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Bilingual and English as a Second Language Programs Summary, 2015–2016

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 2015–2016 school year. This document summarizes the programs implemented, students served, and their language acquisition and academic performance, as well as changes planned for the 2016–2017 school year.

By the end of the 2015–2016 school year, AISD had enrolled 23,072 English language learners (ELLs), representing approximately 28% of the AISD student population. ELLs' most common home language was Spanish (90%). AISD's immigrant students represented nearly 4% of the entire AISD student population and 15% of ELLs. AISD refugee students represented 1% of the entire AISD student population and 4% of ELLs.

The majority of ELLs were enrolled at the elementary school level, and half of these students were served in the bilingual one-way dual language (DL) program. AISD also provided two-way DL program support to ELLs and English native speakers (non-ELLs) at elementary schools, and for the first time in 2015–2016, DL was at three middle schools. In addition, AISD also offered the transitional late-exit program and the ESL program to ELLs.

ELLs were assessed in English language proficiency on the state-required Texas English Language Proficiency Assessment System (TELPAS). From 3rd grade on, the majority of ELLs at each grade level received ratings of *advanced* or *advanced high*, which is consistent with ELLs across Texas acquiring more English as they continue in school.

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. Elementary and middle school AISD ELLs' performance on STAAR assessments improved from 2015 to 2016, yet STAAR performance across BE/ESL programs was mixed, with ELLs in some grade levels and programs having higher passing rates than others, depending on the subject. Differences across programs were not statistically significant.

Similarly, AISD ELLs' performance on the EOC assessments improved from 2015 to 2016, and across subject areas. AISD ELLs met the EOC standards at a higher rate than did ELLs across the state. Lastly, AISD ELLs who had exited program service 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.

During 2015–2016, AISD staff met to discuss DL redesign options to begin in the 2016–2017 school year. Schools will be allowed to implement one of three campus-chosen DL model options at the elementary school level. Continuous staff development sessions and campus-based support from bilingual specialists will be offered to these schools. In addition, staff and community input on DL redesign will be obtained in 2016–2017 through the continuation of a bilingual innovation design team that will provide recommendations for program improvement.

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Introduction

This report briefly summarizes bilingual education (BE) and English as a second language (ESL) programs implemented at Austin Independent School District (AISD) in 2015–2016 and program changes taking place in the next 3 years, and describes the students served and their language acquisition and academic performance.

By the end of the year, these programs had served 23,072 English language learners (ELLs). The largest percentage of ELLs were enrolled in elementary school (74%), whereas 15% of AISD ELLs were enrolled in middle school, 11% were enrolled in high school, and less than 1% were enrolled at special campuses.

Bilingual and ESL Programs

Texas state law requires that BE or ESL program services be offered to 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 students or more enrolled at any grade level across the district. AISD offers the following types of programs, as defined by Texas law (see sidebar):

Bilingual

Transitional (late exit) serves ELLs in both English and Spanish, or another language, and transfers a student to English-only instruction; over time, academic growth is accelerated through cognitively challenging academic work in the student's first language, along with meaningful academic content taught through the student's second language (English). The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English. Students enrolled in the transitional late-exit 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. Program exit will occur not earlier than 6 or later than 7 years after a student enrolls in school. AISD began using DL in 2010, with 10 elementary schools, based on the model supported by the Dual Language Training Institute (see http://dlti.us/3.html). Two-way DL is like one-way DL, with the exception that two-way DL may serve both ELLs and non-ELLs. Students receive language arts instruction in their native language as well as instruction for other subjects in both English and the other language.

ESL

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

Texas Administration Code—Bilingual and ESL Programs

Chapter 89 of Texas law requires that students identified as limited English proficient (LEP), also known as ELLs, have access to the BE and ESL programs. BE is a program provided to students (whose parents approved BE instruction) in the native language and English. It is offered in pre-K through 5th grade (or 6th grade on elementary campuses with a 6th grade) and is provided to students in any language classification for which 20 or more ELLs are enrolled at the same grade level.

ESL is a program of specialized instruction in English provided to elementary school students (whose parents approved ESL instruction) for whom BE instruction in their native language is not available in the district, and to all secondary school ELLs. In ESL, students are immersed in an English learning environment. However, core content instruction is provided through the use of second-language methodologies, including content-based and pull-out sessions.

For more information on Texas state laws about ELLs and bilingual and ESL programs, see Texas Education Agency's website for Texas Administrative Code at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html

ELLs in Each Program

Table 1 shows the numbers of ELLs served in each BE/ESL program, as well as the numbers of ELLs whose parents refused (denied) BE/ESL program services at any time during 2015–2016.

Table 1.
AISD ELLs, by BE or ESL Program Participation, 2015–2016

	Number	Percentage
Bilingual		
Transitional late exit	1,443	5%
One-way DL	13,595	50%
Two-way DL	1,622	6%
ESL		
Content	3,911	14%
Pull out	6,323	23%
Denials (parent denied BE-ESL services)	450	2%
Total	27,344	100%

Source. AISD student records, July 2016

Two-way DL Program in 6th Grade

In 2015–2016, the two-way DL program was implemented for the first time in 6th grade at Burnet, Fulmore, and Paredes Middle Schools, serving 137 students. Seventy-six percent of these students had been part of the two-way DL program in elementary grades, whereas the other 24% joined the program at 6th grade. Of the 6th-grade two-way DL students, 71% were ELLs, 11% were monitored (former) ELLs, and 18% were non-ELLs. The program is expanding to five other middle schools (Bedichek, Covington, Lamar, Small, and Webb) in 2016–2017.

Non-ELLs in DL

AISD also provided two-way DL program support to 1,552 non-ELLs during the 2015–2016 school year, including students from pre-K through grade 6. The majority of non-ELLs participating in DL were in lower elementary grade levels (65% at pre-K through grade 2).

DL Program Implementation Concerns

Program staff expressed concern that some schools may not have implemented the DL program with fidelity. Program staff's opinions were based on school visits, conversations with staff, and an examination of student's State of Texas Assessment of Academic Readiness (STAAR) test records. For example, according to the DL program guidelines, ELLs should be tested in the language of instruction. Thus, Spanish-speaking ELLs in the DL program should take the STAAR reading assessment in Spanish in grades 3 or 4. However, in 25 out of 56 AISD schools with a DL program, most 3rd- and 4th-grade ELLS in the DL program took STAAR reading in English. This is inconsistent with prescribed DL practice, wherein the Spanish-speaking ELL is still developing English.

Bilingual Program Implementation Changes Planned for 2016–2017

In 2010, AISD began implementing an elementary level DL program based on the Gómez and Gómez DL enrichment model for more than 14,000 ELLs. In recent years, campus needs surfaced that were specific to AISD's staffing formula, resource limitations, and student population demographics, and that called for a redesign of the DL program.

In 2015, the Bilingual Innovation Design Team (BIDT), which included principals, teachers, district staff, and community representatives, was assembled to review the DL program. In the spring of 2016, the BIDT completed the review of the DL program design and its implementation and outcomes, and as a result, recommended significant revisions to the program implementation starting in 2016–2017.

Three DL program options were developed, revised DL program elements were proposed, and each of the 54 AISD DL campuses was asked to select one of the three options. All program options were aligned with the Texas Education Agency's (TEA) bilingual DL program requirements:

- Any DL program must be implemented without interruption from kindergarten to 5th grade.
- Teachers must strategically separate the languages of instruction.
- A minimum of 50% of the instructional day must be dedicated to the target language (currently, Spanish or Vietnamese).

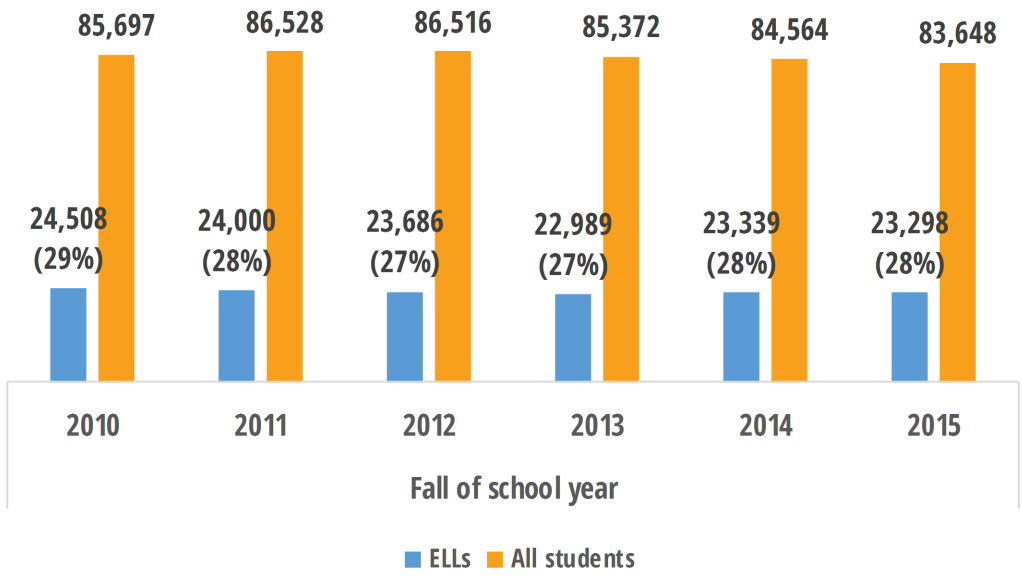
However, significant challenges remain in order to fully implement a revised DL program. For example, many of AISD's 54 DL campuses have mixed–language classrooms, where DL students and English-only students are mixed together to ensure full classrooms, due to staffing requirements. Mixed-language classrooms are the result of a district policy that calculates teacher allocation for each campus based on student numbers, without taking into consideration the type of instructional program the campus requires. This problem is compounded by fluctuating numbers of ELLs in some grade levels, particularly in small campuses with limited flexibility regarding staffing. Another challenge involved in implementing the new AISD DL program design is the logistics involved in providing professional development opportunities, instructional resources, and student academic data simultaneously to 54 campuses in order to implement the revised DL program.

In 2016–2017, the Department of ELLs, in collaboration with the BIDT and other internal and external partners, will propose an implementation plan for the new AISD DL program design and a solution to the issue of mixed-language classrooms. This program re-development and implementation will continue in 2017–2018 and beyond.

ELLs in AISD

At the beginning of 2015–2016 school year, a total of 23,298 ELLs were enrolled in AISD, which corresponded to 28% of the student population (Figure 1).

Figure 1.



Source. Public Education Management Information (PEIMS) records

Of the ELLs enrolled at AISD, 90% were self-identified as Hispanic, 6% were Asian, 3% were White, 1% were Black or African American, and other ethnicities were less than 1% each. In addition, AISD's ELLs had the following characteristics: 48% were female and 52% were male, 93% were eligible for free or reduced-price meals, 16% participated in career and technology education (CTE), 11% received special education services, 3% received gifted and talented services, and 2% were identified as homeless.

One hundred and ten languages were reported as spoken at home by AISD students, and the most common languages were English (61%), Spanish (34%), and Arabic and Vietnamese (approximately 1% each). **AISD ELLs reported 96 languages spoken at home, and the most common of these were Spanish (90%);** Arabic (2%); and Vietnamese, Burmese, and Mandarin (approximately 1% each).

Immigrants and Refugees

A total of 3,504 immigrants were enrolled at AISD at the beginning of 2015–2016, representing nearly 4% of the entire AISD student population, and of these, 95% were ELLs. 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. Immigrant students at AISD spoke 70 languages, and the most commonly reported home languages were Spanish (62%), Arabic (10%), Mandarin and Burmese (approximately 3% each), and Nepali, Pashto, and Korean (approximately 2% each).

AISD enrolled 992 refugees in 2015–2016, representing 1% of the entire AISD student population and 3% of the ELL population. 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

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/

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). AISD's refugee students' most common home languages were (in rounded percentages) Arabic (35%), Burmese (19%), Spanish (8%), Swahili (7%), Pashto (6%), and Nepali (5%).

Migrants

Migrants are defined by TEA as students who are age 3 through 21; who are (or whose parent, spouse, or guardian is) a migratory agricultural worker; 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. **A small number of migrant students (*n* = 15) were enrolled at AISD** in Fall 2015, representing fewer than 1% of the total student population and of the ELL population.

