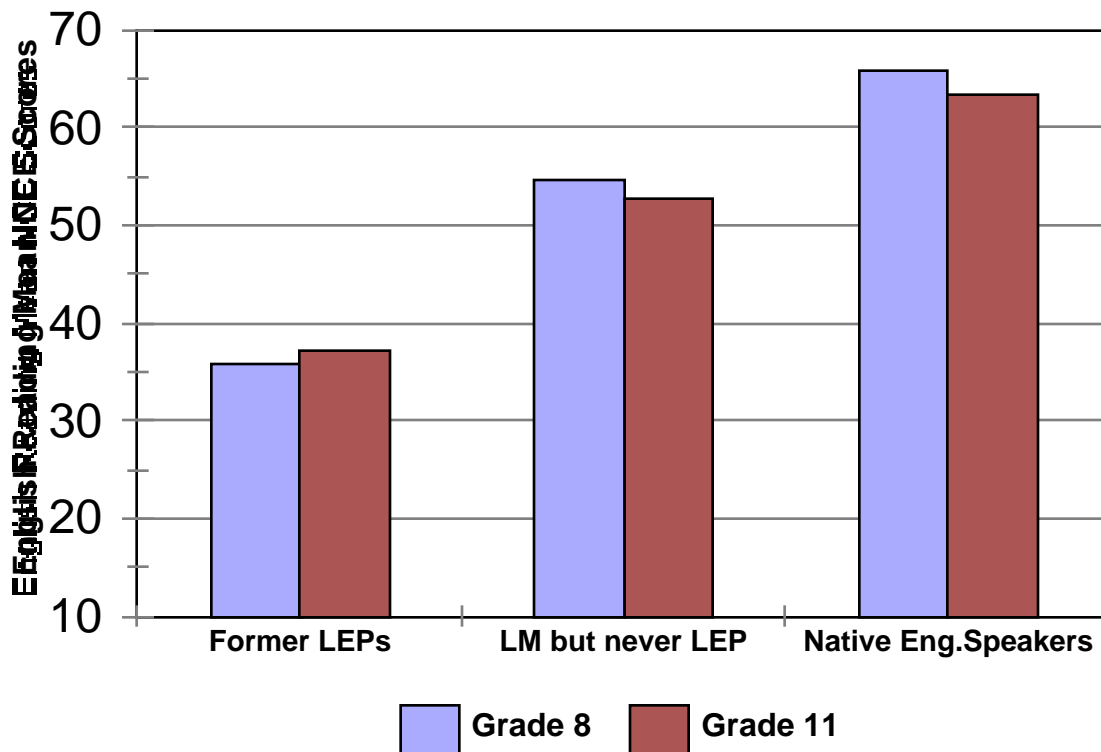


Southeast U.S. Mid-sized Urban Research Site — Figures

Figure E-1
Longitudinal Analyses

ITBS/TAP Reading Scores Grades 8-11 Longitudinal Stage 1 Comparisons

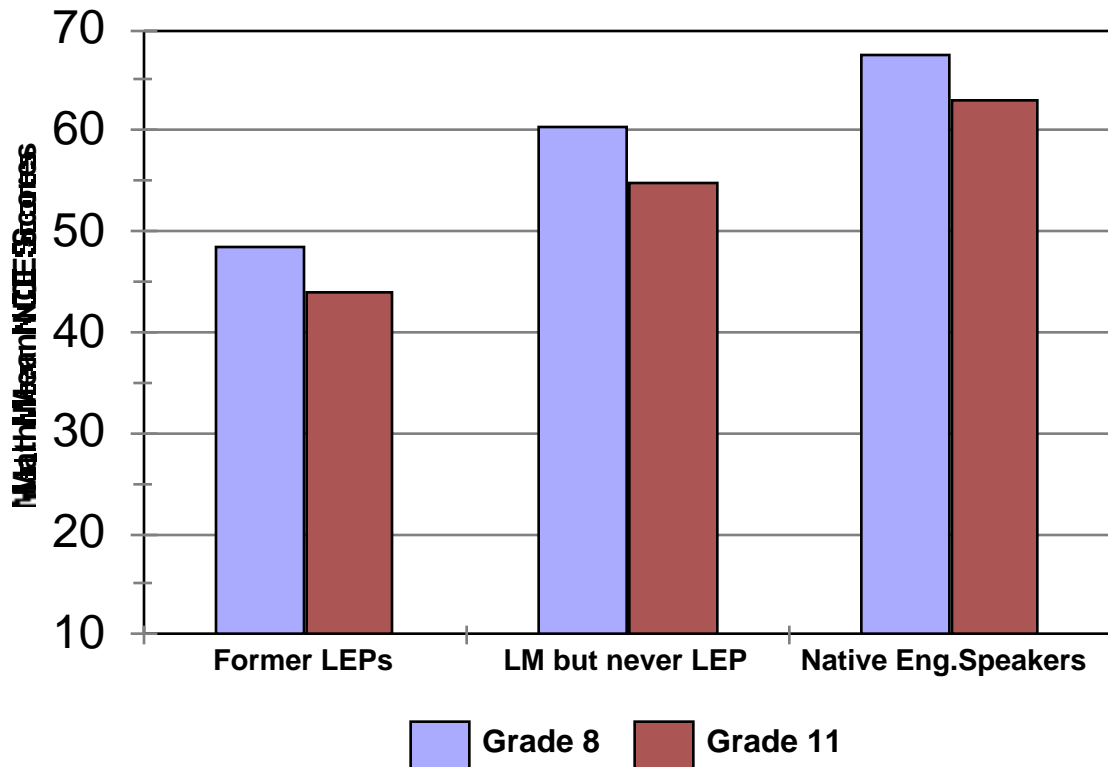


Former LEPs B Graduates of ESL Content program in mainstream
 LM but never LEP B Language minority students in mainstream
 who tested proficient in English upon entry in District E
 Native-English speakers B Native-English speakers in mainstream

