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Bilingual and English as a Second Language Academic Performance Summary Report, STAAR and EOC, 2018–2019

Austin Independent School District

Department of
Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Executive Summary

The purpose of this report is to provide information on the academic performance of English learners (ELs) in the Austin Independent School District (AISD). This document summarizes academic course performance, graduation and dropout rates, performance on the State of Texas Assessment of Academic Readiness (STAAR) tests and performance on the end-of-course (EOC) tests, analyzed along with bilingual (BE) and English as a second language (ESL) program characteristics and student characteristics.

AISD ELs' dropout rates have been steadily declining over the last 5 years. **In the 2017–2018 school year, there was a 6.5 percentage point increase in the graduation rate for ELs** and a 2.1 percentage point increase for all students.

The Dual Language (DL) Program was expanded to two high schools in the 2018–2019 school year. Of the students enrolled in the DL Program at the middle school level, 90% had been enrolled at the elementary level, as well. The program requires enrollment in an advanced-level Spanish course and one content course taught in Spanish for each semester of the school year. Of the students who took Spanish for Spanish Speakers I, end-of-year course grades showed that 91% passed the course and 68% had an annual average grade of an A or B. Of the students who took Spanish for Spanish Speakers II, 86% passed the course; however, the percentage of students receiving an A or B was slightly lower at 62%.

ELs' enrollment in advanced placement (AP) courses was underrepresented as compared with the AP enrollment of their non-EL peers, at both the middle school and high school levels. Non-ELs tended to perform slightly better than ELs in these courses; however, monitored (former EL) students' performance was comparable to that of their non-EL peers.

In addition to the academic performance just highlighted, ELs were assessed in academic subject areas on state-required assessments, such as the STAAR and EOC exams. The minimum passing standard for STAAR and EOC exams is referred to as *approaches grade level*. Students achieving this performance level are likely to succeed in the next grade or course with some targeted intervention. The Texas Education Agency (TEA) recognizes two higher performance levels. The next performance level from *approaches* is *meets grade level*, which indicates that students are likely to succeed in the next grade or course, with minimal interventions. The highest performance level a student can achieve is *masters grade level*, which indicates that students are expected to succeed in the next grade or course without any interventions.

When compared with ELs across the state, AISD ELs had higher passing rates on several STAAR assessments. For example, AISD ELs outperformed Texas ELs in reading in 5th and 8th grades; in math at 4th and 5th grades; and in writing at 4th grade. Additionally, depending on the subject and the grade level, between 19% and 29% of 5th-grade ELs, 5% and 12% of 8th-grade ELs, and 3% and 21% of high school ELs not only passed the STAAR/EOC tests but also reached the highest benchmark (masters grade level). Focusing on a group of ELs and non-ELs who were enrolled in AISD for 6 consecutive years and who were matched by socioeconomic status (SES), for STAAR math, ELs had

slightly higher passing rates than did non-ELs from grade 4 through grade 8. For reading, non-ELs' passing rates were slightly higher than those of ELs for the whole 6-year time frame.

As students become English proficient, they begin to exit EL status. As a result, exited students' performance on STAAR and EOC assessments is included with non-ELs' performance, although exited ELs are monitored by the state for 4 years. As ELs become proficient in English, their academic performance improves on tests that are in English only, such as the STAAR tests after 5th grade and all EOC tests. Thus, as ELs exit, the performance of current ELs appears lower due to the exclusion of the performance of the exited ELs. Examination of the academic performance of students who ever had an EL status (ever ELs) and former ELs (who have exited EL status) is needed. As anticipated, as grade level increases and ELs exit, a performance gap appears between ever ELs, current ELs, and former ELs, with former ELs outperforming both current and ever ELs. **In fact, former ELs' performance on STAAR surpassed that of all AISD students for all grades and subjects, and this trend also was observed in EOC performance.**

Students in all BE and ESL programs performed better on STAAR assessments at the elementary level than at the middle school level. ELs in the DL program performed similarly to all ELs on most tests. **Non-ELs in DL performed better than ELs in DL and better than all ELs across all grades and subjects; however, once ELs in DL exited EL status, their performance was similar to that of their non-EL DL peers and in some subjects surpassed the performance of non-ELs in DL.** For all grades and subjects, ELs in the Transitional/Late Exit Program (T/LE) had similar performance on STAAR as that of all ELs. ELs in the ESL Program displayed similar performance patterns to that of ELs in the other programs, with a dip in passing rates at 4th grade.

For most courses, AISD ELs passed EOC tests at higher rates than did ELs across the state. AISD ELs' passing rates on the EOC English I and II improved slightly from 2018 to 2019. **AISD ELs who had exited EL status and were being monitored had high STAAR and EOC passing rates in all courses, showing their continued academic success after having been served by these programs in earlier years.** Lastly, regardless of monitoring status, former ELs' performance on EOC tests surpassed that of all AISD students, indicating that after exiting the EL programs, they sustained high academic achievement levels.

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Introduction

This report summarizes the academic performance of students in the bilingual education (BE) and English as a second language (ESL) programs implemented at the Austin Independent School District (AISD) in 2018–2019. It summarizes the academic performance on the State of Texas Assessments of Academic Readiness (STAAR) and end-of-course (EOC) exams of students served by these programs, as well as graduation and dropout rates, middle school Dual Language (DL) course performance, and advanced placement (AP) course performance.

All public school Texas students in grades 3 through 8 are required to be tested in the academic subject areas of reading (grades 3 through 8), writing (grades 4 and 7), mathematics (grades 3 through 8), science (grade 5 and 8), and social studies (grade 8). Additionally, usually at the high school level, all students are required to take specific EOC tests to fulfill graduation requirements. The state-required EOC tests are Algebra I, Biology, English (I and II), and U.S. History. These tests are offered annually for students who have completed the coursework for these courses.

This is the second report in a two-part series of reports on English learners (ELs). For more information on the programs offered and student demographics see the previous report, *Bilingual and English as a Second Language Program and Demographic Summary, 2018–2019* (2019).

Graduation and Dropout Rates

AISD ELs' dropout rates lowered from 1.9% in 2015–2016 to 1.4% in 2017–2018 (Table 1). A consistent trend of decreasing dropout rates across the most recent 5 school years can be seen in Table 1. While EL's graduation rates increased by 6.5 percentage points in 2017–2018 (Table 2), the ELs' rate (86.1%) was still lower than that for all AISD students in 2017–2018 (92.3%). It is important to acknowledge that these rates did not include ELs who had exited EL status. Exited ELs tended to perform well academically and were likely to have high graduation rates and low dropout rates. Therefore, a calculation of graduation rates that includes all students who were ever classified as EL (ever ELs) may reflect dropout and graduation rates closer to those of all AISD students. Future reports will analyze these data.

Table 1.
AISD ELs' and All Students' Dropout Rate, Grades 7 Through 12, 2013–2014 to 2017–2018

	School year				
Grades 7–12	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
EL dropout rate	3.1%	2.7%	1.9%	1.5%	1.4%
All students dropout rate	1.5%	1.4%	1.1%	1.0%	0.9%

Source. AISD District Accountability Office data

Table 2.
AISD ELs' and All Students' Graduation Rate, 2013–2014 to 2017–2018

	School year				
	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
EL graduation rate	70.4%	79.6%	79.9%	79.6%	86.1%
All students graduation rate	86.3%	89.7%	90.7%	90.2%	92.3%

Source. AISD District Accountability Office data

Middle School DL Course Performance

The middle school DL Program was implemented in 11 middle schools (i.e., Bedichek, Sadler Means YWLA, Burnet, Covington, Fulmore, Garcia YMLA, Lamar, Martin, Paredes, Small, and Webb). A total of 707 ELs, 168 non-ELs, and 203 monitored (exited) ELs were enrolled in the DL Program. Of these students, 90% had been enrolled in the DL Program in elementary school.

For each semester of the school year, students in the program enrolled in an advanced-level Spanish language class (i.e., Spanish for Spanish Speakers, level I or II) and one content class taught in Spanish (the courses available varied from school to school). End-of-year course grades showed that of the students who took Spanish for Spanish Speakers I, 91% passed the course, and 68% had an annual average grade of A or B, corresponding to 80 to 100 grade points out of 100. Of the students who took Spanish for Spanish Speakers II, 86% passed the course, and 62% had an annual average grade of A or B, indicating that as students progressed through the middle school DL Program, they continued to develop their Spanish language proficiency (Appendix A, Table A1).

Advanced Placement (AP) Course Performance

AP courses are offered at both the middle and high school levels for students at AISD. At the middle school level, several pre-AP and AP courses are offered, such as Pre-AP Algebra I & II, Pre-AP Geometry, Pre-AP Latin III, AP Spanish Language and Culture IV –DL, and AP Spanish Language and Culture IV. At the high school level, many more options for AP classes are available; therefore, the data were analyzed in the aggregate for each course or subject area (see Appendix B).

At the middle school level, a much larger proportion of non-ELs than ELs took pre-AP and AP courses in 2018–2019. Final course grades for pre-AP and AP courses are displayed in Appendix B. Non-ELs tended to do slightly better on final course grades than did their EL peers (Table B1). Eighty-nine percent of non-ELs passed Pre-AP Algebra, whereas 88% of ELs and 94% of monitored students passed Pre-AP Algebra. For Pre-AP Geometry, EL and monitored student enrollment was low, with only seven ELs and five monitored students (Table B1). In contrast with Pre-AP Algebra, more ELs than non-ELs took the AP Spanish Language and Culture IV–DL, which was for students in the DL Program. **Interestingly, the non-ELs preformed slightly better than the ELs, with 97% passing the course, as compared with 94% of ELs passing.** The opposite pattern was seen for the AP Spanish Language and Culture IV for those students not in the DL Program, with more ELs enrolled and performing slightly better than non-ELs (Table B1).

At the high school level, the same disproportion between ELs and non-ELs was seen, with substantially more non-ELs than ELs and monitored students enrolling in AP courses (Table B2). Due to the number of AP course options available at the high school level, the data were analyzed and summarized in Table B2 for each subject area. A consistent pattern was seen in the percentage of students passing all four subject areas (English language arts, math, science, and social studies), with non-ELs passing at a higher rate than ELs and monitored students. For instance, the percentage of non-ELs passing English language arts was 95%, whereas the percentage of ELs passing English language arts was 72%, and that of monitored students was 92% (Table B2).

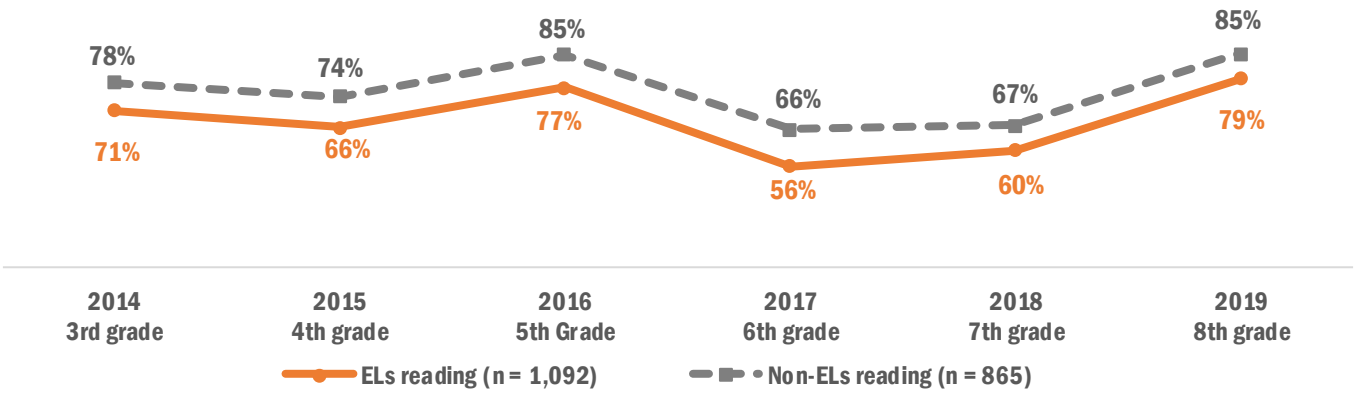
Students can earn college credit by taking an AP exam and scoring a 3 or higher. The number of credits earned depends on the score received (i.e., 3, 4, or 5). **At the secondary level, 514 ELs took one or more AP exams in 2019 and 88% scored a 3 or better. Of the students who were ever an EL, 1,793 took one or more AP exams and 92% scored a 3 or better, earning some amount of college credits.**

Performance on STAAR

AISD students in grades 3 through 8 took the state-required STAAR in the academic subject areas of reading (grades 3 through 8), writing (grades 4 and 7), mathematics (grades 3 through 8), science (grades 5 and 8), and social studies (grade 8; Appendix C, Table C1). Figures 1 and 2 show STAAR reading and math performance for a period of 6 years. This longitudinal analysis followed a group of ELs and non-ELs who were enrolled in grade 3 at AISD in Spring 2014 and who remained enrolled at AISD and had STAAR scores each year through Spring 2019. ELs and non-ELs included in the analysis were closely matched by socioeconomic status (SES; 88% of ELs and non-ELs included in the STAAR reading analysis and 92% of the students included in the STAAR math analysis were eligible for free or reduced-price meals). The analysis did not include non-ELs who were enrolled in the DL Program.

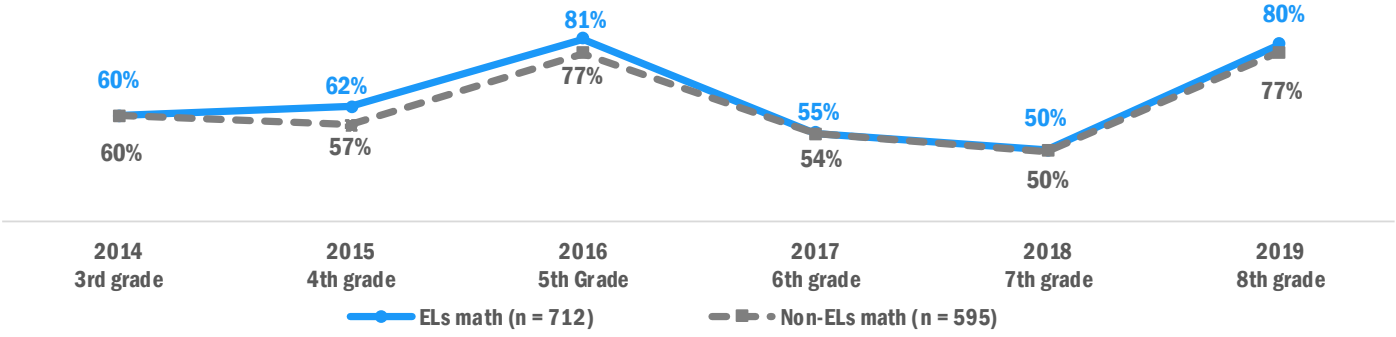
For both STAAR reading and math, ELs' and non-ELs' passing rates followed a similar pattern, with peaks in the passing rates at the 5th and 8th grades. It is important to note that for STAAR reading, non-ELs' passing rates were slightly higher than those of ELs in grade 3 (7 percentage points). This gap decreased slightly by grade 8 but still remained. For reading, when EL performance in Figure 1 is compared with EL performance in Appendix C, Figure C1 the gap in performance between ELs and non-ELs is narrowed when SES is taken into account. **For STAAR math, ELs surpassed their non-EL peers by 4th grade and continued to have slightly higher passing rates than non-ELs through 8th grade.**

Figure 1.
ELs' and Non-ELs' STAAR Reading Passing Rates Across 6 Years, 2014–2019



Source. STAAR 2014–2019 records
Note. Analysis only includes ELLs who had scored tests for each of the 6 years. It includes test versions S (for general) and A (for other accommodations). Both groups were composed of 88% low SES and attended similar schools.

