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ABSTRACT

In compliance with Texas state law, the Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE) with dual language instruction and English as Second Language (ESL) intensive English instruction. ESL is both a component of BE and a stand-alone program. The program in which a student participates depends on a number of student characteristics. In 1996-97, the AISD enrolled 11,500 LEP students, 92% of whom were Spanish speakers, and 3% of whom spoke Vietnamese. In 1992-93, LEP students were 10% of the district's enrollment; in 1996-97, they represented 15.2%. Compared to students district-wide, exited LEP students were retained less often, earned higher grade point averages, and had higher school leaver rates. The achievement of former LEP students generally surpasses AISD averages on the Texas Assessment of Academic Skills. However, the achievement of LEP students in the programs is generally below that of state and national comparisons, and the achievement of AISD LEP students is generally lower than that of LEP students statewide. These facts reinforce evaluation recommendations for additional support for BE and ESL programs and continued staff development. Because students who complete BE and ESL programs are usually more successful in school than LEP students who do not participate, efforts should be made to serve the 14% of LEP students whose parents refuse program services. Appendixes give the text of the pertinent state law, a list of program staff development efforts, and evaluation reports for the individual schools involved. (Contains 38 tables, 3 figures, and 3 references.) (SLD)

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*Bilingual*

ED 416 220

*ESL Programs*

*1996-97 Final Report*

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Department of Accountability, Student Services, and Research  
Office of Program Evaluation*

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### Overview

In compliance with state law (TEC Chapter 89.1265), AISD provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual-language (English and native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. The campus Language Proficiency Assessment Committee (LPAC), makes instructional placement decisions which determines the program that best addresses the student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, and program availability. Parental permission is required for participation in either program.

In 1996-97, AISD enrolled 11,520 LEP students: 92% were Spanish speakers, 3% were Vietnamese, and 5% represented other language groups. Most AISD LEP students (9,941) were served through BE or ESL. The parents of 1,579 students (14%) refused Bilingual/ESL program services for their children.

### Major Findings

1. Compared to students districtwide, *Exited LEP* students (two or more years later after exiting the Bilingual/ESL Programs) were retained less often, earned higher grade point averages (GPAs), and had higher school leaver rates. *Exited LEP* students in Group 2 had higher attendance rates in elementary and middle/junior high school for both semesters; the rate for high school was the same fall of 1996 and lower spring of 1997 than the district rate. *Exited* students in Group 1 had higher attendance rates in elementary and high school, and lower rates in middle/ junior high school than the district rates. *The achievement of former LEP students generally surpassed AISD averages on the TAAS tests. Most of the percentages passing were at the exemplary and recognized levels.* (Pages 29-33)

2. Both the number and percentage of LEP students (served plus refusals) in AISD's student population has continued to increase each year for the past nine years. *In the 1992-93 school year, LEP students comprised 10.7% of the district's students; by 1996-97 the percentage had risen to 15.2%.* (Page 8)

3. The achievement of LEP students as measured by standardized tests, including a Spanish language instrument is generally below the state and national comparisons.

- Spanish-speaking students tested in grades 3, 5, and 8, on all the subtests taken scored below the national average on the Iowa Tests of Basic Skills. (Page 9)
- LEP students speaking languages other than Spanish scored above the national average in grade 3 in Mathematics. (Page 9)
- At all grade levels, AISD LEP students scored lower than LEP students statewide on the Texas Assessment of Academic Skills (English). By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels. (Page 11)
- On the Texas Assessment of Academic Skills (Spanish), AISD LEP students scored lower than LEP students statewide in both reading and mathematics. (Page 14)
- LEP students in grade 8 scored close to the national average in reading, however, LEP students generally scored below the Spanish-speaking comparison group in Reading, Mathematics, and Composite scores. (Page 17)

<p>4. A comparison of achievement and progress indicators five years after <i>prekindergarten service</i> for a third group of identified LEP students (Group 3) shows greater percentages of the pre-K students served passed the TAAS Reading, Writing, Mathematics and all tests taken than the students not served in the pre-K program. LEP students who received program services in pre-K (Group 3) had a lower attendance rate in spring 1997, and a higher percentage was recommended for retention in the fall than the students not served in a pre-K program. (Pages 24-27)</p> <p>5. A comparison of the performance indicators for LEP students served and LEP students whose parents refused services (“refusals”) indicated that served students had higher grade point averages (GPAs), higher attendance rates in middle/junior high school and high school and lower rates in elementary school. The school leaver rate was higher for students served than for students whose parents refused program service. (Pages 34-37)</p>	<p style="text-align: center;"><u><b>Recommendations</b></u></p> <p>1. With both the number and percentage of LEP students in AISD’s student population augmenting, the district should pay increasing attention to the special needs of language minority students. In particular, the changing demographics of the district have implications for professional staff development. Both bilingual/ ESL certified teachers and regular content area teachers may consider additional endorsements and/or certifications to provide appropriate instruction to language minority students.</p> <p>2. The generally low performance of LEP students on standardized achievement tests, including a Spanish – language instrument, reinforces the continuing need to allocate resources to improve the academic progress of LEP students.</p> <p>3. The long-term benefits to some LEP students who attended prekindergarten supports the continuation of early childhood intervention to provide a solid foundation for later academic success.</p>	<p>4. The success of the Bilingual/ ESL Programs in mitigating school leaver rates at the secondary level suggests that continued service beyond the elementary level has a positive effect in assisting students.</p> <p>5. Because the available evidence indicates that, in general, LEP students who participate in the Bilingual/ ESL Programs are more successful in school than students who do not participate, more extensive efforts should be made to serve the 14% of LEP students whose parents refuse program services.</p> <p>6. The LEP Refusal File should be compared to the district’s TAAS File on a yearly basis in order to identify students who have passed the TAAS tests. The students whose parents have refused program services can therefore be removed from the LEP Refusal File.</p>
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## **BILINGUAL/ESL PROGRAMS: EVALUATION 1996-97**

### **Evaluation Mandate**

The evaluation of the district's Bilingual/English as a Second Language (ESL) Programs is the responsibility of the Office of Program Evaluation (OPE), with cooperation and assistance from the AISD's Bilingual Education Curriculum Team. The evaluation of Bilingual/ESL Programs has been mandated by state law since 1976. The Office of Program Evaluation, in collaboration with the bilingual coordinators, formulated an evaluation plan addressing critical information needs and elements specified by the law. In reference to program evaluation, Chapter 89.1265 of the Texas Education Code states the following:

a) All districts [are] required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of this title (related to Monitoring of Programs and Enforcing Law and Commissioner's Rules). (See Appendix 1 for a reproduction of the law mandating program evaluation.)

### **Evaluation Plan for 1996-97**

During the 1996-97 school year, the evaluation plan for the Bilingual/English as a Second Language (ESL) Programs was designed through an interactive process involving the bilingual coordinators and the evaluation associate. The evaluation plan specifies the evaluation questions to be answered and the information sources that will supply the responses to the evaluation questions. The evaluation plan addresses questions mandated by state law, as well as local issues. In addition to bilingual and English as a Second Language concerns, this report will include the student characteristics, the academic progress, and some information on the instructional materials purchased for immigrant students.



## Evaluation Overview

Evaluation information was obtained from various sources. The most important is the LEP master file, on which is recorded a wide range of information about each LEP student, including performance on standardized achievement tests. Achievement is tracked over time. Other demographic and outcome information (e.g., attendance, discipline, potential retention rates, and school leaver rates) are secured from a range of computer files maintained centrally on AISD's mainframe computer. Program effectiveness is also gauged by the comparison of these outcome indicators for LEP students being served and for the LEP students whose parents refuse program services.

Data for the 1996-97 evaluation were obtained from the following sources:

- OPE's GENeric Evaluation SYStem (GENESYS) provided demographic, progress, and achievement information about program students. GENESYS, a custom-designed software package written in the Statistical Analysis System (SAS) language, accesses student data files maintained on the district's mainframe computer, and creates group profiles for any given set of students. Due to difficulties with the discipline database, the discipline percentages may be underreported.
- The Student Master File provided basic information about student grade level, ethnicity, and low-income status.
- The LEP Master File provided information about students' LEP status, home language, language dominance, and program service dates.
- A survey of teachers, conducted as part of the annual OPE's Employee Coordinated Survey, elicited information and opinions from bilingual/ESL and general education teachers about the type of training needed in the district.
- Programmatic information and professional staff development details were provided by the bilingual coordinators.
- Emergency Immigrant Program (EIP) expenditures were obtained from program budget records supplied by program staff.
- Prior-year information concerning LEP students was obtained from published OPE reports.

*Unless otherwise noted, all numbers reported were obtained from computer datasets used for the state-required Public Education Information Management System (PEIMS) fall reporting or the district-maintained LEP Master File.*

### Program Overview

Texas law requires that all students with a Language Other Than English (LOTE) be assessed in a timely manner to determine their English proficiency. Those students identified as limited English proficient (LEP) must be provided one of two basic programs:

- Bilingual education (BE), a transitional program of dual-language instruction including instruction in the home language, and English as a Second Language (ESL) be provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or
- English as a Second Language (ESL), a program of specialized instruction in English be provided to students who do not receive BE and to students whose parents refuse dual-language instruction.

In compliance with state law, AISD provides programs to serve students identified as limited English proficient: bilingual education which provides dual language instruction in major content areas; and English as a Second Language which provides intensive English instruction. ESL is both a component of Bilingual Education and a stand-alone program. Services for language minority students are also provided through special education. The student's Language Proficiency Assessment Committee (LPAC), who makes instructional placement decisions determines which program can best address the student's language needs. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. *Parental permission is required for all programs.*

Table 1 presents the number and percent of students served in each program, as well as the number and percent of parental refusals. For the 1996-97 school year, there were 11,520 LEP students; however, program service was not recorded in the LEP Master File for 101 students.

Table 1: Program Service to LEP Students, Pre-K-12, 1996-97

Program	Number of Students	Percent of Students
Bilingual	6,209	54%
ESL	2,315	20%
Special Education in Bilingual/ESL	708	6%
Parental Refusal in Bilingual; Served in ESL	608	5%
Parental Refusal	1,579	14%
Data Not Available	101	1%
<b>Total</b>	<b>11,520</b>	<b>100%</b>

## Transfers

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual at elementary and ESL at middle/junior high and high school) are offered. Limited transportation is provided by the district at all grade levels. In 1996-97, there were 68 bilingual transfers (49 were Vietnamese, 17 were Spanish, and 2 were Other). With the exception of grade 6, transfers occurred at all grade levels, although more transfers took place at the elementary level (78%) than at the secondary level (22%) (see Table 2). The number of students requesting transfers has declined for the past two school years.

Table 2: Bilingual Transfers, Pre-K-12, 1996-97

Grade	Spanish Students Transferred	Vietnamese Students Transferred	Other	Total Students Transferred
Pre-K	0	3	0	3
1	1	5	0	6
2	2	5	0	7
3	1	17	1	19
4	2	6	0	8
5	2	7	1	10
<b>All Elementary</b>	<b>8</b>	<b>43</b>	<b>2</b>	<b>53</b>
6	0	0	0	0
7	0	4	0	4
8	0	2	0	2
9	4	0	0	4
10	1	0	0	1
11	2	0	0	2
12	2	0	0	2
<b>All Secondary</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>15</b>
<b>Total</b>	<b>17</b>	<b>49</b>	<b>2</b>	<b>68</b>

## DESCRIPTION OF THE LEP POPULATION IN AISD

### Number Served

In the 1996-97 school year, 9,941 limited English proficient students were served by the district's Bilingual Education/ESL Programs – 7,466 elementary students (grades pre-K–6), 1,383 middle school students (grades 6-8), and 1,092 high school students (grades 9-12). The parents of an additional 1,579 LEP students refused program services (see Table 3). The total number of LEP students in AISD in 1996-97, including the number served and parent refusals, was 11,520.

Table 3: LEP Students Served, and Parent Refusals, by Grade, 1996-97

Grade	Number Served	Parent Refusals	Total
Pre-K	1,157	13	1,170
K	1,245	18	1,263
1	1,232	22	1,254
2	1,076	56	1,132
3	1,047	62	1,109
4	878	62	940
5	749	74	823
6	82	10	92
<b>Elementary Pre-K-6</b>			
Total	7,466	317	7,783
6	472	163	635
7	511	206	717
8	400	239	639
<b>Middle School 6-8</b>			
Total	1,383	608	1,991
9	594	332	926
10	243	168	411
11	166	89	255
12	89	65	154
<b>High School 9-12</b>			
Total	1,092	654	1,746
<b>Total Pre-K-12</b>	<b>9,941</b>	<b>1,579</b>	<b>11,520</b>

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## Ethnicity

Table 4 shows a breakdown of the 9,941 LEP students served by ethnicity, and grade span in AISD. The majority of students served in each grade span were Hispanic; the second-largest ethnicity represented at each grade span was Asian.

