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# Bilingual Education Program Evaluation Summary, 2014—2015

Austin Independent School District





## Executive Summary

The Austin Independent School District (AISD) implemented several bilingual (BE) and English as a second language (ESL) programs during the 2014–2015 school year to serve 25,342 English language learners (ELLs) by the end of the school year. Although AISD’s ELL population has decreased slightly over the past 6 years, ELLs represent about 28% of AISD’s total student population (84,564 as of October 2014), and the largest percentage of ELLs were enrolled at elementary schools (75%).

During 2014–2015, ELLs were served in one of the following BE or ESL programs: one-way dual language (DL) (48%), ESL pullout (22%), ESL content (13%), transitional late-exit (9%), and two-way DL (6%). Approximately \$12.1 million dollars were spent in AISD to support ELLs during 2014–2015, resulting in an estimated cost of \$497 per ELL served.

During the 2014–2015 school year, according to AISD human resource records, AISD employed 2,346 teachers with a BE or ESL certification and classroom assignment. They had an average of 11 years of professional work experience, and had worked in AISD for an average of 9 years. However, 8% were brand new to teaching. During 2014–2015, more than 40 professional development courses, covering a wide range of topics were offered by the Department of English Language Learners (DELL) to AISD staff. More than 3,000 staff attended.

On the state’s required annual English language acquisition assessment for ELLs, the Texas English Language Proficiency Assessment System (TELPAS), AISD ELLs’ performance was consistent with gradual language acquisition for students progressing through grade levels. The highest percentages of elementary school ELLs were at beginning or intermediate TELPAS levels, and the highest percentages of middle and high school students were at advanced or advanced high levels. Greater percentages of 5<sup>th</sup>-grade ELLs in DL than of 5<sup>th</sup>-grade ELLs in other programs attained advanced or advanced high TELPAS 2015 composite ratings. Yet, AISD was not successful in reaching state accountability targets to minimize the percentages of ELLs performing at beginning TELPAS levels, and the percentages of ELLs who had been in U.S. schools for multiple years making progress on TELPAS over 2 consecutive years.

Examining early reading performance on the English Texas Primary Reading Inventory (TPRI), ELLs’ performance at kindergarten through grade 2 varied by BE/ESL program in Spring 2015. Among kindergarten ELLs taking TPRI, those in late-exit and ESL programs outperformed those in DL. Yet, the DL model does not recommend testing ELLs in English at these early grades. ELLs’ performance on the Spanish Tejas Lee showed that ELLs in DL programs outperformed ELLs in other programs at each grade level.

ELL’s performance on the 2015 State of Texas Assessments of Academic Readiness (STAAR) at grades 3 through 8 showed the following trends: AISD ELLs outperformed Texas ELLs in reading at grades 3 through 5, in writing at grade 4, in mathematics (math) at grades 5 and 8, and in science at grade 5. AISD ELLs tended to have higher passing rates at elementary grades than at middle school grades. In addition, at elementary grades, ELLs performed better on the English STAAR than on the Spanish

STAAR. ELLs' STAAR performance sometimes varied depending on the BE/ESL program at elementary grade levels. For example, ELLs in the transitional late-exit program outperformed ELLs in other programs on English STAAR reading at 3<sup>rd</sup> grade (80%) and 4<sup>th</sup> grade (68%). On Spanish STAAR reading, 3<sup>rd</sup> grade ELLs in DL (65%) outperformed other ELLs. At 5<sup>th</sup> grade, ELLs in one-way DL (85%) outperformed ELLs in other programs on English STAAR reading; ELLs in both one-way (88%) and two-way (92%) DL outperformed other ELLs on Spanish reading; ELLs in one-way DL (76%) outperformed other ELLs on STAAR math; and ELLs in one-way DL (61%) outperformed other ELLs on STAAR science.

Some of ELLs' lowest STAAR passing rates were at middle school grade levels; specifically, 7<sup>th</sup> grade reading (20%), math (29%), and writing (18%), as well as 8<sup>th</sup> grade science (34%) and social studies (20%). ELLs' performance on 2015 end-of-course (EOC) tests at high school grade levels also tended to be very low in English I (18%) and English II (22%), varying by grade level.

AISD ELLs have shown improvement over the past few years with respect to lowered dropout rates (1.8% in 2013–2014) and increased participation rates in career and technology education (CTE) courses (45% in 2014–2015). Although ELL graduation rates decreased (to 50%) in 2013–2014, the ELL graduation rate for 2014–2015 is expected to improve when results are published by the Texas Education Agency (TEA) later this year.

AISD's recent state accountability and performance-based monitoring system (PBMAS) reports outlined several areas of need among ELLs: STAAR performance in reading, writing, math and science; ELL graduation rate; and TELPAS performance (high percentages of ELLs at beginner proficiency levels). Due to these and other factors, AISD staff will be making improvements in program implementation at all school levels, extended professional development opportunities for campus staff, and close monitoring of students' performance and progress throughout the upcoming school year. The following are examples.

- AISD staff are developing a DL classroom observation rubric that will allow teachers to be observed and rated on their level of implementation of specific classroom environment and instruction components. This information can be used by staff at campus and district levels to help improve the fidelity with which critical elements of the DL model are being implemented. Results may be used to help inform future DL professional development and coaching activities. Once refined, the rubric's results also could be used to examine which DL model components may be related to positive student academic outcomes. This information, taken into consideration with other data (e.g., teachers' survey responses indicating that some are having difficulty implementing DL in the classroom) will help guide district staff to provide better support to campus administrators and teachers. District and campus staff will continue efforts to identify elementary campuses that have sufficient numbers of ELLs and campus capacity to offer comprehensive DL programs.
- At the secondary school level, the district extended DL to selected 6<sup>th</sup> grade students at three middle schools in 2015–2016, thus continuing a path for bilingualism at the middle school level. These efforts will need to be examined closely to understand the best practices used to implement the DL program successfully at upper grade levels.
- Finally, several focused professional development initiatives will continue at several middle and high schools, emphasizing explicit models of support to improve the way teachers provide instruction for ELLs (Guided Linguistic Acquisition Development; sheltered instruction coaching).

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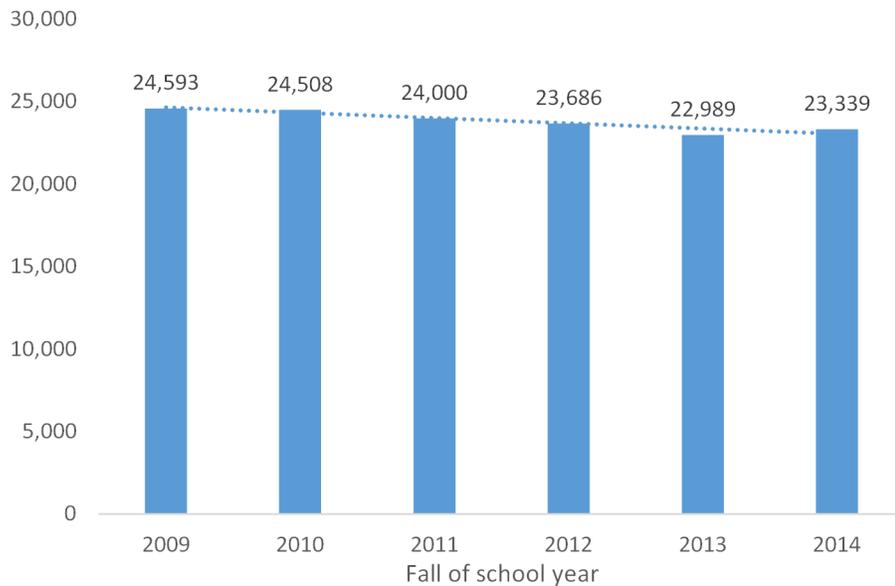
## Introduction

The Austin Independent School District (AISD) implemented several bilingual (BE) and English as a second language (ESL) programs during the 2014–2015 school year to serve 25,342 English language learners (ELLs) by the end of the school year. This report briefly summarizes the programs implemented, students served, students’ language acquisition and academic performance, information about federal funds to support ELLs, results from staff professional development activities, and some staff survey results during 2014–2015.

## English Language Learners in AISD

AISD’s ELL population has decreased slightly over the past 6 years, based on beginning-of-school year counts (Figure 1). ELLs represent about 28% of AISD’s total student population (84,564 as of October 2014). The largest percentage of ELLs were enrolled at elementary schools (75%), while the remaining ELLs were enrolled at middle (13%) or high (11%) schools or special campuses (<1%).

**Figure 1.**  
**AISD English Language Learners, Fall 2009 to Fall 2014**



*Source.* AISD Public Education Information Management (PEIMS) records

In Fall 2014, AISD’s ELLs had the following characteristics: 76% attended Title I (high-poverty) schools, 12% participated in career and technology education (CTE), 11% were recent immigrants, 10% received special education services, 1% received gifted and talented services, and less than 1% were identified as homeless. Most ELLs were economically disadvantaged (91%) and Hispanic (90%), and slightly more than half (52%) were male. Of more than 90 home languages spoken among ELLs, the most common were English (61%), Spanish (34%), Vietnamese (<1%), Arabic (<1%), Mandarin Chinese (<1%), Korean (<1%), Burmese (<1%), Hindi (<1%), French (<1%), Nepali (<1%), and Urdu (<1%). During the 2014–2015 school year, three private nonprofit schools within AISD boundaries received federal Title III, Part A funded services, benefitting 43 ELLs.

## Identification of and Educational Program Services for AISD ELLs

### Identification of ELLs

Texas state law requires that school districts administer a language proficiency test to any student who has been identified as having a home language other than English, assess oral language ability for these students in prekindergarten (pre-K) through grade 1, and assess both oral language and English reading and language arts ability for these students in grades 2 through 12.

### Educational Program Services for ELLs

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. Texas law requires that school districts offer BE programs at pre-K through grade 6 for any language with 20 students or more enrolled at any grade level across the district. ELLs must be taught in their native language and in English. AISD offers the following types of BE programs, as defined by Texas law:

- **Transitional (late-exit):** serves ELLs in both English and Spanish, or another language, and transfers a student to English-only instruction; 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 the students enroll in school.
- **One-way dual language (DL):** serves only ELLs in both English and Spanish, or another language, and transfers 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 the 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:** like one-way DL, with the exception that two-way DL may serve both ELLs and non-ELLs.

AISD offers the following types of ESL programs at all grade levels, as defined by Texas law:

- **Content:** serves ELLs in both English and another language, and provides supplementary instruction for all content areas, as well as support in learning a second language.
- **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.

Table 1 shows the numbers of ELLs served by BE or ESL programs as well as the numbers of ELLs whose parents denied BE or ESL program services at anytime during 2014–2015.

## Bilingual and ESL programs in Texas

Texas law requires that students identified as limited English proficient (LEP), also known as English language learners (ELLs), have access to the bilingual (BE) and English as a second language (ESL) programs. BE is a program of instruction in the native language and English, offered in prekindergarten (pre-K) through 5<sup>th</sup> grade (or 6<sup>th</sup> grade on elementary campuses with a 6<sup>th</sup> grade) and provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level.

ESL is a program of specialized instruction in English, provided to elementary school students whose parents approved ESL instruction, to elementary school students 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>



**Table 1.**  
**AISD English Language Learners by Bilingual Education (BE) or English as a Second Language (ESL) Program Participation, 2014–2015**

	Number	Percentage
<b>Bilingual</b>		
Transitional late exit	2,144	9%
One-way DL	11,792	48%
Two-way DL	1,433	6%
<b>ESL</b>		
Content	3,190	13%
Pull out	5,441	22%
<b>Denials (parent denied BE-ESL program services)</b>	431	2%

Source. AISD student records, July 2015

### Services for Non-ELLs in AISD Two-way DL Programs

AISD also provided two-way DL program support to 1,311 non-ELLs during 2014–2015. Non-ELLs’ participation for each grade level in two-way DL was as follows: 11% for pre-K, 21% for kindergarten, 23% for grade 1, 18% for grade 2, 14% for grade 3, 8% for grade 4, and 4% for grade 5.

### Staffing for ELLs

During the 2014–2015 school year, according to AISD human resource records, AISD employed 2,346 teachers with a BE or ESL certification and classroom assignment (2,327 such teachers were employed in 2013–2014). They had an average of 11 years of professional work experience, and had worked in AISD for an average of 9 years. However, 8% were brand new to teaching, 13% had 1 to 2 years of teaching experience, 16% had 3 to 5 years of experience, and 24% had 6 to 10 years of experience (the remaining 39 had 11 or more years of experience). Three-fourths of teachers had a bachelor’s degree, more than 24% had a master’s degree, and less than 1% had a doctorate degree.

### Professional Development Activities for Staff Serving ELLs

More than 40 professional development courses (some with multiple sessions) were offered by AISD’s DELL during the 2014–2015 school year, and more than 3,000 school and district staff attended. Course topics included but were not limited to new bilingual teacher training, compliance and monitoring, procedures for making academic decisions about ELLs, introduction and support for DL program instruction, introduction and support for sheltered instruction strategies, use of curriculum materials, implementing state academic and ELL instruction standards, and summer school teacher training.

### Education Funding for ELLs

AISD received two sources of funding in 2014–2015 that were specifically targeted toward the education and support of ELLs: state bilingual funding and federal NCLB Title

## 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 English language learners (see <http://www2.ed.gov/policy/elsec/leg/esea02/pg40.html>).

Title III Part A funds 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 as all children are expected to meet. These funds also can be used to develop, enhance, or sustain high-quality language instruction educational programs for ELLs, as well as to promote parental and community participation in language instruction educational programs for their children who are 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 for supporting non-ELLs participating in the two-way DL program.

Information on Title III Part A also may be found at TEA’s web page: <http://tea.texas.gov/TitleIII/PartA/>

III, Part A funds. Table 2 shows estimated expenditures for each fund source, as well as the primary function or use of those funds. The majority of funds went toward campus instruction and support (e.g., teacher salaries, instructional materials). With an approximate combined total of \$12.1 million dollars in expenditures during 2014–2015, the estimated cost per ELL served was \$497.

**Table 2.**  
**Estimated Expenditures for AISD Program Services to English Language Learners, 2014–2015**

	Local bilingual	Federal Title III A
Instruction	\$7,426,070	\$1,674,096
Professional development activities	\$1,065,227	\$775,226
Instructional leadership	\$880,615	\$41,422
Guidance, counseling, evaluation	\$137,234	\$35,136
Community and parent outreach	\$28,653	\$96,776
<b>Total estimated expenditures</b>	<b>\$9,537,799</b>	<b>\$2,622,656</b>

*Source.* AISD financial records, as of August 13, 2015

*Note.* Final expenditures are not available from the Texas Education Agency until later in the year.

