out of the 16 project schools offered adult education classes. The remaining project schools should implement adult education classes at their campus. Also, these project schools may want to seek support from teachers and the community to recruit volunteers for instruction. The project coordinator may continue to provide necessary support to project schools to ensure the implementation of this goal.

APPENDIX A

Classroom Implementation Checklist
United Languages/Unión de Idiomas

Date_____

Grade_____   Bilingual Maintenance Program ☐

School_____

Teacher_____   Two-Way Spanish Immersion Program ☐

Task/Activity	Observed	*Degree of Implementation 1 2 3 4	Not Observed but Evident	Not evident	Comments
Language Allotment: ESL-30 min. ____ ESL-45 min. ____ ESL-60 min. ____ ESL-75 min. ____ 50% Span., 50% Eng. ____					
Content Observed: ESL/ESLD _____ Social Studies _____ Math _____ Science _____ Reading _____ Fine Arts _____ Technology _____					
Classroom has a computer station set up.					
Students use computer to research, retrieve, and exchange information via the Internet.					
Students are exposed to at least one new multicultural unit linked to a core subject per month.					

Monthly   Group____
          Small Group____
          Individual____
Fine arts lessons in music, dance, visual arts, or drama lessons taught.					

Classroom is set up to promote a bilingual environment.					
Classroom has learning centers/workstations.					
Classroom has ESL center/workstation.					

1. *Implementation is only in the planning stages*   3. *Being Implemented*
2. *Limited Implementation has started*   4. *Full Implementation*

APPENDIX A

United Languages/*Unión de idiomas*: A Bilingual Improvement Grant Program

Year Three Lead Teacher Survey

Purpose: To examine the extent to which the United Languages/*Unión de idiomas* program activities have been implemented. Specifically, this survey was designed to elicit feedback about how well program activities, professional development, and parent and community involvement were instituted at each participating campus. The information that you can provide will supply program personnel with valuable feedback and help in the continual implementation of the program during year four of the grant. **Please answer the following items and return this survey by May 21 in the envelope provided.** Your help in this process is greatly appreciated.

School Name_____

Number of Classrooms participating in the United Languages program at your school_____
_____

Instructions: Please answer the following items to determine the level of integration of the United Languages program at your school, this includes all classrooms and schoolwide activities. **Please rate, on a scale of 1 to 4, how well the following activities have been implemented during the third year of the grant** (2002–03 school year). Where 1 means "no activity", 2 means "limited activity", 3 means "information/presentation" (activities and instruction presented but not completely implemented and infused in overall curriculum, objectives, and goals), and 4 means "integration" (program activities are assimilated as a part of the schools overall curriculum and systemic objectives and goals (please check the appropriate rating).

Program Goal: Technology and Fine Arts	1 No activity	2 Limited activity	3 Information/ presentation	4 Integration
Bilingual Educational software				
Software and Technology and TAKS preparation				
Technology based student projects				
Projects utilizing the Internet				
Fine arts projects and activities				
Activities involving local artists				
Fine arts instructional activities and TAKS preparation				
Activities involving both technology and fine arts				

Identify what Technology or Fine Arts activity has been most effectively implemented at your school:

Least Effective:

(**continue survey on the back**)

Lead Teacher Survey Continued

Program Goal: Academic Achievement	1 No activity	2 Limited activity	3 Information/ presentation	4 Integration
Practice tests to monitor student progress				
Cooperative team bilingual instruction				
Student projects assigned within cooperative teams				
The integration of Bilingual cooperative team instruction and TAKS objectives				
Student tutoring component of the program				

Identify what program activity designed to promote academic achievement has been most effectively implemented at your school:

Least Effective:

Program Goal: Professional Development	1 No activity	2 Limited activity	3 Information/ presentation	4 Integration
Integration of technology training in instruction				
Integration of fine arts training in instruction				
Integration of Bilingual training in instruction				
On-going support for changes in these new instructional strategies				
Integration of instructional training and TAKS objectives				
Monitoring of the application of program training in instruction				

Identify what professional development activity has been most effectively implemented at your school:

Least Effective:

Lead Teacher Survey Continued

Program Goal: Parent and Community Partnerships	1 No activity	2 Limited activity	3 Information/ presentation	4 Integration
Community participation in volunteering and involvement in program activities				
Communication about the program to the community				
Recruitment, training, and assigning of community mentors to serve program students				
Parent involvement				
Parent meetings				
Effectiveness of parent newsletter in communicating program related information				
Utilization of Parent Advisory Committees in program implementation				

Identify what parent and community partnership activity has been most effectively implemented at your school:

Least Effective:

Program Goal: Parent literacy and community resources	1 No activity	2 Limited activity	3 Information/ presentation	4 Integration
Providing information about parent literacy and parenting classes				
Availability of and attendance at parent literacy classes				
Availability of and attendance at parenting classes				
Communication of community resources to parents				

Identify what parent literacy and community resources activity has been most effectively implemented at your school:

Least Effective:

(**continue survey on the back**)

Lead Teacher Survey Continued

What challenges have you experienced in the implementation of program activities, objectives, and goals?