Table 4: Number and Percent of LEP Students Served By Ethnicity, and Grade Span, 1996-97

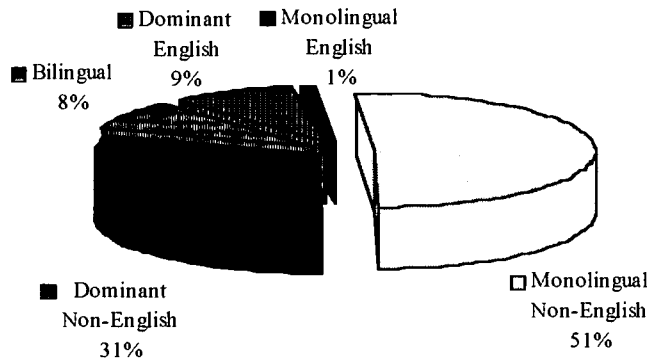
Ethnicity	Pre-K-5	6-8	9-12	Pre-K-12
Hispanic	6,783 92%	1,387 95%	1,016 93%	9,186 92%
Asian	483 7%	55 4%	66 6%	604 6%
White	87 1%	15 1%	8 1%	110 1%
African American	18 <1%	7 <1%	2 <1%	27 <1%
Native American	13 <1%	1 <1%	0 0	14 <1%
Total	7,384 100%	1,465 100%	1,092 100%	9,941 100%

## Language Dominance

Figure 1 displays the percent of LEP students served by language dominance. One half of the AISD LEP population (51%) is non-English monolingual, and 31% of the students are dominant in a language other than English. A total of 82% of students receiving alternative language program services are either monolingual or dominant in a language other than English. A child is considered monolingual if he or she speaks only one language. A child who speaks mostly one language and a little of another language is considered dominant in the first language.

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Figure 1: LEP Students Served, by Language Dominance, Pre-K-12, 1996-97



**Languages Spoken**

Most LEP students served were Spanish speakers (92%). Speakers of Vietnamese made up the next largest segment of the AISD LEP population (3%), followed by Chinese (1%) and Korean (1%), Laotian (<1%), and all others language (3%) (see Table 5). In 1996-97, LEP students at AISD represented 50 language groups.

Table 5: Languages Spoken by LEP Students, Pre-K-12, 1996-97

Language	Number Served	Percent of Students
Spanish	10,644	92%
Vietnamese	331	3%
Korean	117	1%
Chinese	99	1%
Cambodian	14	<1%
All Others	315	3%
<b>Total</b>	<b>11,520</b>	<b>100%</b>

**Demographics**

Table 6 presents demographic information on AISD’s LEP students for 1996-97. Most language minority students are from low-income families. As these students progress through school, a greater percent of them become overage for their grade. For the 1996-97 school year, 35% of LEP middle school students were overage, and two thirds (64%) of LEP high school students were overage.

Table 6: LEP Students Served, Demographic Indicators, 1996-97

Demographic Indicators	Elementary		Middle School		High School	
	#	%	#	%	#	%
Low Income	6,593	92%	1,204	91%	883	83%
Overage	450	6%	459	35%	676	64%
Special Education	566	8%	181	14%	72	7%
Gifted and Talented	75	1%	5	0%	1	0%

### Growth in AISD Population

The growth of LEP students (served plus refusals) has increased each year for the past nine years (see A&E Publication No. 94.05). Table 7 includes the number of LEP students (served plus refusals) for the past five years.

Table 7: Growth of LEP Population (Served Plus Refusals), 1992-93 Through 1996-97

School Year	Number of Students	Increase
1996-97	11,520	+1,230
1995-96	10,290	+1,151
1994-95	9,139	+1,050
1993-94	8,089	+716
1992-93	7,373	+888

The percentage of LEP students as a portion of the AISD population has also increased each year over this time period. In the 1992-93 school year, LEP students comprised 10.7% of the district's students; by 1996-97, the percentage had risen to 15.2%. Table 8 reflects this upward trend.

Table 8: LEP Students (Served Plus Refusals) as a Percent Of AISD Population  
1992-93 Through 1996-97

School Year	# of LEP Students	# of AISD Students	% of LEP Students
1996-97	11,520	75,330	15.2%
1995-96	10,290	74,274	13.9%
1994-95	9,139	72,711	12.6%
1993-94	8,089	70,294	11.5%
1992-93	7,373	69,094	10.7%

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## FINDINGS – ACADEMIC PROGRESS

### Iowa Test of Basic Skills (ITBS)

The ITBS is a norm-referenced test (NRT) designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents or GEs) compare a student's performance with that of a national sample of students at the same grade. In 1996-97, students in grades 3, 5, and 8, took the ITBS. The 1996-97 school year was the third year the district administered the norm-referenced tests in the fall semester.

Table 9 presents the fall 1996 test results from the ITBS for LEP students.

- Spanish-speaking LEP students at all grade levels, on all tests, scored below the national average. The testing was at the end of October, the second month of school; hence, the national mean grade equivalent (GE\*) was X.2, where X is the grade level, e.g. 2.2 at grade 2.
- The difference between AISD means and the national means increases for both Spanish and other language(s) as the grade level increases.
- LEP students speaking other languages scored above the national average in grade 3 in mathematics.

Table 9: LEP Achievement, ITBS, 1996-97

Spanish Language								
Grade Level	Reading		Language		Mathematics		Composite	
	#	Mean	#	Mean	#	Mean	#	Mean
	Tested	GE*	Tested	GE*	Tested	GE*	Tested	GE*
3	283	2.1	29	2.0	290	2.5	28	2.2
5	378	3.2	378	3.4	380	3.8	365	3.4
8	154	4.6	158	4.5	157	5.3	142	4.7
Other Language								
Grade Level	Reading		Language		Mathematics		Composite	
	#	Mean	#	Mean	#	Mean	#	Mean
	Tested	GE*	Tested	GE*	Tested	GE*	Tested	GE*
3	56	2.9	0	-	55	3.4	0	-
5	17	3.8	17	4.6	18	4.5	16	4.4
8	14	5.5	14	5.7	15	8.2	14	6.4

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### Texas Assessment of Academic Skills (TAAS) – English

The Texas Assessment of Academic Skills (TAAS) is a state-mandated, criterion-referenced test (CRT) which has been administered since the 1990-91 school year. The TAAS replaced the earlier Texas Educational Assessment of Minimum Skills (TEAMS) which was administered from 1985-86 through 1989-1990. Mastery of the Exit-Level TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 have also been tested in writing. In 1993-94, science and social studies were administered in grades 4 and 8, but since that school year science and social studies continue to be administered only to students in grade 8. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning in grade 10) continues to be a requirement for graduation.

Figure 2 presents results from the 1996-97 TAAS administrations to LEP students in grades 3-8 and 10. Percent passing (“percent meeting minimum expectations”) is shown for each grade for reading, mathematics, and all tests taken. As shown in the figure, the highest percentage of LEP students passing the TAAS in AISD occurred in reading and mathematics at grade 3, followed closely by mathematics at grade 5 and all tests taken at grade 3. The lowest percentage passing occurred at grade 8 on all tests taken, followed closely by grade 10. Grade 3 had the highest percentage of LEP students passing all tests taken, and grade 8 had the lowest percentage.

Figure 2: 1996-97 LEP Students, Percent Passing English TAAS

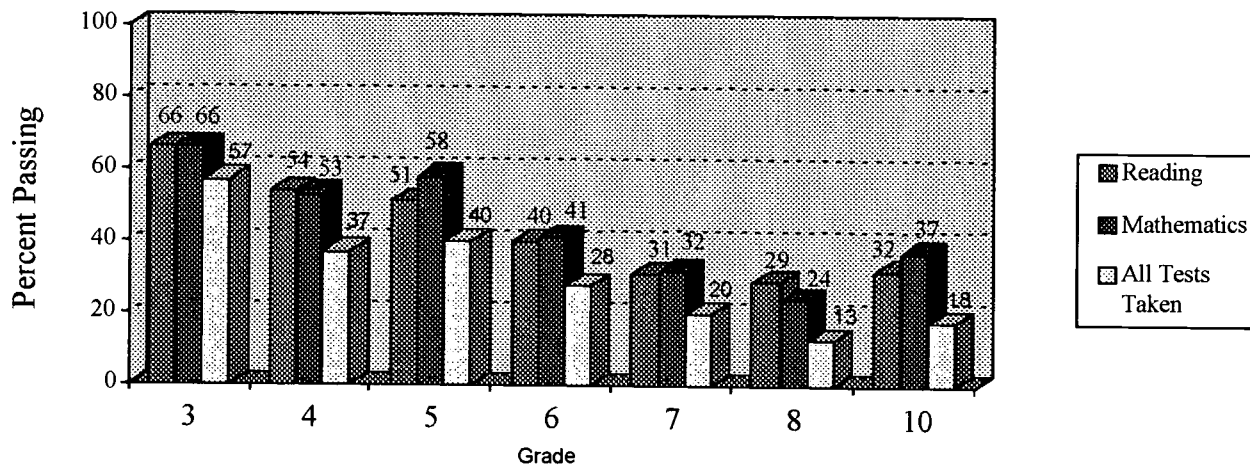
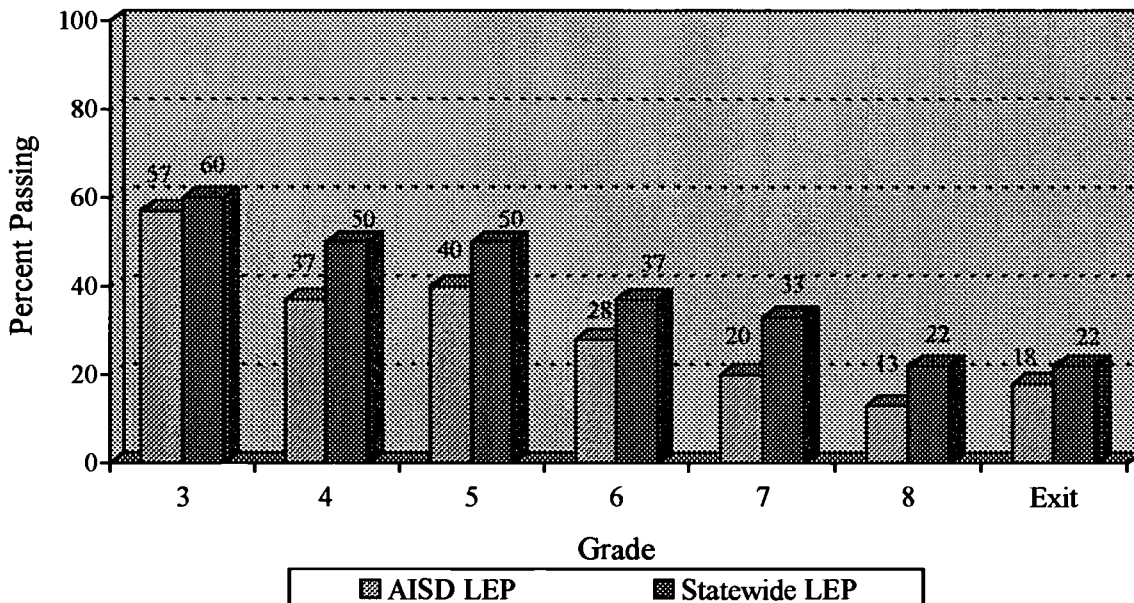


Figure 3 compares the percent of AISD LEP students passing all TAAS tests taken at each grade level to the corresponding percent of LEP students throughout the state for Spring 1997. At all grade levels, AISD LEP students scored lower than LEP students statewide. The largest differences are in grades 4 and 7, where only 37% and 20% of AISD LEP students passed all tests taken, compared to 50% and 33% respectively statewide. By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels. Among non-LEP students, the largest differences were at grades 7 and 8; 63% and 54% of non-LEP AISD students passed all tests taken compared to 75% and 66% of non-LEP students statewide.

Figure 3: Percent Passing All Tests Taken on English TAAS  
AISD LEP Students vs. Statewide LEP Students



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Table 10 shows the difference in percent passing for LEP students between the 1996-97 and 1995-96 school years. The percent passing in 1995-96 was subtracted from the percent passing in 1996-97 for each grade and for each area, i.e. all tests taken, reading, and mathematics. Increases indicate more students are passing TAAS. In 21 comparisons, increases in percentages passing were made in:

- All tests taken: grades 3, 5, 6, 7, 8, and Exit Level;
- Reading: grades 3, 4, 5, 6, 8, and Exit Level; and
- Mathematics: grades 3, 5, 6, 7, 8, and Exit Level.

Decreases occurred in three grades, in grade 4 mathematics and all tests taken, and in grade 7 reading. When comparing the differences in percent passing to the previous school year, more increases were made in 1996-97.