Education Funding for ELLs

To support the education of ELLs, AISD received supplemental state bilingual funding and federal No Child Left Behind (NCLB) 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). More than $12.5 million were allocated from state funds, with an expenditure of nearly $11.3 million, and more than $3.5 million were budgeted from federal funds, with an expenditure close to $3.5 million. **The estimated supplemental cost per ELL served in 2015–2016 was $590, representing an increase from 2014–2015 ($497).**

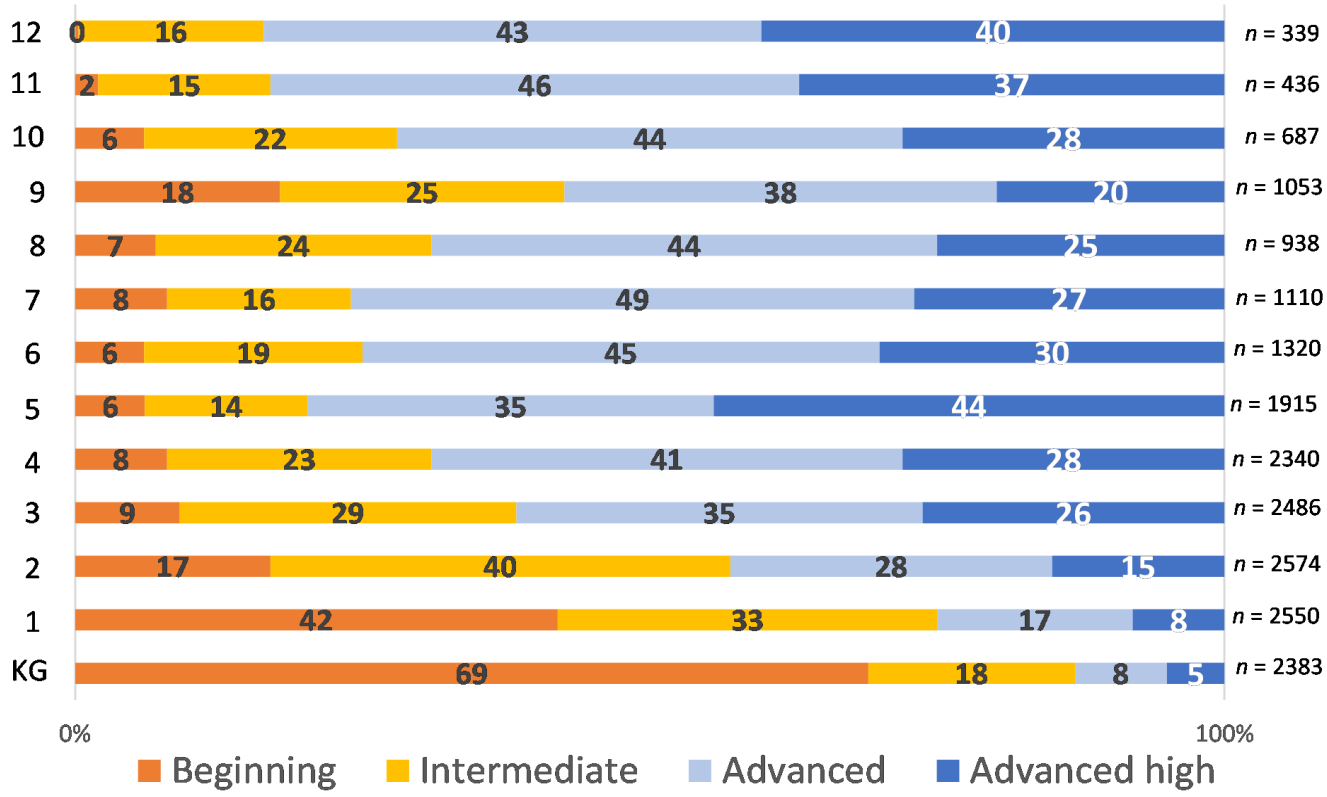
Students' English Language Proficiency

Texas English Language Performance Assessment System

AISD ELLs from kindergarten through 12th grade take the state-required Texas English Language Proficiency Assessment System (TELPAS) annually. This assessment measures four domains (listening, speaking, writing, and reading) and yields an overall composite rating. It identifies performance levels at *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/.

Figure 2 shows the overall composite ratings for all AISD ELLs at each grade level. **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 that for ELLs across Texas** (see http://tea.texas.gov/student.assessment/ell/telpas/rpt/sum/). Many ELLs are exited from their ELL program after 5th grade because they are determined by their campus committee to be ready and successful enough academically to participate in all-English instruction. Through middle school grades (6 through 8) and the beginning of high school (grade 9), the percentages of ELLs attaining advanced or advanced high ratings decreased somewhat, but that may be due to the enrollment of some ELLs in U.S. schools for the first time. In fact, **recent immigrant ELLs who had been in U. S. schools for only 1 year primarily received beginner composite ratings on TELPAS 2016 in grades 6 through 9** (grade 6, 63%; grade 7, 62%; grade 8, 45%; and grade 9, 58%). Thus, their English language proficiency still requires time to grow during their schooling.

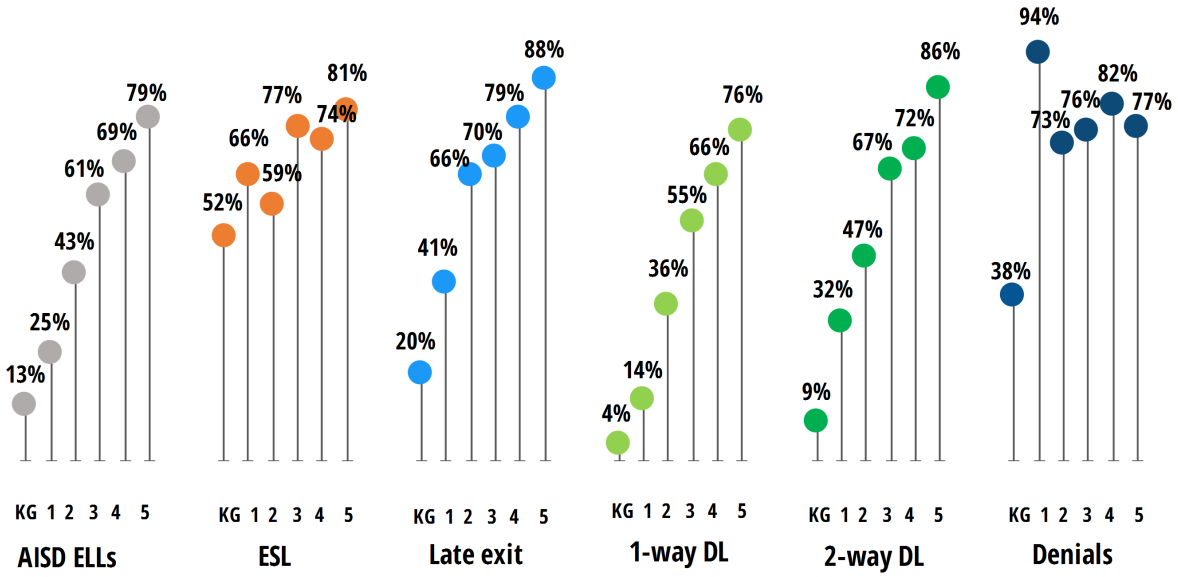
Figure 2.
TELPAS Composite Ratings for AISD ELLs, by Grade Level, Spring 2016



Source. AISD student TELPAS 2016 records

Figure 3 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 2016. **For most programs, greater percentages of ELLs at higher elementary grade levels than at lower grade levels had advanced or advanced high ratings, which is consistent with gradual language development.** See the number of students tested in Appendix A.

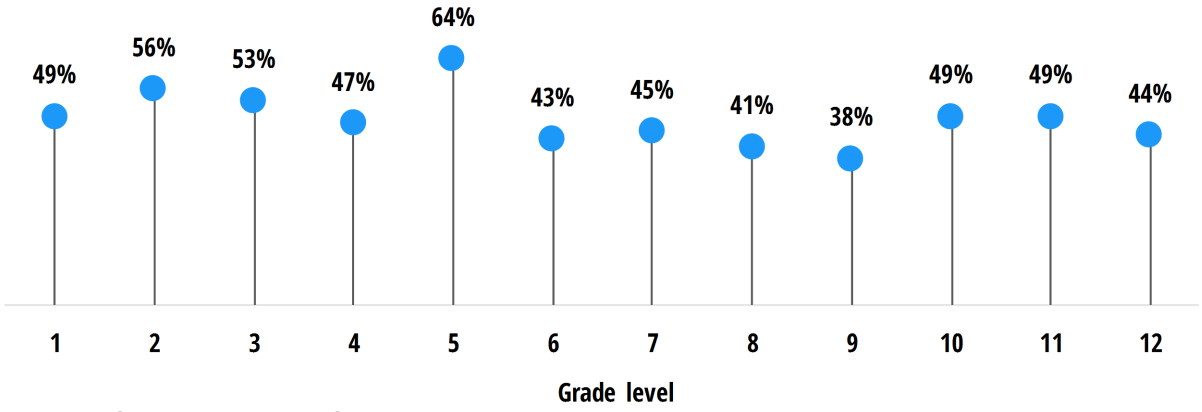
Figure 3.
TELPAS Advanced/Advanced High Composite Ratings for AISD ELLs, by BE/ESL Program, in Elementary Grades, Spring 2016



Source. AISD student TELPAS 2016 records
Note. Numbers tested by grade level and BE/ESL program are included in Appendix A.

TELPAS yearly progress indicates whether an ELL increased one or more performance levels from the prior year to the current year. Thus, it requires 2 consecutive years of test data. **ELLs at grade 5 made the most yearly progress (Figure 4). This is consistent with most ELLs reaching English proficiency and exiting the program at the end of grade 5.** Many ELLs who have achieved advanced high ratings on TELPAS and have passed the English STAAR or End-of-Course (EOC) tests are exited from BE/ESL program services. Appendix A has TELPAS yearly progress results for elementary ELLs for each grade level and BE/ESL program, and these results indicate that **most ELLs showed annual progress, although the pattern was mixed at different grade levels depending on their BE/ESL program**. For more information on TELPAS results, see the 2016 TELPAS report at https://www.austinisd.org/sites/default/files/dre-surveys/rb/15.59_RB_TELPAS_2016.pdf.

Figure 4.
TELPAS Yearly Progress for AISD ELLs, by Grade Level, Spring 2016



Source. AISD student TELPAS 2016 records

Students' Academic Performance

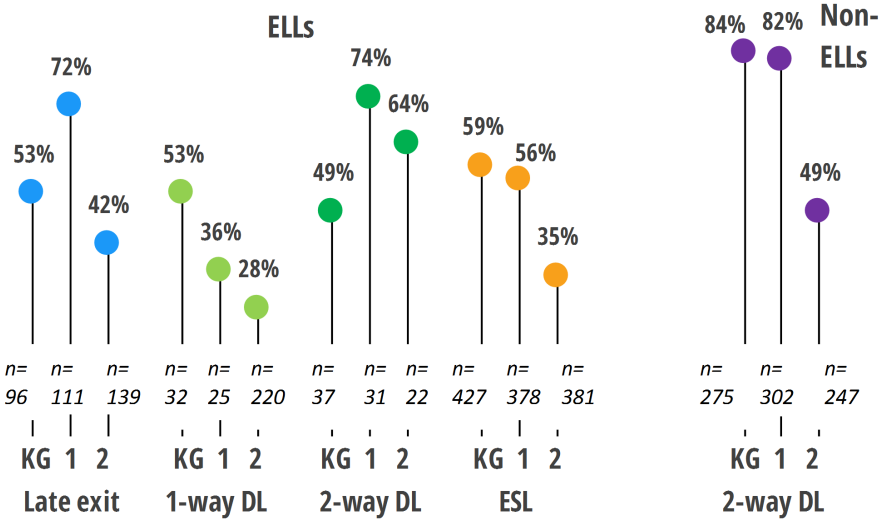
Significant changes to the DL program are being implemented in 2016–2017. The academic performance reported here for 2015–2016 reflects prior years of program implementation.

TPRI and Tejas LEE

In AISD, the English TPRI and Spanish Tejas LEE were used during 2015–2016 as early reading assessments in kindergarten through 2nd grade. TPRI and Tejas LEE were administered three times during the school year, and teachers used the results to help identify students' pre-reading and early reading strengths and challenges, to monitor students' progress during the year, and to plan for instruction and interventions.

Figure 5 shows ELLs' Spring 2016 English TPRI results, as well as results for non-ELLs in the two-way DL program. **ELLs in kindergarten and 1st grade typically had higher passing rates than did ELLs in 2nd grade. However, it is important to note that ELLs' TPRI performance followed a similar pattern to that for all AISD students taking the test.** That is, at the end of the 2015–2016 school year, 77% of all AISD kindergartners were on grade level; 72% of 1st graders were on grade level; and 46% of 2nd graders were on grade level. Caution should be taken in interpreting DL ELLs' results because the DL model recommends testing in the native language (Spanish), which is the language in which early-grade students can best demonstrate what they have learned. In addition, it is important to remember that at early elementary grades, ELLs are still developing basic language and pre-reading skills, so performance can be mixed.

Figure 5.
English TPRI On-Grade-Level Results for ELLs and Non-ELLs, by BE/ESL Program, Spring 2016



Source. AISD English TPRI records, Spring 2016
Note. KG is kindergarten

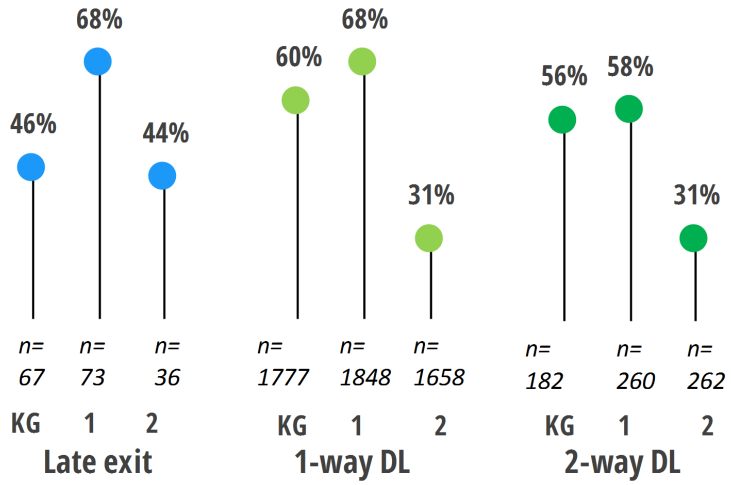
Spring 2016 Tejas LEE results for ELLs in each BE program are shown in Figure 6. Similar to what was observed for TPRI, ELLs in kindergarten and 1st grade typically had higher passing rates than did ELLs in 2nd grade. These results mirrored those for all AISD students taking the test.

Required Student Assessments in Texas

Texas requires students attending public schools to take academic assessments annually. For early elementary grades (kindergarten through grade 2), AISD administered the English Texas Primary Reading Inventory (TPRI) or Spanish Tejas LEE three times a year during 2015–2016 to measure students' early reading skills. However, from 2016-2017 onward, these tests will be replaced by a similar assessment that can be used across a broader grade-level span. For more information on TPRI and Tejas LEE, see https://www.tpri.org/faqs/tpri-and-tejaslee.html.