Former LEPs	N = 141
LM but never LEP	N = 342
Native-English speakers	N = 1,360

Figure E-2
Longitudinal Analyses

ITBS/TAP Math Scores Grades 8-11
Longitudinal Stage 1 Comparisons

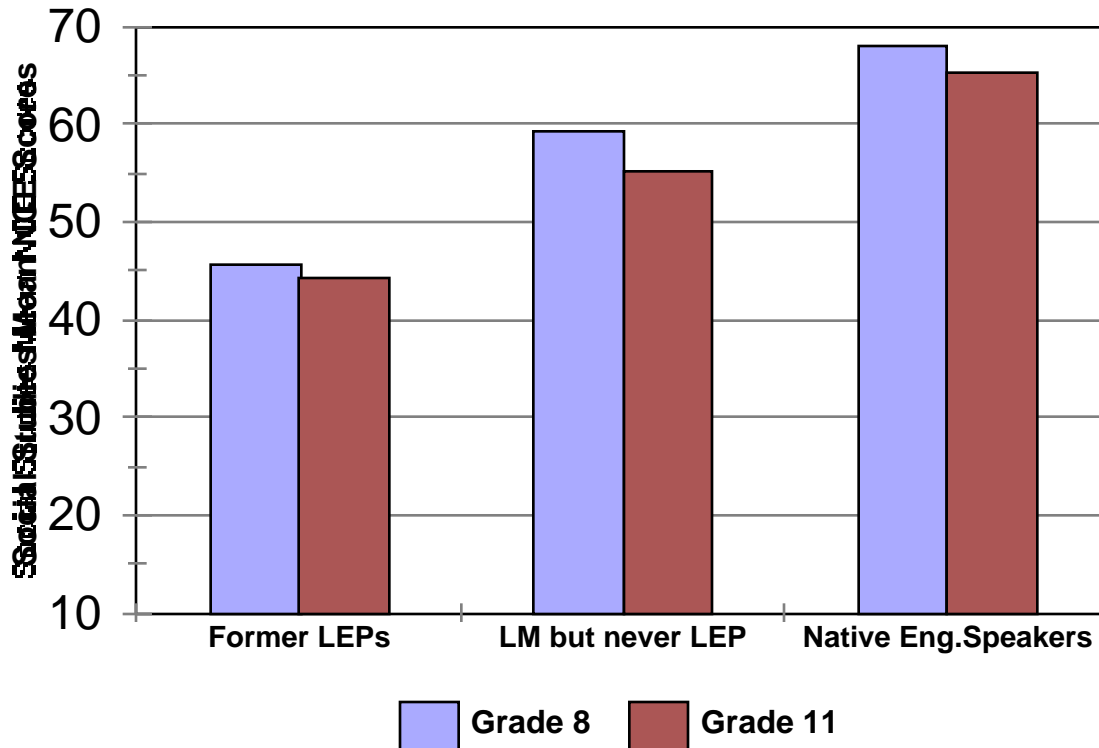


Former LEPs B Graduates of ESL Content program in mainstream
 LM but never LEP B Language minority students in mainstream
 who tested proficient in English upon entry in District E
 Native-English speakers B Native-English speakers in mainstream

Former LEPs	N = 140
LM but never LEP	N = 332
Native-English speakers	N = 1,352

**Figure E-3
Longitudinal Analyses**

**ITBS/TAP Social Studies Scores Gr 8-11
Longitudinal Stage 1 Comparisons**

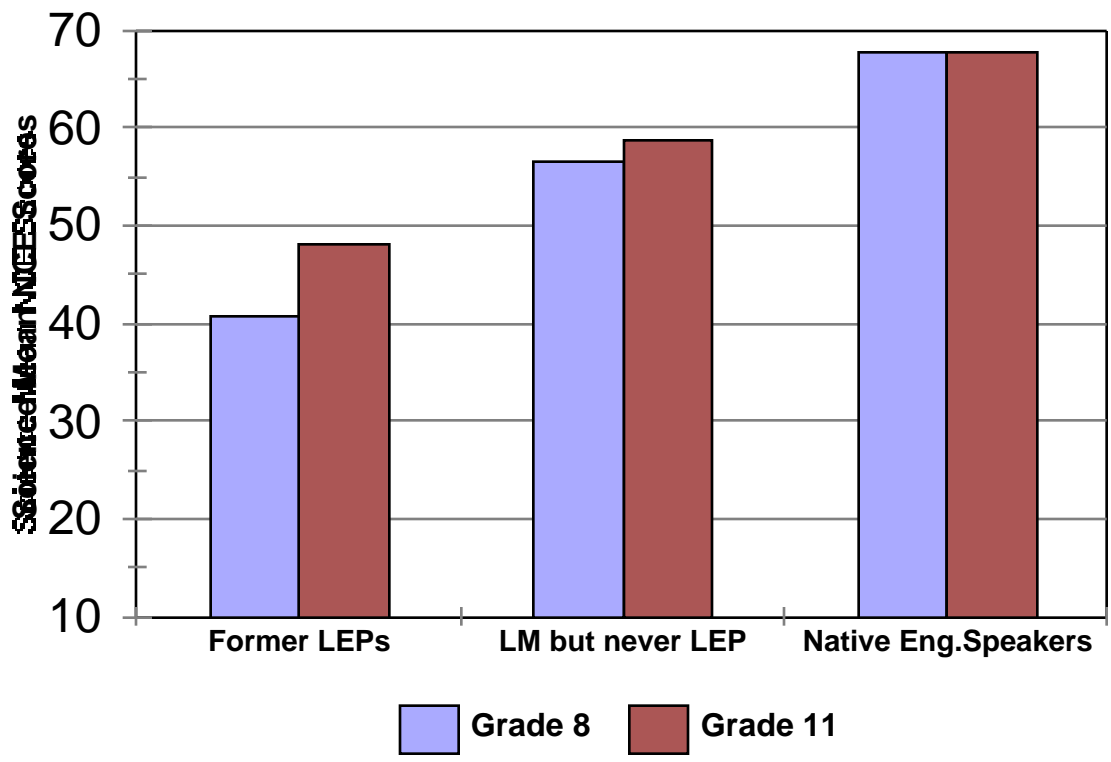


Former LEPs B Graduates of ESL Content program in mainstream
 LM but never LEP B Language minority students in mainstream
 who tested proficient in English upon entry in District E
 Native-English speakers B Native-English speakers in mainstream

Former LEPs	N = 136
LM but never LEP	N = 335
Native-English speakers	N = 1,339

Figure E-4
Longitudinal Analyses

ITBS/TAP Science Scores Grades 8-11
Longitudinal Stage 1 Comparisons

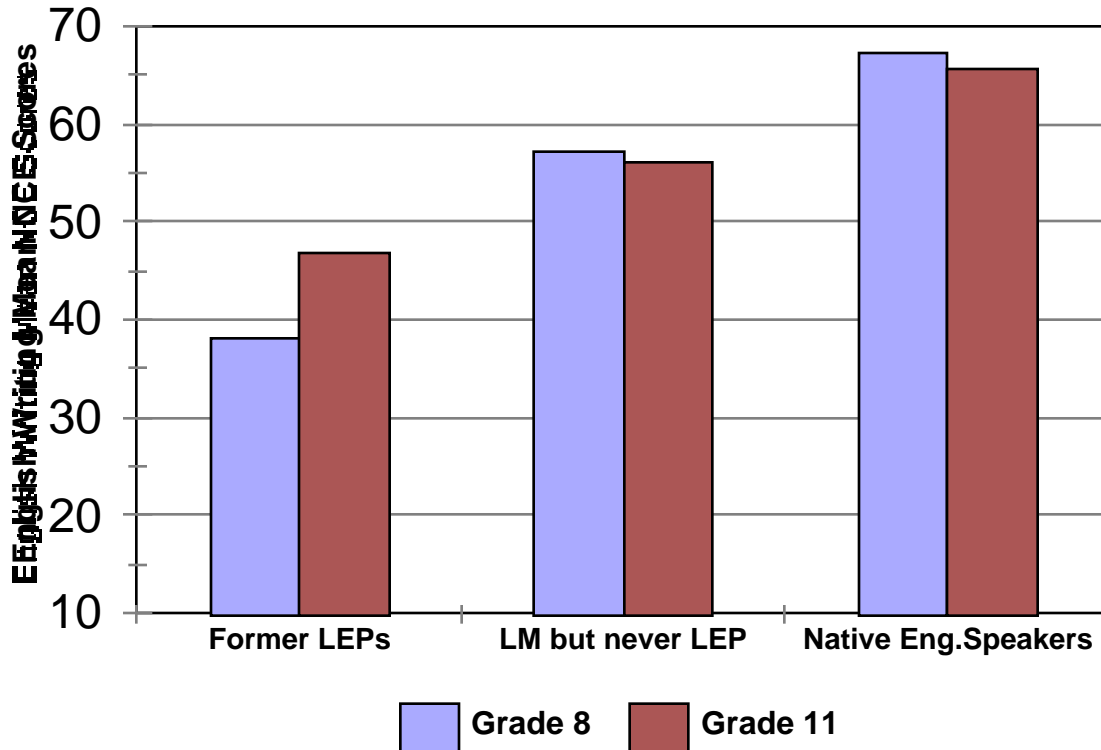


Former LEPs B Graduates of ESL Content program in mainstream
 LM but never LEP B Language minority students in mainstream
 who tested proficient in English upon entry in District E
 Native-English speakers B Native-English speakers in mainstream