Figure 2.
ELs' and Non-ELs' STAAR Math Passing Rates Across 6 Years, 2014–2019



Source. STAAR 2014–2019 records
Note. Analysis only includes ELs who had scored tests for each of the 6 years. It includes test versions S (for general) and A (for other accommodations). Both groups were composed of 92% low SES and attended similar schools.

In addition, some students in middle school enrolled in advanced math classes and therefore took the EOC algebra test instead of STAAR math. Consequently, a larger number of students were included in the STAAR reading analysis than in the STAAR math analysis. Furthermore, it should be noted that despite the fact that students in the longitudinal analysis remained enrolled at AISD for 6 consecutive years, not all of those students stayed in the same program from year to year. Table 3 shows a summary count of ELs (included in the analysis) per program for each year.

Table 3.
ELs per Program Included in STAAR Reading and Math Longitudinal Analysis

	Number of students					
Program	2014 3rd grade	2015 4th grade	2016 5th grade	2017 6th grade	2018 7th grade	2019 8th grade
DL	779	723	648	208	13	16
Transitional/late exit	84	80	88	7	-	-
ESL	211	168	156	571	616	606
1st yr monitored	0	103	83	108	159	5
2nd yr monitored	0	0	103	85	107	158
No longer monitored	0	0	0	104	190	299
Denial or error	18	18	14	9	7	8

Source. STAAR 2014–2019 records
Note. Student count for each program is based on the total number of ELs who took STAAR reading in each of the 6 years.

AISD ELs' and State ELs' STAAR Performance

Combining results for English and Spanish versions of the 2019 STAAR tests for the general form of the test, **larger percentages of ELs in elementary grade levels than in middle school grade levels passed the tests in all subjects.** This pattern was observed for AISD ELs and for ELs across Texas (Texas ELs; Figure 3). In addition, for STAAR reading, within elementary grade levels, ELs' performance decreased in 4th grade but then increased in 5th grade to surpass the performance in 3rd grade. Similarly, ELs' math performance decreased in 4th grade but then increased in 5th grade to surpass the performance in 3rd grade. Furthermore, middle school ELs' reading performance progressively increased from 6th through 8th grade. However, middle school ELs' math performance followed the same pattern seen in elementary school, with a dip in performance at 7th grade and then an increase in 8th grade. For the numbers of students tested and specific passing percentages for each grade level, see Table C1 in Appendix C. Due to state testing requirements for the Student Success Initiative (SSI), students must pass the reading and math assessments in 5th and 8th grades to move on to subsequent grades. Therefore, students had opportunities to retake reading and math at grades 5 and 8, which may have contributed to higher passing rates in these subjects and grade levels.

When compared with Texas ELs, AISD ELs had higher passing rates on five STAAR assessments (Figure 3). **AISD ELs outperformed Texas ELs in reading at 5th and 8th grades; in math at 4th and 5th grades; and in writing at 4th grade.**

State of Texas Assessment of Academic Readiness (STAAR)

The STAAR assessments are state-mandated tests for students in grades 3 through 8, for content areas in reading, math, writing, science, and social studies. The Student Success Initiative (SSI) requires that students in 5th and 8th grades pass the reading and math tests to move on to subsequent grades. For more information on SSI, see https://tea.texas.gov/student.assessment/ssi/.

In addition to the grades 3 through 8 assessments, students are required to pass five STAAR EOC assessments (Algebra I, English I & II, Biology, and U.S. History) to receive a high school diploma.

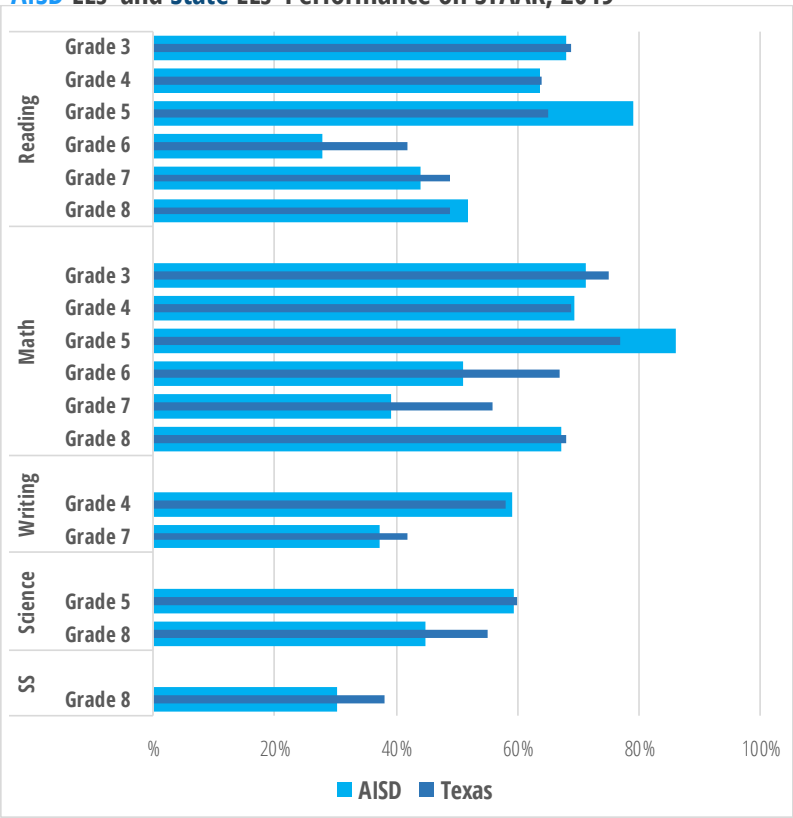
The STAAR minimum passing standard, referred to as *approaches grade level*, indicates students who are able to apply assessed knowledge and skills in familiar contexts and who are likely to succeed in the next grade or course, with some targeted intervention. However, many students performed at a higher level than the minimum passing standard.

The Texas Education Agency (TEA) recognizes two higher performance levels. *Meets grade level*, indicates students have the ability to think critically and apply the assessed knowledge and skills to familiar contexts and are highly likely to succeed in the next grade level, with minimal interventions.

Masters grade level indicates students are able to think critically and apply the assessed knowledge and skills in familiar and unfamiliar contexts and are expected to succeed in the next grade level without interventions (see the TEA's STAAR website for more information: http://tea.texas.gov/student.assessment/staar/performance-standards/).

Figure 3.

AISD ELs' and State ELs' Performance on STAAR, 2019



Source. AISD and Texas STAAR reports, 2019

Note. SS is social studies. Elementary grade levels include both English and Spanish versions.

Looking at the meets and masters grade level standards, and focusing on grade levels 5 and 8 (at which points students are moving from elementary to middle school and from middle to high school, respectively), substantial percentages of AISD ELs who passed the STAAR tests also met these higher standards. In grade 5, considering the 1,949 AISD ELs who took STAAR reading, math, and science, 39% achieved the higher performance standard of meets grade level for reading, 46% for math, and 30% for science (Table 4). Because students who achieved meets or masters grade level (by default) also passed the test, another way of considering these two higher standards is to examine what percentage of ELs who passed the test also achieved meets or masters grade level. **Among the 5th-grade ELs who passed STAAR, many also achieved the higher standard of meets grade level (49% on reading, 54% on math, and 50% on science), and 19%, 29%, and 19% also achieved the highest standard (masters grade level) on reading, math, and science, respectively.**

It is important to note that students often begin to exit EL status starting in 4th grade. Consequently, these students are not included in ELs' STAAR performance analysis from 5th grade on. One way of capturing how recently reclassified ELs performed on STAAR tests is to examine the performance of monitored students. Monitored students are former ELs who have exited within the past 4 years and whose STAAR performance is still being followed. Table 5 shows that 98%, 98%, and 94% of the grade-5 monitored students passed STAAR reading, math, and science, respectively. Of these, 81%, 83%, and 74% also achieved the second higher standard (meets grade level) for STAAR reading, math, and science, respectively, at grade 5. In addition, **59%, 66%, and 42% of grade-5 monitored students also performed at the masters grade level for STAAR reading, math, and science, respectively.** For grade-8 monitored students, between 79% and 98% passed STAAR reading, math, science, and social studies, and of these, between 38% and 68% also achieved the meets grade level standard, and between 20% and 32% also performed at masters grade level.

Table 4.

ELs Who Obtained Approaches, Meets, and Masters Performance Standard on 2019 STAAR Tests in Grades 5 and 8

	Subject	% Total approaches	% Total meets	% Total masters	% Approaches who also meets	% Approaches who also masters
Grade 5 ELs	Reading (*n* = 1,949)	79% (*n* = 1,543)	39% (*n* = 755)	15% (*n* = 292)	49%	19%
	Math (*n* = 1,948)	86% (*n* = 1,680)	46% (*n* = 901)	25% (*n* = 485)	54%	29%
	Science (*n* = 1,959)	59% (*n* = 1,162)	30% (*n* = 579)	12% (*n* = 225)	50%	19%
Grade 8 ELs	Reading (*n* = 1,130)	52% (*n* = 587)	18% (*n* = 205)	5% (*n* = 58)	35%	10%
	Math (*n* = 1,233)	67% (*n* = 830)	26% (*n* = 316)	3% (*n* = 38)	38%	5%
	Science (*n* = 1,124)	45% (*n* = 504)	15% (*n* = 173)	5% (*n* = 51)	34%	10%
	Social Studies (*n* = 1,113)	30% (*n* = 337)	10% (*n* = 112)	4% (*n* = 41)	33%	12%

Source. STAAR 2019 records

Table 5.

Monitored (Former EL) Students Who Obtained Approaches, Meets, and Masters Performance Standard on 2019 STAAR Tests in Grades 5 and 8

	Subject	% Total approaches	% Total meets	% Total masters	% Approaches who also meets	% Approaches who also masters
Monitored Grade 5	Reading (*n* = 121)	98% (*n* = 119)	81% (*n* = 98)	59% (*n* = 71)	82%	60%
	Math (*n* = 121)	98% (*n* = 118)	83% (*n* = 101)	66% (*n* = 80)	86%	68%
	Science (*n* = 121)	94% (*n* = 114)	74% (*n* = 89)	42% (*n* = 51)	78%	45%
Monitored Grade 8	Reading (*n* = 423)	98% (*n* = 416)	68% (*n* = 286)	32% (*n* = 136)	69%	33%
	Math (*n* = 451)	95% (*n* = 429)	65% (*n* = 293)	20% (*n* = 90)	68%	21%
	Science (*n* = 422)	92% (*n* = 389)	57% (*n* = 242)	22% (*n* = 94)	62%	24%
	Social Studies (*n* = 426)	79% (*n* = 338)	38% (*n* = 163)	21% (*n* = 91)	48%	27%

Source. STAAR 2019 records

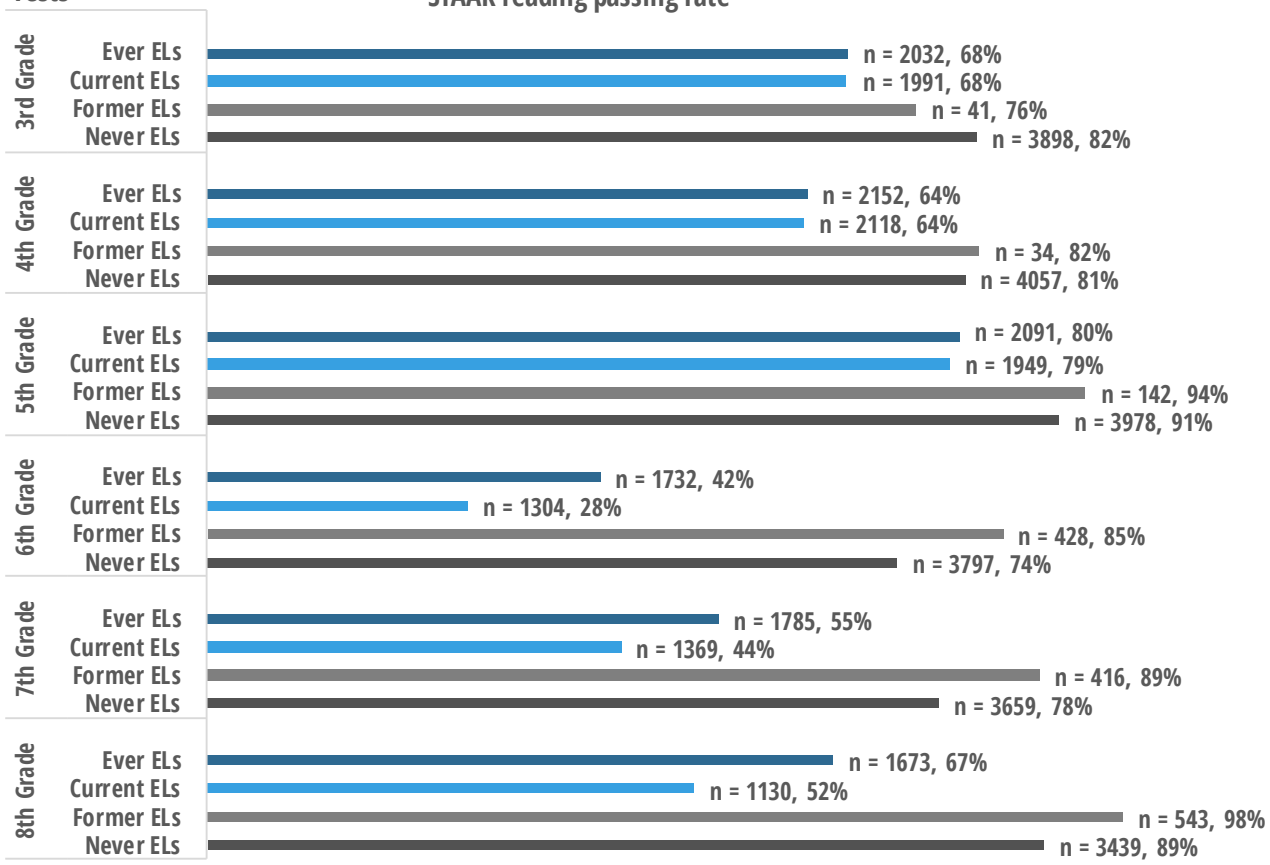
STAAR Performance of Ever ELs, Current ELs, and Former ELs

