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# Bilingual and English as a Second Language Program and Demographic Summary, 2018–2019

Austin Independent School District





## Executive Summary

The purpose of this report is to provide information on the bilingual education (BE) and English as a second language (ESL) programs implemented in the Austin Independent School District (AISD) during the 2018–2019 school year. This document summarizes the programs implemented, the numbers of students served, students' demographic characteristics, and program participation. This report is the first in a series of summary reports; subsequent reports will examine the academic performance and language acquisition of English learners (ELs) in 2018–2019.

As of the Fall 2018 snapshot on October 26, 2018, AISD had enrolled 21,706 ELs, representing 27% of the AISD student population (80,032). There were slightly more male (52%) than female (48%) ELs. Additionally, compared with the previous school year, in 2018–2019, a 1 percentage point increase was seen in the proportion of ELs qualifying for free or reduced-price meals, up from 86% in 2017–2018 to 87%. The majority of AISD ELs self-identified as Hispanic or Latino (87%). ELs' most common home language was Spanish (87%), followed by Arabic (2%), Vietnamese (1%), Pashto (1%), and Burmese (1%). Fifteen percent of AISD ELs were immigrants and 5% were refugees or asylees. Immigrants are defined by the Texas Education Agency (TEA) as individuals ages 3 through 21 who were not born in any U.S. state and have not attended school in any one or more states for more than 3 full academic years.

Sixty-eight percent of ELs were enrolled at the elementary school level, and 60% of these students were served in the Dual Language (DL) Program. AISD provided one-way and two-way DL at the elementary school level, and DL was offered at 11 middle schools and two high schools in 2018–2019. In addition, AISD offered the Transitional/Late-Exit Program at the elementary level and the ESL Program to ELs at all grade levels.

In 2018–2019, 17% of ELs participated in career and technical education (CTE). However, only 3% of ELs participated in the gifted and talented (GT) programs, compared with 12% non-EL participation. In 2018–2019, approximately 13% of ELs received special education services.

Overall, ELs' social and emotional well-being, based on results from the 2019 Student Climate Survey, remained unchanged from the prior year. ELs responded with similarly high agreement to that of their non-EL peers to statements about teachers' high academic expectations for them. In addition, both groups reported similar ratings of their classroom peers' behavior toward them, toward their teachers, and toward school rules (Student Climate Survey results, 2019). Interestingly, **ELs across all school levels were more likely than their non-EL counterparts to report that they liked coming to school, consistent with results from the 2017–2018 school year.**

ELs across all school levels responded similarly to non-ELs, with high agreement to the survey statement that there is respect for different cultures at their school. However, ELs had slightly lower percentages of agreement than did their non-EL counterparts to ratings for whether students at their schools received respect for speaking languages other than English. In addition, ELs were significantly less likely than non-ELs to report that they intended to go to college, consistent with last year's results.

In 2018–2019, staff from the AISD Multilingual Education Team (MET) evaluated the tool used for DL classroom observations to develop a new observation guide that could be used to identify the critical elements of successful BE instruction. The new observation guide was used in preliminary classroom observations during the 2018–2019 school year. DL classroom teachers were surveyed about their perceptions of DL implementation at their schools to gather data on implementation. The majority of teachers reported using key elements of DL in their classrooms either all of the time or most of the time and reported high levels of commitment from the administrator, parents/community, other DL teachers, and the MET. For more information on the DL Program see <https://www.austinisd.org/multilingual/dual-language#title>.

In the 2018–2019 school year, 2,344 BE- or ESL-certified teachers had BE or ESL assignments district wide. Of the 2,344 bilingual/ESL teachers, 2,179 taught at the elementary level, 44 taught at the middle school level, and 21 taught at the high school level. During the 2018–2019 school year, 12 professional development (PD) courses were offered by the MET, with 50 sessions and 768 participants; however, these numbers only reflect courses tracked through the district’s Human Capital Platform (HCP) system and do not include any PD sessions that may have occurred on campus during staff and team meeting times. Topics for these PD sessions included new bilingual teacher orientation, sheltered instruction in the classroom, secondary DL, the ESL Academy, language proficiency assessment committees (LPACs), summer school, and LAS Links assessments.