Former LEPs	N = 136
LM but never LEP	N = 331
Native-English speakers	N = 1,335

Figure E-5
Longitudinal Analyses

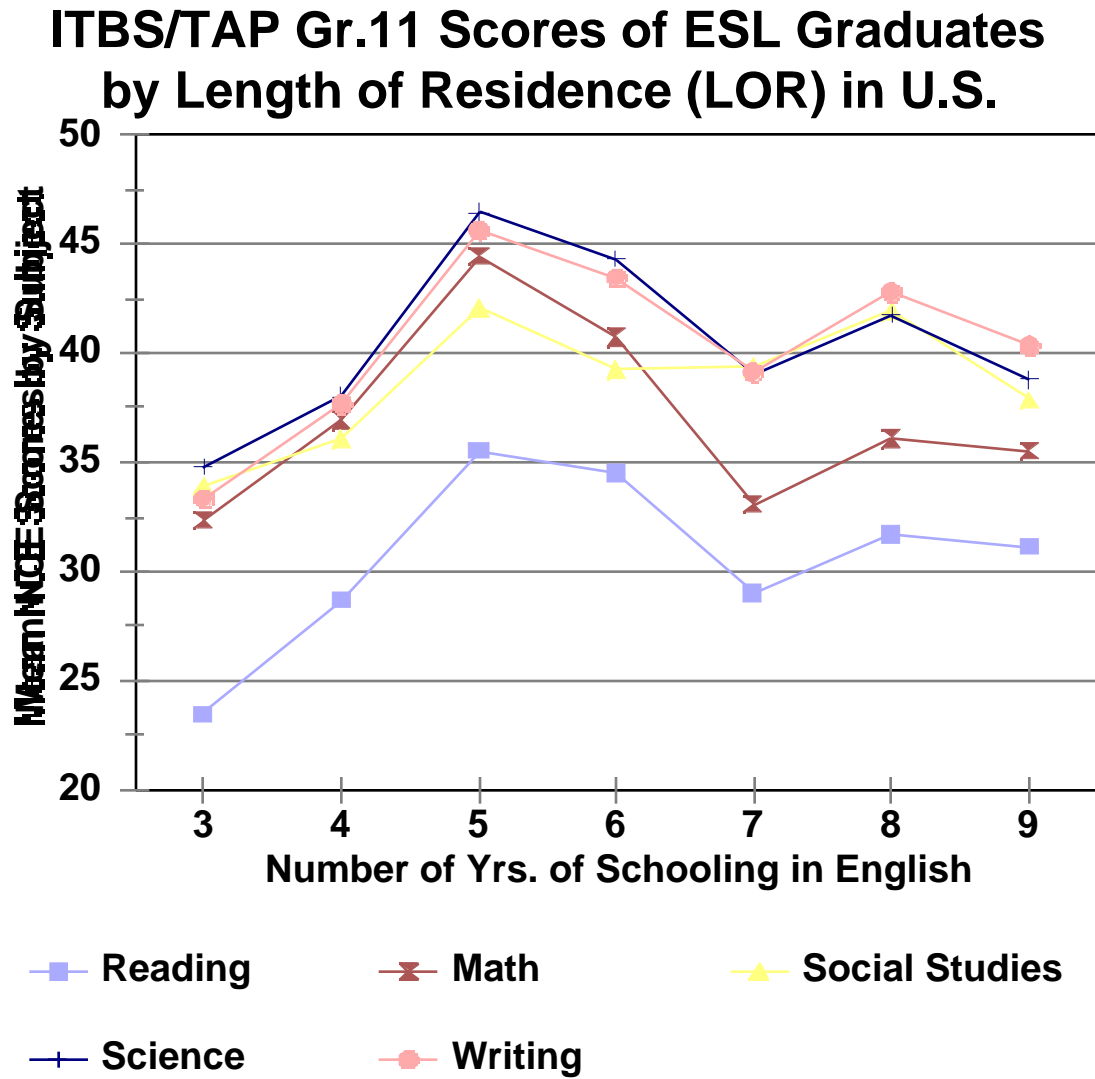
ITBS/TAP Writing Scores Grades 8-11
Longitudinal Stage 1 Comparisons



Former LEPs B Graduates of ESL Content program in mainstream
 LM but never LEP - Language minority students in mainstream
 who tested proficient in English upon entry in District E
 Native-English speakers B Native-English speakers in mainstream

Former LEPs	N = 140
LM but never LEP	N = 340
Native-English speakers	N = 1,355

Figure E-6
Quasi-longitudinal analyses

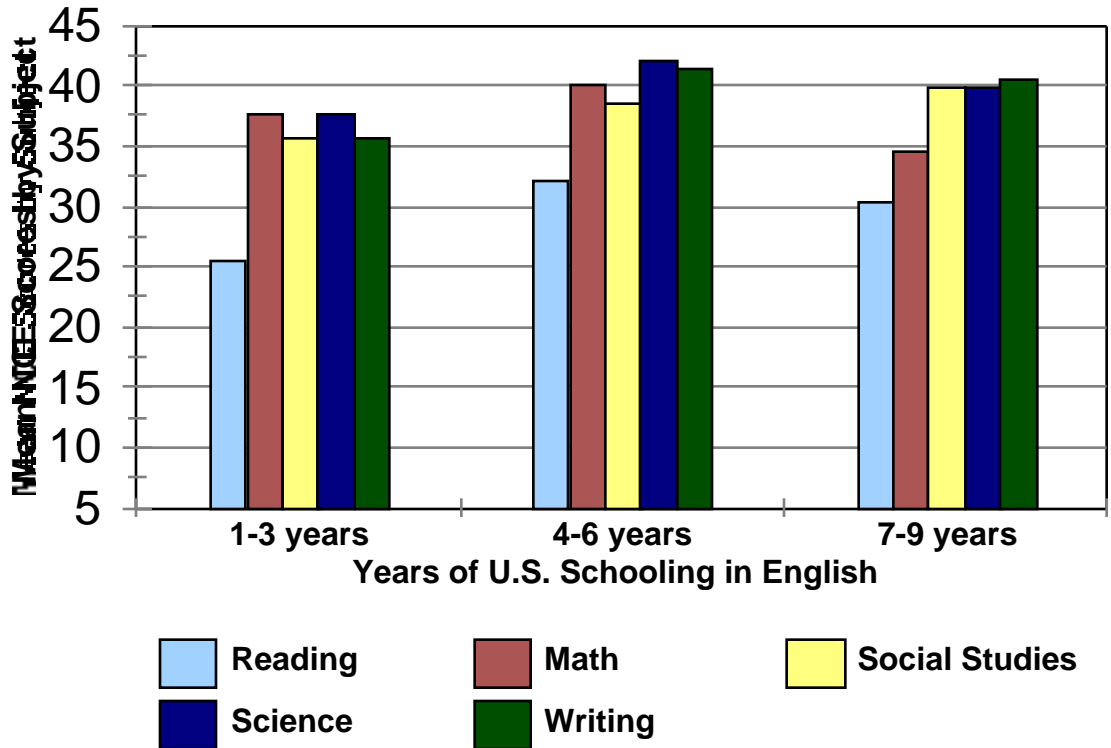


English schooling in U.S. for 3 years; L1 schooling in home country for 7 years	N = 120
English schooling in U.S. for 4 years; L1 schooling in home country for 6 years	N = 96
English schooling in U.S. for 5 years; L1 schooling in home country for 5 years	N = 65
English schooling in U.S. for 6 years; L1 schooling in home country for 4 years	N = 47
English schooling in U.S. for 7 years; L1 schooling in home country for 3 years	N = 38
English schooling in U.S. for 8 years; L1 schooling in home country for 2 years	N = 27
English schooling in U.S. for 9 years; L1 schooling in home country for 1 year	N = 18