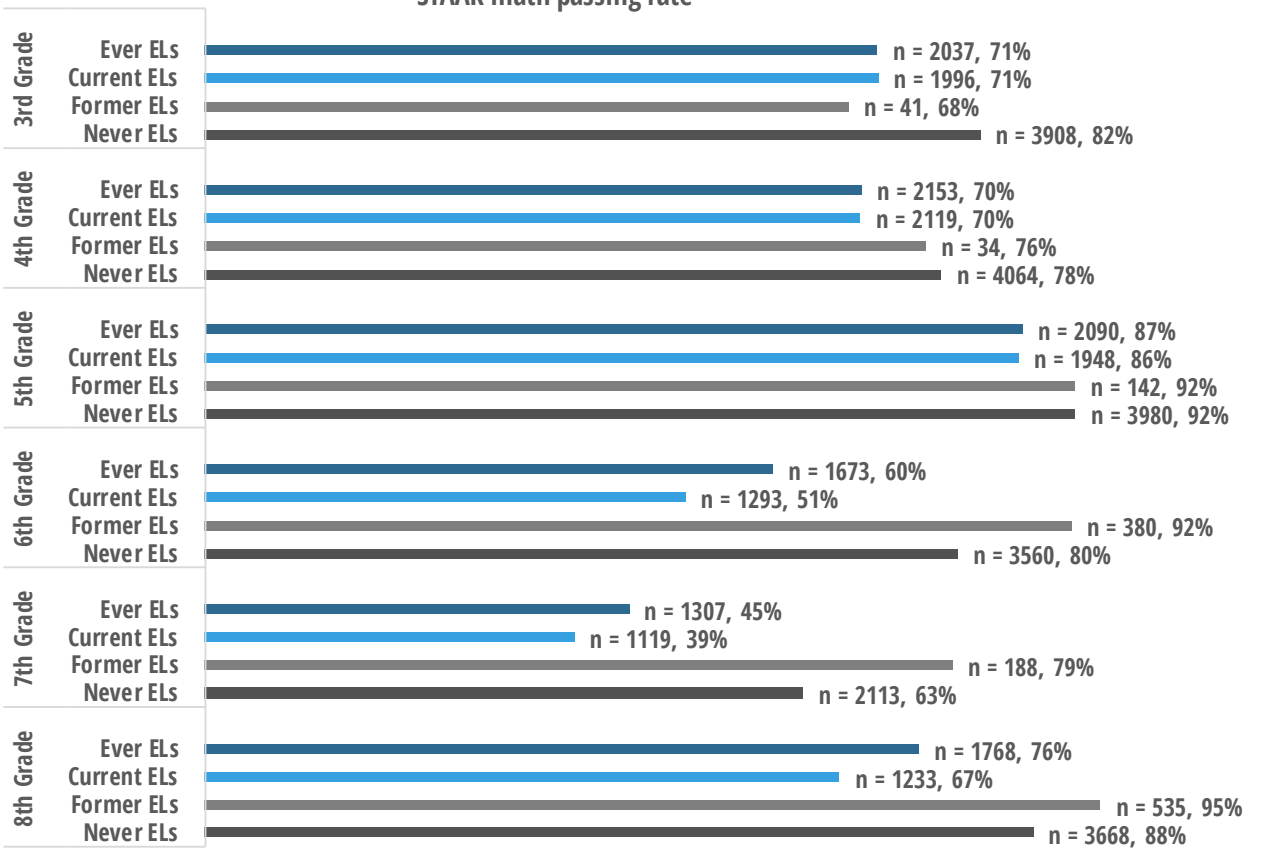
The following pages present 2019 STAAR performance for students who ever had been an EL (ever ELs), students who were currently ELs (current ELs), students who had exited EL status (former ELs, regardless of their monitoring status), and non-ELs (never ELs). Evaluation of the performance of former ELs, current ELs, and the whole group who had ever been an EL allows comparisons between exited ELs' performance and that of current ELs. After ELs exit EL status and are no longer monitored, their performance on STAAR tests is included with the non-ELs group. The comparison between ELs and never ELs appears as a large performance gap, which may be misleading due to the exited former ELs' performance being included in the non-EL group. Therefore, examination of the performance of students who were ever ELs is important. Figures 4 and 5 display the performance of ever ELs, current ELs, former ELs and never ELs.

During the elementary grades, the performance of ever ELs and current ELs was very close due to ever ELs being primarily composed of current ELs (Figures 4 and 5). Passing rates for ever ELs and current ELs differed by 1 to 2 percentage points for reading, math, writing, and science for grades 3 through 5. **As ELs become English proficient and begin to exit EL status, a substantial increase is seen in the passing rates of former ELs, as compared with the rates of current and ever ELs, with the difference increasing as grade level increases.** This pattern is seen with all subjects across all grades. At the early grades, the passing rates were similar for ever, current, and former ELs. As students become proficient, they exit EL status and perform substantially better than current ELs, who are still in the process of becoming proficient in English, on the STAAR tests. As the number of former ELs increases, the passing rate for the ever ELs increases due to the influence of the high achievement of the former ELs. **Additionally, the passing rate for former ELs surpassed all AISD students in most subjects across grade levels (see Appendix C, Table C1), and that of students who were never ELs, indicating that after students exit EL status, they sustain high academic achievement levels.**

Figure 4.

Percentage of Ever ELs, Current ELs, Former ELs, and Never ELs Who Passed the 2019 STAAR Reading and Math Tests



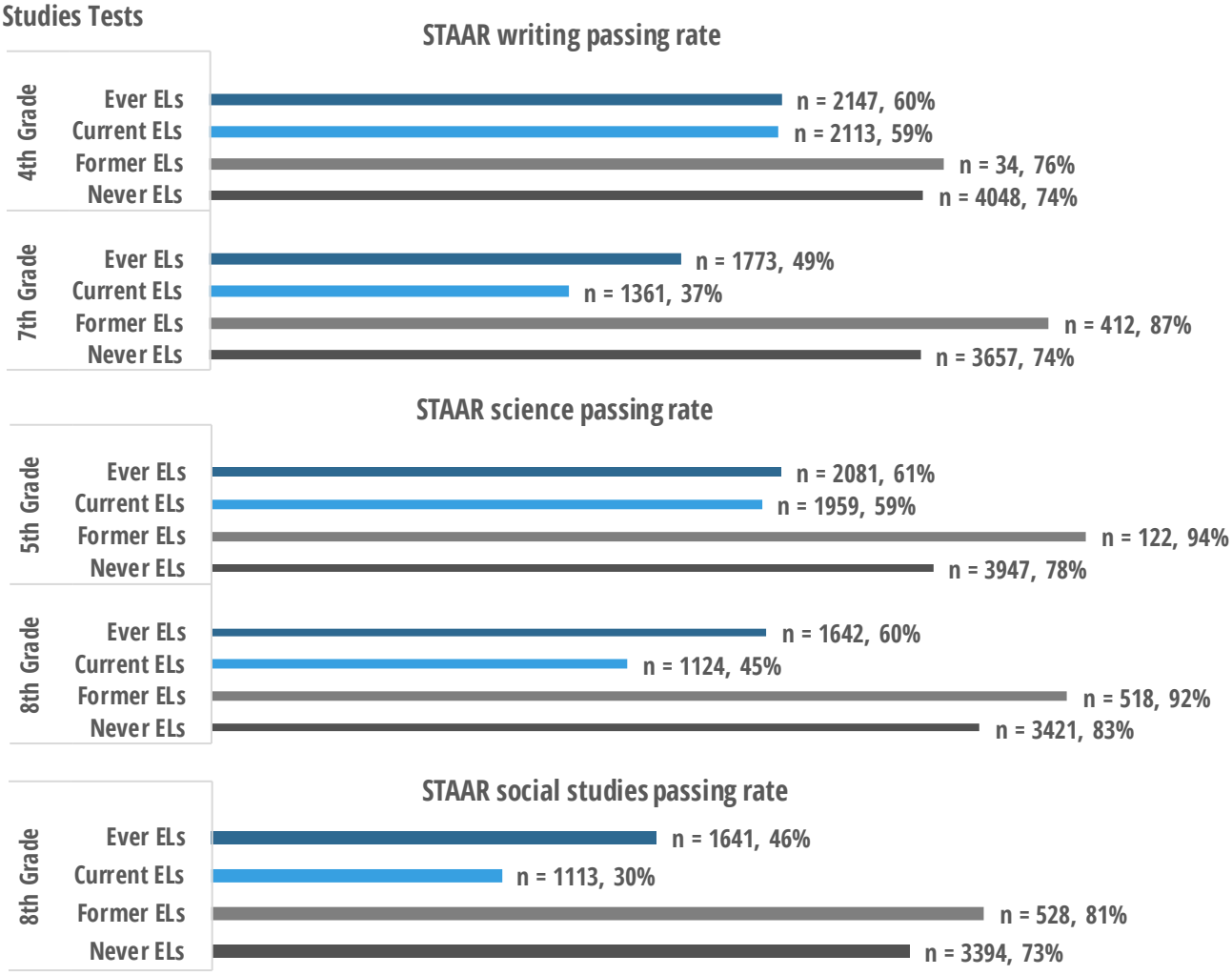


Source. AISD and Texas STAAR reports, 2019

Note. Analysis includes test versions S (for general, which includes accommodations). Ever ELs include current and former ELs. Former ELs include monitored students (students who have been reclassified as English proficient) and reclassified ELs who are no longer monitored.

Figure 5.

Percentage of Ever ELs, Current ELs, Former ELs, and Never ELs Who Passed the 2019 STAAR Writing, Science, and Social Studies Tests



Source. AISD and Texas STAAR reports, 2019

Note. Analysis includes test versions S (for general, which includes accommodations). Ever ELs include current and former ELs. Former ELs include monitored students (students who have been reclassified as English proficient) and reclassified ELs who are no longer monitored.

STAAR Performance of ELs in DL, T/LE, and ESL

The following pages present 2019 STAAR performance for DL, transitional/late exit (T/LE), and ESL programs separately. For charts showing programs side by side, see Appendix C, Figures C1 through C3. The DL Program was offered from prekindergarten (pre-K) through 9th grade, T/LE was offered from pre-K through 5th grade, and ESL was offered from pre-K through 12th grade. Consequently, the STAAR charts for each program reflect the test subjects in grades 3 through 8 offered to ELs in these programs. For example, the social studies test is only offered in 8th grade; consequently, students enrolled in T/LE did not take this test in 2019.

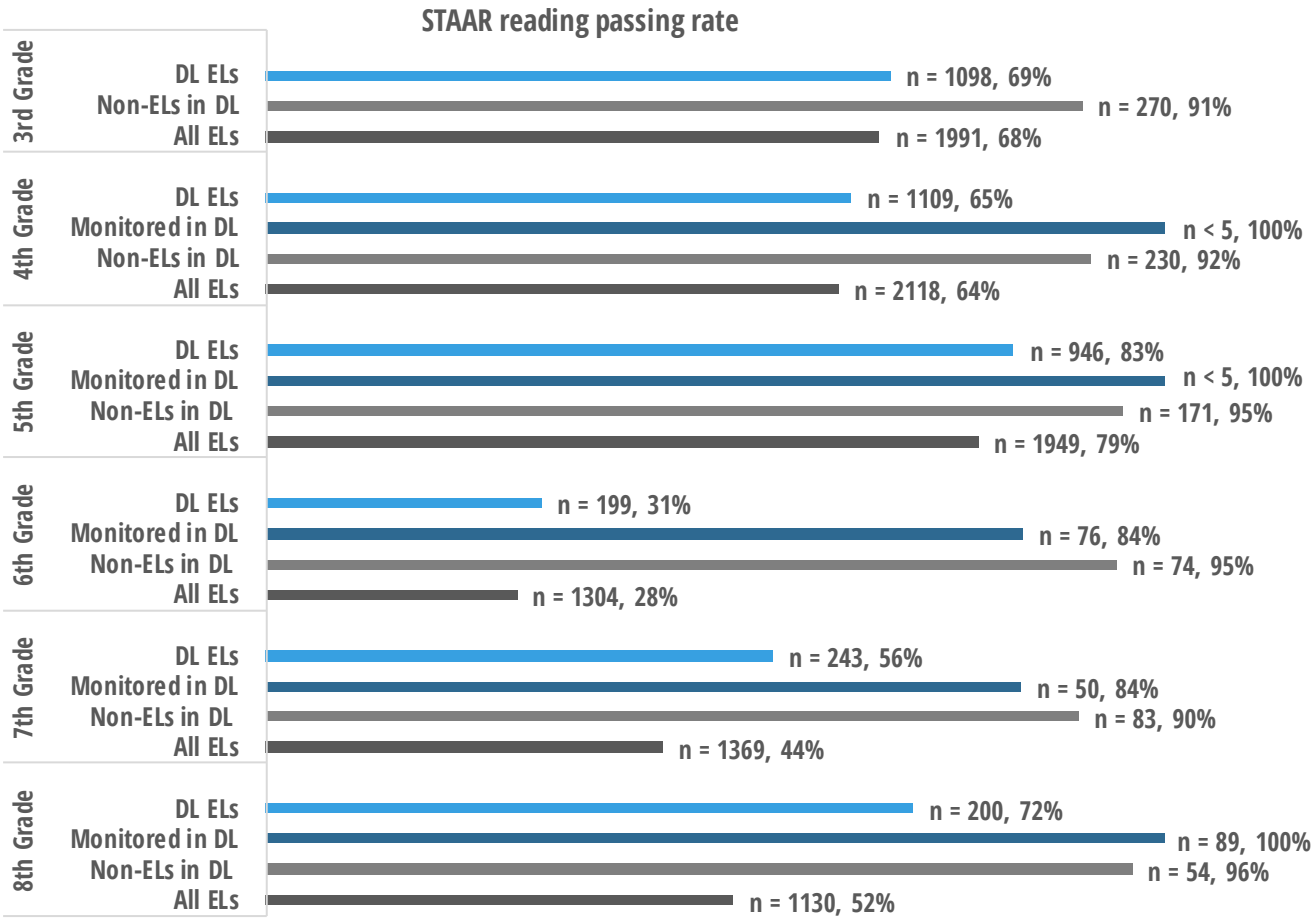
In addition, a group of monitored/prior ELs who were enrolled in DL in 6th, 7th, 8th, and 9th grade and the 2019 STAAR results for this group of monitored students are presented in the STAAR graphs for the DL Program (Figures 6, 7, and 8). For the whole group of monitored/exited ELs (i.e., including students who were enrolled and students who were not enrolled in DL), see Appendix C, Figures C1 through C3. Lastly, the STAAR performance of ELs whose parents denied BE and ESL services is also presented in Appendix C, Figures C1 through C3.

STAAR Performance: DL

Figures 6, 7, and 8 show the performance of ELs in the DL Program on 2019 STAAR reading, writing, math, science, and social studies. DL ELs followed a similar STAAR performance pattern to all ELs in most subjects and grade levels. For example, DL ELs' performance in reading decreased from 3rd to 4th grade but then increased at 5th grade. In middle school, performance dropped in 6th grade and again in 7th grade and then increased in 8th grade for math but steadily increased for reading. **It is interesting to note that ELs performed better in math than in reading. This was observed across all grade levels.**

The drop in STAAR performance from 5th to 6th to 7th grade on the math test is similar to what is observed for all students across AISD (see Appendix C, Table C1) and may indicate an increase in the complexity and difficulty of academics in middle school, compared with that in elementary school. In addition, middle school is the period when ELs who entered AISD in elementary school are becoming proficient in English and are exiting EL status. The academic performance of these monitored students now is tracked for 4 years after exiting EL status. Across years, monitored students performed well on STAAR exams, but their percentage passing rate was no longer included in ELs' passing rates. Thus, the drop in ELs' performance on both the STAAR math from 5th to 6th to 7th grade and STAAR reading from 5th to 6th grade may be compounded by the fact that monitored students' performance was no longer included with ELs' performance. The performance of a group of monitored students who were enrolled in DL is represented in Figure 6 as monitored in DL (for all monitored students' performance, see Appendix C, Figures C1, C2, and C3).