To support the education of ELs, AISD received supplemental state BE funding and federal Every Student Succeeds Act (ESSA) Title III, Part A, grant funding (see the U.S. Department of Education website for more information, <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>). The majority of expenditures covered campus instruction and support (e.g., teachers’ salaries, instructional materials). More than \$9.8 million in state funds and more than \$2.5 million in federal Title III, Part A, funds were spent supporting ELs. Thus, the estimated supplemental cost per EL served in 2018–2019 was \$575. The majority of the Title III, Part A, grant funding for ELs was used for educators’ salaries and administrative costs (\$1,518,244). Of the grant funding for ELs, \$279,128 was spent on parental support, \$63,372 on PD sessions, and \$24,334 on summer programs, with additional costs in staff salaries included in the administrative costs. Additionally, \$517,452 was spent on personnel for supporting AISD students who were immigrants and refugee/asylees.

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## Introduction

This report summarizes the demographic and program participation of the English learners (ELs) in Austin Independent School District (AISD) during the 2018–2019 school year. Descriptions of the students served by the bilingual education (BE) and English as a second language (ESL) programs and their characteristics, participation in other programs, and cultural and social emotional well-being are discussed. Additionally, the teachers of ELs and the professional development (PD) education these teachers completed are summarized.

## BE and ESL Programs

Texas state law requires that BE or ESL program services be offered to ELs, by recommendation of school staff and upon approval of the student’s parents. In addition, the state requires that school districts offer BE programs at prekindergarten (pre-K) through grade 5 for any language with 20 or more students enrolled at any grade level across the district. For more information on Texas state laws, see the Texas Education Agency’s (TEA) website for Texas Administrative Code at <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>. For more information on BE or ESL programs offered at AISD, see sidebar.

## ELs in AISD

Table 1 shows the numbers of ELs served in each BE/ESL program, as well as the numbers of ELs whose parents denied BE/ESL program services as of the Fall 2018 snapshot on October 26, 2018. At the elementary level, the majority of ELs were enrolled in the one-way Dual Language (DL) Program. At the secondary level, although all ELs were enrolled in the ESL Program, those who were in the DL Program were also provided a local program code for tracking their participation. Participation in the secondary DL Program increased in 2018–2019 school year. Additionally, the secondary DL Program was expanded to high school, with program offerings at Akins and Travis High Schools.

Table 1.

**AISD ELs, by BE or ESL Program Participation, Fall 2018**

	Number	Percentage	
Bilingual	One-way DL	6,901	32%
	Two-way DL	2,683	12%
	Transitional late exit	2,895	13%
ESL	Content	3,143	14%
	Pull out	5,812	27%
Denials (parent denied BE-ESL services)	272	1%	
<b>Total</b>	<b>21,706</b>	<b>100%</b>	

Source. AISD student records, Fall 2018 snapshot

## BE and ESL Programs in AISD

One-way DL serves ELs in both English and Spanish, or another language, in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Students receive language arts instruction in their native language, as well as instruction for other subjects in both English and the other language. Program exit will occur not earlier than 5<sup>th</sup> grade. Two-way DL is like one-way DL, with the exception that two-way DL serves both ELs and non-ELs.

Transitional/Late Exit (T/LE) serves ELs in both English and Spanish, or another language, and transfers a student to English-only instruction. Students enrolled in the T/LE Program are eligible to exit the program not earlier than 6 or later than 7 years after they enroll in school.

ESL content serves ELs in English, with other language support, and provides supplementary instruction for all content areas, as well as support in learning English. ESL pull out serves ELs by providing English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the other content areas. Instruction may be provided in a pull-out or inclusionary delivery model.

For more information on AISD programs for ELs, see the MET’s website at <https://www.austinisd.org/multilingual>.

## Immigrant, Refugee/Asylee, and Migrant

### Immigrant

Immigrants are defined by the TEA as individuals who are ages 3 through 21, were not born in any U.S. state, and have not been attending one or more schools in any one or more states for more than 3 full academic years.

### Refugee/Asylee

The TEA defines refugees as students who initially enrolled in a school in the United States as an asylee (as defined by 45 Code of Federal Regulations, Section 400.41) or a refugee (as defined by 8 United States Code Section 1101); who have a visa issued by the U.S. Department of State, with a Form I-94 Arrival/Departure record, or a successor document, issued by the U.S. Citizenship and Immigration Services, that is stamped with “asylee,” “refugee,” or “asylum”; and who, as a result of inadequate schooling outside the United States, lack the necessary foundation in the essential knowledge and skills of the curriculum (prescribed under TEC Section 28.002), as determined by the language proficiency assessment committee (established under TEC Section 29.063).

