

English Language Learners' 2015 Early Reading Performance, Kindergarten through Grade 2

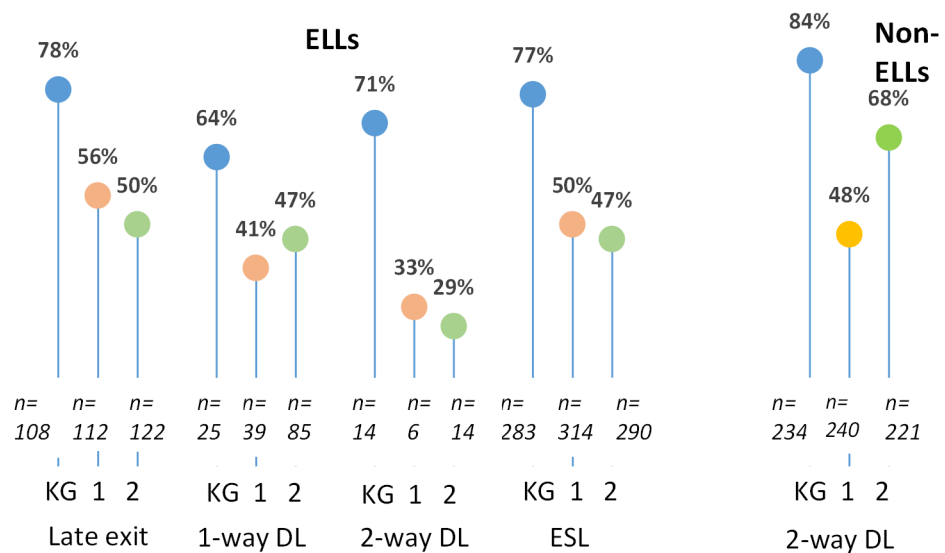
Student Academic Performance

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 assessment 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 1 shows Spring 2015 TPRI results for ELLs and non-ELLs for each bilingual education or English as a second language (BE/ESL) program.¹ **Kindergarten ELLs in late-exit and ESL programs outperformed kindergarten 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 complete results in the annual BE/ESL program report at www.austinisd.org/dre).

Figure 1.

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. Number tested are shown by $n=$ for each grade and BE/ESL program.

¹ Austin ISD's BE/ESL programs are described at <http://www.austinisd.org/academics/ell/programs>.

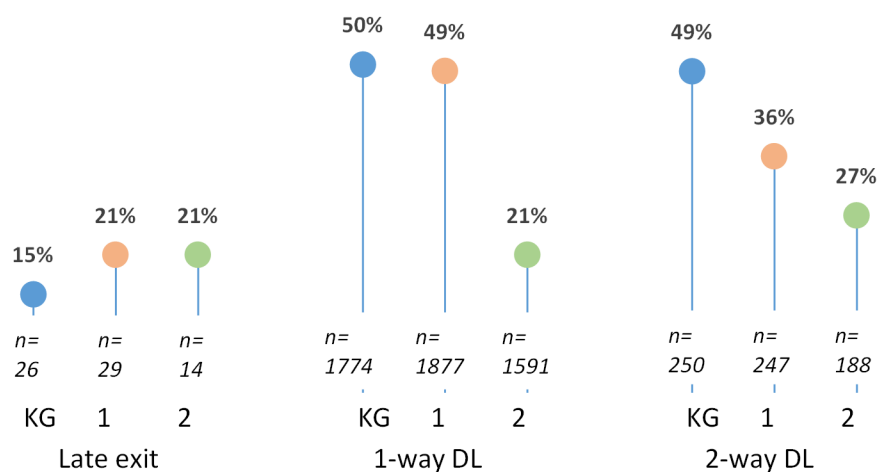
State-required student assessments

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>.

The English Developmental Reading Assessment (DRA) and the Spanish Evaluación del Desarrollo de la Lectura (EDL) were given to students in kindergarten through grade 2 based on the decision of district and campus staff.

Figure 2 shows Spring 2015 TJL results for ELLs in each BE program. **DL ELLs outperformed late-exit ELLs at each grade level, 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. Comparing TJL Spring 2014 with Spring 2015, only half of ELLs who had been on grade level in kindergarten remained on grade level as 1st graders in Spring 2015. One-fifth to less than one-half of ELLs who were on grade level as 1st graders remained on grade level as 2nd graders in Spring 2015. **ELLs in two-way DL had the highest percentage of students remaining on grade level (42%) two years in a row.**

Figure 2. 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. Number tested are shown by $n =$ for each grade and BE/ESL program.