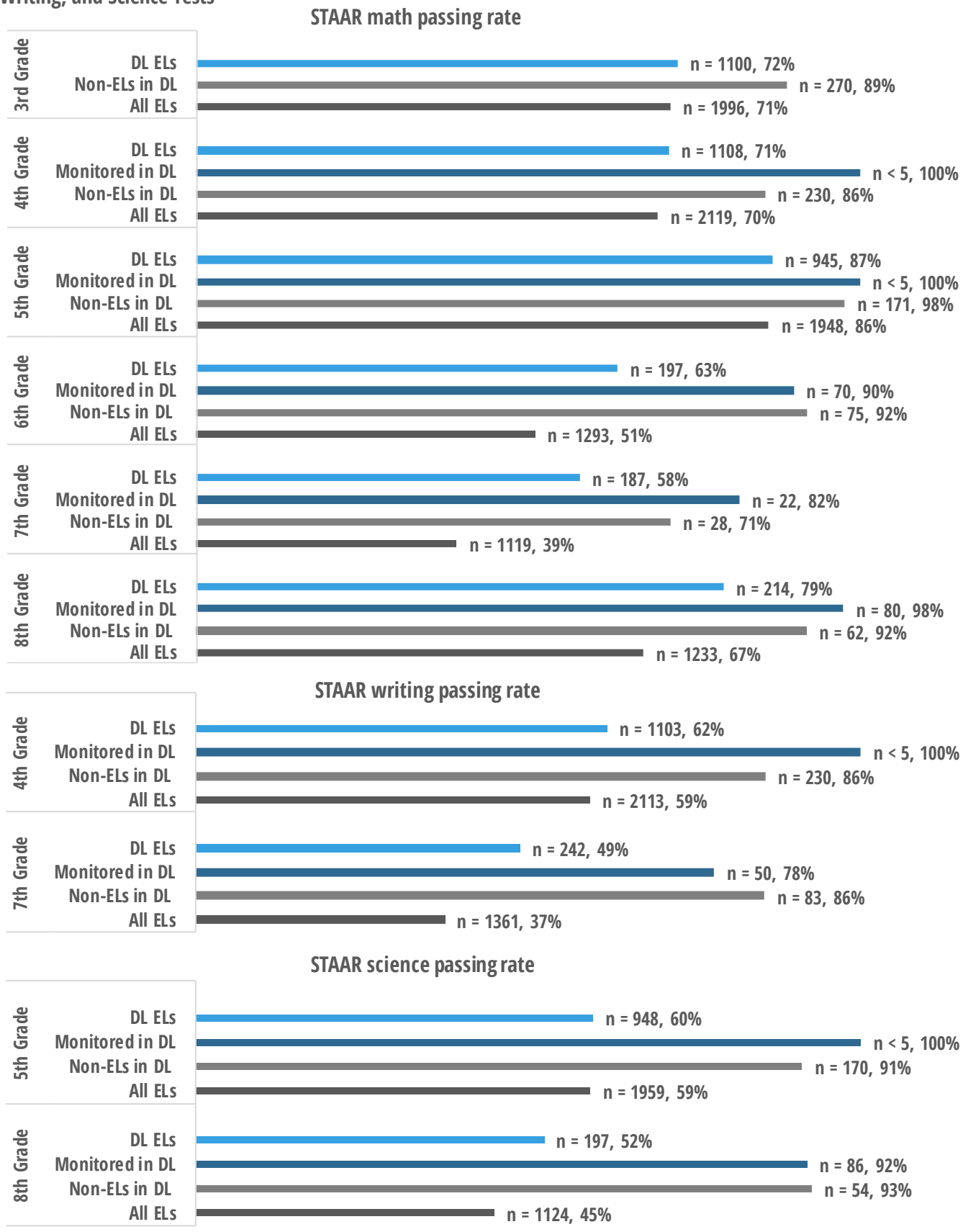
Figure 6.
Percentage of Current ELs, Monitored Students, and Non-ELs in the DL Program Who Passed the 2019 STAAR Reading Test



Source. AISD and Texas STAAR reports, 2019
Note. Analysis includes test versions S (for general, which includes accommodations).

Figure 7.

Percentage of Current ELs, Monitored Students, and Non-ELs in the DL Program Who Passed the 2019 STAAR Math, Writing, and Science Tests

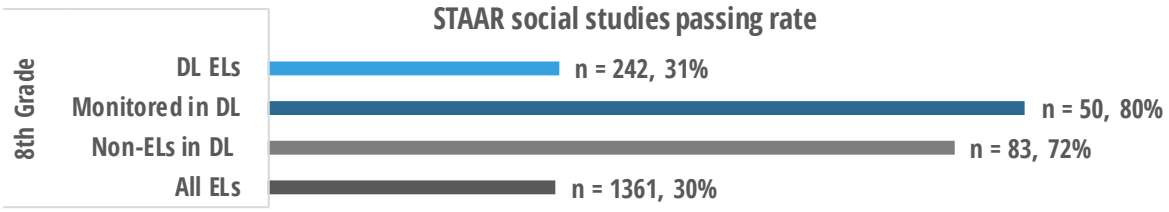


Source. AISD and Texas STAAR reports, 2018

Note. Analysis includes test versions S (for general, which includes accommodations).

Figure 8.

Percentage of Current ELs, Monitored Students, and Non-ELs in the DL Program Who Passed the 2019 STAAR Social Studies Test



Source. AISD and Texas STAAR reports, 2019

Note. Analysis includes test versions S (for general, which includes accommodations).

Native English speakers (non-ELs) who were enrolled in the two-way DL Program (non-ELs in DL, in Figures 6, 7, and 8) had high STAAR passing rates regardless of subject or grade level (between 71% for 7th grade math and 98% for 5th grade math). In fact, depending on the grade level and STAAR subject, these students' passing rates surpassed those of all ELs and all AISD students (see Appendix C, Tables C1 through C3).

STAAR Performance: T/LE

The T/LE Program is offered only at elementary grade levels. Thus, ELs who have not exited EL status by the end of 5th grade are moved to the ESL Program starting in 6th grade. In Appendix C, Figures C1 through C3 show the STAAR reading, math, writing, and science performance of 3rd- through 5th-grade ELs in T/LE. For all grade levels and STAAR subjects, T/LE ELs followed a similar performance pattern to that of all ELs. As described for DL ELs, T/LE ELs' performance in reading and math decreased from 3rd to 4th grade and then increased in 5th grade.

STAAR Performance: ESL

ELs in the ESL Program and ELs whose parents denied BE or ESL program services (denial ELs) displayed a similar pattern of STAAR performance (in most subjects) to that of ELs in all other programs (Appendix C, Figures C1 through C3) and to all AISD students (Appendix C, Table C1). In the elementary grade levels, ESL and denial ELs had a dip in passing rates in 4th grade and then an increase in 5th grade for STAAR reading and math. At the middle school level, the pattern seen in elementary school with reading and math continued for denial ELs and ESL ELs with math, but a steady increase was seen for ESL ELs on reading from 6th through 8th grade (Appendix C, Figures C1 and C2).

The drop in STAAR performance from elementary to middle school grade levels may be partially related to ELs' exiting status in 5th and 6th grades. As mentioned earlier, reclassified former ELs are deemed proficient in English and able to handle content in all subjects, without support of language programs. Historically, these students perform well on STAAR tests, but their performance is no longer included with ELs' STAAR performance. In fact, across grade levels and across STAAR subjects, the vast majority of reclassified/monitored ELs passed the STAAR tests in 2018. These students represent each of the programs offered to ELs at AISD, and therefore, their success demonstrates the impact the BE and ESL programs have had on ELs.

Newcomers are another subgroup of ELs to examine. Newcomers are ELs who have recently immigrated and have been in U.S. schools for 3 years or less. The number of newcomers who had STAAR test scores was lower than in previous years. This could have been due to a number of factors, such as a decrease in enrolled immigrant students. Yet, the passing rates for newcomers were lower than the passing rates for all ELs, for most subjects and grades, except for 4th grade writing and 6th grade reading and math. This is likely highly influenced by the considerably smaller number of newcomers in middle school and possibly by the characteristics of the newcomer students, such as home language or ability to adapt to the U.S. school system (Appendix E, Table E1).

Long-term ELs are another subgroup to examine. Long-term ELs' numbers increased since last year, which could be due to a variety of factors, such as failure to exit EL status due to Texas English Language Proficiency Assessment System (TELPAS) performance. In this report, long-term ELs are students who were enrolled in U.S. schools from 1st grade

on and have been ELs for more than 6 years, based on the TEA's definition in which years in U.S. schools start at 1st grade. In AISD, these students represented, on average, 37% of ELs in middle school, and on average, their STAAR passing rates were up to 26 percentage points lower than the AISD passing rate for the same grade levels (Appendix E, Table E1); however, long-term ELs' passing rates were higher than those of all ELs at middle school. Further analysis of long-term ELs is needed to understand characteristics of their educational experiences that may be supporting or hindering their academic progress.

Some of the ELs in the district who have significant cognitive disabilities took the STAAR Alternate 2 assessment designed for students in this population. There were 185 ELs in grades 3 through 8 who took STAAR Alternate 2 in the 2018–2019 school year. These students performed comparable to ELs across the state on all subject at all grades (Appendix D, Figure D1). Appendix D, Figures D2 and D3, shows the performance of current ELs, monitored students, and non-ELs on the STAAR Alternate 2 for all subjects and grades. At the earlier grades, for most subjects, the non-ELs performed slightly better than ELs, but by the later grades the ELs' performance had surpassed that of non-ELs.

Performance on EOC

The state-required EOC assessments of Algebra I, Biology, English (I and II), and U.S. History are offered annually to students who have completed the coursework in those subjects, usually at the high school level. Students must pass EOC tests prior to graduation from high school. Figures 9 through 13 show 2018 and 2019 EOC results for ELs and monitored students within AISD and across the state of Texas. Monitored students are former ELs who exited EL status in the spring of 2015 through 2018. Figures 14 and 15 display the 2019 EOC results for ever ELs, current ELs, and former ELs.

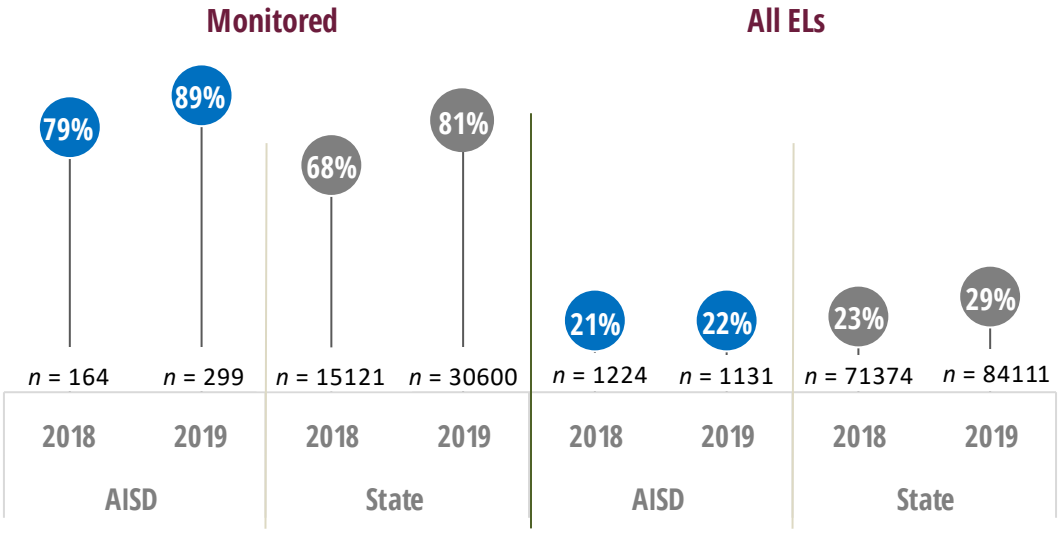
AISD ELs passed 2019 EOC assessments at a higher rate than did Texas ELs in most courses. In addition, for all courses, monitored AISD students passed EOC tests at a higher rate than did monitored Texas students. The performance of AISD ELs on the EOC English I and II assessments was slightly lower than that of Texas ELs. It should be noted that considerable gains (i.e., between 7% and 13%) were seen between 2018 and 2019 in English I and II, for AISD monitored students' and Texas monitored students' passing rates. While Texas ELs also made gains (i.e., between 5% and 6%) between 2018 and 2019 on the English I and II, the gains made by AISD ELs were slightly smaller with a 1-percentage point gain on English I and a 4-percentage point gain on English II.

In 2019, compared with Texas ELs, AISD ELs had higher passing rates in all EOC subjects, except English I and II, and tied the passing rate for biology. AISD monitored students had higher passing rates for all EOC subjects, as compared with that of Texas monitored students. It is interesting to note that newcomer ELs had higher passing rates than did all ELs in all subjects, except for biology (see Appendix E, Table E2); however, it is important to keep in mind the number of newcomer students (between 12 and 26) was substantially smaller than that of all ELs and caution is advised when comparing these groups.

Furthermore, similar to what was observed for STAAR tests, some ELs, in addition to passing the EOC tests, achieved the two higher test benchmarks (i.e., meets and masters grade level standards; Appendix F, Table F1). For Algebra I, Biology, English (I and II), and U.S. History, between 45% and 63% of ELs who passed these tests also achieved the higher meets grade level standard, and between 1% and 26% ELs who passed these tests also achieved the highest standard of masters grade level.

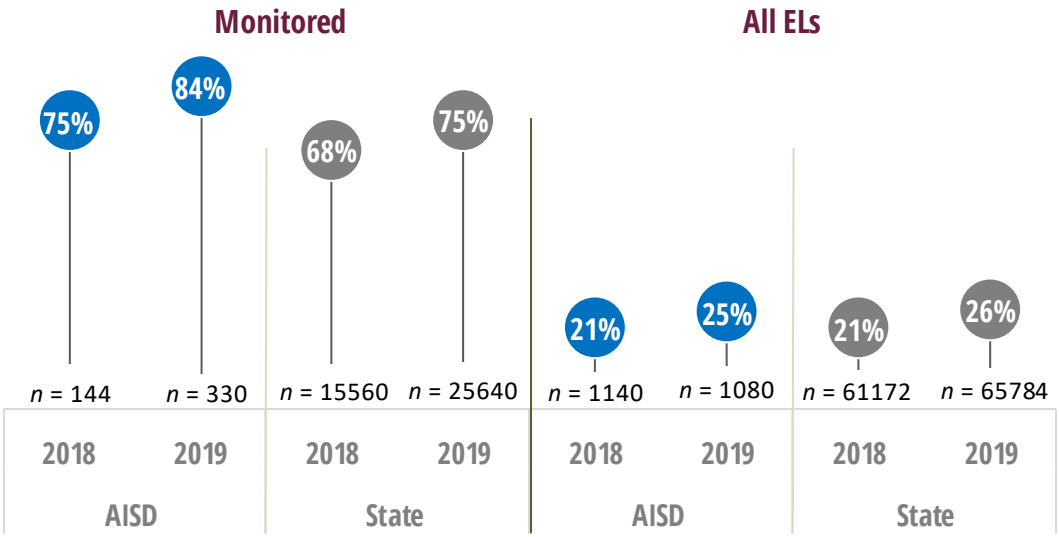
Between 74% and 91% of the monitored students in AISD who passed the test also reached the second highest meets grade level standards for Algebra I, Biology, English (I and II), and U.S. History, and between 2% and 57% who passed these tests also reached the highest standard of masters grade level for these tests.