### Migrant

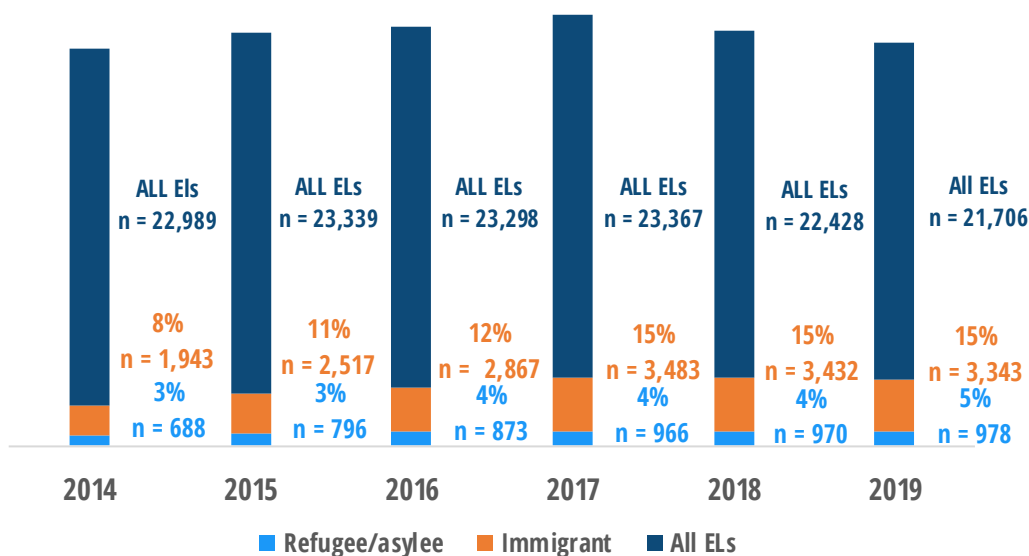
Migrants are defined by TEA as students who are ages 3 through 21; who are (or whose parent, spouse, or guardian is) migratory agricultural workers; and who, in the preceding 36 months, in order to obtain (or accompany such parent, spouse, or guardian in obtaining) temporary or seasonal employment moved from one school district to another or resided in a school district of more than 15,000 square miles and migrated a distance of 20 miles or more to a temporary residence to engage in an agricultural or fishing activity.

In the Fall of 2018, 80,032 students were enrolled at AISD, and 27% of them were ELs ( $n = 21,706$ ). For the past 2 years, the number of ELs enrolled at AISD has decreased slightly, whereas from 2013–2014 to 2016–2017, EL enrollment was stable at around 23,000 students. **Although EL enrollment decreased, the proportion of ELs enrolled at AISD remained the same.**

Of all ELs enrolled in AISD, 15% were immigrants and 5% were refugees or asylees (Figure 1). The percentage of immigrant ELs enrolled has gradually increased, from approximately 11% in 2013–2014 to approximately 15% in 2018–2019 (Figure 1). The official definition only considers students to be immigrants within their first 3 years in U.S. schools. In 2018–2019, only 13 students of all enrolled ELs in AISD were identified as migrants (0.06%; see side bar for definitions of immigrant, asylee, and migrant students). Of all immigrants and refugees/asylees enrolled at AISD, the vast majority were ELs (92% and 91%, respectively).

Figure 1.

Percentage of ELs Identified as **Immigrants**, **Refugee/Asylees**, and **Total ELs** Enrolled at AISD for the 2013–2014 to 2018–2019 School Years



