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Bilingual and English as a Second Language Programs Summary, 2016–2017

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 bilingual education (BE) and English as a second language (ESL) programs implemented in the Austin Independent School District (AISD) during the 2016–2017 school year. This document summarizes the programs implemented, the numbers of students served, and students' language acquisition and academic performance.

By the end of the 2016–2017 school year, AISD had enrolled 23,367 English language learners (ELLs), representing 28% of the AISD student population. ELLs' most common home language was Spanish (89%), followed by Arabic (2%), Vietnamese (1%), Burmese (1%), and Mandarin (1%). Fifteen percent of AISD ELLs were immigrants and 4% were refugees or asylees.

Seventy-two percent of ELLs were enrolled at the elementary school level, and 71% of these students were served in the bilingual dual language (DL) Program. AISD also provided two-way DL program support to ELLs and English native speakers (non-ELLs) at elementary schools. The DL Program was offered at eight middle schools. In addition, AISD offered the Transitional/Late-Exit program at the elementary level and the ESL Program to ELLs at all grade levels.

ELLs were assessed in English language proficiency on the state-required Texas English Language Proficiency Assessment System (TELPAS). From 3rd grade on, most ELLs at each grade level received composite ratings of *advanced* or *advanced high*, which is consistent with ELLs across Texas acquiring more English as they continue in school. Fifth-grade ELLs made the greater annual progress on TELPAS (64%) than did ELLs at other grade levels. Greater percentages of ELLs at high-income campuses than at low-income campuses had *advanced* or *advanced high* TELPAS composite ratings. At other elementary schools, lower percentages of Spanish-speaking ELLs than of students speaking other languages attained *advanced* or *advanced high* TELPAS composite ratings. However, this trend was reversed at the middle and high school levels.

In addition, ELLs were assessed in academic subject areas on state-required assessments, such as the State of Texas Assessments of Academic Readiness (STAAR) and end-of-course (EOC) exams. **When compared with ELLs across the state, AISD ELLs had higher passing rates on many STAAR assessments.** For example, AISD ELLs outperformed Texas ELLs in reading in 3rd, 4th, and 5th grades; in math at 3rd and 5th grades; in writing at 4th grade; and in science at 5th grade.

Focusing on a group of ELLs and non-ELLs who were enrolled in AISD for 5 consecutive years and who were matched by socio-economic status, for STAAR math, ELLs had slightly higher passing rates than non-ELLs from grade 4 to grade 7. For reading, non-ELLs' passing rates were slightly higher than those of ELLs in grades 3 and 4. This gap was smaller by grade 5 and 6 and was no longer observed in grade 7, indicating that ELLs in this study closed that gap by grade 7.

AISD ELLs met the EOC standards at a higher rate than did ELLs across the state in English I, Algebra I, Biology, and U.S. History, while remaining about the same as Texas ELLs on English II. AISD ELLs' passing rates on the EOC assessments improved slightly from 2016 to 2017 in Algebra I and U.S. History, remained about the same in English I,

and decreased slightly in English II and Biology. **AISD ELLs who had exited ELL status and were being monitored had high STAAR and EOC passing rates in all subject areas, showing their continued academic success after having been served by these programs in earlier years.** Lastly, depending on the subject and the grade level, between 13% and 18% of elementary ELLs, 4% and 10% of middle school ELLs, and 2% and 12% of high school ELLs not only passed the STAAR/EOC tests but also reached the highest benchmark (mastered grade level).

Across the district, there were 15 Bilingual/ESL professional development courses, totaling 117 sessions in 2016–2017, and 3,334 AISD staff members benefited from attending these sessions. Elementary schools offering DL implemented one of three campus-chosen DL model options to better suit the needs of their students, while maintaining the key elements of DL instruction (https://www.austinisd.org/multilingual/dual-language#title). Continuous staff development sessions and campus-based support from bilingual specialists were offered to these schools.

In addition, the specialists piloted the use of a classroom observation guide on a sample of DL classrooms to show whether certain DL classroom elements were present. These preliminary results showed that key DL classroom elements were observed in many classrooms. The results were used by district staff to revise and improve the observation guide, which will be used again in 2017–2018 with another sample of classrooms. In the Fall of 2017, the observation guide will be shared with campus principals and teachers so they can examine whether key DL elements are present in their campus classrooms. For information about the DL program see the Multilingual Education Team website, https://www.austinisd.org/multilingual.

Table of Contents

List of Figures

List of Tables

Introduction

This report summarizes the bilingual education (BE) and English as a second language (ESL) programs implemented at the Austin Independent School District (AISD) in 2016–2017. It describes the students served by these programs and their language acquisition, academic performance, and cultural and social emotional well-being.

BE and ESL Programs

Texas state law requires that BE or ESL program services be offered to English Language Learners (ELLs), 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 6 for any language with 20 or more students enrolled at any grade level across the district. For more information on Texas state laws, see 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.

ELLs at AISD

Table 1 shows the numbers of ELLs served in each BE/ESL program, as well as the numbers of ELLs whose parents denied BE/ESL program services at any time during 2016–2017. At the elementary level, the majority of ELLs were enrolled in the One-way Dual Language (DL) Program. At the secondary level, although all ELLs were enrolled in the ESL Program, those who were in the DL Program were also provided a local program code for tracking their participation.

Table 1.
AISD ELLs, by BE or ESL Program Participation, 2016–2017

	Number	Percentage
Bilingual		
Transitional/late exit	1,996	9%
One-way DL	10,203	44%
Two-way DL	1,658	7%
ESL		
Content	3,032	13%
Pull out	6,139	26%
Denials (parent denied BE-ESL services)	351	2%
Total	23,367	100%

Source. AISD student records, July 2017

Bilingual and ESL Programs in AISD

Transitional/Late Exit (T/LE) serves ELLs 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.

One-way dual language (DL) serves only ELLs in both English and Spanish, or another language, and transitions a student to English-only instruction 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 5th grade. Two-way DL is like one-way DL, with the exception that two-way DL may serve both ELLs and non-ELLs.

ESL content serves ELLs 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 ELLs 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.

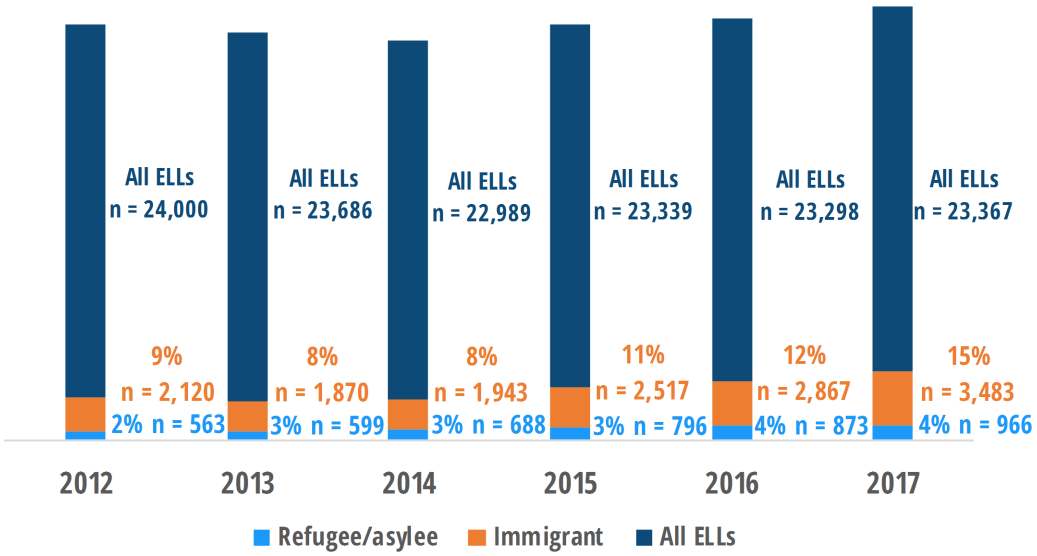
For more information on AISD programs for ELLs, see the Multilingual Education Team's website at https://www.austinisd.org/multilingual.

In the 2016–2017 academic year, 83,067 students were enrolled at AISD and 28% of them were ELLs (n = 23,367). For the past 6 years, the number of ELLs enrolled at AISD has remained somewhat stable around 23,000 students, however, the percentage of immigrant ELLs enrolled has gradually increased from approximately 9% in 2011-2012 to approximately 15% in 2016–2017 (Figure 1).

Of all ELLs enrolled in AISD, 15% were immigrants, 4% were refugees or asylees, and fewer than 1% were migrants (Figure 1). Of all immigrants and refugees/asylees enrolled at AISD, the vast majority were ELLs (93% and 90%, respectively); however, fewer than 1% of all migrant students (n = 16) were ELLs (see side bar for definitions of immigrant, asylee, and migrant students).

Figure 1.

From Spring 2012 to Spring 2017, the percentage of ELLs identified as immigrants enrolled at AISD increased gradually, whereas the total number of ELLs enrolled at AISD remained relatively stable.



Source. AISD student records, July 2017

The vast majority of ELLs enrolled at AISD during 2016–2017 self-identified as Hispanic or Latino (89%, Table 2). Of all AISD ELLs, 6% were Asian, 3% were White, and 1% were Black or African American; other ethnicities each accounted for less than 1% of AISD ELLs. Consistent with race and ethnic distribution, **the vast majority of ELLs enrolled at AISD spoke Spanish at home (89%, Figure 2).** The other languages most commonly spoken at home were Arabic, Vietnamese, Burmese, and Chinese. In addition, AISD's ELLs had the following characteristics: 48% were female and 52% were male, 90% were eligible for free or reduced-price meals, and 1% (n = 231) were identified as homeless.

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

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 United States Department of State, with a Form I-94 Arrival/Departure record, or a successor document, issued by the United States 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 age 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.

Table 2

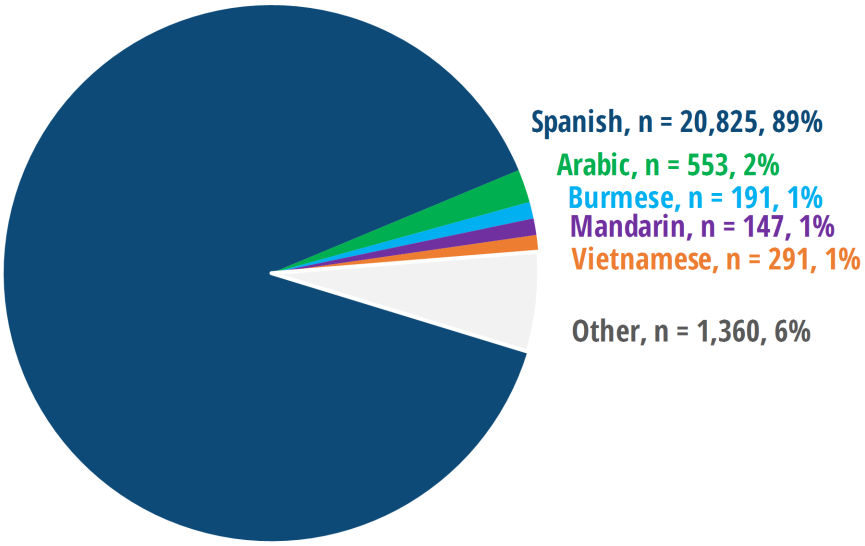
The majority of students enrolled at AISD self-identified as Hispanic or Latino. Similarly, the majority of ELLs enrolled at AISD during 2016–2017 were Hispanic or Latino.

	ELLs		All AISD students	
Ethnicity or race	*n*	%	*n*	%
Hispanic/Latino	20,772	89%	48,213	58%
American Indian or Alaska Native	30	< 1%	120	< 1%
Asian	1,380	6%	3,305	4%
African American/Black	296	1%	6,259	8%
Native Hawaiian/other Pacific Islander	7	< 1%	57	< 1%
White	805	3%	22,724	27%
Two or more races	77	< 1%	2,389	3%

Source. AISD student records, July 2017

Figure 2.

In 2016–2017, AISD students spoke more than 140 languages; however, Spanish was by far the most common language spoken by ELLs at home.



Source. AISD student records, July 2017

Participation in CTE, GT, and Special Education Programs

ELLs represented 16% of the middle and high school level students participating in career and technology education (CTE) and ELLs represented 18% of the student population in middle and high school. This indicates that ELLs' representation in CET programs is similar to their representation in secondary levels and that they are making use of these programs.

The difference between ELLs' and non-ELLs' participation in gifted and talented (GT) programs was more pronounced. In 2016–2017, 11% of non-ELLs participated in GT programs, whereas participation by ELLs was 2% ($n = 459$). Another way of examining participation in GT programs is to consider percentages of all students. A group of 459 students corresponds to 7% of all AISD students participating in GT programs. Therefore, considering that ELLs represent 28% of AISD's student population, it is apparent that ELLs are underrepresented in GT programs.

Interestingly, ELLs seemed to be neither under- nor overrepresented in special education programs. Eleven percent of

AISD's ELLs (n = 2,519) received special education services in 2016–2017, which corresponded to 29% of all students receiving special education services and closely matched the 28% representation of ELLs in AISD's student population.

ELLs' Social and Emotional Well-being

Annually, AISD administers a student climate survey to students in grades 3 through 8. From the 2017 student climate survey results, similarly high percentages of ELLs and non-ELLs in all school levels supported statements about teachers' high academic expectations of them. In addition, both groups reported similar ratings of their classroom peers' behavior towards them, towards their teachers, and towards school rules (Appendix I, Tables I1, I2, and I3).

However, ELLs, and students who were economically disadvantaged or receiving special education services generally had lower positive ratings of their school climate than did students who were not identified as part of these groups (Clark, 2017). For example, ELLs in elementary (82%), middle (71%), and high school (73%) were less likely than their non-ELL counterparts (86%, 75%, 81%, respectively) to report that they liked coming to school (Appendix I, Tables I4, I5, and I6).

Furthermore, ELLs (in elementary, 88%, middle, 88%, and high school, 79%) were significantly less likely than were non-ELLs (94%, 94%, and 87% respectively) to agree that teachers and staff at their school taught them to be proud of their culture (Appendix I, Table I7). However, there was no significant difference between ELLs' and non-ELLs' ratings for whether students at their schools received respect for speaking languages other than English. In addition, elementary (75%) and middle school ELLs (79%) were significantly more likely than non-ELLs at those school levels (66%, 60%, respectively) to report that they intended to go to college. However, the opposite was true at high school, with non-ELLs significantly (78%) more likely than ELLs (53%) to indicate they would go to college. Further research is needed to understand factors that contribute to how students' school experiences relate to their perceptions about themselves and their education.

Academic Performance

Graduation and Dropout Rates

AISD ELLs' dropout rates lowered from 1.8% in 2014–2015 to 1.2% in 2015–2016 (Table 3). ELLs' graduation rate in 2015–2016 (80%) was higher than the rates in years prior to 2014–2015 (Table 4), but was still lower than that of all AISD students in 2015–2016 (91%). This indicates that renewed efforts must be made to support ELLs from elementary through high school levels. However, it is interesting to note that these rates did not include ELLs who had exited language learner status. Exited ELLs 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 ELL might reflect dropout and graduation rates closer to those of all AISD students. Future reports will analyze these data.

