

# AISD BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAMS SUMMARY, 2013–2014





## Executive Summary

Austin Independent School District (AISD) enrolled more than 23,000 English language learner (ELL) students during the 2013–2014 school year. Most AISD ELLs are Hispanic (91%), and the most common language reported spoken at home is Spanish (91%). More than 2,000 immigrant students were enrolled in AISD during 2013–2014, representing many countries and languages. AISD offered bilingual late-exit and dual-language (DL) programs as well as English as a second language (ESL) programs. The bilingual DL programs began during the 2010–2011 school year at 10 pilot schools in prekindergarten (pre-K) through 1<sup>st</sup> grade. Since then, the DL programs have expanded to 63 elementary schools, serving more than 11,000 students in pre-K through grade 4 (grade 4 only at pilot schools during 2013–2014).

Education goals for ELLs include attainment of English language proficiency and academic achievement in all core subject areas, as outlined by the state’s education curriculum knowledge and skills (TEKS). A review of 2013–2014 ELL student achievement data shows that ELLs are making gains in language proficiency and core academic areas, but improvement efforts need to continue. On the state’s annual required assessment of English language proficiency, the Texas English Language Proficiency Assessment System (TELPAS), AISD ELLs in grades 1 through 12 performed at levels similar to that of ELLs statewide.

On the annual state-required academic assessment for students in grades 3 through 8, the State of Texas Assessments of Academic Readiness (STAAR), ELLs at elementary grade levels outperformed ELLs at middle school grades in 2014 across subject areas. This trend has continued for several years. AISD ELLs outperformed state ELLs in reading and math at grades 3, 4, 5 and 8, and in science at grade 5. For state-required academic assessments at the high school level on end-of-course (EOC) tests, ELLs had higher percentages passing than ELLs statewide on all subject tests during 2013–2014.

The state requires school districts to monitor ELLs’ academic performance for 2 years following their BE/ESL program service exit. A summary of STAAR 2014 results shows that the majority of monitored former ELLs performed well at most grade levels and STAAR subject areas. The same was true for AISD former ELLs on EOC tests in algebra, biology and U.S. history.

Other state indicators examined in this report were graduation rates, dropout rates, and participation in career and technology education coursework. In recent years, ELLs’ 4-year graduation rates improved (mid-70 percentage range), while their dropout rates were reduced (to 3.7%). However, these rates are not at levels equivalent to rates for all AISD students. Career and technology course participation rates in high school for ELLs were lower than those of non-ELLs (e.g., 42% for ELLs and 57% for non-ELLs in 2013–2014).

As the district seeks to improve educational opportunities and academic success for ELLs, some consideration can be given to results from a survey of DL campus administrators and teachers, where only about half of staff reported they were satisfied with the way the DL program was operating at their school. DL campus staff wanted more support and instructional resources for their DL classrooms to support their ELLs. Teachers wanted to participate in additional training to enhance their DL classroom instruction.

Another issue to consider is the degree of fidelity of DL implementation at each school. Not all schools may be implementing DL in the same way or to the full extent recommended by the DL model being used in AISD. Without evidence of consistent program implementation, a comparison evaluation of different BE/ESL programs is limited. In Fall 2014, the district's ELL Department staff plan to distribute clear guidelines and expectations for DL program implementation, reiterating the key components of the DL model. This will be accompanied by collaborative opportunities between the campus principals and representatives from the district's ELL Department to observe and discuss the degree of success in implementing each DL model component.

In addition, because academic achievement performance for ELLs was lowest at secondary school grade levels, action is necessary among district and school staff to address campus staff's and students' needs. The district's ELL Department is launching a comprehensive plan for secondary school sheltered instruction professional development sessions beginning in Summer 2014 and continuing throughout the 2014–2015 school year. Also, several pilot projects will begin at selected secondary schools during 2014–2015 for a sheltered instruction coaching model, and a guided linguistic acquisition development model for professional development opportunities. These efforts will be examined as part of the 2014–2015 program evaluation plan.

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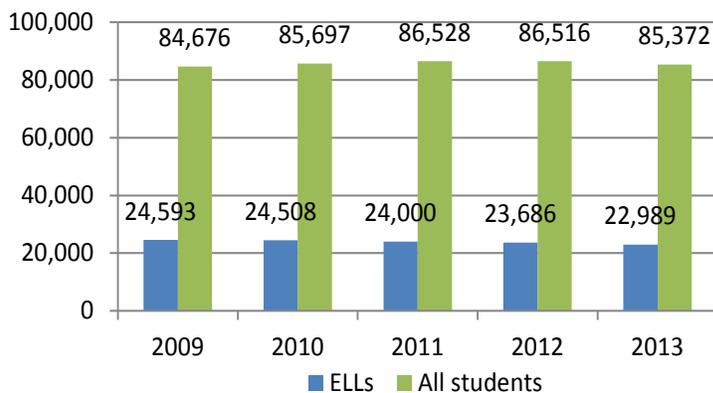
## Overview and Purpose

The Austin Independent School District (AISD) implemented several bilingual (BE) and English as a second language (ESL) programs during the 2013–2014 school year to serve 23,303 English language learner (ELL) students by the end of the school year. This report briefly summarizes the programs implemented, students served, students’ academic and language performance, information about federal funds to support ELLs, and some staff survey results during 2013–2014.

### AISD’s BE and ESL Programs, 2013–2014

**AISD ELLs.** Over the past 5 school years, the overall number of ELLs in AISD decreased slightly (Figure 1). ELLs represented 29% of AISD’s Fall 2009 student population and 27% of the Fall 2013 student population. Of AISD ELLs in 2013–2014, 91% were Hispanic, 5% were Asian, 2% were White, 1% were Black, and other ethnicities were less than 1% each.

