El Paso Independent School District
El Paso, Texas

CONNECTING WORLDS/MUNDOS UNIDOS PROJECT

End-of-Year Report
2007-2008

Presented by

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To

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EXECUTIVE SUMMARY

This report presents information on the Connecting Worlds/Mundos Unidos Project and provides a general comparison overview of accomplishments during its five years of operation.

The Connecting Worlds/Mundos Unidos Project has been operating in the El Paso Independent School District (EPISD) for eleven years, but in the present format as a Jacob K. Javits grant for the past five school years, this being its last year under this grant. It is one of very few dual-language projects for gifted students in the United States. In EPISD, the project is implemented at three sites: Mesita Elementary, Wiggs Middle, and El Paso High. Project students begin their dual-language education experience at Mesita Elementary, continue on to Wiggs Middle, and complete their preparation at El Paso High.

The curriculum is offered to participating students in English and Spanish, based on the 50/50 model of instruction, i.e., approximately 50% of all instruction is delivered by teachers in one language or the other depending on the teacher's schedule of activities. This approach to teaching students in two languages has been widely researched, and the reader is encouraged to review at least three sources: Cloud, N., Genesee, F., and Hamayan E. (2000); Center for Applied Linguistics. *Frequently Asked Questions About Two-Way Immersion*, which can be retrieved from cal.org/twi/FAQ.htm; and Valdés, Guadalupe. *Dual-Language Immersion Programs: A Cautionary Note Concerning the Education of Language-Minority Students*. Harvard Educational Review Abstract 213. Fall 1997, which can be accessed at http://www.hepg.org/her/abstract/213. We also recommend the extensive research works by these authors: Merrill Swain; Stephen Kreshen; James Crawford; Fred Genesee; Lilly Wong-Fillmore; and James Cummins.

The study's salient conclusions are presented here in condensed form. Please note that their order does not suggest degree of importance.

1. Conclusion

The observations conducted in the 2007-08 school year provided first-hand information regarding actual project classroom interactions. Teachers were openly willing to allow students to be active participants in all class activities, and used various techniques (individual work, small group, discussions, etc.) to accommodate their various learning styles. Teachers used two languages, English and Spanish, according to well-planned activities, and gave their pupils ample opportunities to listen, understand, speak, and write in both languages.

Teachers consistently demonstrated the use of teaching methods and techniques appropriate for the gifted and talented student. The appropriateness of these activities is supported by related research cited within this report.

These conclusions are very similar to, and to a large extent corroborated by, what we found during our observations last year. If anything, we found convincing evidence of an existing inviting learning environment in the project schools we visited.

2. Conclusion

Students were active participants in all the activities we observed, and seemed to truly enjoy interacting with teachers and peers. Their understanding of the topics being discussed was obvious and was confirmed by their sound answers and comments. Assignments and/or teachers often challenged students, who readily gave answers or offered opinions. Responses generally were thorough, and there was compelling evidence that higher-level thinking was involved. Students at all grade levels demonstrated high interest in their classroom activities.

3. Conclusion

Documentation on file shows that program administrators met the need for teacher growth by providing precise, pertinent, and professional development training. The sessions we attended were evidently very well planned, and provided relevant information and educational tools to attendees. Additionally, teachers' comments confirmed the sessions' worthiness and significance.

4. Conclusion

Program administrators continued to be very effective in disseminating program information to the public. Brochures and newspaper articles were very informative. It is definitely evident that good rapport has been established with the local media and that ample coverage of program activities is given. The relationship between program administration and the media has been enduring and productive.

5. Conclusion

Project staff again has provided ample opportunities for parent participation, and has ensured that parents are well informed about project activities. Documentation exists showing a high rate of parent involvement. Parents' informal comments support the positive impact the program has had on participating students, and their satisfaction with the results are evident. Parents attended both formal meetings, as well as recreational activities, thus showing their support for the school in general, and the Mundos Unidos Program in particular.

6. Conclusion

Stanford Achievement Test data showed that project students at the three project schools in all grade levels, on average, invariably scored higher than the students at the comparison schools in most of the subjects tested. Additionally, significantly large percentages of project students scored at or above the 50th percentile rank in the five subject areas measured by the test.

7. Conclusion

APRENDA test data show that, in most cases, project students in Grade 1 through high school scored well above national norms in the subject areas measured. The only exception to this statement is those 9th grade high school students whose reading scores were below national means.

The data strongly indicate that teachers and students have been working in synchronization toward the attainment of academic proficiency, as measured by this nationally standardized instrument.

8. Conclusion

Test results from the Texas Assessment of Knowledge and Skills (TAKS) point to the fact that a significant majority of project students passed the state test in all areas, and that certainly more noteworthy is that a large number of these attained a "Commended" level. When compared to other district G & T student groups, project groups had higher percentages of their peers pass the TAKS reading and math portions. This outcome is a strong indication that teachers and students have ensured that teaching and learning takes place.

It can be safely stated that, in general, the test results from the SAT, APRENDA, and TAKS are very much congruent with those reported for the past four years in previous studies by Bernal (Bernal, E., 2004, 2005, 2006), and Ciriza (2007). No significant differences were found between these earlier reports and the present study. Indeed, the five studies largely agree in the overall success of this project.

9. Conclusion

We can conclude, based on APRENDA test results, that program teachers are using teaching strategies that are effectively developing the academic skills of traditionally disenfranchised students– those designated at-risk, disadvantaged, and English Learning students, to be precise. To this extent, the program is reaching its goal of providing the academic support and settings wherein these students are being successful.

El Paso Independent School District

CONNECTING WORLDS/MUNDOS UNIDOS PROJECT

End-of-Year Report PY 2007-2008
September 30, 2008

I. INTRODUCTION

The Connecting Worlds/Mundos Unidos Project has been in operation in the El Paso Independent School District (EPISD) for twelve years, but in the present format as a Jacob K. Javits grant for the past five school years, this being its last year of funding under this grant. It is one of very few dual-language projects for gifted students in the United States. Locally, the project was implemented at three public schools: Mesita Elementary, Wiggs Middle, and El Paso High. By design, Project students begin their dual-language education experience at Mesita Elementary, continue on to Wiggs Middle, and complete their preparation at El Paso High.

The best, simple description of the Project is stated in one of the project's informational pamphlets that is available for public distribution and is as follows:

> "The Connecting Worlds/Mundos Unidos curriculum is delivered through the integration of dual language immersion methodology and gifted and talented instructional strategies.
>
> Based on a thorough research evaluation design, the Connecting Worlds/Mundos Unidos program utilizes a dual language immersion model in which two groups of identified GT (*Gifted and Talented*) students, both native English-speaking and Spanish-speaking children, share the same rich learning environment."

The curriculum is offered to participating students in English and Spanish, based upon the 50/50 model of instruction, i.e., approximately 50% of all instruction is delivered by teachers in one language or the other depending on the teacher's schedule of activities. This approach to teaching students in two languages has been widely researched, and the reader is encouraged to review at least these three sources: Cloud, N., Genesee, F., and Hamayan E. (2000), Center for Applied Linguistics. *Frequently Asked Questions About Two-Way Immersion*, which can be retrieved from cal.org/twi/FAQ.htm; and Valdés, Guadalupe. *Dual-Language Immersion Programs: A Cautionary Note Concerning the Education of Language-Minority Students*. Harvard Educational Review Abstract 213. Fall 1997, which can be retrieved from http://www.hepg.org/her/abstract/213.

II. EVALUATION QUESTIONS

This final report was guided by a series of evaluation questions stated below and based upon the document submitted as a request for funding for this project, and developed in collaboration with the project coordinator and associated district staff. This report responds to the stated evaluation questions and includes information collected during the 2007-2008 school year through separate surveys administered to participating project teachers, and classroom observations conducted at the three project schools.

The following questions were developed upon consultation with various project administrators and staff members, as well as a review of available grant documents. These questions were designed to guide the evaluation process.

• SUMMATIVE EVALUATION QUESTIONS:

1. To what extent has the program been effective in identifying gifted and talented English and Spanish Language Learners, and select additional students, including recent immigrants?

2. To what degree has the program been effective in ensuring that all program students develop high levels of bilingualism and biliteracy in English and Spanish?

3. To what extent has the program been effective in ensuring that teachers continue quality professional development?

4. To what extent has the program been effective in providing program students with a gifted and talented curriculum with depth and complexity in a dual language setting?

5. To what extent has the program been effective in ensuring that parents become an integral part of the program?

6. To what extent has the program been effective in ensuring that students develop positive cross-cultural appreciation and respect?

7. To what extent has the program been effective in ensuring that project information and successes are disseminated?

8. To what extent has the program been effective in ensuring that program students are provided the opportunity for dual enrollment courses and third language studies?

III. METHODOLOGY

In order to answer the evaluation questions, information was collected through surveys administered to all project teachers who were available and willing to participate, as well as through a series of interviews with key project staff, including the project director. Additionally, the evaluator reviewed a number of appropriate and relevant documents available in the project office, including evaluation reports for the previous four years.

We must point out that the reports for the first three years, 2003 through 2006, were prepared by an external consultant other than the one who presented the last two documents for Program Years 2007 and 2008. This situation presented a problem as we tried to summarize those documents and integrate their major findings into the text of this final, fifth-year report. Writing style, mode of presenting data, and metrics used in the first three reports were some of the obstacles we had to overcome as we prepared the present account. Nevertheless, we feel confident to state that we accomplished the task of embedding and comparing a major portion of previous findings with our own, and thus were able to provide a comprehensive, readable, and meaningful report.

Instrumentation

Questionnaire

The external evaluator in collaboration with key project administrators and project teachers developed a questionnaire for the three groups surveyed. In order to maintain continuity and establish validity, the instrument contained the same items as those used the previous year. Additional description of each instrument is provided in the Findings section of this report.

Observation Instrument

The evaluator developed an observation instrument keying on classroom activities (Please see Appendix E). The main purpose of these observations was to gain a general understanding of the activities taking place in each classroom with regard to teacher-student and student-student interactions, focusing on language used and mode of instruction, particularly as it relates to higher-order thinking levels as appropriate for gifted and talented students. The purpose of the observations and the instrument were discussed with participants in an effort to minimize uncertainty and clarify the goal of the evaluation efforts.

Standardized Tests

Three tests are administered to selected project students at various times during the school year: The Texas Achievement of Knowledge & Skills (TAKS), APRENDA, and Stanford Achievement Test (SAT-10). More detailed information on each of these instruments is provided in the Test Results section of this report.

Some project students also take a college entrance examination, the Scholastic Achievement Test (SAT), while others take Advanced Placement (AP) tests in various subjects. Results for these examinations are briefly presented in the Test Results section, as well.

IV. FINDINGS

The following statements provide information collected via review of existing documentation, interviews with project staff, classroom visitations, and pertinent literature regarding the implementation of the project. The statements are preceded by an evaluation question, although not in the same sequence, first outlined in the Evaluation Questions Section of this report, and followed by supportive data to provide relevant evidence to answer the evaluation questions. In addition, whenever it is feasible to do so, we provide a comparison of general findings as noted in reports from previous years.

Classroom Observations

The external evaluator conducted a series of classroom observations at the three project schools: Mesita Elementary, Wiggs Middle, and El Paso High School. Classroom visits were scheduled through the project coordinator, and with the approval of both school administrators and the appropriate teachers.

During this school year, 2007-08, the evaluator observed nine classrooms at Mesita Elementary, five at Wiggs Middle, and four at El Paso High School in different days. An effort was made to observe a variety of grade levels as well as subject areas being taught (math, reading, social science, etc.), and language of instruction being used (English and Spanish). Observations focused on interactions between student & teacher and student & student, language of instruction used by the teacher, and instruction mode as to the extent of use of high-level order questions and techniques to get a sense for whether teachers were using instruction approaches appropriate for gifted students.

The following comments apply to all classrooms observed during the school year under study and, when necessary, the school level is mentioned only to clarify a point or emphasize the activity being presented.

QUESTION: To what extent has the program been effective in providing program students with a gifted and talented curriculum with depth and complexity in a dual language setting?

QUESTION: To what degree has the program been effective in ensuring that all program students develop high levels of bilingualism and biliteracy in English and Spanish?

As was the case in last year's (2007) observations, without exception, a high level of student involvement was seen in all classrooms, with students regularly being on task, and actively engaged in whatever activity was taking place at the observed time (e.g., writing summaries, working on hands-on projects, participating in group discussions, and presenting in front of the class).

The observer was impressed by the high quality of both high-order thinking questions posed by teachers, and the candid but intelligent responses by most students. Students seemed to feel free to express their opinions and ideas, without fear of being ridiculed by anyone in the room, and when appropriate, became involved in open discussions with their teachers and peers. This friendly and tolerating atmosphere on part of teachers and peers, wherein respect for all is present, certainly encourages and supports learning. This climate of respect promotes the social and emotional growth of all students and becomes a supportive learning environment (Sousa, 2003). Teachers regularly praised students' efforts for trying and their hard work, while also sparingly recognizing their high-order thinking skills. Mueller and Dweck (1998) noted this particular and interesting practice, and advised teachers working with gifted and talented pupils to adopt such approach.

We determined that teachers have a systematic approach in which students listen, understand, speak, and write in English and Spanish, at appropriate and specific times. This practice was pointed out in previous reports, particularly in the last year's document. The observer saw students listening to their teacher and peers, understanding what was being said following directions and correctly responding to questions, asking questions and responding to posed questions, and writing in legible, and grammatically correct essays and summaries. We scanned writing samples in worksheets and student reports, reviewed them for content and grammatical structure (syntax), and found them highly acceptable.

As an example teachers and students usage of English and Spanish, in one elementary school classroom students, using English, were making predictions as to what would happen when two magnets were placed against each other. They appropriately used the words "repel" and "attract" to describe the observed effects. Students were then asked to present in Spanish, reports about a written task related to temperature. Presenters used proper terminology (degrees, Fahrenheit, humidity, etc). In general, we did not notice any major faults in the use of English or Spanish by these students.