Figure 9.
EOC English I 2018 and 2019 Results for AISD and Texas ELs and Monitored (Exited) ELs



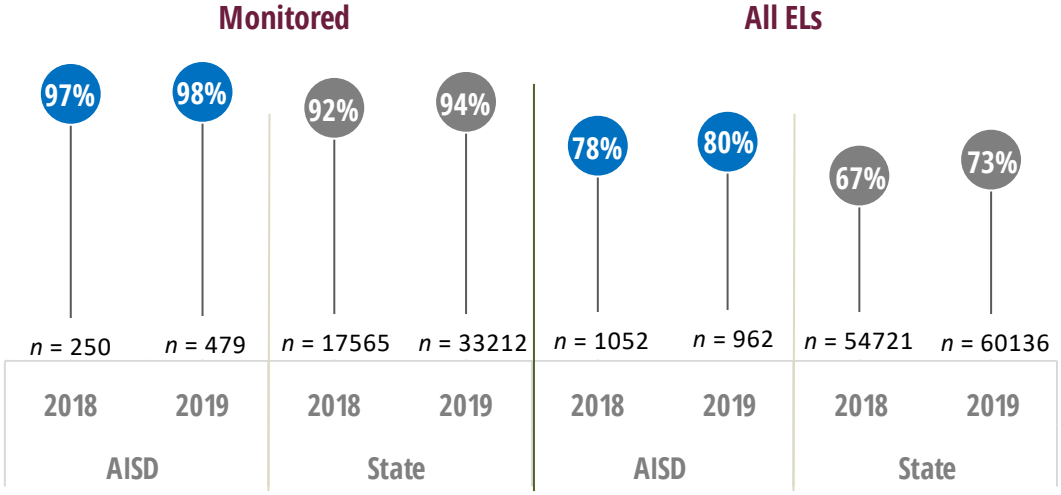
Source. AISD EOC records and TEA records, Spring 2018 and 2019
Note. Monitored are former ELs who exited program service. Analysis includes test version S (for general, which includes accommodations).

Figure 10.
EOC English II 2018 and 2019 Results for AISD and Texas ELs and Monitored (Exited) ELs



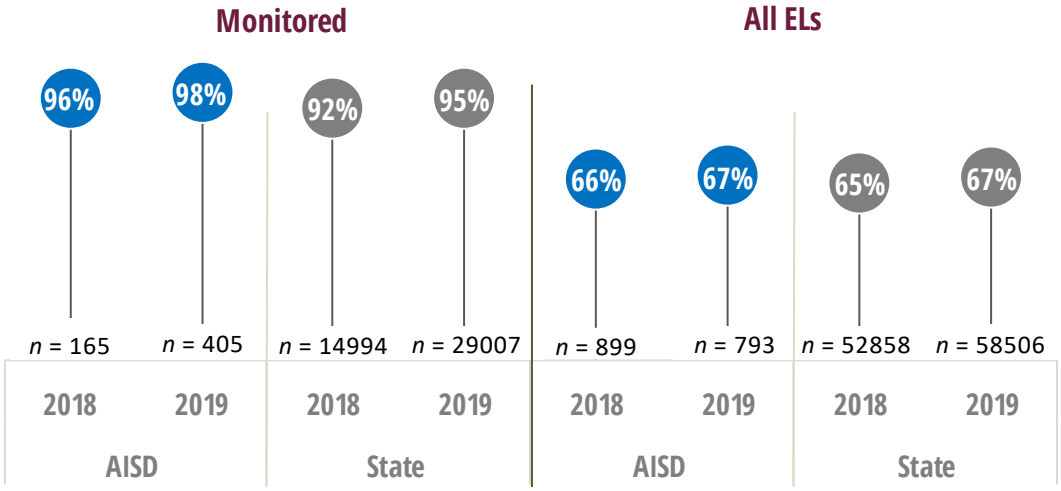
Source. AISD EOC records and TEA records, Spring 2018 and 2019
Note. Monitored are former ELs who exited program service. Analysis includes test version S (for general, which includes accommodations).

Figure 11.
EOC Algebra I 2018 and 2019 Results for AISD and Texas ELs and Monitored (Exited) ELs



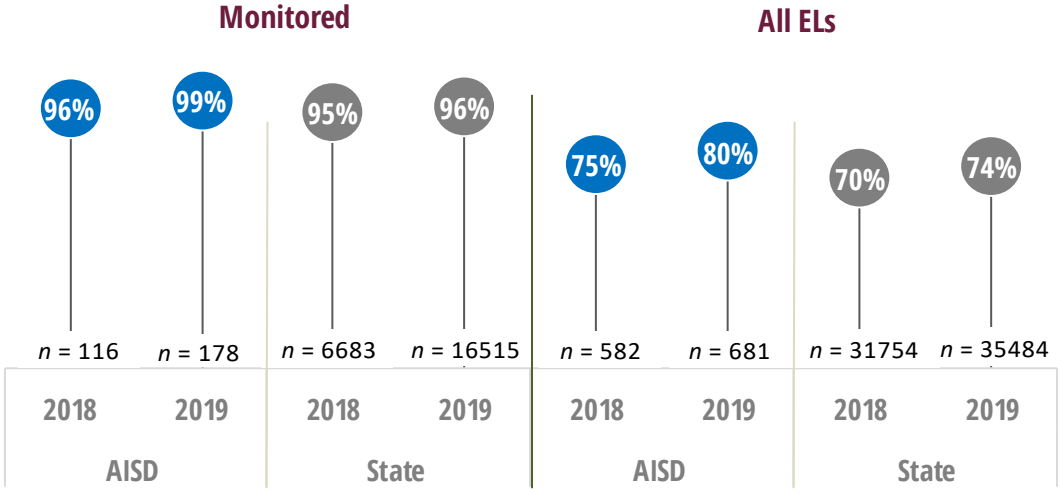
Source. AISD EOC records and TEA records, Spring 2018 and 2019
Note. Monitored are former ELs who exited program service. Analysis includes test version S (for general, which includes accommodations).

Figure 12.
EOC Biology 2018 and 2019 Results for AISD and Texas ELs and Monitored (Exited) ELs



Source. AISD EOC records and TEA records, Spring 2018 and 2019
Note. Monitored are former ELs who exited program service. Analysis includes test version S (for general, which includes accommodations).

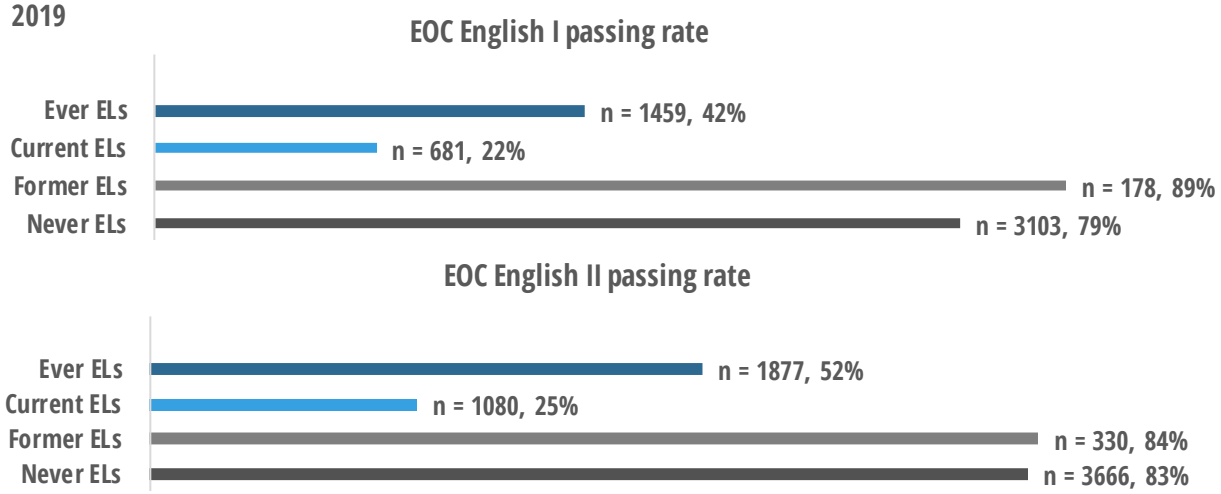
Figure 13.
EOC U.S. History 2018 and 2019 Results for AISD and Texas ELs and Monitored (Exited) ELs



Source. AISD EOC records and TEA records, Spring 2018 and 2019
Note. Monitored are former ELs who exited program service. Analysis includes test version S (for general, which includes accommodations).

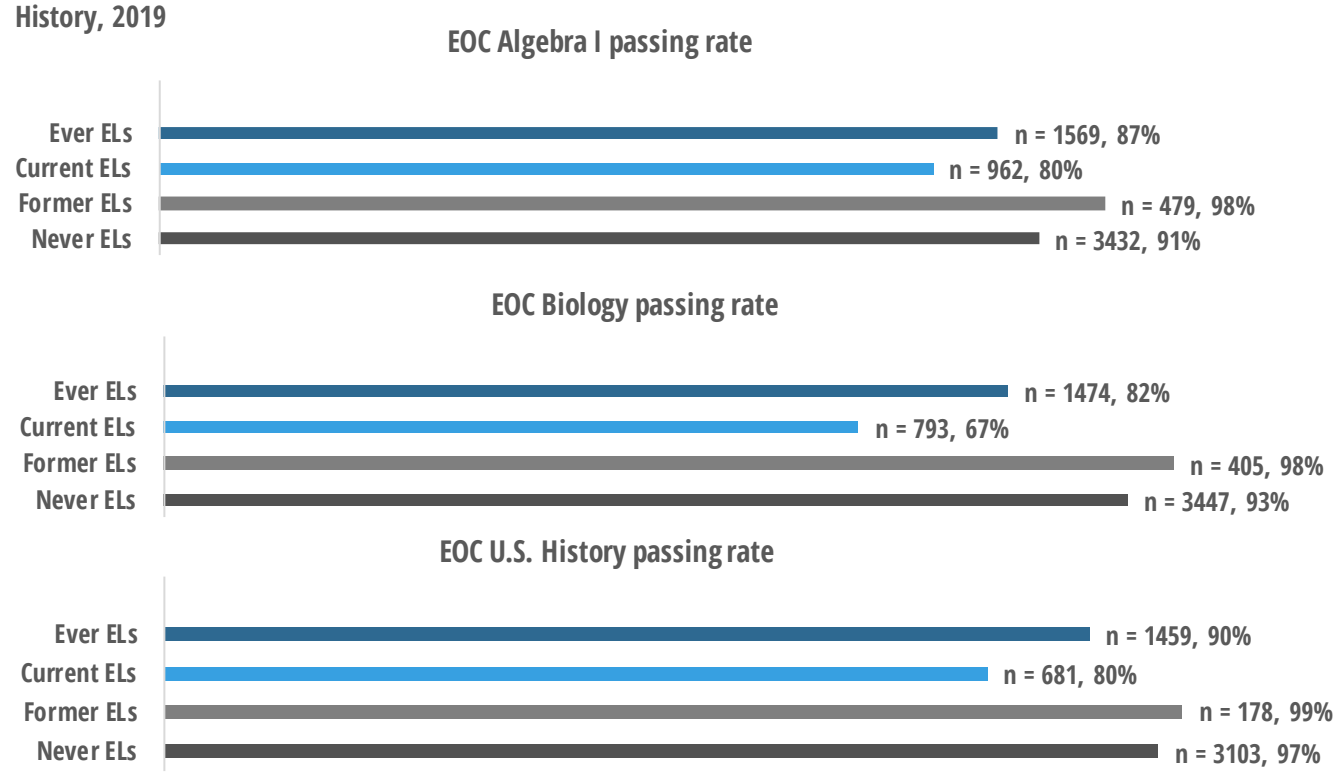
Performance on EOC tests by ever ELs, current ELs, former ELs and never ELs displayed the same patterns seen for middle school performance by these groups of ELs, with a larger passing rate for ever ELs than for current ELs (Figures 14 and 15). As previously stated, exited ELs perform well, and when these ELs' performance on the EOC tests is included in the ever ELs' performance, the passing rates increase. Furthermore, **passing rates of former ELs on all EOC tests surpassed that of all AISD students by 22 and 11 percentage points for English I and II, respectively, and between 5 and 8 percentage points for U.S. History, Biology, and Algebra I** (see Appendix E, Table E2).

Figure 14.
Percentage of Ever ELs, Current ELs, Former (Exited) ELs, and Never ELs Passing EOC English I and English II, 2019



Source. AISD and EOC reports, 2019
Note. Analysis includes test version S (for general, which includes accommodations). Former ELs are ELs who exited program service.

Figure 15.
Percentage of Ever ELs, Current ELs, Former (Exited) ELs, and Never ELs Passing EOC Algebra I, Biology, and U.S. History, 2019



Source. AISD and EOC reports, 2019
Note. Analysis includes test version S (for general, which includes accommodations). Former ELs are ELs who exited program service.

The performance of ELs on the STAAR Alternate 2 EOC assessments was similar to the performance of ELs across the state, and similar to what was seen in grades 3 through 8. Appendix G, Figures G1 and G2, shows the performance of AISD ELs' and monitored students' passing rates for 2018 and 2019, compared with the rates for ELs and monitored students across the state for all EOC subjects.

Conclusions

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

When evaluating the academic performance of students, two of the major long-term outcomes to evaluate are graduation and drop out rates. **Over the last 5 years, ELs' drop out rates have been steadily declining. In 2017–2018 ELs' graduation rates jumped to 86.1%, a 6.5 percentage point increase from the year before.** Although this was a large increase, ELs' graduation rates remained lower than the graduation rates (92.3%) for all students. It is likely that these rates were higher because students who had exited EL status were not included in the EL calculation.

In 2018–2019, the DL Program was expanded to two high schools. Across all student groups, the proportion of middle school students passing either Spanish for Spanish Speakers I or II remained high (91% and 86%, respectively). AP courses were offered in AISD at both the middle and high school levels. A substantially lower number of ELs than of non-ELs enrolled in AP courses during 2018–2019, both at the middle and high school levels, and their end-of-year course grades were slightly lower than those of their non-EL peers. Compared with 2017–2018, there was an increase in the number of ELs taking AP exams and receiving college credit during 2018–2019. **At the secondary level, 514 ELs took one or more AP exams in 2019, and 88% scored a 3 or better. Of the students who were ever an EL, 1,793 took one or more AP exams, and 92% scored a 3 or better, earning some amount of college credits.**

Another major consideration is students' performance on the state's standardized tests, STAAR and EOC. **When STAAR math performance for a group of continuously enrolled AISD ELs and for a similar group (based on student SES) of non-ELs was tracked across 6 years, ELs outperformed non-ELs from grade 4 to grade 8. For the reading tests, non-ELs in this analysis performed slightly better than did ELs for the whole 6-year time frame. However, this gap in performance is much smaller when student SES is taken into account.**

When comparing AISD ELs with Texas ELs, AISD ELs outperformed Texas ELs on several STAAR subjects. In addition, **former ELs' passing rates surpassed those of all AISD students regardless of subject or grade**, indicating that after exiting the BE/ESL programs, former ELs were well prepared for high academic achievement. Elementary ELs performed better on STAAR tests than did middle school ELs. In addition, EL 5th graders outperformed EL 3rd and 4th graders, and EL 8th graders outperformed 6th and 7th graders. This pattern matched that of all AISD students and may be a reflection of the fact that students are given opportunities to retake the STAAR tests in 5th and 8th grade. Additionally, STAAR results indicated that, for 5th- and 8th- grade ELs, between 10% and

46% achieved the higher performance standard of meets grade level for reading, math, science, and social studies. Of the 5th-grade ELs who passed the STAAR reading, math, and science, between 19% and 29% achieved the highest performance standard, masters grade level. The proportion of 8th-grade ELs achieving the two higher performance standards was slightly lower than was seen in grade 5. Students who had exited EL status and were within the first 4 years of monitoring achieved the two highest performance standards, in both 5th and 8th grades, at a higher rate than did current ELs, indicating they were performing well after exiting EL status.

