



# English Language Learners' Performance on the Evaluación del Desarrollo de la Lectura: School Years 2012—2013, 2013—2014, 2014—2015

The Evaluación del Desarrollo de la Lectura (EDL) is administered in Spanish and indicates whether a student is reading on or off grade. At Austin Independent School District (AISD), it is administered from kindergarten to 2<sup>nd</sup> grade. The child's reading level is determined by performance in a reading session, and measures include accuracy, fluency, and reading comprehension.

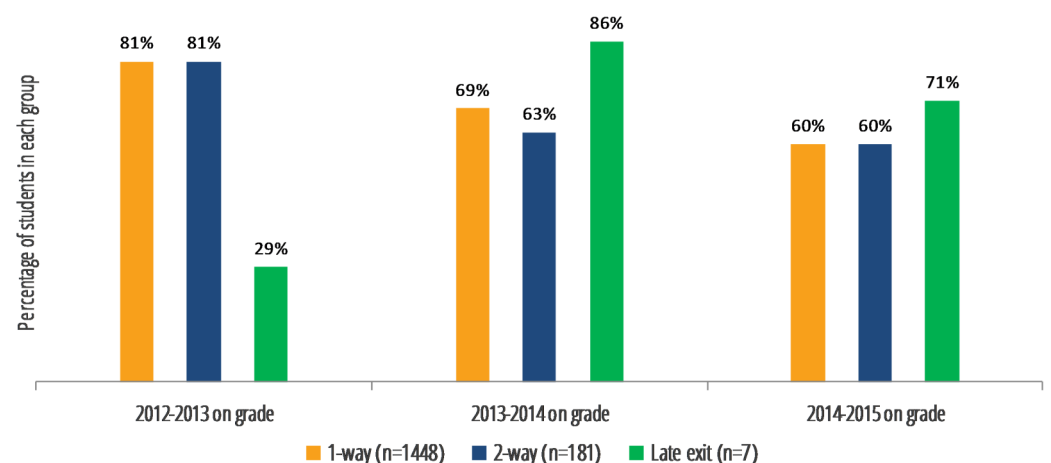
This report includes English language learners (ELLs) who joined one of AISD's bilingual programs in kindergarten in the 2012—2013 school year and continued in the program in 2013—2014 and 2014—2015. Figure 1 shows percentages of ELLs in the 1-way dual language (DL), 2-way DL, and the late exit (LE) programs who have performed on grade level in each of the 3 school years included in this report (2012—2013, 2013—2014, and 2014—2015). Too few students in the English as a second language program (ESL) took the EDL assessment during these 3 school years; consequently, this group's results were not included here.

The vast majority of 1-way and 2-way DL students were promoted to 2<sup>nd</sup> grade in 2014—2015 (only 1.5% of these students were retained in the first year). All LE students were promoted to 2<sup>nd</sup> grade in 2014—2015.

## Results

The majority of 1-way and 2-way DL students performed on grade level in 2012—2013 (Figure 1). However, in the following 2 years, even though the majority of those students still performed on grade level, the percentages decreased when compared with percentages for the kindergarten year. LE students followed the op-

Figure 1. English Language Learners Who Performed On Grade on the Evaluación del Desarrollo de la Lectura (EDL)