**Figure 1. Number of AISD English Language Learners (ELLs) and All Students, Fall 2009 to Fall 2013**



*Source.* Public Education Information System records, 2010, 2011, 2012, 2013

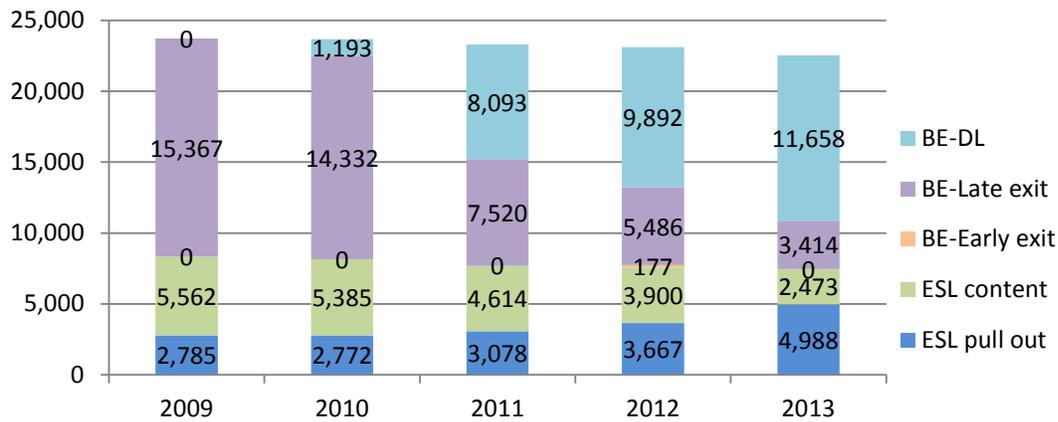
ELL student participation in BE/ESL programs also changed during this period (Figure 2). Beginning in 2010–2011, AISD introduced the BE dual language (DL) program (see <http://dlti.us/3.html>) at 10 pilot elementary schools. Student participation in DL has grown to more than 11,000 students in 63 schools. With this growth, the number of students participating in the BE late-exit program has declined. Non-ELLs are participating in the two-way version of the DL program, and their numbers have increased over time, as well, beginning with 129 non-ELLs in 2010–2011, and increasing to 1,084 non-ELLs

**About bilingual and ESL programs.** 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 in AISD. BE is a program of instruction in the native language and English, offered in pre-kindergarten (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 the ESL program, 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.



in 2013–2014. Appendix A contains more information about the DL program in AISD. ELL student participation in ESL over the past 5 years at grade levels 6 through 12 decreased in the content-based program, while ELL participation increased in the pull-out program. Small percentages of ELLs did not participate in recommended BE/ESL programs due to parents’ denial of program service, and these students were monitored by the district for academic and English language progress (see Appendix B and Appendix C).

**Figure 2. Number of AISD English Language Learners (ELLs) in Bilingual Education (BE) and English as a Second Language (ESL) Programs, by Fall of Each School Year, 2009 to 2013**



Source. Public Education Information System records, 2010, 2011, 2012, 2013

Note. Non-ELLs participating in two-way DL were not included in BE counts.

**Languages Spoken in AISD.** One hundred and one languages were reported as spoken at home among AISD students during 2013–2014. Among AISD ELLs, 84 languages were spoken at home. The most common home languages spoken by families of AISD students in Fall 2013 were English (61%), Spanish (35%), Vietnamese (0.7%), Arabic (0.5%), Mandarin Chinese (0.3%), Korean (0.3%), Burmese (0.2%), French (0.1%), Nepali (0.1%), Urdu (0.1%), Hindi (0.1%), Telugu (0.1%), Japanese (0.09%), Russian (0.07%), Portuguese (0.07%), Farsi (0.06%), German (0.06%), Pilipino (0.06%), Bengali (0.05%), Gujarati (0.05%), Tamil (0.05%), and Hebrew (0.04%). Among AISD ELLs, the most common languages spoken at home were Spanish (91.5%), Vietnamese (1.3%), Arabic (1.3%), Burmese (0.8%), Mandarin Chinese (0.6%), Korean (0.5%), and Nepali (0.4%).

**Immigrant Students in AISD.** More than 2,000 immigrant students enrolled in AISD each year over the past 5 years, representing 2.5% of AISD’s total student population in 2013–2014 (89% of these also were ELLs). The most common home languages reported by immigrant students were Spanish (54%), Arabic (9%), Burmese (5%), Nepali (4%), other (4%), Mandarin Chinese (3%), Vietnamese (3%), and Korean (3%).

**Migrant Students in AISD.** Very few migrant students have been enrolled in AISD, representing 0.01% of AISD’s student population in 2013–2014 (only one-third of these were ELLs).

**AISD ELL Student Academic Performance.** Research shows that ELLs take an average 5 to 7 years to gain academic proficiency in a second language (Thomas & Collier, 1997). ELLs’ academic performance for 2013–2014 is summarized for several assessments in language proficiency and academic achievement.

**Language Proficiency: Texas English Language Proficiency Assessment System (TELPAS)**

The TELPAS is used annually to assess ELLs in kindergarten through 12<sup>th</sup> grade, providing measures in four domains (listening, speaking, writing, and reading) and an overall composite rating. Results determine whether ELLs’ performance levels are at beginning, intermediate, advanced, or advanced high, with the goal of having all ELLs reach the advanced high level as they progress through school. Table 1 shows percentages of AISD ELLs’ 2014 TELPAS composite results for each grade level and student performance level. At 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.

**Table 1. AISD English Language Learners’ (ELLs) Texas English Language Proficiency Assessment System (TELPAS) Results, by Grade Level and Proficiency Level, Spring 2014**

Grade level	Number of ELLs tested	Percent TELPAS beginning	Percent TELPAS intermediate	Percent TELPAS advanced	Percent TELPAS advanced high
Kindergarten	2,862	<b>73</b>	15	8	4
1	2,805	39	36	17	8
2	2,752	15	<b>40</b>	30	15
3	2,532	9	27	33	30
4	2,150	7	23	42	28
5	1,539	6	16	44	34
6	1,087	7	22	46	25
7	974	7	21	44	28
8	853	6	14	<b>48</b>	32
9	947	18	18	42	22
10	557	5	21	<b>48</b>	27
11	435	0	13	43	<b>44</b>
12	192	1	20	<b>48</b>	32

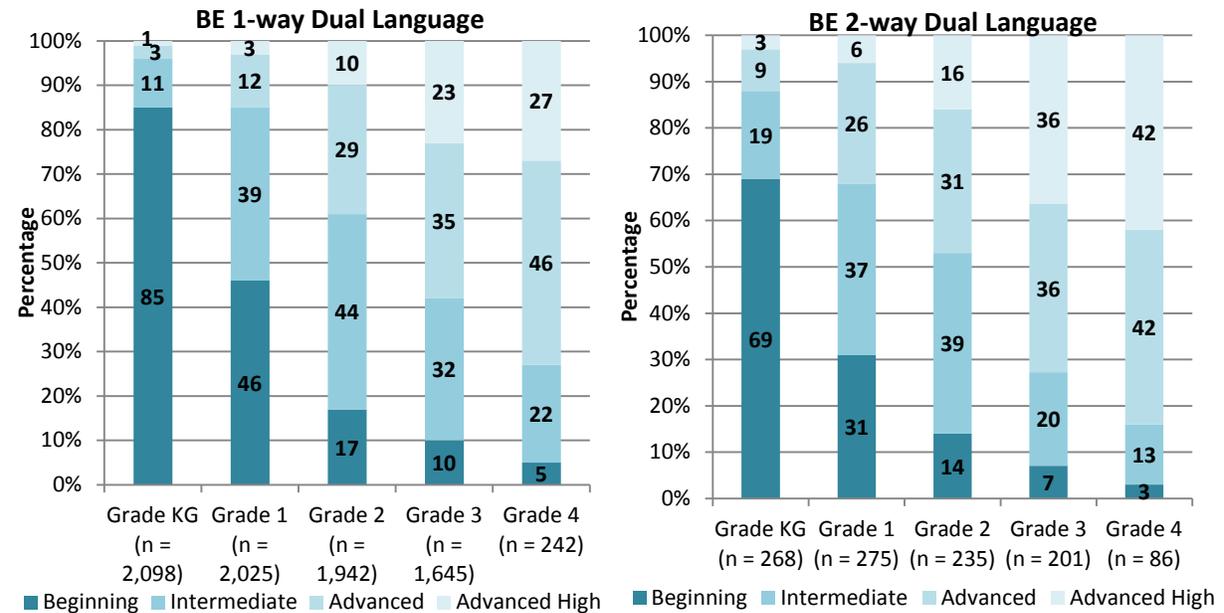
Source. AISD TELPAS Summary Report, May 2014