In grades 3 through 8, the state-required STAAR is given annually in reading (grades 3 through 8), math (grades 3 through 8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). The EOC) tests are offered to students upon completion of their coursework in the following subject areas: English I, English II, algebra I, biology, and U.S. history. For more information on STAAR and EOC, go to the TEA website at http://tea.texas.gov/ and search for STAAR or EOC.

Figure 6.
Spanish Tejas LEE On-Grade-Level Results for ELLs, by BE Program and Grade Level



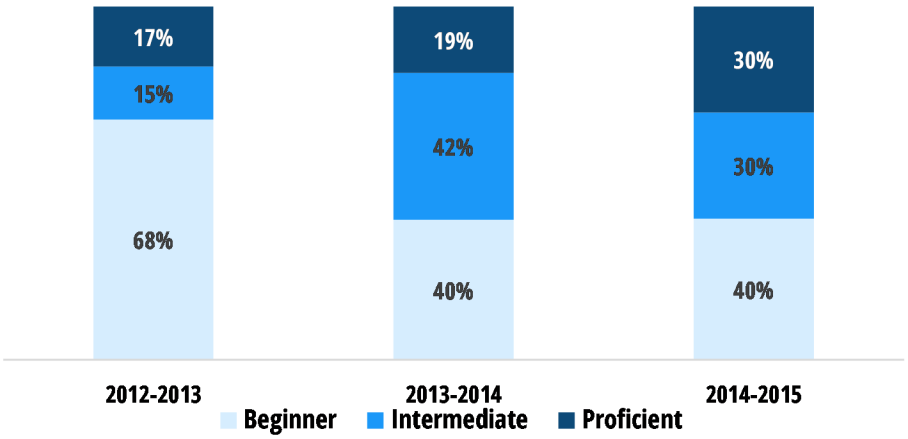
Source. AISD Spanish Tejas LEE records, Spring 2016
Note. KG is kindergarten

Language Assessment System (LAS)

From 2012–2013 through 2014–2015, a sample of non-ELLs in the two-way DL program were tested in the Spanish version of the LAS assessment to gauge their level of Spanish listening and speaking. In Figures 7 and 8, *intermediate* represents students who received early intermediate or intermediate scores, and *proficient* represents students who received proficient or above proficient scores.

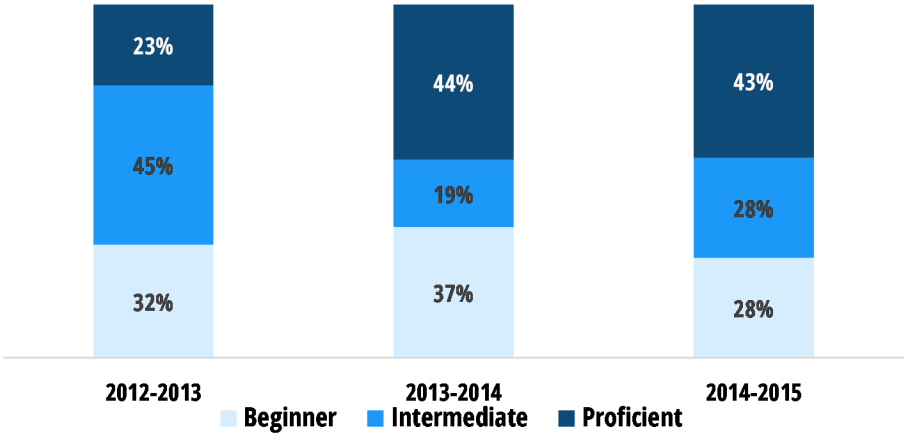
Figures 7 and 8 show LAS results for 2nd- and 3rd-grade non-ELLs who were enrolled in the two-way DL program for 3 consecutive years (2012–2013 through 2014–2015). **Non-ELLs' Spanish-speaking and listening proficiency improved from being mostly at the beginner level in the first year to being mostly at the intermediate or proficient level in the third year.** Gradual increases in proficiency level over time are expected from students learning a new language.

Figure 7.
Spanish LAS Speaking Proficiency Level Results for Non-ELLs, School Years 2012–2013 Through 2014–2015



Source. AISD Spanish LAS records, Spring 2013, 2014, and 2015

Figure 8.
Spanish LAS Listening Proficiency Level Results for Non-ELLs, School Years 2012–2013 Through 2014–2015



Source. AISD Spanish LAS records, Spring 2013, 2014, and 2015

STAAR

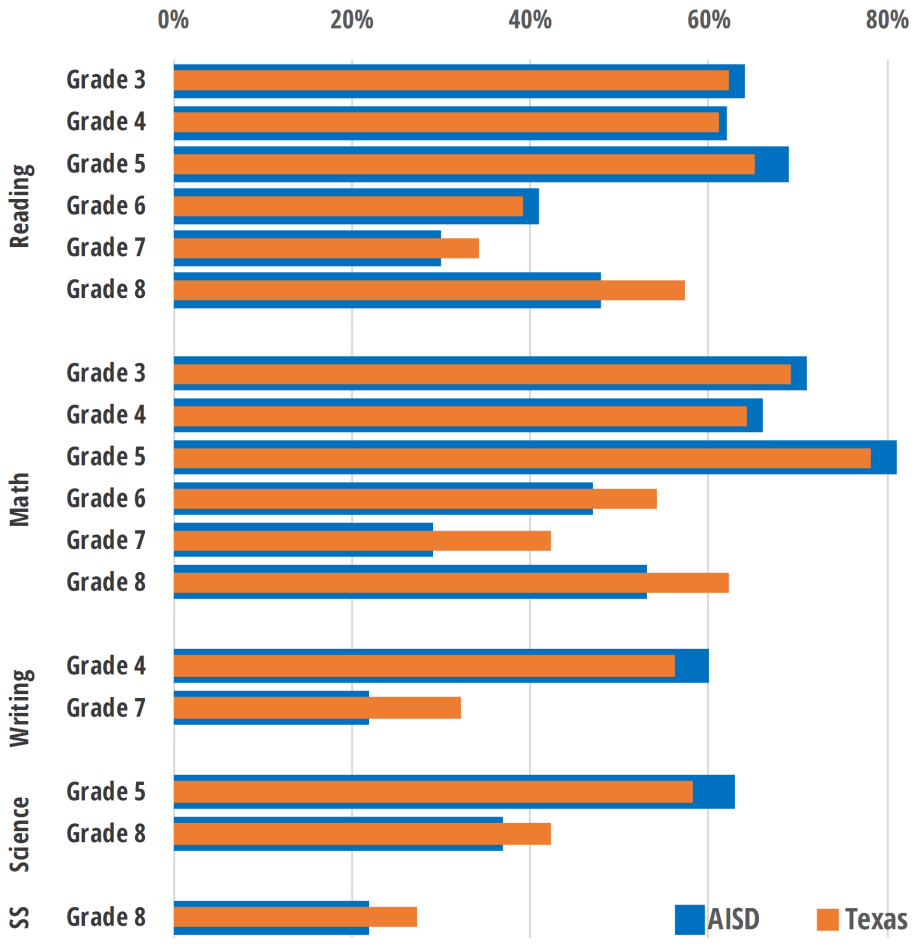
AISD students in grades 3 through 8 take the required STAAR in the academic subject areas of reading, writing, mathematics, science, and social studies. Students take the reading and math assessments annually, the writing assessment in grades 4 and 7, the science assessment in grades 5 and 8, and the social studies assessment in grade 8. Table 2 and Figures 9 through 26 summarize AISD ELLs' 2016 STAAR results.

STAAR Performance of AISD ELLs, Compared With Results for ELLs Across Texas

Examining AISD ELLs' performance in comparison with the performance of ELLs across Texas, **AISD ELLs outperformed Texas ELLs in many STAAR assessments, with some variance at different grade levels (Figure 9).**

The fact that AISD and Texas ELLs had lower STAAR reading passing rates at grade 7 than at other grade levels may be related to the fact that ELLs typically reach English proficiency and are reclassified as non-ELLs at approximately 5th or 6th grade (at which point, because of their proficiency in English, they are better able to succeed academically). Therefore, ELLs in the upper middle school grades and high school are typically newcomers (who have not had enough time to develop English proficiency) or long-term ELLs (who have been enrolled at AISD for more than 6 years but have not been able to develop English proficiency). Both groups may have difficulty handling the standardized tests. Evidence supporting this includes the facts that the number of monitored (former ELL) students taking STAAR increased progressively in grades 5 through 7, and that monitored ELLs (who exited status in the prior 1 to 2 years) had high STAAR passing rates, as will be displayed in the following report sections.

Figure 9.
STAAR, AISD ELLs, and State ELLs, 2016



Source. AISD and Texas STAAR reports, 2016
Note. SS is social studies. Elementary grade levels include both English and Spanish versions.

AISD Elementary and Middle School ELLs' STAAR Performance

According to the state's Performance-Based Monitoring and Analysis System (PBMAS), **elementary and middle school AISD ELLs' performance on STAAR assessments improved from 2015 to 2016** (Table 2).

Table 2.
AISD ELLs' Performance on STAAR, 2015 and 2016

		STAAR passing rate	
	Subject	2015	2016
BE			
	Math	68.7%	74.4%
	Science	51.9%	66.0%
	Reading	67.8%	67.1%
	Writing	60.1%	63.3%
ESL			
	Math	51.4%	54.5%
	Science	44.0%	49.4%
	Social studies	24.6%	25.5%
	Reading	49.9%	50.4%
	Writing	32.9%	34.7%

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

STAAR Results by Subject, Program, and Grade Level

STAAR results by subject and program were mixed, with different programs performing better than others depending on subject and grade level. In general, percentages of students passing the STAAR assessment were higher in elementary school than in middle school.

STAAR Reading

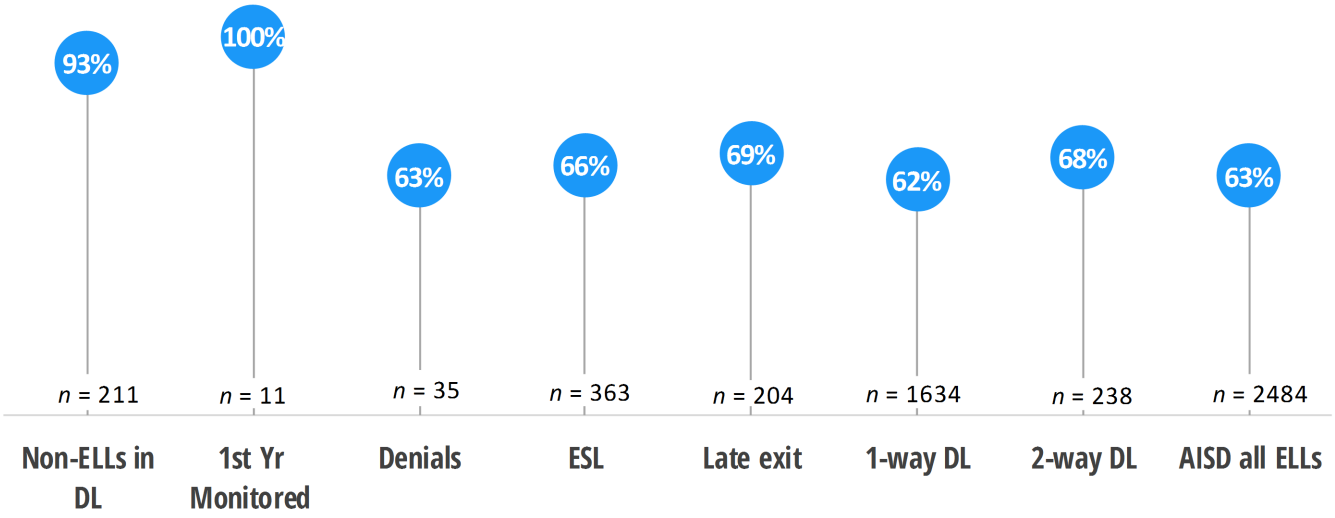
Figures 10 through 15 show ELLs' performance on the STAAR reading test. Many ELLs are exited from their ELL program after 5th grade because they are determined by their campus committee to be ready to participate in all-English instruction. As mentioned in the previous section of this report, ELLs in middle school are in large part newcomers or long-term ELLs who have not yet been able to develop English proficiency, and therefore may have difficulty taking the STAAR assessments. **Non-ELLs in the two-way DL program and monitored (former) ELLs had high passing rates on the STAAR reading assessment** (Table 3 and Figures 11 through 15).