Source. AISD student records, Fall 2018 snapshot

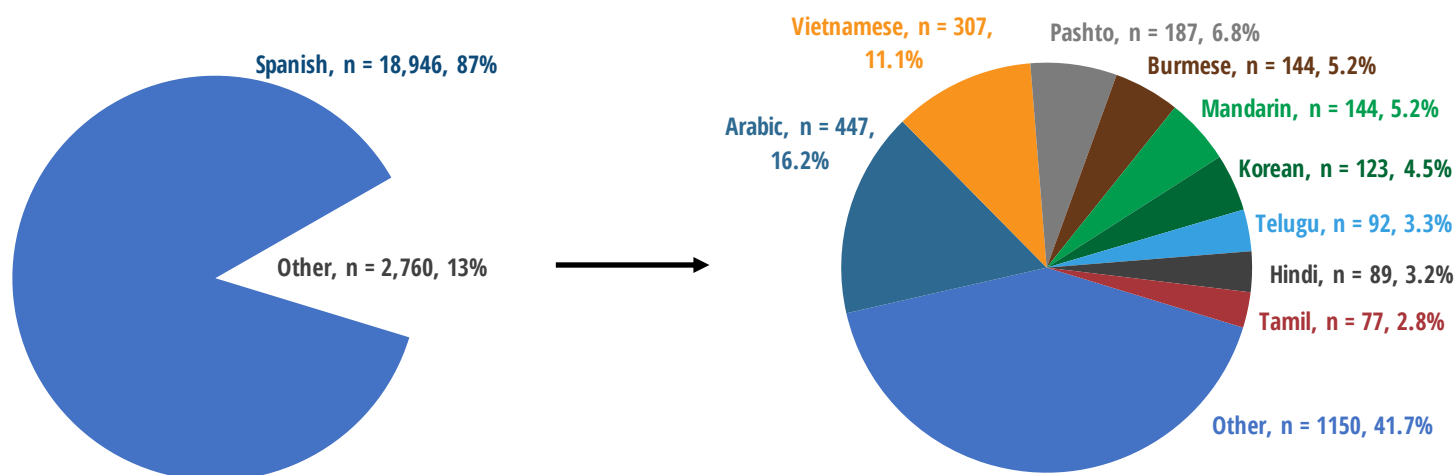
The vast majority of ELs enrolled at AISD during 2018–2019 self-identified as Hispanic or Latino (87%, Table 2). Of all AISD ELs, 7% were Asian, 4% were White, and 1% were Black or African American. Students identifying as American Indian or Alaskan Native, as Native Hawaiian/other Pacific Islander, and as two or more races accounted for less than 1% of AISD ELs. Consistent with the race and ethnic distribution, **the vast majority of ELs enrolled at AISD spoke Spanish at home (87%, Figure 2)**. The other languages most commonly spoken at home by ELs were Arabic, Vietnamese, Pashto, Burmese, and Mandarin. The “Other” category (5%) was composed of 66 other languages reported to be spoken at home by ELs in 2018–2019 (Figure 2). In addition, AISD’s ELs had the following characteristics: 48% were female and 52% were male, and 1% ( $n = 221$ ) were identified as homeless. **In 2018–2019, 87% of AISD’s ELs qualified for free or reduced-price meals**, which was 1 percentage point higher than last year.

Table 2  
Self-Identified Racial/Ethnic Composition of Students Enrolled at AISD, Fall 2018

Ethnicity or race	ELs		All AISD students	
	<i>n</i>	%	<i>n</i>	%
Hispanic/Latino	18,970	87%	44,394	55%
American Indian or Alaska Native	23	< 1%	94	< 1%
Asian	1,462	7%	3,530	4%
African American/Black	295	1%	5,671	7%
Native Hawaiian/other Pacific Islander	13	< 1%	71	< 1%
White	882	4%	23,688	30%
Two or more races	61	< 1%	2,584	3%

Source. AISD student records, Fall 2018 snapshot

Figure 2.  
Most Common Languages Spoken by AISD ELs at Home, Fall 2018



Source. AISD student records, Fall 2018 snapshot

### Participation in Career and Technical Education (CTE), Gifted and Talented (GT), and Special Education Programs

ELs represented 11% of the middle and high school students participating in CTE, whereas non-ELs represented 50%; however, non-ELs included students who were recently reclassified as English proficient. This indicates that ELs' representation in CTE programs is underrepresented compared with that of their non-EL peers. The difference between ELs' and non-ELs' participation in GT programs was more pronounced. As of the Fall 2018 snapshot, 12% of non-ELs participated in GT programs, whereas participation by ELs was 3% ( $n = 629$ ). Again, the students who were recently reclassified as English proficient were included in the non-ELs group, which resulted in the appearance of a larger underrepresentation of ELs in GT programs. It should be noted that although the total number of students enrolled in AISD decreased in the 2018–2019 school year, the number of current ELs participating in GT programs increased by 49 students compared with last year.

In 2018–2019, 13% of AISD's ELs ( $n = 2,758$ ) received special education services, which was closely matched by 12% of non-ELs ( $n = 6,932$ ) receiving special education services. For more information on enrollment in Texas, see [https://tea.texas.gov/acctres/enroll\\_index.html](https://tea.texas.gov/acctres/enroll_index.html).