Note. Highest percentages at each proficiency level are in bold.

Figures 3 and 4 show 2014 TELPAS results for elementary grades and BE/ESL programs. Percentages of students with advanced or advanced high ratings increased as students progressed by grade level, and proportionately more kindergarten ELLs with beginning proficiency ratings were in DL programs than

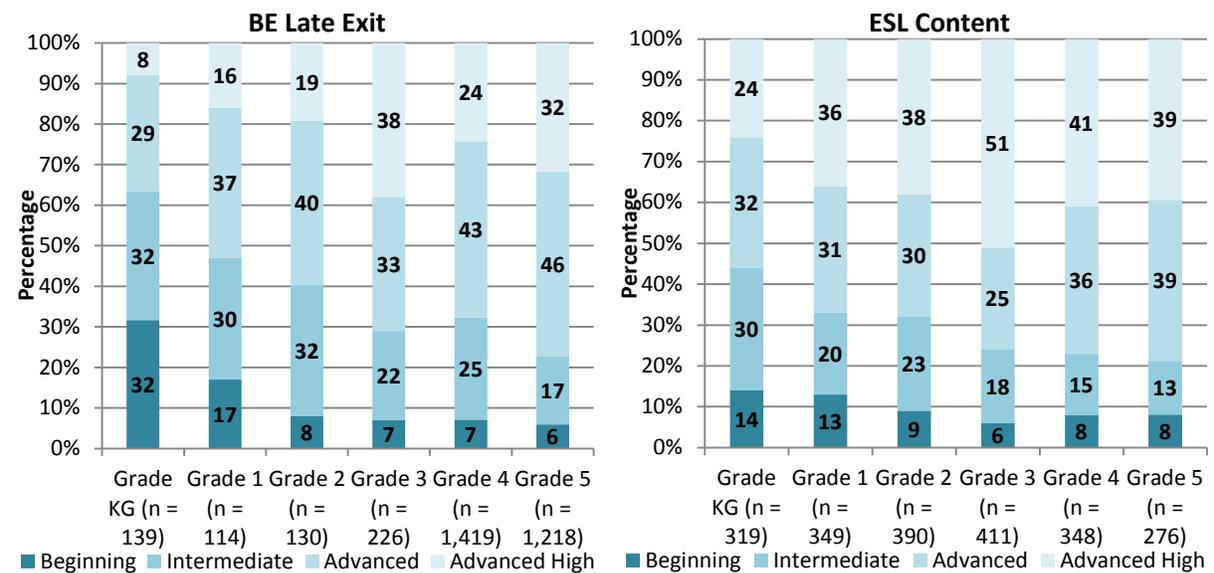
were in BE late-exit or ESL content programs. By 4<sup>th</sup> grade, the percentages of ELLs in each rating category were more similarly distributed (e.g., advanced ratings were 46% one-way DL, 42% two-way DL, 43% late exit, and 36% ESL content). These results were consistent with research showing that second language gains take time (Thomas & Collier, 2003).

**Figure 3. AISD Elementary English Language Learners’ (ELLs) Texas English Language Proficiency Assessment System (TELPAS) Ratings, by Grade Level and Dual Language (DL) Program, Spring 2014**



Source. AISD TELPAS records, May 2014

**Figure 4: AISD Elementary English Language Learners’ (ELLs) Texas English Language Proficiency Assessment System (TELPAS) Ratings by Grade Level and Bilingual Education (BE) Late-Exit and English as a Second Language (ESL) Content Programs, Spring 2014**



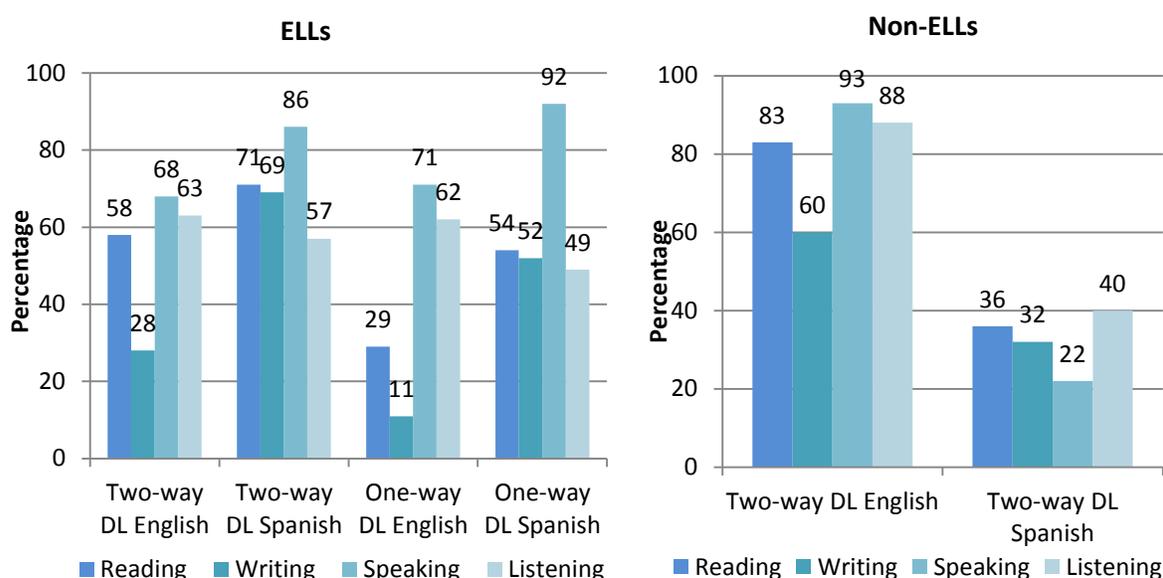
Source. AISD TELPAS records, May 2014

**Language Proficiency: Language Assessment System (LAS)**

The LAS also was administered in AISD during 2013–2014 to a limited sample of DL program ELLs and non-ELLs tested in grades 1 through 4<sup>1</sup>. The assessment provides a standardized 5-point scale with which students’ English and Spanish language proficiency can be determined (i.e., 1 = beginner, 2 = early intermediate, 3 = intermediate, 4 = proficient, 5 = highly proficient). A proficiency score of 4 means that the student has the proficiency level in a language equivalent to that of an average native speaker, corresponding to grade level. LAS measures students’ listening, speaking, reading, and writing proficiency.