In a high school room, teacher divided the class into three groups, gave them instructions in Spanish regarding the task at hand. Later, students went to the front of the room and using the smart board presented their essays. A few students had some minor problems conjugating verbs, but overall did a good job using Spanish. We sat with a group that was discussing one of Pablo Neruda's works, and were pleasantly surprised at their rich and fluent language.

In all observed cases, teachers acted both as guides and supporters of learning as well as providers of knowledge, both of which they did skillfully, allowing students to work individually or in small groups, as they chose, or as appropriate. Teachers seldom, if ever, reprimanded students or seemed to lose control of class behavior. To be accurate, there was a lot of student movement and talk, but not the unfocused or disruptive type. On the contrary, all interactions seemed to be related to the task at hand, and collaboration was always present. It is in this type of atmosphere that learning is fostered, for after all, as Albert Einstein said so well, "The fundamental requirement of education…is the need for intellectual freedom," (Isaacson, 2007).

Teachers at all times exhibited a professional demeanor, and always showed respect for their students and peers. Their level of preparation and organization were of the highest level as demonstrated in the fluent flow of well-structured classroom activities. In this atmosphere, students clearly knew what was expected of them.

These are vivid examples of classroom organization at the three schools whereby teachers provide space and opportunities for students to work independently and in small groups, a recommended approach for gifted students that is supported in the professional literature (e.g., Sousa, 2003). Participation in discussions was always encouraged, and divergent opinions accepted. Obviously, students felt comfortable expressing their opinions candidly.

In all the classrooms that we observed, there were computers in good working condition available for use (an average of seven modern computers in each room), and most had smart boards, ample resource materials, including books in English and Spanish, as well as dictionaries and thesauruses. Additionally, the physical environment was conducive to learning, even in those areas where classes are conducted in portable classrooms. Mesita Elementary, one of the oldest schools in the El Paso area, was replaced this year by a brand new two-story facility, a gift that was warmly welcomed by the Mesita community!

Earlier reports noted that students engaged in activities prepared by the teacher, which was also the case this year. The difference was that the language of instruction was previously reported as being mostly English, which was not the case last year and the current one, since we observed that both English and Spanish were used almost equally. When surveyed, teachers reported this balance, thus corroborating our observations.

One activity we determined occurred in all classrooms at various times during the school year is the practice of scheduling student projects. Projects are based on particular themes and executed either individually or in groups. While we did not observe a complete presentation of a given project, we did have the opportunity to see students practicing their productions in front of their peers. It was clear that they had planned and thoroughly researched their topics.

Student projects of this sort have been highly touted as an excellent avenue for gifted students (indeed for all students, we would like to add) to practice and exhibit their various educational skills (Gardner, 2006).

Early reports, particularly those for years 2005-06 and 2006-07, documented the use of multicultural activities in several of the observed classes. We continued to see this practice this year, as teachers duly weaved cultural tidbits and at times complete themes in their lessons. Class discussions of this nature enable students to develop an understanding, and hopefully tolerance and acceptance, of the multicultural makeup of our society at large. To this extent, the project teachers and staff have truly met the goal of exposing students to multicultural scenarios and real experiences. A perfect example of this exposure was the Mesita Annual Bilingual Program titled "Que Siga La fiesta/And The Beat Goes On," a lively event in which parents, students, teachers, and staff actively participate in dancing and singing skits.

Another activity that exemplifies the commitment by project staff and teachers to provide unique opportunities for their students to demonstrate their knowledge was the annual Spanish spelling bee. We were truly honored to judge this event, and to personally observe students compete for honors. We are happy to report that the top finalists were project students, thus substantiating our conclusions regarding the effective work of all involved in the Connecting Worlds Project.

We must underscore the role that teachers play in students learning a second language. Project teachers provide a model for students to follow and imitate in terms of learning the nuances inherent in language, and we often observed students imitating their teachers' pronunciation and intonation. This observation is important given that a number of researchers have determined that "imitation is an important part of the ability to learn," (Kenneally, 2007).

Test Results

The tables that follow depict test data collected from the administration of two nationally standardized achievement tests: (1) The Stanford Achievement Test, 10th Edition (SAT-10), and (2) APRENDA, an achievement instrument in Spanish. Most results are presented as Normal Curve Equivalent (NCE) scores and Percent at/above the National Percentile Rank (NPR). Both metrics give an indication of where the program students stand in comparison to the norm group used in each test (the term "*National*" shown in the tables refers to the group of students used as the norm group). Data also are presented for the Texas Assessment of Knowledge & Skills (TAKS), a standardized test administered in Texas, the Scholastic Assessment Test (SAT), a college entrance exam, and Advanced Placement (AP) test scores.

The following tables show test results for the project schools: Mesita Elementary, Wiggs Middle, and El Paso High. Additionally, scores are presented for Nixon Elementary, Park Elementary, and Austin, Burges, and Irvin High Schools. These non-project schools are randomly selected from all district schools for comparison purposes. All the students in these comparison schools are, of course, in a designated district Gifted & Talented program. Students in comparison schools ***are not*** cohort groups. It must be noted that project students are not compared to the comparison groups until the 4th Grade in order to allow for second language development. However, all project students are tested at all grade levels and data are used to improve the program and periodically provide feedback to parents.

SAT-10 RESULTS

Elementary Schools

	Number of Students Tested				
Elementary Schools	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Mesita*	55	47	34	28	32
Nixon					16
Park				19	

*Project & Comparison classrooms

MESITA ELEMENTARY SCHOOL
FIRST GRADE
NUMBER TESTED: 55

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	82-7	89-8	88-7		
Mean National NCE	69	76	75		
At/Above the 50th National Percentile	89%	96%	96%		

MESITA ELEMENTARY SCHOOL
SECOND GRADE
NUMBER TESTED: 47

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	81-7	92-8	86-7		
Mean National NCE	69	79	73		
At/Above the 50th National Percentile	89%	98%	91%		

MESITA ELEMENTARY SCHOOL
THIRD GRADE
NUMBER TESTED: 34

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	87-7	92-8	87-7	86-7	88-7
Mean National NCE	74	79	74	73	74
At/Above the 50th National Percentile	95%	98%	98%	95%	93%

MESITA ELEMENTARY SCHOOL FOURTH GRADE*
NUMBER TESTED: 28

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
Mean National NCE	77	82	82	74	72

* Project classroom

MESITA ELEMENTARY SCHOOL FOURTH GRADE*
NUMBER TESTED: 7

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	88-7	92-8	93-8	87-7	84-7
Mean National NCE	75	79	81	73	71
At/Above the 50th National Percent	100%	100%	100%	100%	100%

* Comparison classroom

PARK ELEMENTARY SCHOOL FOURTH GRADE*
NUMBER TESTED: 19

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	91-8	93-8	89-8	90-8	90-8
Mean National NCE	78	81	76	77	77
At/Above the 50th National Percentile	100%	100%	100%	100%	95%

* Comparison classroom

MESITA ELEMENTARY SCHOOL FIFTH GRADE*
NUMBER TESTED: 32

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
Mean National NCE	79	82	80	79	81

* Project classroom

MESITA ELEMENTARY SCHOOL FIFTH GRADE*
NUMBER TESTED: 14

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	87-7	90-8	87-7	91-8	90-8
Mean National NCE	74	78	80	78	77
At/Above the 50th National Percent	93%	100%	98%	100%	100%

* Comparison classroom

NIXON ELEMENTARY SCHOOL FIFTH GRADE*
NUMBER TESTED: 16

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	88-7	86-7	90-8	14-3	---
Mean National NCE	74	73	77	27	---
At/Above the 50th National Percentile	88%	88%	100%	25%	---

* Comparison classroom

Analysis & Interpretation of SAT-10 Test Scores for the Elementary Schools.

The previous set of tables depict the SAT-10 results for both project and comparison elementary schools. However, as was the case last year, upon inspection of the available data we noticed two conditions that prevented us from conducting a suitable statistical analysis of the results for the comparison schools: (1) there were grades for which no data were available because comparison groups are not tested in Grades 1-3, and (2) in several cases, there

were not sufficient scores/cases. However, by combining the students in comparable classrooms, we were able to make suitable analyses. We also need to point out that due to a number of genuine constraints, several schools declined to participate as comparison sites, thus, we had to use classrooms located in the same sites as the project schools, namely Mesita and Wiggs, and identify students in the G & T district program for comparison purposes.

We call your attention to the fact that although there is no specific rule as to the minimum number of cases needed to conduct appropriate, suitable statistical analysis, a generally accepted rule of thumb is that no less than 15 should be a minimum number; indeed some researchers recommend a minimum of 20, and in some cases 30 (See for example Gay, L. R., Mills, G. E., & Airasian, P. (2006); McNemar, Quinn (1969); and Orcher, L. T. (2005). There were two grade levels, 4^{th} and 5^{th}, for which sufficient scores were available. In 4^{th} Grade, the two schools, Mesita and Park, each had 28 and 19 students, respectively, for whom scores were available. Results show that project students at Mesita outscored their comparison peers at Park in Math and Language. In the other three areas, comparison students did slightly better than project students. When we examined the other test scores, we found that nearly all project students were at or above the 50^{th} percentile rank in all five subjects. In fact, all of them were at or above the 50^{th} percentile rank in Math, Language, and Social Studies.

We also were able to compare test results for Mesita and Nixon 5^{th} graders. These data show that the Mesita project students outperformed their peers in four of the five subject areas for which we had data. From these results, even though these were not statistically analyzed, one can confidently conclude that, on average, when measured by the Stanford Achievement Test, project students are performing at a higher academic level than those not in the project.

It is noteworthy to point that in almost all cases large percentages of project students scored at or higher than 50% of the national norm group. In fact, in a majority of cases, 100% were at or above such level. This is a strong indication that project students are academically performing *well above average* in the areas measured by this standardized test.

SAT-10 RESULTS
Middle Schools

	Number of Students Tested		
Middle Schools	6th Grade	7th Grade	8th Grade
Wiggs[1]	23	23	22
Wiggs[2]	18	32	21

[1] Project classrooms; [2] Comparison classrooms

WIGGS MIDDLE SCHOOL SIXTH GRADE*
NUMBER TESTED: 23

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	95-8	92-8	88-7	95-8	87-7
Mean National NCE	85	80	75	85	74
At/Above the 50th National Percent	100%	96%	100%	100%	96%

*Project classroom

WIGGS MIDDLE SCHOOL SIXTH GRADE*
NUMBER TESTED: 18

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	88-7	89-8	82-7	93-8	86-7
Mean National NCE	75	76	69	81	73
At/Above the 50th National Percent	100%	100%	100%	94%	100%

* Comparison classroom

WIGGS MIDDLE SCHOOL SEVENTH GRADE*
NUMBER TESTED: 23

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	86-7	88-7	77-7	73-6	79-7
Mean National NCE	73	74	65	64	67
At/Above the 50th National Percent	96	91	74	78	87

* Project classroom

WIGGS MIDDLE SCHOOL SEVENTH GRADE*
NUMBER TESTED: 32

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	90-8	93-8	88-7	92-8	85-7
Mean National NCE	77	81	74	79	72
At/Above the 50th National Percent	96	100	100	100	93

* Comparison classroom

WIGGS MIDDLE SCHOOL EIGHT GRADE
NUMBER TESTED: 22

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	88-7	91-8	83-7	91-8	93-8
Mean National NCE	75	78	70	79	79
At/Above the 50th National Percentile	95%	100%	95%	100%	100%

* Project classroom

WIGGS MIDDLE SCHOOL EIGHT GRADE
NUMBER TESTED: 21

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	87-7	89-8	83-7	91-8	92-8
Mean National NCE	74	76	70	78	80
At/Above the 50th National Percent	95	100	90	100	100

* Comparison classroom

Analysis & Interpretation of SAT-10 Test Scores for the Middle Schools.

The preceding tables show the SAT-10 results for Wiggs Middle School, the project school, and classrooms in the same school used for comparison. (The reader is reminded that students in the comparison groups for whom test data are presented are also in a designated district Gifted & Talented program).

A review of the percentile rank scores showed that 6th Grade project students at Wiggs scored at or above the 90th percentile rank in reading, mathematics, and science, and in the 88th rank in language. The lowest score came at the 83rd percentile rank in the area of social studies. They outscored the comparison group in the five areas measured on the test, although the social studies scores were very close between the two groups.

Comparison 7th graders did better than their project peers in all subjects tested. This grade level was one where project students were slightly below the 90th percentile rank in reading and math, and considerably lower in the other three areas. Interestingly, this is the opposite of what we found last year.

Both project and comparison eight graders obtained quite similar scores in all five academic areas measured, where they attained scores higher than the 90th percentile rank in mathematics, science, and social studies. As was the case in 7th Grade, these results are the opposite of last year's.

As was the case with elementary school project students, in most instances and in most grade levels, high percentages of project students scored, on average, at or above the 50th percentile rank of the national norm group. This particular statistic allows us to have a general perspective of how the project students compare with the students in the national norm group, in terms of SAT-10 scores.

