

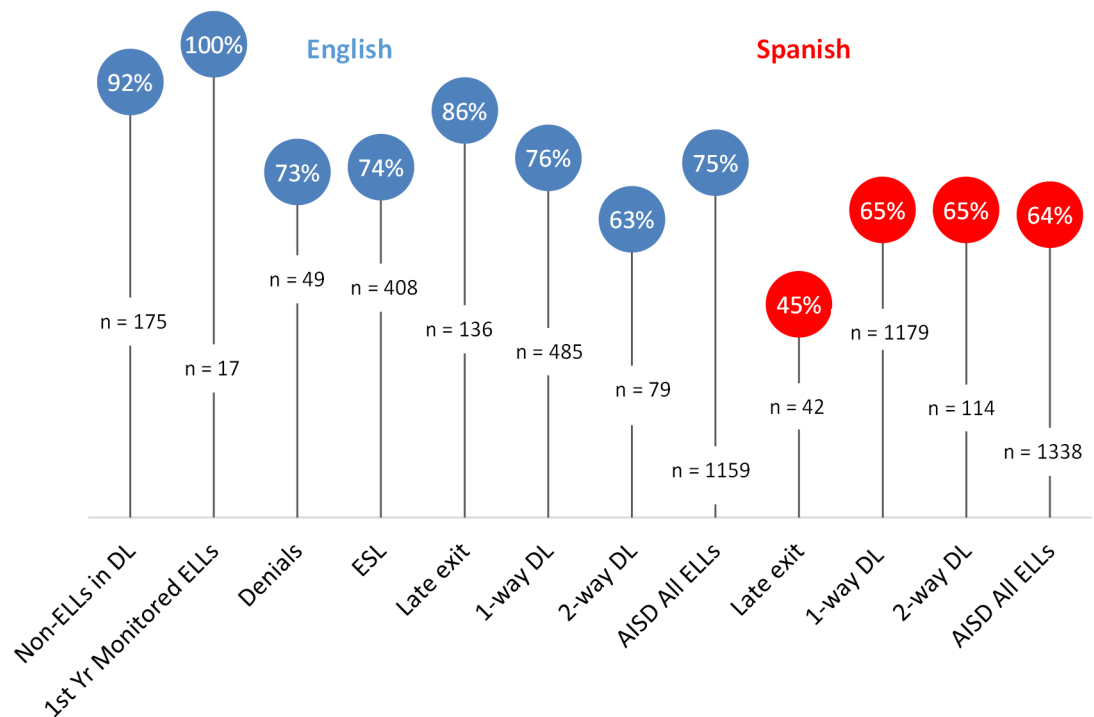
English Language Learners' 2015 STAAR Reading and Writing, Grades 3—5, and 2015 TELPAS English Language Acquisition, Grades KG—5

Descriptions of bilingual (BE) [including late exit and dual language (DL)] and English as a second language (ESL) programs can be found at the district's website (<http://www.austinisd.org/academics/ell/programs>).

STAAR Reading 2015

Austin Independent School District's (AISD) 2015 State of Texas Assessment of Academic Readiness (STAAR) reading results for English language learner (ELLs) in grades 3 through 5 are summarized below. Third and 4th graders had one opportunity to take the test, while 5th graders had two opportunities to take the test if they failed it the first time. Cumulative results are included here. Most former ELLs (1st-year monitored) and non-ELLs in the two-way DL program passed the English STAAR test at grades 3, 4 and 5.

Figure 1. STAAR 2015 Reading: Third-grade ELLs performed better on English STAAR than on Spanish STAAR reading. Late exit and one-way DL program students had higher English STAAR reading passing rates than did other ELLs. Among 3rd grade ELLs who took the Spanish STAAR, DL students performed better than late-exit students.