ELLs and non-ELLs showed strong speaking proficiency in English. Figure 5 shows 3<sup>rd</sup>-grade DL ELLs’ and non-ELLs’ LAS proficiency levels (i.e., 4 or 5) in reading, writing, speaking, and listening during Fall 2013 or Spring 2014 on both English and Spanish test versions. Relatively high percentages of ELLs (58%) and non-ELLs (83%) in the two-way DL program were proficient in English reading. As expected, non-ELLs had higher percentages of proficiency in English test domains (native language) than in Spanish test domains. Sixty-nine percent of ELLs in the two-way DL program were proficient in Spanish writing, and 60% of non-ELLs were proficient in English writing.

**Figure 5. AISD Third Grade English Language Learners’ (ELLs) and Non-ELLs’ Language Assessment System (LAS) Proficiency, by Dual Language (DL) Program and Test Language, 2013–2014**

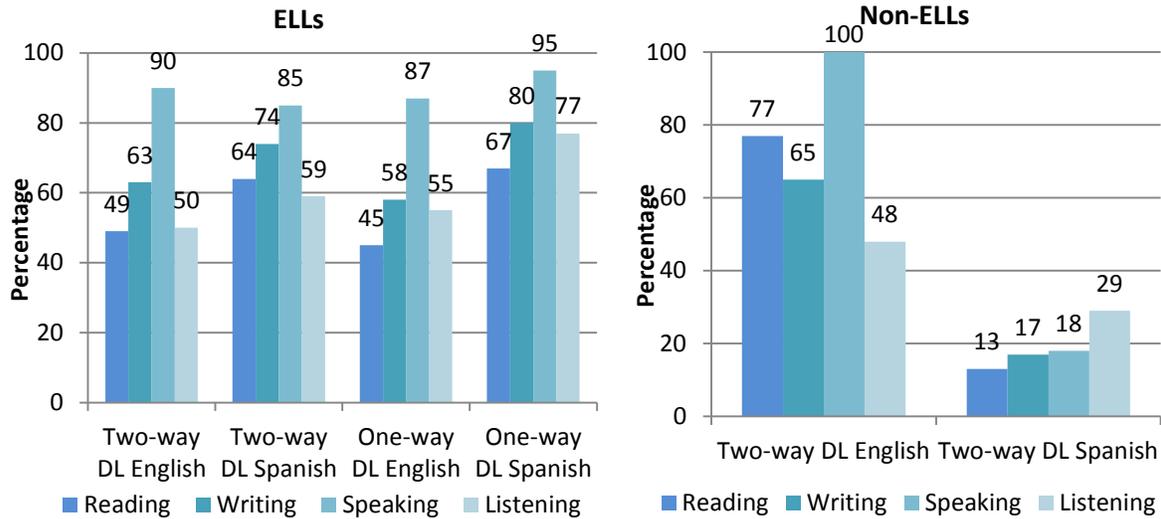


Source. AISD LAS records, 2013–2014

Figure 6 shows 4<sup>th</sup>-grade DL ELLs’ and non-ELLs’ LAS proficiency levels in reading, writing, speaking, and listening 2013–2014 in both English and Spanish test versions. ELLs and non-ELLs showed strongest proficiency in speaking in their native language. ELLs showed high proficiency in both English and Spanish writing (58% or higher), while non-ELLs only showed high proficiency in English writing (65%).

<sup>1</sup> LAS is also given to all ELLs who enroll in AISD for the first time for appropriate program placement decisions.

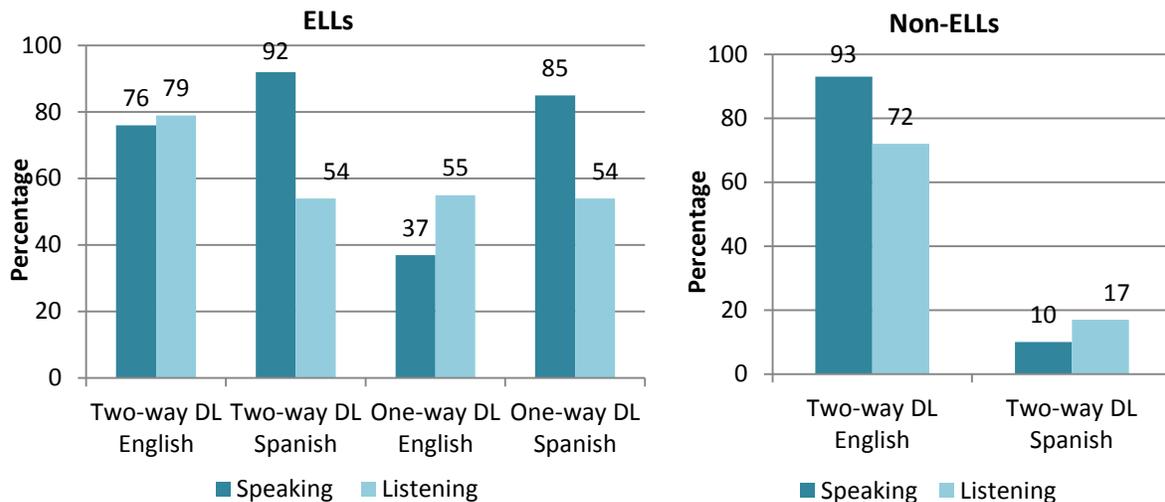
**Figure 6. AISD Fourth Grade English Language Learners’ (ELLs) and Non-ELLs’ Language Assessment System (LAS) Proficiency by Dual Language (DL) Program, and Test Language, 2013–2014**



Source. AISD LAS records, 2013–2014

In Spring 2014, a sample of 1<sup>st</sup>- and 2<sup>nd</sup>-grade DL ELLs and non-ELLs were tested in LAS speaking and listening domains. Figure 7 depicts 1<sup>st</sup>-grade LAS results, showing ELLs had the highest speaking proficiency in Spanish (92% in two-way DL, and 85% in one-way DL). When tested on listening, the two-way DL 1<sup>st</sup>-grade ELLs did better in English (79%) than they did in Spanish (54%). Only about half of one-way DL ELLs were proficient in Spanish or English listening. For non-ELLs, most did well in English speaking (93%) and listening (72%); however, very few were proficient in Spanish speaking (10%) or listening (17%).