## ELs' Social and Emotional Well-Being

Annually, AISD administers the Student Climate Survey to students in grades 3 through 11. The 2019 Student Climate Survey results showed that similarly high percentages of ELs and non-ELs in all school levels supported statements about teachers' high academic expectations of them. Specifically, non-ELs and ELs reported high agreement with the statement that their teachers expected them to think hard about the things they read (94% and 92%, respectively). Furthermore, the statement that their teachers expected everybody to work hard received similar high agreement from both non-ELs (96%) and ELs (96%). In addition, both groups reported similar ratings of their classroom peers' behavior toward them (non-ELs 87% and ELs 85%), toward their teachers (non-ELs 84% and ELs 84%), and toward school rules (non-ELs 78% and ELs 78%; Appendix A, Tables A1, A2, and A3). Interestingly, ELs in elementary (81%), middle (67%), and high school (72%) were more likely than their non-EL counterparts (77%, 61%, 63%, respectively) to report that they liked coming to school (Appendix A, Tables A4, A5, and A6), in contrast with results from the 2016–2017 school year but consistent with last year's results.

ELs (in elementary, 93%; middle, 87%; and high school, 91%) responded similarly to non-ELs (95%, 90%, and 92% respectively) with high agreement to the statement that there was respect for different cultures at their school (Appendix A, Table A7). However, ELs in elementary (93%), middle (86%), and high school (90%) had slightly lower percentages of agreement than did their non-EL counterparts (95%, 92%, 94%, respectively) to ratings for whether students at their schools received respect for speaking languages other than English. In addition, elementary (63%), middle (54%), and high school (49%) ELs were significantly less likely than non-ELs at those school levels (73%, 74%, 75%, respectively) to report that they intended to go to college, consistent with last year's results, although slightly lower for both ELs and non-ELs. Further research should be done to understand why both ELs and non-ELs' intentions to go to college decreased this year.

## Dual Language Implementation in Elementary School

In 2018–2019, staff from the AISD MET evaluated the tool used for DL classroom observations to develop a new observation guide that could identify the critical elements of successful BE instruction. The new observation guide was used in preliminary classroom observations during the 2018–2019 school year. Data gathered were then used to improve the observation guide for use in the 2019–2020 school year to evaluate the DL Program implementation in AISD elementary schools.

In Spring 2019, elementary DL teachers were surveyed about their perceptions of DL implementation at their campuses. A total of 201 teachers responded to the survey, 106 one-way DL teachers and 95 two-way DL teachers from 25 of the 44 campuses where DL was implemented. Teachers were asked the degree to which several aspects of the DL Program supported their work as a DL teacher. Sixty-one percent of teachers strongly agreed or agreed that professional learning sessions supported their work, and 55% strongly agreed or agreed that they were supported by a BE cluster specialist. Eighty-two percent of the teachers who responded reported they were implementing biliteracy strategies in their classrooms. Teachers were also asked to indicate the degree to which





## Federal Funding Support for ELs

Title III, Part A, of the federal ESSA of 2015 provides guidance about the use of federal funds to support the education of ELs (see <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>).

Title III, Part A, funds are supplemental and can be used to help ensure that ELs attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. These funds also can be used to develop, enhance, and sustain high-quality language instruction educational programs for ELs, as well as to promote parental and community participation in language instruction educational programs for ELs. These funds may not be used to support non-EL students in the two-way DL Program. The school district must use local funding to support non-ELs participating in the two-way DL Program.

Information on Title III, Part A, also can be found at the TEA's web page: <http://tea.texas.gov/titleIII/partA/>

they implemented several DL elements, from *all of the time* to *not at all*. Sixty-four percent of the teachers surveyed responded that they taught for transfer either *all of the time* or *most of the time*. Of the teachers surveyed, 70% and 65% reported students were reading or writing, respectively, daily in both languages of instruction, either *all of the time* or *most of the time*. Additionally, 81% of teachers reported collaborative learning in their classrooms, either *all of the time* or *most of the time*.

The survey also asked teachers to rate the level of commitment to implementing DL, from *high* to *low* for staff groups. Teachers reported high commitment most commonly for parents/community (61%), followed by administrators (60%), other DL teachers (59%), MET (57%), and specialists/support staff (55%). Finally, teachers were asked to indicate the challenges or barriers to implementing DL in their classrooms. The most commonly selected challenges were lack of resources ( $n = 112$ ), standardized testing ( $n = 67$ ), and mixed classrooms ( $n = 64$ ).