## Student Language Proficiency

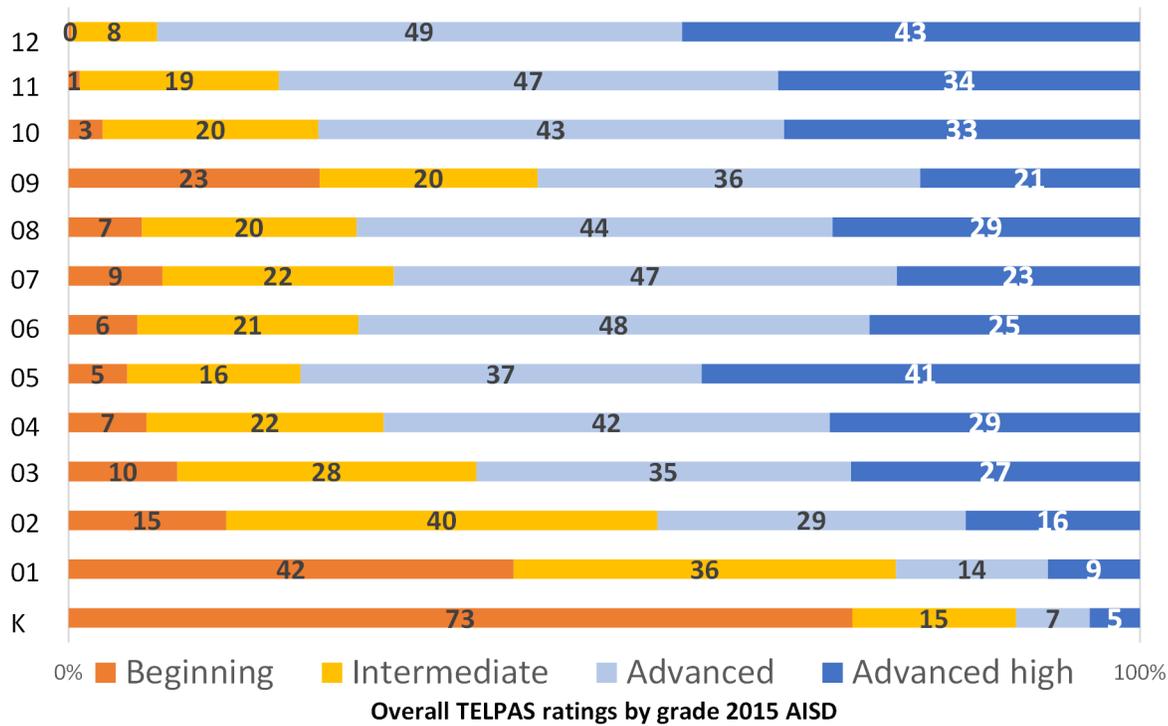
### Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is used annually statewide to assess ELLs in kindergarten through 12th grade; it measures students’ English language acquisition in four domains (listening, speaking, writing, and reading) and yields an overall composite rating. TELPAS results show ELLs’ 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. Figure 2 shows percentages of AISD ELLs’ 2015 TELPAS composite ratings results at each grade level. At the primary grade levels, higher percentages of ELLs were at beginning or intermediate performance levels than were at the more advanced levels. **Most ELLs in middle and high school grade levels were at advanced or advanced high performance levels. These results are consistent with students gaining language proficiency as they advance by grade level;** at advanced high, they are more prepared to be successful on the state’s required English academic assessments.

Figure 3 shows Texas and AISD 2015 TELPAS composite ratings of advanced and advanced high for elementary ELLs for each grade level and BE/ESL program. **Greater percentage of ELLs in DL at grade 5 than of other ELL groups attained advanced or advanced high ratings.** Figure 4 shows yearly progress results for AISD ELLs for each grade level: greater percentages of elementary ELLs showed one or more years of growth, while slightly more than half of secondary ELLs did not show annual progress. In Figure 5, the **highest percentage point gains were made at grade 5, especially by ELLs in the two-way DL program.**

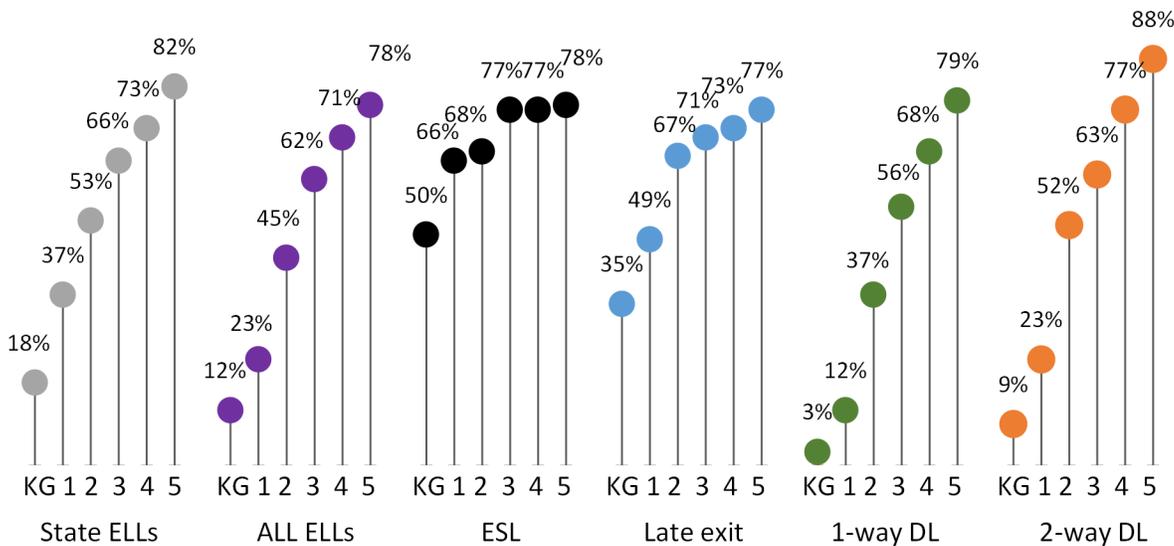
The Texas Education Agency (TEA) annually rates districts through the Performance-Based Monitoring Analysis System (PBMAS) for student performance on the state-required academic assessments, one of which is TELPAS. The first TELPAS indicator for PBMAS examines the number of ELLs who scored a beginning proficiency level on TELPAS reading, compared with the number of ELLs who were tested in the current and prior year. This criterion was met by 10.9% of AISD’s ELLs, which was greater than the state range of 0 to 7.5%. The second TELPAS PBMAS indicator compares AISD with state with respect to the number of ELLs who have been in U.S. schools for more than 5 years and still have an overall TELPAS rating of beginning or intermediate proficiency. AISD (14.4%) did not meet the state criterion (0 to 7.5%) for this indicator. District staff will be focusing on accelerating instruction to improve English acquisition by ELLs in the coming school year. Appendix A shows TELPAS results for each AISD vertical team.

**Figure 2.**  
**Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings for AISD English Language Learners (ELLs), by Grade Level, Spring 2015**



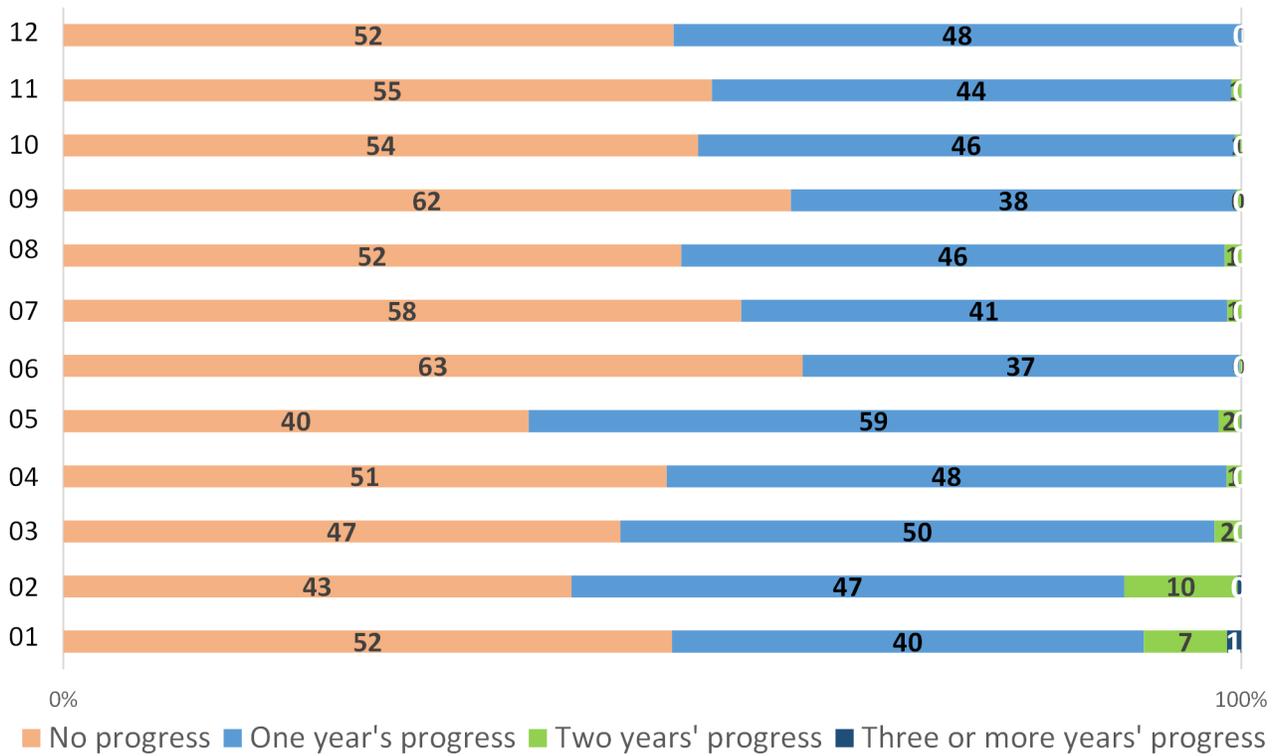
Source: AISD student TELPAS records 2015

**Figure 3.**  
**Texas English Language Proficiency Assessment System (TELPAS) Advanced/Advanced High Composite Ratings for Texas and AISD English Language Learners (ELLs) by Bilingual Education/English as a Second Language (BE/ESL) Program, in Kindergarten Through Grade 5, Spring 2015**



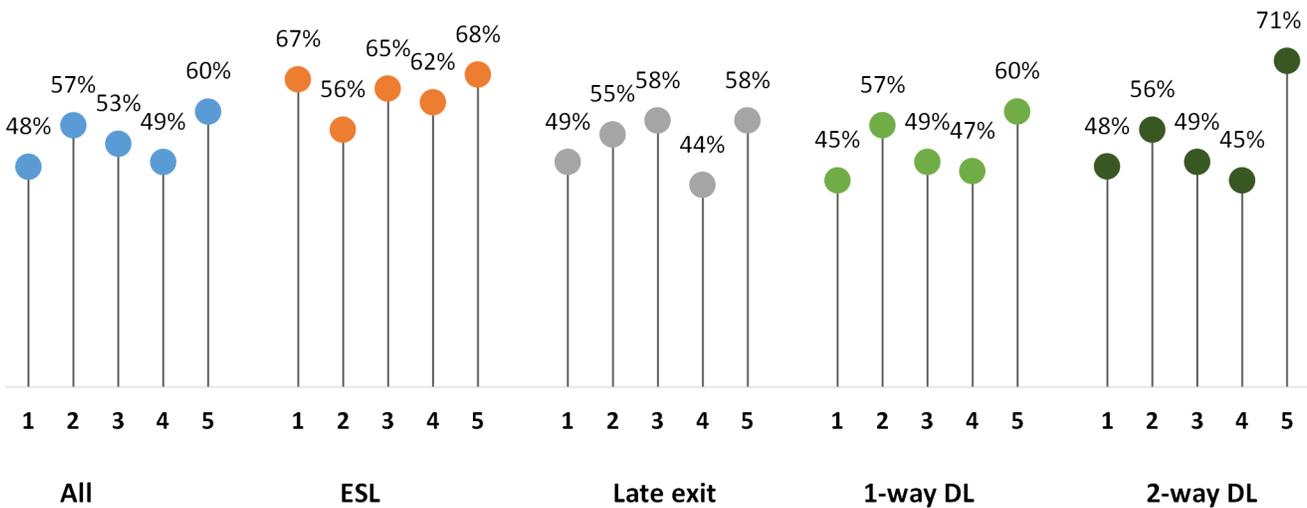
Source: Texas and AISD student TELPAS records 2015

**Figure 4.**  
**Texas English Language Proficiency Assessment System (TELPAS) Yearly Progress for AISD English Language Learners (ELLs), by Grade, Spring 2015**



Source: AISD student TELPAS records 2015

**Figure 5.**  
**Texas English Language Proficiency Assessment System (TELPAS) Yearly Progress for AISD English Language Learners (ELLs), by Bilingual/English as a Second Language (BE/ESL) Program, in Grades 1 Through 5, Spring 2015**



Source: AISD student TELPAS records 2015

## State-required student assessments

Texas requires students attending public schools to take academic assessments annually. For early elementary grades kindergarten through 2, AISD administered the English Texas Primary Reading Inventory (TPRI) or Spanish Tejas LEE (TJL) three times a year to measure students' early reading skills. For more information on these assessments, go to <https://www.tpri.org/faqs/tpri-and-tejaslee.html>.

In grades 3 through 8, the state-required State of Texas Assessment of Academic Readiness (STAAR) is given annually in reading, math, writing, science, and social studies. The end-of-course (EOC) tests usually are given to some students in grade 8, but primarily are given to students in grades 9 through 12 in the following subject areas: English I, English II, algebra I, biology, and U.S. history.

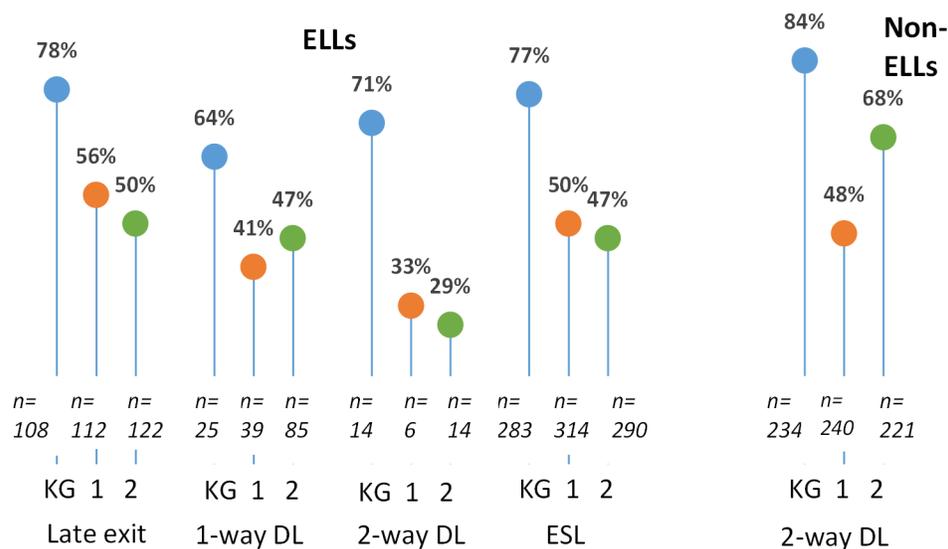
For more information on STAAR and EOC, go to the TEA website at <http://tea.texas.gov/> and search for STAAR or EOC.

## Student Academic Performance

### Texas Primary Reading Inventory (TPRI) and Tejas LEE (TJL)

AISD teachers administered the following early reading assessments to kindergarten through grade 2 students three times during the school year: the English TPRI and Spanish TJL. Teachers used the results to help identify students' pre-reading and early reading strengths and challenges, to monitor students' progress during the school year, and to plan for instruction and reading skill intervention. Figure 6 shows Spring 2015 TPRI results for ELLs and non-ELLs for each BE/ESL program. **Kindergarten ELLs in late-exit and ESL programs outperformed ELLs in DL programs. Performance was lower at grades 1 and 2, with ELLs in the late-exit program outperforming other ELLs.** However, few ELLs in DL programs were tested on English TPRI (e.g., one-way kindergarten  $n = 25$ ), so these results may not adequately reflect program impact, especially because the DL program model recommends testing in the student's native language (in this case, Spanish). When ELLs' TPRI performance was examined for 2 consecutive years, high percentages of ELLs were on grade level in both Spring 2014 and Spring 2015, regardless of grade level or BE/ESL program. See Appendix B for more details, including a summary for each vertical team.

