Question: What are the relationships among English proficiency, economic status and TAKS Science performance?

Response:

Students with current limited English proficiency (LEP) scored significantly lower than those classified as English proficient, regardless of economic status. However, those who were exited either one or two years ago from LEP status performed as well as or better than students never identified as having limited English proficiency.

Students with either current or previous limited English proficiency represented nearly half of all Economically Disadvantaged students, but represented only 5% of Not Economically Disadvantaged students. In general, Economically Disadvantaged students earned scale scores on Science that were significantly lower than those who were Not Economically Disadvantaged.[1] To understand the influence of LEP status exclusive of economic status, separate ANOVAs were conducted for TAKS scores of Economically Disadvantaged and Not Economically Disadvantaged students.

Among students who were Not Economically Disadvantaged:
- Average scale scores differed significantly between students *not* identified as Limited English Proficient (LEP) and those who were identified as current or 1st year exited LEP students.
- Students who were in the 2nd year after exiting LEP status performed equally as well, on average, as did those with no known limited English proficiency.

Among students identified as Economically Disadvantaged:
- Students who were in the 1st or 2nd year after exiting LEP status performed significantly better, on average, than both current LEP students and those without LEP status.
- Students with current LEP status performed significantly worse, on average, than did all other groups.

Note: These analyses describe the relative performance of students in each category; however, they do not provide information regarding the meaning and/or reasons for these results.

Table 1. Grade 5 Average Science TAKS Scale Scores in 2007 by Level of English Language Proficiency and Economic Status

	Not Economically Disadvantaged	Economically Disadvantaged
No Limited English Proficiency	2343 [a] *n = 1961*	2145 [a] *n = 1643*
Current Limited English Proficiency (LEP)	2065 *n = 45*	2007 *n = 912*
1st Year Exited LEP Status	2133 [a] *n = 10*	2223 [a b] *n = 141*
2nd Year Exited LEP Status	2343 [a] *n = 58*	2242 [a b] *n = 325*

[a] Significantly higher than Current LEP (p<.05); [b] Significantly higher than No LEP

---

[1] The exception to this statement occurs with the small number of 1st year exited LEP students without economic disadvantage (n = 10), who scored lower, on average, than their Economically Disadvantaged peers (n = 141).

Lisa Schmitt, Ph.D.
Evaluation Supervisor