Table 3.
AISD ELLs' Dropout Rate, Grades 7 Through 12, 2011–2012 to 2015–2016

	School year				
Grades 7–12	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
ELL dropout rate	4.7%	2.8%	1.8%	1.8%	1.2%

Source. AISD Performance-Based Monitoring Analysis System (PBMAS) Report from Texas Education Agency, 2015, 2016, and 2017, and District Accountability Office data, 2016

Table 4.
AISD ELLs' Graduation Rate, 2011–2012 to 2015–2016

	School year				
Graduation rate	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
ELL graduation rate	55%	57%	50%	80%	80%

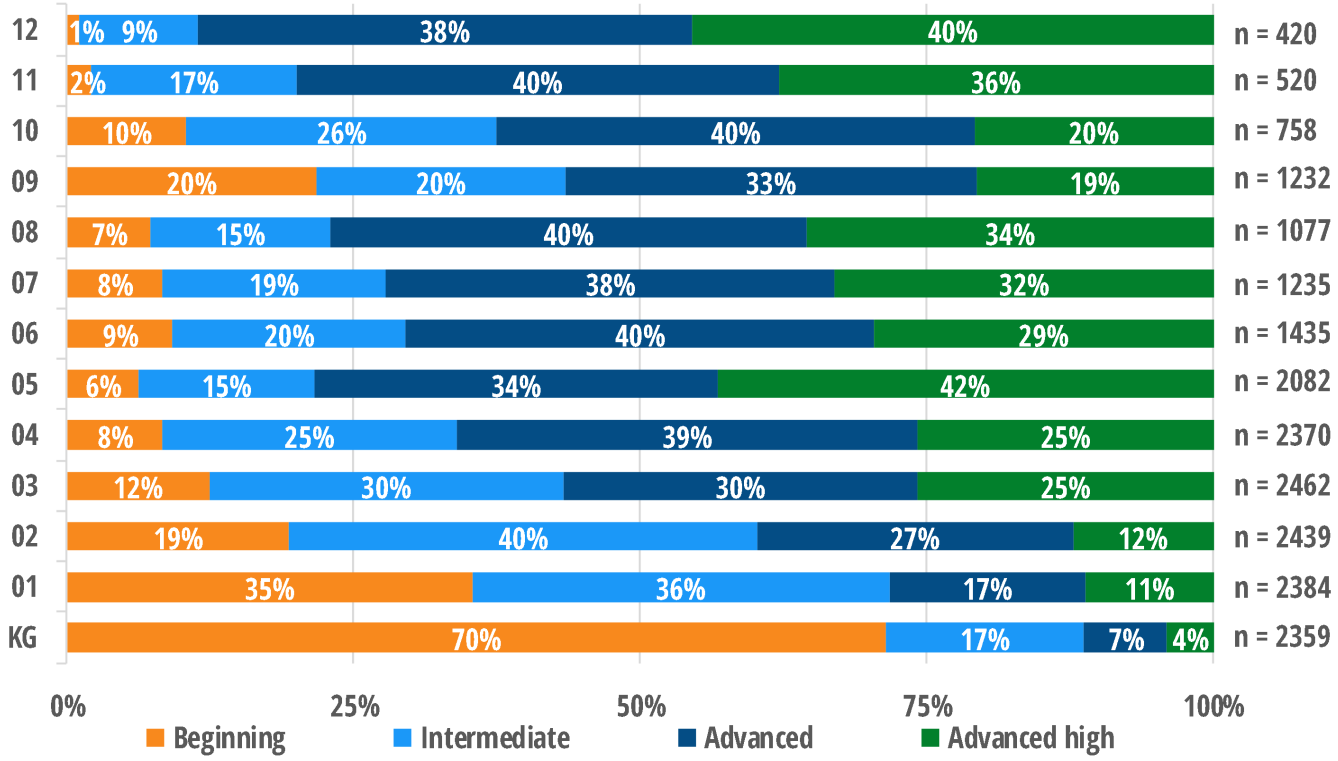
Source. AISD Performance-Based Monitoring Analysis System (PBMAS) Report from Texas Education Agency, 2015, 2016, and 2017, and District Accountability Office data, 2016

Performance on TELPAS

AISD ELLs from kindergarten through 12th grade take the state-required Texas English Language Proficiency Assessment System (TELPAS) annually. This assessment measures performance in four domains (listening, speaking, writing, and reading) and yields an overall composite rating. It identifies performance levels as beginning, intermediate, advanced, or advanced high, with the goal of having all ELLs reach the advanced high level as they progress through school. For more information on TELPAS, see http://tea.texas.gov/student.assessment/ell/telpas/.

Examining 2017 TELPAS composite ratings by grade level (Figure 3), the percentages of students with advanced or advanced high ratings tended to be higher at upper elementary than at lower elementary grades, which is consistent with gradual language acquisition of ELLs as they matriculate through school. From 3rd grade on, more than half of ELLs at each grade level received composite TELPAS ratings of advanced or advanced high. These results mirror those for ELLs across Texas (see http://tea.texas.gov/student.assessment/ell/telpas/rpt/sum/). Many ELLs are exited from ELL status by 5th grade because they are determined by their campus committee to have met TEA criteria. In middle school grades (6 through 8) and the beginning of high school (grades 9 and 10), the percentages of ELLs attaining advanced or advanced high ratings were not as high as for ELLs in 5th grade, but that may be due to the enrollment of some ELLs in U.S. schools for the first time. Lastly, in 11th and 12th grade, the majority of ELLs received advanced or advanced high TELPAS composite ratings.

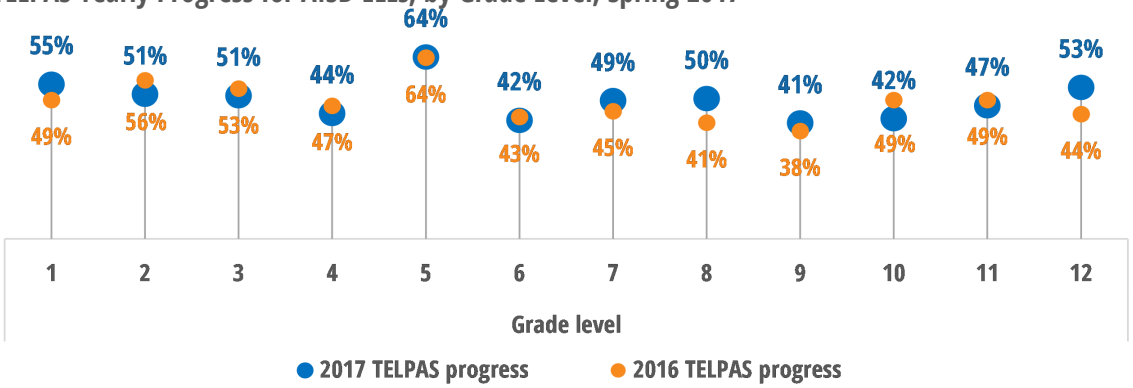
Figure 3.
In Spring 2017, the percentage of AISD ELLs receiving advanced or advanced high TELPAS composite ratings gradually increased as ELLs advanced in grade levels.



Source. AISD student TELPAS 2017 records

TELPAS yearly progress indicates whether an ELL increased one or more performance levels from the prior year to the current year. Therefore, 2 consecutive years of test data are required to determine progress, and 1st grade is the first level at which ELLs can demonstrate progress. Except for grade 5, where 64% of ELLs made progress on TELPAS, the percentage of ELLs who made progress on TELPAS was below 55% in all other grades. A similar pattern was observed in the 2016 TELPAS data (represented by orange markers in Figure 4), indicating that this pattern is not unique to students' 2017 TELPAS performance. It is estimated that it takes from 4 to 7 years to become proficient in a new language. By 5th grade, many ELLs are reaching their 6th year in U.S. schools, which is consistent with ELLs reaching English proficiency and being ready to exit ELL status by the end of this grade level.

Figure 4.
TELPAS Yearly Progress for AISD ELLs, by Grade Level, Spring 2017



Source. AISD student TELPAS 2016 and 2017 records

Table 5 compares the 2017 TELPAS performance of ELLs in schools where 75% or more of students were economically disadvantaged (high-poverty campus) with the performance of ELLs in schools where 25% or fewer students were economically disadvantaged (low-poverty campus). Economic disadvantage was determined by eligibility for free or reduced price meals, and consequently, the number of economically disadvantaged students on a campus was directly related to parents' willingness to request free or reduced price meals assistance. The majority of ELLs in AISD (90%), were eligible for free or reduced price lunch in 2016–2017.

Table 5.
Relationship Between of Socio-Economic Status and ELLs' Performance and Progress on 2017 TELPAS

	TELPAS performance by campus poverty level		
School level	**Campus socioeconomic characteristic**	**% Advanced/ Advanced High**	**% Made progress**
Elementary schools	Low poverty (*n* = 871)	72% (*n* = 850)	65% (*n* = 536)
	High poverty (*n* = 11,211)	42% (*n* = 11,001)	51% (*n* = 8,575)
Middle schools	Low poverty (*n* = 222)	85% (*n* = 216)	60% (*n* = 189)
	High poverty (*n* = 2,521)	69% (*n* = 2,436)	43% (*n* = 2,142)
High schools	Low poverty (*n* = 147)	80% (*n* = 140)	44% (*n* = 110)
	High poverty (*n* = 1,997)	60% (*n* = 1,871)	44% (*n* = 1,481)

Source. AISD student TELPAS 2017 records
Note. Low poverty indicates schools where 25% or fewer students received free or reduced price meals. High poverty indicates schools where 75% or more students received free or reduced price meals.

At the elementary level, a difference of 30 percentage points was observed between low-poverty and high-poverty campuses, where more ELLs at low poverty than at high-poverty campuses achieved advanced or advanced high TELPAS ratings. However, this difference decreased to 20 percentage points at the high school level. Similarly, at the elementary level, more ELLs at low-poverty campuses than at high-poverty campuses made progress on TELPAS. A relationship between socioeconomic status (SES) and language acquisition has been reported by other groups (Hakuta, Butler, & Witt, 2000; Halle, Hair, Wandner, McNamara, & Chien, 2012). However, this difference in TELPAS progress disappeared for ELLs at the high school level, where no differences were observed between high- and low-poverty campuses

(44%). This may be an indication that as ELLs progress through their education, the possible influence of economic status on their early English language acquisition may be remediated by academic programs or other factors.

Table 6 compares TELPAS performance of ELLs who speak Spanish at home with the performance of ELLs who speak other non-English languages. At the elementary level, a larger percentage of ELLs who speak other languages achieved advanced or advanced high levels of English proficiency than did Spanish-speaking ELLs (twenty percentage points difference). However, this effect seemed to reverse once ELLs reached secondary school. At middle and high school levels, a larger percentage of Spanish-speaking ELLs (between 12% and 14%) than ELLs who spoke another language achieved advanced or advanced high levels on TELPAS. This may be a reflection of many newcomers arriving at AISD during middle and high school with home languages other than Spanish and still needing more time to develop English proficiency.

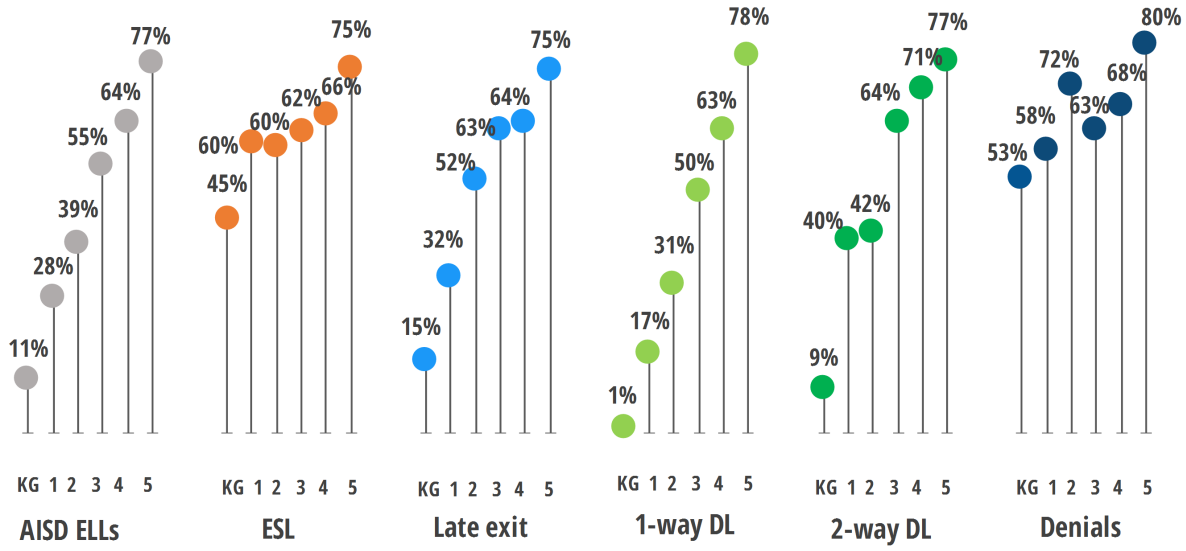
Figure 5 shows percentages of elementary ELLs for each grade level and in each type of language program who had either an advanced or advanced high composite TELPAS rating in 2017. For all programs, the percentages of students with advanced or advanced high ratings progressively increased as the students advanced in grade level, and **75% to 80% of students reached advanced or advanced high proficiency in English by 5th grade**. The main difference between these program outcomes is related to their goals: the dual language program has the intrinsic goal of maintaining or developing the partner language, and consequently, students reached 5th grade proficient in English and in Spanish or Vietnamese. For number of students tested, see Table A1 in Appendix A.

Table 6.
Relationship between Home Language and ELLs' Performance and Progress on 2017 TELPAS

School level	TELPAS performance, by home language		
	Home language	% Advanced/ advanced high	% Made progress
Elementary schools	Spanish	45% (*n* = 11,948)	51% (*n* = 9,669)
	Other	65% (*n* = 1,349)	67% (*n* = 844)
Middle schools	Spanish	76% (*n* = 3,132)	45% (*n* = 2,895)
	Other	62% (*n* = 299)	62% (*n* = 224)
High schools	Spanish	71% (*n* = 2,230)	44% (*n* = 1,962)
	Other	59% (*n* = 281)	49% (*n* = 205)

Source. AISD student TELPAS 2017 records

Figure 5.
TELPAS Advanced/Advanced High Composite Ratings for AISD ELLs, by BE/ESL Program, in Elementary Grades, Spring 2017



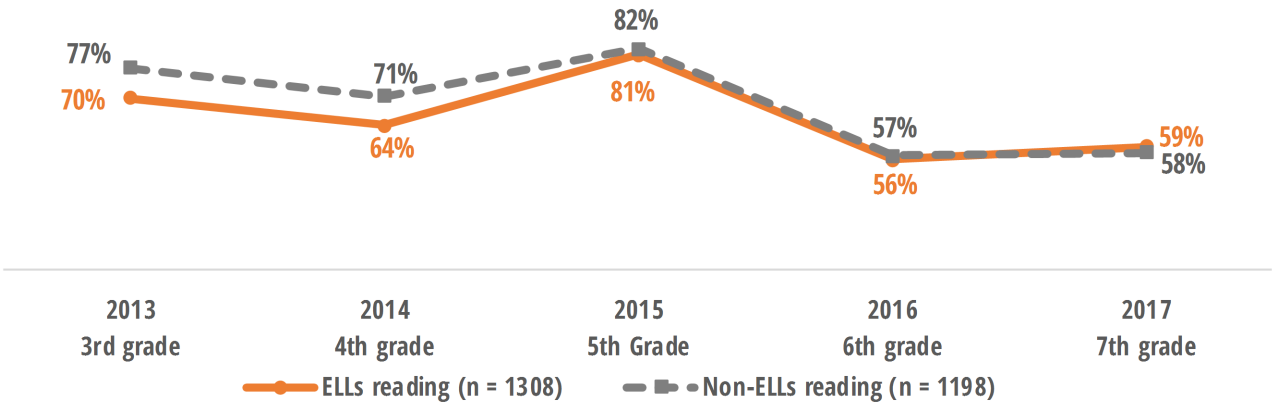
Source. AISD student TELPAS 2017 records
Note. KG is kindergarten. Numbers tested by grade level and BE/ESL program are included in Appendix A.