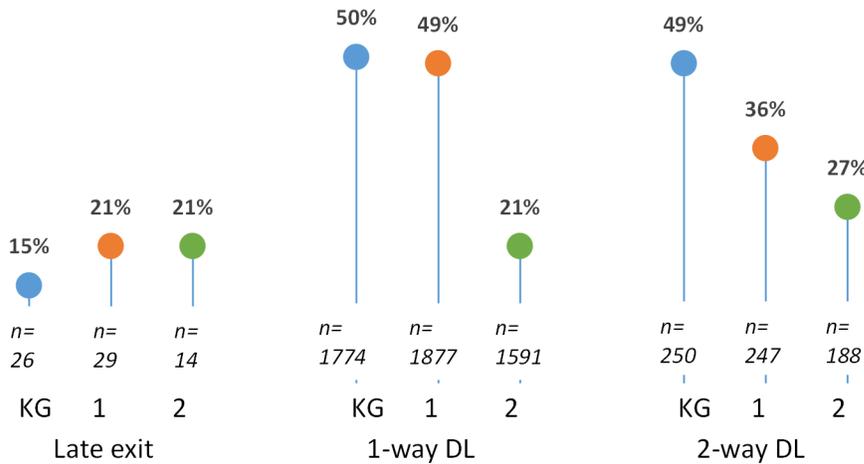
Figure 6. English Texas Primary Reading Inventory (TPRI) On-Grade-Level Results for English Language Learners (ELLs) and Non-ELLs, by Bilingual Education/English as a Second Language (BE/ESL) Program, Spring 2015



Source. AISD English TPRI records, Spring 2015  
Note. KG is kindergarten

Figure 7 shows Spring 2015 TJL results for ELLs in each BE program. **DL ELLs outperformed late-exit ELLs, particularly at kindergarten and grade 1.** Because few ELLs were in the late exit program (e.g., kindergarten  $n = 26$ ), results may not be indicative of program impact (see Appendix A for numbers of students tested). Comparing Spring 2014 with Spring 2015, only half of ELLs who had been on grade level in kindergarten remained on grade level as 1<sup>st</sup> graders in Spring 2015. One-fifth to less than one-half of ELLs who were on grade level as 1<sup>st</sup> graders remained on grade level as 2<sup>nd</sup> graders in Spring 2015. **ELLs in two-way DL had the highest percentage of students who remained on grade level (42%).** See Appendix B for more detail on these results.

**Figure 7.**  
**Spanish Tejas LEE (TJL) On-Grade-Level Results for English Language Learners (ELLs), by Bilingual Education/English as a Second Language (BE/ESL) Program, Spring 2015**

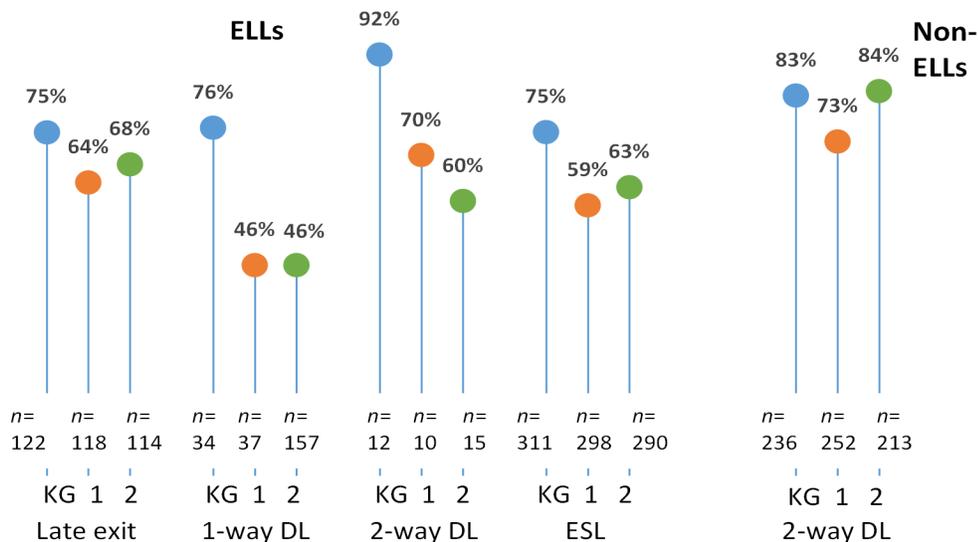


Source. AISD Spanish TJL records, Spring 2015  
 Note. KG is kindergarten

### Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL)

AISD teachers had the option of administering another early reading assessment three times a year: the English DRA or the Spanish EDL. AISD ELLs’ Spring 2015 English DRA results are shown in Figure 8. **Kindergarten ELLs in two-way DL had the greatest percentages on grade level** compared with ELLs in other programs. These results are similar to those with the TPRI. However, caution should be taken in interpreting ELLs’ results in DL programs because the DL model recommends testing in the native language (Spanish) that is the language in which they can best demonstrate what they have learned. In addition, the numbers of students tested in DL were small compared with numbers in the late-exit and ESL programs. Non-ELLs in two-way DL programs had high performance in kindergarten and grade 2. See Appendix C for more information.

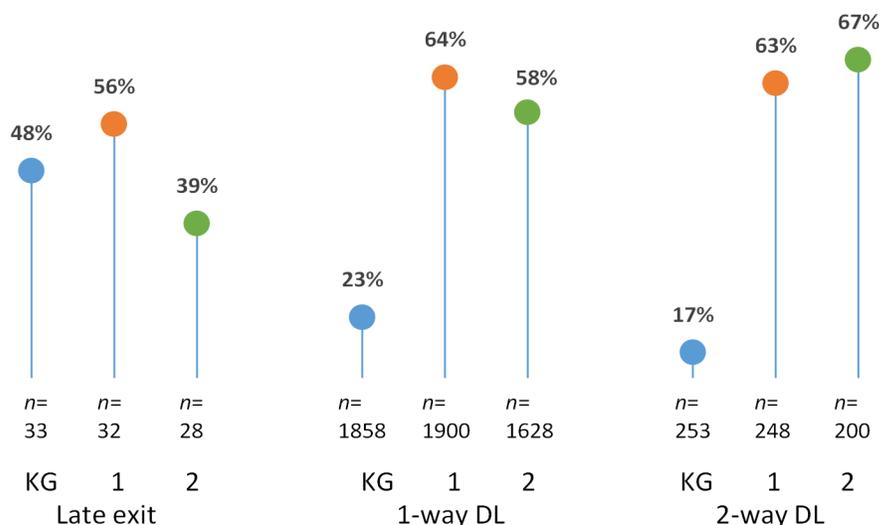
**Figure 8.**  
**English Developmental Reading Assessment (DRA) On-Grade-Level Results for English Language Learners (ELLs) and Non-ELLs, by Bilingual Education/English as a Second Language (BE/ESL) Program, Spring 2015**



Source. AISD English DRA records, Spring 2015

Figure 9 shows AISD ELLs' Spring 2015 Spanish EDL results for each grade level and BE program. **ELLs in both DL programs outperformed those in the late-exit programs at grades 1 and 2 on Spanish EDL.** When ELLs' DRA and EDL performance was examined for 2 consecutive years, high percentages of ELLs were on grade level in both Spring 2014 and Spring 2015, regardless of grade level or BE-ESL program. One exception was Spring 2015 EDL performance for ELLs in the late-exit program, where only 48% of those who were on grade level at grade 1 in Spring 2014 remained on grade level at grade 2 in Spring 2015. See Appendix C for results for each grade level and program.

**Figure 9.**  
**Spanish Evaluación del Desarrollo de la Lectura (EDL) On-Grade-Level Results for English Language Learners (ELLs), by Bilingual Education/English as a Second Language (BE/ESL) Program, Spring 2015**



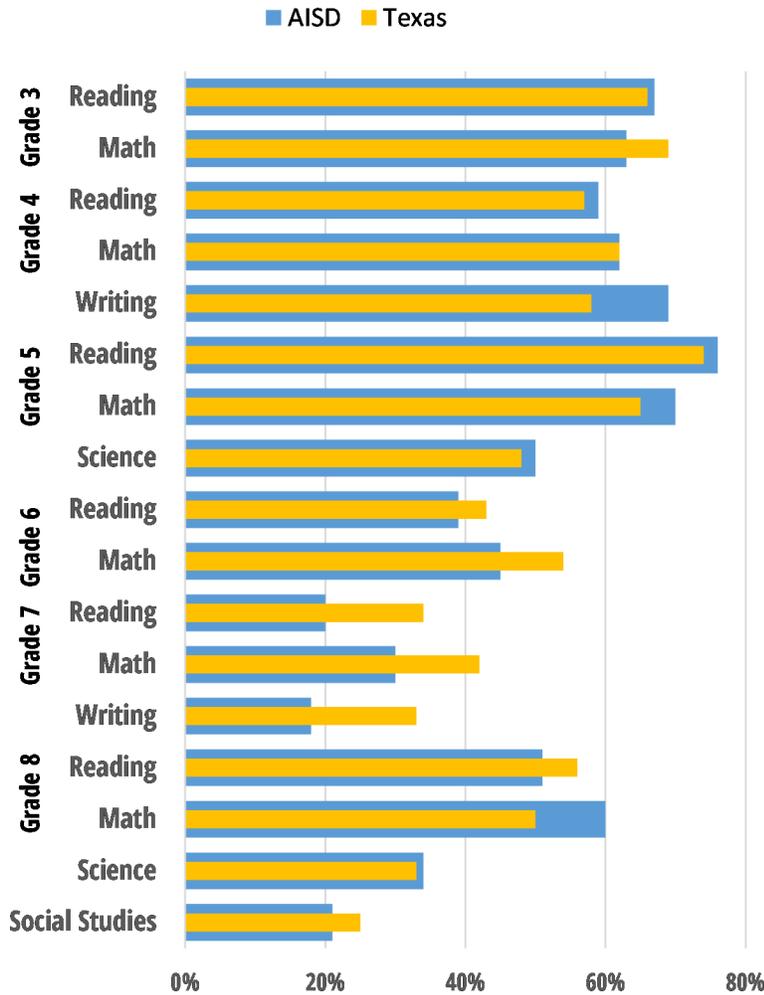
Source: AISD Spanish EDL records, Spring 2015  
 Note: KG is kindergarten

## State of Texas Assessments of Academic Readiness (STAAR)

The required STAAR is given annually to students at grades 3 through 8 in the academic subject areas of reading, mathematics (math), writing, science, and social studies. AISD ELLs' STAAR 2015 results are summarized in Figures 10 through 27. Figure 10 shows AISD and Texas ELLs' Spring 2015 results, with **AISD ELLs outperforming Texas ELLs in reading at grades 3 through 5, in writing at grade 4, in math at grades 5 and 8, and in science at grade 5.** Texas ELLs outperformed AISD ELLs in reading at grades 6 through 8, in math at grades 3, 6 and 7, and in social studies at grade 8. **In grades 3 through 8, monitored (former) ELLs outperformed ELLs on subject tests.** Non-ELLs in two-way DL programs outperformed ELLs in grades 3 through 5. In Figure 11, **3<sup>rd</sup>-grade ELLs taking the English STAAR reading usually outperformed ELLs taking Spanish reading.** ELLs in the late-exit program outperformed other ELLs on English reading, while ELLs in both DL programs outperformed late-exit ELLs on Spanish reading. All 3<sup>rd</sup>-grade ELLs who had exited BE/ESL program services the prior year (first year monitored) passed English reading. In Figure 12, **4<sup>th</sup>-grade ELLs in late-exit and two-way DL programs outperformed other ELLs on English reading.** Lower percentages of ELL 4<sup>th</sup> graders passed Spanish reading than did so on English reading, and few differences were found in passing rates across programs. In Figure 13, **5<sup>th</sup>-grade one-way DL ELLs outperformed other ELLs on English reading, and both one-way and two-way DL ELLs outperformed late-exit ELLs on Spanish reading.** Spanish reading passing rates were higher for ELLs at 5<sup>th</sup> grade than for ELLs taking Spanish reading at 3<sup>rd</sup> or 4<sup>th</sup> grades. Most first- and second-year monitored former ELLs in 5<sup>th</sup> grade passed English reading. Caution should be taken in all STAAR analyses when: (a) the numbers of ELLs tested are small, and (b) when DL program ELLs are tested in English at grades 3 and 4 for reading and writing, since the DL model suggests they should be tested in their native language.

Figure 10.

State of Texas Assessments of Academic Readiness (STAAR), AISD English Language Learners (ELLs) and State ELLs, 2015

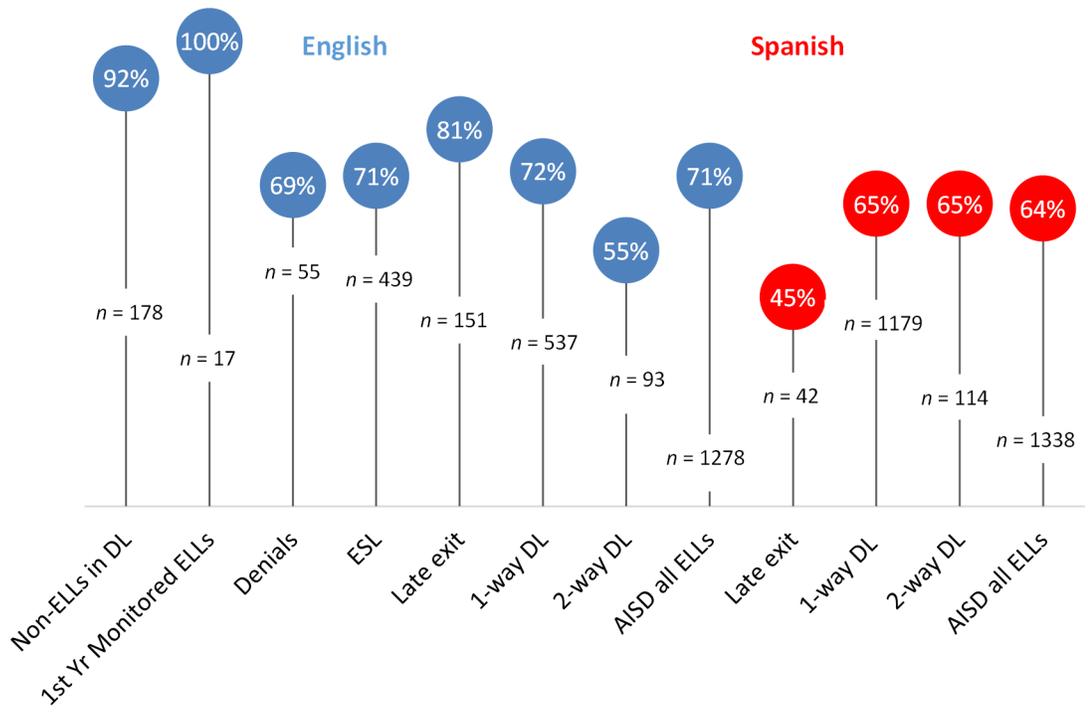


Source. AISD and Texas STAAR reports, 2015

In Figure 14, 6<sup>th</sup>-grade ELLs’ performance was generally low on reading, with ELLs whose parents denied program services outperforming other ELLs, and monitored former ELLs performing at the highest rates. In Figure 15, 7<sup>th</sup>-grade ELLs’ performance was low on reading, however, monitored former ELLs performed at higher rates. In Figure 16, 8<sup>th</sup>-grade ELLs’ reading performance was higher than that of 7<sup>th</sup>-grade ELLs, and 8<sup>th</sup>-grade monitored former ELLs had high passing rates. Figures 17 and 18 show ELLs’ 2015 STAAR writing performance, with ELLs in 4<sup>th</sup> grade passing the test at higher rates than did ELLs in 7<sup>th</sup> grade. **At 4<sup>th</sup> grade, ELLs in the late-exit program outperformed other ELLs in both English and Spanish writing**, and 92% of monitored former ELLs passed 4<sup>th</sup> grade writing.

Figures 19 through 24 show the STAAR math performance rates. ELLs **had higher passing rates on English than on Spanish math at grades 3 through 5. ELLs in late-exit programs outperformed other ELLs on the English STAAR math at grades 3 and 4, while ELLs in one-way DL programs outperformed other ELLs on the English STAAR math at grade 5.** Spanish math performance varied according to BE or ESL program at grades 3 through 5. Monitored former ELLs performed well on the STAAR math across grade levels, and the lowest passing rates for ELLs was at grade 7. Figure 25 shows 5<sup>th</sup>-grade ELLs’ STAAR science results. **ELLs passed at higher rates on English science than on Spanish science; one-way DL ELLs outperformed other ELLs**; and monitored former ELLs had high passing rates. Figure 26 shows 8<sup>th</sup>-grade ELLs’ STAAR science results, most of which were low, yet monitored former ELLs had high passing rates. Figure 27 shows ELLs’ 8<sup>th</sup>-grade STAAR social studies. Most ELLs did not pass the test, but monitored former ELLs had more success.