### EL Summer School Program

Every summer AISD provides a state-mandated summer school program for ELs rising to kindergarten, 1<sup>st</sup> grade, and retained 1<sup>st</sup> grade students at several campuses across the district. These students get an extra month of instruction in early reading and math. This summer 1,252 ELs attended, representing an increase of 117 ELs from the previous year. Of these ELs, 639 were rising kindergartners, 592 were rising 1<sup>st</sup> graders, and 21 were retained 1<sup>st</sup> graders. Toward the end of summer school, teachers were surveyed about their perceptions of the program. The majority of teachers felt the curriculum was effective at meeting program goals, included innovative strategies and best practices, and was more engaging/hands-on for the students. The overwhelming response to the program was positive.

### Teachers of ELs

There was an increase in the number of BE and ESL teachers with classroom assignments during the 2018–2019 school year. There were 2,344 BE- or ESL-certified teachers with BE or ESL assignments for ELs in the district. Of the 2,344 bilingual/ESL teachers, 2,279 taught at the elementary level, 44 taught at the middle school level, and 21 taught at the high school level. During the 2018–2019 school year, 12 PD courses were offered by the MET, with 50 sessions and 768 participants; however, these numbers only reflect courses tracked through the district's Human Capitol Platform (HCP) system and do not include any PD sessions that may have occurred on campus during staff and team meeting times, such as biliteracy cohorts. Topics of these PD sessions included new bilingual teacher orientation, sheltered instruction in the classroom, secondary DL, the ESL Academy, language proficiency assessment committees (LPACs), summer school, and LAS Links assessments.

### Education Funding for ELs

To support the education of ELs, AISD received supplemental state bilingual funding and federal Every Student Succeeds Act (ESSA) Title III, Part A, grant funding (see the U.S. Department of Education website for more information, [www.ed.gov/essa](http://www.ed.gov/essa)). The

majority of expenditures covered campus instruction and support (e.g., teachers' salaries, instructional materials). More than \$9.8 million in state funds and more than \$2.5 million in federal Title III, Part A, funds were spent supporting ELs. Thus, the estimated supplemental cost per EL served in 2018–2019 was \$575. The majority of the Title III, Part A, grant funding for ELs was used for educators' salaries and administrative costs (\$1,518,244). Of the grant funding for ELs, \$279,128 was spent on parental support, \$63,372 on PD sessions, and \$24,334 on summer programs, with additional costs in staff salaries included in the administrative costs. Additionally, \$517,452 was spent on personnel for supporting AISD students who were immigrants and refugee/asylees.

## Conclusions

The following sections summarize the observations outlined in this report and provide recommendations for the 2019–2020 school year.

Although the numbers of ELs and of all AISD students decreased from 2017–2018 to 2018–2019, the proportion of ELs remained constant. In terms of EL program participation, an increase in DL participation was seen during the 2018–2019 school year. It is important to note that ELs in BE programs, particularly in the DL Program, were supported in developing their home language simultaneously with learning English, with a goal of completing secondary education proficient in both languages.

In addition to examining the participation of ELs in BE and ESL programs, examining participation in the other programs offered by AISD aids in examining the characteristics of the AISD EL population. Analysis of ELs' participation in the CTE Program showed different proportions of ELs and non-EL counterparts, indicating ELs were underrepresented. ELs continued to be underrepresented in the GT Program, with only 3% EL participation compared with 12% non-EL participation. This underrepresentation may be on the decline, with an increasing number of ELs participating in GT this year, compared with last year, in spite of a decreasing number of total ELs. ELs were neither over- nor underrepresented in special education compared with their non-EL peers.

The 2018–2019 Student Climate Survey results were similar to the prior year's results. Consistent with the 2017–2018 results, high percentages of ELs and non-ELs in all school levels supported positive statements about teachers' high academic expectations of them and about their classroom peers' behavior toward them. Additionally, consistent with the 2017–2018 results, ELs reported more positive attitudes about going to school than did their non-EL peers. Lastly, consistent with the 2017–2018 results, ELs were significantly less likely than were non-ELs at all school levels to report that they intended to go to college. To fully understand these results, further investigation is recommended.

During the 2018–2019 school year, the DL observation guide was revised and tested in classrooms to make improvements in its usefulness. Because the observation guide was updated, the data collected with it were only used for improving the tool and not for evaluating implementation of the DL Program. The tool will be used in the 2019–2020 school year. Although the observation guide was not used this year to measure imple-



mentation of the DL Program, teachers were surveyed to gauge their perceptions of DL implementation. The majority of teachers surveyed reported implementing key elements of the DL program either all of the time or most of the time in their classrooms and reported high levels of commitment from administrators, parents/community, other DL teachers, and MET staff. However, teachers also reported barriers to implementation, such as lack of resources, standardized testing, and mixed language classrooms.