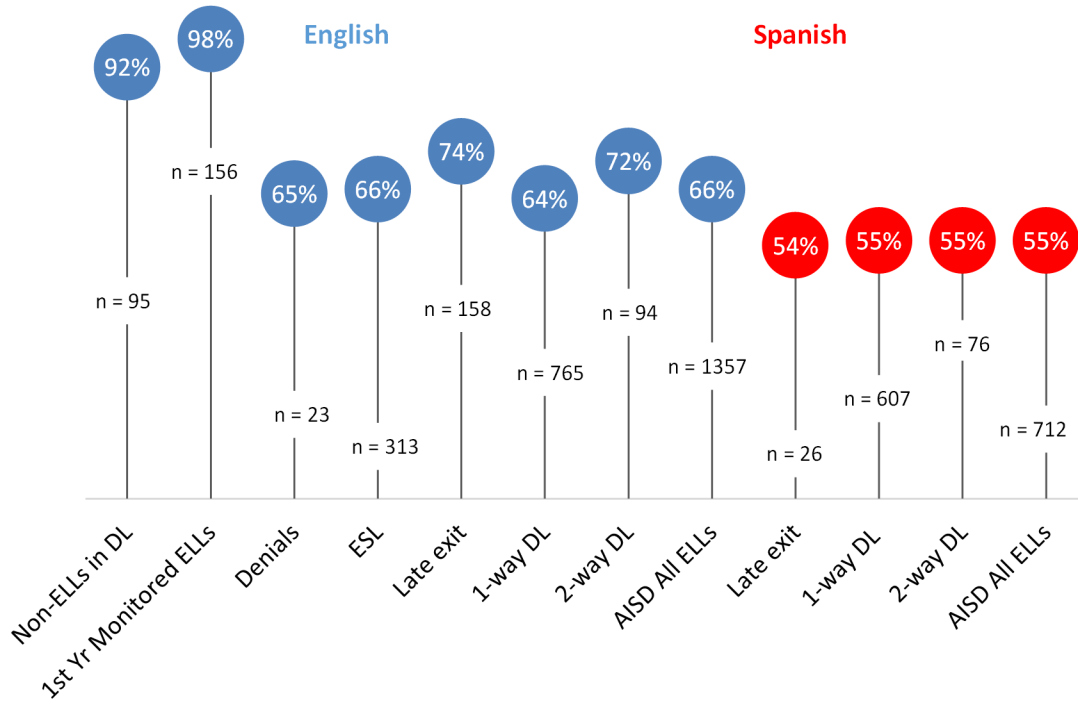


Source. AISD STAAR 2015 records

Note. Denials are students whose parents denied program services. One-way and 2-way are types of AISD DL programs. First-year monitored are former ELLs who have exited BE/ESL program services. Results only include scored tests, version S.



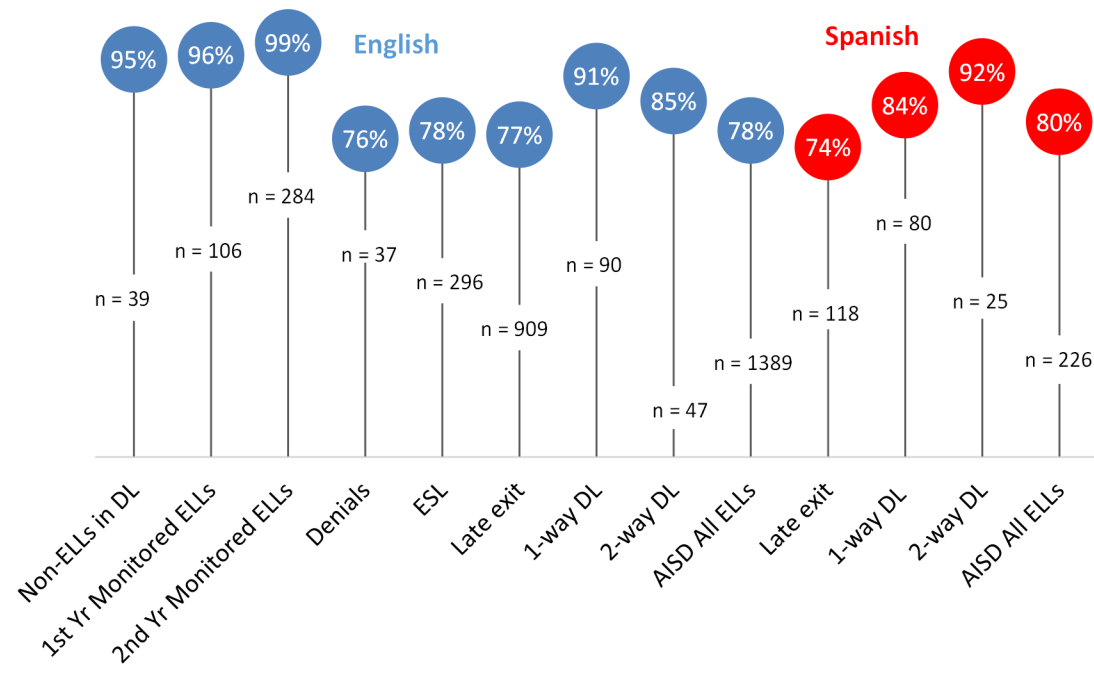
Figure 2. STAAR 2015 Reading: Fourth-grade ELLs in late exit and two-way DL programs outperformed other ELLs on the English 2015 STAAR reading. Fourth-grade ELLs' performance on the Spanish STAAR reading was consistent across student groups.