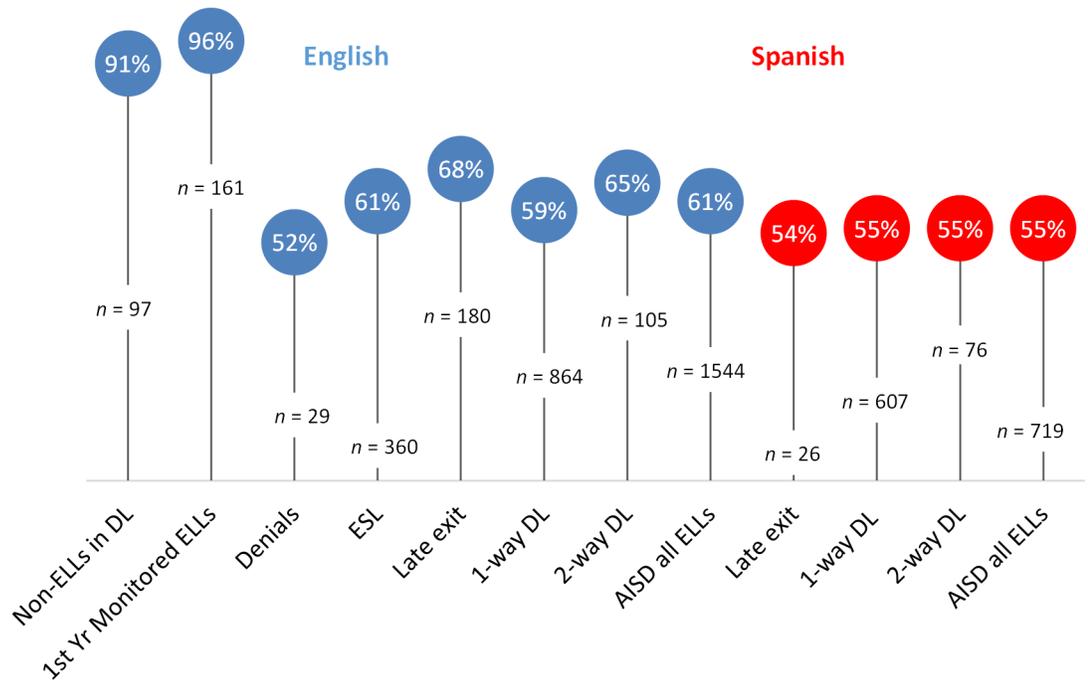
**Figure 11.** AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 3 Reading 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status



Source. AISD STAAR records 2015

Note. 1st yr monitored ELLs are first-year monitored former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, L.

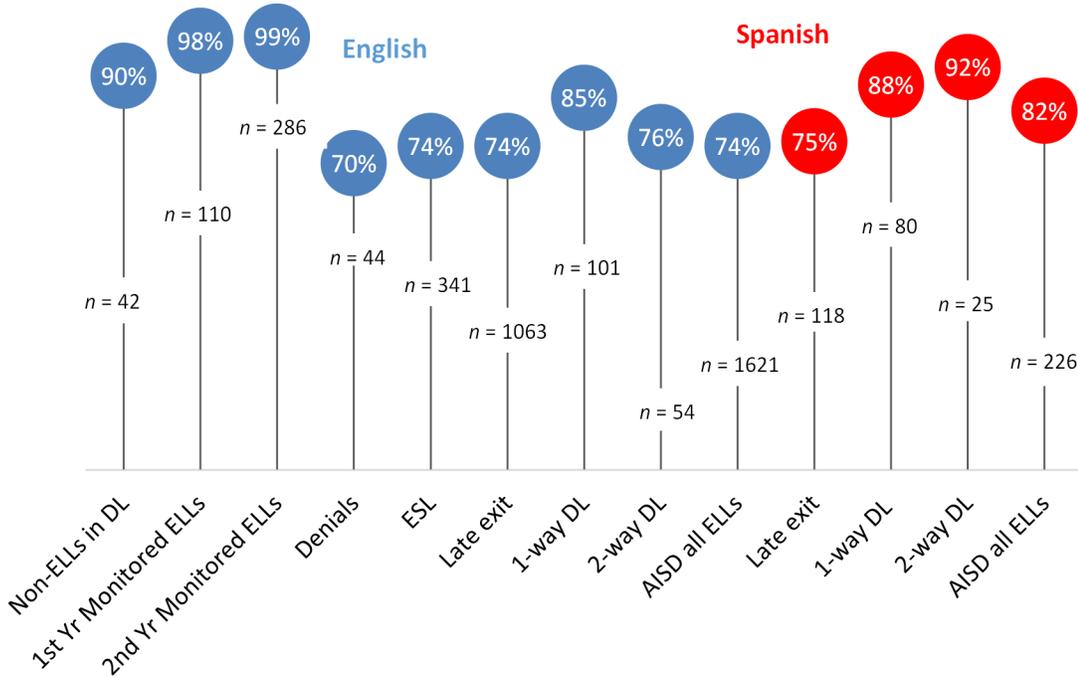
**Figure 12.** AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 4 Reading 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status



Source. AISD STAAR records 2015

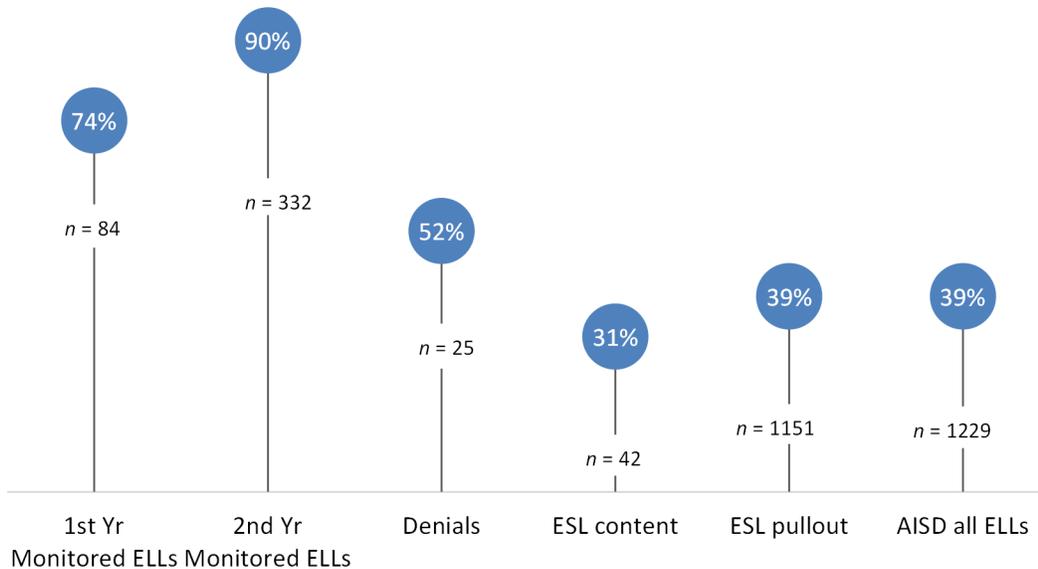
Note. 1st yr monitored ELLs are first-year monitored former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, L.

**Figure 13.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 5 Reading 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status**



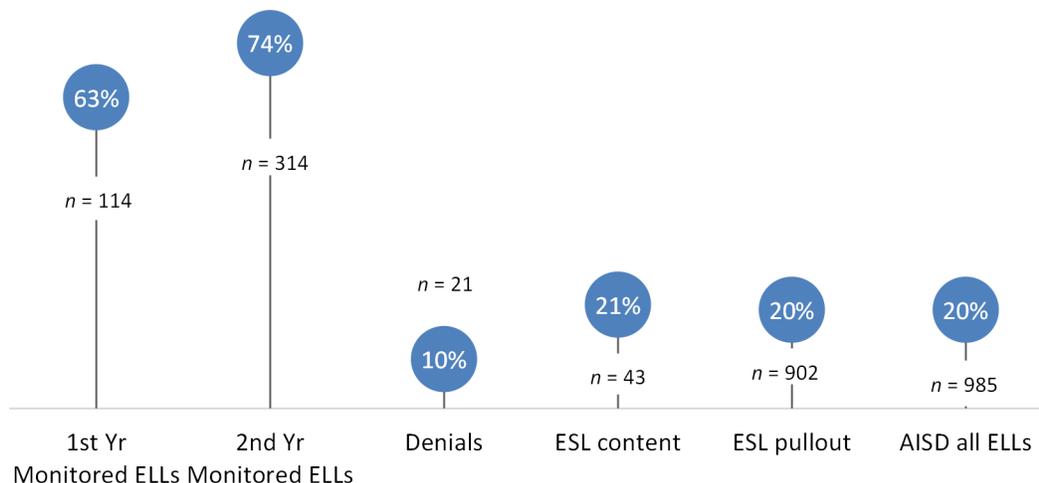
*Source.* AISD STAAR records 2015  
*Note.* 1st yr and 2nd yr monitored are first- and second-year monitored former ELLs who exited program service. STAAR results are cumulative, scored tests, and test versions S, A, and L.

**Figure 14.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 6 Reading 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



*Source.* AISD STAAR records 2015  
*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program service. STAAR results are scored tests, and test version S, A, and L.

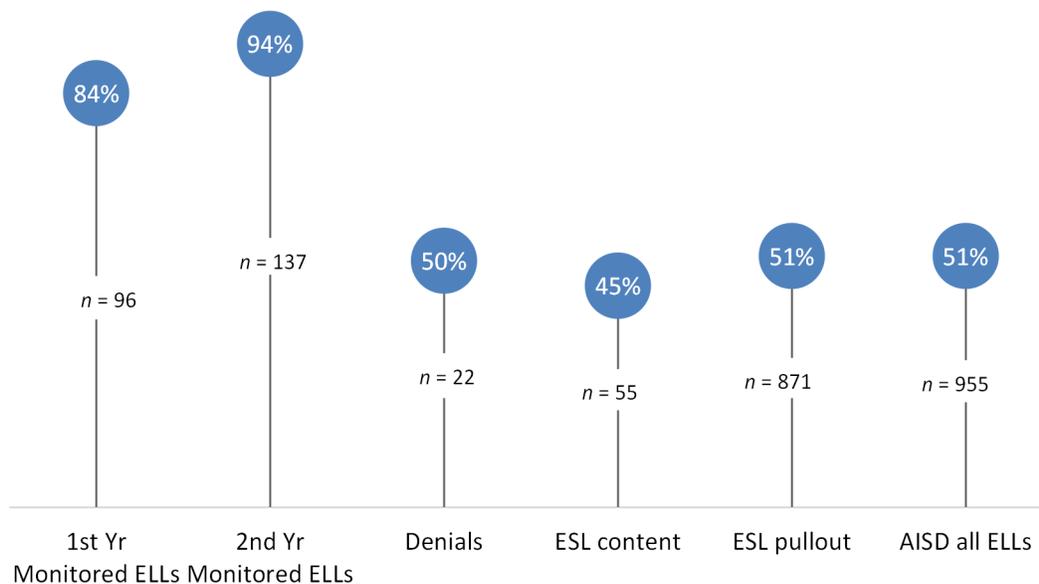
**Figure 15.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 7 Reading 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



*Source.* AISD STAAR records 2015

*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, and L.

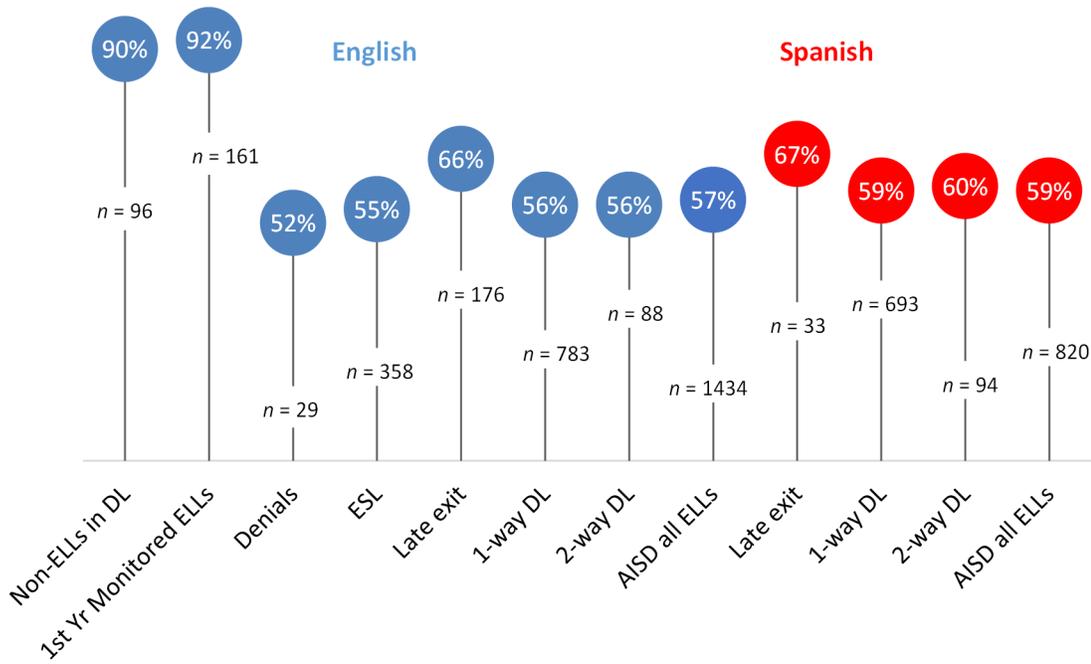
**Figure 16.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Reading 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



*Source.* AISD STAAR records 2015

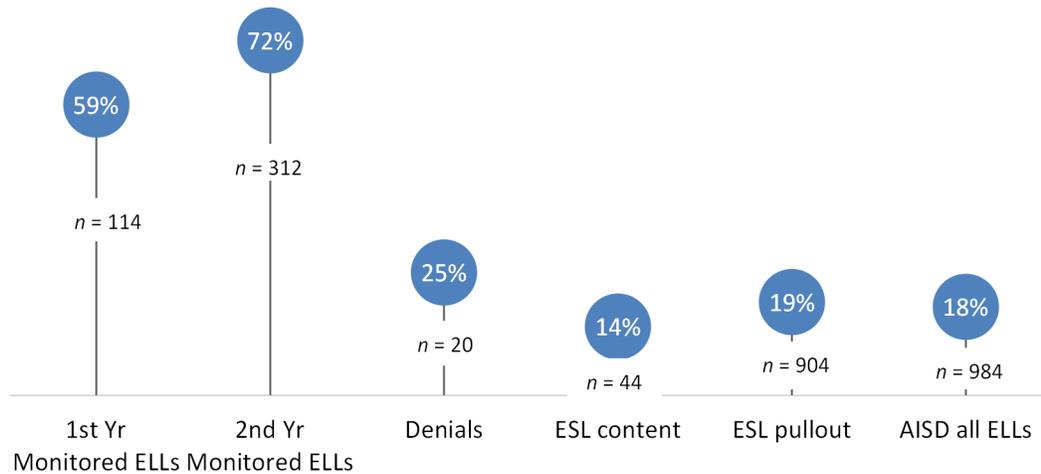
*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program service. STAAR results are cumulative, scored tests, and test versions S, A, and L.