Table 3.
Monitored (Former) ELLs' Performance on STAAR Reading, by Program, Before Exiting ELL Status

		1st year monitored ELL		2nd year monitored	
	Prior to monitoring	*n*	% pass	*n*	% pass
Grade 4	DL	27 (24%)	96%	<10	-
	Late exit	<10	-	-	-
Grade 5	DL	73 (60%)	100%	28 (20%)	100%
	Late exit	<10	-	21 (15%)	100%
Grade 6	DL	10 (10%)	80%	<10	-
	Late exit	43 (41%)	93%	31 (36%)	90%
Grade 7	DL	-	-	-	-
	Late exit	-	-	38 (51%)	90%

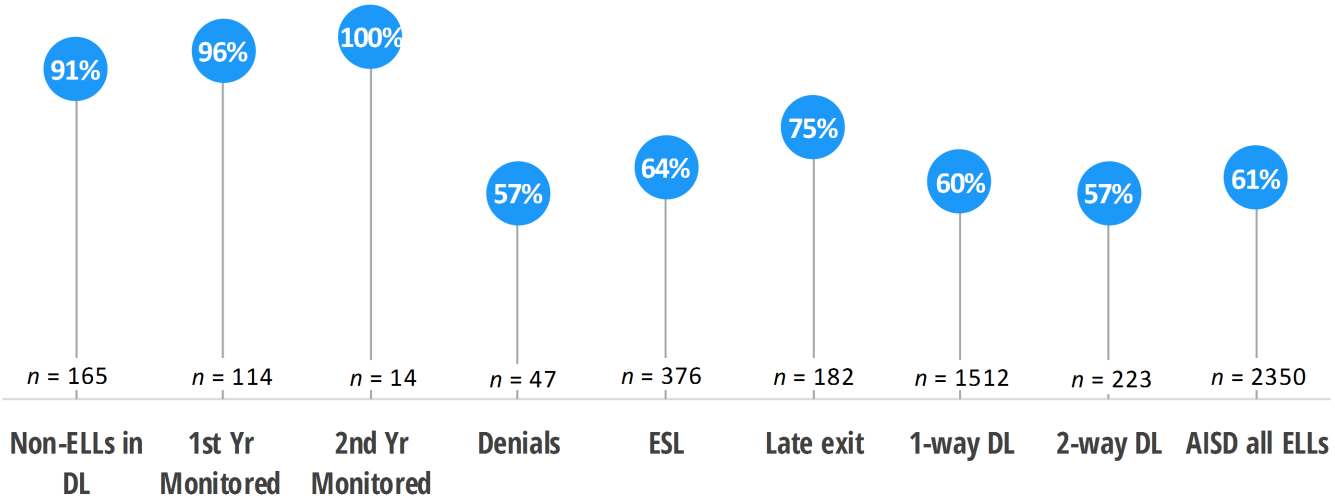
Source. AISD and Texas STAAR reports, 2016
Note. Groups with fewer than 10 ELLs were not reported.

Figure 10.
AISD Grade 3 STAAR Reading, by BE/ESL Program and ELL Status, 2016



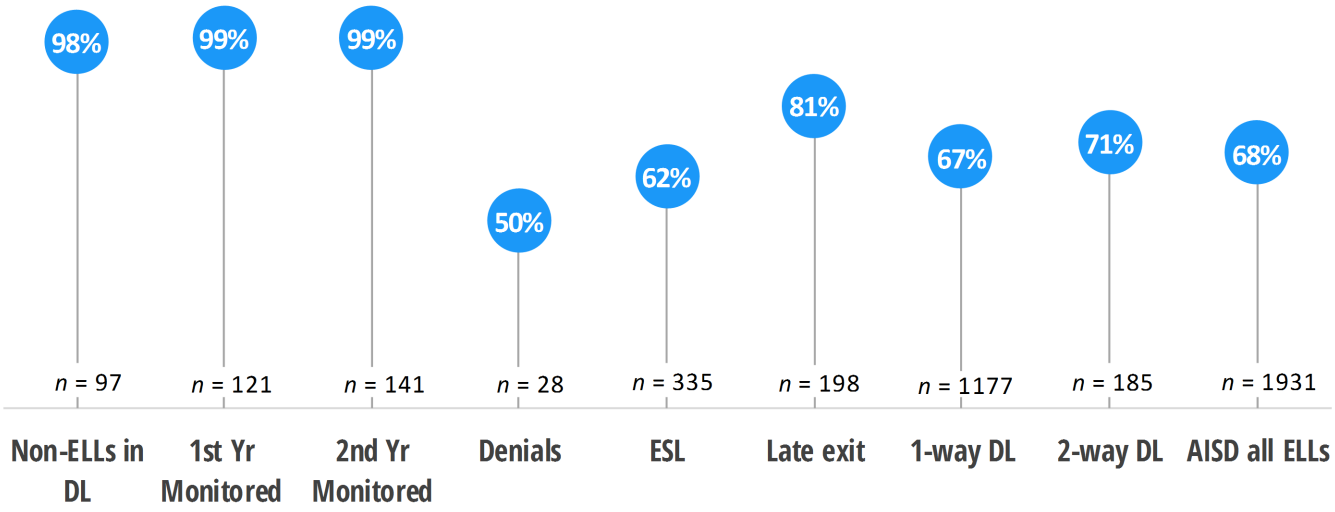
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st-Yr monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 11.
AISD Grade 4 STAAR Reading, by BE/ESL Program and ELL Status, 2016



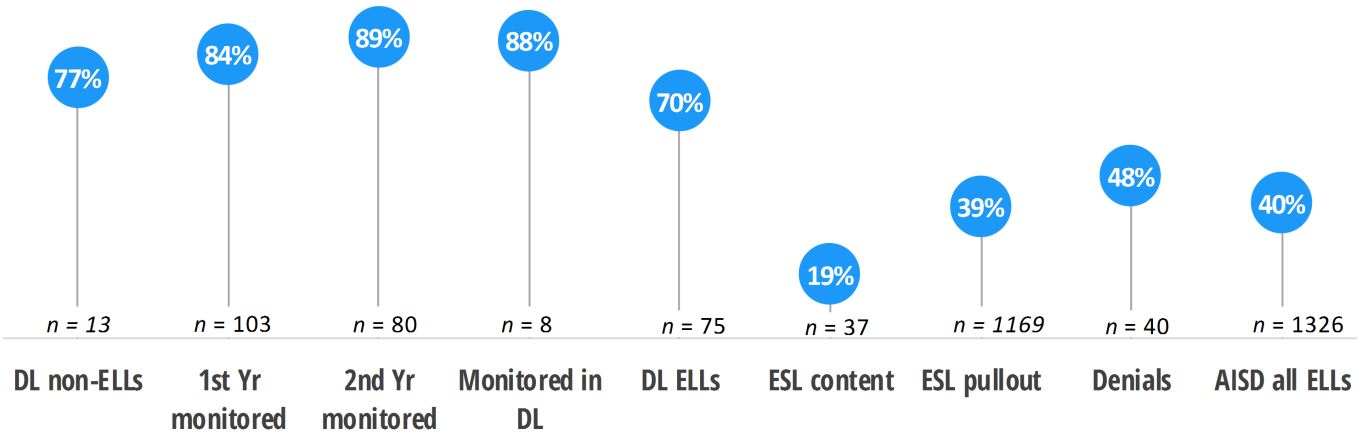
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st-yr monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 12.
AISD Grade 5 STAAR Reading, by BE/ESL Program and ELL Status, 2016



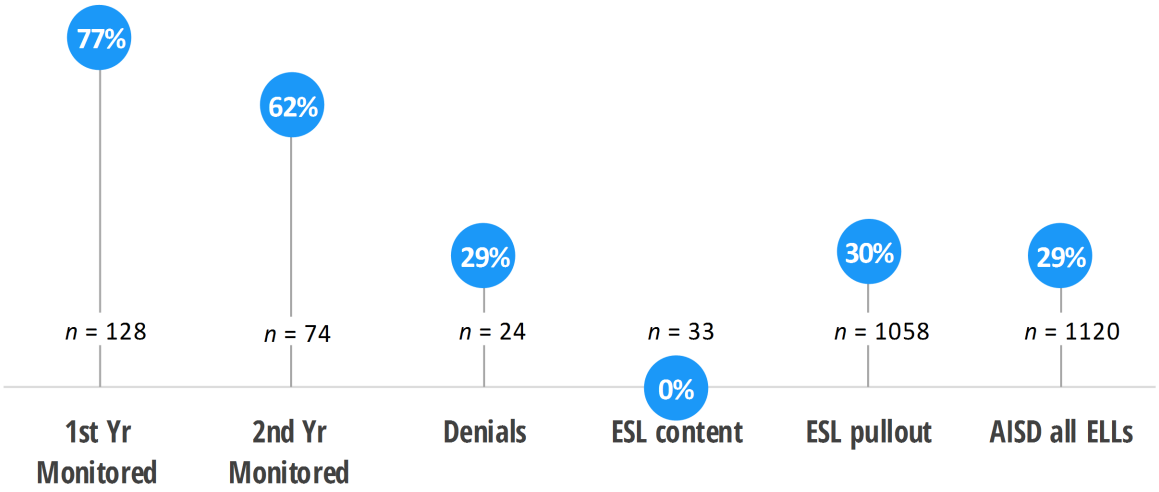
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st-yr and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 13.
AISD Grade 6 STAAR Reading, by BE/ESL Program and ELL Status, 2016



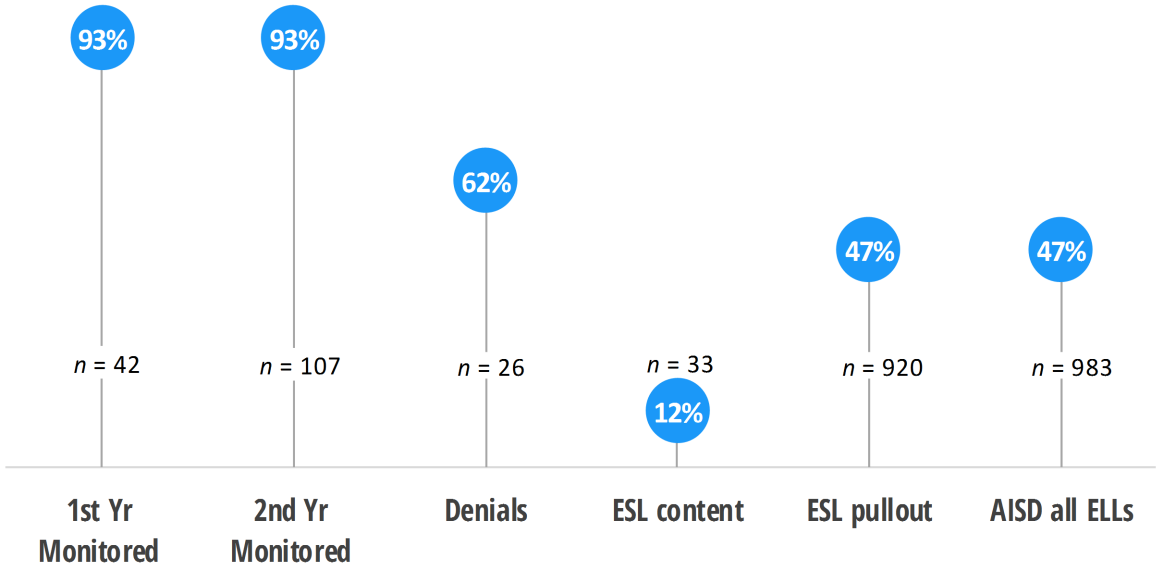
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 14.
AISD Grade 7 STAAR Reading, by BE/ESL Program and ELL Status, 2016



Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 15.
AISD Grade 8 STAAR Reading, by BE/ESL Program and ELL Status, 2016



Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

STAAR Writing

Figures 16 and 17 show results for the STAAR writing assessment. ELLs in 4th grade passed the writing exam at a higher rate than ELLs in 7th grade. Again, this probably reflects that ELLs in middle school and high school are in large part newcomers or long-term ELLs who have not yet been able to develop English proficiency, and therefore may have difficulty taking the STAAR assessments.

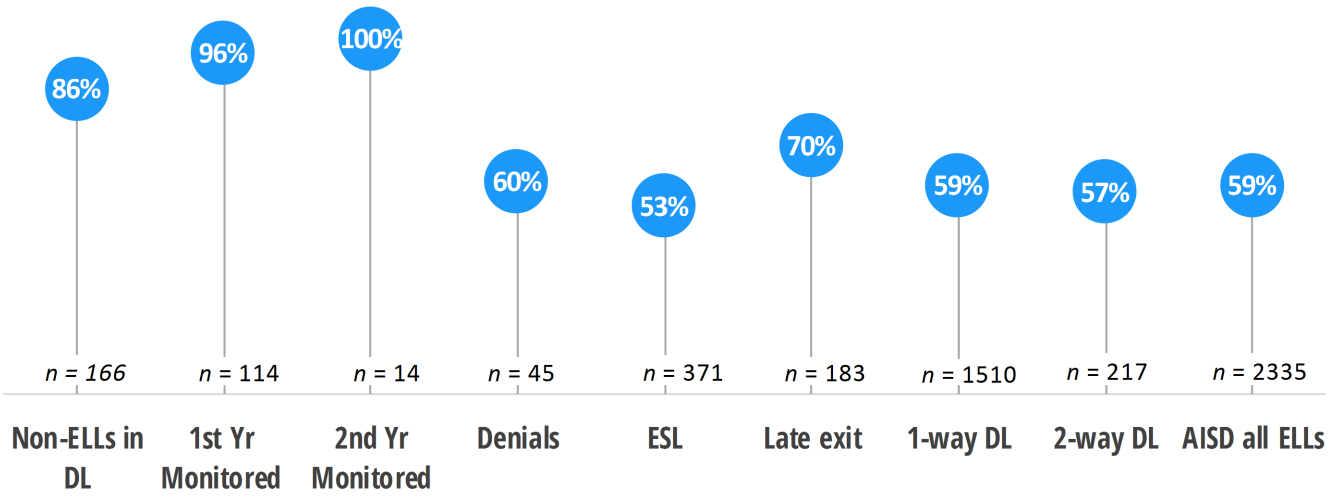
Non-ELLs in the two-way DL program and **monitored (former) ELLs had high passing rates on the STAAR writing assessment** (Table 3 and Figures 16 and 17).