Please provide any recommendations you have that can facilitate the effective implementation of the United Languages Program.

THANK YOU FOR ALL YOUR HELP IN THE EVALUATION PROCESS

APPENDIX B

Title VII
United Languages/*Unión de Idiomas*
EVALUATION

Workshop Title:
Workshop Presenter(s):
Date: **Location:**

Please use the scale below for evaluation. Use and (X) in the boxes of your choice.

	Presenters			
	Very Good	**Good**	**Average**	**Unacceptable**
Organization and Pace				
Knowledge and Expertise				
Quality of Presentation				
Variety of Activities				
Time for Questions and Answers				
	Workshops			
Content/Objectives				
Materials/Handouts				
Overall Quality				

Please add any comments about the workshop (i.e. workshop content, value of information, format and schedule)

What part of the Workshop was most effective?

What part was least effective?

What additional information could we have provided to help you implment/facilitate/utilize the information that you learned today?

APPENDIX C

Stanford and Apprenda Results by Campus: Cross-Sectional Analysis Comparison of 2003 and 2002 Results

South Central Schools: Stanford 9

School	Grade	2003				2002			
		N	Reading	Math	Language	N	Reading	Math	Language
Brookline ES	1	18	52.0	49.8	49.5	23	56.0	48.4	56.3
	2	10	43.0	52.8	44.8	15	43.3	47.2	44.6
	3	9	34.7	38.6	36.3	23	34.8	37.9	40.9
	4	18	32.6	43.9	47.3	8	43.6	59.0	61.6
	5	78	38.2	62.3	50.8	124	32.3	56.7	43.3
Cornelius ES	1	22	53.9	61.5	58.3	15	54.5	56.3	53.5
	2	5	47.2	57.3	61.7	7	43.0	55.9	46.8
	5	52	42.5	58.1	49.3	36	30.7	43.5	36.6
Golfcrest ES	1	20	45.1	44.7	43.1	10	41.8	39.2	42.8
	2	11	50.2	61.8	42.9	5	36.5	37.0	37.8
	3	7	29.5	44.5	37.6	8	52.3	55.1	56.6
	5	59	28.4	46.0	36.2	60	49.2	51.9	41.7
Gregg ES	5	29	32.9	44.8	42.9	22	38.6	48.4	34.6
Hartman MS	6	48	27.0	38.5	33.3	81	28.6	36.9	35.9
	7	67	26.1	35.4	32.6	74	25.2	36.8	28.5
	8	49	22.0	28.6	25.1	103	19.0	26.4	25.0
MacArthur ES	5	22	34.2	42.8	37.6	21	31.3	47.5	36.0

APPENDIX C (CONT)

Southeast Schools: Stanford 9

School	Grade	N	2003 Reading	2003 Math	2003 Language	N	2002 Reading	2002 Math	2002 Language
Belfort ES	5	61	27.1	47.8	40.7	22	34.2	55.7	45.9
Bonner ES	1	12	51.9	51.8	45.4	19	59.6	48.5	49.5
	2	16	52.1	53.5	39.5	9	46.1	54.9	37.0
	3	8	39.4	52.2	47.6	15	48.4	54.8	54.3
	4	11	37.0	46.7	45.9	47	39.0	52.9	51.8
	5	47	26.7	44.5	37.1	51	31.3	49.3	40.0
Crespo ES	1	7	59.9	52.9	50.7	6	43.8	42.9	49.7
	2	6	43.6	44.1	35.4	16	33.8	31.4	30.3
	3	12	40.1	46.6	40.3	13	31.8	40.5	41.4
	4	14	39.2	48.2	47.4	27	46.2	59.9	57.8
	5	60	30.0	43.6	37.0	23	32.5	53.6	46.0
Davila ES	4	32	43.8	54.5	54.5	31	44.5	60.3	56.1
	5	28	27.7	42.3	34.1	27	25.1	48.2	35.7
Harris, J. R. ES	2	7	41.2	52.5	35.4	9	27.1	27.6	17.0
	5	14	17.1	43.6	35.3	21	26.8	50.5	41.1
Rucker ES	1	5	45.4	27.9	32.0	12	52.9	36.6	42.9
	2	11	46.4	41.6	32.8	6	31.3	15.9	24.3
	3	7	32.0	33.0	25.1	10	34.3	40.0	34.2
	4	28	39.6	46.3	51.5	54	40.3	47.3	49.2
	5	45	23.4	36.1	32.6	9	17.3	43.9	34.6
Southmayd ES	5	7	37.9	46.0	39.0	18	38.2	54.4	50.4
Stevenson MS	6	68	28.0	37.2	31.1	145	25.1	37.8	33.0
	7	50	17.2	33.5	23.4	122	17.2	32.9	24.2
	8	59	17.5	26.6	20.8	103	16.0	24.5	23.5

APPENDIX C (CONT)