Performance on STAAR

AISD students in grades 3 through 8 took the state-required State of Texas Assessments of Academic Readiness (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 H, Table H1). Figures 6 and 7 show STAAR reading and math performance for a period of 5 years. This longitudinal analysis followed a group of ELLs and non-ELLs who were enrolled in grade 3 at AISD in Spring 2013 and who remained enrolled at AISD and had STAAR scores each year through Spring 2017. ELLs and non-ELLs included in the analysis were closely matched by SES (92% of ELLs and non-Ells included in the STAAR reading analysis and 95% of the students included in the STAAR math analysis were eligible for free or reduced price meals). The analysis did not include non-ELLs who were enrolled in the DL Program.

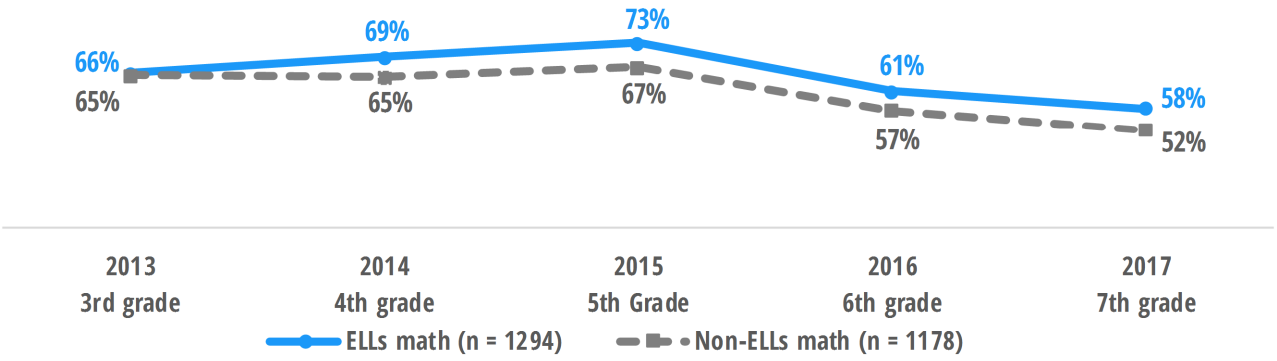
For both STAAR reading and math, ELLs' and non-ELLs' passing rates followed a similar pattern, with higher passing rates at the elementary level than at the secondary level. **It is important to note that for STAAR reading, non-ELLs' passing rates were slightly higher than that of ELLs in grades 3 and 4 (7 percentage points). This gap was smaller by grade 5 and 6 (1 percentage point) and was no longer observed in grade 7, indicating that when socioeconomic status was taken into account, ELLs in this study closed the gap in STAAR reading by grade 7. For STAAR math, ELLs surpassed their non-ELL peers by 4th grade and continued to have slightly higher passing rates than non-ELLs until 7th grade.**

Figure 6.
ELLs' and Non-ELLs' STAAR Reading Passing Rates Across 5 Years, 2013–2017



Source. STAAR 2013–2017 records.
Note. Analysis only includes ELLs who had scored tests for each of the 5 years. It includes test versions S (for general), L (for language accommodations), A (for other accommodations), M (for modified), and T (for Alternate 2). Both groups were composed of 92% low SES and attended similar schools. The data include 39 ELLs and 31 non-ELLs who were retained one grade level between 2014 and 2017.

Figure 7.
ELLs' and Non-ELLs' STAAR Math Passing Rates Across 5 Years, 2013–2017



Source. STAAR 2013–2017 records.
Note. Analysis only includes ELLs who had scored tests for each of the 5 years. It includes test versions S (for general), L (for language accommodations), A (for other accommodations), M (for modified), and T (for Alternate 2). Both groups were composed of 93% low SES and attended similar schools. The data include 39 ELLs and 31 non-ELLs who were retained one grade level between 2014 and 2017.

In addition, some students in middle school enroll in advanced math classes and therefore take the EOC algebra test instead of STAAR math. Consequently, there was a larger number of students included in the STAAR reading analysis than in the STAAR math analysis. In addition, despite the fact that students in the longitudinal analysis remained enrolled at AISD for 5 consecutive years, not all of those students stayed in the same program from year to year. Table 7 shows a summary count of students (included in the analysis) per program for each year.

Table 7.
ELLS per Program Included in STAAR Reading and Math Longitudinal Analysis

	Number of students				
Program	2013 3rd grade	2014 4th grade	2015 5th grade	2016 6th grade	2017 7th grade
DL	195	208	218	127	107
Transitional/late exit	848	692	629	-	-
ESL	210	176	179	901	817
1st Yr monitored	0	195	72	80	120
2nd yr monitored	0	0	190	72	81
No longer monitored	0	0	0	107	152
Denial or error	52	34	17	18	28

Source. STAAR 2013–2017 records.
Note. Student count by program is based on the total number of ELLs who took STAAR reading in each of the 5 years.

AISD ELLs' and State ELLs' STAAR Performance

Combining results for English and Spanish versions of the 2017 STAAR tests, and including general and alternate forms of the test, except for 8th grade math, larger percentages of ELLs in elementary grade levels than in middle school grade levels passed the tests in all subjects. This pattern was observed for AISD ELLs and for ELLs across Texas (Texas ELLs [Figure 8]). In addition, for STAAR reading and math, within elementary grade levels, ELLs' performance progressively improved from 3rd grade to 5th grade. Similarly, middle school ELLs' performance progressively improved from 6th grade to 8th grade. For the numbers of students in each grade level and specific passing percentages for each grade level, see Table B1 in Appendix B.

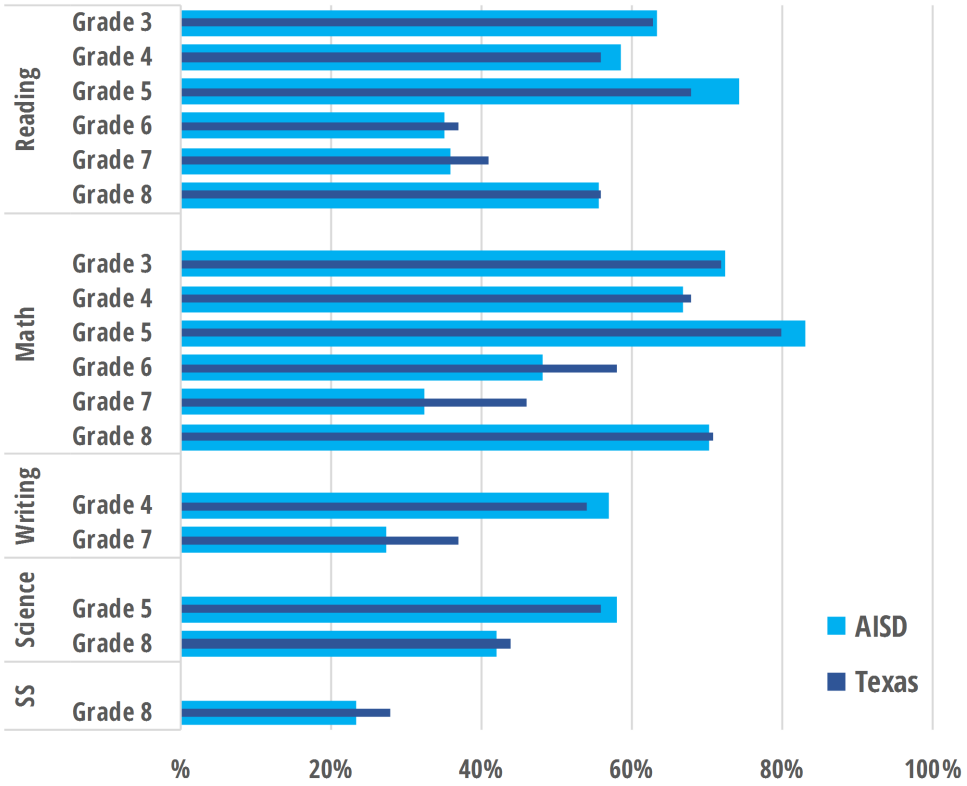
This trend was also observed for TELPAS (Figures 3 and 5), where progressively more ELLs demonstrated advanced or advanced high English proficiency levels as they reached higher grade levels and were enrolled longer in U.S. schools (Figures A1 through A3 in Appendix A). **Therefore, it seems that as ELLs develop their communication skills and academic language, they become better able to be successful on the STAAR assessments.** In addition, due to state testing requirements for the Student Success Initiative (SSI), 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 ELLs, AISD ELLs had higher passing rates on many STAAR assessments (Figure 8). For example, AISD ELLs outperformed Texas ELLs in reading in 3rd, 4th, and 5th grades; in math at 3rd and 5th grades; in writing at 4th grade; and in science at 5th grade. However, academic achievement gaps remain for ELLs. For example, on the state's PBMAS 2017 report, AISD ELLs in the ESL program performed below state target

levels for ELLs in most STAAR subjects (for more information see TEA's 2017 Performance-Based Monitoring Analysis System report, PBMAS, https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&myear=8&_program=pbm.master.sas&_debug=0&prgopt=maskpdf17.sas&search=distnum&namenum=227901&submit=Continue).

Figure 8.

AISD ELLs' and State ELLs' Performance on STAAR, 2017



Source. AISD and Texas STAAR reports, 2017

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

Lastly, the STAAR minimum passing standard (referred to as ***approaches grade level***) identifies 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. TEA recognizes two higher performance levels: ***meets grade level***, which identifies students who 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; and ***masters grade level***, which identifies students who 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 TEA's STAAR website for more information: http://tea.texas.gov/student.assessment/staar/performance-standards/).

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 ELLs who passed the STAAR tests also met these higher standards. In grade 5, considering 2,060 ELLs who took STAAR reading, math, and science, 30% of these ELLs met grade level standards for reading, 37% for math, and 23% for science (Table 8). Because students who met or mastered grade level (by default) also passed the test, another way of considering these two higher standards is to examine what percentage of ELLs who passed the test also met or mastered grade level. Between 38% and 45% of grade 5 ELLs who passed the STAAR reading, math, or science tests also achieved the higher standard of met grade level, and between 13% and 18% also achieved the highest standard (master grade level) on these tests.

It is important to note that many students exit ELL status starting in 4th grade. Consequently, these students are not included in ELLs' STAAR performance analysis from 5th grade on. One way of capturing how recently reclassified ELLs performed on STAAR tests is to examine the performance of monitored students. Monitored students are prior ELLs who have exited status within the past two years and whose STAAR performance is still being followed. Table 9 shows that between 93% and 99% of the grade-5 monitored students passed STAAR reading, math, and science. Of these, between 73% and 79% also reached the second higher standard (met grade level), and between 42% and 58% also performed at the highest mastered grade level standard. For grade-8 monitored students, between 63% and 96% passed STAAR reading, math, science, and social studies, and of these, between 32% and 62% also achieved the met grade level standard, and between 13% and 18% also performed at master grade level.

Table 8.

ELLs' Approach, Met, and Master Standard Performance on 2017 STAAR Tests in Grades 5 and 8

	Subject	% Total who passed	% Total who met standard	% Total who mastered standard	% Pass who also met standard	% Pass who also mastered standard
Grade 5 ELLs	Reading (*n* = 2,069)	74% (*n* = 1537)	30% (*n* = 615)	11% (*n* = 235)	40%	15%
	Math (*n* = 2,067)	83% (*n* = 1717)	37% (*n* = 765)	15% (*n* = 301)	45%	18%
	Science (*n* = 2,060)	58% (*n* = 1198)	23% (*n* = 459)	8% (*n* = 161)	38%	13%
Grade 8 ELLs	Reading (*n* = 1,080)	56% (*n* = 603)	11% (*n* = 116)	2% (*n* = 25)	19%	4%
	Math (*n* = 1,152)	70% (*n* = 810)	21% (*n* = 243)	4% (*n* = 45)	30%	6%
	Science (*n* = 1,068)	42% (*n* = 450)	14% (*n* = 144)	3% (*n* = 32)	32%	7%
	Social Studies (*n* = 1,051)	24% (*n* = 247)	5% (*n* = 48)	2% (*n* = 24)	19%	10%

Source. STAAR 2017 records

Table 9.

Monitored Students' Approach, Met, and Master Standard Performance on 2017 STAAR Tests in Grades 5 and 8

	Subject	% Total who passed	% Total who met standard	% Total who mastered standard	% Pass who also met standard	% Pass who also mastered standard
Monitored Grade 5	Reading (*n* = 200)	99% (*n* = 197)	78% (*n* = 155)	58% (*n* = 115)	79%	58%
	Math (*n* = 199)	99% (*n* = 197)	83% (*n* = 166)	55% (*n* = 110)	84%	56%
	Science (*n* = 199)	93% (*n* = 186)	68% (*n* = 136)	40% (*n* = 79)	73%	42%
Monitored Grade 8	Reading (*n* = 163)	96% (*n* = 156)	54% (*n* = 88)	17% (*n* = 28)	56%	18%
	Math (*n* = 221)	94% (*n* = 207)	56% (*n* = 124)	12% (*n* = 27)	60%	13%
	Science (*n* = 161)	81% (*n* = 131)	50% (*n* = 81)	14% (*n* = 23)	62%	18%
	Social Studies (*n* = 159)	63% (*n* = 100)	20% (*n* = 32)	9% (*n* = 15)	32%	15%

Source. STAAR 2017 records

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

The following pages present 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 Pre-K to 7th 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 ELLs in these programs. For example, the social studies test is only offered in 8th grade; consequently, students enrolled in DL or T/LE did not take this test in 2017.

In addition, a group of monitored/prior ELLs where enrolled in DL in 6th and 7th grade, and the 2017 STAAR results for this group of monitored students are presented in the STAAR graphs for the DL Program (Figures 9 and 10). For the whole group of monitored/prior ELLs (i.e., including the students who were enrolled and the students who were not enrolled in DL), see Figures 12 and 13, and Appendix C, Figures C1 through C3. Lastly, the STAAR performance of ELLs whose parents denied BE and ESL services is presented in Figures 12 and 13, and in Appendix C, Figures C1 through C3.