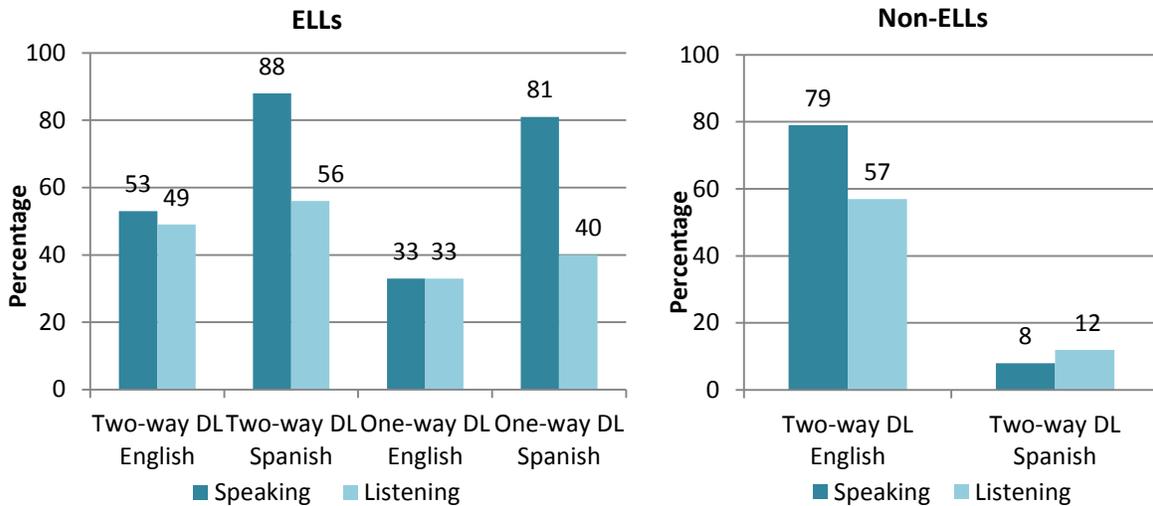
**Figure 7. AISD First-Grade English Language Learners’ (ELLs) and Non-ELLs’ Language Assessment System (LAS) Proficiency, by Dual Language (DL) Program and Test Language, Spring 2014**



Source. AISD LAS records, Spring 2014

Figure 8 shows Spring 2014 2<sup>nd</sup>-grade DL students’ LAS proficiency in speaking and listening, with students tending to be stronger in speaking than listening. Two-way DL ELLs usually had higher percentages of proficiency in both domains in both languages than did ELLs in the one-way DL program. The highest proficiency percentage was for two-way ELLs’ Spanish speaking (88%). Non-ELL 2<sup>nd</sup>-graders’ proficiency levels were higher in English (native language) than in Spanish.

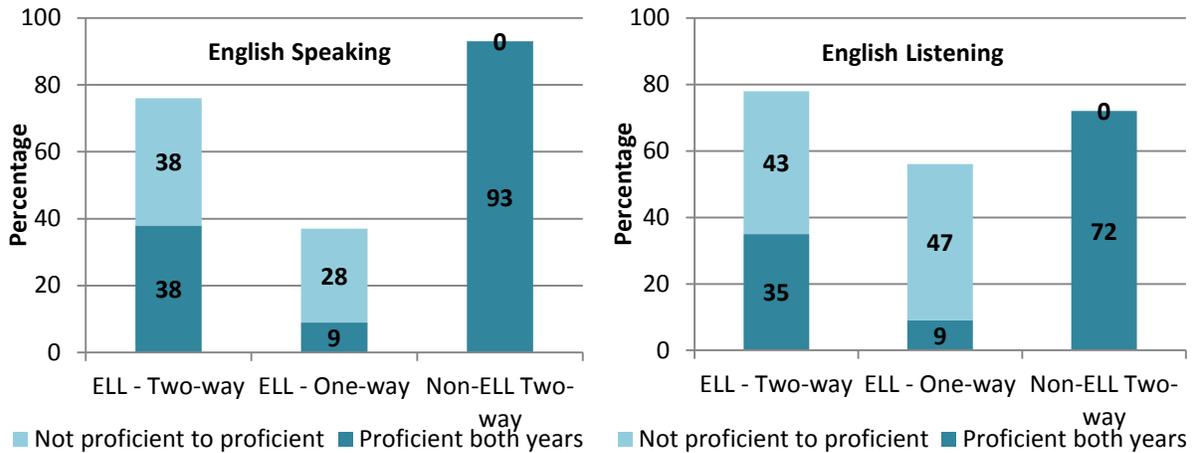
**Figure 8. AISD Second-Grade English Language Learners’ (ELLs) and Non-ELLs’ Language Assessment System (LAS) Proficiency, by Dual Language (DL) Program and Test Language, Spring 2014**



Source. AISD LAS records, Spring 2014

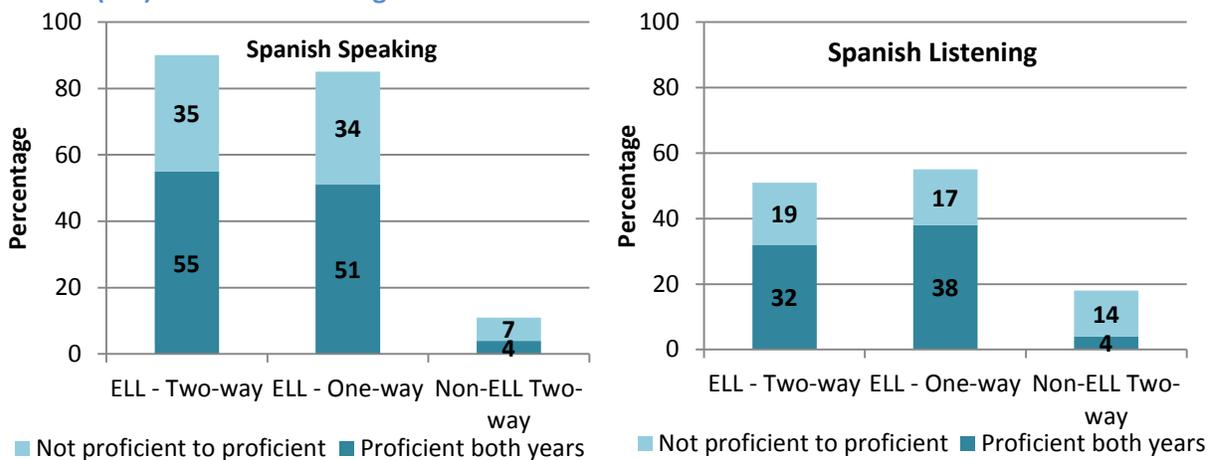
A summary of one year’s progress among DL students who were tested in kindergarten on PreLAS in 2012–2013 and in 1<sup>st</sup> grade on LAS in 2013–2014 is shown in Figures 9 and 10. ELLs in the two-way DL program showed more progress than did ELLs in the one-way program in English speaking and listening and Spanish speaking. However, ELLs in the one-way DL program showed more progress than did ELLs in the two-way program in Spanish listening. Most non-ELLs remained proficient in English speaking and listening, but only small percentages made progress or maintained proficiency in Spanish speaking or listening.