Table 10: LEP Students, Two-Year Comparison of English TAAS Scores, Differences in Percent Passing, 1995-96 and 1996-97

Grade	All Tests Taken			Reading			Mathematics		
	1995-96	1996-97	Difference	1995-96	1996-97	Difference	1995-96	1996-97	Difference
3	37%	57%	+10	49%	66%	+17	53%	66%	+13
4	39%	37%	-2	51%	54%	+3	55%	53%	-2
5	38%	40%	+2	50%	51%	+1	50%	58%	+8
6	28%	38%	+10	29%	40%	+11	33%	41%	+8
7	18%	20%	+2	41%	31%	-10	25%	32%	+7
8	8%	13%	+5	24%	29%	+5	17%	24%	+7
Exit	5%	18%	+13	20%	32%	+12	29%	37%	+8

## TAAS – Spanish

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and thereby better address their educational needs, the State Board of Education has called for phasing in Spanish versions of the TAAS assessments at grades 3-6. Spanish-version tests are being developed for these grades because many Spanish-dominant students receive academic instruction in Spanish at these grade levels. Data from the Spanish – version assessments will be used in the state’s accountability system. The Spanish TAAS, based on the Texas Education Agency’s (TEA) essential elements, will provide a vehicle for examining the annual progress in student performance.

The Spanish-version TAAS tests in reading and mathematics are designed to be as comparable as possible to the English language assessments. An approach to test development that helps ensure the assessment of comparable content is the “transadaptation” of existing items in English. “Transadaptation” describes an adaptive translation process that maintains comparable academic content while accommodating differences in cultural content and readability levels inherent between languages. This approach allows the translator/adaptor to modify the resulting text for the population for which it was intended.

In order to develop the Spanish version items, a process that occurs annually, a team of the test contractor’s translators/adaptors creates the first draft of the test items. The team is composed of educators, test development specialists, native Spanish speakers from a wide range of Spanish-speaking areas, and experienced editors. The team is directed to develop Spanish version items that are linguistically appropriate, free from bias, and comparable in content and complexity to the English versions. Translators rely on the state-adopted textbooks in Spanish, current bilingual education methodologies, and input from Texas bilingual educators to guide their work. Regionalisms that may place some students at an advantage over others are avoided, and translators are instructed to use language that would be familiar to Texas students receiving academic instruction in Spanish.

Prior to implementing the Spanish TAAS tests, statewide field testing is conducted. During the benchmark administration of the tests, bilingual educators are asked to complete adequacy-of-preparation surveys to evaluate the appropriateness of each item for the students assessed. The ultimate goal of the TAAS development process in English and Spanish is to allow students to demonstrate their academic skills using appropriate, comparable content that is consistent with the state curriculum. In this manner, the TAAS assessments will be useful vehicles for examining annual progress in student performance.

AISD was selected as a field test site for the administration of the Spanish version of the TAAS tests in reading and mathematics to the third and fourth grades in spring and summer 1995. In the spring of 1996, the state benchmarked the Spanish-version reading and mathematics tests for Grades 3 and 4. Field testing for the Spanish-version writing test at Grade 4 and the reading and mathematics tests at Grades 5 and 6 was conducted in spring of 1996. The “Implementation Schedule” for TEA states that all Spanish-version tests will be fully implemented by the spring of 1998. For the past two school years, the testing dates for administering the Spanish TAAS have coincided with the dates for the English TAAS administration.

In 1996-97, a total of 483 AISD third graders participated in the Spanish testing program, taking both the TAAS Reading and Mathematics tests. The total number of students who participated in the TAAS Reading and Mathematics tests in the fourth grade was 280 in reading, and 282 in mathematics. Statewide, 44% of third grade students passed reading and 52% mastered mathematics. Throughout the state, 36% of the students in the fourth grade passed the reading portion of the Spanish TAAS, and 46% mastered the mathematics section of the test. Like their peers throughout the state, LEP students in AISD had a higher percent passing the Mathematics Tests than the Reading Tests. Overall, LEP students at AISD had lower percent passing scores than LEP students statewide. Table 11 presents the results of the Spanish TAAS in AISD for Grades 3 and 4.

Table 11: Spanish TAAS, Grades 3 and 4, 1996-97

Grade	Reading		Mathematics	
	#	%	#	%
3	164	34%	197	41%
4	71	25%	101	36%

The 1996-97 school year was the benchmark year for the Spanish Writing Test in the fourth grade, and for the Spanish Reading and Mathematics Tests in grades fifth and sixth. Tables 12-14 present the preliminary results for grades 4, 5, and 6. The passing standards have not been established; but the percentages passing 70 items correctly were low, especially in mathematics, grade 6.

Table 12: Spanish TAAS Writing Performance, Grade 4, 1996-97

Indicator	Writing
Number Tested	287
Average Raw Score	16
Total Items	28
<b>Met Minimum Expectations at Possible Standards</b>	
60% Items Correct	52% (N=149)
65% Items Correct	44% (N=126)
70% Items Correct	38% (N=110)
75% Items Correct	34% (N=97)

Table 13: Spanish TAAS Reading and Mathematics Performance, Grade 5, 1996-97

Indicator	Reading	Mathematics
Number Tested	206	198
Average Raw Score	25	30
Total Items	40	52
<b>Met Minimum Expectations At Possible Standards</b>		
60% Items Correct	54% (N=111)	47% (N=93)
65% Items Correct	43% (N=89)	44% (N=87)
70% Items Correct	37% (N=77)	33% (N=66)
75% Items Correct	31% (N=63)	28% (N=55)

Table 14: Spanish TAAS Reading and Mathematics Performance, Grade 6, 1996-97

Indicator	Reading	Mathematics
Number Tested	148	144
Average Raw Score	28	30
Total Items	40	56
<b>Met Minimum Expectations At Possible Standards</b>		
60% Items Correct	52% (N=77)	40% (N=57)
65% Items Correct	42% (N=62)	31% (N=44)
70% Items Correct	32% (N=47)	23% (N=33)
75% Items Correct	18% (N=27)	19% (N=28)

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### La Prueba de Realización

For students whose primary language is not English, an English-language achievement test may not provide an accurate assessment of the students' academic proficiency and progress. For LEP students whose primary language is Spanish, it may be more appropriate to test with an instrument written in Spanish. AISD uses La Prueba de Realización, Segunda Edición (Tests of Achievement, Second Edition) for students designated by their LPACs to be tested in Spanish. National norms were developed for the test in 1990. For comparison of individual and group performances with that of Spanish-speaking students nationwide, students' raw scores can be converted to national percentiles.

Table 15 presents the mean percentiles in Reading, Mathematics and on the Composite scores, by grade level for 1996-97. As the table shows:

- In 1996-97, LEP students in grade 8 scored close to the national average in reading.
- As in previous years, LEP students generally scored below the Spanish-speaking national comparison group on Reading, Mathematics, and Composite scores.

Table 15: La Prueba de Realización, Mean Percentiles, 1996-97

Grade	Reading		Mathematics		Composite	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
1	42	22	41	17	41	16
2	21	30	21	30	21	30
3	89	28	86	25	65	24
4	71	25	71	24	67	24
5	20	21	20	28	19	30
6	19	16	19	16	18	14
7	86	34	82	22	79	29
8	86	49	81	39	79	37

With the development of the state-mandated tests in Spanish, there has been a decline in the number of students taking the La Prueba de Realización; therefore matched groups of students are increasingly difficult to establish. In the future, more LEP students will be assessed in grades 3-6 with the Spanish TAAS, but the La Prueba de Realización will be used as an alternative assessment when it is deemed appropriate.

To obtain a picture over time of the achievement of the Spanish-speaking students tested with La Prueba de Realización, students who were tested in both 1995-96 and 1996-97 were matched and two-year achievement gains calculated. To be included in the analyses, students had to have both a pre- and posttest and had to have been promoted to the next grade. Retainees were therefore excluded. Scores from the matched groups constitute a longitudinal comparison.

Table 16 presents the results of the matched group analyses. A total of 59 students were tested both years and the number of students who took different tests varied. For grades 3 and 5 there were no student who met the criteria for the matched groups. The scores are shown in percentile ranks.

- From 1995-96 to 1996-97, students who took La Prueba made mean percentile point gains in 5 of 15 comparisons.
- Students in grade 2 made gains in mathematics; eighth graders made gains in reading, and in their composite scores while maintaining the same rank in mathematics. Seventh graders made gains in mathematics and in their composite scores.

Table 16: La Prueba de Realización, Matched Groups, 1996-97

Grade	Number Tested	1995-1996	1996-97	Difference
Reading				
2	5	64	51	-13
4	12	20	16	-4
6	3	35	16	-19
7	5	21	17	-4
8	34	45	55	+10
Mathematics				
2	5	59	66	+7
4	12	46	24	-22
6	3	41	7	-34
7	5	16	22	+6
8	33	39	39	-0-
Composite				
2	2	61	50	-11
4	12	24	18	-6
6	3	37	9	-28
7	5	14	17	+3
8	33	43	46	+3



### English Proficiency

The district's objective is to help LEP students attain English proficiency and meet the state's performance standards. The exit criteria for LEP students are primarily determined by state law and the district's criteria reflects adherence to the state mandate. In AISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status, a student must:

- Score at least at the 40<sup>th</sup> percentile in both the English reading and the English language arts sections on the Iowa Tests of Basic Skills (ITBS), or
- Pass all three Texas Assessment of Academic Skills (TAAS) tests (Reading, Mathematics, and Writing) in English.

A student's LPAC may choose to have an oral proficiency test, such as the Language Assessment Battery (LAB) or the Individual Diagnostic English Assessment (IDEA), administered for additional information. In making the determination, the LPAC also considers the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited student is monitored for two years to ensure he/she has been successful in an all English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

### Number of Exits

Prior to the 1992-93 school year, it was possible to determine how many students exited the program in a given school year. In the 1993-94 school year, a district student assessment task force made the recommendation that the district's standardized achievement testing program be changed from a spring to a fall administration of selected grades in fall 1994. Because of the changes in the testing schedule at the district level, the LPAC decisions were delayed and student exits were recorded on the master LEP file on an ongoing basis instead of at a single time during the school year. In the face of this difficulty, it was decided that a modification was necessary of when exited LEP students were counted. A single-year span was deemed an unreliable reflection of the number of LEP exits; therefore a two-year span was selected.

In 1994-95, the first group (Group 1, Exit Years, August 25, 1992 through May 31, 1994) of LEP student exited in a two year span was identified. The number of students exited during that period was 454. To avoid any overlapping of students and to have a two-year span, the exit dates for the second group (Group 2, Exit Years, June 1, 1994 through May 31, 1996) were determined. The number of LEP students who were exited from the alternative language program with Group 2 was 444. Both groups of student were revisited with OPE's GENeric Evaluation SYStem (GENESYS) at the end of the 1996-97 school year to ascertain current grade levels as well as other relevant academic data and progress indicators. Longitudinal information for both groups will be included in the Longitudinal Studies section of this report. Table 17 presents the grade levels of the exited LEP students and shows LEP students progressing from one grade to the next grade.

Table 17: Grade Levels of Exited LEP Students, 1992-1996

1996-97 Grade Level	Exited LEP Students	
	8/25/92 through 5/31/94 Group 1	6/1/94 through 5/31/96 Group 2
3	0	0
4	0	43
5	38	62
El 6*	62	64
<b>Elementary</b>		
<b>Total</b>	100	169
MS 6*	0	5
7	62	82
8	64	57
<b>Middle /Junior</b>		
<b>High Total</b>	126	144
9	41	25
10	23	12
11	17	14
12	7	23
<b>High School</b>		
<b>Total</b>	88	74
<b>Total</b>	314	387

\*El 6 = Elementary 6 \*MS 6 = Middle school grade 6

The LEP students who exited the alternative language programs in 1996-97 will be counted with the LEP students who will be exited in the 1997-98 school year, they will constitute Group 3.

### Other Indicators

In addition to performance indicators on standardized tests, other variables provide useful information regarding student progress. Table 18 compares the performance of the 1996-97 served LEP students with students districtwide in terms of attendance, discipline, potential retention, and school leaver rates, and mean grade point average (GPA). Data were obtained from GENESYS for the spring 1997 semester for 9,537 LEP students. As seen in Table 18:

- The attendance rate of LEP students at the elementary grades was slightly higher than that of elementary students districtwide, and the discipline rate was slightly lower.
- At middle/junior high school and at high school, the attendance rate was lower than for students districtwide. The discipline rate was higher for the LEP students in middle/junior high, and in high school the rate was the same for both groups. Due to difficulties with the discipline database, the discipline rates may be underreported.
- LEP students at all grade levels were recommended for potential retention at higher rates than students in the general student population.
- The school leaver rate for middle/junior high school LEP students was lower than the districtwide rate. For high school LEP students, the school leaver rate was higher than for students districtwide.