SAT-10 RESULTS
High Schools

	9th Grade	10th Grade	11th Grade
School	No. of Students Tested	No. of Students Tested	No. of Students Tested
El Paso H. S.*	13	13	15
Burges H.S.			14
Irvin H.S.		14	
Austin H. S.	19		

* Project School

EL PASO HIGH SCHOOL
9TH GRADE
NUMBER TESTED: 13

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	62-6	80-7	55-5	67-6	63-6
Mean National NCE	57	67	53	59	57
At/Above the 50th National Percentile	62%	92%	46%	85%	69%

AUSTIN HIGH SCHOOL
9TH GRADE
NUMBER TESTED: 19

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the	81-7	91-8	72-6	81-7	75-6

Mean National NCE					
Mean National NCE	68	78	62	68	64
At/Above the 50th National Percentile	100%	100%	95%	95%	89%

EL PASO HIGH SCHOOL 10TH GRADE
NUMBER TESTED: 13

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	67-6	87-7	64-6	71-6	68-6
Mean National NCE	60	74	58	62	60
At/Above the 50th National Percentile	85%	100%	77%	77%	77%

IRVIN HIGH SCHOOL 10TH GRADE
NUMBER TESTED: 14

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	75-6	88-7	74-6	74-6	73-6
Mean National NCE	64	74	63	64	63
At/Above the 50th National Percentile	79%	100%	86%	86%	86%

EL PASO HIGH SCHOOL 11TH GRADE
NUMBER TESTED: 15

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	82-7	91-8	80-7	72-6	78-7

Mean National NCE	69	78	68	62	67
At/Above the 50th National Percentile	100%	93%	100%	80%	93%

BURGES HIGH SCHOOL 11TH GRADE
NUMBER TESTED: 14

SAT-10	Total Reading	Total Math	Language	Science	Social Studies
National PR-S of the Mean National NCE	86-7	91-8	88-7	81-7	81-7
Mean National NCE	73	78	75	69	69
At/Above the 50th National PR Percent	100%	100%	100%	100%	93%

Analysis & Interpretation of SAT-10 Test Scores for the High Schools.

The preceding six tables depict SAT-10 scores for one project school, El Paso High, and three comparison schools, Austin, Burges and Irving High Schools. Test scores were available only for Austin 9th graders, Irvin 10th graders, and 11th graders at Burges High School. In fact, very few students were tested at the four schools, which might account for some of the anomalies that surfaced when we analyzed the scores. We need to point out that GT teachers and parents are asked to participate on a voluntary basis, and this sometimes results in a low number of students participating in the testing activities. Of additional emphasis is the fact that project students are required to be tested annually on the SAT-10 and APRENDA as mandated by the grant guidelines.

Test data for 9th graders revealed that when we look at their percentile rankings, the comparison students at Austin, on average, outscored the El Paso project group in the five subjects tested. As pointed above, however, this apparent discrepancy might be due to the small number of students tested (it is possible, for example, that only the brightest Austin High students took the test, thus yielding higher scores than if they had been randomly selected).

Irvin High 10th graders also scored higher, as measured in percentile ranks, than their peers at El Paso High in all five subjects, although both groups were very close in mathematics, and science. On average, over 80% of project students were at or above the 50th National Percentile Rank in each of the five subjects measured.

Percentile ranks for 11th graders showed that, on average, project students at El Paso High had lower scores than their Burges High peers in all areas, except in

mathematics. As was the case in other grade levels, considerably high percentages of 11th Grade project students ranked at or higher than the national norm group mean.

Generally speaking, these test results for both groups are very similar to those we examined last year. Again, the small number of students tested presented problems when attempting to conduct statistical analysis of the data. Of importance, however, we must note that project students continued to have high percentages scoring at or above the national norms.

APRENDA TEST RESULTS

Mesita Elementary School

Number of Students Tested				
1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
55	47	44	31	32

Wiggs Middle School

Number of Students Tested		
6th Grade	7th Grade	8th Grade
22	23	23

El Paso High School

Number of Students

Tested		
9th Grade	10th Grade	11th Grade
13	13	17

MESITA ELEMENTARY SCHOOL FIRST GRADE
NUMBER TESTED: 55

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	63-6	93-8	78-7
Mean National NCE	57	81	67
At/Above the 50th National Percentile	64%	96%	85%

MESITA ELEMENTARY SCHOOL SECOND GRADE
NUMBER TESTED: 47

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	70-6	97-9	92-8
Mean National NCE	61	89	80
At/Above the 50th National Percentile	74%	100%	96%

MESITA ELEMENTARY SCHOOL THIRD GRADE
NUMBER TESTED: 44

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	77-7	96-9	93-8
Mean National NCE	65	88	81
At/Above the 50th National Percentile	89%	98%	100%

MESITA ELEMENTARY SCHOOL FOURTH GRADE
NUMBER TESTED: 31

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	90-8	98-9	86-7
Mean National NCE	77	95	73
At/Above the 50th National Percentile	97%	100%	94%

MESITA ELEMENTARY SCHOOL FIFTH GRADE
NUMBER TESTED: 32

APRENDA	Reading Comprehension	Total Math	Language
National PR-S of the Mean National NCE	92-8	98-9	89-8
Mean National NCE	79	94	75
At/Above the 50th National Percentile	100%	100%	91%

WIGGS MIDDLE SCHOOL SIXTH GRADE
NUMBER TESTED: 22

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	85-7	98-9	82-7
Mean National NCE	72	94	69
At/Above the 50th National Percentile	86%	100%	77%

WIGGS MIDDLE SCHOOL SEVENTH GRADE
NUMBER TESTED: 23

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	77-7	97-9	86-7
Mean National NCE	65	90	73
At/Above the 50th National Percentile	86%	95%	86%

WIGGS MIDDLE SCHOOL EIGHT GRADE
NUMBER TESTED: 23

APRENDA	Total Reading	Total Math	Language
National PR-S of the Mean National NCE	89-8	98-9	92-8
Mean National NCE	76	94	79
At/Above the 50th National Percentile	96%	100%	100%

EL PASO HIGH SCHOOL NINTH GRADE
NUMBER TESTED: 13

APRENDA	Total Reading	Math	Language
National PR-S of the Mean National NCE	24-4	80-7	36-4
Mean National NCE	35	68	42
At/Above the 50th National Percentile	31%	85%	46%

EL PASO HIGH SCHOOL TENTH GRADE
NUMBER TESTED: 13

APRENDA	Total Reading	Math	Language
National PR-S of the Mean National NCE	60-6	94-8	81-7
Mean National NCE	56	83	68
At/Above the 50th National Percentile	69%	100%	85%

EL PASO HIGH SCHOOL ELEVENTH GRADE
NUMBER TESTED: 17

APRENDA	Total Reading	Math	Language
National PR-S of the Mean National NCE	57-5	95-8	78-7
Mean National NCE	53	85	66
At/Above the 50th National Percentile	65%	100	82

The *APRENDA: La Prueba de logros en español* (3rd ed.) is a national standardized test in Spanish published by Harcourt Assessment, Inc., San Antonio, TX, and is designed to measure Spanish-speaking students academic achievement in Grades K-12. It is modeled after its companion English-language test, the Stanford Achievement Test Series, Tenth Edition (Stanford 10). This test was standardized with fluent Spanish-speaking children attending school in districts throughout the nation. Thus, we can say that this instrument not only measures academic achievement, i.e., the extent to which a student has learned a particular subject, e.g., mathematics, but also how well s/he has mastered the appropriate academic Spanish language skills.

Analysis & Interpretation of APRENDA Test Scores for the Elementary Schools.

The APRENDA test was administered to project students at Mesita in Grades 1 through 5 and the results are shown in the preceding tables. Test scores are presented as mean percentile ranks and stanines (e.g., 63-6), mean NCEs, and the percentage of students at or above the 50th national percent or NCE.

Without exception, on average, project students in all grade levels scored above the 50th percentile rank in reading, mathematics, and language. Percentile ranks in reading ranged from 63rd (First Grade) to 92nd (Fifth Grade); from 93rd (First Grade) to 98th (4th Grade, and 5th Grade) in mathematics; and from 78th (Second Grade) to 93rd (3rd Grade) in language. These are significantly high rankings, when one considers that the project student population for whom data are presented includes not only native Spanish speakers, but also English-only speakers who are learning Spanish for the first time. This fact needs to be highlighted as one interprets these test results.

In all grade levels and in all subject areas, on average, more than 50% of project students scored at or above the national percentile rank or NCE. Again, these rankings have special significance when one considers the make up of the student population regarding their language background.

One point of interest is the fact that percentile scores progressively increase from First Grade through Fifth Grade (from 58th to 89th), which suggests the possibility that the Spanish reading skills of these students get stronger as they continue to receive instruction in this language. This statement would certainly be a fact if indeed these 5th Grade students have been part of this program from their early school years and their scores have gradually increased from year to year. In general, these rankings are slightly higher than those of the previous school year.

Analysis & Interpretation of APRENDA Test Scores for the Middle Schools.

Test data show that project students at Wiggs in Grades 6th through 8th, on average, consistently scored well above the national NCE average in the three subject areas measured. Percentile ranks ranged from 77th (7th Grade) to 89th (8th Grade) in reading; from 97th (7th Grade) to 98th (6th and 8th Grades) in mathematics; and from 82nd (6th grade) to 92nd (8th Grade) in language.

As was the case at Mesita Elementary School, Wiggs Middle School had significantly high percentages of students who scored at or above the 50th national percentile rank or NCE. Perhaps the sole item to deserve some attention in these results is the fact that 7th graders' reading scores were somewhat "lower" than in the other grade levels. Some possible explanations for this apparent difference might be that the test is more difficult at that grade level, and/or that subject area content is more difficult. Of course, although it is doubtful, it could be that these students' reading skills are not as strong as needed at that grade level. Given that these students also scored low last year, it is a point worthy of further research and discussion among their teachers.

Analysis & Interpretation of APRENDA Test Scores for the High Schools.

The last three tables in the preceding pages show the APRENDA test results for El Paso High School students. Data show that 9th Grade students, on average, were below the national percentile rank mean in reading (24th) and language (36th) but well above the mean percentile rank in mathematics (80th). With the exception of the 9th graders who, on average, scored rather low in reading, the rest of these project students had very high percentages showing up as being at or above the 50th national percentile rank or NCE in the three academic subjects measured by the test. As was the case last year, scores were the highest in mathematics.

Lacking sufficient relevant information, it is rather difficult to hypothesize why the reading scores for these students are not as high as one would expect. This is particularly complicated since these students are identified as gifted and talented and, at least theoretically, have been receiving special instruction for their level and academic potential. This is definitely a point that calls for further research and discussion among program staff and teachers. It is important to note, however, that last year's students' reading scores significantly improved. Perhaps the apparent reading deficiency is noted only in entering freshmen because as students remain in school, their scores do improve.

Texas Assessment of Knowledge & Skills (TAKS)

TAKS is a primary and secondary education standardized test used in Texas to measure student achievement in mathematics, English, science, reading, and social science skills required under Texas education standards. The test was developed by Pearson Education, an international publishing company, in collaboration with the Texas Education Agency, and standardized in 2003 using a wide diversity of school districts throughout Texas to ensure fair representation of the actual state student population.

The scores are reported to school districts in terms of three levels: (1) Did not meet standard, (2) Met standard, and (3) Commended performance. The scale scores that students are required to meet in order to pass the test often necessitate the correct answering of about 50-60% of the questions. The following tables depict the TAKS test results and analysis of each subject area will follow.

TAKS Reading Test Results
Number of Students Passing, Commended, & Not Passing

READING				
Grade	Passed	Commended	Did Not Pass	Total N
3	43	30	0	43
4	31	21	0	31
5	32	26	0	32
6	23	20	0	23
7	24	15	0	24
8	24	22	0	24
9	10	7	0	10
10	11	5	1	12
11	17	6	1	18
Total	215	152	2	215

The table above shows that the vast majority of project students in all grade levels performed noticeably well in the area of reading, as measured by the TAKS, and only two students did not attain the passing point. Of those who passed, 152 attained a “Commended” level. It should be underlined that the overall passing rate for all project students was nearly 100%. Overall, more students this year attained a “Commended” rating than last year. On a high note, compared to all other district G & T student groups, nearly all project groups had higher percentages of students passing the TAKS.

TAKS Mathematics Test Results
Number of Students Passing, Commended, & Not Passing

MATHEMATICS				
Grade	Passed	Commended	Did Not Pass	Total N*
3	43	29	0	43
4	31	19	0	31
5	32	25	0	32
6	23	20	0	23
7	24	13	0	24
8	24	11	0	24
9	9	2	1	9
10	10	1	2	10
11	16	6	1	16
Totals =	212	126	4	*

- Total N includes the number of "*Commended*" students

The TAKS results shown above tell us that project students performed significantly high in mathematics, and that only four students (slightly over 1% of all students tested) did not score sufficiently high to attain the cut off point required to pass. Of note, however, 59.4% of those who passed the test actually scored high enough to receive a "*Commended*" rating. In general, these results are higher than those from last year. When compared to all other G & T district groups, project students in Grades 3 through 8 had higher percentages of students who passed the TAKS.

• <u>TAKS Writing Test Results</u>

Writing is a high-level language skill and because project students are learning a second language, only two grade levels were required to take the writing examination this academic year. Data showed that the 31 Mesita 4th Grade students who took the writing test passed it, and 25 (81%) of them earned the "Commended" rating. Twenty-four 7th Grade Wiggs students took the exam and passed it, and 16 (67%) of these qualified for the "*Commended*" rating. These test scores are similar to those from last year.

• <u>TAKS Social Studies Test Results</u>

Grades 8th, 10th, and 11th are required to take the social studies test, and the results for students at Wiggs Middle and El Paso High schools follow: All 24 8th Grade students passed this test, and 13 (54%) received the "*Commended*" rating. Twelve EP High 10th graders took the test and passed it, and half of them earned a "*Commended*" rating, while seventeen 11th graders took and passed

this test, and eight (47%) of them made the "*Commended*" rating. Overall, these scores are similar to those of last year.

• TAKS Science Test Results

Grades 5th, 8th, 10th, and 11th, were tested in science and results show that 31 of 32 Mesita 5th graders passed it, and 21 (68%) earned a "Commended' rating; all 24 Wiggs 8th graders who took this test passed it, with 16 (67%) of them attaining the "*Commended*" rating. At El Paso High, 12 tenth graders took the test and 10 passed, but none made the highest rating, while seventeen 11th graders took and passed it, and three (18%) earned the "*Commended*" rating. Generally speaking, these results for the three schools are similar to last year's.