STAAR Performance: DL

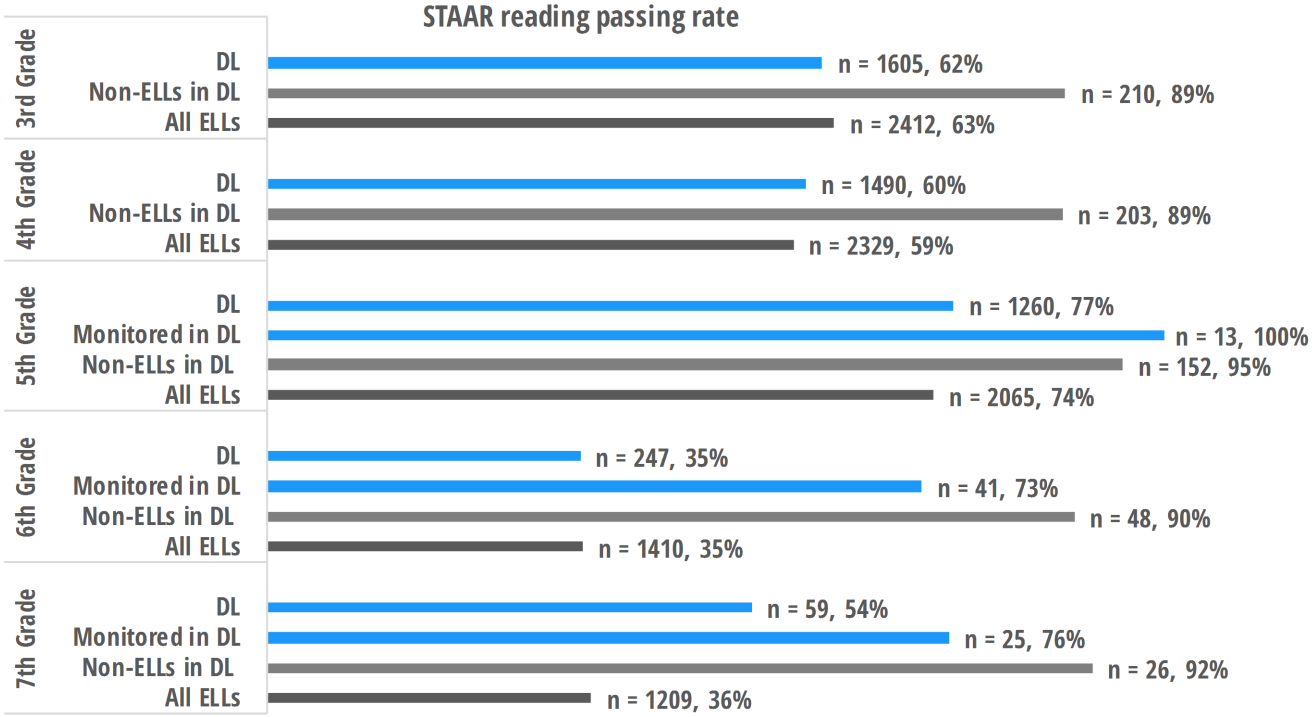
Figures 9 and 10 show the performance of ELLs in the DL Program (DL ELLs) on 2017 STAAR reading, writing, math, and science. DL ELLs followed a similar STAAR performance pattern to all ELLs (all AISD ELLs) in most subjects and grade levels. DL ELLs' performance increased from 3rd to 5th grade, dropped in 6th grade, and increased again in 7th grade, at which point it was nearly 25% points higher than all ELLs' performance for reading, writing, and math.

It is interesting to note that ELLs performed better in math than in reading. This was observed across all grade levels, except for 7th grade, where the percentage of ELLs passing the reading test surpassed the percentage passing the math test. This may be explained by a closer link of language ability with reading test performance than with math test performance. This is supported by the fact that when DL ELLs reach 7th grade (and as their language abilities improve), their performance on the reading test surpasses their performance on the math test.

The drop in STAAR performance from 5th to 6th grade is similar to what is observed for all students across AISD (see Appendix, B Table B 1) and may indicate an increase in the complexity and difficulty of academic content students handle in middle school, compared with what they handle in elementary school. In addition, middle school corresponds to the time when students reach puberty, thus adding social emotional factors onto academic complexity. Lastly, middle school is the period when ELLs who entered AISD in elementary school are becoming proficient in English and are exiting their ELL status. The academic performance of these monitored students is tracked for the first 2 years after exiting ELL status. Across years, monitored students perform well on STAAR exams, but their percentage passing rate is no longer included in ELLs' passing rates. Thus, the drop in ELLs' performance from 5th to 6th grade may be partially compounded by the fact that monitored students' performance is no longer included with ELLs' performance. A group of monitored students who were enrolled

Figure 9.

Percentage of ELLs and Non-ELLs in the DL Program Who Passed the 2017 STAAR Reading Test



Source. AISD and Texas STAAR reports, 2017

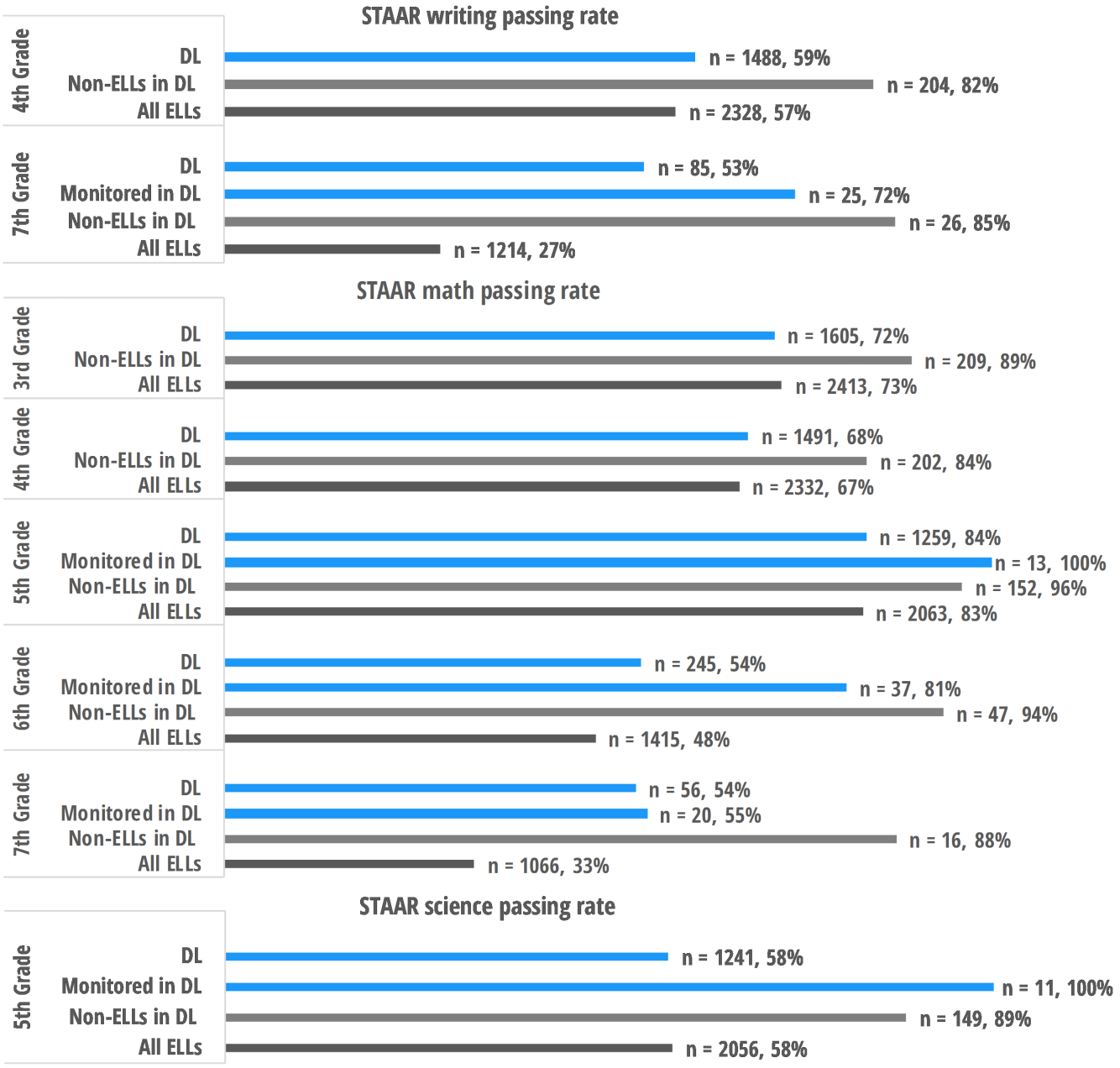
Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

in DL are represented in Figure 9 as monitored in DL (for all monitored students' performance see Figures 12, 13, and14).

Native English speakers (non-ELLs) who were enrolled in the two-way DL Program (non-ELLs in DL, in Figures 9 and 10) had high STAAR passing rates regardless of subject or grade level (i.e., between 82% for 4th grade writing and 96% for 5th grade math). In fact, these students' passing rate surpassed that of all ELLs combined (see Appendix B Table B1) by 9 to 32 percentage points depending on the grade level and STAAR subject.

It is interesting to note that 28% of non-ELLs in DL were eligible for free or reduced price lunches, an indicator of low SES. Low SES has been associated with education gaps; however, the vast majority of non-ELLs in DL (including the low-SES students in this group) passed the STAAR tests. Hence, it is possible that the lesson structure and educational

Figure 10.
Percentage of ELLs and Non-ELLs in the DL Program Who Passed the 2017 STAAR Writing, Math, and Science Tests



Source. AISD and Texas STAAR reports, 2017
Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

support provided to ELLs in the DL Program met the needs of some low-SES non-ELLs and allowed them to thrive academically.

Middle School DL Course Performance

In 2016–2017, the DL Program was implemented in eight middle schools (i.e., Bedichek, Burnet, Covington, Fulmore, Paredes, Lamar, Small, and Webb) at 6th and 7th grades. A total of 308 ELLs, 43 non-ELLs, and 55 monitored (exited) ELLs were enrolled in the 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 subjects available varied from school to school). End-of-year course grades showed that of the students who took Spanish for Spanish Speakers I, 82% passed the course, and 67% 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, 96% passed the course, and 80% 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 D, Table D1).

DL Program Implementation in Elementary Schools

Several changes to the DL Program were implemented in 2016–2017. The program evolved to include a more flexible approach, which allowed principals to accommodate their campuses' student composition and needs, while maintaining key elements of effective DL classroom environment and instructional practices (https://www.austinisd.org/multilingual). Throughout the school year, principals worked closely with staff from the Multilingual Education Team (MET) to adapt the core principles of the DL Program to their campuses' characteristics and needs. In fact, during the 2016-2017 school year, AISD employed 1,692 teachers working in a bilingual/ESL classroom assignment. Based on an analysis of district professional development records, there were 15 core courses offered to staff throughout the entire school year, totaling 117 sessions, and 3,334 AISD staff personnel benefited from attending these professional development sessions. Topics included training for new bilingual/ESL teachers, dual language program support, ESL academy, campus compliance through LPAC, Linguistic Instructional Alignment Guide (LIAG), Project GLAD, sheltered instruction in the classroom, TELPAS rater training, and summer school teacher training.

A DL observation guide, based on the key DL Program elements, was created to guide classroom observations. Modifications to this rubric continued throughout the school year, and preliminary observations on a sample of classrooms using this document focused on environmental characteristics of the classrooms. Brief observations of instructional practices also were made; however, data from these observations were used primarily to guide modifications to the rubric to best capture the core instructional characteristics of DL lessons.

It is important to note that due to variations in student population, student mobility, and staff allocation in elementary schools, some classrooms had a mixture of students **enrolled** in the DL program and students **not enrolled** in this program. Despite the program enrollment discrepancy, these students were taught side-by-side. Consequently, in mixed classrooms, because teachers had to accommodate both groups of students, it may have been difficult for them to implement the DL program with the same degree of fidelity as in classrooms where all students were enrolled in DL.

In the winter of 2016–2017, AISD elementary bilingual specialists conducted 67 brief observations (of 15 minutes each on average) across 35 DL classrooms at several AISD elementary schools, including pre-K through 5th grade classrooms. Specialists used the observation guide to record whether each element in the guide was present. The following key environmental characteristics of DL classroom were observed most frequently:

- Materials are available in both languages (97%)
- Academic vocabulary posted in the language of instruction (81%)

- Word walls (63%) and content bulletin boards (87%) implemented in both languages
- Books are culturally and personally relevant (79%)
- There are an equitable number of books in both languages (78%)
- Authentic student work is displayed (75%)
- There is a wide range of book levels available in both languages (75%)

Regarding instructional DL classroom elements, the following characteristics were observed most frequently:

- Teacher stays in the language of instruction (62%)
- Students are actively engaged in the lesson or activity (51%)
- Teacher uses strategies to make herself or himself understood in the language of instruction (51%)
- Classroom structure provides opportunities for cooperative groups (51%)
- Teacher stays in the language of instruction and allows peers to support (49%)
- Learning objectives are evident (46%)
- Whole group instruction (46%)
- Students communicate in ways that are relevant to the lesson (43%)

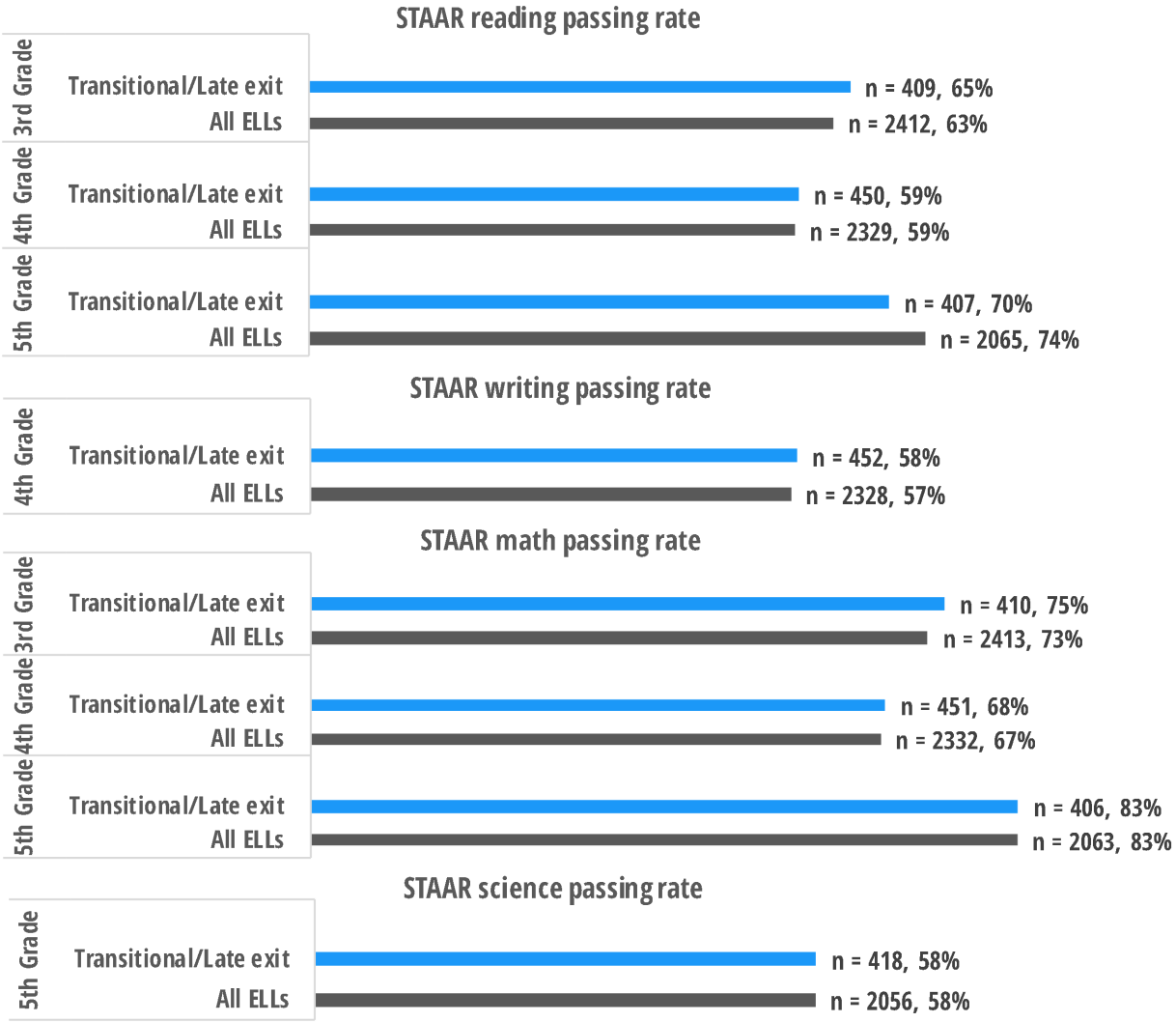
It is important to note that these were preliminary observations, taken in brief spans of around 15 minutes, and consequently, it is possible that some instructional elements occurred in the classroom but not during the observations. In addition, a small number of classrooms were included in this preliminary data collection. Thus, the results only represent a sampling of classroom conditions. Future classroom observations planned for 2017–2018 will provide more information on levels of DL implementation in the classroom.