(Slight variations in N by subject tested - See Table E-6)

Figure E-7
Quasi-longitudinal analyses

**ITBS/TAP Grade 11 Scores of
 ESL Content Graduates by Years in U.S.**

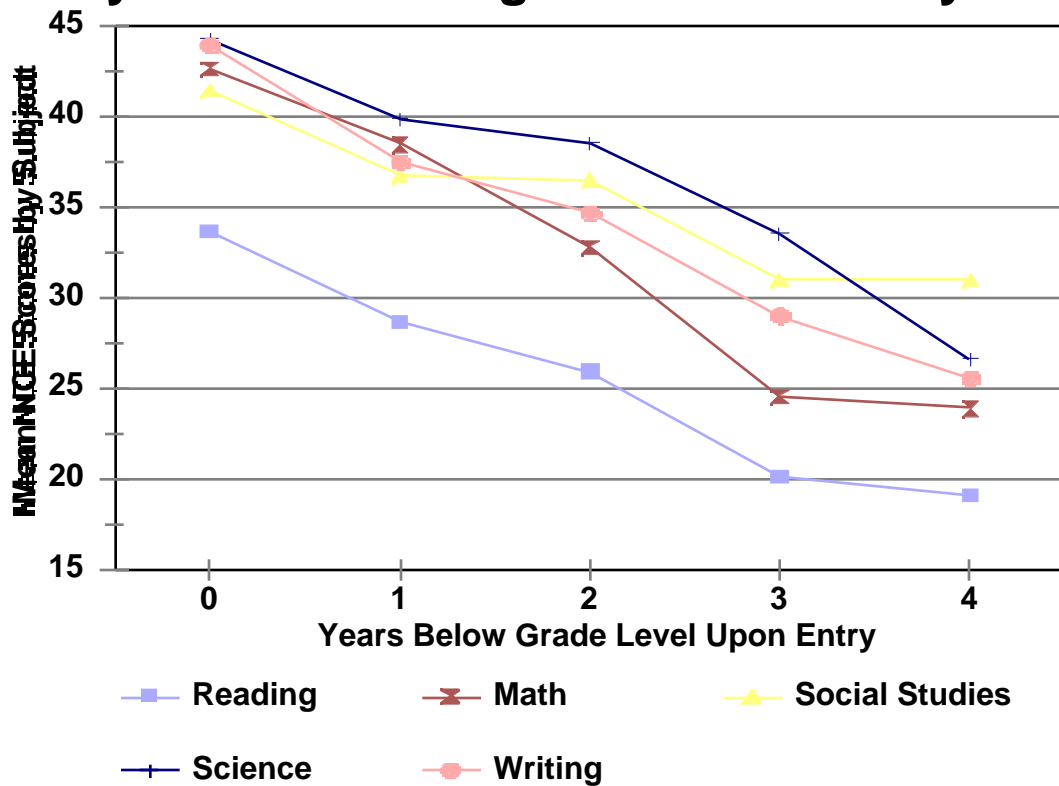


English schooling in U.S. for 1-3 years; L1 schooling in home country for 7-9 years N = 214
 English schooling in U.S. for 4-6 years; L1 schooling in home country for 4-6 years N = 208
 English schooling in U.S. for 7-9 years; L1 schooling in home country for 1-3 years N = 83

(Slight variations in N by subject tested - See Table E-7)

Figure E-8
Quasi-longitudinal analyses

**ITBS/TAP Gr.11 Scores of ESL Graduates
 by Lost Schooling in Home Country**



All of the students in this figure were:

- Spanish speakers
- On free or reduced lunch
- At beginning level of English proficiency upon entry
- Enrolled in the ESL Content program upon entry
- Attended District E for at least 5 years when tested in 11th grade

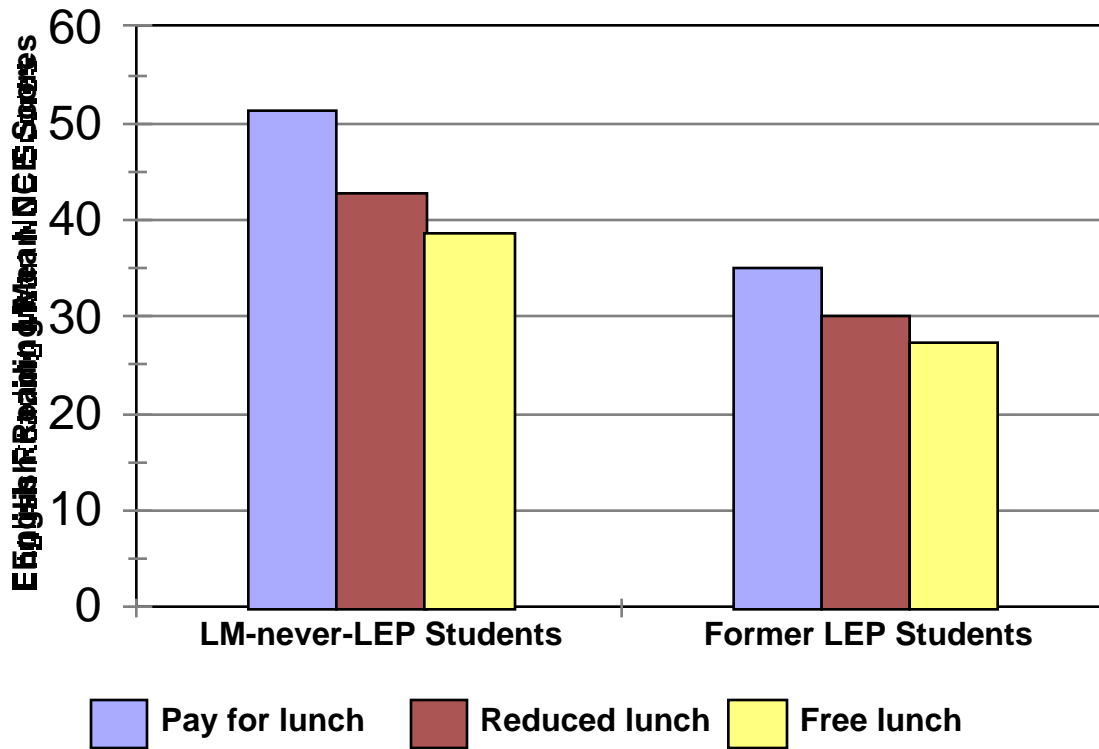
Years below grade level upon entry:

- 0 years N = 182
- 1 year N = 118
- 2 years N = 74
- 3 years N = 26
- 4 years N = 23

(Slight variations in N by subject tested - See Table E-8)