Table 18: Progress Indicators, LEP Programs Compared to Overall District, Spring 1997

Progress Indicators	Elementary		Middle/Junior High School		High School	
	LEP	District	LEP	District	LEP	District
Attendance Rate	95.6%	95.1%	91.9%	92.3%	84.4%	89.8%
Discipline Rate	0.1%	0.3%	4.8%	3.2%	2.9%	2.9%
Potential Retention Rate	0.7%	0.5%	14.0%	10.0%	13.6%	8.5%
School Leaver Rate	N/A	N/A	0.9%	1.0%	7.4%	4.7%
Mean GPA	N/A	N/A	81.0	83.4	74.4	78.9

## **ALTERNATIVE LANGUAGE PROGRAM /BILINGUAL /ESL /PROFESSIONAL STAFF DEVELOPMENT**

In compliance with State law, the 1996-97 evaluation plan for the Bilingual/ESL Programs included evaluation questions concerning the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 1996-97 school year, the district's bilingual coordinators collected sign-in sheets, workshop information sheets for the Professional Development Academy (PDA), correspondences to campuses, staff development agendas and workshop descriptors, substitute teacher charge forms, and copies of evaluation forms from workshop participants, and other relevant information to answer the questions.

Most of the training occurred at AISD's Professional Development Academy (PDA), which is the district's facility for professional staff development. The Spanish Reading Workshop was held at the Holiday Inn South and the Work Session for Secondary Handbook took place at the Carruth Administration Center (CAC).

### **Number of Teachers and Teacher Assistants Trained**

In 1996-97, a total of 420 staff members participated in professional staff development for teachers and teacher assistants of LEP students. Of the 420 participants, two were elementary teacher assistants, one was a bilingual teacher assistant, one was assigned to special education, and the rest were teachers.

One hundred nineteen teachers attended six all-day workshops for a cumulative total of 4,284 hours of training. Five workshops were three-hour (1/2 day) activities and 138 teachers were participants, totaling 2,070 hours of training. Four workshops consisted of two hours and 84 teachers participated for a total of 672 training hours. Finally, 79 teachers participated in five workshops lasting one hour for a total of 395 hours of professional staff development. Altogether, 64 hours of staff development training on topics related to bilingual education were delivered to 420 participants, for a total of 7,421 hours of professional staff development.

### **Frequency of Training**

Professional staff development transpired throughout the academic year. Thirteen workshops were held during the 1996 fall semester, and seven were held during the spring semester. The collaboration of the bilingual coordinators resulted in a total of 20 professional development workshops.

Six workshops were all-day commitments for teachers, beginning at 8:30/9:00 AM and ending at 3:30/4:00 PM. Of the five workshops lasting three hours, one was held in the morning from 8:30 AM until 11:30 AM, and four were held from 3:15/3:30 PM until 6:00/6:30 PM; and the remaining nine workshops that lasted one to two hours were all held in the afternoon. Appendix B lists all 20 workshops and the specific details pertaining to each staff development activity.

### Scope of the Training

The general themes of the professional staff development activities for the teachers of language minority children centered on providing teachers with programmatic information, instructional activities with an elementary focus, and instructional activities applicable to middle/junior high and high schools. In addition, professional development activities centered on training to facilitate bilingual/ESL and oral proficiency endorsement, and general topics related to bilingual instruction.

During August and September 1996, the bilingual coordinators provided five workshops in which they addressed programmatic issues including the following:

- A current overview of the state and district guidelines for the Language Proficiency Assessment Committee (LPAC);
- A review of the identification process, special education guidelines, the instructional program, and appropriate academic placement for LEP students; and
- The use of two instruments for language assessment for both identification and instructional purposes.

The workshops were attended by 92 teachers, who provided instruction to students in grades Pre-K-12.

The instructional workshops provided training primarily to elementary teachers, with the exception of one workshop that was attended by a middle/junior high teacher and a staff person from PDA. More specifically, the workshops covered:

- Two training activities that focused on assisting language minority students in meeting state standards on the TAAS Writing, and Reading Tests, and one activity addressed TAAS objectives while the teachers created books.
- A discussion on the latest information on the Spanish TAAS tests, including appropriate instructional strategies.
- Three workshops covered developing and enhancing early literacy skills through the use of learning centers, and one session dealt with reading in Spanish.
- One workshop prepared teachers to approach their questions from a research perspective, while another training session considered the traditional celebration and activities surrounding el Dia de los Muertos (Day of the Dead).

Throughout the academic year, a total of 244 teachers participated in instructional professional development training activities.

The content and design of the workshops for the middle/junior high and high school addressed the same themes, but made accommodations for the different grade levels. A total of 58 teachers participated in the three training activities. Both groups:

- Participated in cooperative working groups to learn effective reading, writing, and thinking strategies to incorporate ESL instruction into the content areas.
- Reviewed middle school textbook adoption, updating Language Assessment Battery scores, planning by vertical teams, the development of an ESL Secondary handbook, and shared successful ESL teaching activities.

Two workshops, one Texas Oral Proficiency Test (TOPT) and one Examination for the Certification of Educators in Texas (EXCET), prepared teachers for taking examinations that would facilitate their bilingual certification process. The professional development workshops had 26 participants, who taught students in elementary, middle/junior high and high schools.

### **Results of Training**

Teachers completed evaluation forms for 18 (90%) of the workshops, the results were tallied and percentages calculated. The evaluation forms completed by the participants were all from the Professional Development Academy. The evaluation form has five general evaluation sections and categories within those sections, a section for comments, a section for listing training topics that are of interest, and a place for participants to suggest improvements for teacher training and development. The rating scale is a 5-point scale with the following choices: “strongly disagree” = 1, “disagree” = 2, “neutral” = 3, “agree” = 4, and “strongly agree” = 5. The overall responses for the objectives, content and instruction, environment, and summative responses for all the workshops were primarily in the “agree and strongly agree” categories. See Appendices C.1 – C.18 for results on individual workshops.

Additional data were gathered from central office records in the form of purchase requisitions from teachers. A total of 61 teachers were reimbursed for tuition and/or fees after satisfactorily passing the state examination. Twenty-two teachers passed the Bilingual EXCET, 19 the ESL EXCET, and 20 the TOPT examinations. The reimbursements for the examinations are provided by the district as an incentive for teachers of language minority children to acquire appropriate certification.

## LONGITUDINAL STUDIES

In addition to tracking trends in the LEP population over time (e.g., achievement, attendance, discipline, potential retention, and school leaver rates, etc.) as a gauge for program effectiveness, evaluation staff also conducted longitudinal studies. Three are described in this report: 1) Pre-kindergarten, 2) exited LEP students, and 3) LEP students served versus LEP refusals.

### Effects of PreKindergarten

In 1994-95, a question concerning the effectiveness of prekindergarten for LEP students was operationalized as a comparison of the performance five years later of the LEP students who were or were not served in pre-kindergarten. During the past three years, three groups of LEP students have been revisited with OPE's GENERIC Evaluation SYSTEM (GENESYS) in an effort to determine if pre-kindergarten service has been beneficial to language minority students. The first group (Group 1) of students was identified in 1994-95, the second group (Group 2) in 1995-96, and the third group (Group 3) in 1996-97. Each group of students was identified using the same criteria. The initial identification of LEP students occurred while they were in the fourth grade. If the LEP student had attended pre-kindergarten and had attended AISD for five consecutive years the student was assigned to the pre-K group who received program services. If the LEP student received kindergarten services and had been served continuously by the bilingual program for four years he/she was assigned to the kindergarten group. The question has been repeated in the evaluation plan for three years and the rosters of the first two groups have been retained for follow-up and comparison purposes.

Group 3, pre-K served and not pre-K, served had 488 and 133 students, respectively. GENESYS was run in late summer of 1997. At the time of the analysis, in 1996-97 the students were in grade 4. As seen in Table 19:

- Both the served and the not served groups are approximately half male and half female, almost all of the students are Hispanic, and almost all are from low-income families. A higher percentage of the pre-K not served were overage for their grade level and a higher percentage of pre-K served were classified as special education. Very few of the students in both groups were in the gifted and talented program.
- The progress indicators included in the comparison seem to favor the students not served in the pre-K program. The attendance rates for the students served in pre-K were higher in the fall and lower in the spring than for the students not served in pre-K. The discipline rates for the students not served in pre-K were lower than for the students served in pre-K for both fall 1996 and spring 1997. Due to difficulties with the discipline database, the discipline percentages may be underreported. A percentage (0.2%) of the students served in pre-K were recommended in the spring for retention the following year.
- Data on academic achievement as measured by the ITBS were not available because the district only tests in grades 3, 5, and 8. A greater percentage of students served in pre-K passed the TAAS tests than students not served in a pre-K program.

Table 19: LEP Students Served versus Not Served in Pre-Kindergarten  
Five Years Later (Group 3 in 1996-97)

Demographic Indicators	Pre-K Served (N=488)			Not Pre-K Served (N=133)			
		Male	Female	Male	Female		
Sex							
Number		245	243	64	69		
Percent		50%	50%	48%	52%		
Ethnicity	African American	Hispanic	Other	African American	Hispanic	Other	
Number	1	477	16	0	126	7	
Percent	0%	97%	3%	0%	95%	5%	
LEP Status	N = 437		87%	N = 117		86%	
Low Income	N = 466		95%	N = 127		95%	
Overage for Grade	N = 19		4%	N = 14		10%	
Special Education	N = 75		15%	N = 18		13%	
Gifted/Talented	N = 11		2%	N = 3		2%	
Progress Indicators							
	<i>Fall</i>		<i>Spring</i>	<i>Fall</i>		<i>Spring</i>	
Attendance Rate	97.8%		96.9%	97.1%		97.2%	
Discipline Rate	1%		0.6%	0.0%		0.0%	
Potential Retention Rate	*		0.2%	*		0.0%	
Achievement Indicators							
ITBS (Grade 5) Fall 1996	<i>Reading</i>	<i>Math</i>	<i>Compo- site</i>	<i>Reading</i>	<i>Math</i>	<i>Compo- site</i>	
Median Percentile Score	N/A	N/A	N/A	N/A	N/A	N/A	
TAAS Grade 4 Spring 1996	<i>Read- ing</i>	<i>Math</i>	<i>Writ- ing</i>	<i>Read- ing</i>	<i>Math</i>	<i>Writ- ing</i>	<i>All Tests Taken</i>
Number of Students	252	262	309	330	56	56	68
Percent Passing	56%	58%	65%	45%	46%	43%	57%
							72
							36%

In Group 2, pre-K served and not pre-K served had 352 and 103 students, respectively. GENESYS was run in late summer of 1997. At the time of the analysis, in 1996-97 the students were in grade 5. As seen in Table 20:

- Both the served and the not served groups are approximately half male and half female, almost all of the students are Hispanic, and almost all are from low-income families. A higher percentage of the pre-K not served were overage for their grade level and were classified as special education. Very few of the students in both groups were in the gifted and talented program.
- The progress indicators included in the comparison seem to favor the students not served in the pre-K program. The attendance rates for the students served in pre-K were lower in the fall and higher in the spring than the students not served in pre-K. The discipline rates



for the students not served in pre-K indicated they did not have any disciplinary incidents, while the pre-K students served had a discipline rate of 0.5% in fall 1996. A percentage (0.5%) of the students served in pre-K were recommended in the spring for retention the following year.

- Data on academic achievement on the ITBS shows the pre-K students served had lower percentile ranks in reading and mathematics, but their composite score was slightly higher than the students not served in pre-K. Greater percentage of students served in pre-K passed the TAAS tests than students not served in a pre-K program.

Table 20: LEP Students Served versus Not Served in Pre-Kindergarten Six Years Later (Group 2 in 1996-97)

Demographic Indicators	Pre-K Served (N=352)			Not Pre-K Served (N=103)					
Sex		Male	Female		Male	Female			
Number		179	173		55	48			
Percent		51%	49%		53%	47%			
Ethnicity		African American	Hispanic	Other	African American	Hispanic	Other		
Number		0	343	9	1	99	3		
Percent		0%	97%	3%	1%	96%	3%		
LEP Status		N = 308	81%		N = 88	75%			
Low Income		N = 333	95%		N = 96	93%			
Overage for Grade		N = 19	6%		N = 13	13%			
Special Education		N = 45	13%		N = 22	21%			
Gifted/Talented		N = 7	2%		N = 2	2%			
Progress Indicators		<i>Fall</i>	<i>Spring</i>		<i>Fall</i>	<i>Spring</i>			
Attendance Rate		97.3%	96.9%		97.7%	96.6%			
Discipline Rate		0.5%	0.0%		0.0%	0.0%			
Potential Retention Rate		*	0.5%		*	0.0%			
Achievement Indicators									
ITBS (Grade 5) Fall 1996		<i>Reading</i>	<i>Math</i>	<i>Compo-site</i>	<i>Reading</i>	<i>Math</i>	<i>Compo-site</i>		
Number of Students		263	269	251	70	70	67		
Median Percentile Score		16	27	20	19	28	18		
TAAS Grade 5 Spring 1996		<i>Read- ing</i>	<i>Math</i>	<i>Writ- ing</i>	<i>All Tests Taken</i>	<i>Read- ing</i>	<i>Math</i>	<i>Writ- ing</i>	<i>All Tests Taken</i>
Number of Students		291	291	N/A	296	77	77	N/A	78
Percent Passing		56%	59%	44%	55%	56%	41%		

Group 1, pre-K served and not pre-K served, had 286 and 108 students, respectively. GENESYS was run in late summer of 1997. At the time of the analysis, in 1996-97 the students were in grade 6. As seen in Table 21:

- Both served and not served groups are approximately half male and half female, almost all of the students are Hispanic, and almost all are from low-income families. A higher percentage of the pre-K not served were overage for their grade level and a higher percentage of pre-K served were classified as special education. Very few of the students in both groups were in the gifted and talented program.
- The progress indicators included in the comparison do not seem to favor either the students not served in the pre-K program or the students served in the pre-K program. The attendance rates for the students served in pre-K were higher during both semesters than the students not served in pre-K. The discipline rates for the students not served in pre-K were lower for both semesters than the pre-K students served by the program. None of the students in Group 1 were recommended in the spring for retention the following year.
- Data on academic achievement as measured by the ITBS were not available because the district only tests in grades 3, 5, and 8. Greater percentages of students not served in pre-K passed the TAAS tests than students served in a pre-K program.