To supplement information obtained from classroom observations, principals' and elementary DL teachers' opinions about DL Program implementation were collected through focus groups and surveys. Principals and teachers indicated that several aspects of the DL Program were working well, such as the flexibility afforded by the program changes, the teaching strategies kept as key elements, and the professional training and support teachers were receiving from bilingual specialists and from the MET staff. However, they also indicated that they had encountered difficulties in implementing the program continuously from kindergarten to 5th grade (especially due to staffing difficulties and staff-to-student ratios), that more professional development trainings were needed, and that resources (e.g., authentic texts in Spanish and Vietnamese) were needed. For more information, see the published reports on teachers' feedback and principals' feedback).

STAAR Performance: T/LE

The T/LE Program is offered only in elementary grade levels. Thus, ELLs who have not exited ELL status by the end of 5th grade are moved to the ESL Program starting in 6th grade. Figure 11 shows the STAAR reading, writing, math, and science performance of 3rd through 5th grade ELLs in T/LE. For all grade levels and STAAR subjects, T/LE ELLs followed a similar performance pattern to that of all ELLs. As described for DL ELLs, T/LE ELLs' performance increased from 3rd to 5th grade, and this increase in STAAR performance coincided with ELLs' increase in English proficiency (as shown in Figure 5 TELPAS results).

Figure 11.
Percent of ELLs and Non-ELLs in the T/LE Program Who Passed the 2017 STAAR Tests



Source. AISD and Texas STAAR reports, 2017
Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

STAAR Performance: ESL

ELLs in the ESL Program (ESL ELLs) and ELLs whose parents denied bilingual or ESL program services (denial ELLs) displayed a similar pattern of STAAR performance (in all subjects) to that of ELLs in all other programs ("All ELLs" in Figures 12 and 13) and to all AISD students (Appendix B, Table B1). In the elementary grade levels, ESL and denial ELLs had higher passing rates in 5th grade than in 3rd or 4th grade. In the middle school level, these ELLs had higher passing rates in 8th grade than did similar ELLs in 6th or 7th grade. ESL ELLs' and denial ELLs' higher performance in 5th grade is consistent with their English language learning progressions (Figure 5). Large percentages of ELLs in both groups (approximately 60%) demonstrated advanced or advanced high levels of English proficiency on TELPAS by 1st grade, and these percentages increased to 75% to 80% by 5th grade.

The drop in STAAR performance from elementary to middle school grade levels may be partially related to ELLs' exiting status in 5th and 6th grade. As mentioned earlier, reclassified former ELLs 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 ELLs' STAAR performance. In fact, across grade levels and across STAAR subjects, the vast majority of reclassified/monitored ELLs passed the STAAR tests in 2017. These students represent each of the programs offered to ELLs at AISD, and therefore, their success demonstrates the impact the bilingual and ESL programs have had on ELLs. Appendix E, Table E1 shows the number of monitored students who were enrolled in DL, T/LE, or ESL programs before exiting ELL status.

Another factor that may contribute to the drop in passing rates in middle school is the larger percentage of newcomer ELLs in middle and high school (approximately 20%) than in elementary school (approximately 10%). Newcomers are immigrant ELLs who have been in U.S. schools for 3 years or less, and who are still early in their English language development, and consequently may have more difficulty taking STAAR tests. STAAR results seem to support this theory, especially for reading in middle school, where ELLs are no longer allowed to take STAAR tests in Spanish (Appendix F, Table F1).

Long-term ELLs are another group who have not yet been able to become fully proficient in English, and who consequently may have difficulties handling the STAAR tests. In this report, long-term ELLs are students who joined U.S. or AISD schools from 1st grade on and have been ELLs for more than 6 years. These students represented, on average, 73% of ELLs in middle school, and on average, their STAAR passing rates were 26 percentage points lower than the AISD passing rate for the same grade levels (Appendix F, Table F1). Further analysis of long-term ELLs is needed to understand the characteristics of their educational experiences that may be supporting or hindering their academic progress.

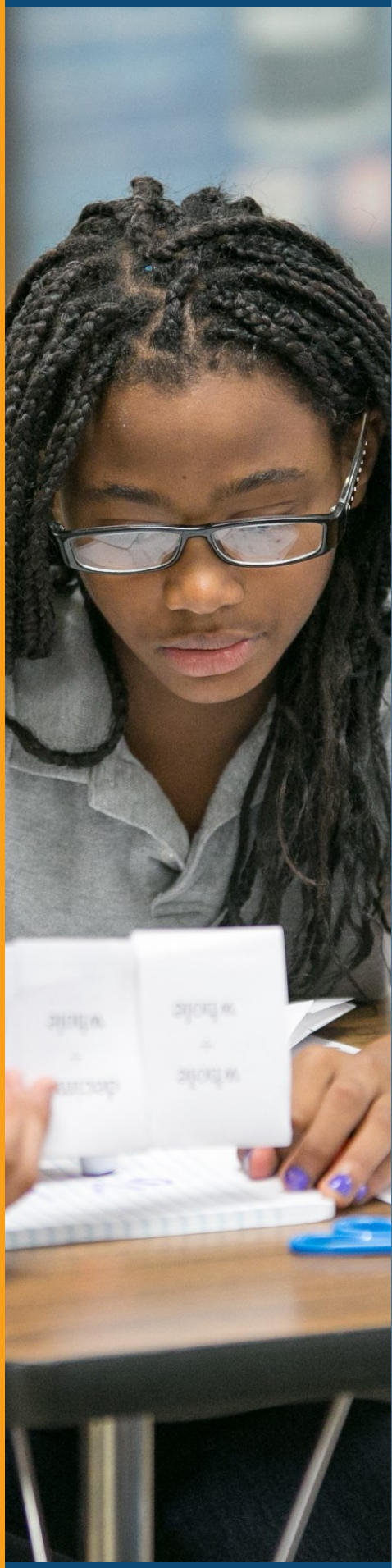
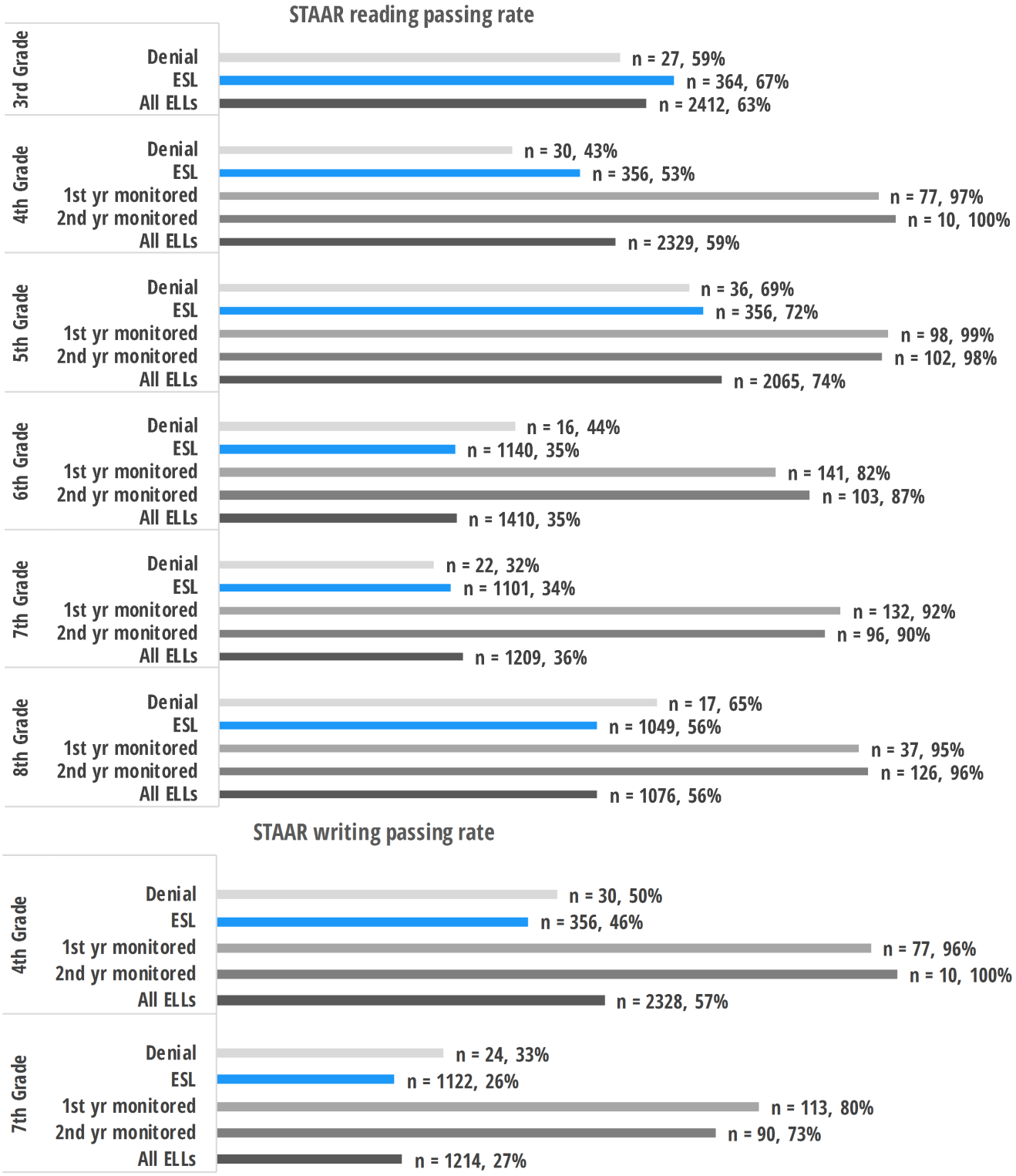


Figure 12.

Percentage of ELLs in ESL, Denials, and Monitored ELLs Who Passed the 2017 STAAR Reading and Writing Tests

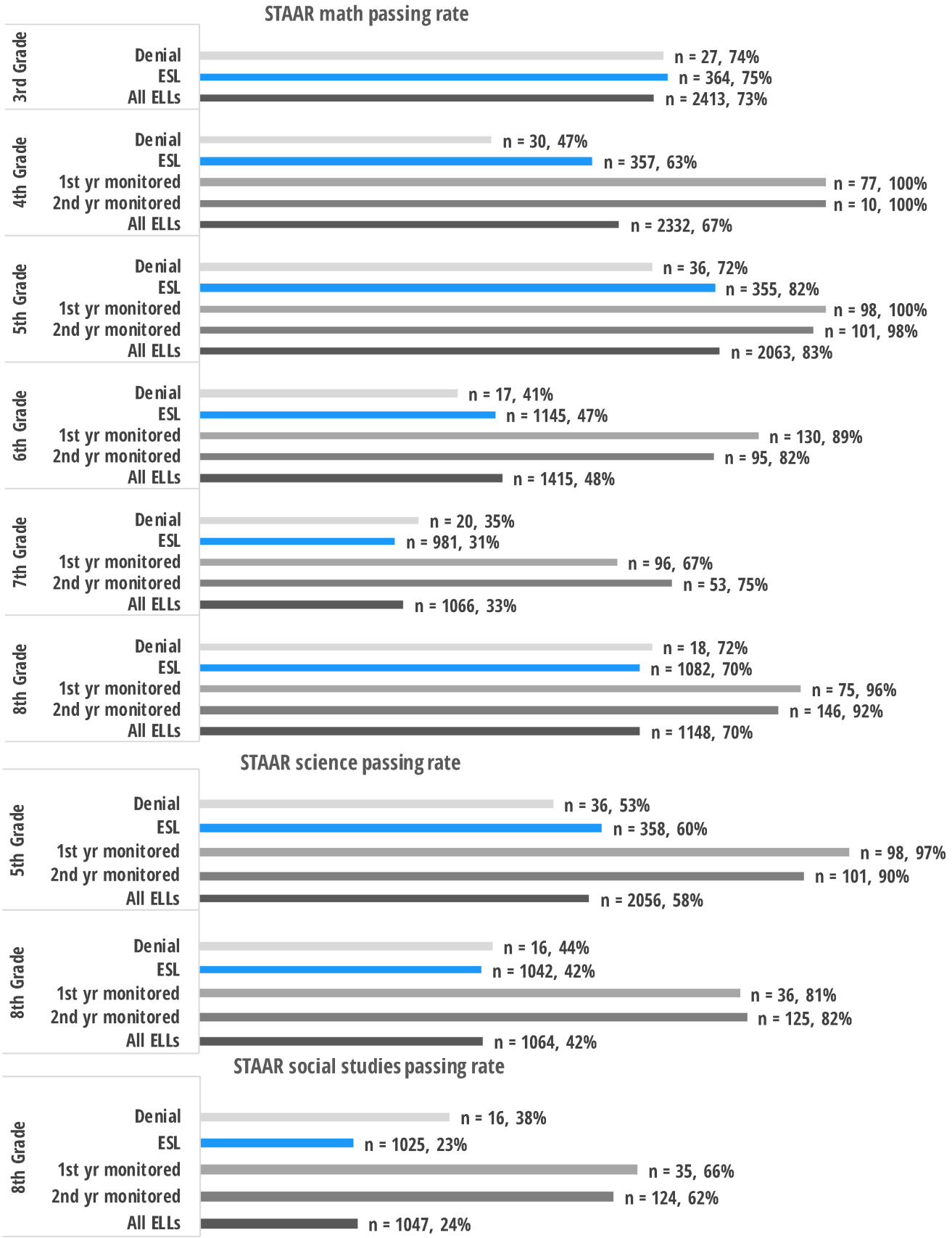


Source. AISD and Texas STAAR reports, 2017

Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

Figure 13.

Percentage of ELLs in ESL, Denials, and Monitored ELLs Who Passed the 2017 STAAR Math, Science, and Social Studies Tests



Source. AISD and Texas STAAR reports, 2017

Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

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 these subjects, usually at the high school level. Students must pass EOC tests prior to graduation from high school. Figures 14 through 18 show 2016 and 2017 EOC results for ELLs and monitored former ELLs within AISD and across the state of Texas. Monitored students are former ELLs who exited ELL status in the spring of 2015 or 2016.

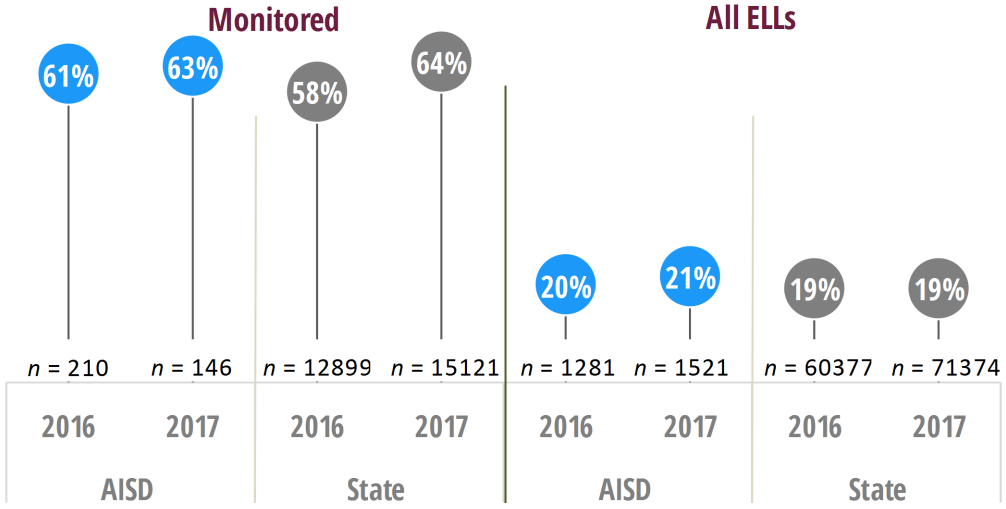
AISD ELLs passed 2017 EOC assessments at a higher rate than did Texas ELLs in all subjects, except for English II, where they performed at the same level as Texas ELLs. In addition, for English II, Biology, and U.S. History, monitored AISD students passed EOC tests at a higher rate than did monitored Texas ELLs.