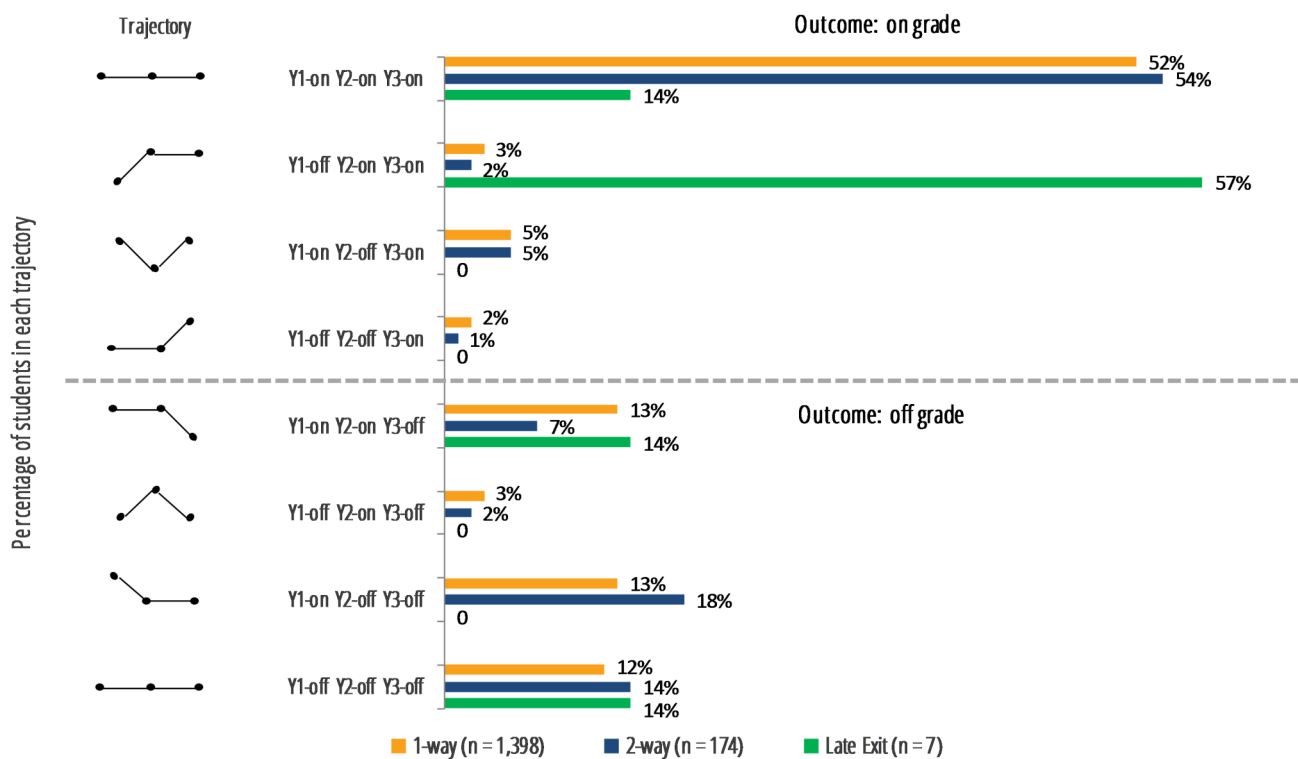
Source: AISD Spanish EDL records, Spring 2013, 2014, and 2015

Note: Test results are from the end-of-year testing session. Due to the limited number of students in the English as a second language program who took the EDL assessment in the spring of 2013 to 2015, results from this group are not included.

posite pattern: a small percentage (29%) of those students performed on grade level in kindergarten, but the majority of LE students performed on grade level in subsequent years. However, it is important to note that the number of students tested in each program was drastically different (1-way = 1448, 2-way = 181, and LE = 7). Thus, the performance of LE students may not be representative.

When examining the performance trajectory students followed across 3 years, nearly half of the 1-way and 2-way DL students started on grade level in kindergarten and stayed on grade level across the 3 years (Figure 2). In contrast, a little more than half of the LE students started off grade level, performed on grade level in the first grade, and remained on grade level as 2<sup>nd</sup> graders. It is interesting to notice that for all three programs, small percentages of students performed on grade level in kindergarten and/or 1<sup>st</sup> grade, but performed off grade level in 2<sup>nd</sup> grade (see bottom half of Figure 2). This may have been the result of increasing language complexity at higher grade levels. Caution should be taken in interpreting results for LE students due to the small number of students tested.

Figure 2. English Language Learners Performance Trajectory on the Evaluación del Desarrollo de la Lectura (EDL) Across 3 years: 2012-2013 to 2014-2015



Source: AISD Spanish EDL records, Spring 2013, 2014, and 2015

Note: Test results are from the end-of-year testing session. Due to the limited number of students in the English as a second language program who took the EDL assessment in the spring of 2013 to 2015, results from this group are not included.

## 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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