South Central Schools: Aprenda

School	Grade	N	2003 Reading	2003 Math	2003 Language	N	2002 Reading	2002 Math	2002 Language
Brookline ES	1	116	73.3	58.5	62.7	135	59.6	56.7	64.7
	2	92	57.8	59.1	56.9	134	54.2	53.4	52.9
	3	100	54.9	46.4	49.0	147	55.3	55.2	48.0
	4	91	57.9	60.1	55.1	117	57.8	57.7	59.5
Cornelius ES	1	53	64.5	57.7	67.1	58	57.3	50.7	59.6
	2	44	63.0	69.1	66.8	60	59.0	60.3	65.6
	3	40	64.7	61.9	55.7	62	62.1	66.3	54.9
	4	49	55.0	63.7	62.6	69	55.5	58.3	59.3
Golfcrest ES	1	81	52.0	45.3	50.1	82	56.4	47.5	50.2
	2	81	53.3	52.6	48.5	92	63.4	57.7	57.6
	3	87	54.6	52.9	51.5	89	56.5	55.3	49.3
	4	84	58.8	56.7	56.8	83	50.5	52.0	55.9
Gregg ES	1	35	68.3	55.4	61.0	43	62.6	49.0	55.8
	2	33	62.8	66.5	61.8	36	64.7	79.8	70.3
	3	35	65.9	51.1	46.8	56	59.9	56.0	46.1
	4	41	55.1	54.0	49.0	42	78.5	70.0	64.8
Hartman MS	6	22	62.5	42.6	44.3	24	57.0	41.9	40.5
	7	11	53.1	33.4	39.6	10	43.2	33.3	32.0
	8	8	34.0	18.4	22.2	11	46.8	39.4	34.4
MacArthur ES	1	20	47.0	36.9	43.2	29	24.7	23.3	31.4
	2	22	45.9	50.5	42.5	27	37.9	35.2	34.4
	3	29	49.7	42.0	49.9	22	44.0	49.1	53.6
	4	21	53.4	42.2	53.3	25	55.2	46.8	54.0
Peck ES	1	14	49.3	56.7	53.4	11	57.5	49.7	53.5
	2	12	51.8	48.3	43.5	8	49.7	59.3	44.5
	3	11	67.6	56.7	56.7	13	59.0	55.7	49.0

APPENDIX C (CONT)

Southeast Schools: Aprenda

School	Grade	2003				2002			
		N	Reading	Math	Language	N	Reading	Math	Language
Belfort ES	4	78	54.1	51.4	52.6	48	54.3	54.6	56.9
Bonner ES	1	84	59.9	54.4	58.0	89	60.9	51.7	59.1
	2	76	64.4	60.6	58.9	89	57.2	56.6	55.7
	3	95	53.5	51.4	47.9	80	51.5	48.9	47.2
	4	70	61.0	56.2	55.3	34	50.1	47.7	53.2
	5	3	57.6	32.3	38.9	23	57.3	49.7	46.0
Crespo ES	1	112	53.2	47.0	54.7	111	55.8	45.2	56.4
	2	95	53.3	49.9	51.5	97	55.3	53.5	55.4
	3	92	54.9	52.7	49.0	122	60.2	53.6	50.2
	4	102	54.7	52.2	52.0	77	50.5	48.5	50.2
	5	9	57.9	43.0	40.1	61	58.0	54.2	43.9
Davila ES	1	72	59.7	45.9	54.1	67	56.3	44.7	50.2
	2	62	50.5	54.6	51.8	66	52.2	47.6	44.7
	3	60	56.6	57.0	50.6	67	53.5	55.8	44.9
	4	32	40.5	36.2	38.9	36	50.6	46.8	52.3
	5	13	54.2	44.4	38.8	19	59.9	64.8	48.1
Harris, J. R. ES	1	64	48.0	44.6	46.1	60	54.0	44.3	49.8
	2	55	60.7	60.9	59.6	60	59.4	54.2	52.4
	3	60	63.5	65.0	53.8	48	62.9	65.9	54.8
	4	27	53.8	54.3	45.2	28	41.4	47.9	48.9
	5	7	66.3	52.7	34.2	8	60.7	49.9	48.6
Lewis ES	1	113	58.8	53.0	56.6	103	54.6	47.8	52.7
	2	92	56.6	56.5	51.4	136	61.6	64.2	59.2
	3	116	61.5	55.0	54.2	81	55.3	61.9	49.3
Rucker ES	1	74	69.2	54.4	63.5	71	65.2	48.0	56.0
	2	74	58.7	55.4	63.3	54	58.9	50.5	60.4
	3	59	57.9	47.7	51.3	65	53.9	45.0	47.1
	4	36	50.0	48.5	48.6	19	64.4	49.3	52.7
Southmayd ES	1	56	48.1	40.9	48.0	44	52.9	40.1	48.9
	2	44	65.1	67.9	64.0	47	61.6	59.2	66.1
	3	49	61.5	48.7	52.6	45	53.7	47.9	52.7
	4	49	51.5	47.4	46.8	11	43.1	43.5	45.8