Source: AISD STAAR 2015 records

Note: Denials are students whose parents denied program services. One-way and 2-way are types of AISD DL programs. First-year monitored are former ELLs who have exited BE/ESL program services. Results only include scored tests, version S.

Figure 3. STAAR 2015 Reading: Fifth-grade ELLs in DL programs and former ELLs (1st- and 2nd- year monitored) outperformed other ELLs on the 2015 STAAR reading in English. Former ELLs who had been in DL in prior years passed at 100%. Fifth-grade ELLs in DL programs outperformed late-exit ELLs in Spanish. These results are consistent with DL program research showing it takes 5 to 7 years to attain academic language proficiency (Thomas & Collier, 1997).

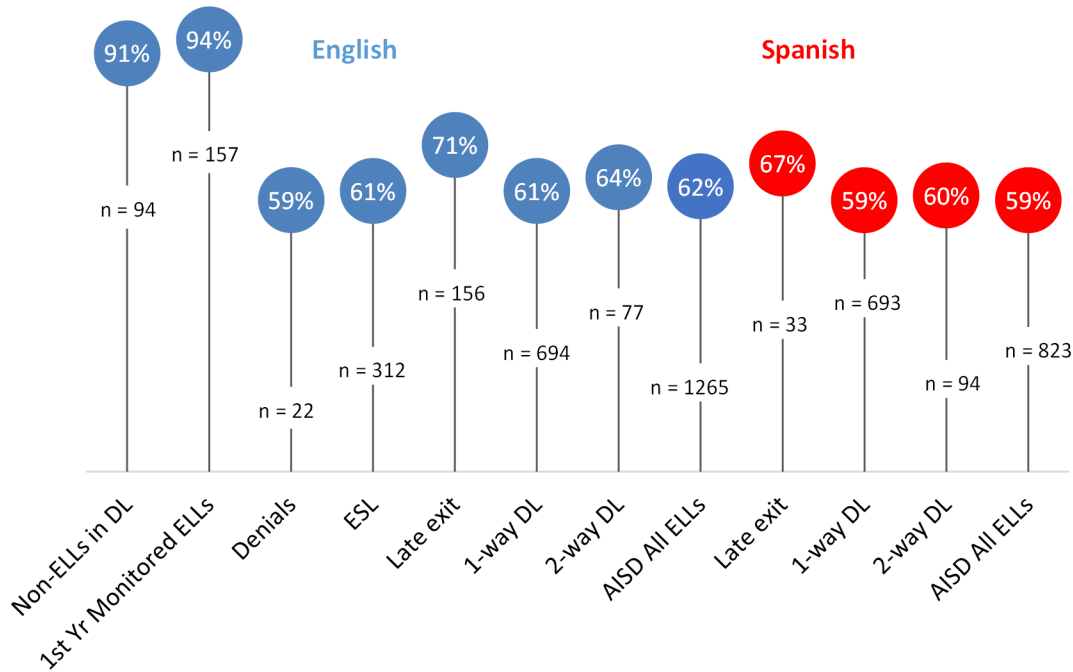


Source: AISD STAAR 2015 records

Note: Denials are students whose parents denied program services. One-way and 2-way are types of AISD DL programs. First- and second-year monitored are former ELLs who have exited BE/ESL program services. Results only include scored tests, version S.

STAAR Writing 2015

Figure 4. STAAR 2015 Writing: Fourth-grade ELLs in the late exit program and former ELLs outperformed other ELLs on the English and Spanish 2015 STAAR writing tests.