Table 4.
Monitored (Former) ELLs' Performance on STAAR Writing, by Program, Before Exiting ELL Status

		1st year monitored		2nd year monitored	
	Prior to monitoring	*n*	% pass	*n*	% pass
Grade 4	DL	27 (24%)	100%	<10	-
	Late exit	<10	-	-	-
Grade 7	DL	-	-	-	-
	Late exit	-	-	38 (51%)	58%

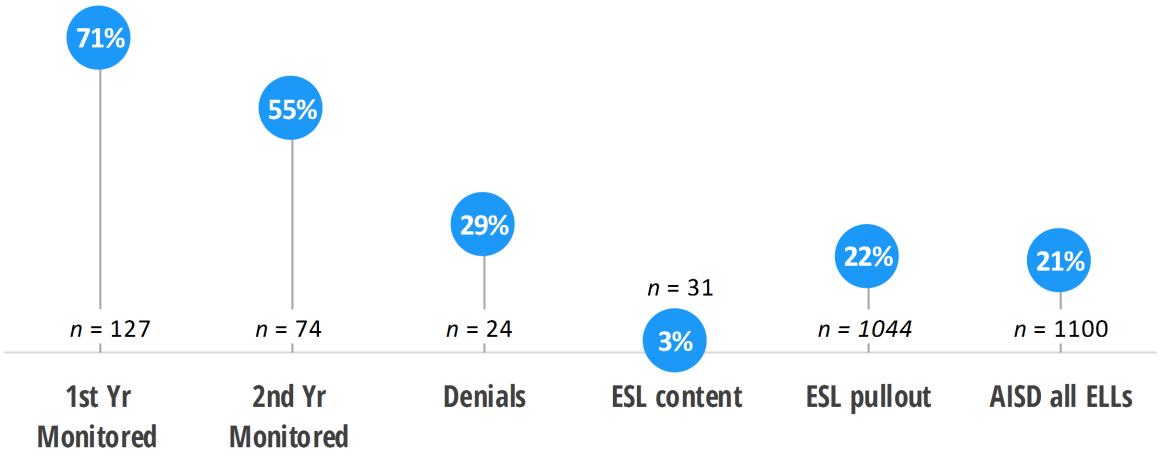
Source. AISD and Texas STAAR reports, 2016
Note. Groups with fewer than 10 ELLs were not reported.

Figure 16.
AISD Grade 4 STAAR Writing, by BE/ESL Program and ELL Status, 2016



Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 17.
AISD Grade 7 STAAR Writing, by BE/ESL Program and ELL Status, 2016



Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

STAAR Math

Figures 18 through 23 show 2016 performance rates for the STAAR math test. **ELLs had higher passing rates in STAAR math than in STAAR reading. Fifth-grade ELLs had higher performance rates than ELLs in 3rd- or 4th-grade.** For students in the DL program, this is consistent with research indicating that ELLs in DL programs progressively develop language and academic proficiency as they approach 5th grade (Howard, Christian, & Genesee, 2003; Thomas & Collier, 1997; Valentino & Reardon, 2015). **Non-ELLs in the two-way DL program and monitored (former) ELLs had high passing rates on STAAR math** (Table 5 and Figures 18 through 23).

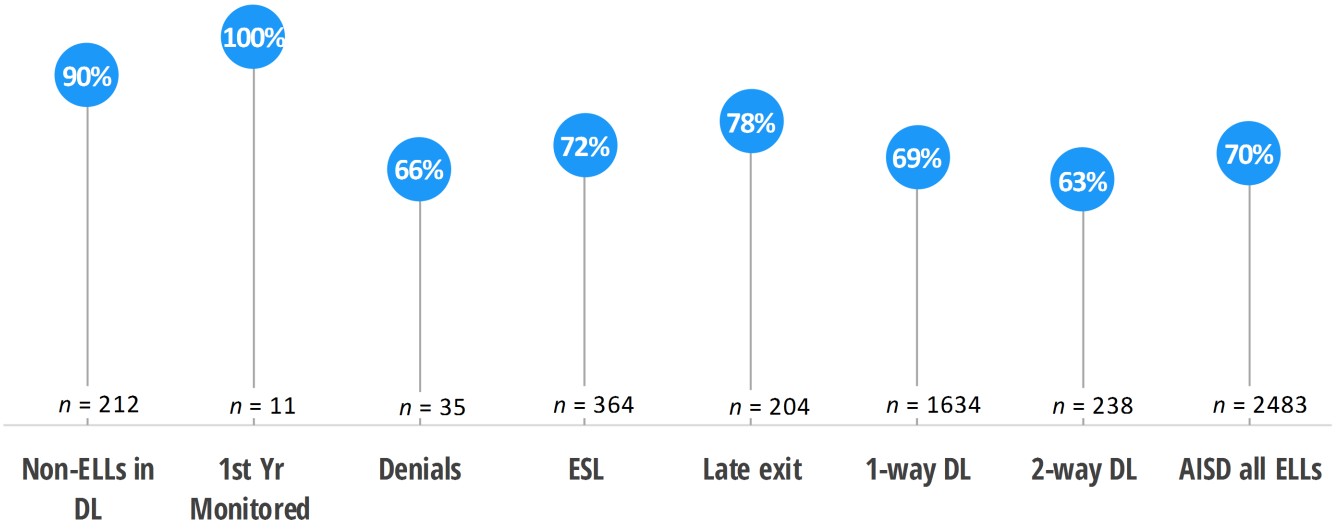
Eight students in the 6th-grade DL program were 1st-year monitored ELLs who had been in the two-way DL program in 5th grade. Of these monitored students, 88% passed STAAR math (Figure 21).

Table 5.
Monitored (Former) ELLs' Performance on STAAR Math, by Program, Before Exiting ELL Status

		1st year monitored		2nd year monitored	
	Prior to monitoring	*n*	% pass	*n*	% pass
Grade 4	DL	27 (24%)	100%	<10	-
	Late exit	<10	-	-	-
Grade 5	DL	73 (60%)	100%	28 (20%)	100%
	Late exit	<10	-	21 (15%)	100%
Grade 6	DL	10 (10%)	80%	<10	-
	Late exit	42 (40%)	90%	30 (35%)	97%
Grade 7	DL	-	-	-	-
	Late exit	-	-	31 (56%)	68%

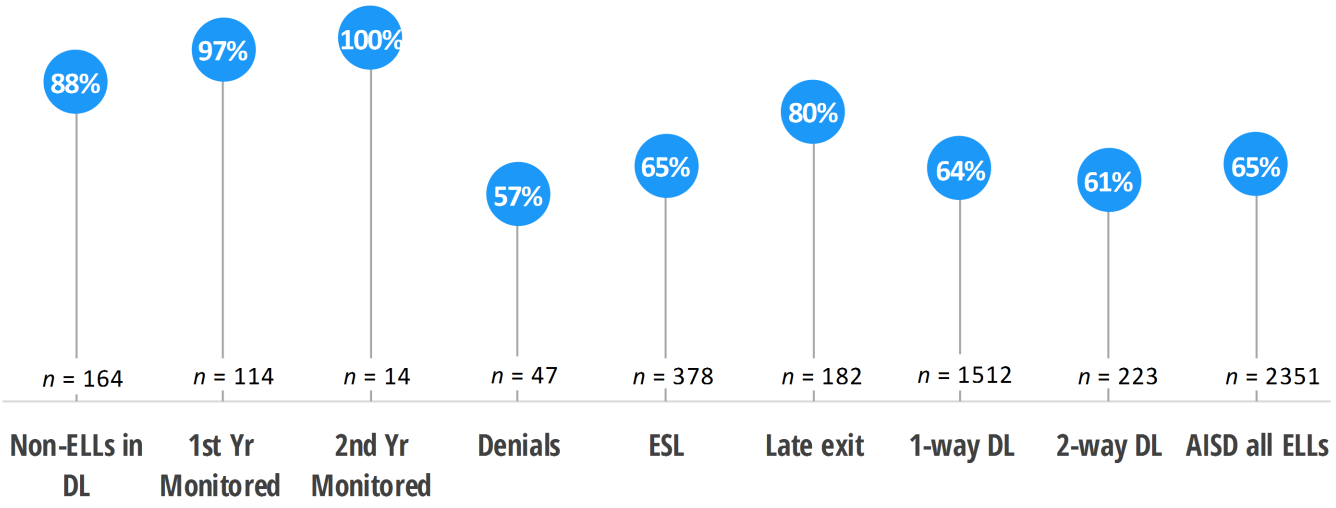
Source. AISD and Texas STAAR reports, 2016
Note. Groups with fewer than 10 ELLs were not reported.

Figure 18.
AISD Grade 3 STAAR Math, by BE/ESL Program and ELL Status, 2016



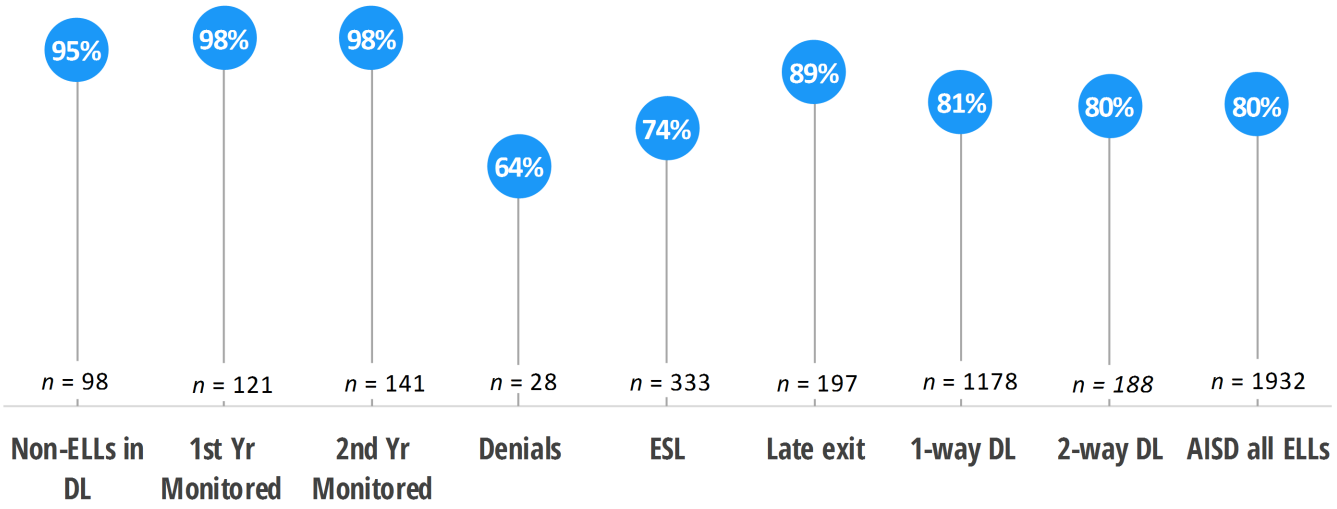
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st year and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 19.
AISD Grade 4 STAAR Math, by BE/ESL Program and ELL Status, 2016



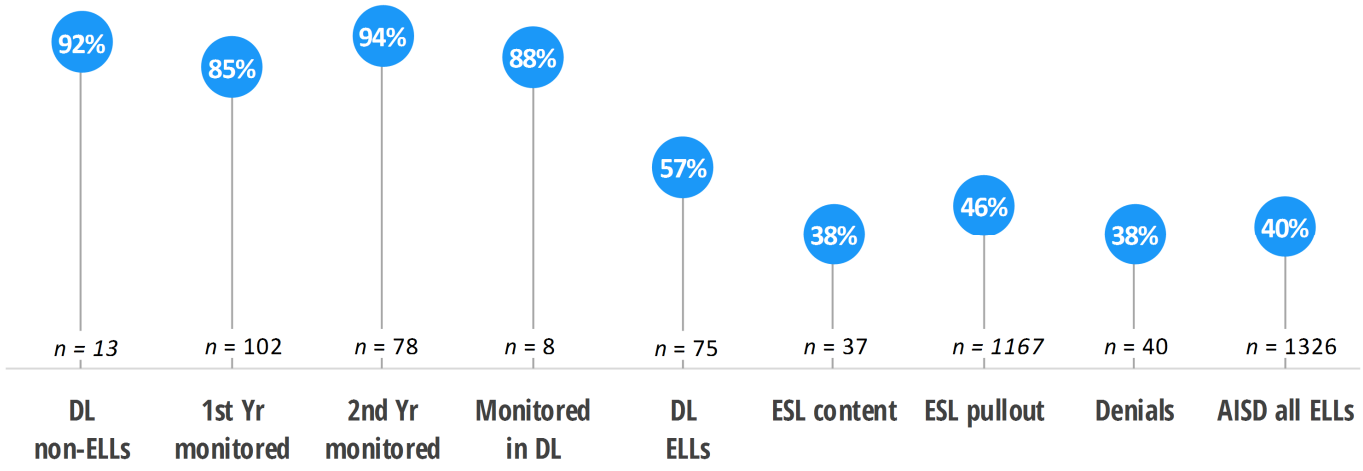
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 20.
AISD Grade 5 STAAR Math, by BE/ESL Program and ELL Status, 2016



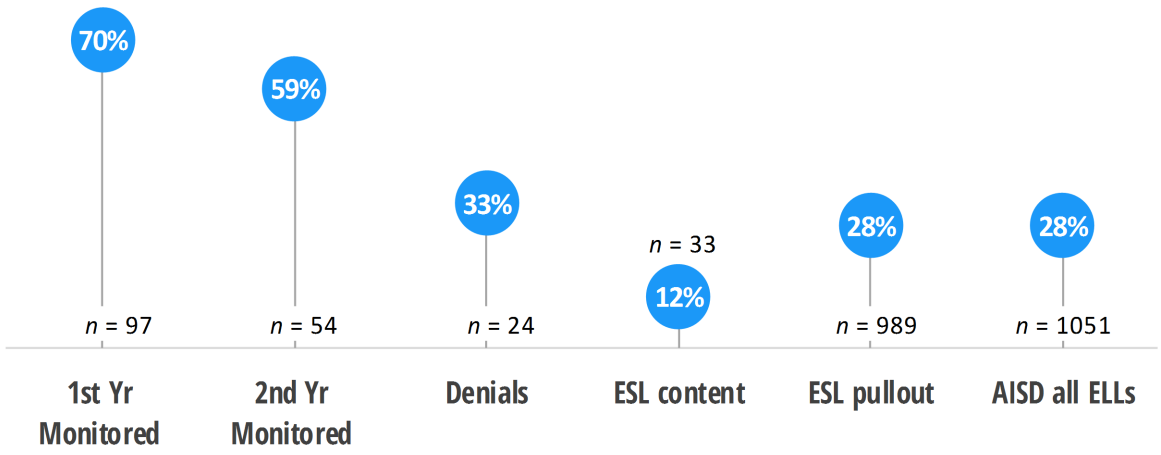
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 21.
AISD Grade 6 STAAR Math, by BE/ESL Program and ELL Status, 2016