Table 21: LEP Students Served versus Not Served in Pre-Kindergarten  
Seven Years Later (Group 1 in 1996-97)

Demographic Indicators	Pre-K Served (N=286)			Not Pre-K Served (N=108)			
	Male	Female		Male	Female		
Sex							
Number	141	145		50	58		
Percent	49%	51%		46%	54%		
Ethnicity	African American	Hispanic	Other	African American	Hispanic	Other	
Number	1	276	9	1	102	5	
Percent	0%	97%	3%	1%	94%	5%	
LEP Status	N = 177	55%		N = 67	53%		
Low Income	N = 267	93%		N = 98	91%		
Overage for Grade	N = 34	12%		N = 18	17%		
Special Education	N = 64	22%		N = 12	9%		
Gifted/Talented	N = 5	2%		N = 2	2%		
Progress Indicators	<i>Fall</i>	<i>Spring</i>		<i>Fall</i>	<i>Spring</i>		
Attendance Rate	95.8%	93.6%		95.5%	93.3%		
Discipline Rate	2.2%	2.5%		1.6%	0.8%		
Potential Retention Rate	*	0.0%		*	0.0%		
Achievement Indicators							
ITBS (Grade 6) Fall 1996	<i>Reading</i>	<i>Math</i>	<i>Compo- site</i>	<i>Reading</i>	<i>Math</i>	<i>Compo- site</i>	
Median Percentile Score	N/A	N/A	N/A	N/A	N/A	N/A	
TAAS Grade 6 Spring 1996	<i>Read- ing</i>	<i>Math</i>	<i>Writ- ing</i>	<i>Read- ing</i>	<i>Math</i>	<i>Writ- ing</i>	<i>All Tests Taken</i>
Number of Students	228	235	N/A	239	81	80	N/A
Percent Passing	55%	53%	41%	57%	49%	40%	84

### Follow-Up on Exited Students

To determine how LEP students perform after they leave the bilingual program, achievement and progress indicators for the 1996-97 school year were examined for two groups of former LEP students who had exited the bilingual program. The students in Group 2 were exited at some time from the beginning of the 1994-95 school year through the end of the 1995-96 school year (June 1, 1994 to May 31, 1996). The students in Group 1 were exited from the bilingual program sometime between the beginning of the 1992-93 school year through the end of the 1993-94 school year (August 25, 1992 to May 31, 1994).

#### Former LEP Students - Group 2

In 1996-97, 32 students from Group 2 did not attend AISD. The total number of returning exited students was 387 and were in grades 4-12; 169 in grades 4-6, 144 in grades 6-8, and 74 in grades 9-12. Eighteen students graduated in 1996-97.

Outcome data were obtained for the three groups of students—elementary, middle/junior high school, and high school—through the use of GENESYS. Due to difficulties with the discipline database, the discipline percentages may be underreported. The data for Group 2 are summarized across grade spans in Table 22. As Table 22 on the following page illustrates:

- Compared to the rates of AISD middle school/junior high school and high school students leaving school before completing the year as of the end of the 1996-97 year, the school leaver rates for former LEP students were higher for the middle school/junior high school and lower for the high school students than the district rates.
- Lower percentages of former LEP students in middle/junior high school were recommended in spring 1997 for potential retention the following year than students districtwide, and none of the former LEP high school students were recommended for retention.
- Compared with the GPAs for all middle/junior high school and high school students, the GPAs of former LEP students were higher.
- The attendance rates of former LEP students at the elementary and middle/junior high school were higher than the respective district attendance rates at those grade levels, both in fall 1996 and spring 1996. For former LEP students in high school the attendance rates were the same during fall 1996 and slightly lower in spring 1997.
- Compared with the percentages of students involved in discipline incidents at all three levels districtwide, the percentages of exited LEP students were lower, or the same, or were equal to zero in middle/junior high school and high school, both in fall 1996 and spring 1997. The discipline rate was slightly higher for former elementary students in fall 1996 than the district rate.

These results are noteworthy, since large percentages of the exited LEP students are low income and overage especially in the secondary grades.

The achievement of the 387 exited LEP students as measured by standardized tests is presented in Table 23 and 24. Table 23 presents the spring 1997 TAAS results and Table 24 gives the students' scores from the fall administration of the ITBS.

- High percentages of exited students in all grades passed the TAAS Reading and Mathematics Tests. With the exception of grades 8 (56%) and 7 (68%), high percentages of students passed all tests taken. Former LEP students performed well on the TAAS Writing Test, the percentages passing in grades 4, 8, and Exit Level were 95% (N=40), 80% (N=54), and 97% (N=76), respectively.
- The standardized achievement test administered in 1996-97 was the ITBS in grades 3, 5, and 8. The former LEP students scored above the national average on the Reading and Composite Tests in the fifth grade. Grade 8 students scored below the national average on all three tests, and grade 5 students scored below the national average on Reading.

Table 22: Exited LEP Students, Other Indicators of Program Effectiveness  
(Group 2 Exits 6/1/94 Through 5/31/96)

Indicator	Elementary		Middle/Junior High School		High School	
<b>School Leaver Rate</b>						
District Rate	N/A		1.0%		4.7%	
Exited LEP Student Rate			1.3%		3.7%	
<b>Potential Retention Rate</b>						
District Rate	0.5%		10.0%		8.5%	
Exited LEP Student Rate	0.0%		3.8%		0.0%	
<b>Grade Point Average</b>			<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Average	N/A		83.5	83.4	78.8	78.9
Exited LEP Student Av.			85.8	85.7	79.5	79.8
<b>Attendance Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	96.1%	95.1%	94.6%	92.3%	90.4%	87.8%
Exited LEP Student Rate	97.9%	97.1%	95.2%	92.9%	90.4%	87.3%
<b>Discipline Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	0.3%	0.3%	3.2%	3.2%	4.2%	2.9%
Exited LEP Student Rate	0.0%	0.5%	1.3%	3.2%	0.0%	0.0%

Table 23: Exited LEP Students, Percent Passing English TAAS, 1996-97  
(Group 2 Exits 6/1/94 Through 5/31/96)

1996-97 Grade	Reading		Mathematics		All Tests Taken	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	*	*	*	*	*	*
4	25	96%	25	88%	41	85%
5	57	88%	57	88%	57	81%
EL 6*	58	95%	58	91%	58	88%
MS 6*	4	75%	5	80%	5	80%
7	58	88%	58	72%	59	68%
8	50	88%	51	73%	56	56%
Exit	76	100%	76	95%	76	95%

Table 24: Exited LEP Students, Median Percentiles, ITBS, 1996-97  
(Group 2 Exits 6/1/94 Through 5/31/96)

1996-97 Grade	Reading		Mathematics		Composite	
	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	0	-	0	-	0	-
5	58	39	57	72	56	51
8	54	40	53	45	53	42

\*Median percentile – the 50<sup>th</sup> percentile is the national average on all tests at all grades. The 50<sup>th</sup> percentile means 50% of the national normed group made a lower score and 50% made a higher score.

### Former LEP Students - Group 1

In an effort to observe the progress of former LEP students the first group of students exited between August 25, 1992 through May 31, 1994 was revisited through OPE's GENeric Evaluation SYStem (GENESYS). As in the previous two years, outcome data were obtained for the three groups of students – elementary, middle/junior high school and high school. In 1996-97, central records indicated that 314 had continued with their education in AISD; 31 former LEP students did not return to AISD. The returning students were in grades 5-12; 100 in grades 5-6, 126 in grades 6-8, and 88 in grades 9-12. Five former LEP students from Group 1 graduated in 1996-97. GENESYS data for Group 1 students are summarized across grade spans in Table 25. As illustrated in Table 25:

- Compared to the rates of AISD middle school/junior high school and high school students leaving school before completing the year as of the end of 1996-97 school year, the school leaver rates for both the middle/junior high school former LEP students were higher than the district's school leaver rates.
- Lower percentages of former LEP students were recommended in spring 1997 for potential retention the following year than were students districtwide, at all three levels.
- Compared with the GPAs for all middle/junior high school students, the GPAs of former LEP students were higher.
- The attendance rates of former LEP students were higher than the respective district attendance rates for the elementary and high school, both in fall 1996 and spring 1997. The attendance rates for both semesters were lower than the district rates for former middle/junior high school students.
- Compared with the percentages of students involved in discipline incidents, the percentages of exited LEP students were lower for middle/junior high school students in fall 1996 and the same as the district rates in spring 1997. The discipline rates for former LEP students were lower than district or were equal to zero in high school for both semesters. Former elementary LEP students had higher discipline rates than elementary students districtwide.

Table 25: Exited LEP Students, Other Indicators of Program Effectiveness, 1996-97  
(Group 1 Exits 8/25/92 Through 5/31/94)

Indicator	Elementary		Middle/Junior High School		High School	
<b>School Leaver Rate</b>						
District Rate	N/A		1.0%		4.7%	
Exited LEP Student Rate			2.4%		5.0%	
<b>Potential Retention Rate</b>						
District Rate	0.5%		10.0%		8.5%	
Exited LEP Student Rate	0.0%		4.8%		5.0%	
<b>Grade Point Average</b>			<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Average	N/A		83.5	83.4	78.8	78.9
Exited LEP Student Av.			83.9	83.6	80.0	80.6
<b>Attendance Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	96.1%	95.1%	94.6%	92.3%	90.4%	87.8%
Exited LEP Student Rate	96.6%	96.2%	93.3%	91.7%	91.3%	88.8%
<b>Discipline Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	0.3%	0.3%	3.2%	3.2%	4.2%	2.9%
Exited LEP Student Rate	0.5%	1.5%	1.6%	3.2%	0.0%	0.0%

The achievement of the 314 formally exited LEP students as measured by standardized tests is presented in Tables 26 and 27. Table 26 presents the spring 1997 TAAS results and Table 27 gives the students' scores from the fall administration of the ITBS.

- With the exception of grade 7, high percentages of exited students passed the TAAS Reading and Mathematics Tests. On all tests taken, grades 5, elementary 6, 8, and Exit Level were above the accepted standard; however, grade 7 was twenty percentage points below the established passing standard of 70%. Former LEP students performed well on the TAAS Writing Test; the percentages passing in grades 8 and Exit Level were 89% (N=45) and 91% (N=34), respectively.
- In 1996-97, the ITBS was administered in grades 3, 5 and 8. The former LEP students in grade 5 scored above the national average on Reading, Mathematics, and Composite Tests. With the exception of the Reading Test, former LEP students in grade 8 scored above the national average on the ITBS tests.

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Table 26: Exited LEP Students, Percent Passing English TAAS, 1996-97  
(Group 1 Exits 8/25/92 Through 5/31/94)

1996-97 Grade	Reading		Mathematics		All Tests Taken	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	37	95%	37	95%	37	92%
EL 6*	58	95%	58	93%	58	91%
MS 6*	*	*	*	*	*	*
7	2	50%	1	0%	2	50%
8	42	98%	41	80%	47	77%
Exit	34	91%	34	91%	34	85%

\*EL 6 = Elementary grade 6

\*MS 6 = Middle school grade 6

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Table 27: Exited LEP Students, Median Percentiles, ITBS, 1996-97  
(Group 1 Exits 8/25/92 Through 5/31/94)

1996-97 Grade	Reading		Mathematics		Composite	
	Number Tested	Median Percentile*	Number Tested	Median Percentile*	Number Tested	Median Percentile*
3	0	-	0	-	0	-
5	38	55	38	73	36	61
8	46	49	48	54	41	51

\*Median percentile – the 50<sup>th</sup> percentile is the national average on all tests at all grades. The 50<sup>th</sup> percentile means 50% of the national normed group made a lower score and 50% made a higher score.