**Figure 17.** AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 4 Writing 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status



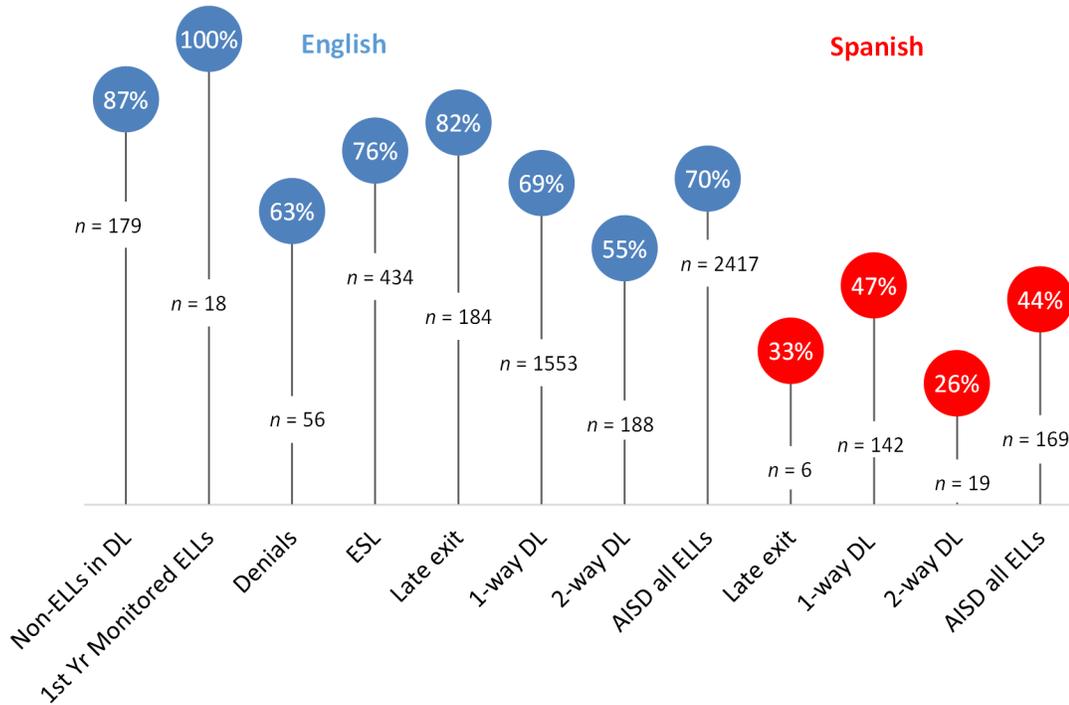
Source. AISD STAAR records 2015  
 Note. 1st yr monitored are first-year monitored former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, and L.

**Figure 18.** AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 7 Writing 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs



Source. AISD STAAR records 2015  
 Note. 1st and 2nd yr monitored are first- and second-year former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, and L.

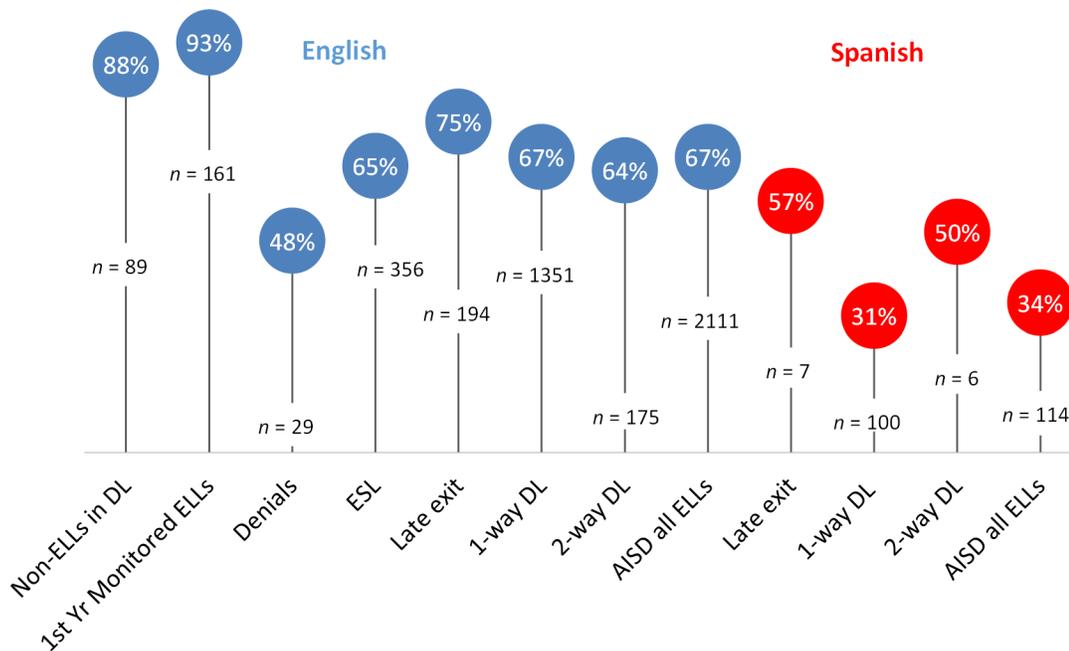
**Figure 19.** AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 3 Math 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status



Source: AISD STAAR records 2015

Note: 1st yr monitored are first-year monitored former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, and L.

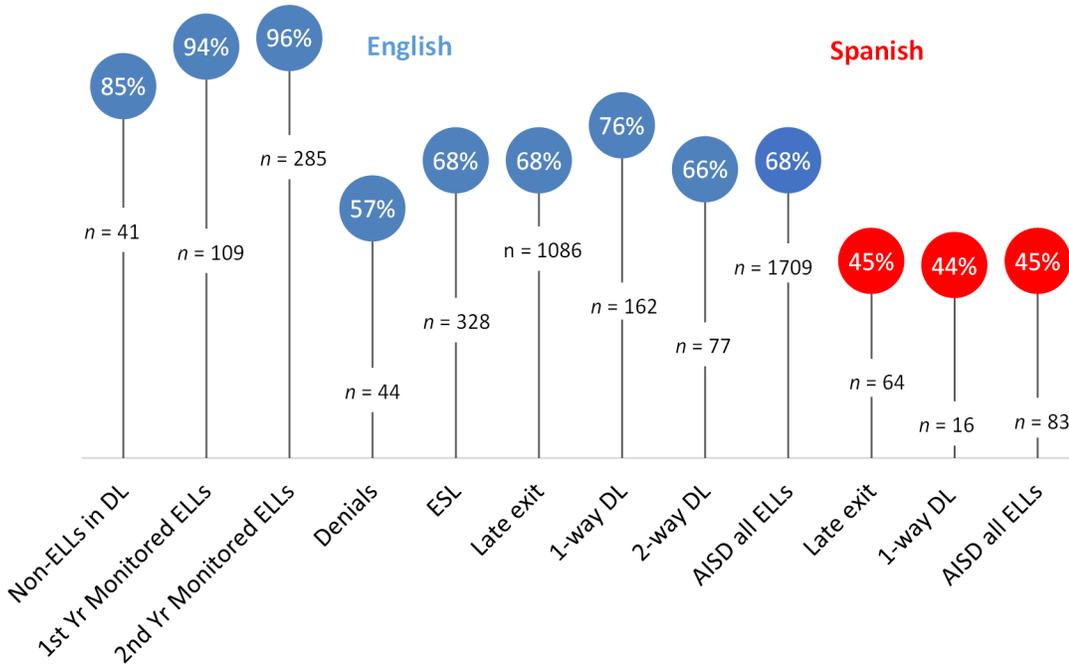
**Figure 20.** AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 4 Math 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status



Source: AISD STAAR records 2015

Note: 1st yr monitored are first-year monitored former ELLs who exited program service. STAAR results are scored tests, and test versions S, A, and L.

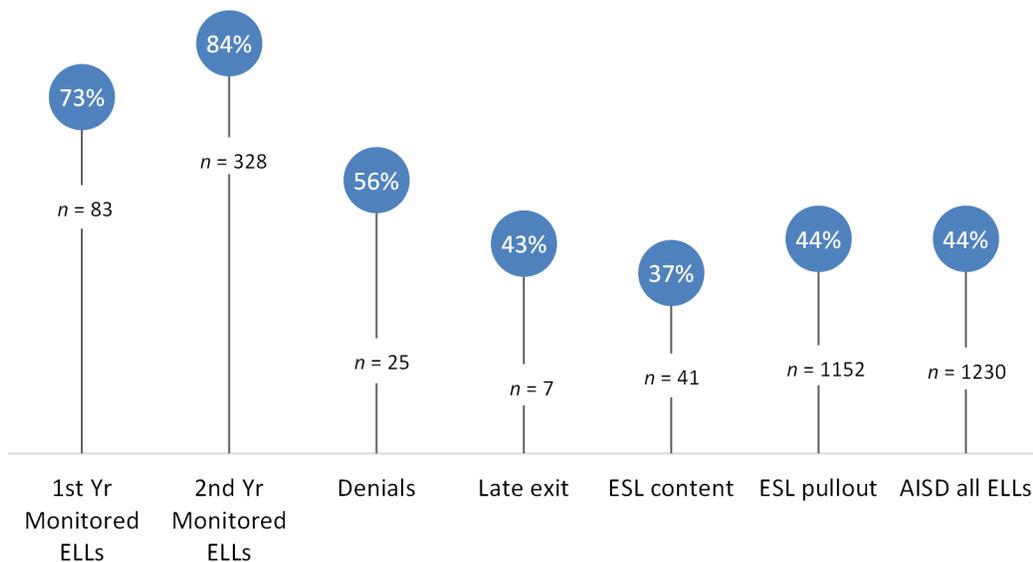
**Figure 21.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 5 Math 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status**



Source. AISD STAAR records 2015

Note. 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

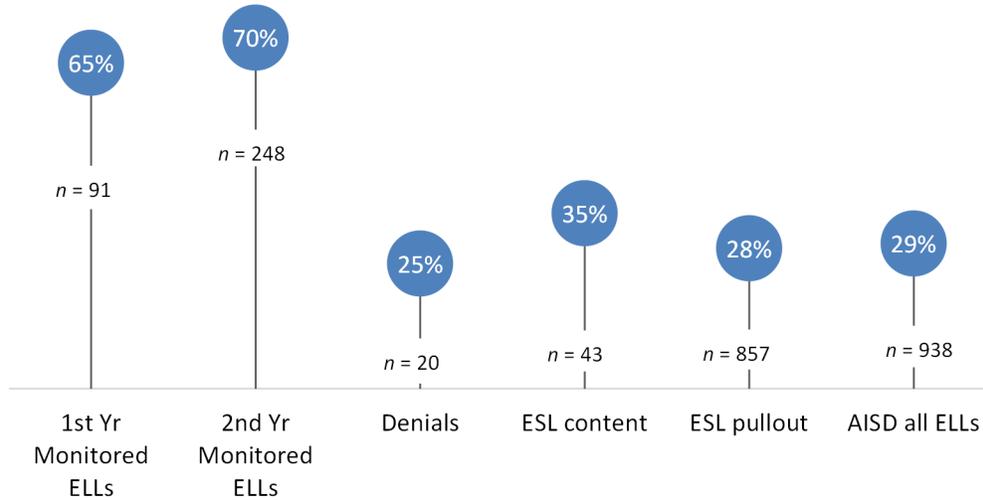
**Figure 22.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 6 Math 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



Source. AISD STAAR records 2015

Note. 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

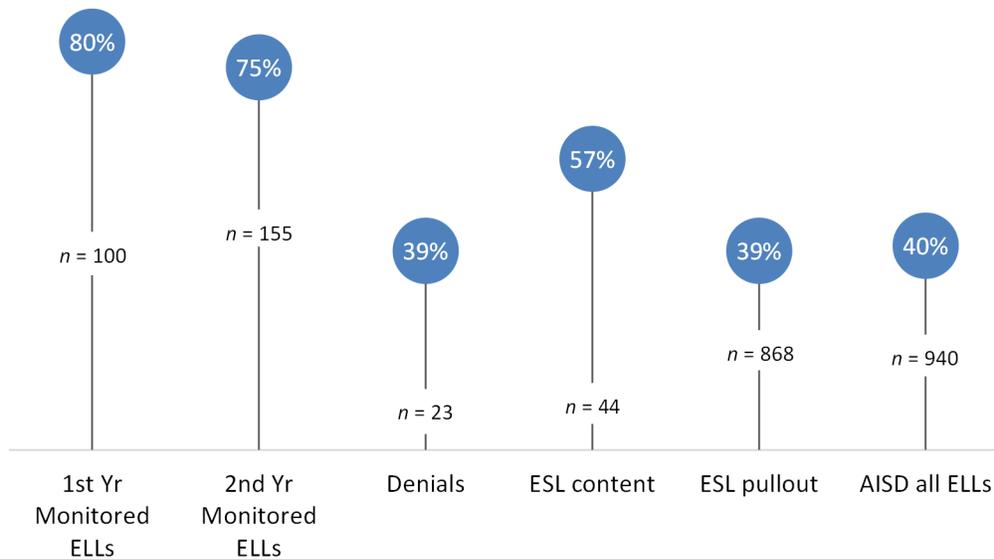
**Figure 23.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 7 Math 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



*Source.* AISD STAAR records 2015

*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

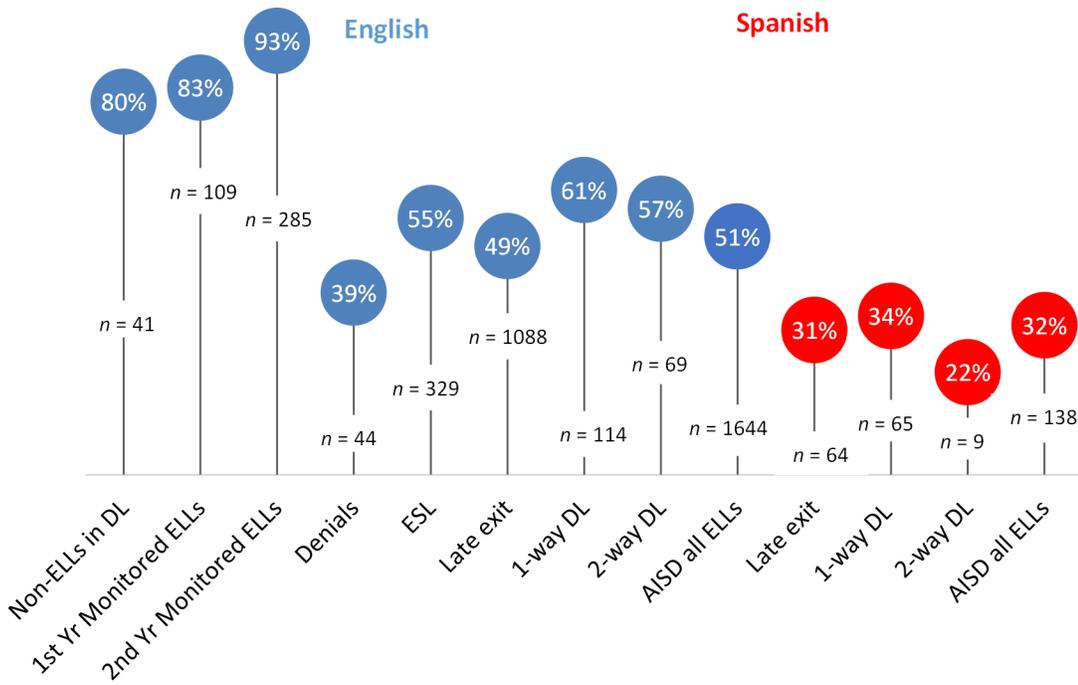
**Figure 24.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Math 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