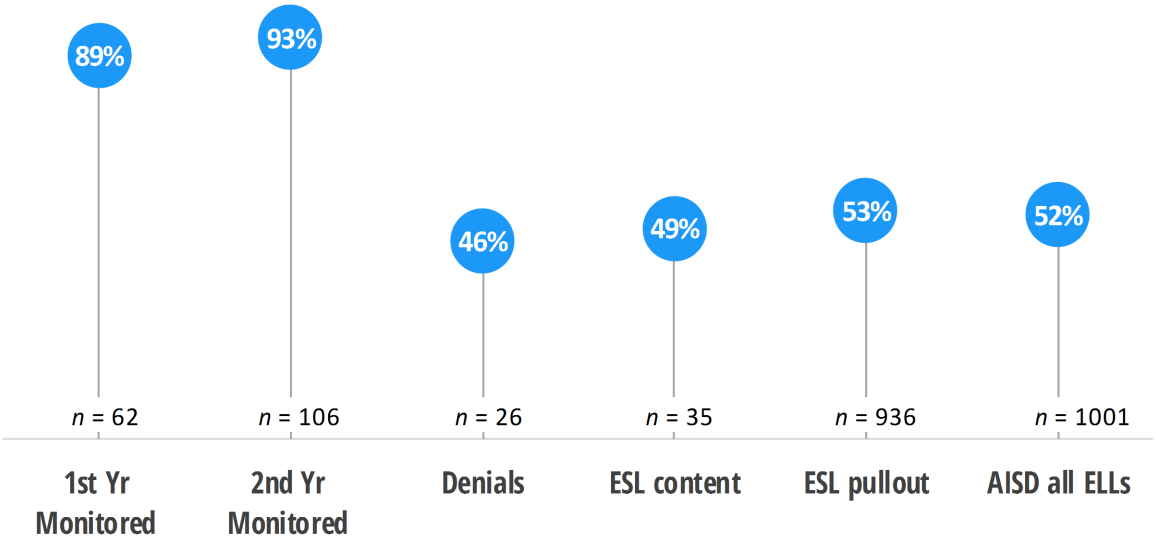
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 22.
AISD Grade 7 STAAR Math, by BE/ESL Program and ELL Status, 2016



Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 23.
AISD Grade 8 STAAR Math, by BE/ESL Program and ELL Status, 2016



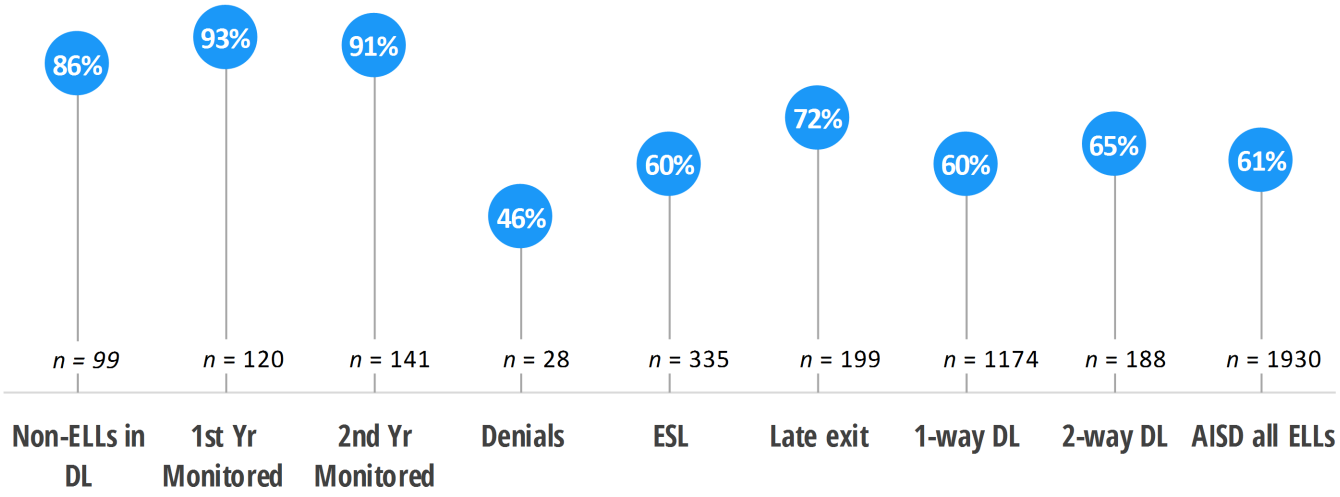
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

STAAR Science and Social Studies

Figures 24 through 26 show ELLs' 2016 performance rates for the STAAR science and social studies exams. **ELLs' passing rates for STAAR science were higher in elementary school than in middle school.** ELLs are typically exited from ELL status at the end of 5th grade because they are determined to be English proficient and ready to participate in all-English instruction. As mentioned in the previous section of this report, ELLs in the upper grades of middle school are in large part newcomers or long-term ELLs who have not yet been able to develop English proficiency, and therefore may have difficulty taking the STAAR assessments.

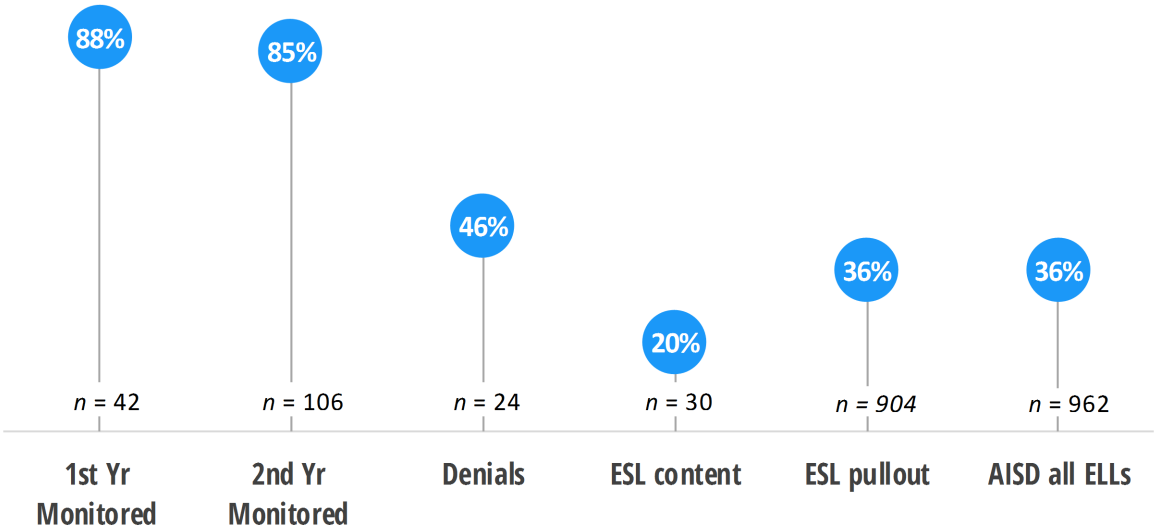
Non-ELLs in the two-way DL program and **monitored (former) ELLs had high passing rates in the STAAR science assessment** (Table 6 and Figures 24 and 25). In 5th grade, 60% (*n* = 72) of 1st-year monitored ELLs and 20% (*n* = 28) of 2nd-year monitored ELLs had been in the DL program prior to exiting ELL status, and in both cases, 96% of the ELLs passed STAAR science. Among both 1st -and 2nd-year monitored ELLs, fewer than five ELLs had been in late exit prior to exiting ELL status.

Figure 24.
AISD Grade 5 STAAR Science, by BE/ESL Program and ELL Status, 2016



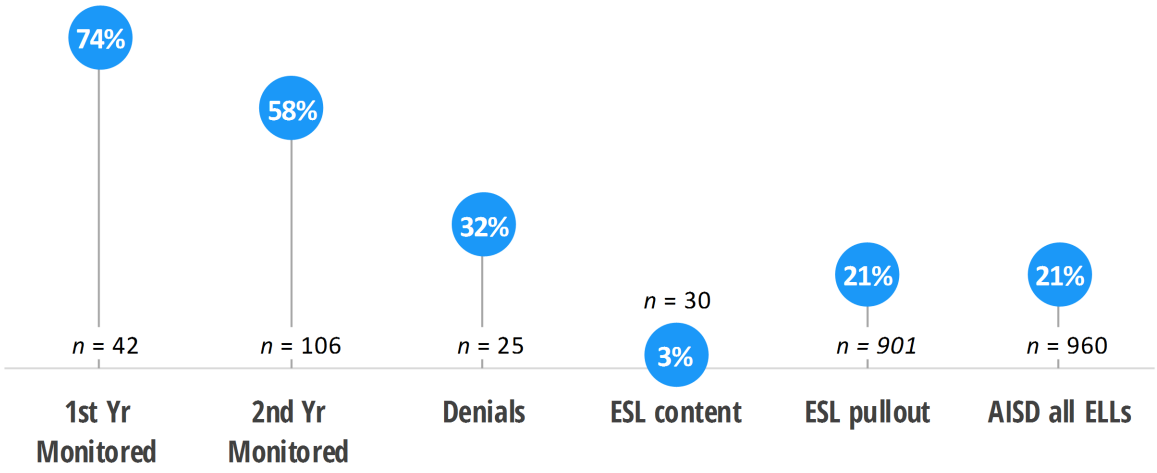
Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 25.
AISD Grade 8 STAAR Science, by BE/ESL Program and ELL Status, 2016



Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

Figure 26.
AISD Grade 8 STAAR Social Studies, by BE/ESL Program and ELL Status, 2016

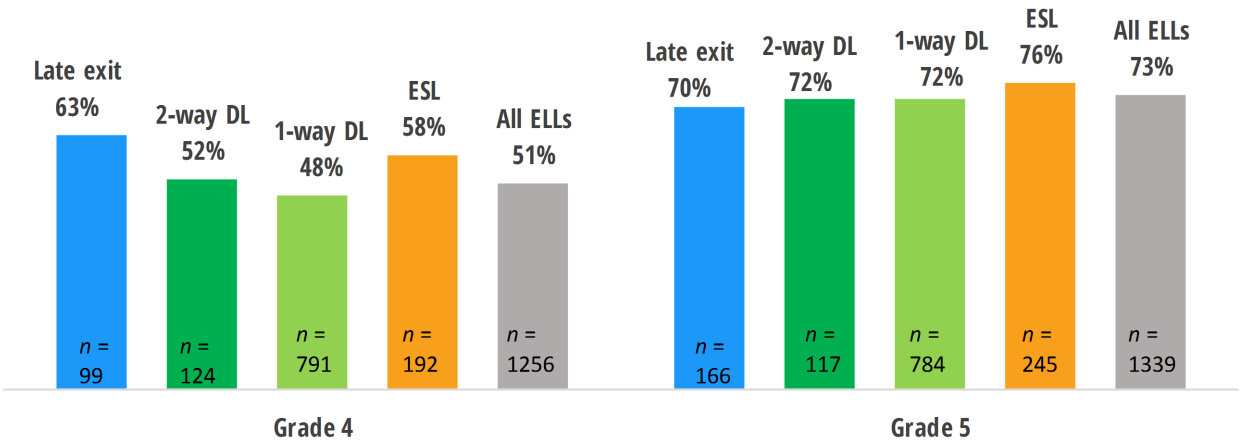


Source. AISD and Texas STAAR reports, 2016
Note. Monitored ELLs are 1st- and 2nd-year monitored former ELLs who exited program service. STAAR results are scored tests and test versions S, A, L.