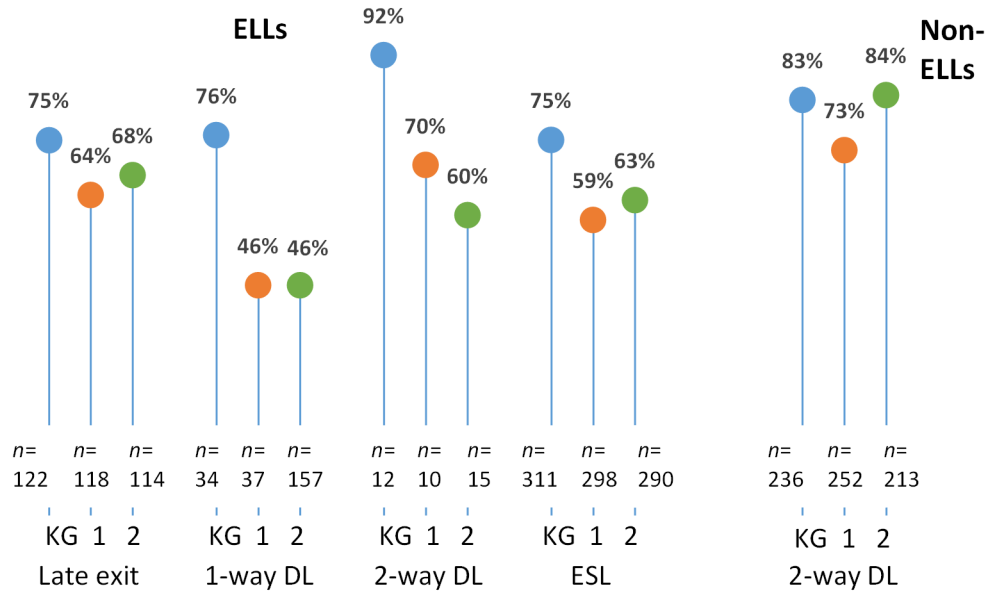
Developmental Reading Assessment (DRA) and Evaluación del Desarrollo de la Lectura (EDL)

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 3. These results are similar to those with the TPRI. **Among kindergarten ELLs, those in two-way DL had the highest percentage on grade level in Spring 2015.** Among ELLs in first and second grade, those in one-way DL had the lowest percentage on grade level. 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.

Figure 4 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 the 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.

A complete evaluation of AISD BE/ESL programs is summarized in the annual *AISD Bilingual Education and English as a Second Language Programs Summary Report 2014–2015*. This report is available online at AISD’s Department of Research and Evaluation’s website: www.austinisd.org/dre

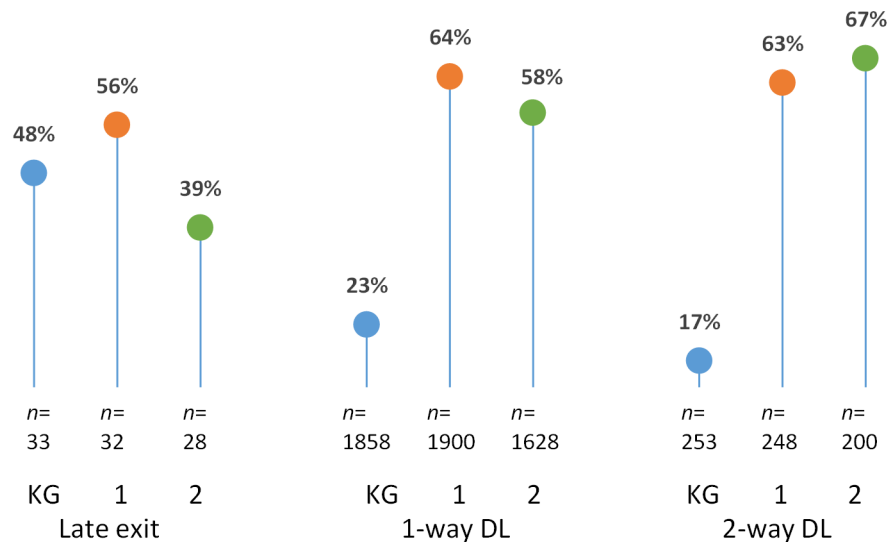
Figure 3. English Developmental Reading Assessment (DRA) On-Grade-Level Results for English Language Learners (ELLs) and Non-ELLs, by Bilingual Education/English as a Second Language (BE/ESL) Program, Spring 2015



Source: AISD English DRA records, Spring 2015

Note: KG is kindergarten. Number tested are shown by n= for each grade and BE/ESL program.

Figure 4. 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. Number tested are shown by n= for each grade and BE/ESL program.