*Source.* AISD STAAR records 2015

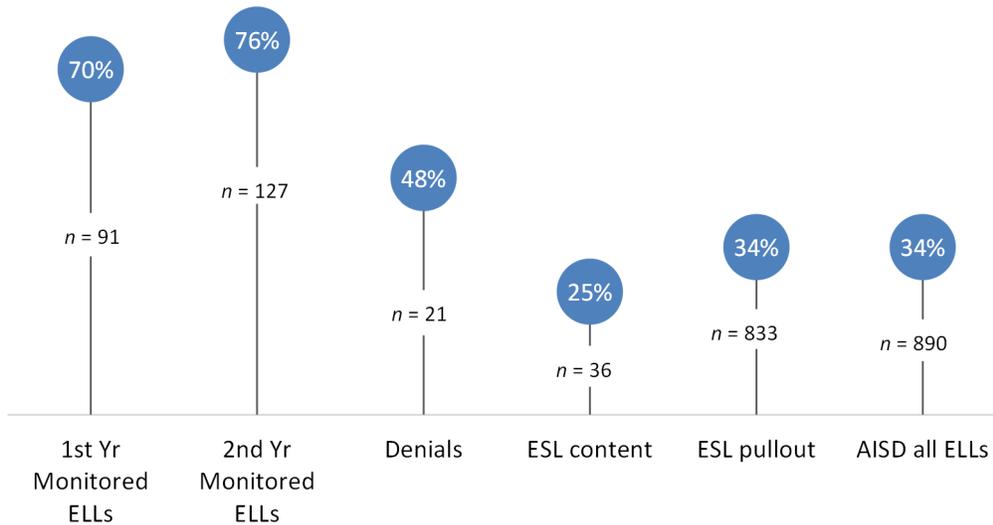
*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

**Figure 25.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 5 Science 2015 by Test Language, Bilingual Education/English as a Second Language (BE/ESL) Program, and English Language Learner (ELL) Status**



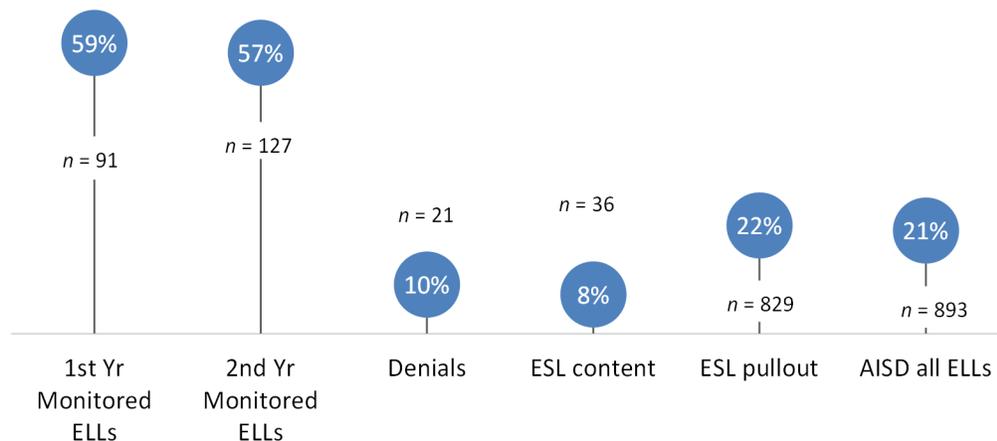
*Source.* AISD STAAR records 2015  
*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

**Figure 26.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Science 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



*Source.* AISD STAAR records 2015  
*Note.* 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

**Figure 27.**  
**AISD State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Social Studies 2015 for English Language Learners (ELLs) and Monitored (Exited) ELLs**



Source. AISD STAAR records 2015

Note. 1st and 2nd yr monitored are first- and second-year monitored former ELLs who exited program services. STAAR results are scored tests, and test versions S, A, and L.

## ELL Success in Academic Performance on the STAAR

Further analyses of the STAAR 2015 results showed that some AISD schools had greater percentages of ELLs passing subject tests than did other schools, depending on the grade level and BE/ESL program. For example, among elementary schools with greater than 10 ELLs in one-way DL programs, 80% or more of 3<sup>rd</sup>-grade ELLs in one-way DL programs passed the English STAAR reading at Cook, Hart, Jordan, McBee, Overton, Palm, Sanchez, and St. Elmo.<sup>1</sup> For 3<sup>rd</sup>-grade ELLs in one-way DL programs who took the Spanish STAAR reading, 80% or more passed at Blazier and Hart. For 3<sup>rd</sup>-grade ELLs in two-way DL programs who took the Spanish STAAR reading, 80% or more passed at Perez and Wooten. For 3<sup>rd</sup>-grade ELLs in late-exit programs, more than 80% passed the English STAAR reading at Graham and Guerrero Thompson. Examples of 3<sup>rd</sup>-grade English STAAR reading top-performing elementary schools with ELLs in ESL programs were Baranoff, Clayton, Davis, Guerrero Thompson, Mills, Patton, and Summitt. For 4<sup>th</sup>-grade English STAAR writing, some of the top-performing schools with ELLs were as follows: one-way DL programs at Allison, Cook, Govalle, Hart, Overton, Reilly, and Summitt; two-way DL programs at Oak Hill and Wooten; late-exit programs at Graham and Guerrero Thompson; and the ESL program at Mills. All other 2015 STAAR results for top-performing elementary schools with ELLs are listed in Appendix D.

ELL performance on the STAAR at grades 3 through 8 had room for improvement, as evidenced by recent state accountability and performance monitoring reports. In 2014 and 2015, the state PBMAS report indicators for the STAAR showed AISD was not attaining state-wide performance targets for ELLs in grades 3 through 8 in reading, writing, math, and science. Thus, these grades will remain the focus for district improvement in professional development opportunities provided to staff and in improved instruction provided to ELLs.

<sup>1</sup> Testing DL ELLs in English in 3<sup>rd</sup> or 4<sup>th</sup> grade is not consistent with the DL model guidelines, although the campus staff make the decisions about the appropriateness of the student's language of assessment.

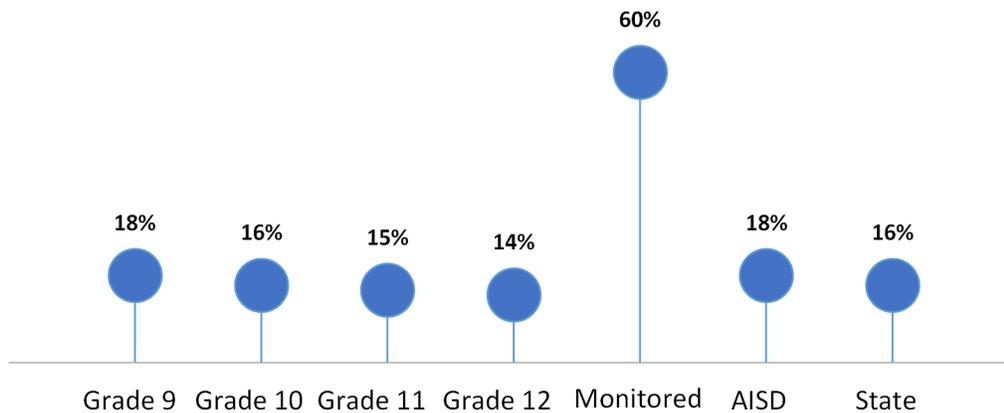
## End-of-Course (EOC) Assessments

Annually, the required EOC assessments are offered in English (I and II), algebra I, biology, and U.S. history, and these assessments are usually taken by students in high school, although 8th graders often take the algebra I test. Figure 28 shows 2015 EOC English I results for ELLs for each grade level. AISD ELLs' performance mirrored that of ELLs statewide on EOC English I. Monitored former ELLs performed at higher rates than did ELLs. Figure 29 shows ELLs' results for EOC English II. Tenth-grade ELLs had higher passing rates than did ELLs at other grade levels. In Figure 30, 8<sup>th</sup>-grade ELLs outperformed ELLs at other grade levels on EOC algebra I in 2015. AISD ELLs outperformed ELLs statewide on algebra I, and monitored former ELLs performed well on the test.

In Figure 31, ELLs in 9<sup>th</sup> and 10<sup>th</sup> grade outperformed ELLs at other grade levels on EOC biology, and AISD ELLs outperformed ELLs statewide. In 2015, 92% of monitored former ELLs passed EOC biology. Figure 32 shows ELLs' performance on EOC U.S. history. AISD ELLs outperformed Texas ELLs on U.S. history, and AISD monitored former ELLs had the highest passing rates (88%).

Figure 28.

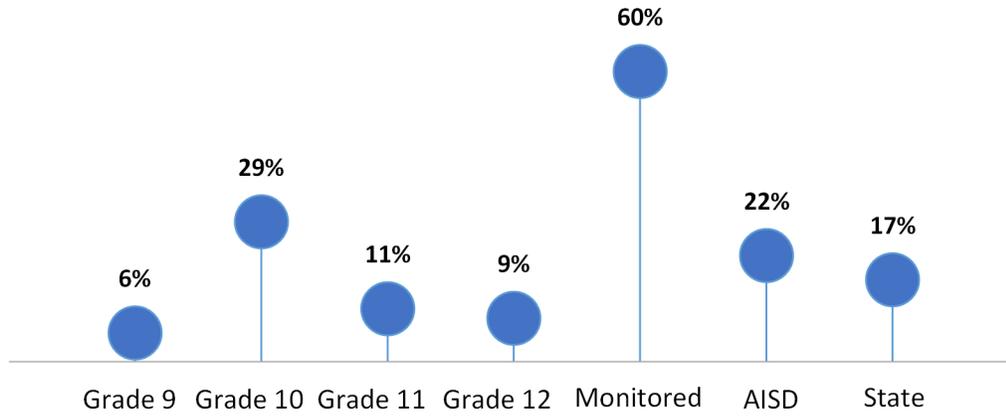
### End-of-Course (EOC) English I 2015 for AISD English Language Learners (ELLs), Monitored (Exited) ELLs, and State ELLs



Source. AISD EOC records 2015

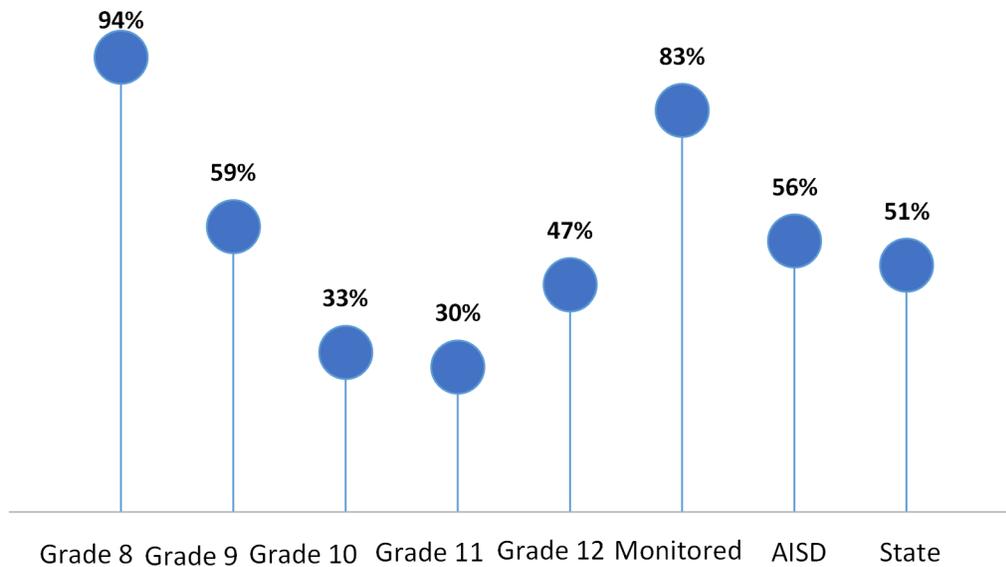
Note. Monitored are former ELLs who exited program service.

**Figure 29.**  
**End-of-Course (EOC) English II 2015 for AISD English Language Learners (ELLs), Monitored (Exited) ELLs, and State ELLs**



*Source.* AISD EOC records 2015  
*Note.* Monitored are former ELLs who exited program service.

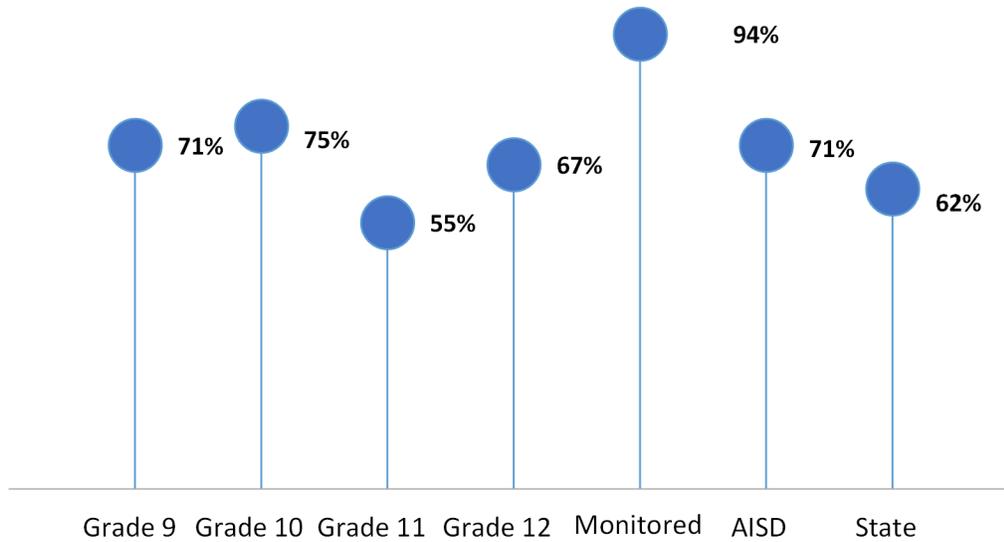
**Figure 30.**  
**End-of-Course (EOC) Algebra I 2015 for AISD English Language Learners (ELLs), Monitored (Exited) ELLs, and State ELLs**



*Source.* AISD EOC records 2015  
*Note.* Monitored are former ELLs who exited program service.

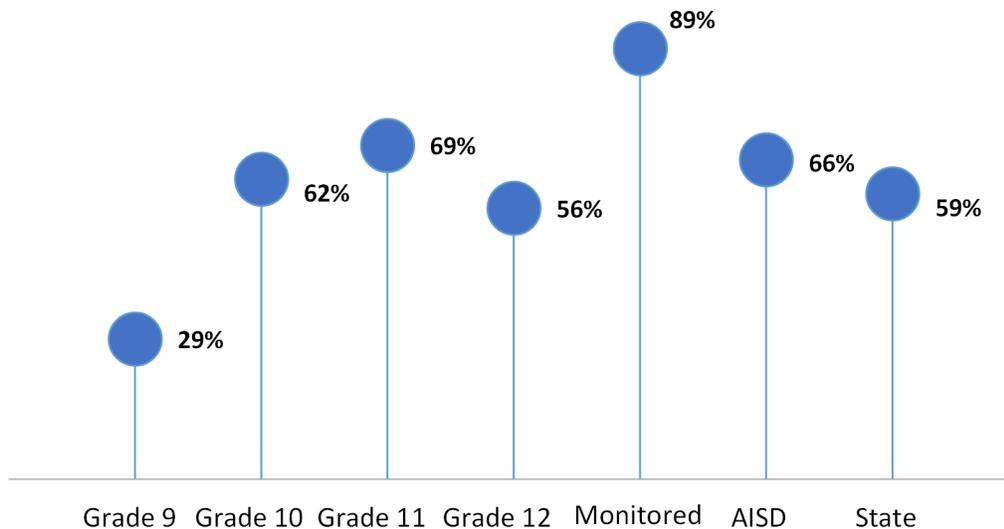
*Note.* All EOC results are cumulative (based on the best of all administrations), scored tests, and test versions S, A, and L.

**Figure 31.**  
**End-of-Course (EOC) Biology 2015 for AISD English Language Learners (ELLs), Monitored (Exited) ELLs, and State ELLs**



*Source.* AISD EOC records 2015  
*Note.* Monitored are former ELLs who exited program service.

**Figure 32.**  
**End-of-Course (EOC) U.S. History 2015 for AISD English Language Learners (ELLs), Monitored (Exited) ELLs, and State ELLs**



*Source.* AISD EOC records 2015  
*Note.* Monitored are former ELLs who exited program service.

*Note.* All EOC results are cumulative (based on the best of all administrations), scored tests, and test versions S, A, and L.