There was a 10% increase in the number of ELs participating in the summer school for rising kindergarteners and rising 1<sup>st</sup> graders this year, compared with last year. The majority of teachers had positive perceptions of the summer school program and thought it was engaging for the students.

There was an increase in the number of BE- and ESL-certified teachers, compared with last year. The majority of the teachers of ELs taught at the elementary level. Twelve different PD courses were offered across 50 sessions, three of which were web-based BLEND courses. Although these numbers were lower than numbers the previous year, some PD sessions (e.g., those that occurred on campus during staff and team meeting time) were likely not captured in the HCP system.

Funding for ELs decreased during the 2018–2019 school year, particularly Title III, Part A, funding. Local expenditures for the BE/ESL programs decreased by more than \$400,000 for this school year, and Title III funds decreased by more than \$400,000, compared with the prior year. However, more than \$1.3 million of state funds went unspent due to the inability to fill positions. This resulted in a decrease in the estimated cost per student to \$575, down \$75 from the previous year. The majority of the funds were spent on campus instruction and support, summer programs support, and other parental support activities.

## Recommendations

AISD should continue to reexamine the process and criteria for participation of ELs in GT programs.

To assess DL Program implementation fidelity, observations of classroom environment and particularly instruction should be conducted in model schools implementing DL, and in all other schools implementing DL. Additionally, efforts should be made to extend observation time in order to measure more aspects of the DL observation guide, and observations should be conducted throughout the year.

Further analysis of student climate and social emotional well-being data is recommended to understand the decrease of intentions to go to college reported by ELs in this year's survey. This analysis should be used to inform program changes and improvements.

MET staff and BE and ESL specialists should continue providing PD opportunities and support to BE and ESL teachers and other staff on campuses implementing these programs. In addition, efforts should be made to document all PD opportunities provided, such as those that occur on campus during staff and team meeting time. This would provide a more complete picture of the training and support provided to the teachers, as well as help identify areas of need.

## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A1  
Elementary School Behavioral Environment Ratings, by Student Characteristics

Behavioral environment	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
My classmates show respect to each other.	87%	85%	86%	84%	86%	83%	90%	82%
My classmates show respect to other students who are different.	88%	88%	90%	85%	89%	82%	92%	85%
I am happy with the way my classmates treat me.	85%	84%	85%	84%	85%	80%	88%	82%
Students at my school follow the school rules.	86%	86%	87%	84%	87%	82%	90%	83%
I feel safe at my school.	91%	92%	92%	90%	92%	89%	94%	89%
Students at this school treat teachers with respect.	89%	89%	89%	88%	90%	84%	92%	86%
My classmates behave the way my teachers want them to.	76%	73%	75%	74%	75%	71%	77%	72%
Our classes stay busy and do not waste time.	83%	84%	83%	83%	84%	78%	86%	81%
Students at my school are bullied (teased, taunted, threatened by other students).	41%	44%	40%	48%	42%	50%	33%	51%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A2  
Middle School Behavioral Environment Ratings, by Student Characteristics

Behavioral environment	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
My classmates show respect to each other.	80%	78%	80%	78%	80%	76%	80%	79%
My classmates show respect to other students who are different.	81%	82%	82%	81%	83%	76%	83%	81%
I am happy with the way my classmates treat me.	85%	84%	84%	84%	85%	77%	86%	83%
Students at my school follow the school rules.	71%	66%	68%	68%	69%	66%	69%	67%
I feel safe at my school.	84%	83%	84%	83%	84%	82%	84%	83%
Students at this school treat teachers with respect.	77%	75%	76%	75%	76%	71%	78%	74%
My classmates behave the way my teachers want them to.	66%	60%	63%	63%	64%	59%	64%	62%
Our classes stay busy and do not waste time.	80%	82%	81%	80%	82%	76%	83%	79%
Students at my school are bullied (teased, taunted, threatened by other students).	56%	61%	59%	56%	57%	65%	58%	59%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A3  
High School Behavioral Environment Ratings, by Student Characteristics