**Figure 9. Changes From 2013 PreLAS to 2014 LAS in AISD Dual Language (DL) Program Students' English Language Assessment System (LAS) Speaking and Listening Results, by DL Program and English Language Learner (ELL) Status**



Source. AISD PreLAS 2012–2013 and LAS 2013–2014 records

**Figure 10. Changes From 2013 PreLAS to 2014 Language Assessment System (LAS) in AISD Dual Language (DL) Program Students' Spanish-Speaking and Listening Results, by English Language Learner (ELL) Status and DL Program**



Source. AISD PreLAS 2012–2013 and LAS 2013–2014 records

**Academic Achievement: Tejas Lee**

AISD administered the Tejas Lee, a Spanish early reading assessment, three times a year to ELLs in kindergarten through grade 2.<sup>2</sup> The assessment was used by teachers to help identify students' pre-reading and reading strengths and problem areas, to monitor progress during the school year, and to plan for instruction and reading skill intervention. ELLs' Tejas Lee beginning- and end-of-year results for 2013–2014 are summarized in Table 2, showing two-way DL ELLs had the highest percentages on grade level at end of year in kindergarten and grade 1. In grade 2, ESL students had the highest

<sup>2</sup> For more information on Tejas Lee, see <https://www.tejaslee.org/>

percentage on grade level at end of year. However, caution should be taken in interpreting results with small numbers of students tested.

**Table 2. AISD English Language Learners’ (ELLs) Beginning and End of Year Tejas Lee On-Grade Level Performance, 2013–2014**

BE/ESL program type	Kindergarten % on grade level at beginning of year	Kindergarten % on grade level at end of year	First grade % on grade level at beginning of year	First grade % on grade level at end of year	Second grade % on grade level at beginning of year	Second grade % on grade level at end of year
BE late exit	7 (n = 27)	22 (n = 27)	29 (n = 7)	25 (n = 8)	0 (n = 29)	13 (n = 24)
BE two-way DL	14 (n = 283)	<b>53</b> (n = 278)	32 (n = 263)	<b>49</b> (n = 266)	6 (n = 222)	17 (n = 196)
BE one-way DL	16 (n = 2,076)	48 (n = 2,050)	23 (n = 2,007)	45 (n = 1,953)	10 (n = 1,851)	21 (n = 1,832)
ESL content	9 (n = 11)	50 (n < 5)	10 (n = 10)	17 (n = 6)	11 (n = 19)	<b>25</b> (n = 12)

Source. AISD Tejas Lee records, 2014

Note. BE is bilingual education, ESL is English as a second language, DL is dual language. Highest end of year percentages are in bold.

**Academic Achievement: Developmental Reading Assessment/Evaluación del Desarrollo de la Lectura (DRA/EDL)**

AISD campus staff may choose to administer the English Developmental Reading Assessment (DRA) or Spanish Evaluación del Desarrollo de la Lectura (EDL) three times a year to students in elementary grades. AISD ELLs’ 2013–2014 DRA/EDL results in Table 3 show mixed results, when comparing grade levels, test language, and BE/ESL programs. For example, larger percentages of kindergarten ELLs were on grade level at the end of the year on English DRA in the BE late-exit and ESL content programs (79%) than were ELLs in other programs. Yet, kindergartners in the two-way DL program, compared with ELLs in other programs, had the largest percentage on grade level at the end of the year on Spanish EDL (84%). On English DRA, the largest percentage of 1<sup>st</sup>-grade ELLs on grade level at the end of the year was in the late-exit program (76%), while the largest percentage of 1<sup>st</sup>-grade ELLs on grade level on Spanish EDL at the end of the year was in the two-way DL program (67%). Grade 2 ELLs taking DRA or EDL had the largest percentages on grade level at the end of the year in the ESL content program (60% and 76%, respectively). Grade 3 ELLs had the largest percentages on grade level at the end of the year in the ESL content program (There were no end-of-year data for grade 3 BE late-exit students on the English DRA.). Grade 4 ELLs taking English DRA had the largest percentage on grade level by the end of the year in two-way DL, while the largest percentage of grade 4 students on grade level at the end of the year who took the Spanish EDL were in the late-exit program (90%). Fifth-grade ELLs in the late-exit program had a higher percentage on grade level in Spanish (49%) than in English (17%).

**Table 3. AISD English Language Learners’ (ELLs) Beginning and End of Year Developmental Reading Assessment (DRA) (English) and Evaluación del Desarrollo de la Lectura (EDL) (Spanish) On-Grade Level Performance, 2013–2014**

Grade level and BE/ESL program type	Percentage on grade level at beginning of year English DRA	Percentage on grade level at end of year English DRA	Percentage on grade level at beginning of year Spanish EDL	Percentage on grade level at end of year Spanish EDL
<b>Kindergarten</b>				
BE late exit	--	<b>79</b>	--	46
BE two-way DL	--	71	--	<b>84</b>
BE one-way DL	--	72	--	75
ESL content	--	<b>79</b>	--	67
<b>Grade 1</b>				
BE late exit	54	<b>76</b>	43	19
BE two-way DL	44	44	62	<b>67</b>
BE one-way DL	43	56	51	65
ESL content	58	66	55	55
<b>Grade 2</b>				
BE late exit	54	56	74	71
BE two-way DL	17	31	42	53
BE one-way DL	33	41	43	58
ESL content	54	<b>60</b>	61	<b>76</b>
<b>Grade 3</b>				
BE late exit	33		90	92
BE two-way DL	28	26	81	54
BE one-way DL	20	18	66	77
ESL content	51	<b>56</b>	90	<b>100</b>
<b>Grade 4</b>				
BE late exit	22	40	83	<b>90</b>
BE two-way DL	19	<b>100</b>	56	71
BE one-way DL	4	43	58	19
ESL content	48	36	100	67
<b>Grade 5</b>				
BE late exit	6	17	87	49

Source. AISD DRA/EDL records, 2013–2014

Note. Too few students were tested at the beginning of the year in kindergarten to be reported. BE is bilingual education, ESL is English as a second language, DL is dual language. Highest end of year percentages are in bold.