## Other Academic Indicators

Other academic indicators examined for AISD ELLs included dropout rate, participation in CTE courses, and graduation rate. Both dropout rate and graduation rate are indicators included in the state PBMAS report. Results for these indicators are summarized in Tables 3 through 5. AISD ELLs' dropout rate decreased from 2010–2011 to 2013–2014, bringing AISD within the state-recommended cut point for dropout rates. ELLs' CTE participation rate increased in the past 2 school years to 45%. ELLs' graduation rates have fluctuated over the past 4 years; the 2013–2014 rate was 50%. Final results for dropout and graduation rates in 2014–2015 will not be final until TEA issues results statewide at a later date. However, preliminary AISD analyses in September 2015 showed that ELLs' dropout rate for 2014–2015 was approximately 5%, and ELLs' graduation rate for 2014–2015 was approximately 77% (AISD Campus and District Accountability records, September 2015).

**Table 3.**  
**AISD English Language Learners' (ELLs) Dropout Rate, Grades 7–12, 2010–2011 to 2013–2014**

Dropout rate (grades 7–12)	School year			
	2010–2011	2011–2012	2012–2013	2013–2014
ELL dropout rate	4.2%	4.7%	2.8%	1.8%

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

**Table 4.**  
**AISD English Language Learners' (ELLs) Participation in Career and Technology Education (CTE), 2009–2010 to 2014–2015**

Career and technology education participation	School year					
	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
ELL participation rate	42%	43%	43%	40%	42%	45%

*Source.* AISD Public Education Indicator Management System (PEIMS) records, 2009–2010 through 2014–2015

**Table 5.**  
**AISD English Language Learners' (ELLs) Graduation Rate, 2010–2011 to 2013–2014**

Graduation rate	School year			
	2010–2011	2011–2012	2012–2013	2013–2014
ELL graduation rate	41%	55%	57%	50%

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

## Dual Language Implementation

### Dual Language Teachers' Survey, Spring 2015

During Spring 2015, a sample of AISD elementary teachers providing instruction in the DL program were emailed an online survey. They were asked about their beliefs about DL instruction. Table 6 shows their results. **Most respondents agreed that it was important for their students to be bilingual, biliterate, and bicultural**, which are three tenets of DL. However, only 57% agreed the Gómez and Gómez (2015) DL enrichment model used by AISD was an effective BE program for their students. When asked about their confidence in their ability to implement components of the Gómez and Gómez DL model, 80% agreed. However, only **48% agreed that the Gómez and Gómez model was easy to implement in their classrooms**. When asked about whether they felt they received support for delivering the Gómez and Gómez model to their students, 64% of teachers surveyed agreed they received district-level support and 67% agreed they received campus-level support.

Table 6.  
AISD Dual Language (DL) Teachers' Survey Responses, Spring 2015 ( $n = 225$ )

Survey question	Percentage agree or strongly agree
I believe that it is important that my students be bilingual.	95%
I believe that it is important that my students be biliterate.	95%
I believe that it is important that my students be bicultural.	97%
I believe that the Gómez & Gómez DL enrichment model is an effective bilingual education program for my students.	57%
I am confident in my ability to implement the components of the Gómez & Gómez DL model.	80%
I believe that the Gómez & Gómez DL model is easy to implement within my classroom.	48%
I believe that the district supports me in delivering the Gómez & Gómez DL model to my students.	64%
I believe that my campus supports me in delivering the Gómez & Gómez DL model to my students.	67%

Source. AISD Employee Coordinated Survey records, Spring 2015

### Gómez and Gómez DL Campus Ratings

During October 2014, staff from the Gómez and Gómez DL Training Institute conducted site visits at 59 AISD elementary DL schools, with 592 classroom observations completed. Each teacher received individual feedback through a checklist. An overall campus rating was determined by the expected stage of development and implementation of the DL model, the number of years the campus had been implementing DL, and the strength of evidence showing implementation of both environmental and instructional components of DL. Overall ratings were as follows: three exemplary (the highest rating), 26 proficient, 24 emerging proficient, and two below expectations. The ratings and observations are meant to be formative, providing a general picture of campus DL implementation.

### Developing an AISD DL Classroom Observation Rubric

The Gómez and Gómez ratings are too general to determine specific classroom levels of implementation that can be used to analyze whether instructional practices are having an impact on students' learning and academic achievement. During Spring 2015, district leaders called for evidence to determine whether the DL program being implemented was effective in improving ELLs' language acquisition and academic achievement. Thus, staff from DELL and the Department of Research and Evaluation (DRE) began collaborating during Spring 2015 to develop a more specific classroom observation rubric that is aligned with the Gómez and Gómez DL model and that would provide measurable levels of implementation for critical DL components in the classroom.

The rubric contained both environmental and instructional items, each with a 4-point range of implementation levels (1 being lowest and 4 being highest). During May 2015, DELL staff used the rubric during classroom observations at a sample of 17 elementary schools to refine the rubric for future use in developing an effective instrument to be used in a larger number of classroom observations in Fall 2015. The goals for developing this rubric were to identify DL classroom components most critical to student achievement and language acquisition, and assist campus staff in identifying and improving their level of DL implementation in the classroom. In the initial pilot of the rubric in May 2015, qualitative feedback from DELL raters indicated that some rubric elements were appropriately defined while others lacked enough differentiation. In addition, due to limited access to classrooms for observations, not all rubric components were rated, resulting in a lack of enough data to make conclusions about the appropriateness of the components.

Further rubric refinement began in September 2015, and additional campus classroom visits were made to test the rubric during October 2015. The rubric will continue to be updated and refined during the year based on staff's feedback and data analysis of the results. In addition, the rubric will undergo review by a sample of district and campus staff to ensure it is a more accurate reflection of discrete levels of implementation of good classroom instruction. By the end of 2015–2016, if enough classroom observation data have been collected, DRE staff plan to use the rubric data to determine whether the rubric ratings are predictive of students' language acquisition and academic achievement outcomes. In addition, if the rubric is determined to be consistent with effective DL instruction, the DELL staff plan to incorporate the rubric in future professional development opportunities.

## **Professional Development Opportunities in Projects at Secondary Schools**

AISD's DELL staff implemented two professional development initiatives at selected secondary schools for teachers of ELLs: Guided Linguistic Acquisition Development (GLAD) and sheltered instruction coaching. Both initiatives were focused at specific schools and teachers. GLAD is a student-focused instructional model emphasizing academic literacy and language development (see <http://www.projectglad.com/>). It has the following components and strategies: focus and motivation, input, guided oral practice, reading and writing, and closure/assessment. During 2014–2015, AISD contracted with GLAD trainers to provide intensive professional development sessions to selected teachers at two middle schools: Dobie and Webb. AISD DELL staff followed up with teachers at these schools during the year to provide guidance, modeling, and materials. Teachers gained hands-on experience in providing GLAD-focused instruction. The schools are continuing to implement the program during the 2015–2016 school year, and are expanding it to involve more teachers.

Professional development sessions on sheltered instruction coaching were provided by DELL staff to selected secondary school staff (i.e., two high schools and four middle schools) in 2014–2015 to show how creative instructional techniques could be used with ELLs across all subject areas. Sheltered instruction techniques demonstrated in the trainings included the following methods for introducing or expanding learning of concepts or lessons: providing context or anchors, pre-teaching content-specific vocabulary, creating a word bank (for display in the classroom), incorporating all language domains (i.e., listening, speaking, reading, writing) when learning new information, using student discussion for interactive learning, and synthesis and reflection for application to new ideas and concepts. Sheltered instruction efforts are being expanded to more secondary schools in 2015–2016.



## Conclusion

The following section highlights key findings about AISD ELLs and BE/ESL programs during 2014–2015.

### ELLs in AISD

By the end of the 2014–2015 school year, AISD schools served 25,342 ELLs, representing 28% of AISD’s total student population. Most ELLs (75%) were enrolled at the elementary school level, economically disadvantaged (91%), and Hispanic (90%). ELLs were served in one of the following BE/ESL programs: one-way DL (48%), ESL pullout (22%), ESL content (13%), transitional late-exit (9%), and two-way DL (6%). Approximately 2% of ELLs did not participate in BE/ESL programs because their parents denied program services offered. With an approximate combined total of \$12.1 million dollars in AISD expenditures during 2014–2015, the estimated cost per ELL served was \$497. During the 2014–2015 school year, according to AISD human resource records, AISD employed 2,346 teachers with a BE or ESL certification and classroom assignment. These teachers had an average of 11 years of professional work experience, and had worked in AISD for an average of 9 years. However, 8% were brand new to teaching. During 2014–2015, more than 40 professional development sessions, covering a wide range of topics, were offered by the DELL to AISD staff. More than 3,000 staff attended.

### Language Acquisition

The TELPAS is used annually statewide to assess ELLs’ English language acquisition. AISD ELLs’ TELPAS performance was consistent with gradual language acquisition for students progressing through grade levels. Most early elementary school ELLs were at beginning or intermediate TELPAS levels, and most upper elementary, middle and high school ELLs were at advanced or advanced high levels. Among 5<sup>th</sup>-grade ELLs, those in DL programs attained advanced or advanced high ratings (79% one-way, 88% two-way) more often than did ELLs in other programs. When examining yearly progress in English language acquisition, 70% of 5<sup>th</sup>-grade ELLs in two-way DL programs made gains. Of concern is secondary-grade-level performance, with more than half of ELLs tested on TELPAS not showing annual progress in English language acquisition.

### Academic Achievement

In kindergarten through grade 2, AISD administered the TPRI (English) and TJL (Spanish) early reading assessments. ELLs’ TPRI performance at grades 1 and 2 was generally lower than that for kindergarten ELLs. Among ELLs taking TPRI in kindergarten, ELLs in late-exit and ESL programs outperformed other ELLs. ELLs’ test results on English DRA were similar to those on TPRI. ELLs’ test results on Spanish EDL were similar to those on TJL. When ELLs’ TPRI performance was examined for 2 consecutive years, high percentages of ELLs remained on grade level in Spring 2015 (ranging from 64% to 92%). ELLs’ TJL performance showed that ELLs in DL programs outperformed ELLs in other programs at each grade level.

On the STAAR 2015 tests, AISD ELLs outperformed Texas ELLs in reading at grades 3 through 5, in writing at grade 4, in math at grades 5 and 8, and in science at

grade 5. ELLs' STAAR passing rates generally were higher at elementary school grades than at middle school grades. AISD elementary ELLs taking English versions of the STAAR generally outperformed elementary ELLs who took the tests in Spanish. Other elementary STAAR results include the following:

Third-grade ELLs in the late-exit program (80%) outperformed ELLs in other programs on the English STAAR reading, while DL ELLs (65%) outperformed other ELLs on the Spanish STAAR reading. Fourth-grade ELLs in late-exit (68%) and two-way DL (65%) programs outperformed other ELLs on the English STAAR reading, but few differences were found in passing rates across BE/ESL programs on the Spanish version of the test. At 5<sup>th</sup> grade, ELLs in one-way DL programs (85%) outperformed ELLs in other programs on the English STAAR reading, and ELLs in both one-way (88%) and two-way (92%) DL programs outperformed other ELLs on the Spanish reading. On the STAAR math, elementary ELLs performed better on the English than the Spanish version of the tests at grades 3 through 5. On the English STAAR math, ELLs in late-exit programs outperformed other ELLs at grades 3 (82%) and 4 (75%), while ELLs in one-way DL programs outperformed other ELLs at grade 5 (76%). On the STAAR science, one-way DL ELLs in 5<sup>th</sup> grade (61%) outperformed other ELLs. Some elementary school differences between BE/ESL programs were noted on STAAR passing rates across subjects and grades (see Appendix D).

The lowest passing rates on the STAAR math were for 7<sup>th</sup>-grade ELLs (ranging from 25% to 35%). On the STAAR science, about one-third of 8<sup>th</sup>-grade ELLs passed the test. On 8<sup>th</sup>-grade STAAR social studies, most ELLs did not pass the test (10% to 21%). For all test grades and subjects, former ELLs, who were no longer receiving program services after 1 or 2 years, did well on the STAAR, indicating most were succeeding in academic English in those subject areas.

Examining ELLs' EOC 2015 results, AISD EOC performance typically mirrored that of ELLs statewide. On all subject tests except English I, AISD ELLs outperformed Texas ELLs. Former ELLs no longer being served by BE/ESL programs continued to pass EOC tests at high rates.

Other academic indicators showed ELLs' performance has improved over the past few years, with dropout rates lower and CTE participation rates higher. However, the ELL graduation rate has declined over the past 2 years, and AISD has missed the state PBMAS graduation target during this period; thus, this remains an area for improvement.

## DL Program Implementation

AISD has implemented the DL program since 2010, beginning with 10 pilot schools, and has expanded by grade level yearly at most but not all elementary schools ( $n = 61$ ). In 2014–2015, the 10 pilot schools provided DL instruction to ELLs (and participating non-ELLs) from pre-K through 5<sup>th</sup> grade. Each year since 2010, DL teachers have received training, materials, and support in implementing DL. Two key questions for AISD leadership and staff are:

1. Where is DL being implemented well across schools and classrooms?
2. Is DL effective in improving ELLs' language acquisition and academic achievement?

To begin answering these questions, staffs in the DELL and DRE have gathered information and found the following results:

- Spring 2015 DL teacher survey results showed that while most agreed students should be bilingual, biliterate, and bicultural, only 57% agreed that the Gómez and Gómez DL model was effective.
- The annual Gómez and Gómez campus site visits showed that only 58% of campuses received proficient or exemplary ratings for DL implementation. Furthermore, these ratings were meant only for formative feedback to schools and may not be appropriate to correlate with students' academic outcomes at the classroom level.

- In an effort to address improving DL implementation measures, help inform future DL professional development opportunities, and help answer district leaders' questions about DL effectiveness, a collaborative team of DELL and DRE staff developed a DL classroom observation rubric aligned with the Gómez and Gómez model. The rubric was piloted at 17 schools in May 2015. Based on feedback, the rubric was revised for additional campus visits in Fall 2015. The goal was to gain input from campus and district staff about the appropriateness and validity of the rubric, and ultimately to use this rubric as a measure of effective DL classroom implementation and as a guidepost for staff to be shared through professional development opportunities.

## Secondary Program Improvements

Two pilot professional development initiatives occurred at several middle and high schools to support teachers who provide instruction to ELLs: GLAD and sheltered instruction coaching models. Ongoing training and support was provided to selected teachers at these schools to improve their ELL instructional practices. These efforts are continuing in 2015–2016, and the sheltered instruction initiative is expanding to more secondary schools.

## Recommendations

In light of data summarized in this report, and based on input from DELL staff about plans for the 2015–2016 school year, several recommendations can be made for ways to improve AISD ELLs' language acquisition and academic achievement.

- The district continues its effort to identify elementary campuses that have sufficient numbers of ELLs and campus capacity to offer comprehensive DL programs. The DL program expanded to three middle schools in 2015–2016, offering DL to selected 6<sup>th</sup> grade students who have been in DL. This opportunity should be used to identify key program design and implementation features and classroom instructional activities that may be unique and appropriate to ELLs' learning needs at middle school. District leaders are making plans to implement DL at other middle schools in 2016–2017.
- District staff will continue with the development and refinement of the AISD DL classroom observation rubric by doing more classroom observations; getting feedback from campus staff and district leaders (e.g., early childhood, special education, and curriculum); and analyzing the degree to which campus and classroom DL implementation factors are related to students' academic outcomes.
- District staff will identify effective classroom instructional practices that are successful in supporting ELLs' language acquisition and academic growth, regardless of BE or ESL program.
- The district should continue to intensify and expand efforts to improve teacher instruction and ELLs' learning at middle and high schools. To this end, schools and teachers participating in the GLAD and sheltered instruction initiatives should be tracked over time to see whether professional development is impacting their instruction (according to the models) and whether this is associated with ELLs' improved academic outcomes.

## Appendices

### Appendix A: Texas English Language Proficiency Assessment System (TELPAS) 2015 Results by AISD Vertical Teams of Schools

Figure A 1.