Similar to what was observed in 2016, AISD and Texas monitored and current ELLs had higher passing rates in Algebra, Biology, and U.S. History than in either English I or English II. One possible reason for the lower passing rates on English tests may be that the majority of ELLs who took EOC tests are long-term ELLs (61%, on average) or newcomers to the country (7%, on average). As mentioned earlier in this report, these students have not yet been able to fully develop English proficiency and consequently may have difficulties taking the required EOC English tests. However, it is interesting to note that newcomer ELLs had higher passing rates than did all ELLs in all subjects other than English, and had higher passing rates than did all AISD students in U.S. History (see Appendix F, Table F2).

Furthermore, similar to what was observed for STAAR tests, some ELLs, in addition to passing the EOC tests, achieved the two higher test benchmarks (i.e., met and mastered grade level standards; Appendix G, Table G1). For Algebra I, Biology, and U.S. History, between 32% and 40% of ELLs who passed these tests also achieved the higher met grade level standard, and between 7% and 12% achieved the highest standard of mastered grade level.

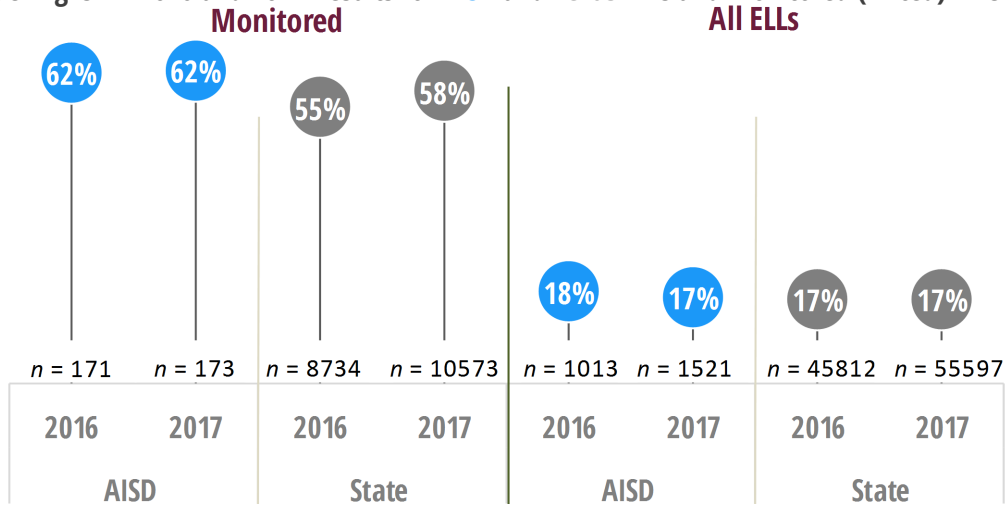
Between 59% and 67% of the monitored students in AISD who passed the test also reached the second highest met grade level standard for Algebra I, Biology, and U.S. History, and between 13% and 27% also reached the highest standard of mastered grade level for these tests.

Figure 14.
EOC English I 2016 and 2017 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



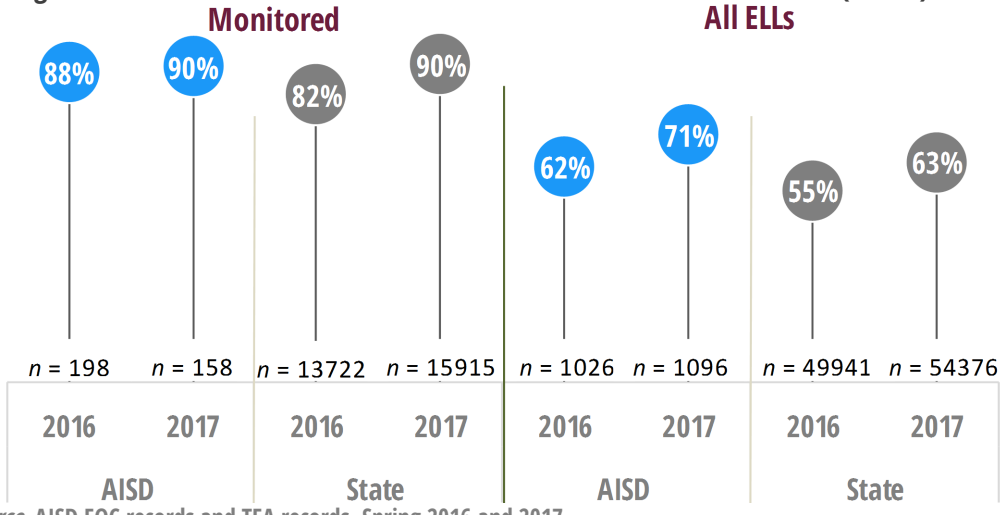
Source. AISD EOC records and TEA records, Spring 2016 and 2017
Note. Monitored are former ELLs who exited program service.

Figure 15.
EOC English II 2016 and 2017 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



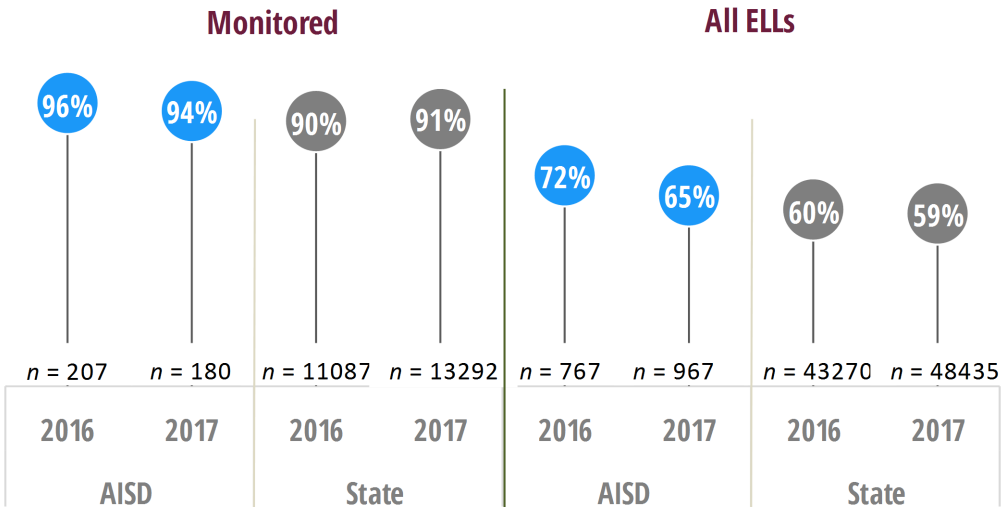
Source. AISD EOC records and TEA records, Spring 2016 and 2017
Note. Monitored are former ELLs who exited program service.

Figure 16.
EOC Algebra I 2016 and 2017 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



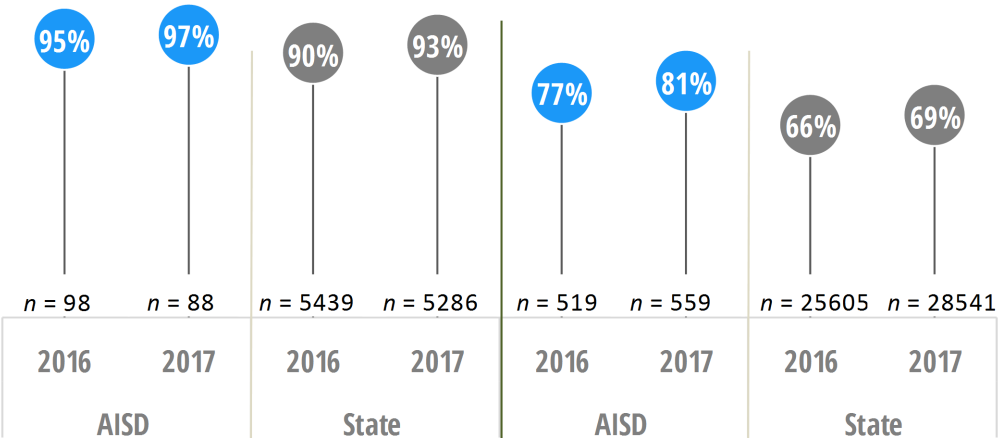
Source. AISD EOC records and TEA records, Spring 2016 and 2017
Note. Monitored are former ELLs who exited program service.

Figure 17.
EOC Biology 2016 and 2017 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



Source. AISD EOC records and TEA records, Spring 2016 and 2017
Note. Monitored are former ELLs who exited program service.

Figure 18.
EOC U.S. History 2016 and 2017 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



Source. AISD EOC records and TEA records, Spring 2016 and 2017
Note. Monitored are former ELLs who exited program service.

Federal Funding Support for ELLs

Title III, Part A, of the federal No Child Left behind Act of 2001 provides guidance about the use of federal funds to support the education of ELLs (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 ELLs 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 ELLS, as well as to promote parental and community participation in language instruction educational programs for ELLs. These funds may not be used to support non-ELL students in the two-way DL Program. The school district must use local funding to support non-ELLs participating in the two-way DL Program.

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

Education Funding for ELLs

To support the education of ELLs, 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, http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html). The majority of expenditures covered campus instruction and support (e.g., teacher salaries, instructional materials). Over $11.3 million of state funds, and close to $1.7 million of federal Title III A funds were spent supporting ELLs. Thus, the estimated supplemental cost per ELL served in 2016–2017 was $560.

Conclusions

The following sections summarize the observations outlined in this report and provide recommendations for the 2017–2018 school year.

English language proficiency development is an important factor for ELLs to progress and succeed in their education. **TELPAS results indicated that most elementary level ELLs, regardless of the program they were enrolled in (or whether they denied program services), gradually developed English proficiency and typically reached advanced or advanced high levels by 5th grade.** However, it is important to note that ELLs in BE programs, and especially in the DL Program, were supported in developing their home language simultaneously to learning English, and are positioned to complete their kindergarten through 12th grade education proficient in both languages. It is also interesting to note that school socioeconomic makeup seemed to be related to the English development of younger ELLs more than that of older ELLs. Elementary ELLs in campuses with high percentages of economically disadvantaged students performed lower on TELPAS than did their peers in campuses with low percentages of economically disadvantaged students, however, this difference disappeared at the high school level. The possible impact of various support programs or other variables at AISD high schools will require more exploration.

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 ELLs and for a similar group of non-ELLs was tracked across 5 years, ELLs outperformed non-ELLs from grade 4 to grade 7. For the reading tests, non-ELLs in this analysis performed better than ELLs in the first 2 years (corresponding to 3rd and 4th grade). However, from 5th grade on, this gap in performance became smaller, and by 7th grade, ELLs and non-ELLs in this analysis had nearly identical performance.**

When comparing AISD ELLS to Texas ELLs, AISD ELLS outperformed Texas ELLs on several STAAR subjects, however, academic achievement gaps remain for ELLs. For example, on the state's PBMAS 2017 report, AISD ELLs in the ESL program performed below state target levels for ELLs in most STAAR subjects. In addition, it is interesting to note that when STAAR performance was examined for students in each of the programs offered, regardless of program, ELLs followed a similar pattern. Elementary ELLs performed better on STAAR tests than did middle school ELLs. In addition, 5th-graders outperformed 3rd- and 4th-graders, and 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.

For most EOC subjects, AISD ELLs passed EOC tests at higher rates than did ELLs across Texas. Similar to what was observed in 2016, AISD and Texas ELLs had higher passing rates in Algebra, Biology, and U.S. History than in either English I or English II. This may reflect a large percentage of long-term ELLs (who despite being at AISD for more than 6 years, have not yet been able to become fully proficient in English) combined with a number of ELLs who are newcomers to the United States and may not have had enough time to develop English proficiency. However, a percentage of ELLs 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 ELLs in these grade levels.

Another way to consider academic performance is to examine participation in programs other than bilingual programs. When examining participation in the CTE Program, similar proportions of ELLs and non-ELLs participated in career and technology courses in 2016–2017, indicating that many AISD ELLs took advantage of these program offerings. However, the same was not observed for participation in GT programs. ELLs were under represented in these programs (2% of AISD ELLs). This may be related to the fact that many ELLs are still developing English language proficiency, and therefore are not detected as potential candidates for GT programs. However, STAAR results indicated that, depending on the subject and the grade level, between 13% and 18% of elementary ELLs, 4% and 10% of middle school ELLs, and 2% and 12% of high school ELLs not only passed the tests but also reached the highest benchmark (mastered grade level) and most likely would perform well at and benefit from a more challenging curriculum.

Lastly, in the 2016–2017 Student Climate Survey, similarly high percentages of ELLs and non-ELLs in all school levels supported positive statements about teachers' high academic expectations of them and about their classroom peers' behavior towards them. However, ELL's seemed to feel less positive about going to school than did their non-ELL peers. This may be related to the fact that many ELLs were also less confident their teachers and school staff taught them to be proud of their culture. Family and cultural values influence our beliefs, self-concepts, and behaviors [Bronfenbrenner, 1979; Markus and Kitayama, 1991; Institute of Medicine (US) and National Research Council (US) Committee on the Science of Adolescence, 2011; Pahares and Schunk, 2001]. Therefore, it is possible that if students do not feel their cultures are being valued at school, their engagement and motivation to be part of the school environment will be diminished.

Recommendations

AISD should reexamine the process and criteria for inclusion of ELLs in GT programs. Future studies should examine participation in advanced (AP) coursework to ensure that ELLs are not underrepresented in these courses.

To assess DL Program implementation fidelity, observations of classroom environment and instruction should be conducted in model schools implementing DL, and observations of environment should be conducted in all other schools implementing DL. In addition, focus groups and surveys should be conducted with principals and teachers to collect their opinions of successes and difficulties in implementing the program. These observations and sources of feedback should be used to guide future program changes and improvements.

Further analysis of student climate and social emotional wellbeing data, including possible discussions with students about data should be performed to collect students' feedback on the programs in which they are involved. This feedback should be used to inform program changes and improvements.

MET staff and BE and ESL specialists should continue providing professional development opportunities and support to BE and ESL teachers and other staff on campuses implementing these programs.

Because ELLs' academic performance level is lower in middle and high schools than in elementary schools, and because ELLs performed below state accountability measures in most subjects, future studies should investigate what support strategies are effective at the secondary level and what other factors maybe impacting these students.