For all EOC subjects, AISD ELs passed most EOC tests at higher rates than did ELs across Texas. Similar to what was observed in 2018, AISD and Texas ELs had higher passing rates in Algebra, Biology, and U.S. History than in either English I or English II. Although English I and II passing rates were lower than for other courses, an increase was seen, compared with last year's rates, for AISD and Texas ELs on both tests. In addition, a percentage of ELs who passed EOC tests also reached the more advanced standards set for these tests, indicating they were ready to succeed in the next grade level, with little to no program support. Further research is warranted to better understand the characteristics of ELs in these grade levels. As was seen in grades 3 through 8, monitored students performed better on EOC tests than did current ELs, and passing rates increased from 2018 to 2019 for all courses. Former ELs' performance on EOC tests followed the same pattern seen in grades 3 through 8, with passing rates surpassing those of current ELs and of all AISD students. **For English I and II, former ELs' passing rates were between 11 and 22 percentage points higher than those of all AISD students.**

Recommendations

AISD should examine the long-term outcomes (e.g., dropout and graduation rates) for ever ELs and former ELs to get a more accurate picture of these outcomes.

Participation in AP courses by current and former ELs should be examined further to identify factors contributing to underrepresentation in these courses at both the middle and high school levels.

ELs' academic performance continues to be lower at middle and high school grades than at elementary grades. Future studies should explore the influence of exiting EL status, long-term ELs, and newcomers on the decreased performance at these grades.

Appendix

Appendix A: Middle School Dual Language Course Performance

Table A1.
Advanced Spanish Language Course Performance, by Student Group

			Final course grade				
		n count	A	B	C	D	F
Spanish for Spanish Speakers I	Non-ELs	50	64%	24%	10%	2%	-
	ELs	228	25%	35%	28%	11%	1%
	Monitored	67	60%	21%	15%	4%	-
	Total	345	38%	30%	23%	8%	1%
Spanish for Spanish Speakers II	Non-ELs	46	50%	24%	11%	13%	2%
	ELs	276	30%	29%	26%	11%	5%
	Monitored	45	40%	31%	24%	2%	2%
	Total	367	34%	28%	24%	10%	5%

Source. AISD 2019 student records
Note. Non-ELs are native English speakers in the DL Program, monitored are prior ELs who have exited EL status.

Appendix B: Advanced Placement Course Performance, by Level and EL Status

Table B1.
Middle School Advanced Placement Course Performance, by Student Group

			Final course grade				
		n count	A	B	C	D	F
Pre-AP Algebra I	Non ELs	1,253	41%	29%	19%	8%	3%
	ELs	156	35%	31%	22%	10%	3%
	Monitored	83	48%	35%	11%	5%	1%
	Total	1,492	41%	30%	18%	8%	3%
Pre-AP Geometry	Non ELs	382	49%	35%	12%	3%	1%
	ELs	7	100%	-	-	-	-
	Monitored	5	40%	60%	-	-	-
	Total	394	50%	35%	12%	3%	1%
AP Spanish Language & Culture IV - DL	Non ELs	33	52%	36%	9%	3%	-
	ELs	72	26%	39%	29%	4%	1%
	Monitored	22	50%	41%	9%	-	-
	Total	127	37%	39%	20%	3%	1%
AP Spanish Language & Culture IV	Non ELs	17	41%	24%	12%	18%	6%
	ELs	53	25%	25%	32%	11%	8%
	Monitored	10	50%	30%	20%	-	-
	Total	80	31%	25%	26%	11%	6%

Source. AISD 2019 student records
Note. Non-ELs are native English speakers, monitored are prior ELs who have exited EL status.

Appendix B: Advanced Placement Course Performance, by Level and EL Status

Table B2.
High School Advanced Placement Course Performance, by Student Group

			Final course grade				
		n count	A	B	C	D	F
English language arts	Non ELs	6,911	38%	40%	17%	4%	1%
	ELs	241	10%	29%	33%	21%	6%
	Monitored	250	14%	46%	32%	6%	3%
	Total	7,402	36%	40%	18%	5%	1%
Math	Non ELs	6,259	36%	38%	19%	5%	2%
	ELs	401	14%	33%	30%	16%	7%
	Monitored	258	18%	41%	29%	7%	5%
	Total	6,918	34%	38%	20%	6%	2%
Science	Non ELs	6,690	37%	39%	18%	5%	2%
	ELs	415	13%	33%	27%	16%	11%
	Monitored	266	19%	44%	27%	7%	3%
	Total	7,371	35%	39%	19%	5%	2%
Social studies	Non ELs	5,289	39%	39%	16%	4%	1%
	ELs	238	12%	34%	26%	17%	11%
	Monitored	183	15%	41%	31%	9%	4%
	Total	5,710	37%	39%	17%	5%	2%

Source. AISD 2019 student records
Note. Non-ELs are native English speakers, monitored are prior ELs who have exited EL status.

Appendix C: STAAR 2019, Elementary and Middle School Numbers Tested

Table C1.
STAAR 2019 Numbers Tested, by Subject and Grade Level

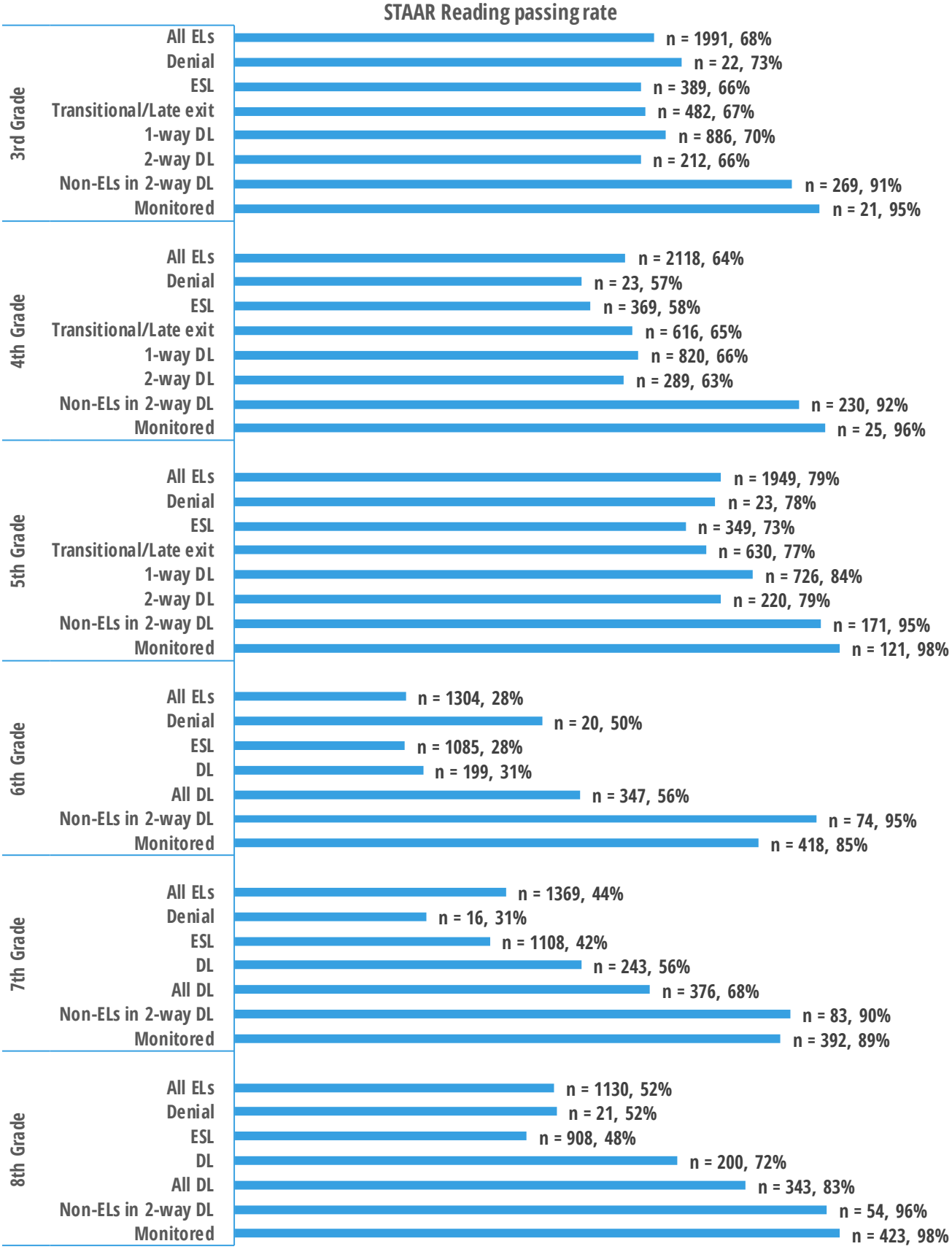
		All AISD students		AISD ELs		Texas ELs	
		n	% Passed	*n*	% Passed	*n*	% Passed
Reading	Grade 3	5,930	77%	1,991	68%	102,779	69%
	Grade 4	6,209	75%	2,118	64%	100,014	64%
	Grade 5	6,069	87%	1,949	79%	90,240	65%
	Grade 6	5,529	64%	1,304	28%	77,879	42%
	Grade 7	5,444	70%	1,369	44%	67,839	49%
	Grade 8	5,112	82%	1,130	52%	60,361	49%
Math	Grade 3	5,945	78%	1,996	71%	102,797	75%
	Grade 4	6,217	75%	2,119	70%	99,997	69%
	Grade 5	6,070	90%	1,948	86%	90,237	77%
	Grade 6	5,233	74%	1,293	51%	77,241	67%
	Grade 7	3,420	56%	1,119	39%	64,147	56%
	Grade 8	5,436	84%	1,233	67%	57,762	68%
Writing	Grade 4	6,195	69%	2,113	59%	99,884	58%
	Grade 7	5,430	66%	1,361	37%	67,802	42%
Science	Grade 5	6,028	72%	1,959	59%	90,474	60%
	Grade 8	5,063	75%	1,124	45%	58,173	55%
Social studies	Grade 8	5,035	64%	1,113	30%	58,022	38%

Source. AISD and Texas STAAR reports, 2019
Notes. Elementary grade levels include both English and Spanish versions.

Appendix C: 2019 STAAR Performance, by BE/ESL Program

Figure C1.

Percentage of ELs and Non-ELs Who Passed the 2019 STAAR Reading Test



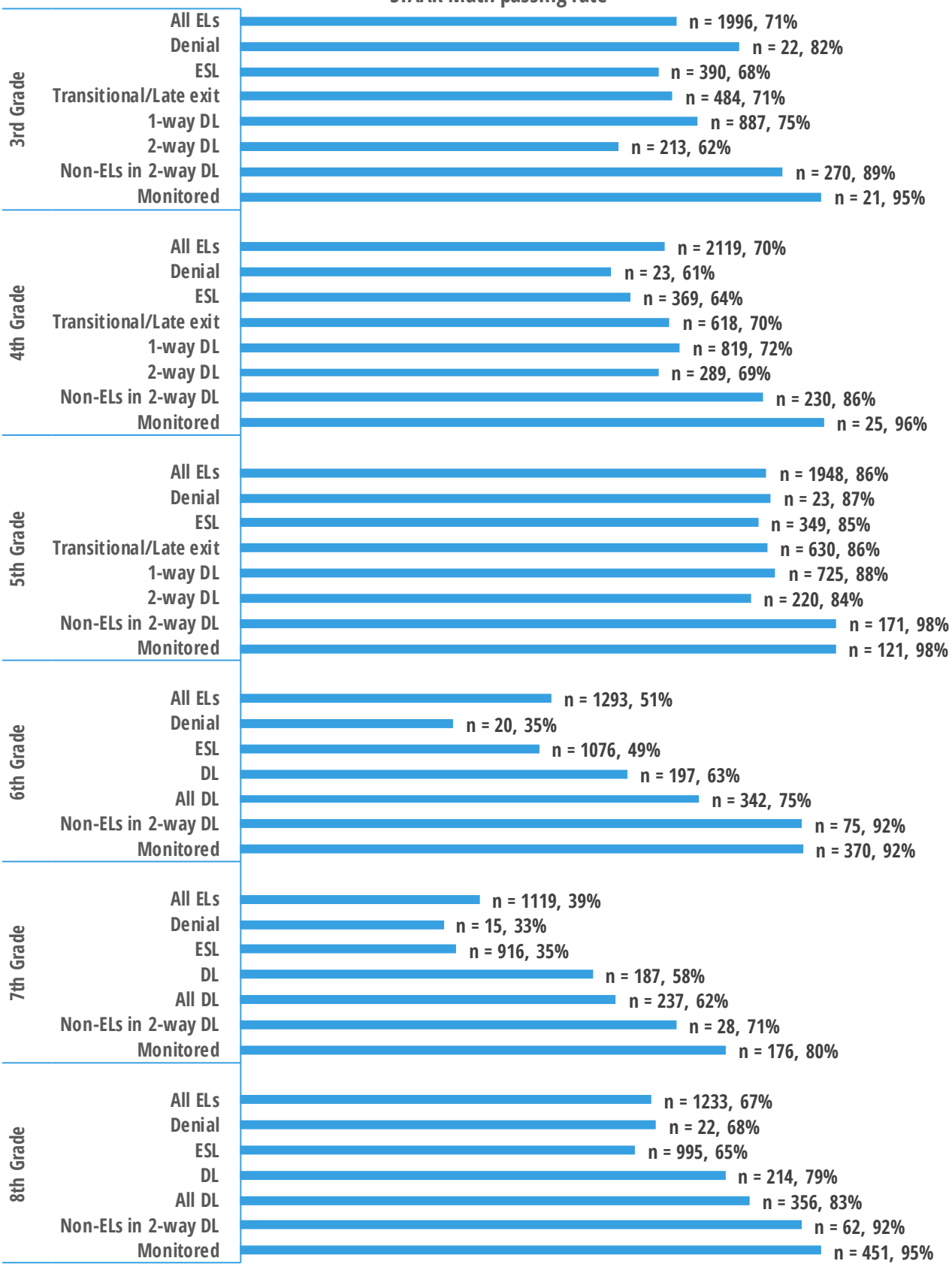
Source. AISD and Texas STAAR reports, 2019

Note. Analysis includes test versions S (for general, which includes accommodations).

Appendix C: 2019 STAAR Performance, by BE/ESL Program

Figure C2.