Analysis & Interpretation of TAKS Test Scores for All Grades & Schools.

TAKS test data show that, in general terms, the great majority of project students achieved a passing rating in the subjects in which they were measured with this state instrument. Of high note, it needs to be underlined that a significant number of these students attained sufficiently high scores to gain the praiseworthy "*Commended*" rating.

However, program administrators and teachers are reminded that not all students received a passing score in some of the areas tested, and that their responsibility now becomes one of identifying the causes for these shortcomings, and designing strategies to assist these students.

Overall, these year's test results were slightly higher than those of last year in some areas, showing that project students continue to improve as they progress in their academic careers. All factors considered, we can safely say that project students are succeeding at meeting project expectations.

- APRENDA Test NCE Scores For At-Risk and Not At-Risk Students

APRENDA Test Total Reading (TR), Total Mathematics ™,
and Language (Lang.) Mean NCE Scores

MESITA ELEMENTARY

	At-Risk Students					Not At-Risk Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	21	70	79	75		33	50	83	63
2	14	69	93	85		31	58	88	79
3	7	77	85	87		35	65	89	80
4	10	89	97	78		19	70	94	69
5	7	ND	94	77		25	ND	93	73

ND= No Data

WIGGS MIDDLE SCHOOL

	At-Risk Students					Not At-Risk Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	0	X	X	X		21	73	95	71
7	3	55	87	62		18	67	92	75
8	3	81	94	78		19	75	95	80

EL PASO HIGH SCHOOL

	At-Risk Students					Not At-Risk Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	2	41	62	39		8	40	77	51
10	3	52	75	56		8	60	87	76
11	4	47	75	63		13	56	88	68

Generally speaking, it is expected that students who are designated “at-risk” will perform below their “not-at-risk” counterparts when tested on a standardized test. At-risk students usually have poor school attendance, do not perform well in tests, have problems staying academically abreast of their peers, and have “social problems” that affect their academic performance. It appears that this is not the case here for several of these students since the data show that in some grade levels, “at-risk” pupils outperformed their counterparts. In Grades 1 through 5, for example, these students scored higher than their peers in the three subjects presented (except 1st and 3rd graders who scored lower in Mathematics).

However, the apparent difference must be taken cautiously because the number of “at-risk” students is rather low, and that can have an effect in the average of the scores. Nevertheless, it is something to note for further study.

This pattern wherein “at-risk” students outscored their “not-at-risk” counterparts was reversed to a large extent at Wiggs and El Paso High, where average scores for At-risk students were significantly lower in most cases. This is an important difference that must be noted by both program administrators and teachers, so that upon further analysis of these results the appropriate steps may be taken.

- APRENDA Test NCE Scores For Female and Male Students

APRENDA Test Total Reading (TR), Total Mathematics ™,
and Language (Lang.) Mean NCE Scores

MESITA ELEMENTARY

	Female Students					Male Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	36	56	79	67		18	60	87	68
2	28	62	88	83		17	60	92	76
3	21	64	85	79		21	70	91	84
4	21	77	95	71		8	73	94	75
5	18	ND	95	74		14	ND	91	74

ND=No Data

WIGGS MIDDLE SCHOOL

	Female Students					Male Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	13	80	96	78		9	65	93	66
7	14	70	94	76		7	57	86	67
8	13	79	96	81		9	72	93	77

EL PASO HIGH SCHOOL

	Female Students					Male Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	7	47	81	54		3	24	59	37
10	6	56	81	69		5	59	87	72
11	7	56	90	72		9	55	83	65

Test data for female and male students show that the 1st Grade females were outscored by their male peers in the three tested areas, scored higher in math in 4th Grade and 5th Grade but lower in 1st, 2nd and 3rd Grades, and were above in Reading and Math in 4th Grade. Females also scored higher in math in 5th Grade.

In the middle grades, interestingly enough, females outdid males in all subject areas at all grade levels, as was the case last year. Approximate results surfaced at the high school, where females outscored males in all areas, except in Grade 10 where males outscored them in the three subjects.

• APRENDA Test NCE Scores For Disadvantaged and Not-Disadvantaged Students

APRENDA Test Total Reading (TR), Total Mathematics ™, and Language (Lang.) Mean NCE Scores

MESITA ELEMENTARY

	Disadvantaged Students					Not-Disadvantaged Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	17	64	81	74		36	55	83	65
2	11	62	92	86		34	61	89	79
3	9	75	82	85		33	65	90	81
4	12	82	94	75		17	72	95	70
5	5	X	89	80		27	X	93	73

WIGGS MIDDLE SCHOOL

	Disadvantaged Students					Not-Disadvantaged Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	4	72	86	58		18	74	97	76
7	5	70	96	77		16	64	90	71
8	14	79	93	81		8	70	94	74

EL PASO HIGH SCHOOL

	Disadvantaged Students					Not-Disadvantaged Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	5	49	77	53		5	32	72	45
10	8	61	85	75		3	48	80	61
11	7	65	83	74		9	49	88	64

Students who have qualified for free or reduced meals, based on their family annual income, listed as “Disadvantaged” in official school records, generally scored higher than those not in that category in most of the three subject areas tested and at most grade levels. This is a very interesting finding because a general belief is that these students do not perform well in school. Indeed, much research in this area has noted that disadvantaged students generally lag behind their peers. These scores seem to dispel, to some extent, that conviction. These results, with few minor exceptions, are quite similar to those from last year.

- APRENDA Test NCE Scores For Non-LEP and LEP Students

APRENDA Test Total Reading (TR), Total Mathematics,
and Language (Lang.) Mean NCE Scores

MESITA ELEMENTARY

	Non-LEP Students					LEP* Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	38	50	82	63		16	76	81	79
2	32	56	87	77		13	75	94	90
3	33	63	88	78		9	82	89	92
4	16	68	93	65		13	84	96	80
5	20	X	93	72		12	X	93	77

WIGGS MIDDLE SCHOOL

	Non-LEP Students					LEP* Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	13	71	97	72		9	77	91	71
7	13	60	91	73		8	74	92	72
8	9	68	96	77		13	82	94	81

EL PASO HIGH SCHOOL

	Non-LEP Students					LEP* Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	5	37	79	49		5	44	69	49
10	1	60	90	77		10	57	83	70
11	19	49	85	64		7	61	85	70

* LEP: Limited English Proficient/English Learners

Test data in the preceding three tables show that students who were designated as Limited English Proficient/English Learners, outscored their English proficient peers in almost all instances, at the three schools and in most grade levels. At the elementary school level, for example, LEP students scored significantly higher than their English fluent peers in Reading and Language (by more than 10 NCE points at most grade levels!). The subject area in which both groups were relatively close was in mathematics, except at the middle school where the English proficient students scored slightly higher. Overall, this finding is significant, even when we consider that the test is in Spanish, given that abundant literature exists that shows that in similar cases, LEP students attain lower achievement levels than their English proficient peers.

• Stanford Achievement Test (SAT-10) NCE Scores For Not At-Risk and At-Risk Students

SAT-10 Total Reading (TR), Total Mathematics,
and Language (Lang.) Mean NCE Scores

MESITA ELEMENTARY SCHOOL

	At-Risk Students					Not At-Risk Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	20	56	73	68		33	74	83	80
2	14	63	80	67		32	71	79	74
3	7	65	71	70		35	76	81	76
4	10	66	78	78		19	80	85	85
5	7	71	82	72		25	83	85	86

WIGGS MIDDLE SCHOOL

	At-Risk Students					Not At-Risk Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	0	NA	NA	NA		22	86	81	76
7	3	65	69	56		20	74	76	67
8	3	62	78	54		19	79	79	72

EL PASO HIGH SCHOOL

	At-Risk Students					Not At-Risk Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	2	23	58	42		8	61	69	61
10	3	51	62	51		8	64	78	61
11	3	67	70	61		12	71	81	71

The preceding three tables show that on average, students designated Not At-Risk, performed much better than those At-Risk in practically all three subject areas tested and at all grade levels. The sole exception was at the 2nd grade in mathematics where At-Risk students scored one point higher than those designated as Not At-Risk. These results are very similar to those from last year when we also found At-Risk students scoring lower than their peers.

• Stanford Achievement Test (SAT-10) NCE Scores For Female and Male Students

MESITA ELEMENTARY SCHOOL

	Female Students					Male Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	36	68	77	75		18	70	82	74
2	28	71	77	77		17	65	82	63
3	21	72	77	77		21	76	83	74
4	21	74	82	80		8	79	83	90
5	18	82	86	85		14	79	82	80

WIGGS MIDDLE SCHOOL

	Female Students					Male Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	13	87	81	77		9	83	81	74
7	14	71	73	65		9	77	77	66
8	13	72	81	71		10	76	76	68

EL PASO HIGH SCHOOL

	Female Students					Male Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	7	59	73	59		3	42	51	44
10	6	57	72	60		5	64	75	59
11	7	73	81	71		8	67	77	67

Data for female and female students show that there was no definite pattern of one gender significantly performing better than the other in the areas measured, nor at the various grade levels. In other words, females did better than males in one area at a certain level but lower in another, and so on. Additionally, generally speaking, the differences were small to medium, varying from one point to seventeen points (in 9th grade reading where the number of students in both groups was too small to draw any firm conclusions) where they existed.

The average results are quite similar to those recorded last year, thus we make the same conclusion as last year, i.e., no significant differences were identified between the genders in these samples.

• Stanford Achievement Test (SAT-10) NCE Scores For Disadvantaged and Not-Disadvantaged Students

MESITA ELEMENTARY SCHOOL

	Disadvantaged Students					Not-Disadvantaged Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	18	63	76	71		36	71	80	77
2	11	64	77	68		35	71	80	73
3	9	59	71	66		33	78	82	78
4	12	71	76	81		17	79	87	84
5	5	68	79	70		27	83	85	85

WIGGS MIDDLE SCHOOL

	Disadvantaged Students					Not-Disadvantaged Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	4	78	74	68		18	74	97	76
7	6	69	68	65		16	64	90	71
8	14	70	76	66		8	74	96	77

EL PASO HIGH SCHOOL

	Disadvantaged Students					Not-Disadvantaged Students			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	5	46	69	46		5	61	64	62
10	8	62	73	59		3	61	71	60
11	7	64	71	67		8	75	86	71

Although for the most part “Disadvantaged” students scored lower than their counterparts in several areas and grade levels, the data in these three preceding tables depict some interesting differences. For example, 6th and 7th Grade “Disadvantaged” students outscored their peers in Reading. Also, “Disadvantaged” 9th graders outscored their peers in Math by 5 points, while 10th graders scored two points higher in Math, and one point higher in Reading than their counterparts. However, the number of students in both groups is too low to draw any strong conclusions.

• Stanford Achievement Test (SAT-10) NCE Scores For LEP and Non-LEP Students

MESITA ELEMENTARY SCHOOL
SAT-10

	English					Spanish			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
1	38	73	81	78		16	57	74	67
2	33	70	78	73		13	66	81	68
3	33	77	81	76		9	64	74	73
4	16	79	82	85		13	71	83	80
5	20	84	85	85		12	75	83	78

WIGGS MIDDLE SCHOOL
SAT-10

	English					Spanish			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
6	13	88	83	78		9	82	79	73
7	15	77	77	68		8	65	69	60
8	9	81	81	75		13	70	77	67

EL PASO HIGH SCHOOL
SAT-10

	English					Spanish			
Grade	No.	TR	TM	Lang.		No.	TR	TM	Lang.
9	5	66	69	72		5	43	64	36
10	1	54	87	51		10	61	72	59
11	9	73	82	69		6	66	75	69

By and large, students whose primary language is English performed better in this test than those whose home language is Spanish. Two exceptions appeared here in 10th grade and 11th grade language where native Spanish speakers scored higher than and as high, respectively, as their native English counterparts. The differences in scores is expected since the SAT-10 is an achievement test in English, and much research exists that shows this phenomenon to often occur in these groups (English learners). However, we must note that the program under study is designed to promote fluency and academic achievement in both languages, and that these results should be noted by program administrators and teachers. A close look at these results needs to be studied by the aforementioned staff members so that appropriate steps can be taken to improve this apparent anomaly. This year's results are very similar to those we reported last year for these two groups.

Scholastic Achievement Test Results (SAT)

2007-2008

It must be noted that although some program high school students did not do well in the SAT-10, fourteen (four less than last year) of these students took the Scholastic Achievement Test (SAT), and all of them performed very well. Indeed, their composite scores make them eligible for acceptance to the University of Texas at El Paso. The SAT scores for these students are presented in Appendix C.

Advanced Placement (AP) Test Results

2007-2008

Forty students in Grades 9th through 11th took one or more AP tests, and 20 of these high school students scored 3.0 or higher in one or more tests, which is the score that universities accept to award credit. The AP scores summaries for these students are presented in Appendix C.

Credit By Examination

An additional accomplishment we must underscore in this report is the notable fact that forty-eight Wiggs Middle School students earned credit by examination (CBE) in Spanish. In order to receive credit, a student must score 70 or higher in the test. Scores for this group of students ranged from 74 to 98, with 34 students obtaining a score of 90 or higher. This is an outstanding achievement when one considers that for a large number of these students Spanish is their second language!

College Scholarships

Given the academic success of Project students, it is not surprising that their efforts were further rewarded in the form of college scholarships. Fourteen Project students received scholarships to various institutions that included the following prestigious colleges and universities: Baylor, Birmingham Southern, Purdue, St. Mary's, U.T. Austin, U.T. El Paso, the U.S. Military Academy at West Point, and the U. S. Navy.

These awards are further testimony to the outstanding accomplishments of the dual-language project implemented in the El Paso School District.