Appendix

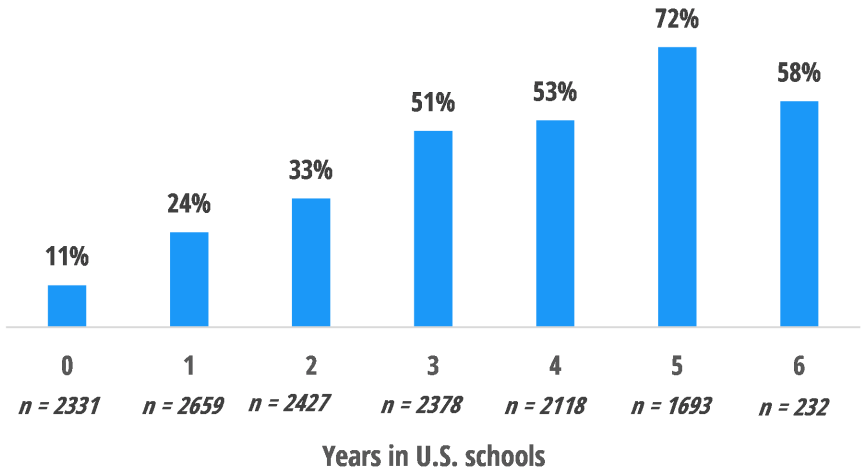
Appendix A: TELPAS 2017 Results for ELLs, by BE/ESL Program, Grades 1 Through 5

Table A1.
Elementary ELLs' TELPAS 2016 Numbers Tested, by Grade Level and BE/ESL Program

Grade level	Late-exit number tested	One-way DL number tested	Two-way DL number tested	ESL number tested	Denials number tested	All ELLs number tested
Kindergarten	153	1499	271	409	19	2359
Grade 1	225	1508	228	391	24	2384
Grade 2	286	1471	289	359	25	2439
Grade 3	414	1401	222	383	32	2462
Grade 4	456	1289	212	371	34	2370
Grade 5	419	1021	222	367	41	2082

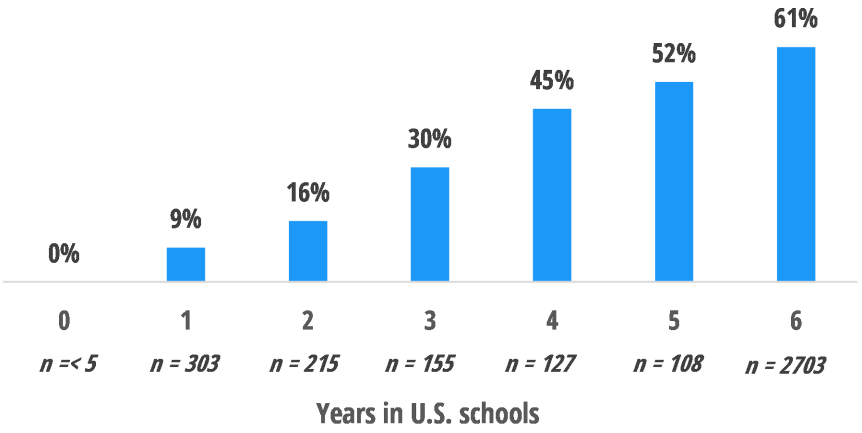
Source. AISD TELPAS 2017 records
Note. Total numbers tested may not add up to all ELLs tested due to miscodes in the program designation.

Figure A1.
Percentage of AISD Elementary Students' TELPAS 2017 Advanced or Advanced High Reading Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2017 records

Figure A2.
Percentage of AISD Middle School Students' TELPAS 2017 Advanced or Advanced High Reading Ratings, by Years in U.S. Schools

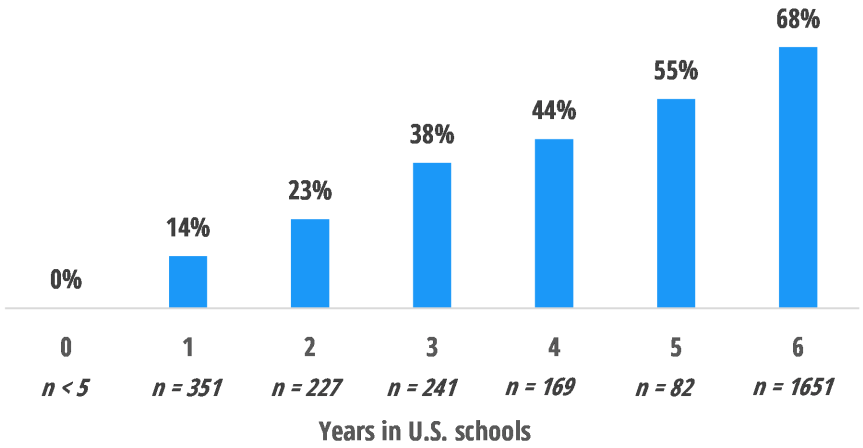


Source. AISD TELPAS 2017 records

Appendix

Appendix A: TELPAS 2017 Results for ELLs, by BE/ESL Program, Grades 1 Through 5

Figure A3.
Percentage of AISD High School Students' TELPAS 2017 Advanced or Advanced High Reading Ratings, by Years in U.S. Schools



Source. AISD TELPAS 2017 records

Appendix B: STAAR 2017, Elementary and Middle School Numbers Tested

Table B 1.
STAAR 2017 Numbers Tested, by Subject and Grade Level

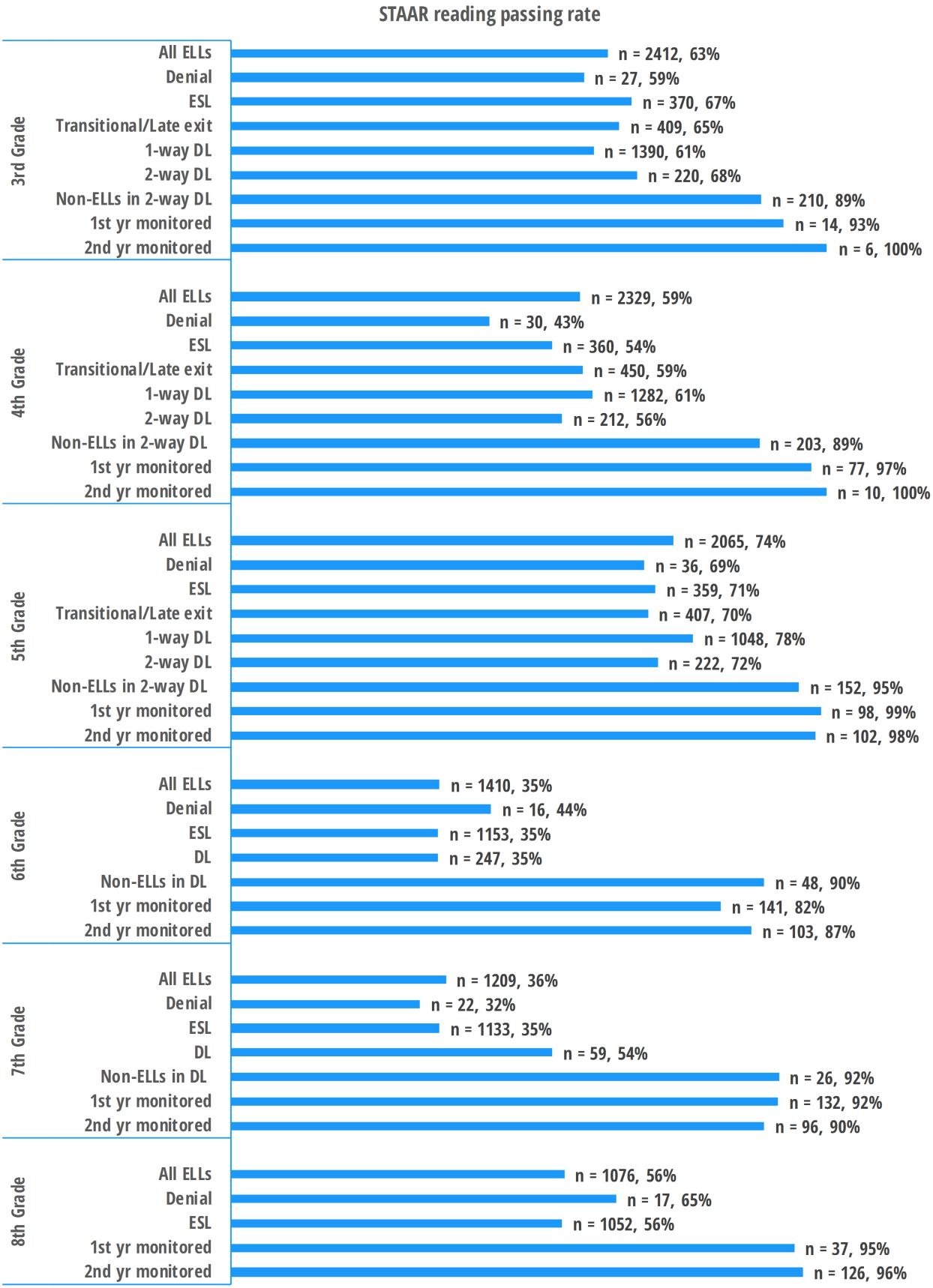
		All AISD students		AISD ELLs		Texas ELLs	
		n	% Passed	*n*	% Passed	*n*	% Passed
Reading	Grade 3	6734	74%	2421	63%	106873	63%
	Grade 4	6679	71%	2338	59%	96959	56%
	Grade 5	6317	82%	2069	74%	84495	68%
	Grade 6	5358	66%	1418	35%	70029	37%
	Grade 7	5327	70%	1214	36%	59312	41%
	Grade 8	5384	83%	1080	56%	50496	56%
Math	Grade 3	6736	78%	2422	73%	106889	72%
	Grade 4	6681	74%	2341	67%	96938	68%
	Grade 5	6313	87%	2067	83%	84636	80%
	Grade 6	5262	71%	1423	48%	69683	58%
	Grade 7	3886	56%	1071	33%	57080	46%
	Grade 8	6936	88%	1152	70%	48856	71%
Writing	Grade 4	6675	66%	2337	57%	96872	54%
	Grade 7	5338	63%	1219	27%	59365	37%
Science	Grade 5	6257	73%	2060	58%	84706	56%
	Grade 8	5331	75%	1068	42%	50567	44%
Social studies	Grade 8	5269	62%	1051	24%	50390	28%

Source. AISD and Texas STAAR reports, 2017
Notes. SS is social studies. Elementary grade levels include both English and Spanish versions.

Appendix C: 2017 STAAR Performance, by BE/ESL Program

Figure C1.

Percentage of ELLs and Non-ELLs Who Passed the 2017 STAAR Reading Test



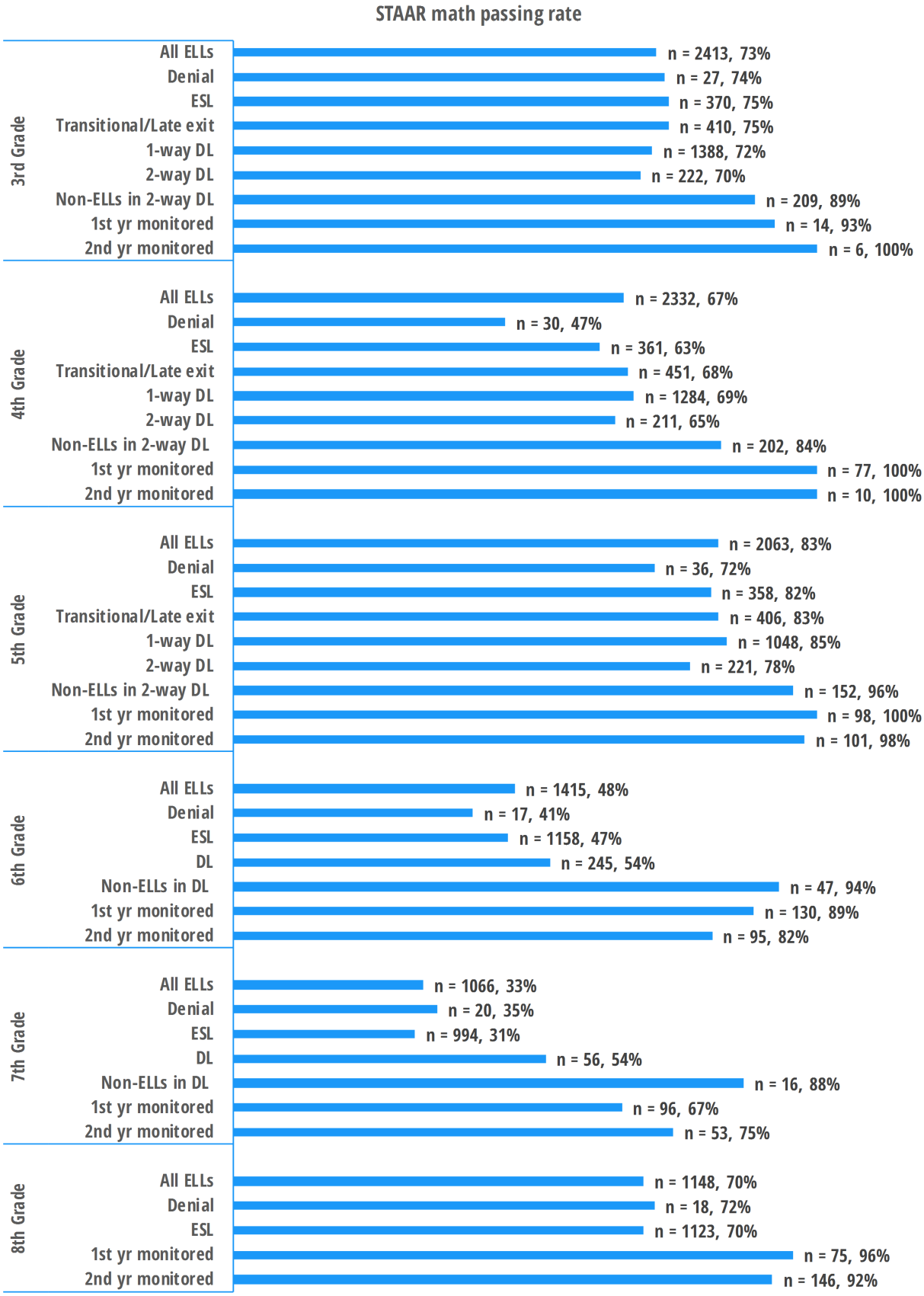
Source. AISD and Texas STAAR reports, 2017

Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

Appendix C: 2017 STAAR Performance, by BE/ESL Program

Figure C2.

Percentage of ELLs and Non-ELLs Who Passed the 2017 STAAR Math Test



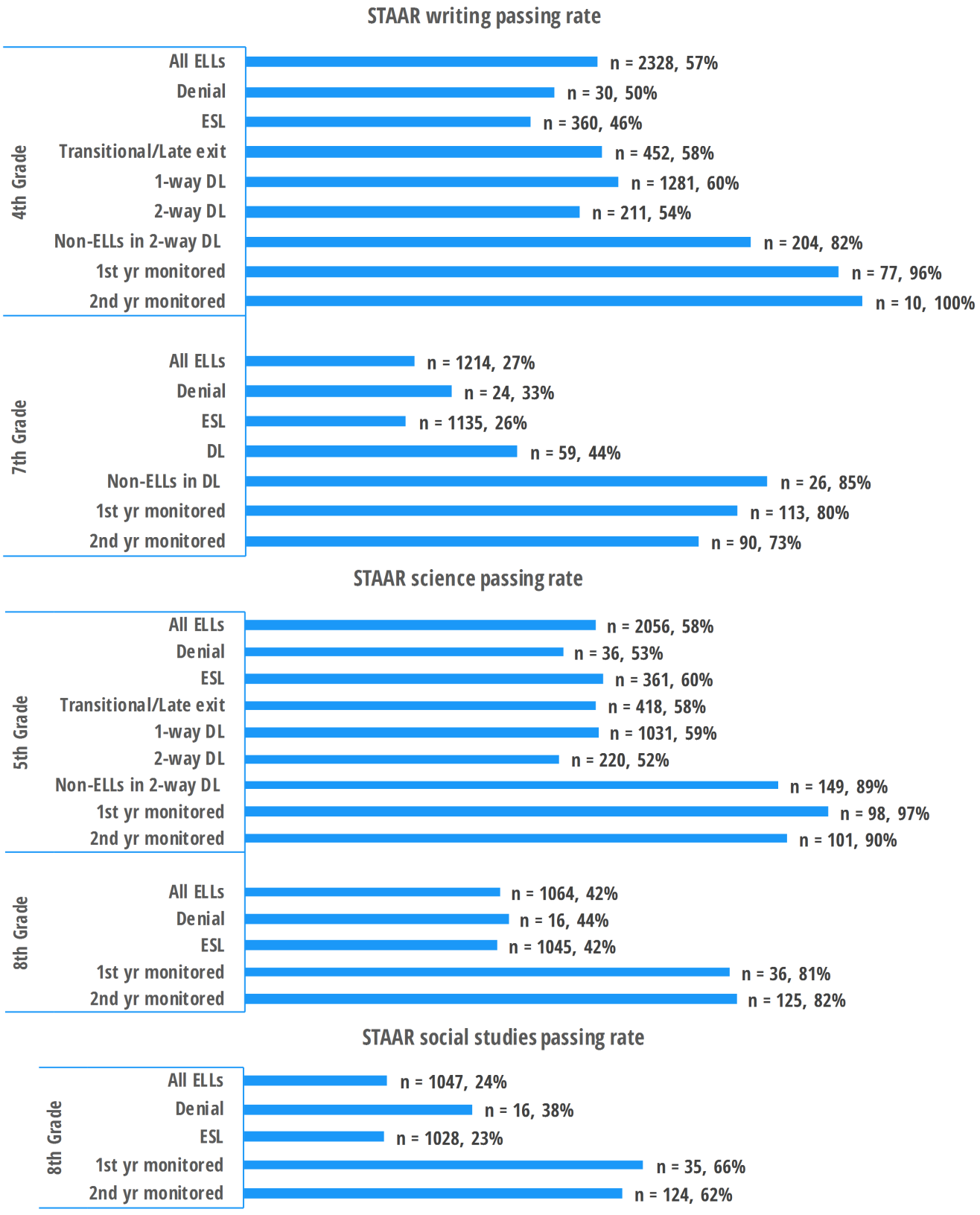
Source. AISD and Texas STAAR reports, 2017

Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

Appendix C: 2017 STAAR Performance, by BE/ESL Program

Figure C3.