### LEP Served Versus Parent Refusals

In addition to longitudinal follow-up, program effectiveness may also be gauged by the comparison of outcome indicators for LEP students being served and the LEP students whose parents refuse program services. Because it is neither ethically or legally possible to assign students to a control group for the purpose of evaluating program effect, “LEP Refusals,” as they may be termed, constitute a naturally occurring comparison group. The students differ from the served LEP students in that, as a group, their parents decided to refuse program services. In other respects, they have similar characteristics and are therefore useful for comparison purposes. In the section that follows, LEP students served are compared with refusals in terms of achievement, attendance, discipline rates, potential retention rates, and school leaver rates. Data were obtained from the 1996-97 school year from GENESYS. Where the differences between groups served favor the LEP-served, they may be taken as evidence of student improvement and the effectiveness of the Bilingual/ESL Programs in AISD.

### Texas Assessment of Academic Skills

In the 1996-97 school year, TAAS tests were administered in grades 3-8 and Exit level beginning in grade 10. Tables 28 and 29 present the TAAS percent passing for both LEP Refusals and LEP Served, and Table 30 shows the differences between the groups:

- In reading, percentages passing were higher for LEP refusals in grades 3, Middle School 6, 7, 8, and Exit Level (in five of eight comparisons).
- In mathematics, the percentages passing were higher for LEP refusals in grades 3, Elementary and Middle School 6, and 7; LEP served had higher percentages in grades 4, 5, 8, and Exit Level (in four of eight comparisons).
- On all tests taken, the percentages passing were higher for LEP refusals in grades 3, Elementary and Middle School 6, 7, and Exit Level (five of eight comparisons).
- In grades 3 and 4, LEP served had higher percentages passing in reading, mathematics and all tests taken, and in grade 8 they had higher percentages passing in mathematics and in all tests taken.

Table 28: LEP Refusals, Percent Passing English TAAS, 1996-97

1996-97 Grade	Reading		Mathematics		All Tests Taken	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	46	78%	50	66%	50	60%
4	44	36%	40	45%	50	34%
5	58	34%	56	29%	58	19%
EL 6*	8	38%	8	63%	8	38%
MS 6*	122	52%	128	44%	131	35%
7	170	45%	170	38%	175	26%
8	190	38%	195	22%	211	11%
Exit	312	60%	312	48%	312	36%

\*EL 6 = Elementary grade 6      \*MS 6 = Middle school grade 6

Table 29: LEP Served, Percent Passing English TAAS, 1996-97

1996-97 Grade	Reading		Mathematics		All Tests Taken	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	324	63%	337	63%	343	54%
4	324	48%	338	52%	439	39%
5	432	47%	442	54%	448	36%
EL 6*	57	46%	62	40%	62	31%
MS 6*	252	38%	246	39%	259	25%
7	306	30%	303	30%	313	19%
8	201	27%	209	25%	230	13%
Exit	473	40%	473	45%	473	26%

\*EL 6 = Elementary grade 6      \*MS 6 = Middle school grade 6

Table 30: Differences in Percent Passing English TAAS Tests, LEP Served and Refusals, 1996-97 Reading, Mathematics, and All Tests Taken

Grade	Reading			Mathematics			All Tests Taken		
	Refusal	Served	$\Delta$	Refusal	Served	$\Delta$	Refusal	Served	$\Delta$
3	78	63	-15	66	63	-3	60	54	-6
4	36	48	+12	45	52	+7	34	39	+5
5	34	47	+13	29	54	+25	19	36	+17
EL 6*	38	46	+8	63	40	-23	38	31	-7
6	52	38	-14	44	39	-5	35	25	-10
7	45	30	-12	38	30	-8	26	19	-7
8	38	27	-11	22	25	+3	11	13	+2
Exit	60	40	-20	48	45	-3	36	26	-10

$\Delta$  = Difference. Percent passing of students served minus percent passing of refusals.

\*EL 6 = Elementary 6      \*MS 6 = Middle school grade 6

A plus (+) indicates that the difference is in favor of the LEP students who were served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refused services.

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## **Other Indicators of Program Effectiveness**

### ***School Leaver Rates***

The data on school leaver rates indicates that the school leaver rates for both middle/junior high school and high school were lower for the LEP refusals than for the LEP served. Compared to the district's rates, the LEP refusal rates were lower for middle/junior high school and higher in high school than the district's rates. The LEP served had higher rates for both middle/junior school and high school when compared to the district's rate.

### ***Potential Retention Rates***

The data on retention indicates that the potential retention rates for elementary, middle/junior high school, and high school were lower for the LEP served for all three groups than for the LEP refusals. Compared to the district's rates, the LEP served and LEP refusals had higher potential retention rates than the district's rates.

### ***Grade Point Average (GPA)***

The data on grade point average indicate that LEP students served by the bilingual/ESL program in high school and middle/junior high school maintain a higher grade point average than the students who do not participate in the program because of parental refusal.

### ***Attendance Rates***

The data on attendance rates indicate that LEP refusals in the elementary grades had higher attendance rates than LEP served. Compared to the district's rates, the LEP refusals attendance rates were higher in the elementary grades. The attendance rates for the middle/junior high school were higher for the students served by the bilingual/ESL program, but both groups were lower than the district's overall attendance rates. The attendance rates for LEP served in high school were slightly higher in fall 1996 than the LEP refusals and slightly lower in spring 1997. Compared to the district high school attendance rates, both LEP served and LEP refusals had lower rates.

### ***Discipline Rates***

The data on discipline rates indicates that LEP students who are served by the bilingual/ESL program have lower discipline rates for elementary and middle/junior high school in fall 1996 than LEP refusals. In spring 1997, the discipline rates for LEP served were higher than for the students whose parents refused program services. The discipline rates in high school were lower both semesters for students served by the program. Compared to the district's discipline rates, both LEP served and LEP refusals had higher rates in middle/junior high school. See Tables 31 and 32 for other indicators of program effectiveness for students who are served by the program and students whose parents refuse program services.

Table 31: LEP Refusals, Other Indicators of Program Effectiveness, 1996-97

Indicator	Elementary		Middle/Junior High School		High School	
<b>School Leaver Rate</b>						
District Rate	N/A		1.0%		4.7%	
LEP Refusal Rate			0.3%		5.4%	
<b>Potential Retention Rate</b>						
District Rate	0.5%		10.0%		8.5%	
LEP Refusal Rate	1.0%		18.8%		14.0%	
<b>Grade Point Average</b>			<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Average	N/A		83.5	83.4	78.8	78.9
LEP Refusal Average			79.9	79.5	72.5	73.9
<b>Attendance Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	96.1%	95.1%	94.6%	92.3%	90.4%	87.8%
LEP Refusal Rate	96.4%	95.9%	93.6%	90.7%	88.3%	84.8%
<b>Discipline Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	0.3%	0.3%	3.2%	3.2%	4.2%	2.9%
LEP Refusal Rate	0.7%	0.3%	4.7%	4.7%	5.9%	3.8%

Table 32: LEP Served, Other Indicators of Program Effectiveness, 1996-97

Indicator	Elementary		Middle/Junior High School		High School	
<b>School Leaver Rate</b>						
District Rate	N/A		1.0%		4.7%	
LEP Served Rate			0.9%		7.4%	
<b>Potential Retention Rate</b>						
District Rate	0.5%		10.0%		8.5%	
LEP Served Rate	0.7%		14.0%		13.6%	
<b>Grade Point Average</b>			<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Average	N/A		83.5	83.4	78.8	78.9
LEP Served Average			80.9	81.0	73.6	74.4
<b>Attendance Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	96.1%	95.1%	94.6%	92.3%	90.4%	87.8%
LEP Served Rate	96.2%	95.6%	94.1%	91.9%	88.5%	84.4%
<b>Discipline Rate</b>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>
District Rate	0.3%	0.3%	3.2%	3.2%	4.2%	2.9%
LEP Served Rate	0.5%	1.5%	4.1%	4.8%	3.9%	2.9%

## **EMERGENCY IMMIGRANT EDUCATION PROGRAM**

### **Program Description**

The Emergency Immigrant Education program provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The program has been moved to Title VII, Part C (Sec. 7301). Federal law states the following:

“(a) FINDINGS.- The Congress finds that-

“(1) the education of our Nation’s children and youth is one of the most sacred government responsibilities:

“(2) local education agencies have struggled to fund adequately education services;

“(3) in the case of Plyer v. Doe the Supreme Court held that the States have a responsibility under the Equal Protection Clause of the Constitution to educate all children regardless of immigrant status; and

“(4) immigration policy is solely the responsibility of the Federal Government.

“(b) PURPOSE.- The purpose of this part is to assist eligible local education agencies that experience unexpected large increases in their student population due to immigration-

“(1) provide high quality instruction to immigrant children and youth; and

“(2) help such children and youth-

(A) with their transition to American society; and

(B) meet with the same challenging state performance standards of all children and youth.

Immigrant students identified as limited English proficient (LEP) in AISD participate in one of two programs: bilingual education, which provides dual language instruction in the major content areas, or ESL, which provides intensive English instruction. The purposes of the evaluation are to gather data required by the state, and to review the data in terms of how it contributes to providing high-quality instruction and assists immigrant students in meeting the same challenging state performance standards expected of all students.

### **Student Characteristics**

Upon their arrival to AISD, immigrant students are identified through the Home Language Survey (HLS). A record with date of entry and other pertinent data is created and becomes part of the LEP File. In January 1997, a roster of immigrant students was created, so that data from the district’s mainframe computer could be accessed. The following information is based on the count of students at that point in time and corresponds with the information submitted on PEIMS to the Texas Education Agency. In 1996-97, AISD served 2,309 immigrant students—1,576 elementary school students (grades pre-K-6), 374 middle/junior high school students (grades 6-8), and 359 high school students (grades 9-12).

Outcome data for immigrant students were obtained for the three groups of students, elementary, middle/junior high school, and high school, through the use of OPE's GENeric Evaluation SYStem (GENESYS).

Table 33 presents the number of immigrants students served and their respective grade levels.

Table 33: Immigrant Students Served by AISD, By Grade, 1996-97

Grade	Number Served
Pre-K	203
1	235
2	351
3	222
4	207
5	158
EL 6*	185
<b>Pre-K-Elementary Total</b>	<b>1,576</b>
MS 6*	132
7	138
8	104
<b>Middle School 6-8 Total</b>	<b>374</b>
9	175
10	75
11	66
12	43
<b>High School 9-12 Total</b>	<b>359</b>
<b>Total Pre-K - 12</b>	<b>2,309</b>

\*EL 6 = Elementary 6 MS 6 = Middle school grade 6

### Demographics

Table 34 presents demographic information on AISD's immigrant students for the 1996-97 school year. Most immigrant students are from low-income families. Like other limited English proficient students, as immigrant students progress through school, a greater percent of them become overage for their grade level. In middle school 41% of immigrant students were overage, and in high school 63% were overage for their grade level.

Table 34: Immigrant Students Served, Demographic Indicators, 1996-97

Demographic Indicators	Elementary		Middle/Junior High School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	1,429	91%	342	91%	231	64%
Overage for Grade	223	14%	152	42%	227	63%
Special Education	64	4%	8	2%	1	0%
Gifted and Talented	14	1%	3	1%	0	0%

### Academic Progress

The achievement of immigrant students as measured by standardized tests (ITBS and TAAS) is presented in Tables 35 and 36. Table 35 presents the spring 1997 TAAS results.

- Immigrant students in grades 3 and Elementary 6 exceeded TAAS state standards in reading, and in grades 3 and 4 they surpassed state standards in mathematics.
- With the exception of grade Elementary 6, the percentages of immigrant students passing mathematics were higher than the percentages passing reading, even though mathematics and reading percentages were below the state standards.
- The remaining percentages at all grade levels and for all tests taken were below the state standards.

Table 35: Immigrant Students Served, Percent Passing English TAAS, 1996-97

1996-97 Grade	Reading		Mathematics		All Tests Taken	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	23	74%	27	74%	28	64%
4	21	57%	21	71%	28	57%
5	39	51%	43	67%	44	47%
EL 6*	1	100%	4	25%	4	25%
MS 6*	33	61%	33	61%	33	52%
7	45	33%	40	43%	45	29%
8	30	47%	32	59%	32	31%
Exit	178	44%	178	52%	178	29%

\*EL 6 = Elementary grade 6      \*MS 6 = Middle school grade 6

Table 36 gives the scores for the fall administration of the ITBS.

- Immigrant students in grade 8 were at the 45<sup>th</sup> percentile in mathematics.
- The median percentiles for all grades in reading and composite scores, as well as grades 3 and 5 in mathematics were below the national average.

Table 36: Immigrant Students Served, Median Percentiles, ITBS, 1996-97

1996-97 Grade	Reading		Mathematics		Composite	
	Number Tested	Median Percentile*	Number Tested	Median Percentile*	Number Tested	Median Percentile*
3	36	16	37	17	2	19
5	46	12	47	34	46	17
8	27	13	29	45	26	28

\*Median percentile – the 50<sup>th</sup> percentile is the national average on all tests at all grades. The 50<sup>th</sup> percentile means 50% of the national normed group made a lower score and 50% made a higher score.

Data for immigrant students are summarized across grade spans in Table 37.