Teachers' Survey

A questionnaire consisting of eleven items (multiple choice & open) was distributed in the spring of 2008 to all the teachers who are participating in this project. Ten elementary, seven middle, and three high school teachers completed and returned the questionnaire. Presented below are the results of their responses and are summarized by item.

• *<u>Item 1</u>: Name of school, Grade level, and Number of Students*

Grade Level and
Number of Students Enrolled

	Grade Level	No. of Grade Levels	No. of Students
Mesita	1st	3	56
	2nd	2	33
	3rd	2	44
	4th	2	32
	5th	2	32
Wiggs	6th	3	69
	7th	1	16
	8th	1	21
	6th & 8th	1	25
EPHS	10th & 11th	All	28
	10th, 11th, 12th		
	9th – 12th		

Number of Participating Students
By School Level

School	No. of Students
Elementary	197
Middle	131
High	28
Total >	356

<u>Item 2</u>: Average Percentage of Use of English and Spanish for Instruction

NAME OF SCHOOL	GRADE LEVEL	Number of Teachers	ENGLISH %	SPANISH %
Mesita Elementary	1 through 5	10	10 (50%)	10 (50%)
	5	1	1 (60%)	1(40%)
Wiggs Middle	6, 7, 8	1	1 (40%)	1 (40%)
	6	3	3 (60%)	3 (40%)
	7	1	1 (65%)	1 (35%)
	7			
	8	1	1 (60%)	1(40%)
El Paso High School	9 through 12	1		100*
	10 & 11	1		
	10 through12	1	0	100*

* Pre-AP and AP Spanish classes

• Item 3:

In my classroom, the percentage of the language used for instruction varies depending on:

MESITA ELEMENTARY SCHOOL
Language of Instruction Varies
Depending On the Following:

Students having difficulty understanding the L_2	6
Students having difficulty speaking the L_2	6
Difficulty of subject being presented	8

WIGGS MIDDLE SCHOOL
Language of Instruction Varies
Depending On the Following:

Students having difficulty understanding the L_2	1
Students having difficulty speaking the L_2	1
Difficulty of subject being presented	3

EL PASO HIGH SCHOOL
Language of Instruction Varies
Depending On the Following:

Students having difficulty understanding the L_2	0
Students having difficulty speaking the L_2	0
Difficulty of subject being presented	0

• Other reasons:

MESITA ELEMENTARY SCHOOL

Media and materials used for instruction not available in Spanish	6
TAKS is always taught in English	2
Kids have buddies. Students help each other. I am the facilitator	1
Most students are English dominant and takes longer to teach a lesson in Spanish	1
Certain American History terms and happenings are more comprehensible in English	1

WIGGS MIDDLE SCHOOL

Difficulty in finding resources in Spanish, curriculum needs to be fully translated	3
Materials in Spanish are not always at grade level.	1
The percentage of a language used for instruction varies on the amount of time we spend on the CMP book. I start and end the book in one language	1

EL PASO HIGH

State syllabus mandates AP language and AP literature be taught entirely in Spanish	1

• Item 4

*Please list **three** teaching strategies you most frequently use that are specifically designed for **gifted** students*:

MESITA ELEMENTARY SCHOOL
Teaching Strategies Frequently
Use with Gifted Students

Teaching strategies	No. of Teachers
Critical Thinking Activities, Components of higher order thinking skills (Bloom' Taxonomy)	4
Socratic Questionings	3
Process and Product Continuum	2
Sandra Kaplan Depth and Complexity Model	1
Tiered grouping, flexible grouping	1
Work Centers	1
Hands on projects	1
Cooperative Learning	1
Buddy System	1
Language of the Disciplines	1
Pace and quality of the exercises, not quantity	1
Learning through discovery individual assignments	1
Extensive amount of teaching through projects	1
Open – ended questions	1

WIGGS MIDDLE SCHOOL
Teaching Strategies Frequently
Use with Gifted Students

Teaching strategies	No. of Teachers
Prompts to research and prove with evidence	2
Socratic Questioning	2
Differentiating Performance Tasks	2
Creation of original products	1
Develop criteria for producing products	1
Analysis of novels by creating a mind mapping	1
Sandra Kaplan Depth and Complexity Model	1
Homogeneous groups	1
Open-ended questions	1
Peer Tutoring	1
Compete in Annual Science Fair	1
Journal writing	1

EL PASO HIGH SCHOOL
Teaching Strategies Frequently
Use with Gifted Students

Teaching strategies	No. of Teachers
Creation of original products	1
Questioning strategies	1

• Item 5

*Please list **three** teaching strategies you most frequently use that are specifically designed for **students learning a second language**:*

MESITA ELEMENTARY SCHOOL
Teaching Strategies Frequently
Use with Students Learning a Second Language

Teaching strategies	No. of Teachers
Buddy system	5
Cognates, suffixes, prefixes	3
Use of visual aids, graphic organizers	3
Total Physical Response	2
Model the correct language at the appropriate time	2
Integrity of the 50/50 Model	2
Integrating read aloud in Spanish when teaching one of the core subjects	1
Increase wait time	1
Simplify the language	1
Reading and Center Oriented activities, Cooperative learning Groups, Work Stations	1
Total immersion	1
Natural Approach (positive environment)	1
Students create lots of poster boards to show understanding of concept	1
Stories and songs through the day on various topics	1

WIGGS MIDDLE SCHOOL
Teaching Strategies Frequently
Use with Students Learning a Second Language

Teaching strategies	No. of Teachers
Buddy system	4
Vocabulary development (Cognate Wall)	3
Illustration of key term and concepts	2
Use of dictionary	1
Hands-on activities	1

EL PASO HIGH SCHOOL
Teaching Strategies Frequently
Use with Students Learning a Second Language

Teaching strategies	No. of Teachers
Connections within the target culture that is explored through literature	1

• Item 6

I use rubrics in my classroom for…

MESITA ELEMENTARY SCHOOL
Use of Rubrics in the Classroom

All assignments	0
Most assignments	1
Very few assignments	4
I never use rubric	3
A lot, but not most	0

Other:

- Mayor assignments (probes, writing, PowerPoint's, etc.)
- Many assignments

WIGGS MIDDLE SCHOOL
Use of Rubrics in the Classroom

All assignments	1
Most assignments	1
Very few assignments	3
I never use rubrics	0

EL PASO HIGH SCHOOL
Use of Rubrics in the Classroom

All assignments	0
Most assignments	1
Very few assignments	0
I never use rubrics	0

• Item 7

I follow the "*50% English-50%Spanish language*" for …

Use of the *"50% English-50% Spanish language"* Model
In the Classroom
MESITA ELEMENTARY SCHOOL

All assignments	3
Most assignments	7
Some of the assignments	0
Very few assignments	0
*All subjects	0

Comment by a teacher:
**"All subjects, assignments are given in a language and it is usually finished in that same language."*

Use of the *"50% English-50% Spanish language"* Model
In the Classroom
WIGGS MIDDLE SCHOOL

All assignments	
Most assignments	2
Some of the assignments	3
Very few assignments	

Use of the *"50% English-50% Spanish language"* Model
In the Classroom
EL PASO HIGH SCHOOL

All assignments	0
Most assignments	0
Some of the assignments	0
Very few assignments	0

• Item 8

In general, I include multicultural themes within my lesson:

MESITA ELEMENTARY SCHOOL
Inclusion of Multicultural Themes in Lessons

All the time	0
Most of the time	5
Some of the time	6
Seldom	0

WIGGS MIDDLE SCHOOL
Inclusion of Multicultural Themes in Lessons

All the time	1
Most of the time	1
Some of the time	2
Seldom	2

EL PASO HIGH SCHOOL
Inclusion of Multicultural Themes in Lessons

All the time	0
Most of the time	1
Some of the time	0
Seldom	0

• Item 9

In informal (non-instructional*) conversations with my students, I use*:

MESITA ELEMENTARY SCHOOL
Language Usage in Informal
Conversations with Students

Mostly English	1
Mostly Spanish	0
Both as needed	10

WIGGS MIDDLE SCHOOL
Language Usage in Informal
Conversations with Students

Mostly English	3
Mostly Spanish	0
Both as needed	3

EL PASO HIGH SCHOOL
Language Usage in Informal
Conversations with Students

Mostly English	
Mostly Spanish	1
Both as needed	

• Item 10

In your opinion, what are the top 3 student benefits of this program?

MESITA ELEMENTARY SCHOOL

Students are exposed to different cultures and learned to appreciate them, cultural awareness	7
Acquisition of a second language and being truly 'bi-literate;' not jus bilingual	5
Students are exposed to multiculturalism through the curriculum being taught	2
Challenges, achievements, and plenty of opportunities to grow and blossom while learning	2
Students working with peers of same or higher intelligence	2
Knowledge transfers, no need to repeat	2
High self-esteem developed from helping classmates with his/her native language	2
Students value both languages	1
Students learn and support each other	1
Students build a community of learners where they help each other in all subject being taught	1
Students are more forward in asking questions and very advanced in their points of view	1
Students thinking skills are different compared to those in regular education, they are good at problem solving, they process things more quickly	1
Being bilingual delays Alzheimer's or dementia	1

WIGGS MIDDLE SCHOOL

It prepares students for high school and college curriculum. Colleges could make these students top candidates for acceptance	3
These kids are going to be so competitive out there … we are preparing them to develop a sense of empathy, as well as giving them the strength to stick their neck out and try situations that aren't comfortable. Program creates stronger minds and very well rounded students	2
Challenging curriculum	1
Appreciation for a second language and therefore for a second culture	1
Students feel good and are proud of what they have accomplished	1
Students learn the same curriculum as the GT monolingual class	1

EL PASO HIGH SCHOOL

Learning how to modify personal and group behavior	1
Learning how to work constructively and cooperatively with others	1
Learning how to make productive contributions to society	1

• Item 11

I think that this program could be improved by:

MESITA ELEMENTARY SCHOOL

Getting together and sharing ideas and lesson plans that have worked	3
Lowering the teacher/student ratio to 16:1	3
We need to be able to align vertically so that we can challenge our students	2
Balance classes with about half English dominant and half Spanish dominant students	2
Having more materials in Spanish that support the core subjects being taught	2
We need to be up to date on new ideas and be able to give feedback on what has worked or not worked with our students	1
We should all be using technology	1
More time to teach math and science	1
Having more time to develop the curriculum with other GT strategies and activities	
More training	1

WIGGS MIDDLE SCHOOL

Maintain and qualified and willing teachers for the middle school program so that the program is better set and in place	1
Fully translated curriculum and the continuing of supplying us with more Spanish resources in our content would be great	1
Increasing the amount of minutes in math class. GT Dual has 45 minutes instead of 90 minutes which regular math classes have	1
Personal translator that translates all of my lessons.	1
“Age appropriate resources to support outs studies. Translated novels are much too difficult to tackle in Spanish and if we do we fall behind in the GT curriculum which is “unacceptable” with the new benchmarks. Spanish class support the other subject areas, but then I have to be careful that I’m getting my required elements in as well”	1

EL PASO HIGH SCHOOL
No responses for this item.

Teacher Professional Development

QUESTION: To what extent has the program been effective in ensuring that teachers continue quality professional development?

The external evaluator attended two of the professional development sessions scheduled for program teachers: (1) TAKS information for Mesita faculty and (2) a series of workshops by various presenters and classroom observations conducted on site at Mesita Elementary School.

The TAKS workshop was chaired by one of the project senior teachers. This was a very interesting presentation in which the chair demonstrated her experience and presentation skills in a most professional manner. The session was very informative and well organized. All participants shared valuable information and ideas of common interest.

The sessions held at Mesita were also very interesting as exemplified by the presenters we observed, Dr. Sandra Kaplan, and Dr. Elena Izquierdo, two experts in the field of GT students and English language learning. The speakers discussed a number of relevant topics, including the characteristics of gifted English language learners and underrepresented students, identification considerations for diverse gifted learners, program models for English learners, and an in-depth description of the Connecting Worlds/Mundos Unidos Program design as implemented in the EPISD. Dr. Kaplan introduced the concept of "content imperatives," which are strategies teachers can use in the various content areas (social studies, language arts, etc.) with gifted students. Dr. Izquierdo detailed descriptions of dual language programs based on her extensive experience, and shared ideas with the audience in relation to teaching and programmatic strategies.

The two presenters allowed for active participation by the attendees, and clearly shared valuable information regarding appropriate academic content and teaching techniques, all relevant for the type of students served by the program under study. These elements included in this staff development approach are effective factors in the improvement of student learning, the ultimate goal of teacher professional development. The importance of these factors has been discussed in depth in various studies, including an article by Clair and Adger retrieved July 30, 2007 from http://www.cal.org/resources/digest/profdvpt.html. Another related article by the New Jersey Department of Education retrieved July 30, 2007 from http://www.state.nj.us/education/profdev/standards.htm also highlights the value of professional development for teachers and underlines the factors just described above in some detail.

These views are emphasized in a comprehensive EdNews article by Jimmy Kilpatrick retrieved from http://www.ednews.org/articles/490/1/quotSage-on-the-Stagequot. A related article by Judith Haymore Sandholtz focuses on the importance of teacher training and supports the comments given here was retrieved from http://www.sciencedirect.com/science.

We also had the opportunity of observing a program faculty meeting at Mesita Elementary designed to share information about benchmarks and standards pertaining to the state-mandated TAKS. The presenter was very well informed and presented the material in a professional manner. The interaction between her and teachers was intense, positive, and very informative overall.

Demonstration School Workshops Evaluation Summary

Teachers who attended the Demonstration School workshops at Mesita Elementary School were asked to complete an evaluation form of the entire series of sessions they attended. A summary of the responses from 51 completed evaluation forms are presented here.