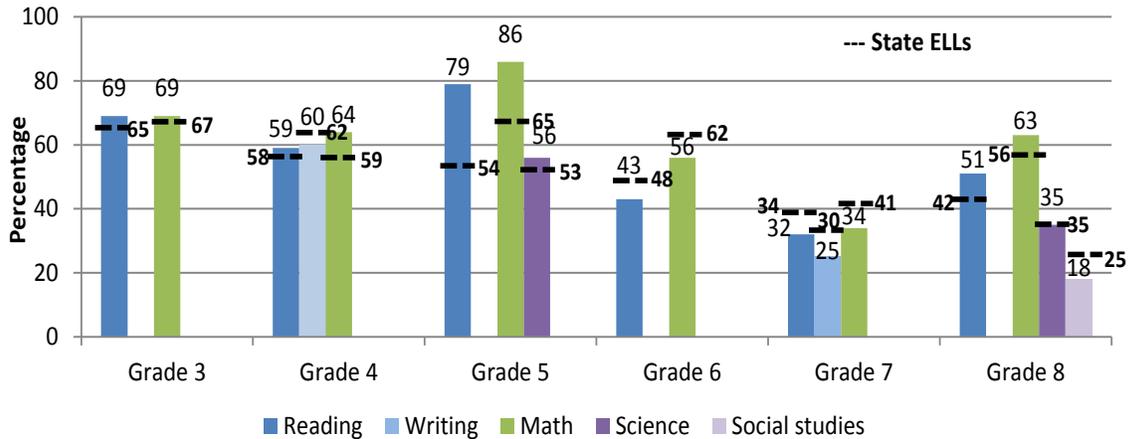
**Academic Achievement: State of Texas Assessments of Academic Readiness (STAAR)**

Annually, the required State of Texas Assessments of Academic Readiness (STAAR) is given in the academic subject areas of reading, mathematics (math), writing, science, and social studies to students at grade levels 3 through 8. AISD ELLs’ STAAR 2014 results are summarized in Figures 11 through 19.<sup>3</sup> Overall 2014 STAAR results for AISD and state ELLs in Figure 11 show relatively higher percentages of ELLs passing at elementary grades (3 through 5) than at middle school grades (6 through 8). AISD ELLs outperformed state ELLs in reading and math at grades 3, 4, 5 and 8, and in science at grade 5.

<sup>3</sup> All results reported include scored tests from all administrations that were either regular or modified test versions.

Appendix C includes summaries of year-to-year changes in ELLs’ STAAR passing rates by grade level and subject and BE/ESL program; numbers of students tested in each subject, by test language, grade level, and BE/ESL program; and performance of ELLs whose parents denied program service.

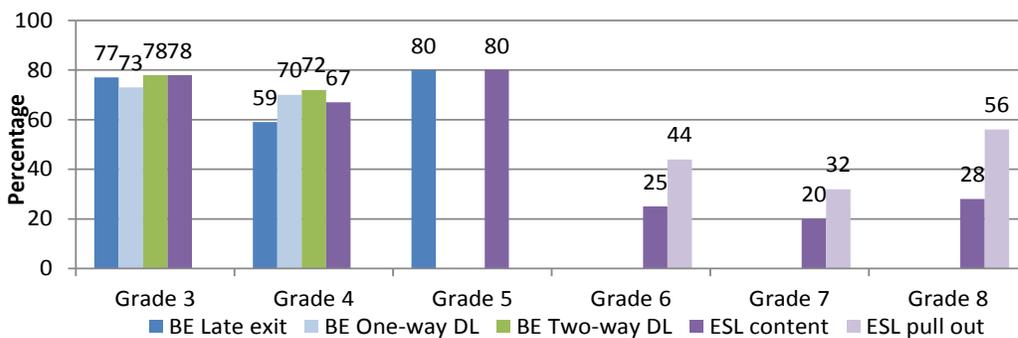
**Figure 11. AISD and State English Language Learners’ (ELLs) State of Texas Assessments of Academic Readiness (STAAR) Performance, by Subject and Grade Level, 2014**



Source. AISD and State STAAR 2014, AISD Campus and District Accountability, TEA

Figure 12 shows ELL 3<sup>rd</sup> graders performed similarly on English STAAR reading across BE/ESL programs.<sup>4</sup> Fourth graders’ highest passing rates were for students in DL programs.<sup>5</sup> Grade 5 ELLs showed the same passing rates by program type (80%). Lower passing rates occurred on the English STAAR reading for ELLs in grades 6 through 8.

**Figure 12. AISD English Language Learners’ (ELLs) English State of Texas Assessments of Academic Readiness (STAAR) Reading 2014, by Grade Level and Bilingual Education (BE) and English as a Second Language (ESL) Program**



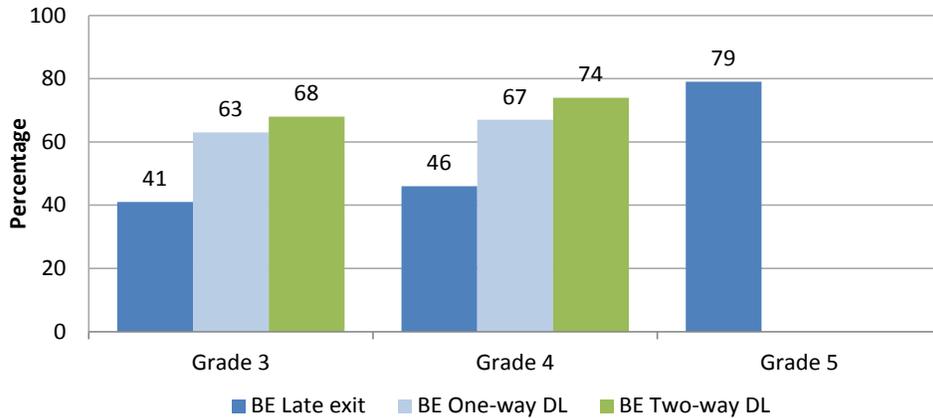
Source. AISD STAAR reading records, 2014

<sup>4</sup> Non-ELLs in two-way DL had high passing rates on English STAAR reading (92% grade 3, 96% grade 4). Fifty-three percent ( $n = 691$ ) of ELL 3<sup>rd</sup> graders tested ( $n = 1,294$ ) in English were in DL.