- Compared to the rates of AISD middle school/junior high school and high school students leaving school before completing the year as of the end of 1996-97 year, the school leaver rates were lower for the middle/junior high school and higher in the high school than the district's school leaver rates.
- Higher percentages of immigrant students in elementary and high school were recommended in spring 1997 for potential retention the following year than students districtwide.
- Compared with the GPAs for all middle/junior high school students, the GPAs for immigrant students were higher in middle/junior high school. Compared with the GPAs for students districtwide, the GPAs for immigrant students were slightly lower in the fall and higher in the spring semester.
- The attendance rates for immigrant students were higher than the respective district attendance rates for the elementary and middle/junior high school, both in fall 1996 and spring 1997. The attendance rate for fall 1996 was lower than the district rate and higher in the spring semester for high school.
- Compared with the percentages of students involved in discipline incidents, the percentages of immigrant students were lower in elementary and high school, for both semesters than students districtwide. A higher percentage of immigrant students in middle/junior high school were involved in disciplinary incidents in spring 1997; and in fall 1996 their discipline rate was lower than the district rate. Due to difficulties with the discipline database, the discipline percentages may be underreported.

Table 37: Immigrant Students Served, Other Indicators of Program Effectiveness, 1996-97

Indicator	Elementary		Middle/Junior High School		High School	
	Fall	Spring	Fall	Spring	Fall	Spring
<b>School Leaver Rate</b>						
District Rate	N/A		1.0%		4.7%	
Immigrant Student Rate			0.5%		8.1%	
<b>Potential Retention Rate</b>						
District Rate	0.5%		10.0%		8.5%	
Immigrant Student Rate	1.1%		5.3%		10.6%	
<b>Grade Point Average</b>						
District Average	N/A		Fall 83.5	Spring 83.4	Fall 78.8	Spring 78.9
Immigrant Stud. Average			84.4	85.1	77.4	79.2
<b>Attendance Rate</b>						
District Rate	96.1%	95.1%	94.6%	92.3%	90.4%	87.8%
Immigrant Student Rate	96.3%	95.4%	95.9%	95.0%	87.8%	91.3%
<b>Discipline Rate</b>						
District Rate	0.3%	0.3%	3.2%	3.2%	4.2%	2.9%
Immigrant Student Rate	0.1%	0.0%	1.9%	4.0%	1.4%	1.1%



### Instructional Materials Purchased

A detailed review of the purchase requisitions submitted by the schools indicated the manner in which schools opted to allocate their immigrant money to allow for the purchase of instructional materials appropriate for their language minority students. The number of immigrant students in attendance at the schools determined the funds allocated to each school. A variety of instructional materials were purchased to supplement the materials available to immigrant students at all grade levels. Some of the instructional materials included: bilingual books, encyclopedia sets, picture dictionaries; multi-level ESL exercises to develop oral and written language skills; Spanish crossword puzzles; and language materials in social studies, science, mathematics and language arts. Consumable and nonconsumable expenditures included Language Masters, headsets, cassettes, workbooks, TAAS Master Math Book, science kits, and many other titles of interesting books. Money was spent on a computer, a video camera, soundblaster card, CD-ROM 8X with speakers and other capital outlay expenditures.

The following data were compiled primarily from purchase requisitions submitted by the schools to the AISD Department of State and Federal Programs:

- Instructional materials and other reading materials were purchased by 20 elementary schools, two middle schools, and five high schools.
- Three middle/junior high schools and eight high schools provided scholarship/tuition support for their students to continue attaining academic credits throughout the summer.
- Additional library resources were added to three elementary schools, one middle/junior high school, and two high schools.
- Capital outlay expenditures were made by one middle/junior high school and two high schools.
- Two middle/ junior high schools and one high school allocated some of the immigrant funds to pay for tutorial assistance.

Data were not available for several schools, or expenditures were not made due to program funds becoming available late in the school year. Table 38 provides the numbers of schools by Area for which data were not available.

Table 38: Numbers of Schools, By Area, Immigrant Funds, 1996-97

Grade	Area 1	Area 2	Area 3	Area 4	Area 5
Elementary	11	7	11	8	8
Middle School	2	3	1	2	1
High School	0	1	0	1	0

**APPENDICES**

## Appendix A

### Text of 19 TAC

#### *Chapter 89. Adaptations for Special Populations*

#### Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

##### 89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.

- (a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.
- (b) To ensure a comprehensive monitoring and assessment effort of each district at least every three years, data reported by the district in the Public Education Information Management Systems (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

##### 89.1265. Evaluation.

- (a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.
- (b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of this title (relating to Monitoring of Programs and enforcing Law and Commissioner's Rules).
- (c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language at least annually.
- (d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design with utilizes formative and summative evaluative processes and specifically details performance measures for the limited English proficient students proposed to be served each year.
- (e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.253, for the purpose of improving student performance for limited English proficient students.

## Appendix B

## Alternative Language Program / Bilingual / ESL Professional Staff Development, 1996-97

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
08/26/96 3:30 PM-4:30 PM PDA* A/A* 1 Hr.	New Bilingual Teacher Orientation	Review with teachers the bilingual program, the identification process, the instructional program, and the appropriate placement for LEP students.	Grades: Pre-K-6  14 Teachers
08/28/96 8:30 AM-11:30 AM PDA Application 3 Hrs.	Language Proficiency Assessment Committee (LPAC)	Review and update the state and district guidelines concerning LEP students.	Grades: Pre-K-12  25 Counselors and Teachers
08/28/96 3:15 PM-4:30 PM PDA A/A 1 Hr. and 15 minutes	Language Assessment Scales (LAS) Test Training	Use of the LAS test to identify LEP students who are ready to make the transition to English reading.	Grades: 1-5  10 Teachers
08/28/96 4:30 PM-5:30 PM PDA A/A 1 Hr.	Language Assessment Battery (LAB) Test Training	Demonstrate the use of the LAB test to identify students in middle and high school.	Grades: 6-12  4 Teachers
09/11/96 3:30 PM-6:30 PM PDA Application 3 Hrs.	TAAS Writing Strategies	Learn instructional strategies to increase bilingual students' writing scores on the TAAS test. Participants will work on a computer and must bring a 3.5" high density diskette.	Grades: 1-6  13 Teachers
09/18/96 3:00 PM-5:00 PM PDA Awareness 2 Hrs.	Should I Refer my Bilingual Student to Special Education?	Early intervention is critical for students who need special education support services. A bilingual speech therapist, a bilingual member of assessment services, and a special education coordinator will discuss appropriate referrals to special education and services available for bilingual students who qualify.	Grades: Pre-K-5  39 Teachers

## Appendix B (continued)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1996-97

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
09/21/96 9:00 AM-4:00 PM PDA* Application* 6 Hrs.	TOPT Review (Texas Oral Proficiency Test)	Review information concerning the TOPT format, specific grammatical structures, plenty of practice, tips and techniques test items.	Grades: Pre-K-8 13 Teachers
09/24/96 3:15 PM-6:00 PM PDA Application 2 Hrs. and 45 minutes	Dia de Los Muertos	Participants will learn about the cultural celebration of Dia de Los Muertos through video, written text and hands-on activities. A hand-out of instructional activities will be provided.	Grades: Pre-K-12 20 Teachers
10/1/96 3:30 PM-5:30 PM PDA Application 2 Hrs.	Bilingual Literacy	Participants will learn instructional strategies that support children's reading, writing, and thinking skills in a bilingual classroom.	Grades: Pre-K-5 4 Teachers
10/8/96 3:30 PM-5:30 PM PDA Application 2 Hrs.	Bilingual Teacher as a Researcher	Participants will learn to research critical issues in their classrooms. Participants will design a research plan and organize the collection of information.	Grades: Pre-K-5 2 Teachers
10/16/96 3:30 PM-6:30 PM PDA Application 3 Hrs.	TAAS Reading Strategies	Participants will learn reading and writing instructional strategies that will help bilingual students increase their reading and writing scores on the TAAS tests.	Grades: 4-6 6 Teachers
10/22/96 8:30 AM-4:00 PM PDA Application 6 Hrs.	Integrating ESL Instruction	Participants will work in cooperative groups to learn effective reading, writing, and thinking strategies to incorporate into their ESL instruction.	Grades: 6-12 26 Teachers

## Appendix B (continued)

## Alternative Language Program / Bilingual / ESL Professional Staff Development, 1996-97

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
11/12/96 8:30 AM-3:30 PM PDA* Application* 6 Hrs.	Spanish TAAS Training	Participants will learn instructional strategies that focus on the skills tested on TAAS for mathematics, reading and writing.	Grades: 3-6 35 Teachers
01/28/97 8:30 AM-3:30 PM PDA Application 6 Hrs.	Integrating ESL Instruction	Participants will work in cooperative groups to learn effective reading, writing and thinking strategies to incorporate into their ESL instruction.	Grades: 6-12 29 Teachers
01/29/97 3:30 PM-4:30 PM PDA Application 1 Hrs.	Teaching TAAS Objectives While Creating Books	Participants will create their own books utilizing TAAS objectives after viewing a puppet show.	Grades: Pre-K-4 11 Teachers
02/11/97 3:30 PM-6:30 PM Holiday Inn South Application 3 Hrs.	Spanish Reading	Participants will explore ideas and strategies for promoting beginning reading.	Grades: Pre-K-5 74 Teachers
02/19/97 3:30 PM-4:30 PM PDA Application 1 Hr.	Enhancing Literacy in Bilingual Kindergarten and First Grade Through Centers	Participants will gain ideas and receive activities to use in centers.	Grades: Pre-K-6 40 Teachers
02/26/97 3:30 PM-5:15 PM PDA Application 1 Hr. and 45 minutes	Developing Literacy in Young Children, Part 2	Participants will receive ideas on how to use children's literature to create their own books and enhance reading. New ideas have been added.	Grades: Pre-K-6 39 Teachers
03/22/97 9:00 AM-4:00 PM PDA Application 6 Hrs.	ESL EXCET Review (Examination for the Certification of Educators in Texas)	Review ESL methodology, testing strategies and prepare teachers for the state certification examination.	Grades: Pre-K-12 13 Teachers
03/24/97 8:00 AM-4:00 PM Central Office Application 6 Hrs.	Work Session for Secondary Handbooks	Participants will review guidelines and other issues pertaining to secondary ESL students for inclusion in the secondary handbook.	Grades: 6-12 3 Teachers

## APPENDIX C.1

**Professional Development Academy at Read  
Austin Independent School District**

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

New Bilingual Teacher Orientation (N = 7)

August 26, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				29%	57%	14%
Relevant				29%	57%	14%
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				29%	57%	14%
Were stimulating				29%	57%	14%
Were at appropriate levels				29%	57%	14%
Were appropriately paced				57%	29%	14%
Indicated thoughtful planning				14%	71%	14%
Were effectively organized				14%	71%	14%
<b>INSTRUCTOR:</b>						
Was well-prepared			14%		86%	
Was knowledgeable					86%	14%
Used effective techniques			14%		86%	
Provided for individual differences			14%	29%	43%	14%
Encouraged exchange of ideas				43%	43%	14%
<b>ENVIRONMENT:</b>						
Facilities were adequate				29%	57%	14%
Time was appropriate	14%		14%	14%	43%	14%
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				43%	57%	14%
Would like more training in this area			14%	29%	57%	
Recommend this activity to colleagues				29%	57%	14%

## Appendix C.2

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Language Proficiency Assessment Committee (N =16)

August 28, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated			13%	56%	31%	
Relevant				37%	63%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				69%	31%	
Were stimulating			19%	44%	37%	
Were at appropriate levels		6%		56%	31%	6%
Were appropriately paced			6%	44%	50%	
Indicated thoughtful planning			6%	25%	56%	13%
Were effectively organized			6%	44%	50%	
<b>INSTRUCTOR:</b>						
Was well-prepared				31%	69%	
Was knowledgeable				31%	69%	
Used effective techniques			19%	37%	44%	
Provided for individual differences	6%		13%	37%	44%	
Encouraged exchange of ideas		6%		25%	69%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				44%	50%	6%
Time was appropriate				37%	63%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				31%	69%	
Would like more training in this area			37%	25%	31%	6%
Recommend this activity to colleagues				44%	44%	12%



## Appendix C.3

## Professional Development Academy at Read

Austin Independent School District

## Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Language Assessment Scales (LAS) Test Training (N = 10)

August 28, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				20%	80%	
Relevant				20%	80%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				20%	80%	
Were stimulating				20%	80%	
Were at appropriate levels			20%	20%	60%	
Were appropriately paced				40%	60%	
Indicated thoughtful planning				40%	60%	
Were effectively organized				20%	80%	
<b>INSTRUCTOR:</b>						
Was well-prepared				20%	80%	
Was knowledgeable					100%	
Used effective techniques				20%	60%	20%
Provided for individual differences				20%	80%	
Encouraged exchange of ideas				40%	60%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				20%	80%	
Time was appropriate	20%			30%	50%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				20%	80%	
Would like more training in this area	20%		60%		20%	
Recommend this activity to colleagues			40%	10%	50%	

## Appendix C.4

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

TAAS Writing Strategies (N = 10)