Percentage of ELs and Non-ELs Who Passed the 2019 STAAR Math Test



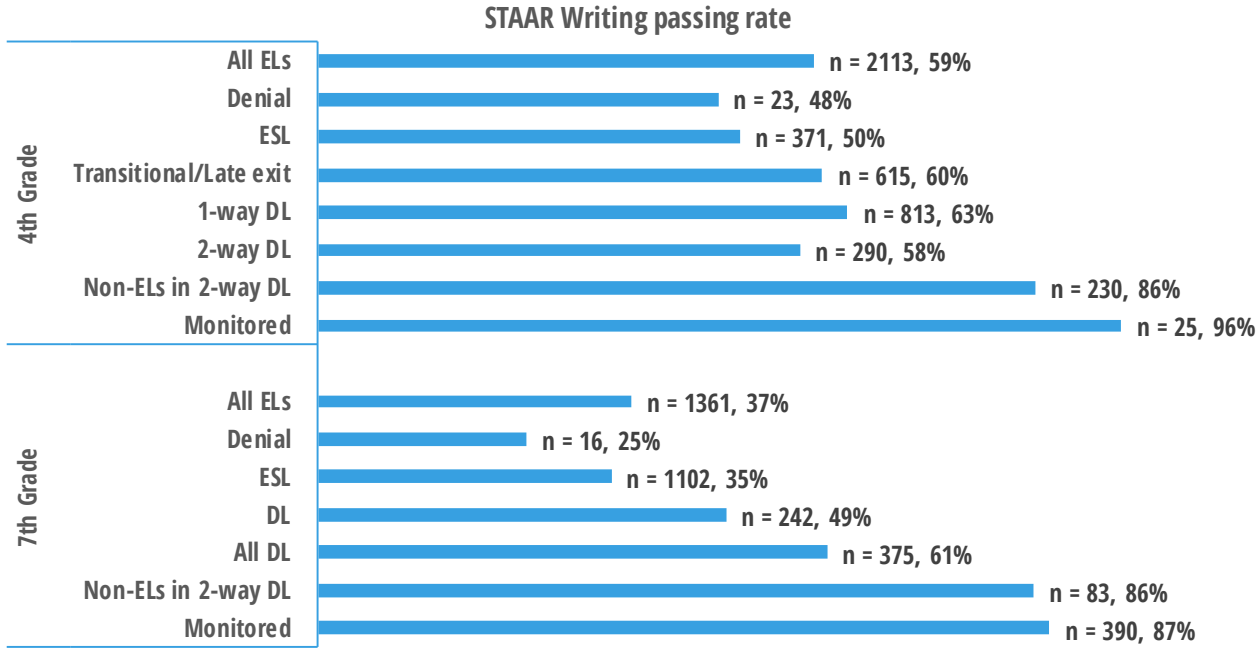
Source. AISD and Texas STAAR reports, 2019

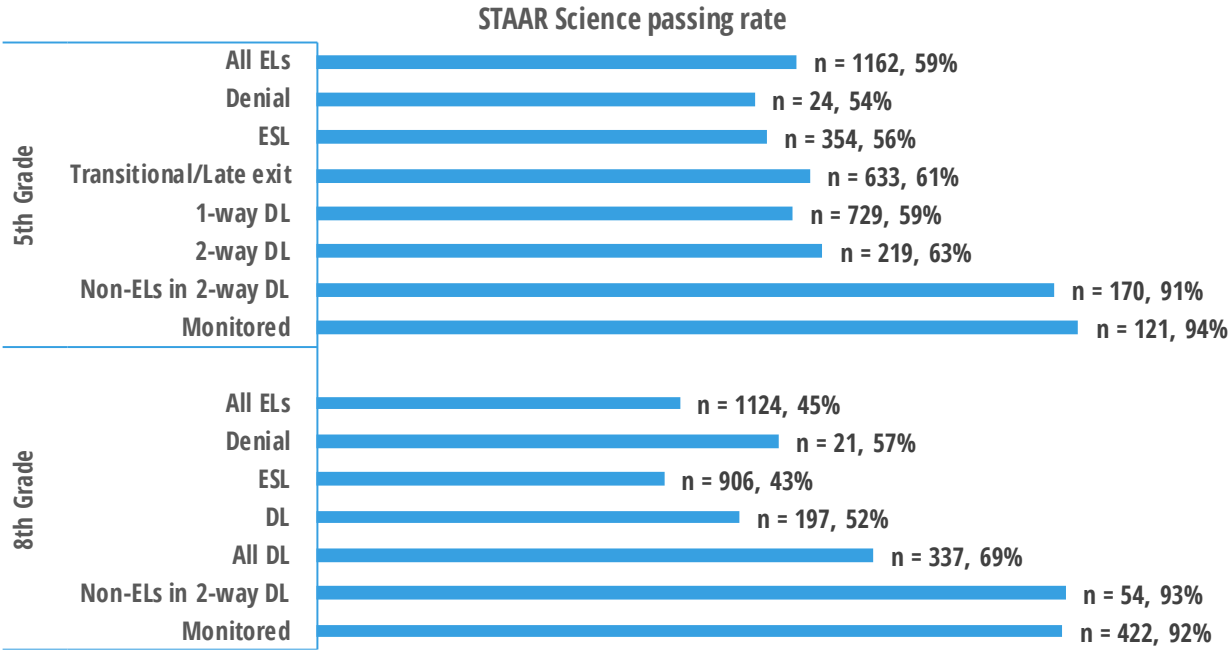
Note. Analysis includes test versions S (for general, which includes accommodations).

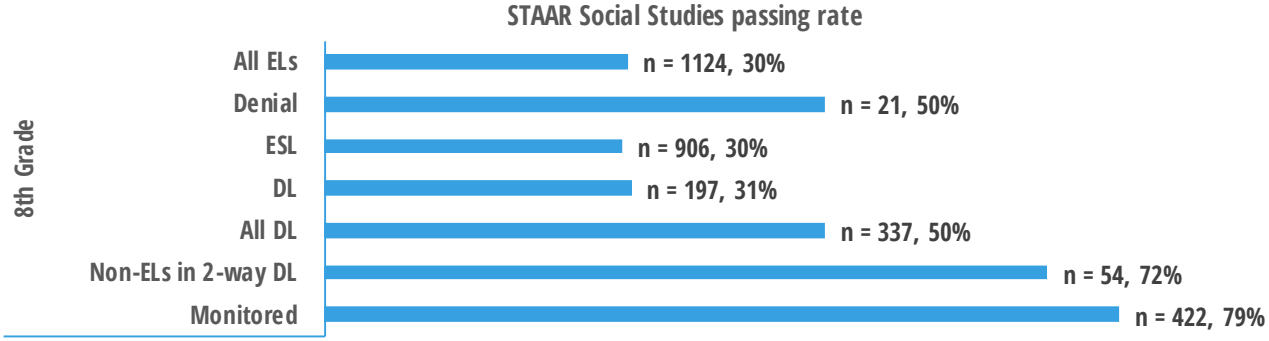
Appendix C: 2019 STAAR Performance, by BE/ESL Program

Figure C3.

Percentage of ELs and Non-ELs Who Passed the 2019 STAAR Writing, Science, and Social Studies Tests







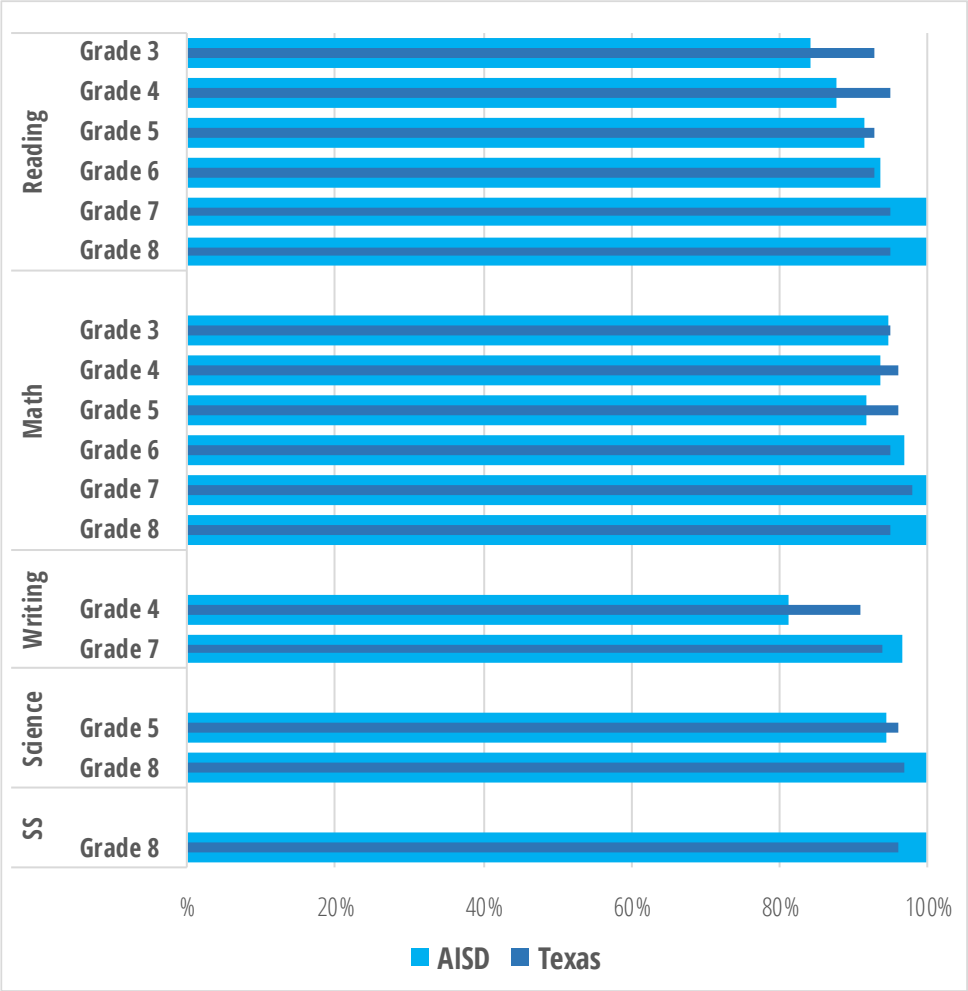
Source. AISD and Texas STAAR reports, 2019

Note. Analysis includes test versions S (for general, which includes accommodations).

Appendix D: 2019 STAAR Alternate 2 Performance

Figure D1.

Percentage of AISD ELs and Texas ELs Who Passed the 2019 STAAR Alternate 2, by Grade and Subject

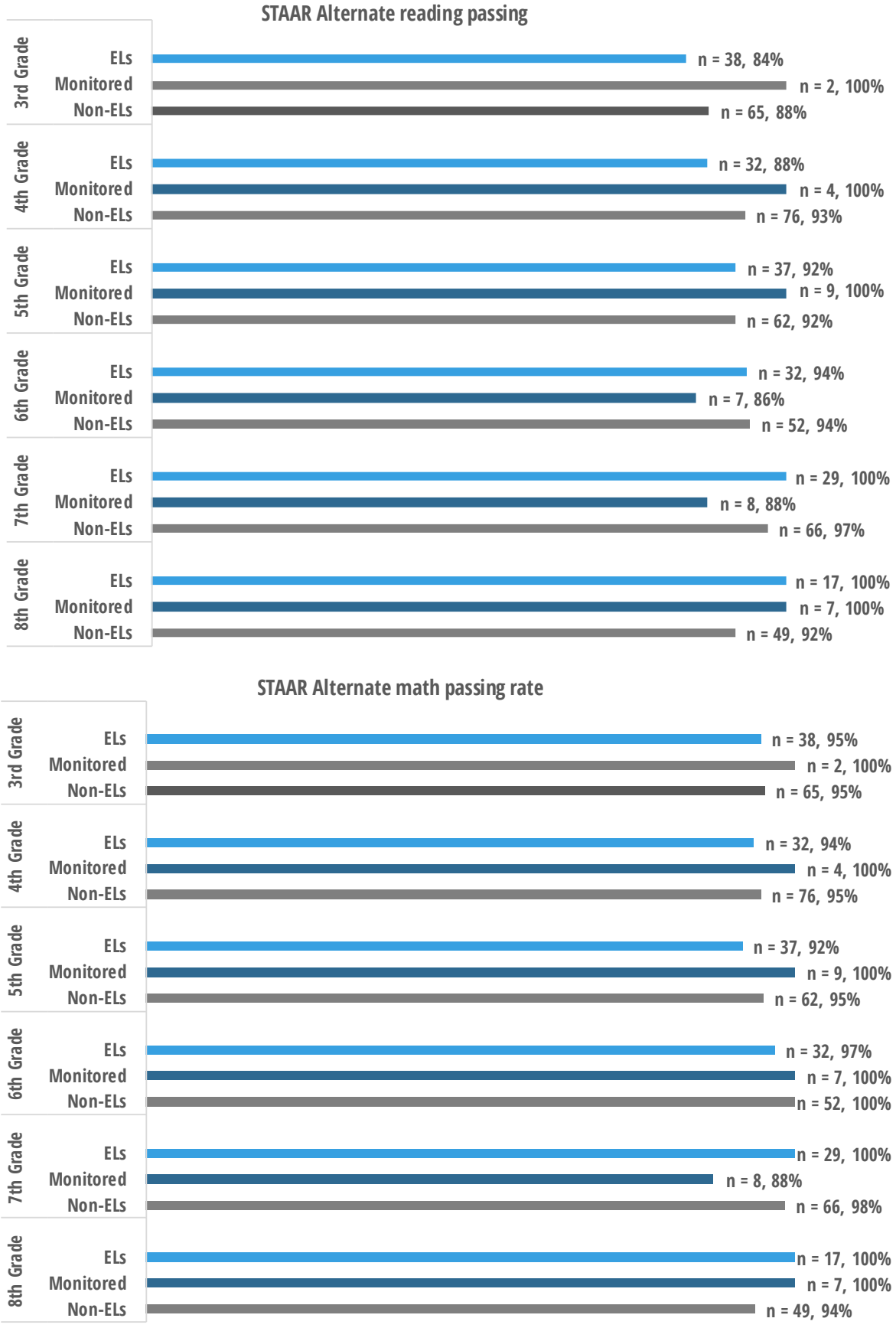


Source. AISD and Texas STAAR Alternate 2 reports, 2019

Appendix D: 2019 STAAR Alternate 2 Performance

Figure D2.

Percentage of ELs, Monitored, and Non-ELs Who Passed the 2019 STAAR Alternate 2 Reading and Math, by Grade

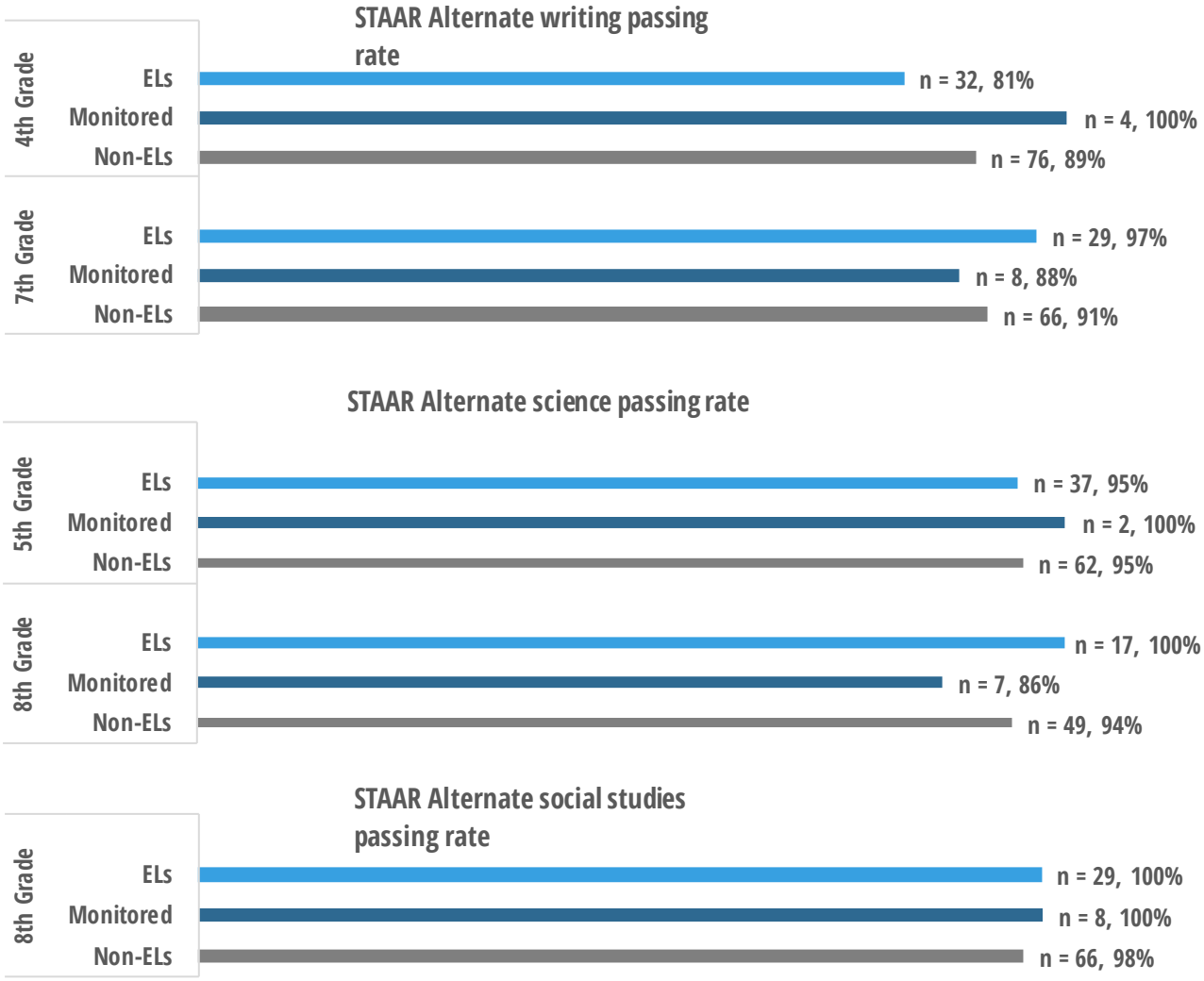


Source. AISD and Texas STAAR Alternate 2 reports, 2019

Appendix D: 2019 STAAR Alternate 2 Performance

Figure D3.