Figure E-9
Quasi-longitudinal analyses

ITBS/TAP Gr.11 Reading Scores of LMs & Former LEPs by Socioeconomic Status



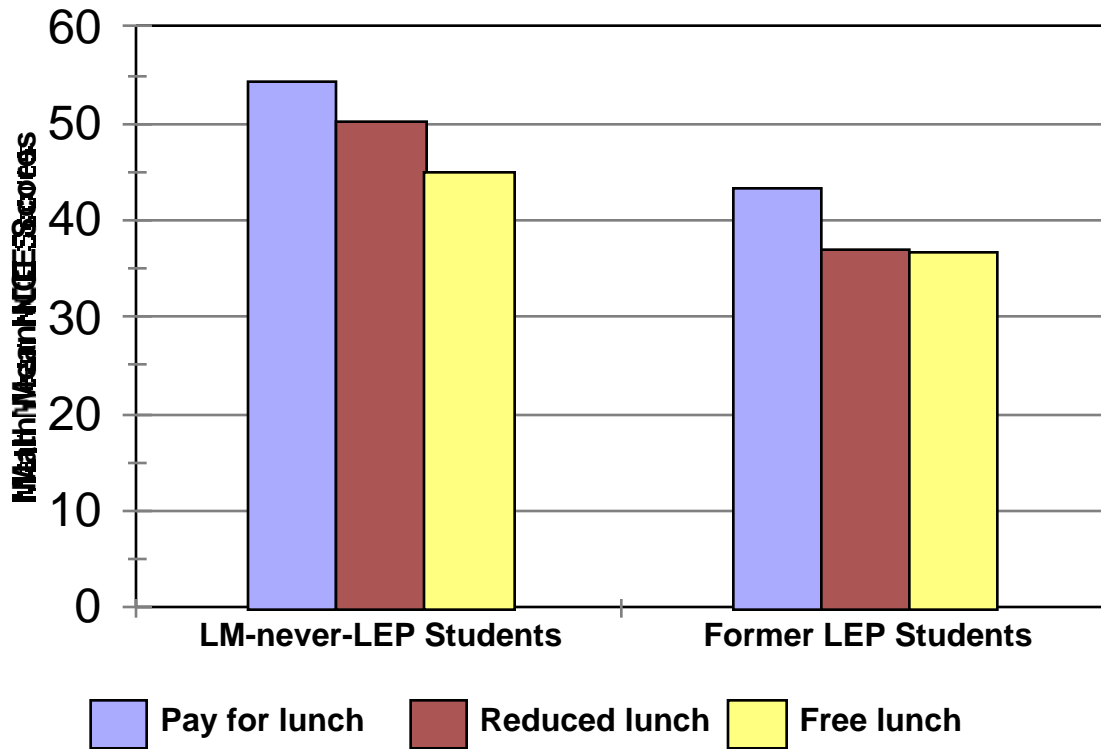
LM-never-LEP Students = Spanish-speaking language minority students in mainstream who tested proficient in English upon entry in District E

Former LEP Students = Spanish-speaking graduates of ESL Content program in mainstream

Language minority students:	Pay for lunch	N = 428
	Reduced lunch	N = 47
	Free lunch	N = 236
Former LEP students:	Pay for lunch	N = 182
	Reduced lunch	N = 70
	Free lunch	N = 268

Figure E-10
Quasi-longitudinal analyses

ITBS/TAP Grade 11 Math Scores of LMs & Former LEPs by Socioeconomic Status

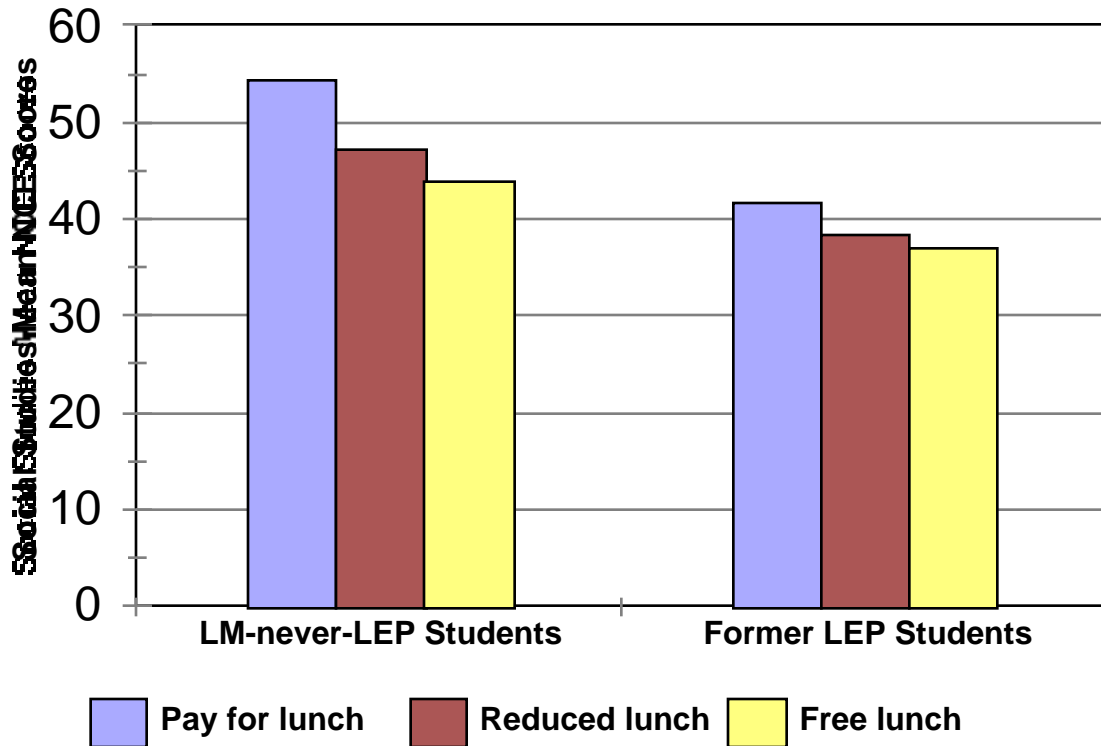


LM-never-LEP Students = Spanish-speaking language minority students in mainstream who tested proficient in English upon entry in District E
 Former LEP Students = Spanish-speaking graduates of ESL Content program in mainstream

Language minority students:	Pay for lunch	N = 420
	Reduced lunch	N = 47
	Free lunch	N = 236
Former LEP students:	Pay for lunch	N = 180
	Reduced lunch	N = 70
	Free lunch	N = 268

Figure E-11
Quasi-longitudinal analyses

**ITBS/TAP Gr.11 Social Studies Scores
of LMs & Former LEPs by SES**



LM-never-LEP Students = Spanish-speaking language minority students in mainstream who tested proficient in English upon entry in District E

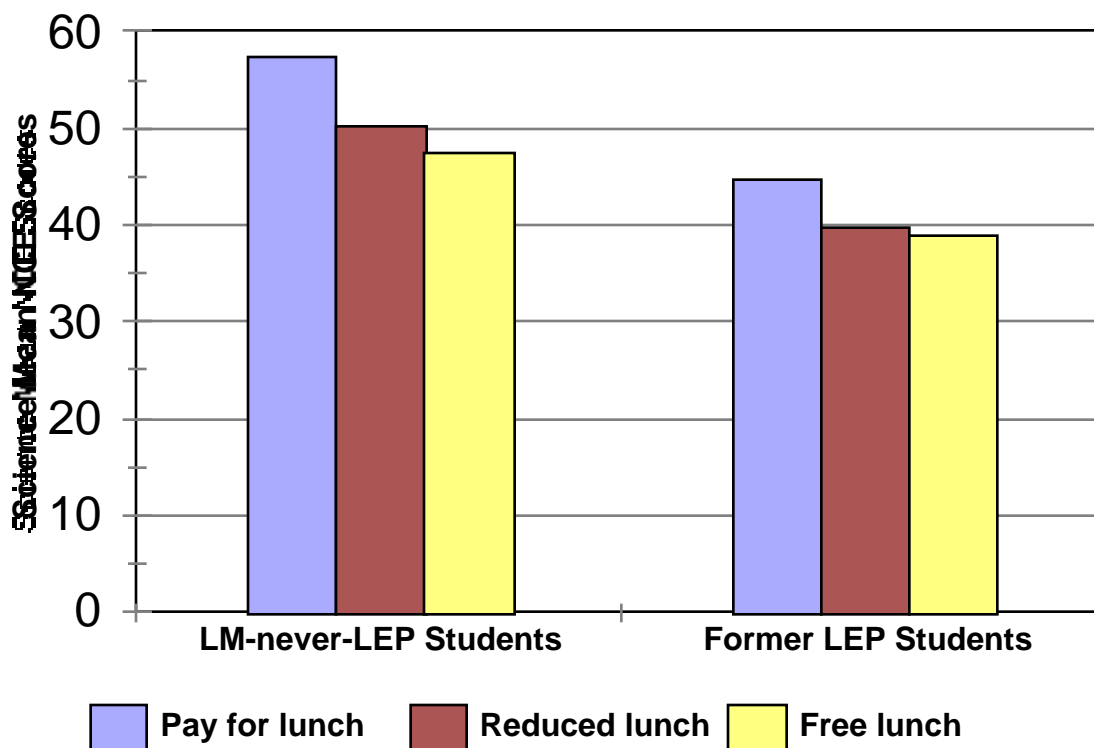
Former LEP Students = Spanish-speaking graduates of ESL Content program in mainstream