September 11, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated			10%		90%	
Relevant			10%		90%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives			10%	10%	80%	
Were stimulating			10%		90%	
Were at appropriate levels			10%	10%	80%	
Were appropriately paced			10%	10%	80%	
Indicated thoughtful planning			10%		90%	
Were effectively organized			10%		90%	
<b>INSTRUCTOR:</b>						
Was well-prepared			10%		90%	
Was knowledgeable			10%		90%	
Used effective techniques			10%		90%	
Provided for individual differences			10%		90%	
Encouraged exchange of ideas			10%		90%	
<b>ENVIRONMENT:</b>						
Facilities were adequate			10%	10%	80%	
Time was appropriate			10%	10%	80%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session			10%		90%	
Would like more training in this area			10%	30%	60%	
Recommend this activity to colleagues			10%	10%	80%	

## Appendix C.5

## Professional Development Academy at Read

Austin Independent School District

## Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Should I Refer My Bilingual Student to Special Education? (N = 13)

September 18, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				62%	38%	
Relevant				54%	46%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				54%	38%	7%
Were stimulating			7%	69%	23%	
Were at appropriate levels				69%	31%	
Were appropriately paced				69%	31%	
Indicated thoughtful planning				69%	31%	
Were effectively organized				69%	31%	
<b>INSTRUCTOR:</b>						
Was well-prepared				54%	46%	
Was knowledgeable			7%	38%	54%	
Used effective techniques			7%	54%	31%	7%
Provided for individual differences			7%	69%	23%	
Encouraged exchange of ideas				46%	54%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				62%	38%	
Time was appropriate		15%	7%	46%	31%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				46%	54%	
Would like more training in this area			15%	54%	23%	7%
Recommend this activity to colleagues				46%	54%	

## Appendix C.6

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

TOPT Review (Texas Oral Proficiency Test) (N = 11)

September 21, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated					100%	
Relevant					100%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives					100%	
Were stimulating					100%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning					100%	
Were effectively organized					100%	
<b>INSTRUCTOR:</b>						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective techniques					100%	
Provided for individual differences					100%	
Encouraged exchange of ideas					100%	
<b>ENVIRONMENT:</b>						
Facilities were adequate					100%	
Time was appropriate					100%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session					100%	
Would like more training in this area		9%	9%		73%	9%
Recommend this activity to colleagues						

## Appendix C.7

## Professional Development Academy at Read

Austin Independent School District

## Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Dia de los Muertos (N = 15)

September 24, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				13%	87%	
Relevant				20%	80%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				13%	87%	
Were stimulating				7%	93%	
Were at appropriate levels				20%	80%	
Were appropriately paced				7%	93%	
Indicated thoughtful planning				7%	93%	
Were effectively organized				7%	93%	
<b>INSTRUCTOR:</b>						
Was well-prepared				13%	87%	
Was knowledgeable				13%	87%	
Used effective techniques				7%	93%	
Provided for individual differences				7%	93%	
Encouraged exchange of ideas				7%	93%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				7%	93%	
Time was appropriate				7%	93%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				13%	80%	7%
Would like more training in this area				40%	33%	27%
Recommend this activity to colleagues				20%	73%	7%

## Appendix C.8

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Bilingual Literacy (N = 3)

October 1, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated					100%	
Relevant					100%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives					100%	
Were stimulating					100%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning					100%	
Were effectively organized					100%	
<b>INSTRUCTOR:</b>						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective techniques					100%	
Provided for individual differences					100%	
Encouraged exchange of ideas				33%	67%	
<b>ENVIRONMENT:</b>						
Facilities were adequate					100%	
Time was appropriate					100%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session					100%	
Would like more training in this area					100%	
Recommend this activity to colleagues					100%	

## Appendix C.9

## Professional Development Academy at Read

Austin Independent School District

## Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Bilingual Teacher As Researcher (N = 2)

October 8, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated					100%	
Relevant					100%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives					100%	
Were stimulating					100%	
Were at appropriate levels					100%	
Were appropriately paced					100%	
Indicated thoughtful planning					100%	
Were effectively organized					100%	
<b>INSTRUCTOR:</b>						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective techniques					100%	
Provided for individual differences					100%	
Encouraged exchange of ideas					100%	
<b>ENVIRONMENT:</b>						
Facilities were adequate					100%	
Time was appropriate					100%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session					100%	
Would like more training in this area					100%	
Recommend this activity to colleagues					100%	

## Appendix C.10

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

TAAS Reading Strategies (N = 4)

October 16, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				75%		25%
Relevant				50%	25%	25%
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				25%	25%	50%
Were stimulating				75%	25%	
Were at appropriate levels				50%	50%	
Were appropriately paced				75%	25%	
Indicated thoughtful planning				100%		
Were effectively organized				75%	25%	
<b>INSTRUCTOR:</b>						
Was well-prepared				25%	50%	25%
Was knowledgeable				25%	75%	
Used effective techniques				75%	25%	
Provided for individual differences				50%	50%	
Encouraged exchange of ideas				25%	75%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				75%	25%	
Time was appropriate				75%	25%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				50%	50%	
Would like more training in this area			25%	75%		
Recommend this activity to colleagues				100%		



## Appendix C.11

## Professional Development Academy at Read

Austin Independent School District

## Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Integrating ESL Instruction (N = 23)

October 22, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				39%	61%	
Relevant			4%	13%	78%	4%
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				35%	61%	4%
Were stimulating		4%	4%	43%	43%	4%
Were at appropriate levels			17%	26%	57%	
Were appropriately paced			22%	26%	52%	
Indicated thoughtful planning			4%	26%	70%	
Were effectively organized				30%	70%	
<b>INSTRUCTOR:</b>						
Was well-prepared			4%	17%	78%	
Was knowledgeable			4%	17%	78%	
Used effective techniques			4%	39%	57%	
Provided for individual differences			17%	13%	65%	4%
Encouraged exchange of ideas		4%	4%	26%	65%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				35%	65%	
Time was appropriate			4%	35%	61%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				39%	61%	
Would like more training in this area		4%	4%	30%	57%	4%
Recommend this activity to colleagues			9%	17%	70%	4%

## Appendix C.12

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Spanish TAAS Training (N = 20)

November 12, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated		5%	10%	35%	50%	
Relevant			5%	40%	55%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives			10%	35%	55%	
Were stimulating			5%	40%	55%	
Were at appropriate levels				45%	55%	
Were appropriately paced			5%	40%	55%	
Indicated thoughtful planning				45%	55%	
Were effectively organized				45%	55%	
<b>INSTRUCTOR:</b>						
Was well-prepared			5%	30%	65%	
Was knowledgeable				30%	70%	
Used effective techniques				35%	65%	
Provided for individual differences			5%	35%	60%	
Encouraged exchange of ideas				40%	60%	
<b>ENVIRONMENT:</b>						
Facilities were adequate		10%	20%	10%	60%	
Time was appropriate	5%			35%	55%	5%
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				30%	70%	
Would like more training in this area		5%	10%	30%	50%	5%
Recommend this activity to colleagues				40%	55%	5%

## Appendix C.13

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Integrating ESL Instruction (N = 17)

January 28, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				18%	82%	
Relevant				6%	94%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				18%	82%	
Were stimulating				29%	71%	
Were at appropriate levels				29%	71%	
Were appropriately paced				24%	76%	
Indicated thoughtful planning				24%	76%	
Were effectively organized				18%	82%	
<b>INSTRUCTOR:</b>						
Was well-prepared				18%	82%	
Was knowledgeable				18%	82%	
Used effective techniques				18%	82%	
Provided for individual differences				29%	65%	6%
Encouraged exchange of ideas				12%	88%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				29%	71%	
Time was appropriate				12%	88%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				18%	82%	
Would like more training in this area				35%	65%	
Recommend this activity to colleagues				24%	76%	

### Appendix C.14

#### Professional Development Academy at Read

Austin Independent School District

#### Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Teaching TAAS Objectives While Creating Books (N = 7)

January 29, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				29%	71%	
Relevant				29%	71%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				43%	57%	
Were stimulating					100%	
Were at appropriate levels				29%	71%	
Were appropriately paced				29%	71%	
Indicated thoughtful planning				29%	71%	
Were effectively organized				14%	86%	
<b>INSTRUCTOR:</b>						
Was well-prepared				14%	86%	
Was knowledgeable				14%	86%	
Used effective techniques				14%	86%	
Provided for individual differences					100%	
Encouraged exchange of ideas					100%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				29%	71%	
Time was appropriate				29%	71%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				14%	86%	
Would like more training in this area				29%	71%	
Recommend this activity to colleagues				14%	86%	

## Appendix C.15

## Professional Development Academy at Read

Austin Independent School District

## Evaluation Form

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Spanish Reading (N = 43)

February 11, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated			9%	40%	49%	2%
Relevant			9%	33%	53%	5%
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives		2%	5%	44%	49%	
Were stimulating			9%	40%	51%	
Were at appropriate levels			7%	40%	53%	
Were appropriately paced	2%		14%	33%	51%	
Indicated thoughtful planning		2%	7%	40%	49%	2%
Were effectively organized		2%	5%	44%	47%	2%
<b>INSTRUCTOR:</b>						
Was well-prepared		2%	2%	35%	58%	2%
Was knowledgeable			5%	33%	62%	
Used effective techniques			7%	38%	53%	2%
Provided for individual differences			9%	40%	49%	2%
Encouraged exchange of ideas			2%	35%	60%	2%
<b>ENVIRONMENT:</b>						
Facilities were adequate				35%	65%	
Time was appropriate		2%	2%	37%	58%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session			7%	23%	70%	
Would like more training in this area			14%	30%	53%	2%
Recommend this activity to colleagues			7%	28%	60%	5%

## Appendix C.16

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Enhancing Literacy in Bilingual Kindergarten and First Grade Through Centers (N = 26)

February 19, 1996

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated	4%		7%	50%	35%	4%
Relevant	4%		7%	38%	50%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives	4%	4%	7%	38%	46%	
Were stimulating		7%	7%	31%	50%	4%
Were at appropriate levels		4%	4%	38%	54%	
Were appropriately paced		19%	7%	31%	38%	4%
Indicated thoughtful planning		4%	4%	46%	46%	
Were effectively organized	4%		15%	31%	46%	4%
<b>INSTRUCTOR:</b>						
Was well-prepared	4%		11%	27%	58%	
Was knowledgeable	4%		7%	35%	54%	
Used effective techniques		7%	4%	27%	62%	
Provided for individual differences	4%		7%	35%	54%	
Encouraged exchange of ideas		7%	11%	20%	58%	4%
<b>ENVIRONMENT:</b>						
Facilities were adequate	4%		4%	23%	69%	
Time was appropriate		15%	19%	23%	38%	4%
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session			15%	27%	58%	
Would like more training in this area	4%	7%	4%	27%	54%	4%
Recommend this activity to colleagues		7%	7%	19%	58%	7%

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## Appendix C.17

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Developing Literacy in Young Children, Part 2 (N = 27)

February 26, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated				33%	67%	
Relevant				30%	70%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives				30%	70%	
Were stimulating				22%	78%	
Were at appropriate levels				26%	74%	
Were appropriately paced			4%	26%	70%	
Indicated thoughtful planning				18%	81%	
Were effectively organized				26%	74%	
<b>INSTRUCTOR:</b>						
Was well-prepared				19%	81%	
Was knowledgeable				7%	93%	
Used effective techniques				18%	78%	4%
Provided for individual differences				22%	78%	
Encouraged exchange of ideas			4%	22%	74%	
<b>ENVIRONMENT:</b>						
Facilities were adequate			4%	22%	74%	
Time was appropriate			4%	22%	74%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				26%	70%	4%
Would like more training in this area				22%	74%	4%
Recommend this activity to colleagues				22%	74%	4%

## Appendix C.18

## Professional Development Academy at Read

Austin Independent School District

*Evaluation Form*

The value ascribed to the rating is:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

ESL ExCET Review (N = 11)

March 22, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
<b>OBJECTIVES WERE:</b>						
Clearly stated					100%	
Relevant					100%	
<b>CONTENT AND INSTRUCTION:</b>						
Were in agreement with stated objectives			9%		91%	
Were stimulating		9%		45%	45%	
Were at appropriate levels				18%	82%	
Were appropriately paced				36%	64%	
Indicated thoughtful planning					100%	
Were effectively organized				18%	82%	
<b>INSTRUCTOR:</b>						
Was well-prepared					100%	
Was knowledgeable					100%	
Used effective techniques		9%		18%	73%	
Provided for individual differences		9%		18%	73%	
Encouraged exchange of ideas				18%	82%	
<b>ENVIRONMENT:</b>						
Facilities were adequate				27%	73%	
Time was appropriate			9%	18%	73%	
<b>SUMMATIVE RESPONSE:</b>						
Use information presented in session				18%	82%	
Would like more training in this area		9%	27%	9%	55%	
Recommend this activity to colleagues			9%		91%	



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