Workshop Evaluation
N= 51

I. Please rank the following aspects of the workshops:

	Excellent			Poor
	4	3	2	1
Organization	48	3		0
Pace	43	6	2	0
Participant Engagement	45	6		0
Relevancy	43	5	3	0

Comments on above (Number in parenthesis denotes frequency):

-- It was great to be part of this program. (3)
-- Workshops were engaging & informative. (6)
-- Learned a lot from the workshops. (8)
-- Classroom observations gave me a first-hand view of program. (2)
-- Very well organized. (3)
-- Very refreshing & uplifting information about this program. (2)
-- Great training. (11)
-- Enjoyed variety of expert presenters.
--Fantastic speakers and great information.

-- All presenters were excellent. (10)
-- Dr. Izquierdo was great. (3)
-- Dr. Castellano was an excellent presenter. (2)
-- Teachers showed great enthusiasm.
-- Need more UTEP speakers to discuss local issues.
-- Everything was outstanding!
-- Workshops changed my opinion re dual language—I'm all for it now!

II. Please answer the following:

• How will the quality of your instruction/job improve as a result of attending this workshop?

-- Extensively!
-- I will start a dual language in my campus.
-- Will implement (some of) the ideas presented in these workshops. (14)
-- Very delighted about the elements of complexity – I will use in my class. (3)
-- Will definitely change as this allowed me to rethink. (6)
-- Will be able to identify & better serve students who are GT. (14)
-- Better direction and better planning. (4)
-- Will be "kid watching" more! (4)
-- How to teach with more depth and complexity. (4)
-- Better able to serve diverse students. (3)
-- Better understanding of English Learners.
-- Better able to differentiate curriculum for GT students. (3)
-- My lessons and units will have more depth to them. (3)

• What additional information/training do you still need?

-- More information on fluid and crystallized instruction and technology.
-- More information on strategies (for GT students). (16)
-- How can we (at my school) tie in with the dual GT language program? (3)
-- How to use the depth and complexity model. (7)
-- How to handle social and emotional needs. (4)
-- More training on dual language. (6)
-- More training on Kaplan's model.
-- More strategies to identify GT students.
-- More ideas to relate instruction to TAKS. (2)
-- Strategies for GT students I can use with my regular students. (3)

• What questions do you still have?

-- Why don't we have more programs like this one? (2)
-- What are the time allotments for English and Spanish? (2)
-- How to teach typing for power point.
-- How to assess GT students.
-- Are there safety nets for GT students?
-- What do I need to maintain certification?
-- What are the new theories…on GT education?
-- Are there materials for all grade levels?
-- How can we make public aware of this program?
-- Workshops validated my passion for dual language!

• What do you need to implement what you learned?

-- To try the new ideas and see if they work. (5)
-- Supplies, materials, and resources! (7)
-- Support from my campus. (9)
-- More training.
-- Time to plan, research and implement all these ideas.
-- More info on differentiating instruction. (2)
-- I'll stay in contact with my facilitator.
-- A mentor. (2)
-- More practice creating themes.
-- Implement the elements of depth and complexity in my lessons.
-- Teachers, parents, and administrators willing to try something new. (5)
-- I need to develop my Spanish vocabulary.
-- More technical tools.

III. General Comments:

-- Great training! (5)
-- Valuable info & great presenters! (5)
-- Wonderful program!! (2)
-- Excellent week! (3)
-- Teachers were wonderful and very helpful in answering questions!
-- Thank you! (5)
-- I'm glad I was able to attend
-- Very helpful and knowledgeable staff. (2)
-- Training was exceptional!
-- A truly outstanding professional development.
-- What an eye opener! I learned a lot!
-- Excellent training and presenters! (4)

The following table depicts the professional development activities in which project teachers and staff were involved during the 2007-2008 school year.

Date	Place	Description
7/10/07	Burlingame, California	CABE Dual Language Conference California Association of Bilingual Education on Dual Language
8/02/07	El Paso, TX. Cordova Middle School	GT Summer Institute
8/15/07	El Paso, TX. Centennial Museum Fort Bliss	Military Fair
9/17/07	Hartford, Connecticut	Javits Conference
10/02/07	San Antonio,Texas	TABE Conference Texas Association of Bilingual Education
10/15/07	Wiggs School	Vertical Team Meeting
10/19/07	El Paso, Texas Hornedo, School	Job Alike for Gifted and Talented Teachers by Dr. J. Juntune
10/30/07	El Paso, Texas Mesita School	Visit from Consortium of State Organization for Texas Teacher Education
11/07/07	Minneapolis, Minnesota	NAGC Conference National Association of Gifted Children
11/14/07	Houston, Texas	TAGT Conference Texas Association for G & T
11/28/07	San Diego, California	NCSS Conference National Council of Social Studies
2/01/08	El Paso, Texas Wiggs School	Teaching Grammar Through Writing Training for GT Teachers by Dr. Keith Pollette
02/05/08	Tampa, Florida	NABE Conference National Association for Bilingual Education/Dual Language Institute
03/01/08	El Paso, Texas Canutillo High School	WTAGT Conference West Texas Assoc. of G & T
03/07/08	El Paso, Texas Mesita School	BEEMS Conference School Visits
04/11/08	El Paso, Texas Mesita School	Grapevine-Colleyville, Texas School District Visits Mesita School
05/12/08	El Paso, Texas Mesita School	Granite, UTAH School District Visits Mesita School
6/16-6/27,2008	El Paso, Texas Mesita School	CW Summer Camp
6/23-6/27,2008	El Paso, Texas Mesita Auditorium	CW Demonstration School

Parent Involvement

QUESTION: To what extent has the program been effective in ensuring that parents become an integral part of the program?

Parent involvement has been found to be a key factor in contributing to the improvement of student achievement (Cotton, K., and Reed W., K. Retrieved from http://www.nwrel.org/scpd/sirs/3/cu6.html) . Parents can become involved in their children's education in ways that range from attending school functions and responding to school obligations, helping their children with their homework, modeling desired behaviors (reading, supporting the learning environment, etc.), to being advocates for the school and participating in classroom activities (tutoring, presenting, training, etc.).

The table that follows depicts the activities organized and provided for the parents of project children. Reports from project staff indicate that parent participation at these activities was very high, and that the enthusiasm on part of these parents was more than admirable. This enthusiasm was reflected by the fact that parents are active participants in several other activities during the school year, including tutoring, classroom presentations, supporting teachers during instruction, and other volunteer actions.

It is without doubt, as the table shows, that project administrators have provided ample opportunities for parents to not only become informed about the implementation of project academic activities, but also to be active participants in the development of the project and thus ensure its success.

Connecting Worlds/Mundos Unidos 2007-2008

Parent Meetings

Date	Place	Description
6/11-6/22, 2007	Mesita School	CW Summer Camp for Parents
8/23/07	Mesita Auditorium	Kindergarten Orientation
8/28/07	Wiggs Cafeteria	Introduction to GT Program
9/07/07	Mesita School	Stanford and Aprenda test results
9/24/07	Professional Development Center	Parent Advisory Council Meeting Introductory Meeting/ Goals of the GT Parent Advisory Council
10/22/07	PDC	"Parenting the Gifted Child and Ideas for Positive Advocacy" Dr. Joyce Juntune
11/06/07	Chapin High School Auditorium	EPISD High School Magnets Presentation
11/07/07	Coronado High School Cafeteria	EPISD High School Magnets Presentation
11/13/07	Austin High School Cafeteria	EPISD High School Magnets Presentation
11/15/07	Bowie High School Fine Arts Bldg.	EPISD High School Magnets Presentation
11/27/07	Jewish C Center	Presentation for Kinder Parents
11/27/07	El Paso High School Auditorium	EPISD High School Magnets Presentation
11/29/07	Silva Magnet Auditorium	EPISD High School Magnets Presentation
12/10/07	PDC	Parent Advisory Council Planning your Child's Academic Future Start Now
01/14/08	PDC	Parent Advisory Council "Go for the Gold" TAGT Scholarships
01/28/08	Mesita School Training Room	Dual Language Presentation by Dr. Elena Izquierdo
02/18/08	PDC	Parent Advisory Council "Diving in with Depth and Complexity"
4/07/08	PDC	Parent Advisory Council "GT Program Evaluation Input Process"
3/01/08	Canutillo High School	WTAGT Conference Dr. Jim Delisle
5/20/08	Mesita School	Informational Meeting for Interested Parents New to Program
5/29/08-5/30/08	Mesita School Auditorium	Bilingual Program Performances
6/16/08-6/27/08	Mesita School	CW Summer Camp for Parents

Dissemination of Project Information

QUESTION: To what extent has the program been effective in ensuring that project information and successes are disseminated?

Dissemination of project information to the local general public has been intensive. First and foremost, the project has printed colorful informative brochures in English and Spanish, made available to the general public and, in particular, to parents of potential project students. The pamphlets give general information about the project and highlight its goals and objectives, and cite other important information. Three lengthy and in-depth articles appeared at different times in the El Paso Times newspaper in which the program was described, and students in action were featured.

The information shared through the brochures, newspaper articles, explained the program's goals, and focused on the many educational successes of project students and their teachers. A newspaper editorial gave a very positive review of the project and its accomplishments.

QUESTION: To what extent has the program been effective in ensuring that program students are provided the opportunity for dual enrollment courses and third language studies?

From the onset of enrollment into the program, students are informed about the opportunity of enrolling in courses for which they can receive college credit. Indeed, high school students are encouraged to strongly consider such courses and to work together with their counselors as they plan their yearly class schedules. This current school year program students were very involved in their own school activities that none of them was able to enroll in such courses. However, their involvement in activities such as the Student Council, National Honor Society (several of them hold officer posts, including that of president!), band and orchestra, DECA (after-school employment), and major sports, is to be underscored and commended. As for these students enrolling in third language studies (please recall they already are fluent, to various degrees, in English and Spanish), at least three of the El Paso High School students took French classes during this school year.

V. CONCLUSIONS, RECOMMENDATIONS & COMMENTS

In an effort to aid the reader to more easily make comparisons between this year's report 2007-08 and last year, 2006-07, we are including last year's conclusions verbatim followed by comments based on this year's findings. (The abbreviation PY refers to Program Year.) Additionally, whenever possible an appropriate reference is made to reports submitted prior to 2007.

Hopefully, this practice will allow the reader to identify trends reported through the five years during which the Project under study was implemented. As mentioned here earlier, the first three years the Project existed an external consultant authored the first evaluation reports, and a different one prepared the last two, including the present study.

1. Conclusion

PY 2006-07

The observations conducted during the spring yielded first-hand information as to what was actually taking place in the Project classrooms. Teachers showed an open willingness to allow students to be active participants in all class activities, and used various approaches (individual work, small group, discussions, etc.) to accommodate their various learning styles. The instructors used the two languages, English and Spanish, according to well-planned activities, and gave their charges ample opportunities to listen, understand, speak, and write both languages. The majority of the instruction followed the 50/50 English/Spanish rule of thumb very closely. Teachers demonstrated the use of teaching methods and techniques appropriate for this particular student population, the gifted and talented, including English Learners.

PY 2007-08

Teachers in the Project schools continued displaying the practices reported above, resulting in an open learning environment in which students were active participants. Instructors used a variety of teaching techniques in an attempt to meet the various learning styles of their pupils, all the while providing opportunities to learn the two target languages. Because of the interactions we observed we concluded that teaching and learning was evident. The ratio used of both languages for instruction is well planned and used methodically.

Recommendation/Comment

We again encourage teachers to continue using the methods, techniques, and materials they are employing; these seem appropriate and effective for these students, as evidenced by our observations, and supported by related test data. The results we observed vindicate the teaching techniques used by teachers.

We feel compelled to repeat the old proverb cited before, “Don’t change the champ’s style,” because it very definitely applies to these practitioners! We hope that teachers continue to be as enthusiastic, and school administrators continue to support this program.

2. Conclusion

PY 2006-07

Students were active participants in all the activities we observed, and seemed to really enjoy interacting with their teachers and peers. Their understanding of the topics being discussed was obvious and confirmed by their sound answers and comments. They were often challenged by their assignment and/or teacher, and were not intimidated on the least, as they readily gave their answer or opinion. Responses generally were well thought and there was compelling evidence that higher-level thinking was involved.

PY 2007-08

Not much really changed this year; if anything, we saw a more enthusiastic student body, particularly in the early and middle grades. Students again showed a strong grasp of the material presented by their teachers, and their questions and responses again were of high-level thinking.

Recommendation/Comment

PY 2006-07

Teachers need to be commended for providing an environment where students feel at ease and free to participate in the learning process. Teachers are encouraged to continue allowing their pupils to be active learners and concurrently challenging their minds.

PY 2007-08

We echo last year’s recommendation and comments wholeheartedly!

3. Conclusion

PY 2006-07

There were plenty of school/educational materials, including computers, books, and dictionaries, available to program students in the classrooms we observed. Books and dictionaries were available in English and Spanish, as well.

PY 2007-08

Appropriate materials and equipment continued to be notably abundant in all the classrooms we visited this year. Materials are easily accessible, and equipment generally is in usable condition.

Recommendation/Comment

Continue providing up-to-date materials, particularly software programs that meet the educational needs of these students. New and "better" computer programs, for example, are made available to the public almost on a weekly basis. Also, you might consider subscribing to magazines that contain challenging material, such as the Scientific American and its subsidiary the Scientific American Book Club, the History Book Club, and other similar sources.

PY 2007-08

We continue to recommend acquiring updated computer software, and subscribing to scholastic periodicals and magazines, particularly for the upper grades (AP Science classes would benefit from the publications mentioned).

4. Conclusion

PY 2006-07

Using the information gathered through the questionnaire administered to teachers as a basis, several conclusions can be made regarding what it is that teachers practice in the classroom. The survey information was closely analogous to what we observed during our visits to their classrooms.

For example, (1) teachers reported generally using the 50/50 English-Spanish principle, and only barely deviating from it when they deem it necessary largely depending on student's needs, subject matter under discussion, and particular activities; (2) the majority of teachers use teaching strategies appropriate for the student population they are serving; and (3) teachers use multicultural themes within their lessons.