Language minority students:	Pay for lunch	N = 418
	Reduced lunch	N = 47
	Free lunch	N = 226

Former LEP students:	Pay for lunch	N = 173
	Reduced lunch	N = 70
	Free lunch	N = 260

Figure E-12
Quasi-longitudinal analyses

ITBS/TAP Gr.11 Science Scores of LMs & Former LEPs by Socioeconomic Status



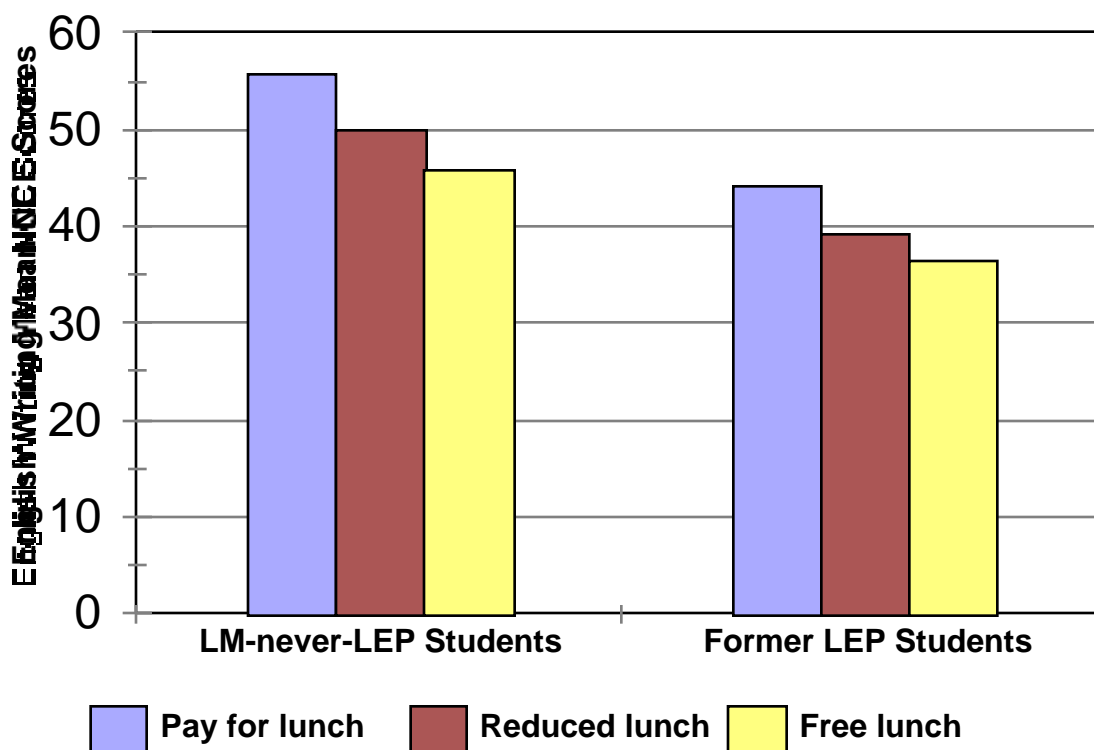
LM-never-LEP Students B Spanish-speaking language minority students in mainstream who tested proficient in English upon entry in District E

Former LEP Students B Spanish-speaking graduates of ESL Content program in mainstream

Language minority students:	Pay for lunch	N = 419
	Reduced lunch	N = 46
	Free lunch	N = 226
Former LEP students:	Pay for lunch	N = 172
	Reduced lunch	N = 70
	Free lunch	N = 258

Figure E-13
Quasi-longitudinal analyses

ITBS/TAP Gr.11 Writing Scores of LMs & Former LEPs by Socioeconomic Status



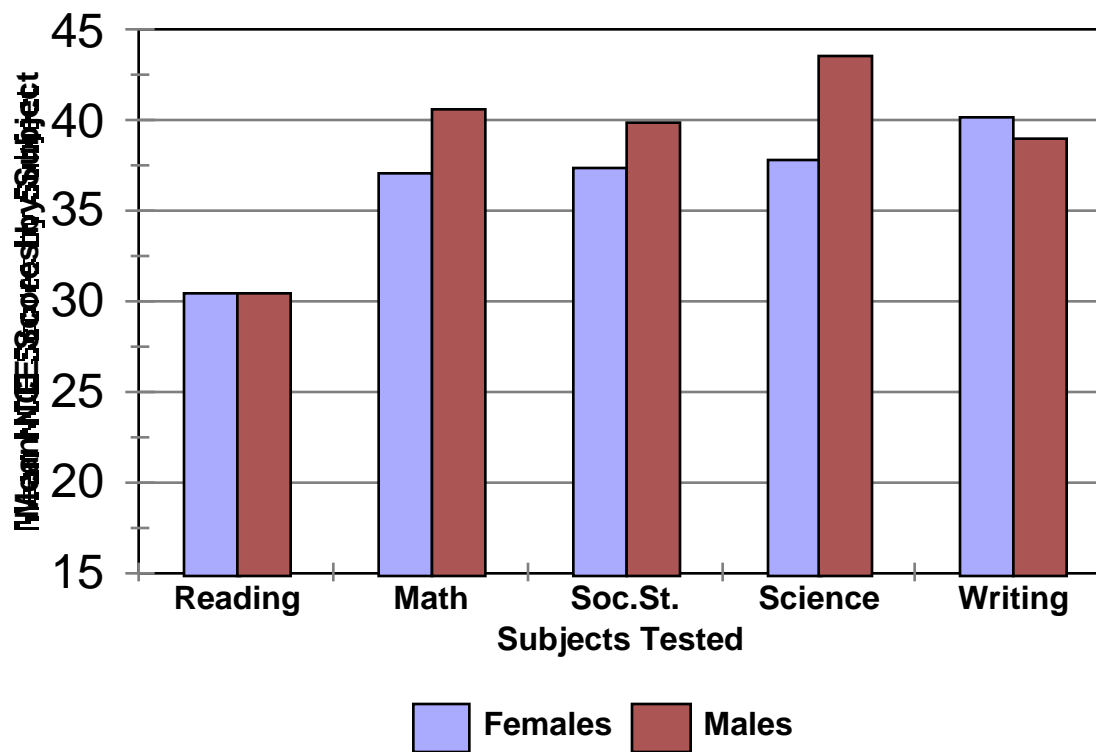
LM-never-LEP Students = Spanish-speaking language minority students in mainstream who tested proficient in English upon entry in District E
 Former LEP Students = Spanish-speaking graduates of ESL Content program in mainstream

Language minority students:	Pay for lunch	N = 424
	Reduced lunch	N = 47
	Free lunch	N = 230
Former LEP students:	Pay for lunch	N = 178
	Reduced lunch	N = 70
	Free lunch	N = 265

Figure E-14
Quasi-longitudinal analyses

All of the students in this figure were:

ITBS/TAP Grade 11 Scores
of ESL Content Graduates by Gender



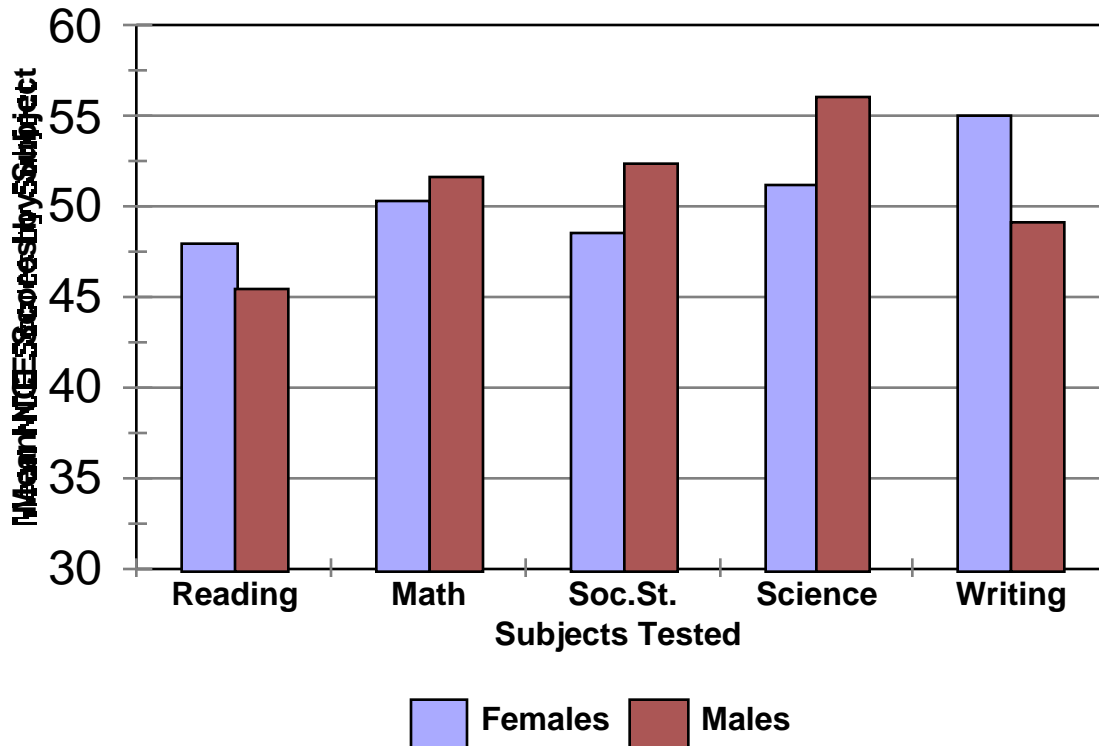
Spanish speakers
 At beginning level of English proficiency upon entry
 Enrolled in the ESL Content program upon entry
 Attended District E for at least 5 years when tested in 11th grade

Females N = 230
 Males N = 290

(Slight variations in N by subject tested - See Table E-14)

Figure E-15
Quasi-longitudinal analyses

ITBS/TAP Grade 11 Scores of Non-LEP Language Minority Students by Gender



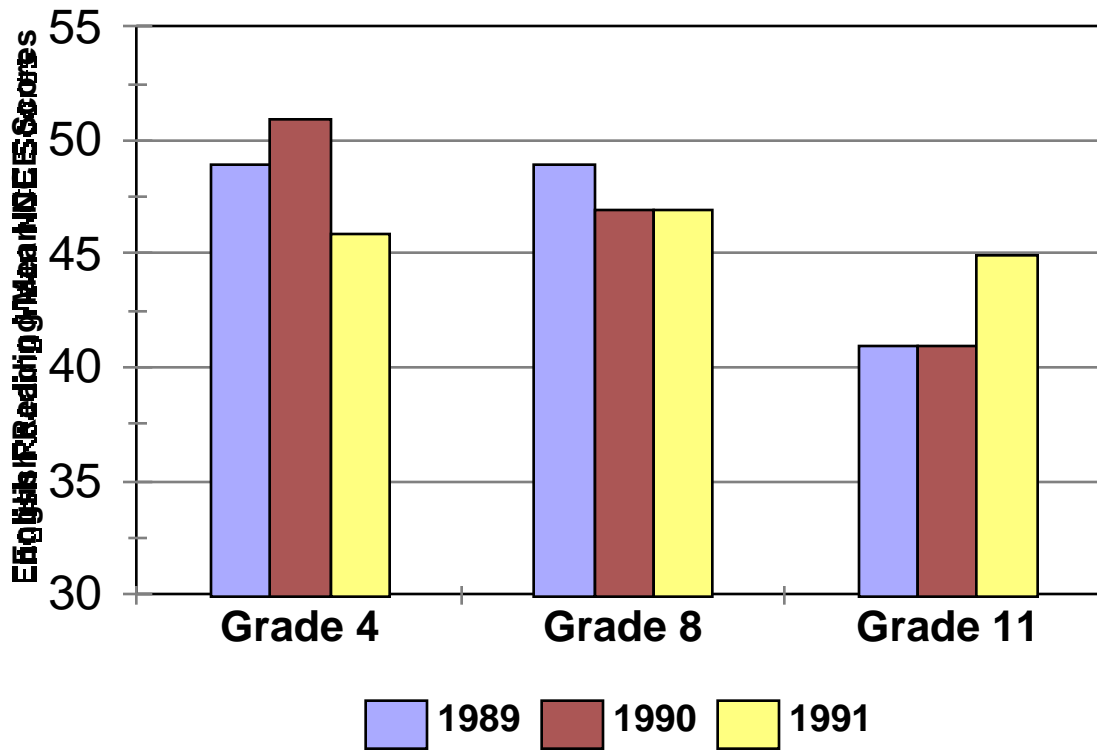
All of the students in this figure were:
 Spanish-speaking language minority students in mainstream who
 tested proficient in English upon entry in District E

Females	N = 351
Males	N = 360

(Slight variations in N by subject tested - See Table E-15)

Figure E-16
Cross-sectional analyses

**ITBS/TAP Reading Scores of Hispanics
 1989-1991**



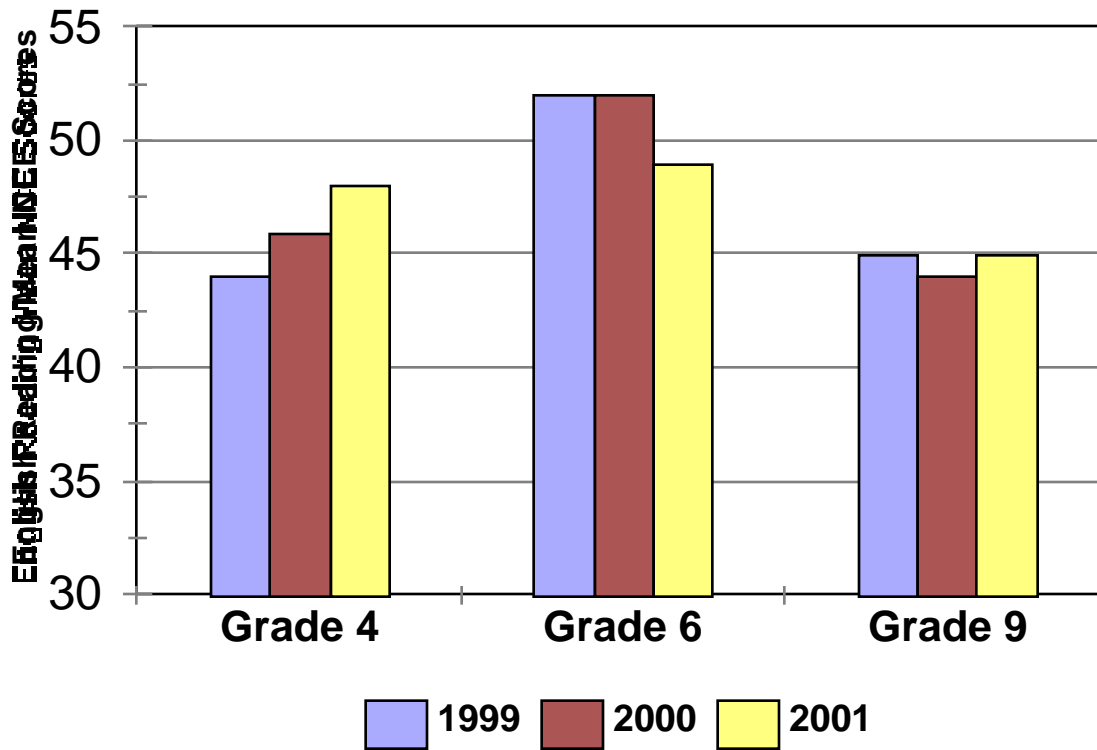
Grade 4:
 1989 N = 117
 1990 N = 127
 1991 N = 160