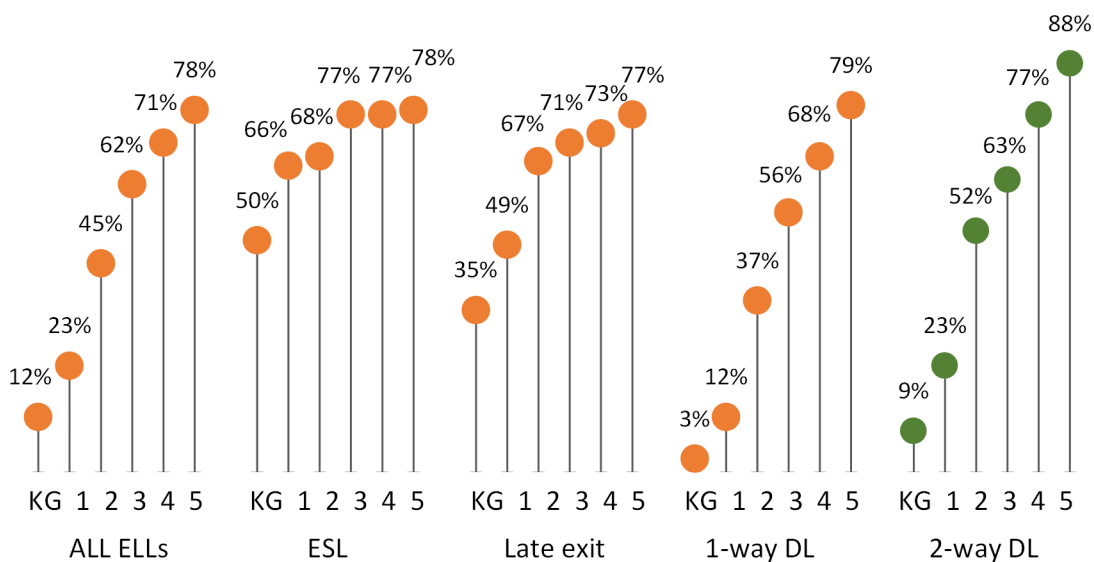
Source. AISD STAAR 2015 records

Note. Denials are students whose parents denied program services. One-way and 2-way are types of AISD DL programs. First-year monitored are former ELLs who have exited BE/ESL program services. Results only include scored tests, version 5.

TELPAS 2015

ELLs in Texas public schools are required annually to take the Texas English Language Proficiency Assessment System (TELPAS) to measure their English language acquisition and prior year growth.

Figure 5. TELPAS 2015: Fifth graders in two-way DL programs had the highest percentages attaining advanced or advanced high (the two highest) TELPAS ratings among all ELLs in kindergarten (KG) through grade 5.



Source. AISD 2015 TELPAS records

Summary

Fifth-grade DL ELLs, former ELLs, and non-ELLs (in two-way DL) generally outperformed other ELLs on 2015 STAAR reading performance. STAAR reading performance tended to be higher when ELLs tested in English than in Spanish. On TELPAS 2015, ELLs showed greater English language acquisition at grade 5 than at earlier grades, regardless of BE-ESL program, and the highest performance observed was for 5th-grade ELLs in two-way DL. These findings are consistent with research on ELLs' performance gains. A complete summary of data will be published in the annual BE/ESL report. This report will include other BE/ESL program evaluation information, including current year analyses of ELLs' English language gains, DL program teachers' opinions about instruction, and a summary of efforts to measure the fidelity of DL program implementation at the campus level. The district continues to improve ways of school-level DL program implementation.

Reference

Thomas, W., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Students, George Washington University.

STAAR Performance Data

STAAR test results in this report include 2015 scored STAAR versions S and A tests only. Limitations to these data include test coding issues (e.g., students' program coding may not match the program instruction they received) and issues with fidelity of implementation. Fifth graders who failed previous test administrations will be given another test opportunity in June. An evaluation of AISD BE/ESL programs will be reported in the annual *AISD Bilingual Education and English as a Second Language Programs Summary Report 2014–2015*. This report will be available online at AISD's Department of Research and Evaluation's website:

www.austinisd.org/dre



Austin Independent School District 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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