ELLs' Progress Measures on STAAR Reading

The STAAR progress measure indicates the amount of growth in a student's test score from one year to the next, based on the state-determined target performance level expected of students each year on the test. The STAAR progress measure is available for all students in grades 4 through 8 who have 2 consecutive years of STAAR assessments in the same language in reading and math (see http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/). Students' STAAR progress results are categorized as did not meet, met, or exceeded. Figure 27 shows ELLs who met or exceeded on the reading STAAR progress measure for each BE/ESL program in grades 4 and 5. **In grade 5, percentage gains across BE/ESL programs were close, indicating that most ELLs were making gains in STAAR reading, regardless of program.**

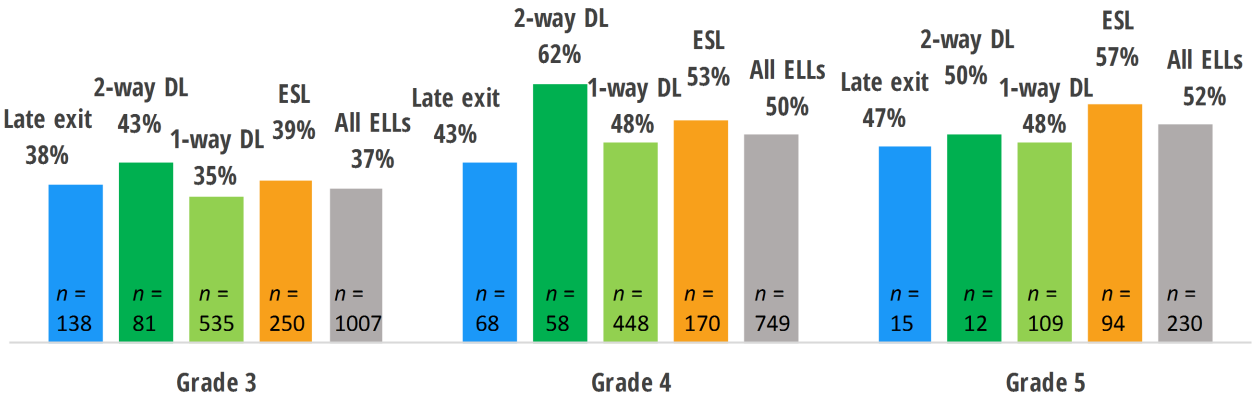
Figure 27.
Elementary ELLs' Reading STAAR Progress Measure, For Grades 4 and 5 and BE/ESL Programs, 2016



Source. AISD 2016 STAAR reading student records

The STAAR ELL progress measure is given at all STAAR grade levels (3 through 8) and factors in ELLs' level of English proficiency (as measured by the annual TELPAS) and the number of years the student has been in U.S. schools. Results are only reported for ELLs who took STAAR in English. Figure 28 shows 2016 STAAR reading ELL progress measure results for elementary ELLs for each grade level and BE/ESL program. **The percentage of ELLs making progress in STAAR reading increased as ELLs approached upper elementary school grade levels. This is consistent with ELLs becoming more proficient in English and more prepared to succeed on the reading test as they progress from one grade level to the next.**

Figure 28.
Elementary ELLs' Reading STAAR ELL Progress, by Grade Level and BE/ESL Program, 2016

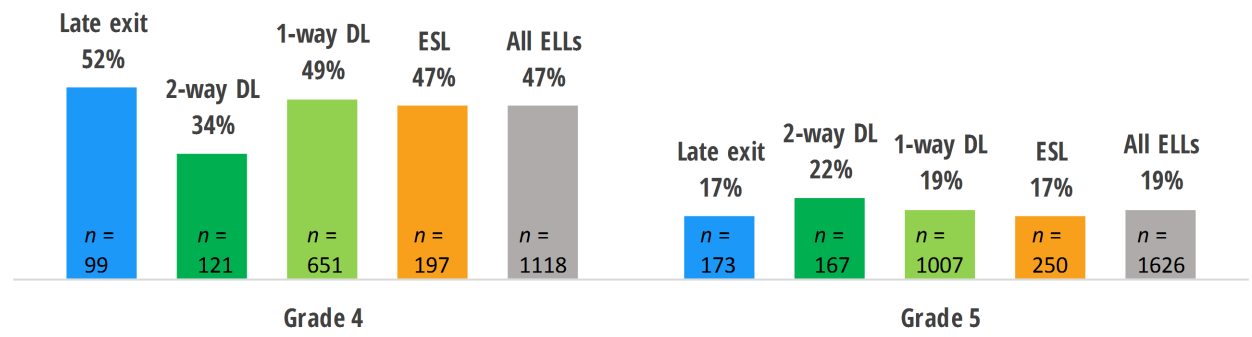


Source. AISD 2016 STAAR reading student records

ELLs' Progress Measures on STAAR Math

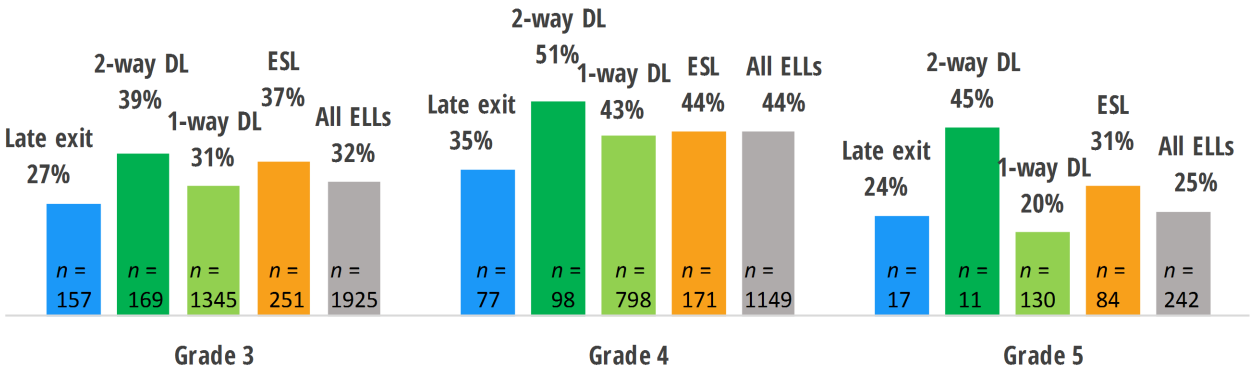
The STAAR progress measure and the STAAR ELL progress measure also are available for STAAR math. Figures 29 and 30 show STAAR progress and STAAR ELL progress measure results for ELLs for each BE/ESL program in grades 4 and 5 who took STAAR math in English for 2 consecutive years. **Regarding STAAR math, for both progress measures, the percentages of ELLs showing progress were smaller in 5th grade than in 4th grade.** However, caution should be taken when interpreting results at grade 5 for those programs where small numbers of students were included (i.e., late exit, two-way DL).

Figure 29.
Elementary ELLs' Math STAAR Progress Measure, For Grades 4 and 5 and BE/ESL Programs, 2016



Source. AISD 2016 STAAR math student records

Figure 30.
Elementary ELLs' Math STAAR ELL Progress, by Grade Level and BE/ESL Program, 2016



Source. AISD 2016 STAAR math student records

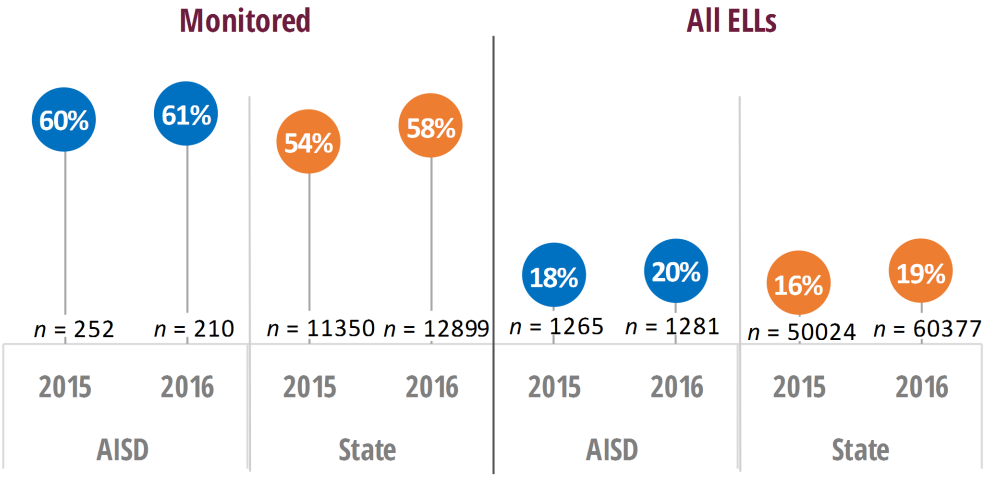
EOC Assessments

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 31 through 35 show 2015 and 2016 EOC results for ELLs and monitored former ELLs within AISD and across the state of Texas.

AISD ELLs' performance on the EOC assessments improved from 2015 to 2016. In addition, across subject areas, AISD ELLs passed EOC assessments at a higher rate than did Texas ELLs. Similarly, in all subject areas, and in both 2015 and 2016, monitored AISD ELLs consistently met the EOC standards at a higher rate than did monitored Texas ELLs.

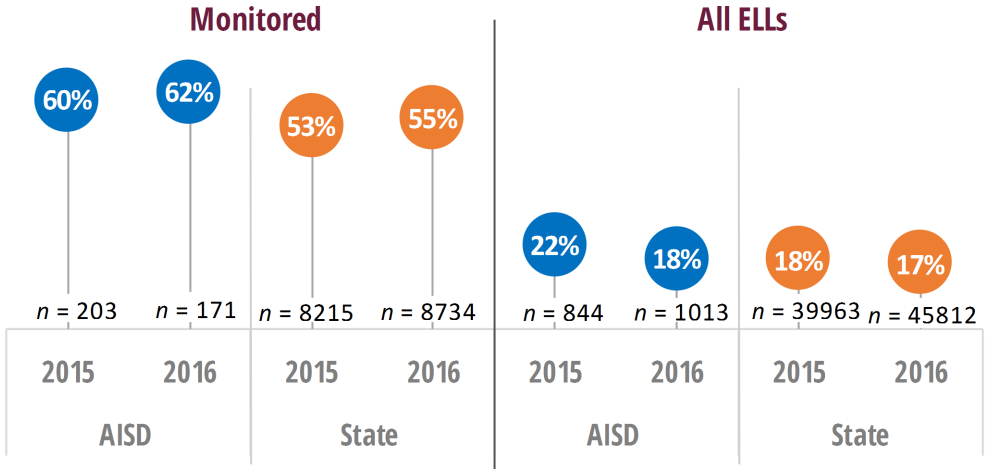
Lastly, both AISD monitored ELLs and current ELLs had higher passing rates in algebra, biology, and U.S. history than in either English I or English II. Many ELLs in high school are newcomers to the country or long-term ELLs and have not yet been able to develop English proficiency. Consequently, it makes sense that passing rates in English would be lower than in other subject areas.

Figure 31.
EOC English I 2015 and 2016 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



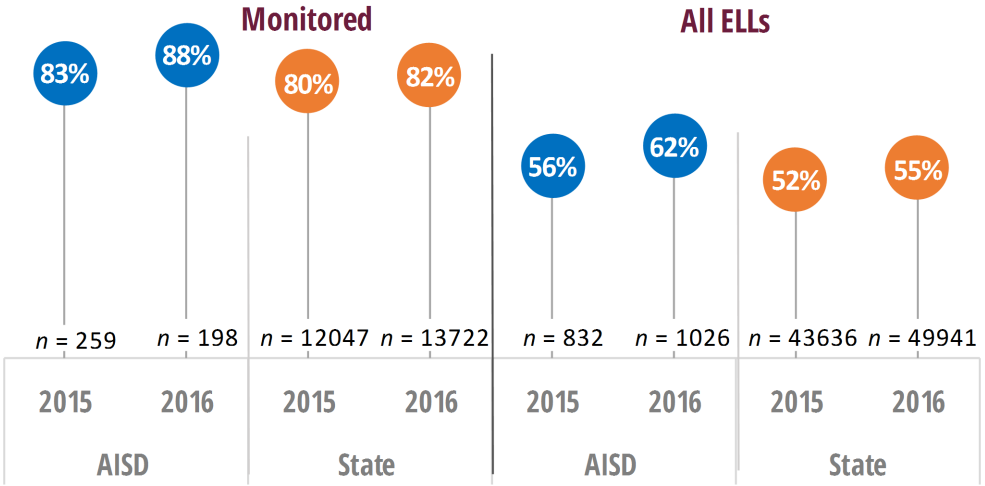
Source. AISD EOC records and TEA records, Spring 2015 and 2016
Note. Monitored are former ELLs who exited program service.

Figure 32.
EOC English II 2015 and 2016 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



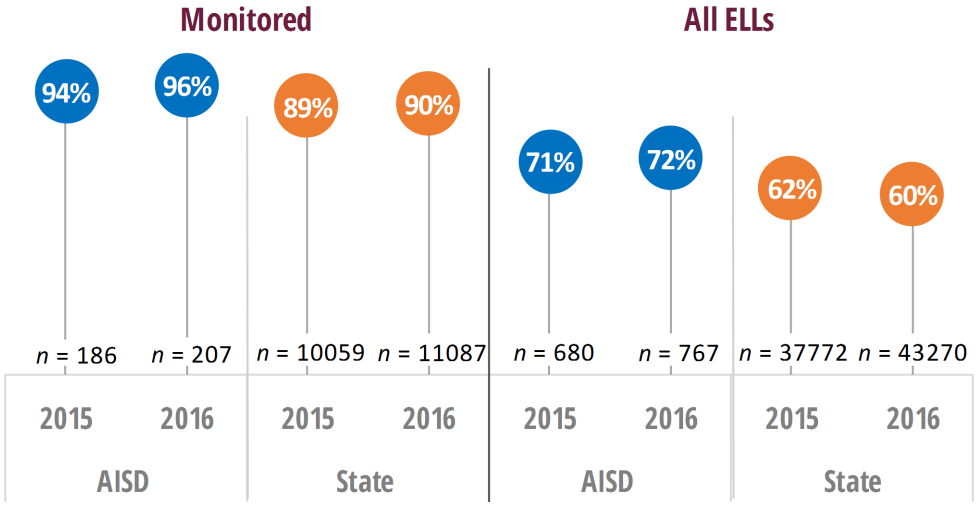
Source. AISD EOC records and TEA records, Spring 2015 and 2016
Note. Monitored are former ELLs who exited program service.

Figure 33.
EOC Algebra I 2015 and 2016 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



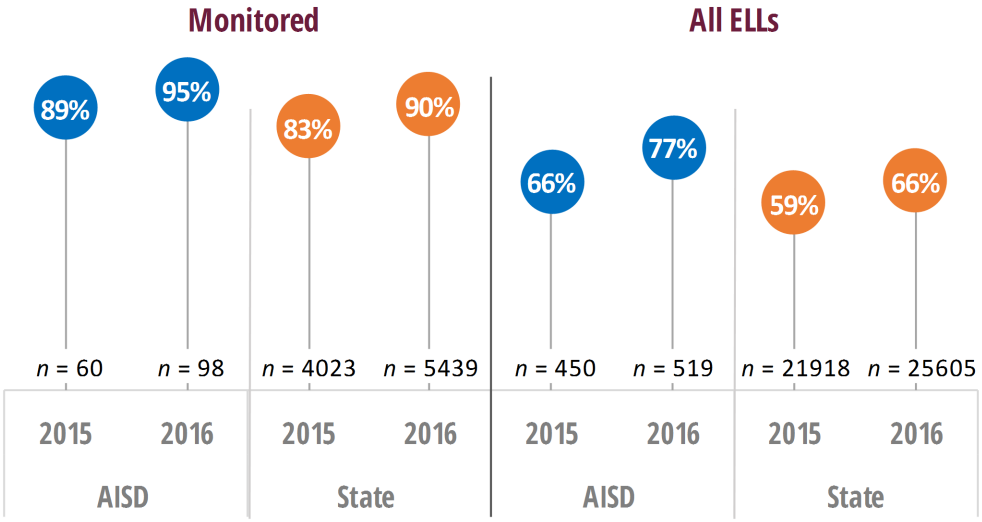
Source. AISD EOC records and TEA records, Spring 2015 and 2016
Note. Monitored are former ELLs who exited program service.