Percentage of ELLs and Non-ELLs Who Passed the 2017 STAAR Writing, Science, and Social Studies Tests



Source. AISD and Texas STAAR reports, 2017

Note. Analysis includes test versions S (for general, which includes accommodations) and T (for alternate 2).

Appendix D: DL ELLs' Performance on Advanced Spanish Language Course

Table D1.
Advanced Spanish Language Course Performance, by Student Group

			Final course grade				
		n count	A	B	C	D	F
Spanish for Spanish Speakers I	Non ELLs	28	43%	39%	18%	.	.
	ELLs	258	30%	34%	16%	8%	11%
	Monitored	33	45%	30%	6%	9%	9%
	Total	319	33%	34%	15%	8%	10%
Spanish for Spanish Speakers II	Non ELLs	50	26%	48%	22%	4%	.
	ELLs	3	67%	33%	.	.	.
	Monitored	22	32%	55%	9%	%	5%
	Total	82	32%	48%	17%	2%	1%

Source. AISD 2017 student records.
Note. Non-ELLs are native English speakers in the DL Program, monitored are prior ELLs who have exited ELL status.

Appendix E: Prior Program Participation of Monitored Students Who Took the 2017 STAAR Reading and Math

Table E1.

STAAR Reading and Math Performance of Monitored ELLs, Program Participation Before Exiting ELL Status

			2017 STAAR reading	
	Monitored ELLs	Program	*n*	% Pass
Grade 5	First year monitored	DL	52	98%
		ESL	29	100%
		LE	6	100%
	Second year monitored	DL	26	100%
		ESL	60	98%
		LE	6	83%
Grade 6	First year monitored	DL	73	79%
		ESL	39	85%
		LE	19	89%
	Second year monitored	DL	58	88%
		ESL	35	91%
		LE	<5	67%
Grade 7	First year monitored	ESL	124	91%
	Second year monitored	DL	8	88%
		ESL	33	94%
		LE	43	88%
Grade 8	First year monitored	ESL	32	97%
		LE	<5	100%
	Second year monitored	ESL	115	97%
		LE	<5	100%
			2017 STAAR math	
	Monitored ELLs	Program	N	% Pass
Grade 5	First year monitored	DL	52	100%
		ESL	29	100%
		LE	6	100%
	Second year monitored	DL	26	96%
		ESL	60	98%
		LE	5	100%
Grade 6	First year monitored	DL	66	86%
		ESL	35	97%
		LE	19	89%
	Second year monitored	DL	52	77%
		ESL	33	88%
		LE	<5	100%
Grade 7	First year monitored	ESL	88	68%
	Second year monitored	DL	5	60%
		ESL	20	95%
		LE	19	63%
Grade 8	First year monitored	DL	7	71%
		ESL	62	98%
		LE	<5	100%
	Second year monitored	DL	9	89%
		ESL	104	94%
		LE	22	86%

Source. AISD STAAR reports, 2017

Note. Information about prior program participation was not available for all monitored students.

Appendix F: 2017 STAAR Reading and Math, Numbers of Newcomers and Long-Term ELLs Tested, by Grade Level

Table F1.
Middle School Long-Term and Newcomer ELLs' 2017 STAAR Performance, by Subject and Grade level

		All AISD students		All ELLs		Long-term ELLs		Newcomer ELLs	
	Grade level	*n*	% Pass	*n*	% Pass	*n*	% Pass	*n*	% Pass
Reading	03	6734	74%	2421	63%	-	-	238	58%
	04	6679	71%	2338	59%	-	-	230	47%
	05	6317	82%	2069	74%	-	-	243	62%
	06	5358	66%	1418	35%	-	-	250	14%
	07	5327	70%	1214	36%	885	42%	235	20%
	08	5384	83%	1080	56%	790	64%	216	28%
Math	03	6736	78%	2422	73%	-	-	239	61%
	04	6681	74%	2341	67%	-	-	230	44%
	05	6313	87%	2067	83%	-	-	243	58%
	06	5262	71%	1423	48%	-	-	250	27%
	07	3886	56%	1071	33%	761	35%	216	21%
	08	6936	88%	1152	70%	841	74%	223	56%
Writing	04	6675	66%	2337	57%	-	-	224	43%
	07	5338	63%	1219	27%	891	31%	231	17%
Science	05	6257	73%	2060	58%	-	-	239	39%
	08	5331	75%	1068	42%	785	47%	210	30%
Social studies	08	5269	62%	1051	24%	774	24%	206	23%

Source. AISD student records and STAAR and EOC reports, 2017

Table F2.
High School Long-Term and Newcomer ELLs' 2017 EOC Performance, by Subject

	All AISD Students		ALL ELLs		Long-term ELLs		Newcomer ELLs	
	n	% Pass	*n*	% Pass	*n*	% Pass	*n*	% Pass
Algebra I	4782	89%	1096	71%	695	72%	30	80%
Biology	4696	93%	967	65%	566	72%	37	81%
English I	5061	75%	1521	21%	968	27%	248	9%
English II	4617	79%	1095	17%	653	21%	51	45%
U.S. History	3998	96%	559	81%	342	81%	36	97%

Source. AISD student records and EOC reports, 2017

Appendix G: AISD ELLs and Monitored Students Approach, Met, Mastered Performances on EOC tests

Table G1.

AISD ELLs', Monitored ELLs' and Non-ELLs' Approach, Met, and Mastered Standard Performance on EOC Tests

		% Passed	% Met	% Mastered	% pass who met	% pass who mastered
Algebra	ELLs (n = 1096)	71% , n = 774	23% , n = 247	8% , n = 84	32%	11%
	Monitored (n = 158)	90% , n = 142	53% , n = 84	25% , n = 39	59%	27%
	Non-ELLs (n = 4782)	89% , n = 4271	61% , n = 2904	38% , n = 1804	68%	42%
Biology	ELLs (n = 4782)	65% , n = 632	23% , n = 218	4% , n = 43	34%	7%
	Monitored (n = 967)	94% , n = 169	62% , n = 111	12% , n = 22	66%	13%
	Non-ELLs (n = 4696)	93% , n = 4385	74% , n = 3473	36% , n = 1690	79%	39%
English I	ELLs (n = 1521)	21% , n = 324	6% , n = 90	<1% , n = 7	28%	2%
	Monitored (n = 146)	63% , n = 92	35% , n = 51	4% , n = 6	55%	7%
	Non-ELLs (n = 5061)	75% , n = 3804	59% , n = 2986	18% , n = 896	78%	24%
English II	ELLs (n = 1095)	17% , n = 191	5% , n = 52	1% , n = 7	27%	4%
	Monitored (n = 173)	62% , n = 108	31% , n = 53	1% , n = <5	49%	1%
	Non-ELLs (n =4617)	79% , n = 3651	62% , n = 2845	14% , n = 633	78%	17%
U.S. History	ELLs (n = 559)	81% , n = 450	32% , n = 179	9% , n = 53	40%	12%
	Monitored (n = 88)	97% , n = 85	65% , n = 57	16% , n = 14	67%	16%
	Non-ELLs (n = 3998)	96% , n = 3839	77% , n = 3090	48% , n = 1934	80%	50%

Source. EOC records, 2017.

Appendix H: 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, 2017
Note. "Y" means students took the test.

Appendix I: 2016-2017 AISD Student Climate Survey Results

Table I1

Elementary school behavioral environment ratings by student characteristics

Behavioral environment	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	Sp Ed	Non	Econ Dis
My classmates show respect to each other.	89%	88%	88%	88%	88%	87%	89%*	86%
My classmates show respect to other students who are different.	85%	85%	83%	86%*	85%*	81%	87%*	82%
I am happy with the way my classmates treat me.	85%	86%	85%	85%	86%*	80%	86%*	83%
Students at my school follow the school rules.	83%	83%	82%	83%	83%	81%	85%*	80%
I feel safe at my school.	91%	93%*	93%	92%	92%	91%	93%*	91%
Students at this school treat teachers with respect.	89%	89%	89%	89%	89%*	84%	90%*	86%
My classmates behave the way my teachers want them to.	77%	75%*	78%*	76%	76%	76%	77%*	74%
Our classes stay busy and do not waste time.	83%	84%	84%	83%	84%	82%	84%	83%
Students at my school are bullied (teased, taunted, threatened by other students).	48%	52%*	57%*	48%	50%	56%*	46%	58%*

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Appendix I: 2016-2017 AISD Student Climate Survey Results

Table I2

Middle school behavioral environment ratings, by student characteristics

Behavioral environment	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	Sp Ed	Non	Econ Dis
My classmates show respect to each other.	83%	83%	81%	83%	90%	86%	85%*	79%
My classmates show respect to other students who are different.	81%	81%	79%	81%	89%	86%	83%*	77%
I am happy with the way my classmates treat me.	88%	89%	86%	88%	93%*	90%	89%*	86%
Students at my school follow the school rules.	69%*	65%	65%	67%	79%*	72%	70%*	62%
I feel safe at my school.	88%	89%	85%	89%*	93%*	88%	90%*	84%
Students at this school treat teachers with respect.	78%*	76%	74%	77%	87%*	82%	80%*	71%
My classmates behave the way my teachers want them to.	69%*	65%	66%	67%	80%*	74%	69%*	62%
Our classes stay busy and do not waste time.	80%	80%	77%	80%*	88%*	84%	82%*	76%
Students at my school are bullied (teased, taunted, threatened by other students).	60%	62%	67%*	59%	45%	53%*	57%	68%*

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Appendix I: 2016-2017 AISD Student Climate Survey Results

Table I3

High school behavioral environment ratings, by student characteristics

Behavioral environment	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	Sped	Non	Econ Dis
My classmates show respect to each other.	90%	91%	90%	89%	83%*	77%	90%	89%
My classmates show respect to other students who are different.	89%	90%	90%	89%	81%*	76%	89%	89%
I am happy with the way my classmates treat me.	93%	94%	94%	93%	88%*	80%	93%	93%
Students at my school follow the school rules.	80%	79%	79%	79%	68%*	57%	80%*	77%
I feel safe at my school.	92%	94%	92%	93%	88%*	82%	93%	92%
Students at this school treat teachers with respect.	87%	87%	85%	87%	77%*	70%	88%*	84%
My classmates behave the way my teachers want them to.	80%	81%	78%	80%	67%	62	82%*	77%
Our classes stay busy and do not waste time.	88%	89%	88%	88%	80%*	74%	88%	88%
Students at my school are bullied (teased, taunted, threatened by other students).	44%	46%	52%*	45%	60%	66%*	43%	50%*

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Table I4

Elementary school student engagement ratings by student characteristics

Student engagement	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	Sp Ed	Non	Econ Dis
I like to come to school.	79%	87%*	86%*	82%	83%*	79%	82%	84%*
I enjoy doing my schoolwork.	76%	85%*	87%*	79%	81%*	77%	79%	84%*
My homework helps me learn the things I need to know.	83%	89%*	93%*	84%	86%	87%	84%	91%*
My schoolwork makes me think about things in new ways.	83%	87%*	90%*	84%	85%	87%	83%	88%*
I have fun learning in my classes.	87%	90%*	92%*	88%	89%	88%	88%	90%*
My teachers connect what I am doing to my life outside the classroom.	78%	83%*	86%*	79%	80%	80%	79%	82%*
I receive recognition or praise for doing good work.	90%	93%*	93%*	91%	91%	94%	90%	93%*

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Appendix I: 2016-2017 AISD Student Climate Survey Results

Table I5

Middle school student engagement ratings, by student characteristics

Student engagement	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	Sp Ed	Non	Econ Dis
I like to come to school.	72%	73%	75%*	71%	74%	74%	73%	71%
I enjoy doing my schoolwork.	61%	65%*	70%*	61%	62%	70%*	61%	65%*
My homework helps me learn the things I need to know.	69%	73%*	81%*	68%	73%	75%	68%	75%*
My schoolwork makes me think about things in new ways.	75%	75%	82%*	74%	75%	77%	73%	78%*
I have fun learning in my classes.	76%	76%	77%	75%	78%	79%	77%*	73%
My teachers connect what I am doing to my life outside the classroom.	61%	63%	68%*	61%	66%	64%	61%	62%
I receive recognition or praise for doing good work.	83%	82%	86%	82%	82%	87%*	82%	85%*

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Appendix I: 2016-2017 AISD Student Climate Survey Results

Table I6

High school student engagement ratings, by student characteristics

Student engagement	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	ELL	Non	Sped	Non	Econ Dis
I like to come to school.	75%	74%	81%*	73%	72%	68%	73%	76%*
I enjoy doing my schoolwork.	61%	65%*	79%*	61%	63%	63%	59%	70%*
My homework helps me learn the things I need to know.	71%	76%*	82%*	73%	70%	72%	72%	76%*
My schoolwork makes me think about things in new ways.	74%	76%*	88%*	74%	75%	77%	72%	79%*
I have fun learning in my classes.	77%	80%*	81%	78%	76%*	71%	78%	79%
My teachers connect what I am doing to my life outside the classroom.	64%	67%*	70%*	65%	62%	62%	65%	67%
I receive recognition or praise for doing good work.	83%*	81%	87%*	82%	82%	88%*	82%	83%

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

Appendix I: 2016-2017 AISD Student Climate Survey Results

Table I7

Elementary school culture and language ratings, by student characteristics

At my school, teachers and staff teach me to be proud of my culture.	Gender		ELL		Special Ed		Econ Dis	
	Male	Female	Non	Ell	Non	Sped	Non	Econ Dis
Elementary school	87%	91%*	94%*	88%	89%	90%	87%	92%*
Middle school	87%	91%*	94%*	88%	79%	81%	81%	83%
High school	79%	81%	87%*	79%	81%	81%	78%	82%*

Source. Spring 2017 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*. Using the z-test for proportions where $p < .05$, 2017 percentages sharing the same superscript are significantly different across ethnic group. Percentages with a * were significantly different from every other ethnicity and race group. Percentages in the table are rounded; tests for significance were computed prior to rounding.

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