PY 2007-08

Based on this year's survey results we arrived at conclusions similar to those stated the previous year. There was regular use of the 50/50 English-Spanish language usage for instruction, appropriate teaching strategies for gifted and second-language learners, and plenty multicultural themes appeared throughout daily instruction.

Recommendation/Comment

PY 2006-07

Teachers are to be commended for following the program's guidelines as closely as it is possible, always keeping their students' needs in mind as their foremost guiding principle.

PY 2007-08

We again commend teachers for their professionalism in adhering to the stated project guidelines. Teachers' concern for their students' academic needs to be underscored and rewarded.

5. Conclusion

PY 2006-07

Evidence exists to show that the program administration has met the need for teacher growth by providing sound, relevant, and educational professional development training. The sessions we attended were evidently very well planned and provided relevant information and educational tools to attendees.

PY 2007-08

The central administration under the guidance and leadership of the director and coordinator continued to provide crucial and relevant opportunities for the professional growth of the Project teaching corps.

Recommendation/Comment

PY 2006-07

Continue the practice of providing on-going professional development activities for your teachers. Teachers' comments were very positive, and professional development activities should continue to be provided for them as often as feasible.

PY 2007-08

We concur with the previous recommendation and comment. Furthermore, we respectfully recommend that the district administration continue providing high quality professional training for these teachers even after federal funding ends.

6. Conclusion

PY 2006-07

Program administrators have been very effective in disseminating information about the program. The brochure and newspaper articles were very informative. It is evident that good rapport has been established with the local media and that satisfactory coverage of program activities is given.

PY 2007-08

As in past years, the general public continued to be informed through the popular media channels in the El Paso area. The administration was again successful in updating the public at large about the Project's accomplishments.

Recommendation/Comment

PY 2006-07

Continue the efforts to disseminate relevant program information to the general public as often as needed. The positive relationship with local media representatives should continue to be cultivated and maintained.

PY 2007-08

Although this is the last year this Project will be funded by the original agency, the district should continue its efforts to inform the public of what transpires in the area of gifted and talented students as reflected by this or similar programs.

7. Conclusion

PY 2006-07

Project staff has provided ample opportunities for parent participation, and has ensured that parents are well informed about all project activities. Documentation exists that shows a high rate of parent participation in these activities.

PY 2007-08

This year's conclusion about parent involvement activities is the same as last year given that project staff again provided a multitude of opportunities for parents in which to participate. As was the case last year, parents participated in significant numbers and their appraisal of the quality of activities was optimal.

Recommendation/Comment

PY 2006-07

Continue efforts to provide opportunities for parents to be active participants and ensure that parents are informed as school activities are planned. Staff administrators are to be commended for the success of their well-planned and interesting variety of parent activities.

PY 2007-08

We repeat the above recommendations, and also emphasize the importance of parent involvement as a key to successful academic programs. Regardless of whether external funds are available for this function, the school district should continue to offer opportunities for parent involvement.

8. Conclusion

PY 2006-07

Test data collected using the Stanford Achievement Test showed that project students at the three project schools in all grade levels, on average, invariably scored higher than the students at the comparison schools in most of the subjects tested. Additionally, significantly large percentages of project students scored at or above the 50th percentile rank in the five subject areas tested.

SAT data examined in this report strongly support the conclusion that project teachers are providing their students with the educational skills necessary to score considerably well on this test, particularly when the results are seen in comparison with national norms.

Furthermore, one can rather safely conclude that because the SAT-10 is a test in English, that project students are sufficiently proficient in English language skills to be able to score as high as they did. This is of particular note since results include those for students who are not English-native speakers.

PY 2007-08

Test scores collected and analyzed this year were very similar to those from last year, and hence our conclusions echo those we submitted last year.

Recommendation/Comment

PY 2006-07

Teachers should continue using the teaching methods and strategies they have so well mastered with these students. Continue providing the warm and friendly atmosphere that has proven to be so conducive to learning. Teachers are to be acknowledged for the outstanding accomplishment of preparing their students to perform so well in this nationally standardized examination.

PY 2007-08

We repeat our recommendations and comments from last year since, based on this year's results, the project continues its successful path, and teachers and students are still demonstrating teaching and academic skills, respectively, worth of praise.

9. Conclusion

PY 2006-07

APRENDA test data show that, in general, project students in Grade 1 through high school scored well above national norms in the subject areas measured. The only exception to this statement is those 9th and 11th grade high school students whose reading scores were notably below national means. The data strongly indicate that teachers and students have been working in synchronization toward the attainment of academic proficiency, as measured by this nationally standardized instrument.

Furthermore, as was pointed out earlier, the fact that this test is in Spanish, results impressively suggest that program teachers are indeed providing the instruction essential for students to perform so favorably.

PY 2007-08

Test data again showed that, in general, project students are earning high rankings in reading, mathematics, and language. With the exception of one high school grade level, students not only continued to score at or above national ranks, but in most instances also showed improvement when compared with last year's data.

Recommendation/Comment

PY 2006-07

The project teaching corps is encouraged to continue providing their students with the tools to succeed in school, as they have thus far. If test scores are at all indicative of successful teaching, this definitely is the case here and teachers are to be commended for their fruitful efforts.

Further research and serious discussion among program administrators and teaching staff is encouraged here, as it pertains to the high school students whose reading skills seem to be in need for improvement.

PY 2007-08

We persist on encouraging all teachers to continue to impart the academic skills to these students as they have done in the past, and offer our congratulations on the outstanding task they have accomplished.

10. Conclusion

PY 2006-07

Test results from the Texas Assessment of Knowledge and Skills point to the fact that a significant majority of project students passed the state test in all areas, and that certainly more noteworthy is that a large number of these attained a "Commended" level. This outcome is a strong indication that teachers and students have ensured that teaching and learning takes place.

PY 2007-08

TAKS data again showed that project students continue to attain acceptable scores in all the areas in which they were tested, and that in a large number of cases they attain commended ratings. We can truly state that the project is attaining the goal of providing these students with the tools to succeed in the academic arena.

Recommendation/Comment

PY 2006-07

Project administrators are encouraged to continue to provide the support thus far given, and teachers to continue to use the teaching strategies that have yielded such shining results.

It can be safely stated that, in general, the test results from the SAT-10, APRENDA, and TAKS are very much congruent with those reported for the past three years in previous studies by Bernal (Bernal, E., 2004, 2005, 2006). No significant discrepancies or differences were found between those earlier reports and the present study.

PY 2007-08

We concur with the preceding recommendations and comments. Indeed, last year's report (Ciriza, 2007) supports these recommendations.

11. Conclusion

PY 2006-07

Program staff, as well as teachers and counselors, provide information to program students regarding the availability and opportunity to enroll in college-credit courses, and encourage them to make an effort to enroll in said courses. However, the demand required by these courses, in terms of time and performance, is very high, and because most program students are involved in several time-demanding activities, no students enrolled in these classes. Still, in spite of their already busy schedules, some students did manage to take "third language" classes in French.

PY 2007-08

As has been the case in past years, program and school staffs were fountains of information to project students regarding their education. They encouraged students to enroll in challenging courses and promoted those for which they would receive college credit, particularly the so-called 'foreign languages.'

Recommendation/Comment

PY 2006-07

Program staff, teachers, and counselors are urged to continue to provide information and support to students about enrolling in college credit courses, and in third language classes. Both experiences would certainly be an asset to students pursuing to enter college at a later date in their lives.

PY 2007-08

We repeat the preceding recommendations and comments, and congratulate their efforts in keeping students well informed of their options regarding advanced credit and language classes.

12. Conclusion

PY 2006-07

We can safely conclude, based on APRENDA test results, that program teachers are using teaching strategies that are effectively developing the academic skills of traditionally disenfranchised students -- at-risk, disadvantaged, and LEP students, to be precise. To this extent, the program is reaching its goal of providing the academic support and settings wherein these students are being successful.

PY 2007-08

This year's test APRENDA data are quite similar to that from last year's as project students, including the traditionally disenfranchised, again earned outstanding marks. Thus, indications are that the project continues to be successful in assisting these students to succeed in school.

13. Conclusion

PY 2006-07

When tested in English on the Stanford Achievement Test, students whose primary language is English generally outperformed Limited English proficient students in the subjects tested.

PY 2007-08

SAT-10 scores were not much different from last year's, and our conclusion is basically the same as what we provided previously.

Recommendation/Comment

PY 2006-07

A call is made to program administrators and teachers to closely review these results and consider taking remedial steps to improve this apparent anomaly.

PY 2007-08

We again call upon project staff and faculty to examine all test data, as they pertain to all grade levels but particularly at the high school level where differences seem to be greater.

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APPENDIX A

SCHOOLS, TEACHERS AND CLASS SCHEDULES

Connecting Worlds Program
Mesita Elementary School

Grade / Section	Name	Room/ Portable	Schedule
1A	Viviana Favela	128	Lunch 10:45-11:20 P.E. 12:15-1:00
1B	Kathy Peña	126	Lunch 10:45-11:20 P.E. 12:15-1:00
1G	Amanda Nieves	116	Lunch 10:45-11:20 P.E. 12:15-1:00
2B	Toni Gonzalez	222	P.E. 8:50-9:35 Lunch 11:20-11:55 Music 12:15-1:00
2E	Blanca Zamora	220	P.E. 8:50-9:35 Lunch 11:20-11:55
2G	Maria Salcido-Pitcher	217	P.E. 8:50-9:35 Lunch 11:20-11:55
3A	Lorena Barbosa	226	P.E. 10:20-11:05 Lunch 11:30-12:05
3F	Doris Shank	230	P.E. 10:20-11:05 Lunch 11:30-12:05
3G	Marcela Calderon	224	P.E. 10:20-11:05 Lunch 11:30-12:05
4B	Dolly Montiel	208	Art/Music 8:50-9:35 Lunch 11:05-11:40 P.E. 1:45-2:30
4E	Clara Levy	210	Lunch 11:05-11:40 Art/ 12:15-1:00 P.E. 1:45-2:30
5D	Lorena Saldívar	204	Lunch 11:40-12:15 P.E. 2:30-3:15
5F	Oscar Ogaz	205	Art/Music 8:50-9:35 Lunch 11:40-12:15 Art/Music 12:15-

Connecting Worlds Program
Wiggs Middle School

Grade / Section	Name	Room/ Portable	Subject
6th Gr	Tonie Prata; Adrian Jiménez		Humanities
6th Gr	Elsa Nañez		GT Math
6th Gr	Maria Reyna		Science Tech
6th Gr	Juan Hernández		Spanish
7th Gr	Jerusha Hunt		Humanities
7th Gr	Linda Womack		GT Math
7th Gr	Ericka Armendáriz		Science Tech
7th Gr	Jerusha Hunt		Spanish
8th Gr	Adrian Jiménez		Humanities
8th Gr	Rogelio Carrera		GT Math
8th Gr	Maribel Chávez		Science Tech
8th Gr	Jerusha Hunt		Spanish

Connecting Worlds Program
El Paso High School

Grade / Section	Name	Room/ Portable	Subject
	Toby Tovar		**AP Math (Diff. Levels)**
	Angelica Perez		**Spanish III & IV**
	Alfredo Barraza		**Biology**
	Alfredo Barraza		**Chemistry**

APPENDIX B

STUDENT DEMOGRAPHICS IN THE PROJECT SCHOOLS

STUDENT DEMOGRAPHICS IN THE PROGRAM SCHOOLS

School	Grade Level	Number of Students	At-Risk	Not At - Risk	Male	Fem.	Dis.	Not Dis.	Non-LEP	LEP
Mesita	1	62	14	48	32	30	16	46	48	14
	2	54	20	34	23	31	17	37	37	17
	3	47	15	32	20	27	11	36	34	13
	4	45	8	37	27	18	9	36	32	13
	5	32	12	20	9	23	13	19	16	16
Wiggs	6	34	7	27	15	19	5	29	19	15
	7	23	1	22	9	14	5	18	13	10
	8	24	3	21	10	14	7	17	16	8
EPHS	9	24	4	20	10	14	16	8	9	15
	10	15	2	13	5	10	8	7	7	8
	11	14	4	10	5	9	8	6	3	11
	12	19	5	14	10	9	8	11	11	8
	Totals									
		393	95	298	175	218	113	270	255	148

Note:

- Dis.: Disadvantaged
- LEP: Limited English Proficient

APPENDIX C

SCHOLASTIC ACHIEVEMENT TEST SCORES
And
ADVANCED PLACEMENT TEST SCORES

SAT TEST RESULTS

SAT	CRITICAL READING	MATH	WRITING
	Test 1	Test 2	Test 3
	530	540	570
	500	540	490
	570	540	610
	570	460	570
	650	640	720
	480	530	470
	450	320	430
	420	480	370
	460	540	490
	390	470	520
	540	670	580
	480	530	470
	500	510	440
	560	570	580

NUMBER OF STUDENTS WHO TOOK AP TESTS

Grade	Cal.	Econ.	Eng. Lang.	Eng. Lit.	Gov.	Sp. Lang	Sp. Lit.	Stat.	USH	WH
NS*	1	1	3	1	2	2	0	0	2	1
9	0	0	0	0	0	6	0	0	0	0
10	0	0	0	0	0	8	0	0	0	8
11	0	0	13	0	0	2	4	1	5	1
12	7	4	3	7	7	5	0	4	4	3

* NS: Not Stated

ADVANCED PLACEMENT TEST SCORES

MEAN AP TEST SCORES

Grade	Cal.	Econ.	Eng. Lang.	Eng. Lit.	Gov.	Sp. Lang.	Sp. Lit.	Stat.	USH	WH
NS*	1.0	3.0	1.7	2.0	2.5	2.5			2.0	1.0
9						3.3				
10						4.0				1.4
11			1.5			3.0	2.5	2.0	1.0	1.0
12	1.1	1.0	2.0	1.7	1.0			1.0	1.0	1.0

* NS: Not Stated

APPENDIX D

SUMMARY OF MAJOR FINDINGS BY PROGRAM YEAR

MAJOR FINDINGS REPORTED IN
PROGRAM YEARS 2003 THROUGH 2008

TAKS

Program Year 2003-04

• All 147 students passed Writing, Social Studies, and Science. Some students did not pass Reading and/or Math.