Figure 34.
EOC Biology 2015 and 2016 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



Source. AISD EOC records and TEA records, Spring 2015 and 2016
Note. Monitored are former ELLs who exited program service.

Figure 35.
EOC U.S. History 2015 and 2016 Results for AISD and Texas ELLs and Monitored (Exited) ELLs



Source. AISD EOC records and TEA records, Spring 2015 and 2016
Note. Monitored are former ELLs who exited program service.

Do AISD BE/ESL programs have an impact on ELLs' STAAR performance?

Predictive analyses of ELLs' STAAR 2016 results indicated certain factors (e.g., BE/ESL program type, DL program implementation, classroom composition of students [for each BE/ESL program], administrators' ratings of teachers' instruction, and student characteristics) **had mixed or no effects on ELLs' STAAR performance**, depending on grade level. **The analyses accounted for very little of the variance in results (less than 1% to 2%),** indicating that other factors may be contributing to students' academic outcomes.

STAAR results were used as the academic achievement outcome in this analysis. BE/ESL program type (i.e., late exit, DL, ESL, program denial) was included in the analysis because each of these programs approach educating ELLs from different instructional designs. In addition, years implementing DL and classroom composition of students (i.e., all DL students, students from various programs, and/or non-ELLs not in DL) were analyzed because these may reflect different levels of program implementation. Administrators' ratings of teachers' instruction were examined because these were newly available data in the district, and the assumption was that these ratings would be related to students' academic outcomes. In several of the analyses, whether a student was economically disadvantaged or not was included to investigate whether this factor interacted with program type to affect STAAR results. Local and state results often show that lower percentages of economically disadvantaged students than of non-economically disadvantaged students pass the state tests (see *2014 Comprehensive Biennial Report on Texas Public Schools: A Report to the 84th Legislature from the Texas Education Agency January 2015* at http://tea.texas.gov/acctres/comp_annual_index.html).

In more detail, the DL, late exit, and ESL programs had similar effects at grade 3, but at grades 4 and 5, ELLs in late exit had, on average, scale scores 50 points higher than did other ELLs. The analyses in this instance accounted for less than 2% of the variance in STAAR results, indicating that other factors may influence STAAR outcomes. Most ELLs in the analysis were in DL programs (73%), while 16% were in ESL, 9% were in late exit, and about 2% had denied program services. Consequently, any differences between programs should be considered with caution.

Years implementing DL and classroom composition accounted for less than 1% of STAAR results, again suggesting that other factors may influence student outcomes. Department of ELL staff have expressed concern about some schools not implementing DL with fidelity. **Based on school visits and a review of STAAR data, they indicated that about 45% of DL**

schools were not implementing all components of the DL model as originally prescribed. District staff are implementing DL program changes in 2016–2017 and are exploring options to address classroom composition and other issues.

In summary, results should be investigated further to understand more detailed factors that may influence student performance. For instance, which schools, regardless of pilot status, stood out as high performing? To what degree did schools implement DL with fidelity? What other variables (e.g., teachers' skill or experience level, and whether a student changed schools or BE/ESL program) may have influenced student outcomes? In addition, other student outcomes should be explored. For example, student engagement in school, attendance, student-perceived school climate, and graduation plans are some items that may contribute to a more complete image of academic success. The goals of DL programs include ensuring that students are fluent in two languages as well as academically successful in all core subject areas; thus, a broader analysis is needed. Lastly, longitudinal analyses are planned for the 2016–2017 school year to investigate whether these and other factors are significant predictors of students' performance over time.

Other Academic Indicators

Additional academic indicators examined for AISD ELLs included graduation and dropout rates. Results for these indicators are presented in Tables 6 and 7. **AISD ELLs' dropout rates decreased from 2011–2012 to 2013–2014 and remained constant in 2013–2014 and 2014–2015.** However, AISD ELLs' 1.8% dropout rate remained higher than that of all AISD's students (1.1%). **ELLs' graduation rates had a small decrease from 2012–2013 to 2013–2014, but showed an increase of 30 percentage points in 2014–2015.** The graduation rate for all AISD students in 2014–2015 was 89%.

Table 6.
AISD ELLs' Dropout Rate, Grades 7 Through 12, 2011–2012 to 2014–2015

	School year			
Dropout rate (grades 7–12)	2011–2012	2012–2013	2013–2014	2014–2015
ELL dropout rate	4.7%	2.8%	1.8%	1.8%

Source. AISD Performance-Based Monitoring Analysis System (PBMAS) Report from Texas Education Agency, 2014 and 2015

Table 7.
AISD ELLs' Graduation Rate, 2011–2012 to 2014–2015

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

Source. AISD Performance-Based Monitoring Analysis System (PBMAS) Report from Texas Education Agency, 2014 and 2015

Conclusions

DL Program Redesign Plan and Expansion

During the past 6 years of DL program implementation, campus-level instructional needs surfaced that were influenced by AISD's staffing formula, resource limitations, and student population demographics. These factors led to a redesign of the DL program. During 2015–2016, the BIDT met throughout the year to complete the review of the DL program design; consider its implementation and outcomes; and recommend significant revisions to the program implementation, starting in 2016–2017.

Three DL program options were developed, and each of the 54 AISD DL campuses was asked to select one of the three options. Significant challenges are being addressed in the 2016–2017 school year, including finding solutions to mixed-language classrooms, and deploying resources and training to support campus staff who are using the new DL model options. The Department of ELLs, in collaboration with the BIDT and other internal and external partners, is developing an implementation plan for the new AISD DL program design and exploring solutions to improve instruction for ELLs at all campuses. This program redevelopment and implementation will continue in 2017–2018 and beyond.

ELLs' Language Proficiency and Academic Achievement

During 2015–2016, ELLs were assessed in English language proficiency on the state-required TELPAS. From 3rd grade on, the majority of ELLs at each grade level received ratings of advanced or advanced high levels. These results are consistent with students gaining language proficiency as they advance by grade level, and mirror results for ELLs statewide.

On a state-approved early reading measure (TPRI or Tejas Lee), ELLs at kindergarten through grade 2 performed similarly to all AISD students at those grade levels. On the STAAR, AISD ELLs performed as well as or better than ELLs across the state in many content areas and grades. For example, AISD ELLs outperformed Texas ELLs on STAAR reading at grades 3 through 6, on writing at grade 4, on math at grades 3 through 5, and on science at grade 5.

AISD ELL's elementary and middle school performance on STAAR improved from 2015 to 2016. For example, AISD ELLs' passing rates increased from 2015 to 2016 on STAAR math, science, social studies, and writing. The STAAR progress measures also confirmed that ELLs were progressing academically in their performance. In addition, AISD monitored former ELLs had high passing rates on all STAAR subjects. This indicates that as ELLs progressed through the various programs offered at AISD and then exited, they were successful in maintaining their English proficiency as well as showing growth in content knowledge. Furthermore, the type of BE/ESL program did not have a significant influence on ELLs' STAAR passing rates.

EOC results also provided evidence that AISD ELLs are performing well when compared with ELLs across the state of Texas. AISD ELLs outperformed state ELLs in all subject areas in both 2015 and 2016. AISD ELLs' performance on the EOC assessments improved from 2015 to 2016, with AISD ELLs having higher passing rates on all EOC subjects except for English II. Many ELLs in high school are newcomers to the country or are long-term ELLs, and they may have not yet been able to develop English proficiency. Consequently, it makes sense that passing rates in English would be lower than in other subject areas.

Recommendations

To begin to address recent increases in AISD's immigrant student population, AISD is implementing expanded immigrant and refugee outreach services during 2016–2017, provided by its International Welcome Center. The district should continue to make staff aware of how to support the diverse academic, language, and cultural characteristics of AISD students through professional development opportunities and resources provided to schools serving these students. The district's BE/ESL program evaluation plan for 2016–2017 includes more descriptive analyses of AISD's ELL immigrant and refugee student populations, and district efforts to support these students.

The district is supporting schools in their implementation of one of three campus-chosen DL model options at the elementary school level for 2016–2017. Continuous staff development sessions and campus-based support from bilingual specialists are being offered to these schools. Therefore, the 2016–2017 evaluation plan includes monitoring the work of bilingual specialists to ensure that professional development opportunities and support provided by specialists align with campus staff's needs.

In addition, staff and community input on DL redesign is being obtained in 2016–2017 through the BIDT. This input will be used to create concrete strategies for addressing the challenge of mixed classrooms and to propose an elementary DL implementation and expansion plan for 2016–2017 and beyond. Campus staff will be surveyed for their input on how implementation is proceeding. Thus, DL program implementation efforts will be monitored to ensure that the program is being implemented with fidelity and that ELLs are being supported in becoming academically successful.

Although AISD ELLs showed growth in their English language proficiency and academic performance during 2015–2016, middle school ELLs had lower performance rates on STAAR subject tests than did elementary school ELLs. Consequently, district and campus staff should examine the specific academic and language needs of middle school ELL students to ensure they receive the accelerated academic support they need to meet state academic achievement standards. Longitudinal progress for all ELLs in language acquisition and academic achievement will be analyzed for possible trends that may be influenced by factors such as participation in specific programs, length of time as an ELL, instructional practices at each school, and whether students experienced mobility or other changes. The district's BE/ESL program evaluation plan for 2016–2017 will examine the longitudinal academic performance progress of ELLs.

Appendix

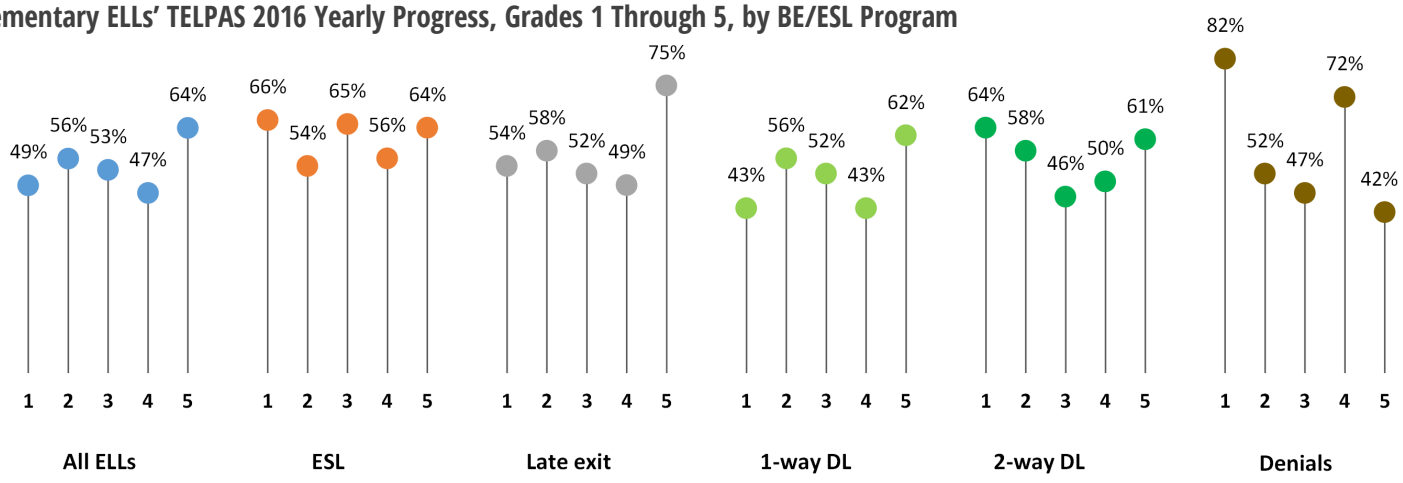
Appendix A: TELPAS 2016 Results for ELLs, by BE/ESL Program, Grades 1 Through 5

Table A 1.
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	157	1,645	193	364	16	2,383
Grade 1	179	1,759	248	341	17	2,550
Grade 2	182	1,756	246	355	26	2,574
Grade 3	205	1,638	237	367	33	2,486
Grade 4	183	1,508	220	381	45	2,340
Grade 5	197	1,167	184	334	26	1,915

Source. AISD TELPAS 2016 records
Note. Total numbers tested may not add up to all ELLs tested due to miscodes in the program designation.

Figure A 1.
Elementary ELLs' TELPAS 2016 Yearly Progress, Grades 1 Through 5, by BE/ESL Program



Source. AISD TELPAS 2016 records

Table A 2.
Elementary ELLs' TELPAS 2016 Yearly Progress, Numbers Tested, Grades 1 Through 5, by BE/ESL Program

Numbers tested by ELL program	Grade 1 number tested	Grade 2 number tested	Grade 3 number tested	Grade 4 number tested	Grade 5 number tested
All ELLs	2,373	2,434	2,360	2,219	1,790
ESL ELLs	286	302	331	333	301
Late exit ELLs	169	176	201	177	185
1-way ELLs	1,659	1,693	1,568	1,448	1,106
2-way ELLs	240	237	227	217	174
Denial ELLs	17	25	30	43	24

Source. AISD TELPAS 2016 records

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Austin Independent School District

Aline Orr, Ph.D.

Department of Research and Evaluation

1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
512.414.1724 | fax: 512.414.1707
www.austinisd.org/dre | Twitter: @AISD_DRE

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