Percentage of ELs, Monitored, and Non-ELs Who Passed the 2019 STAAR Alternate 2 Writing, Science, and Social Studies, by Grade



Source. AISD and Texas STAAR Alternate 2 reports, 2019

Appendix E: 2019 STAAR Reading and Math, Numbers of Newcomers and Long-Term ELs Tested, by Grade Level

Table E1.
Middle School Long-Term and Newcomer ELs' 2019 STAAR Performance, by Subject and Grade level

		All AISD students		All ELs		Long-term ELs		Newcomer ELs	
	Grade level	*n*	% Pass	*n*	% Pass	*n*	% Pass	*n*	% Pass
Reading	03	5,930	77%	1,991	68%	-	-	169	67%
	04	6,209	75%	2,118	64%	-	-	147	59%
	05	6,069	87%	1,949	79%	-	-	120	68%
	06	5,529	64%	1,304	28%	-	-	32	50%
	07	5,444	70%	1,369	44%	806	57%	39	31%
	08	5,112	82%	1,130	52%	621	69%	48	33%
Math	03	5,945	78%	1,996	71%	-	-	169	59%
	04	6,217	75%	2,119	70%	-	-	146	58%
	05	6,070	90%	1,948	86%	-	-	119	66%
	06	5,233	74%	1,293	51%	-	-	31	77%
	07	3,420	56%	1,119	39%	611	49%	35	34%
	08	5,436	84%	1,233	67%	721	76%	48	58%
Writing	04	6,195	69%	2,113	59%	-	-	149	60%
	07	5,430	66%	1,361	37%	808	50%	39	33%
Science	05	6,028	72%	1,959	59%	-	-	117	34%
	08	5,063	75%	1,124	45%	625	57%	37	30%
Social studies	08	5,035	64%	1,113	30%	622	38%	38	26%

Source. AISD student records and STAAR reports, 2019

Table E2.
High School Long-Term and Newcomer ELs' 2019 EOC Performance, by Subject

	All AISD Students		ALL ELs		Long-term ELs		Newcomer ELs	
	n	% Pass	*n*	% Pass	*n*	% Pass	*n*	% Pass
Algebra I	5,071	90%	962	80%	436	90%	26	89%
Biology	4,993	90%	793	67%	261	85%	19	63%
English I	5,062	67%	1,131	22%	329	44%	24	42%
English II	5,612	73%	1,080	25%	332	46%	24	50%
U.S. History	4,637	94%	681	80%	220	91%	12	92%

Source. AISD student records and EOC reports, 2019
Note. Analysis includes test version S (for general, which includes accommodations).

Appendix F: AISD ELs and Monitored Students Approaches, Meets, Masters Performance Percentages on EOC Tests

Table F1.

AISD ELs', Monitored Students' and Non-ELs' Approaches, Meets, and Masters Performance Standard Percentages EOC Tests

		% Passed	% Met	% Mastered	% pass who met	% pass who mastered
Algebra	ELs (n = 962)	80% , n = 769	50% , n = 483	21% , n = 203	63%	26%
	Monitored (n = 479)	98% , n = 468	89% , n = 425	56% , n = 266	91%	57%
	Non-ELs (n = 3,560)	91% , n = 3,241	79% , n = 2,811	52% , n = 1,837	87%	57%
Biology	ELs (n = 793)	67% , n = 534	31% , n = 247	4% , n = 32	46%	6%
	Monitored (n = 405)	98% , n = 396	86% , n = 347	22% , n = 89	88%	22%
	Non-ELs (n = 3,723)	94% , n = 3,491	84% , n = 3,116	44% , n = 1,641	89%	47%
English I	ELs (n = 1,131)	22% , n = 245	13% , n = 150	<1% , n = 3	61%	1%
	Monitored (n = 299)	89% , n = 266	80% , n = 240	12% , n = 35	90%	13%
	Non-ELs (n = 3,564)	79% , n = 2,824	74% , n = 2,638	31% , n = 1,113	93%	39%
English II	ELs (n = 1,080)	25% , n = 273	11% , n = 123	<1% , n = 2	45%	1%
	Monitored (n = 330)	84% , n = 277	62% , n = 204	2% , n = 6	74%	2%
	Non-ELs (n =4,133)	84% , n = 3,469	73% , n = 3,020	20% , n = 815	87%	23%
U.S. History	ELs (n = 681)	80% , n = 544	42% , n = 284	12% , n = 83	52%	15%
	Monitored (n = 178)	99% , n = 176	75% , n = 134	35% , n = 62	76%	35%
	Non-ELs (n = 3,703)	97% , n = 3,585	87% , n = 3,213	63% , n = 2,320	90%	65%

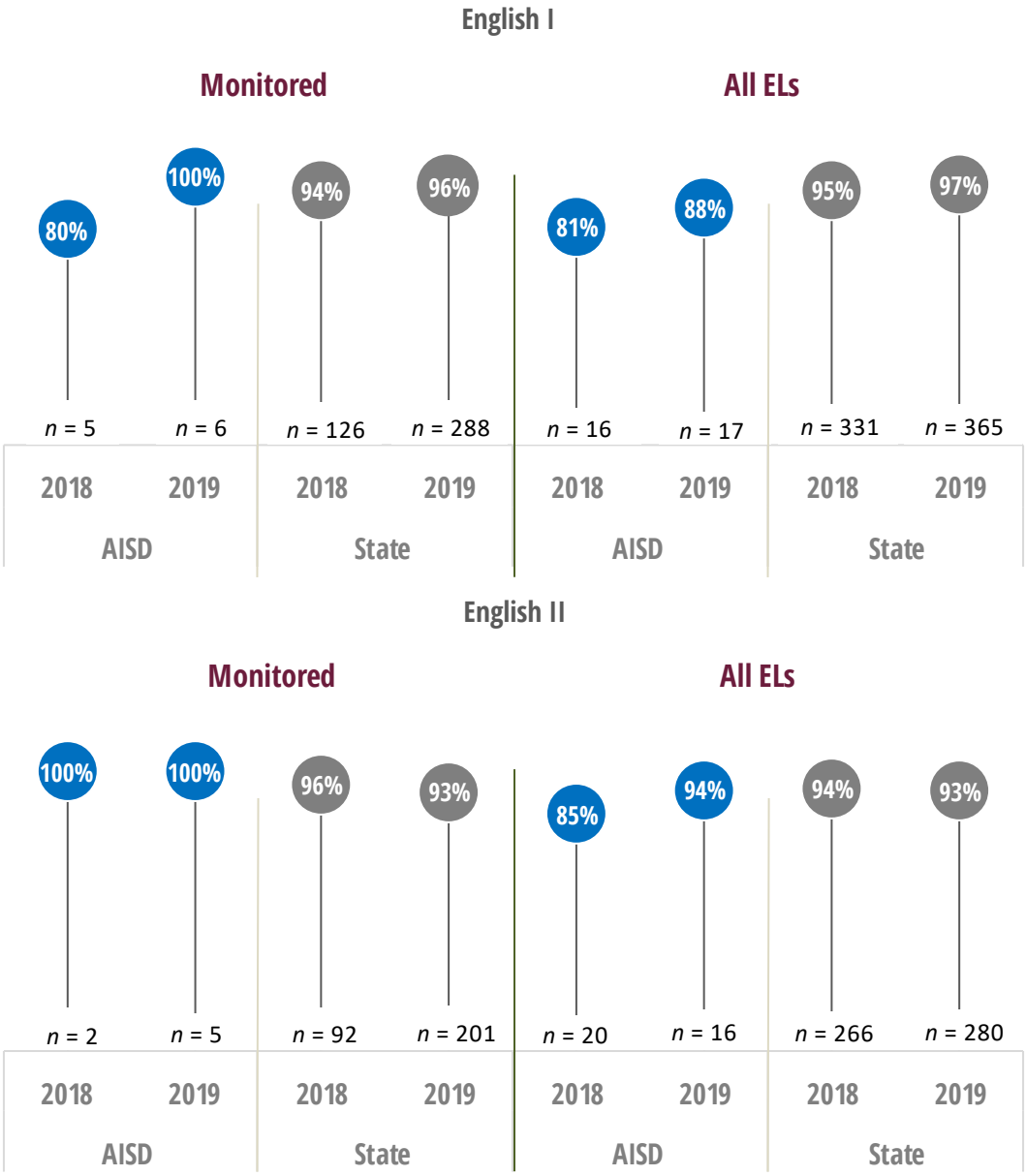
Source. EOC records, 2019

Note. Analysis includes test version S (for general, which includes accommodations).

Appendix G: AISD and Texas ELs and Monitored Students Performance on EOC Tests 2018 and 2019

Table G1.

AISD and Texas ELs' and Monitored Students' Passing Percentages on EOC Alternate 2 English I and II, 2018 and 2019



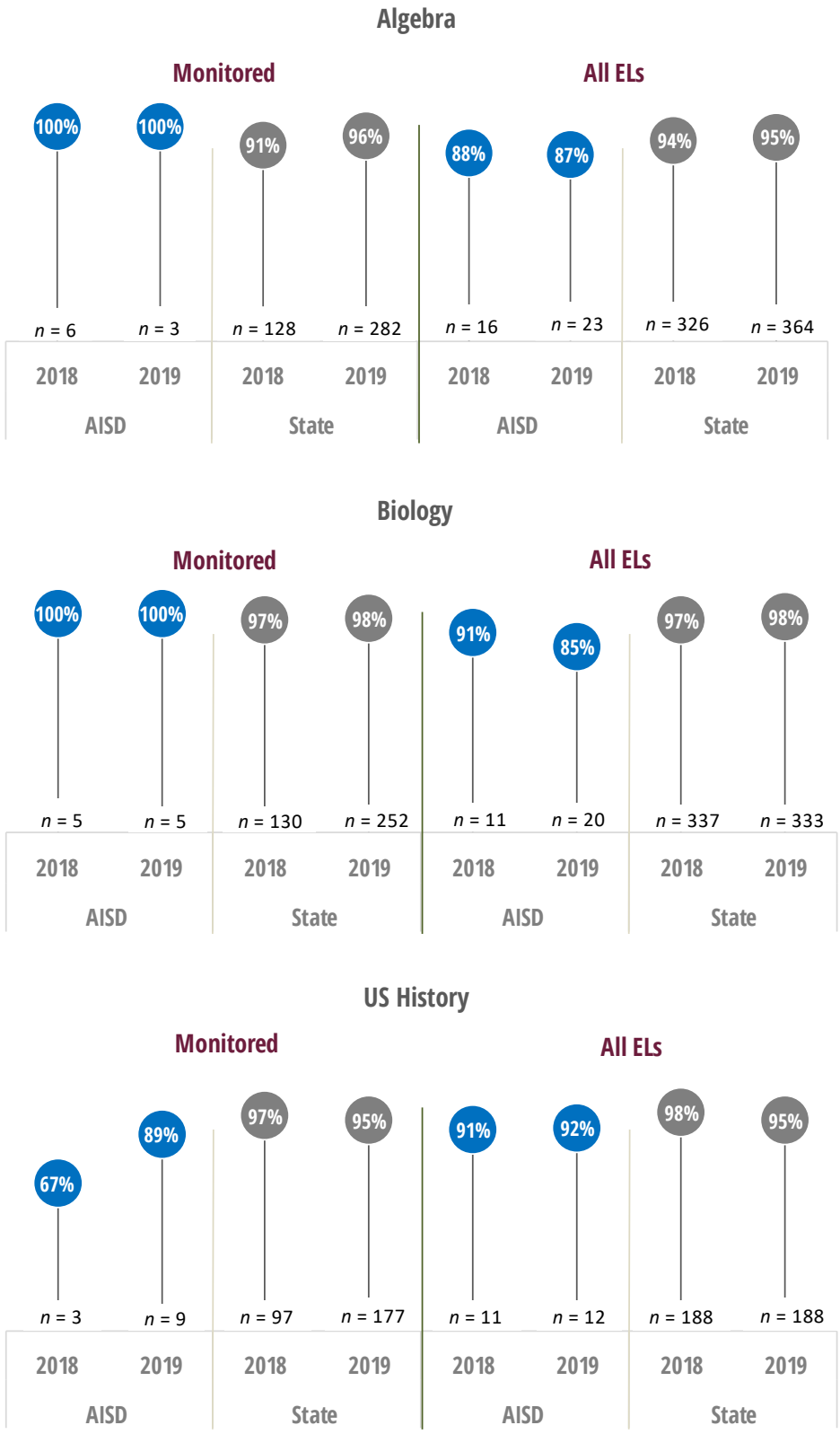
Source. AISD EOC records and TEA records, Spring 2018 and 2019

Note. Monitored are former ELs who exited program service.

Appendix G: AISD and Texas ELs and Monitored Students Performance on EOC Tests 2018 and 2019

Table G2.

AISD and Texas ELs' and Monitored Students' Passing Percentages on EOC Alternate 2 Algebra, Biology, and US History, 2018 and 2019



Source. AISD EOC records and TEA records, Spring 2018 and 2019

Note. Monitored are former ELs who exited program service.

Appendix G: STAAR Subject Offered Per Grade Level

Table H1.
STAAR Tests Taken by AISD Students in Each Grade Level

Grade level	Reading	Math	Writing	Science	Social studies
03	Y	Y			
04	Y	Y	Y		
05	Y	Y		Y	
06	Y	Y			
07	Y	Y	Y		
08	Y	Y		Y	Y

Source. STAAR records, 2019
Note. Y means students took the test.

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Jensen, M. (2019). *Bilingual and English as a Second Language Program and Demographic Summary, 2018–2019*. Austin, TX: Austin Independent District. Retrieved from: https://www.austinisd.org/sites/default/files/dre-surveys/18.22_Bilingual_and%20English_as_a_Second_Language_Program_and_Demographic_Summary_2018_2019.pdf

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