**AISD TELPAS 2015 Percentages of English Language Learners (ELLs) Attaining Advanced or Advanced High Composite Ratings and Percentages Making Annual Progress by Vertical Team**

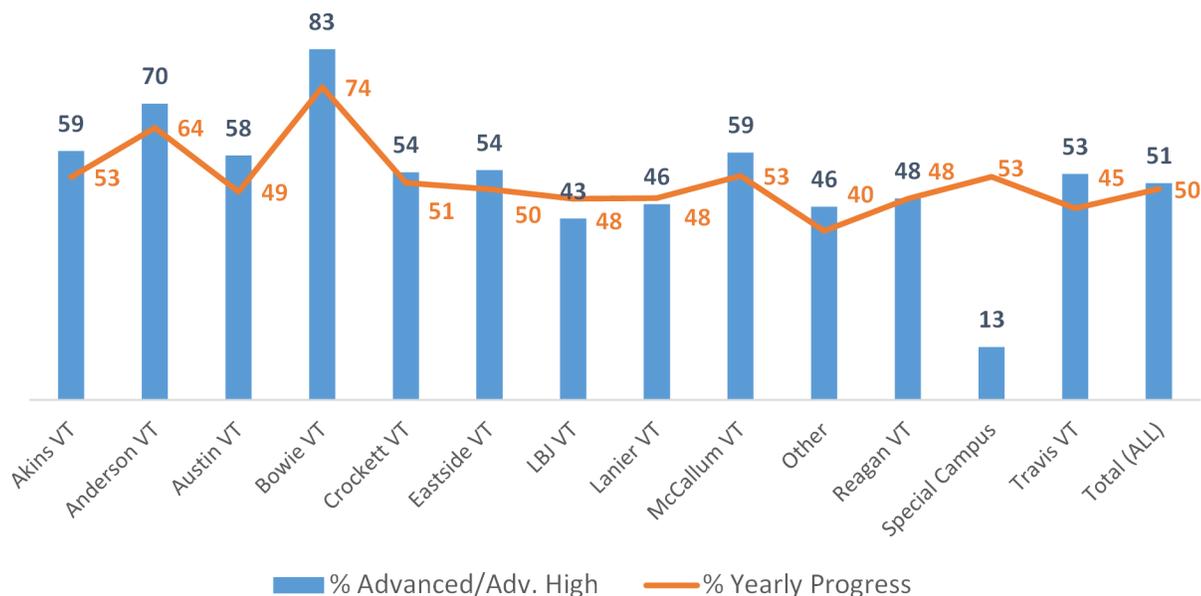


Table A 1.

**Numbers of AISD English Language Learners (ELLs) Tested on TELPAS 2015 and Who Were Tested for Two Consecutive Years by AISD Vertical Team**

	Number of ELLs tested												
	Akins	Anderson	Austin	Bowie	Crockett	Eastside	LBJ	Lanier	McCallum	Other	Reagan	Special	Travis
TELPAS 2015	2,043	891	868	458	1,771	1,095	2,525	3,770	764	35	3,771	431	2,384
TELPAS 2014 and 2015	1,648	643	636	354	1,413	883	1,983	2,969	594	15	2,871	125	1,914

Source. AISD TELPAS 2015 records.

Note. Other includes Travis County Juvenile Detention Center, Travis County Day School, Phoenix Academy, and Leadership Academy. Special includes Garza High School, Richards School for Young Women Leaders, International High School, and Rosedale School. VT indicates vertical team.

## Appendix B: English Texas Primary Reading Inventory (TPRI) and Spanish Tejas LEE (TJL) Results for ELLs and Non-ELLs in BE/ESL Programs

Table B 1.

AISD English Language Learners (ELLs) and Non-English Language Learners (non-ELLs) in BE/ESL Programs Taking English TPRI or Spanish TJL, Spring 2015

TPRI	Number of ELLs			Number of Non-ELLs		
	Kindergarten	Grade 1	Grade 2	Kindergarten	Grade 1	Grade 2
Transitional late exit	108	112	122	na	na	na
One-way DL	25	39	85	na	na	na
Two-way DL	14	6	14	234	240	221
ESL	283	314	290	na	na	na
<b>TJL</b>						
Transitional late exit	26	29	14	na	na	na
One-way DL	1,774	1,877	1,591	na	na	na
Two-way DL	250	247	188	na	na	na

Source. AISD TPRI and TJL records, Spring 2015

Table B 2.

Cohort of AISD English Language Learners (ELLs) on Grade Level on English TPRI or Spanish TJL at Both Spring 2014 and Spring 2015, by BE or ESL Program and Spring 2015 Grade Level

TPRI	Percentage of ELLs on grade level, Spring 2015	
	Grade 1	Grade 2
Transitional late exit	75%	78%
One-way DL	76%	92%
Two-way DL	na	na
ESL	64%	85%
<b>TJL</b>		
Transitional late exit	44%	20%
One-way DL	65%	31%
Two-way DL	51%	42%

Source. AISD TPRI and TJL records, Spring 2014 and Spring 2015

## Appendix B (continued)

Table B 3.  
AISD English Language Learners (ELLs) On Grade Level on English TPRI and Spanish TJL by Vertical Teams and Grade Levels, Spring 2015

Vertical Team	Percentage of ELLs on grade level—TPRI			Percentage of ELLs on grade level—TJL		
	Kindergarten	Grade 1	Grade 2	Kindergarten	Grade 1	Grade 2
Akins	74%	43%	42%	47%	34%	9%
Anderson	75%	58%	65%	60%	47%	57%
Austin	80%	57%	52%	52%	36%	62%
Bowie	91%	78%	65%	**	**	**
Crockett	85%	46%	37%	49%	35%	9%
Eastside	75%	30%	35%	48%	39%	29%
LBJ	73%	10%	29%	65%	59%	27%
Lanier	88%	33%	39%	40%	51%	18%
McCallum	59%	28%	28%	28%	31%	12%
Reagan	72%	50%	51%	48%	46%	23%
Travis	79%	48%	22%	53%	56%	28%

Source. AISD TPRI and TJL records, Spring 2015

Note. Student records included when both a beginning and end of year test was recorded. Asterisks indicate numbers of students tested were too small to report.

## Appendix C: English Developmental Reading Assessment (DRA) and Spanish Evaluación del Desarrollo de la Lectura (EDL) Results for ELLs and Non-ELLs in BE/ESL Programs

Table C 1.

AISD English Language Learners (ELLs) and Non-English Language Learners (non-ELLs) in BE/ESL Programs Taking English DRA or Spanish EDL, Spring 2015

DRA	Number of ELLs			Number of Non-ELLs		
	Kindergarten	Grade 1	Grade 2	Kindergarten	Grade 1	Grade 2
Transitional late exit	122	118	114	na	na	na
One-way DL	34	37	157	na	na	na
Two-way DL	12	10	15	236	252	213
ESL	311	298	290	na	na	na
<b>EDL</b>						
Transitional late exit	33	32	28	na	na	na
One-way DL	1,858	1,900	1,628	na	na	na
Two-way DL	253	248	200	na	na	na

Source. AISD DRA and EDL records, Spring 2015

Table C 2.

Cohort of AISD English Language Learners (ELLs) on Grade Level on English DRA and Spanish EDL at Both Spring 2014 and Spring 2015, by BE/ESL Program and Spring 2015 Grade Level

DRA	Percentage of ELLs on grade level, Spring 2015	
	Grade 1	Grade 2
Transitional late exit	85%	84%
One-way DL	73%	83%
Two-way DL	na	na
ESL	79%	90%
<b>EDL</b>		
Transitional late exit	64%	48%
One-way DL	77%	78%
Two-way DL	73%	87%

Source. AISD DRA and EDL records, Spring 2014 and Spring 2015

## Appendix D: STAAR 2015 Results for English Language Learners (ELLs) at Top Performing Elementary Schools

Table D 1.

AISD English Language Learners (ELLs) Grade 3 STAAR 2015 Reading Results at Top Performing Elementary Schools by BE/ESL Program and Test Language

BE/ESL Program/Campus			BE/ESL Program/Campus		
STAAR 2015 Reading—English			STAAR 2015 Reading—Spanish		
One-way DL	Number	Percentage	One-way DL	Number	Percentage
Hart	29	100%	Hart	45	91%
Sanchez	11	100%	Blazier	37	84%
St Elmo	17	94%			
Cook	14	93%	Two-way DL		
Palm	10	90%	Perez	17	100%
Jordan	12	83%			
McBee	22	82%			
Overton	10	80%			
Transitional late exit					
Graham	58	98%			
Guerrero Thompson	35	80%			
ESL					
Baranoff	15	100%			
Clayton	12	100%			
Summitt	10	100%			
Mills	16	94%			
Guerrero Thompson	24	83%			
Patton	24	83%			
Davis	10	80%			

Source. AISD STAAR records 2015, Campus & District Accountability Department

Note. Includes scored test version 5 only. Minimum number tested is 10, and minimum passing percentages greater than or equal to 80%.

Table D 2.

AISD English Language Learners (ELLs) Grade 4 STAAR 2015 Reading Results at Top Performing Elementary Schools by BE/ESL Program and Test Language

BE/ESL Program/Campus			BE/ESL Program/Campus		
STAAR 2015 Reading—English			STAAR 2015 Reading—Spanish		
One-way DL	Number	Percentage	One-way DL	Number	Percentage
Allison	12	92%	Winn	21	86%
Summitt	23	91%			
Cook	22	91%			
Overton	31	87%			
McBee	32	84%			
Two-way DL					
Wooten	21	80%			
Menchaca	10	80%			
Transitional late exit					
Guerrero Thompson	47	83%			
Graham	38	82%			
ESL					
Oak Hill	10	90%			
Harris	16	81%			

Source. AISD STAAR records 2015, Campus & District Accountability Department

Note. Includes scored test version 5 only. Minimum number tested is 10, and minimum passing percentages greater than or equal to 80%.

## Appendix D (continued)

Table D 3.

### AISD English Language Learners (ELLs) Grade 5 STAAR 2015 Reading Results at Top Performing Elementary Schools by BE/ESL Program and Test Language

BE/ESL Program/Campus		STAAR 2015 Reading—English		BE/ESL Program/Campus		STAAR 2015 Reading—Spanish	
One-way DL		Number	Percentage	One-way DL		Number	Percentage
	Sanchez	16	94%		Wooten	11	91%
	Blazier	31	94%		Pickle	38	84%
	Pickle	15	93%				
	Winn	10	90%				
Two-way DL				Two-way DL			
	Wooten	14	100%		Wooten	13	92%
Transitional late exit					Perez	12	92%
	Graham	11	100%				
	Palm	15	100%				
	Wooldridge	36	92%				
	Joslin	11	91%				
	Govalle	21	90%				
	Allison	19	89%				
	Summitt	16	88%				
	Pleasant Hill	14	86%				
	Overton	26	85%				
	Oak Hill	17	82%				
	Sunset Valley	17	82%				
	Guerrero Thompson	27	81%				
	Cook	52	81%				
	Barrington	41	80%				
	Odom	10	80%				
ESL							
	Blazier	11	100%				
	Kiker	10	100%				
	Mills	10	100%				
	Hart	25	88%				

Source. AISD STAAR records 2015, Campus & District Accountability Department

Note. Includes scored test version 5 only. Minimum number tested is 10, and minimum passing percentages greater than or equal to 80%.

Table D 4.

### AISD English Language Learners (ELLs) Grade 4 STAAR 2015 Writing Results at Top Performing Elementary Schools by BE/ESL Program and Test Language

BE/ESL Program/Campus		STAAR 2015 Writing—English		BE/ESL Program/Campus		STAAR 2015 Writing—Spanish	
One-way DL		Number	Percentage	One-way DL		Number	Percentage
	Allison	12	100%		Hart	37	86%
	Cook	14	100%		Winn	22	86%
	Summitt	23	87%		Ortega	11	82%
	Hart	14	86%				
	Overton	29	83%				
	Govalle	17	82%				
	Reilly	16	81%				
Two-way DL				Transitional late exit			
	Oak Hill	11	91%		Guerrero Thompson	11	91%
	Wooten	17	82%				
Transitional late exit							
	Graham	37	92%				
	Guerrero Thompson	46	85%				

Source. AISD STAAR records 2015, Campus & District Accountability Department

Note. Includes scored test version 5 only. Minimum number tested is 10, and minimum passing percentages greater than or equal to 80%.

## Appendix D (continued)

Table D 5.  
AISD English Language Learners (ELLs) STAAR 2015 Math Results at Top Performing Elementary Schools by BE/ESL Program and Grade

BE/ESL Program/Campus		STAAR 2015 Math			BE/ESL Program/Campus		STAAR 2015 Math		
One-way DL		Grade	Number	Percentage	Transitional late exit		Grade	Number	Percentage
	Allison	4	18	100%		Graham	5	14	100%
	Sims	3	10	100%		Guerrero Thompson	5	27	96%
	Winn	4	23	96%		Graham	3	66	95%
	St. Elmo	3	18	94%		Summitt	5	15	93%
	Hart	3	74	93%		Langford	5	52	92%
	Williams	3	13	92%		Graham	4	39	92%
	Summitt	4	23	91%		Barrington	5	43	88%
	Blazier	5	33	91%		Pillow	4	16	88%
	Pecan Springs	3	29	90%		Guerrero Thompson	4	57	88%
	Overton	4	42	88%		Guerrero Thompson	3	49	86%
	Govalle	4	23	87%		Allison	5	21	81%
	Wooten	3	37	86%		Jordan	5	50	80%
	Ortega	4	14	86%		McBee	5	30	80%
	McBee	4	54	85%		Linder	5	20	80%
	Sanchez	5	20	85%		Williams	5	10	80%
	Ortega	3	12	83%	ESL				
	Zavala	3	12	83%		Mills	3	16	100%
	Blazier	3	41	83%		Baranoff	3	14	100%
	Joslin	4	17	82%		Clayton	3	12	100%
	Reilly	4	17	82%		Blazier	5	11	100%
	Barrington	3	45	82%		Pillow	4	10	100%
	Widen	3	28	82%		Kiker	5	10	100%
	Langford	3	72	82%		Guerrero Thompson	3	25	96%
	Cook	4	43	81%		Patton	3	24	96%
	Summitt	3	21	81%		Harris	4	13	92%
	Hart	4	50	80%		Hart	5	22	91%
	Brooke	3	10	80%		Mills	5	10	90%
	Pickle	5	49	80%		Oak Hill	4	10	90%
						Doss	3	14	86%
						Hart	4	14	86%
						Guerrero Thompson	4	11	82%
						Pillow	5	11	82%
Two-way DL									
	Travis Heights	3	12	92%					
	Wooten	4	34	91%					
	Menchaca	3	11	91%					
	Wooten	5	27	89%					
	Perez	3	20	85%					

Source. AISD STAAR records 2015, Campus & District Accountability Department

Note. Includes both English and Spanish test versions, scored tests only, version S only. Minimum number tested is 10, and minimum passing percentages greater than or equal to 80%.

## Appendix D (continued)

Table D 6.

### AISD English Language Learners (ELLs) STAAR 2015 5th Grade Science Results at Top Performing Elementary Schools by BE/ESL Program

BE/ESL Program/Campus	STAAR 2015 Science	
	Number	Percentage
Transitional late exit	Graham	11 91%
	Allison	21 81%
ESL	Blazier	12 100%
	Kiker	10 100%
	Mills	10 80%

Source. AISD STAAR records 2015, Campus & District Accountability Department

Note. Includes both English and Spanish test versions, scored tests only, test version S only. Minimum number tested is 10, and minimum passing percentages greater than or equal to 80%. There were no schools with one-way or two-way DL programs that had passing percentages or numbers of ELLs tested above these minimum criteria.

## References

Gómez, L., & Gómez, R. (2015). *The Gómez & Gómez dual language enrichment (DLE) model*. Retrieved from <http://dlti.us/3.html>.

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

Martha Doolittle, 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](http://www.austinisd.org/dre) | Twitter: @AISD\_DRE

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