Behavioral environment	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sped	Non	Econ Dis
My classmates show respect to each other.	89%	87%	88%	86%	89%	82%	90%	85%
My classmates show respect to other students who are different.	90%	88%	89%	88%	89%	84%	89%	88%
I am happy with the way my classmates treat me.	92%	91%	92%	91%	92%	86%	92%	91%
Students at my school follow the school rules.	77%	75%	76%	74%	76%	70%	77%	75%
I feel safe at my school.	88%	88%	88%	87%	88%	85%	89%	87%
Students at this school treat teachers with respect.	85%	85%	85%	84%	86%	79%	87%	82%
My classmates behave the way my teachers want them to.	78%	76%	78%	71%	77%	71%	79%	73%
Our classes stay busy and do not waste time.	87%	89%	89%	88%	89%	84%	89%	88%
Students at my school are bullied (teased, taunted, threatened by other students).	37%	47%	43%	42%	42%	45%	42%	43%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A4  
Elementary School Student Engagement Ratings, by Student Characteristics

Student engagement	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
I like to come to school.	74%	83%	77%	81%	79%	72%	78%	78%
I enjoy doing my schoolwork.	73%	82%	75%	83%	78%	72%	75%	79%
My homework helps me learn the things I need to know.	77%	84%	77%	87%	81%	77%	76%	85%
My schoolwork makes me think about things in new ways.	79%	82%	78%	84%	81%	78%	78%	83%
I have fun learning in my classes.	83%	88%	85%	88%	86%	81%	86%	86%
My teachers connect what I am doing to my life outside the classroom.	69%	73%	70%	74%	71%	70%	71%	71%
I receive recognition or praise for doing good work.	84%	86%	84%	87%	85%	84%	83%	86%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A5  
Middle School Student Engagement Ratings, by Student Characteristics

Student engagement	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
I like to come to school.	63%	61%	61%	67%	62%	61%	60%	65%
I enjoy doing my schoolwork.	54%	56%	52%	64%	55%	55%	50%	59%
My homework helps me learn the things I need to know.	61%	66%	61%	73%	63%	67%	59%	69%
My schoolwork makes me think about things in new ways.	68%	68%	66%	76%	67%	72%	64%	72%
I have fun learning in my classes.	69%	68%	68%	72%	69%	68%	68%	69%
My teachers connect what I am doing to my life outside the classroom.	51%	54%	51%	56%	52%	55%	51%	54%
I receive recognition or praise for doing good work.	73%	72%	71%	76%	72%	79%	70%	75%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.



## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A6  
High School Student Engagement Ratings, by Student Characteristics

Student engagement	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sped	Non	Econ Dis
I like to come to school.	66%	63%	63%	72%	64%	67%	62%	67%
I enjoy doing my schoolwork.	51%	54%	50%	70%	52%	61%	47%	60%
My homework helps me learn the things I need to know.	62%	68%	63%	77%	65%	68%	62%	69%
My schoolwork makes me think about things in new ways.	67%	70%	67%	80%	68%	72%	66%	73%
I have fun learning in my classes.	68%	70%	68%	75%	69%	71%	68%	72%
My teachers connect what I am doing to my life outside the classroom.	52%	57%	54%	59%	54%	56%	53%	56%
I receive recognition or praise for doing good work.	72%	71%	71%	76%	71%	79%	70%	73%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

## Appendix A: 2018–2019 AISD Student Climate Survey Results

Table A7  
Culture and Language Ratings, by Level and Student Characteristics

At my school, there is respect for different cultures.	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sped	Non	Econ Dis
Elementary school	93%	95%	95%	93%	95%	88%	96%	92%
Middle school	88%	90%	90%	87%	90%	86%	90%	88%
High school	91%	92%	92%	91%	92%	89%	92%	91%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

Table A8  
Culture and Language Ratings, by Level and Student Characteristics

At my school, there is respect for students who speak languages other than English.	Gender		EL		Special Ed		Econ Dis	
	Male	Female	Non	EL	Non	Sped	Non	Econ Dis
Elementary school	93%	95%	95%	93%	95%	88%	97%	92%
Middle school	89%	92%	92%	86%	91%	88%	93%	89%
High school	93%	94%	94%	90%	93%	90%	94%	92%

Source. Spring 2019 Student Climate Survey

Note. Response options ranged from 1 = *never* to 4 = *a lot of the time*. Percentages reflect students who selected 3 = *sometimes* or 4 = *a lot of the time*. EL is English learner status. Special Ed or Sp Ed is special education services. Econ Dis is economic disadvantage status.

## AUSTIN INDEPENDENT SCHOOL DISTRICT

Mishan Jensen, Ph.D.

### Department of Research and Evaluation



4000 S. IH-35 Frontage Rd, 7th Floor | Austin, TX 78704  
512.414.1724 | fax: 512.414.1707  
[www.austinisd.org/dre](http://www.austinisd.org/dre) | Twitter: @AISD\_DRE

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