Program Year 2004-05

• All but one of 147 students passed Reading, Math, Writing, & Social Studies. Some students did not pass Science.

Program Year 2005-06

• Ninety-nine percent of 183 students passed Reading, and 98% passed Math. All students passed the Writing and Social Studies, and 95% passed Science.

Program Year 2006-07

• All but one of 164 students passed Reading; all but three of 191 passed Math. All 59 students passed Writing and Social Studies, and all but eight of 28 passed Science.

Program Year 2007-08

• All 106 elementary and 71 middle school students met the passing (standard) level in Reading, and 36 of 38 high school pupils also passed. In Math, all elementary and middle school students attained the passing level, while 35 of 39 high school students passed this test. All 24 middle and all 17 high school students passed Social Studies. Eighty-two of 85 students passed Science. All 55 students passed the writing exam. Overall, a high percentage of these students earned a “Commended” rating in the five tested areas.

APRENDA

Program Year 2003-04

• All 171 students passed Reading, Math, and Language. Scores were highest in Math.

Program Year 2004-05

• All 211 students passed Reading, Math, and Language. Scores were highest in Math.

Program Year 2005-06

• NCE Mean scores were 69 in Reading, 84 in Math and 67 in Language.

Program Year 2006-07

• Majority of students in Elementary and Middle schools scored above the mean in Reading, Math, and Language. Majority of 9th and 11th graders were above the mean in Math and Language, but were below the mean in Reading.

Program Year 2007-08

• Majority of students in Elementary and Middle schools scored well above the mean in Reading, Math, and Language. With the exception of 9th graders who were below the mean in reading, the vast majority of 9th, 10th, and 11th graders were above the mean in Math and Language.

STANFORD ACHIEVEMENT TEST 5 (SAT-5) and
STANFORD ACHIEVEMENT TEST 10 (SAT-10)

Program Year 2003-04

• The highest means in Reading were achieved in grades 8th, 4th, & 9th. In Math: 2nd, 9th, 4th & 5th. In Language: 4th, 5th, 9th & 7th.

Program Year 2004-05

• The highest means in Reading were achieved in grades 2nd, 4th, 9th & 10th. In Math: 3rd, 4th, 9th, &10th. In Language: 2nd, 3rd, 4th, & 10th.

Program Year 2005-06

• The highest Mean NCEs in Reading were achieved in grades 4th & 11th. In Math: 3rd & 10th. In Language: 4th & 3rd. In Science: 11th & 6th. In Social Studies: 11th, 3rd & 8th had the top NCE means.

Program Year 2006-07

• The highest NCE means in Reading were achieved in grades 4th, 5th & 6th. In Math: 4th & 3rd. In Language: 2nd & 4th. In Science: 4th & 6th. In Social Studies: grades 5th & 4th had the highest NCE means.

Program Year 2007-08

• The highest NCE means in Reading were achieved in grades 4th & 5th. In Math: 4th, 5th, & 6th. In Language: 4th & 5th. In Science: 5th, 6th & 8th. In Social Studies: grades 5th & 8th had the highest NCE means.

English-Learners (ELs) v. English-Proficient (EPs)

Program Year 2003-04

• EP students outscored ELs in SAT-10 Reading, Math and Language. Els outscored English-proficient students in the APRENDA Reading and Language; there was no difference in Math.

Program Year 2004-05

• On APRENDA: ELs outscored EPs in Reading & Language; no difference in Math. On SAT-5: the exact opposite was true.

Program Year 2005-06

• On APRENDA: ELs outscored EPs in Reading & Language; no difference in Math. On SAT-10 no differences in Reading & Language; EPs did better than ELs in Math.

Program Year 2006-07

• In most cases, ELs scored higher in APRENDA than EPs. In SAT-10, the opposite was true.

Program Year 2007-08

• In most cases, ELs scored higher in APRENDA than EPs. In SAT-10, the opposite was true.

At-Risk v. Not At-Risk Students

Program Year 2003-04

• There were no differences between the two groups in SAT-5 Reading, Math, & Language.

Program Year 2004-05

• On APRENDA: At-Risk outscored Not At-risk in Reading & Language; no difference in Math.

• On SAT 5: Not At-risk outscored At-risk in all three tested areas (R, L, M).

Program Year 2005-06

• Not At-Risk performed better than At-Risk in all SAT-10 tested areas.

Program Year 2006-07

• In most cases, At-Risk students scored higher than their counterparts in APRENDA. In general, Not at-Risk scored higher in SAT-10.

Program Year 2007-08

• Generally, Not-at-Risk students obtained higher scores than At-Risk in the SAT-10. On the APRENDA, however, results were mixed as one group did better than the other in a certain subject and grade level, and the reverse occurred in other cases.

Disadvantaged v. Not-Disadvantage Students

Program Year 2003-04

• No comparisons were conducted on the first year of the Program.

Program Year 2004-05

• On APRENDA: Disadvantaged outdid Not-Disadvantaged in Reading and Language; no difference was found in Math. On SAT-5: the exact opposite was true.

Program Year 2005-06

• On SAT-10 Not-Disadvantaged did better than Disadvantaged In Reading.

Program Year 2006-07

• Disadvantaged students scored higher than Not-Disadvantaged in APRENDA, in most cases. In SAT-10, the reverse was true, in most cases.

Program Year 2007-08

• Disadvantaged students scored higher than Not-Disadvantaged in APRENDA, in most cases. In SAT-10, the reverse was true, in most cases.

Male v. Female Students

Program Year 2003-04

• There were no differences between the two groups in any of the three areas tested on the SAT-5.

Program Year 2004-05

• There were no differences between the groups in Reading. In Math, Females scored higher than Males in Grades, 5, 6, and 9. Males scored higher than Females in Grades 4 & 10. In Language Females scored higher than Males in Grades 7 through 10, and Males scored better than Females in Grade 6.

Program Year 2005-06

• There were no differences between the two groups in any of the three areas tested in the SAT –10.

Program Year 2006-07

• Females generally outscored males in most grades in APRENDA. There were no differences between the two groups in SAT-10.

Program Year 2007-08

• SAT-10 results were mixed as one group did better than the other and vice versa. APRENDA data for females in the middle grades showed they did better than males.

Project v. Non-Project Students

Program Year 2003-04

• Most students passed SAT-5 Reading, Math, & Language.
No differences in Reading, Math, & Language scores between the two groups.

Program Year 2004-05

• No differences in Reading, Math, and Language scores between the two groups.

Program Year 2005-06

• No comparisons were available for this school year.

Program Year 2006-07

• Elementary and Middle School Program Students scored higher than Non-Program Students, in most cases. In some cases, Non-Program High School students did better than Program Students.

Program Year 2007-08

• Elementary and Middle School Program Students scored higher in the SAT-10 than Non-Program Students, in most cases. In some instances, Non-Program students did better than Program Students. Overall, Program students outperformed those students not in the program.

SAT AND AP TEST SCORES SHOWN BY PROGRAM YEAR

Scholastic Aptitude Test

Program Year 2003-04

• Six project students took the test and all six obtained acceptable mean scores.

Program Year 2004-05

• Seven project students took the test and all obtained acceptable mean scores.

Program Year 2005-06

• The 14 students who took the SAT all were at the national average.

Program Year 2006-07

• Of the 18 students who took the SAT, only one did not do well. Average scores were acceptable.

Program Year 2007-08

It must be noted that although some program high school students did not do well in the SAT-10, fourteen (four less than last year) of these students took the Scholastic Achievement Test (SAT), and all of them performed very well. Indeed, their composite scores make them eligible for acceptance to the University of Texas at El Paso.

Advanced Placement (AP) Courses

Program Year 2003-04

• Four program students took AP Spanish and all had scores of four (4) or higher.

Program Year 2004-05

• Five program students took AP Spanish and four had scores of three (3) & one had a five. Three passed With Honors.

Program Year 2005-06

• One program student scored 3 or above in English, and 13 students scored 3 or above in Spanish.

Program Year 2006-07

• Thirty-three program students took one or more tests. Nineteen of these students had scores of three (3) or higher.

Program Year 2007-08

Forty students in Grades 9th through 11th took one or more AP tests, and 20 of these high school students scored 3.0 or higher in one or more tests, which is the score that universities accept to award credit.

MAJOR NON-ACADEMIC FINDINGS SHOWN BY PROGRAM YEAR

Classroom Observations

Program Year 2003-04

• Detailed information regarding general daily classroom activities. No account regarding specific teaching methods.

Program Year 2004-05

• Detailed information regarding general daily classroom activities. No account regarding specific teaching methods.

Program Year 2005-06

• Appropriate teaching methods evident. English and Spanish languages used appropriately.
Multicultural activities observed and reported in detail.

Program Year 2006-07

• Appropriate teaching methods evident. English and Spanish languages used when appropriate in various activities.
A variety of multicultural activities observed, including student with student and student with teacher interactions.

Program Year 2007-08

• Appropriate teaching methods evident. English and Spanish languages used when appropriate in various activities.
A variety of multicultural activities observed, including student with student and student with teacher interactions. An all-school cultural festival attracted parents, and community personalities.

Parent Involvement

Program Year 2003-04

• Parent activities listed.

Program Year 2004-05

• Parent activities listed.

Program Year 2005-06

• Parent activities listed.

Program Year 2006-07

• Parent activities listed. A variety of topics were scheduled for the benefit of parents. More detailed information about these activities is provided in the body of the report.

Program Year 2007-08

• Parent activities listed. A variety of topics were scheduled for the benefit of parents. More detailed information about these activities is provided in the body of the report.

Staff Development

Program Year 2003-04

• Staff enrichment activities listed.

Program Year 2004-05

• Staff enrichment activities listed.

Program Year 2005-06

• Staff enrichment activities listed.

Program Year 2006-07

• Staff enrichment activities listed. A variety of topics and presenters were scheduled. More detailed information about these activities is provided in the body of the report.

Program Year 2007-08

• Staff enrichment activities listed. In-house faculty workshops led by teachers were informative. A variety of topics and presenters were scheduled. More detailed information about these activities is provided in the body of the report.

Project Dissemination

Program Year 2003-04

• Evidence of project information dissemination noted in report.

Program Year 2004-05

• Evidence of project information dissemination noted in report.

Program Year 2005-06

• Evidence of project information dissemination noted in report.

Program Year 2006-07

• Evidence of project information dissemination noted in report. Brochures were made available to the general public. Informative items appeared in the local media, including newspaper and television.

Program Year 2007-08

• Evidence of project information dissemination noted in report. Brochures were made available to the general public. Informative items appeared in the local media, including newspaper and television.

APPENDIX E

Observation Guide

El Paso Independent School District
CONNECTING WORLDS/MUNDOS UNIDOS PROGRAM
2007-08

Observation Guide

1. School: _____ Date: _____

2. Subject area: _____ Number of students present: _____

3. Materials used by teacher: Handouts ρ Textbook ρ OH Projector ρ Computer ρ Board ρ Manipulatives ρ

• Other: _____

4. Behaviors exhibited by teacher:

• Initiated discussion: always ρ almost always ρ seldom ρ never ρ

• Talked: all the time ρ most of the time ρ seldom ρ never ρ

• Asked questions: always ρ frequently ρ seldom ρ never ρ

• Asked probing* questions: always ρ frequently ρ seldom ρ never ρ
* High order thinking questions (analysis, synthesis, evaluation)

• Used collaborative groups: always ρ frequently ρ seldom ρ never ρ

• Hands-on activities: always ρ frequently ρ seldom ρ never ρ

• Language of instruction: English ρ _____% Spanish ρ _____%

Comments: _____

_____

_____

_____

5. Behaviors exhibited by <u>most</u> students:

• Followed instructions: always ρ almost always ρ seldom ρ never ρ

• Stayed on task: always ρ frequently ρ seldom ρ never ρ

• Asked high order questions: always ρ frequently ρ seldom ρ never ρ

• Actively involved: always ρ frequently ρ seldom ρ never ρ

• Used appropriate tools: always ρ frequently ρ seldom ρ never ρ

Comments: _____

_____

_____

_____

_____

CONCLUDING STATEMENT

The CW/MU Project has been in operation for five years under this grant. Data on the key functions of the project have been collected, analyzed, and reported each of these years. Except for the first year of operation when data consisted mostly of test results, the information collected has been substantial and comprehensive, and the resulting conclusions have all pointed to the undisputable fact that the program stated goals and objectives have been met.

In all but few individual cases, students have consistently shown academic growth, and in a large majority of the time even surpassed expectations as demonstrated by various standardized test scores, classroom observations, and conversations with faculty, parents, and participants. Test scores time and again showed that participants, aside the fact they are gifted pupils, were at the highest tiers; classroom observations provided direct proof that teachers and pupils were engaged in constructive, high-order thinking activities; and informal interviews with faculty, parents, and students supported the conviction that in the project classrooms, the environment was one that was conducive to learning, collaboration, and achievement. In a word, this project is an academic model.

We cannot emphasize enough the valuable contribution each and every teacher has made to the success of this special project. Their understanding of and sincere willingness to meet the academic and, in many cases, personal needs of project students need to be recognized. Indeed, it is through their professional efforts and support that these students have accomplished so much.

We sincerely hope that the reader of this report not only will have learned about but also from this special academic project that has proven to be a leader in the field of dual-language instruction, in particular, and in education, in general.