Grade 8:
 1989 N = 93
 1990 N = 130
 1991 N = 138

Grade 11:
 1989 N = 102
 1990 N = 113
 1991 N = 106

Figure E-17
Cross-sectional analyses

Stanford 9 Reading Scores of Hispanics 1999-2001



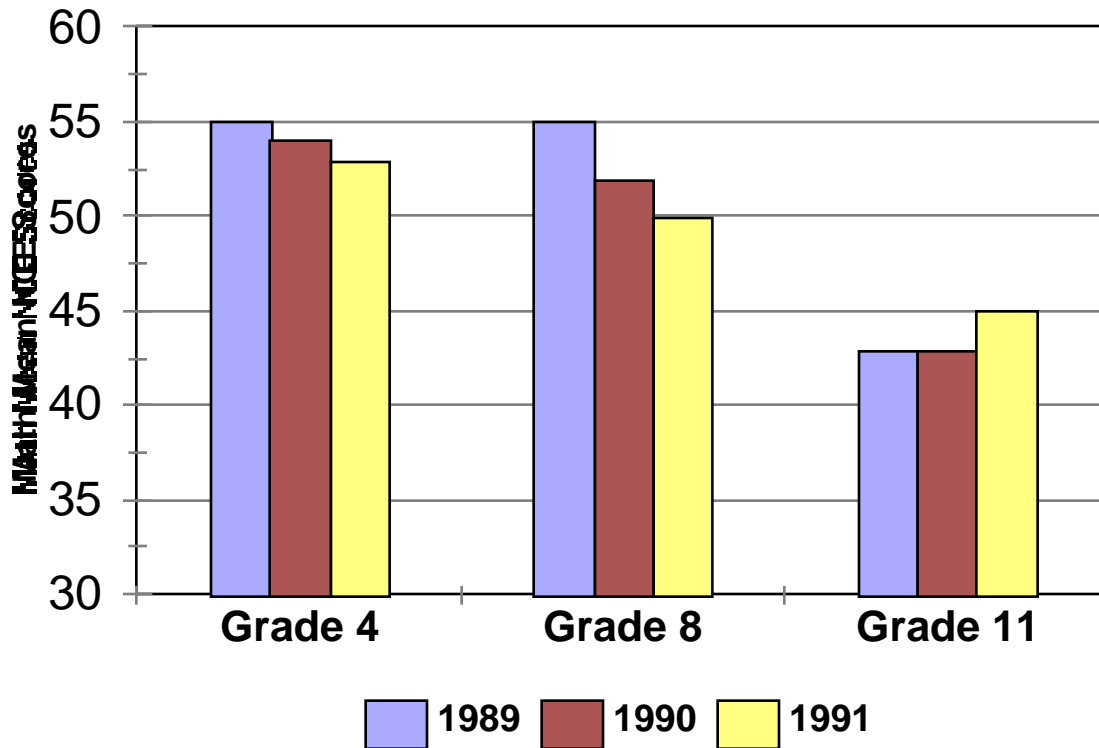
Grade 4:
 1999 N = 178
 2000 N = 172
 2001 N = 213

Grade 6:
 1999 N = 238
 2000 N = 226
 2001 N = 226

Grade 9:
 1999 N = 255
 2000 N = 315
 2001 N = 248

Figure E-18
Cross-sectional analyses

**ITBS/TAP Math Scores of Hispanics
 1989-1991**



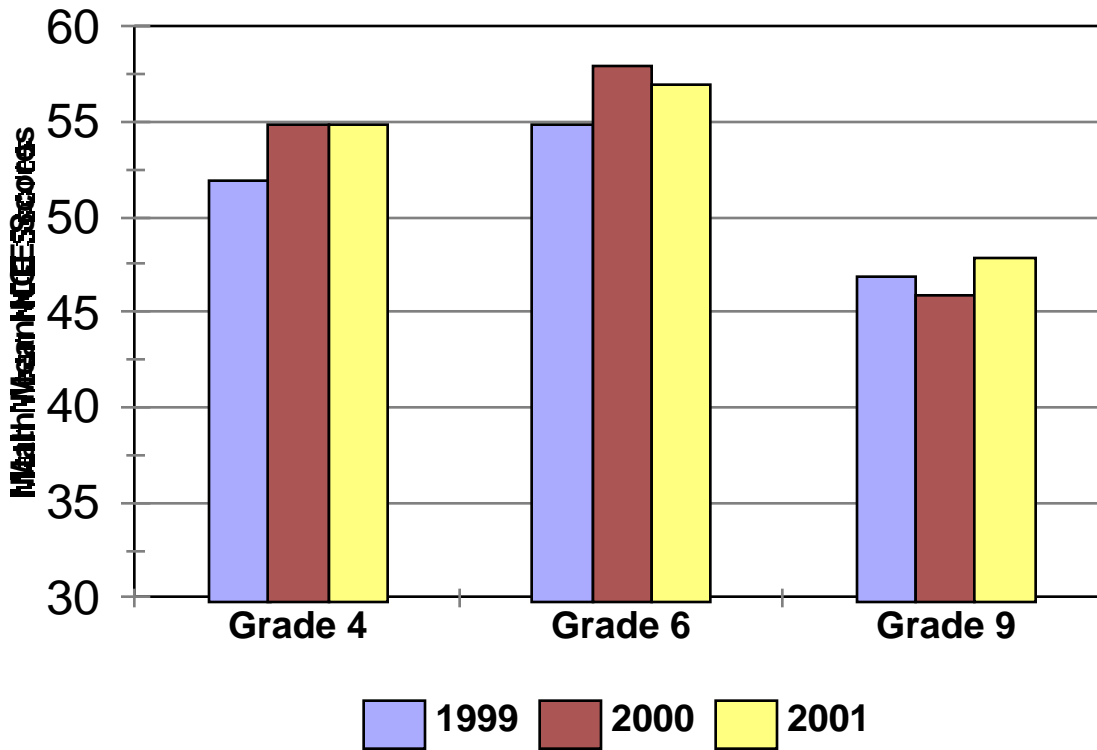
Grade 4:
 1989 N = 117
 1990 N = 127
 1991 N = 160

Grade 8:
 1989 N = 93
 1990 N = 130
 1991 N = 138

Grade 11:
 1989 N = 102
 1990 N = 113
 1991 N = 106

Figure E-19
Cross-sectional analyses

**Stanford 9 Math Scores of Hispanics
 1999-2001**



Grade 4:
 1999 N = 178
 2000 N = 172
 2001 N = 213

Grade 6:
 1999 N = 238
 2000 N = 226
 2001 N = 226

Grade 9:
 1999 N = 255
 2000 N = 315
 2001 N = 248