<sup>5</sup> Eight percent ( $n = 114$ ) of ELL 4<sup>th</sup> graders tested ( $n = 1,489$ ) in English were in DL, representing students from the 10 DL pilot schools. Comparing pilot and non-pilot DL school students, pilot school students in two-way DL had the highest passing rate (92%) on English STAAR reading in grade 3.

Figure 13 shows that ELLs’ Spanish STAAR reading performance at grades 3 and 4 was higher in DL programs than in the late-exit program.

**Figure 13. AISD English Language Learners’ (ELLs) Spanish State of Texas Assessments of Academic Readiness (STAAR) Reading 2014, by Grade Level and Bilingual Education (BE) Program**

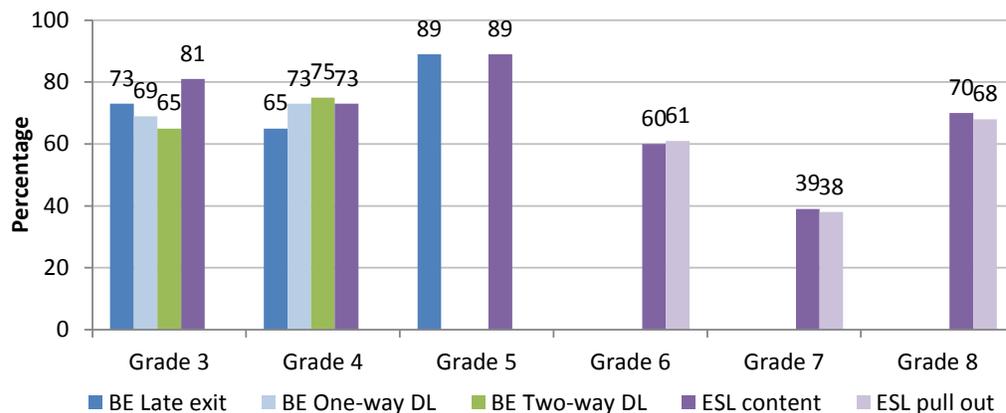


Source. AISD STAAR reading records, 2014

Note. At grade 3, 98% of ELLs tested on Spanish reading were in dual language (DL) programs. At grade 4, 36% of ELLs tested on Spanish reading were in DL programs. DL is not at grade 5.

Figure 14 shows that on English STAAR math, ELLs in ESL content and BE late-exit programs had the highest passing rates at grade 3, while ELLs in DL and ESL content programs had the highest passing rates at grade 4. Passing rates in grades 5 through 8 were comparable across program types, with 5<sup>th</sup> graders having the highest passing rates (89%).

**Figure 14. AISD English Language Learners’ (ELLs) English State of Texas Assessments of Academic Readiness (STAAR) Math 2014, by Grade Level and Bilingual Education (BE) and English as a Second Language (ESL) Program**

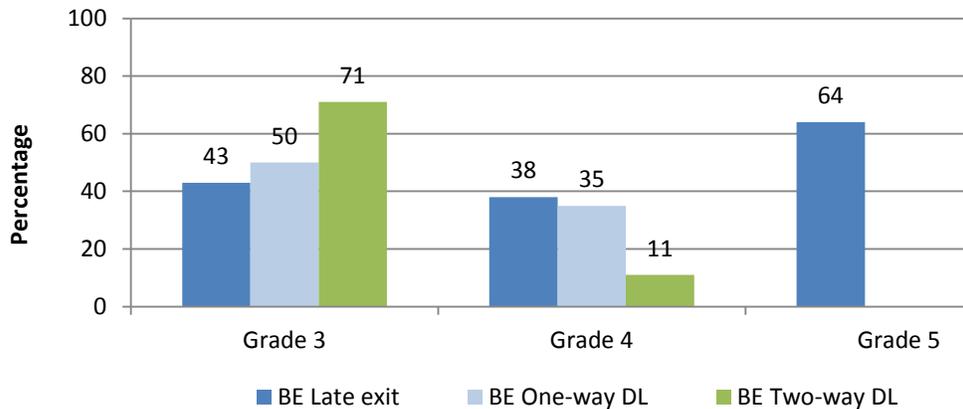


Source. AISD STAAR math records, 2014

Note. Too few 5<sup>th</sup> grade ESL pullout students and 6<sup>th</sup> grade late-exit students were tested to report results. DL is dual language.

Figure 15 shows that ELLs taking Spanish STAAR math had much lower passing rates than did ELLs taking STAAR math in English. Third grade ELLs in the one-way DL program had a higher passing rate than did ELLs in other programs. However, in grade 4, although passing rates were much lower than in grade 3, ELLs in both the late-exit and one-way DL programs had higher passing rates than did ELLs in the two-way DL program. At 5<sup>th</sup> grade, 64% of BE late-exit ELLs passed Spanish STAAR math.

**Figure 15. AISD English Language Learners’ (ELLs) Spanish State of Texas Assessments of Academic Readiness (STAAR) Math 2014, by Grade Level and Bilingual Education (BE) Program**

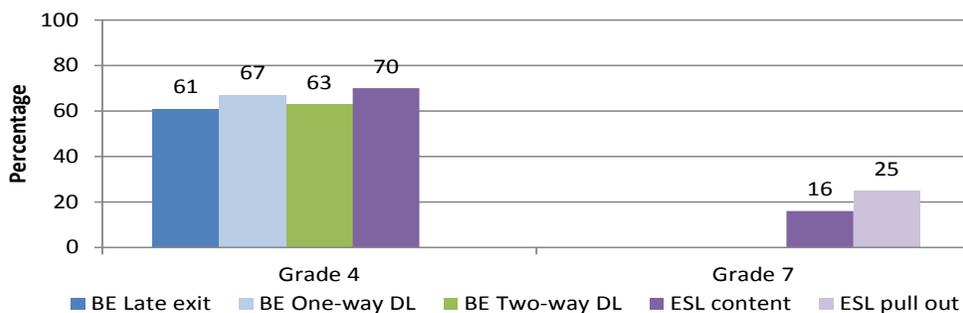


Source. AISD STAAR math records, 2014

Note. DL is dual language.

Figure 16 shows that 4<sup>th</sup> grade ELLs had higher passing percentages on English STAAR writing in the ESL content program (70%) and the BE one-way DL program (67%), as compared with ELLs in other programs. The passing percentages at grade 7 were very low for ELLs regardless of program.

**Figure 16. AISD English Language Learners’ (ELLs) English State of Texas Assessments of Academic Readiness (STAAR) Writing 2014, by Grade Level and Bilingual Education (BE) and English as a Second Language (ESL) Program**

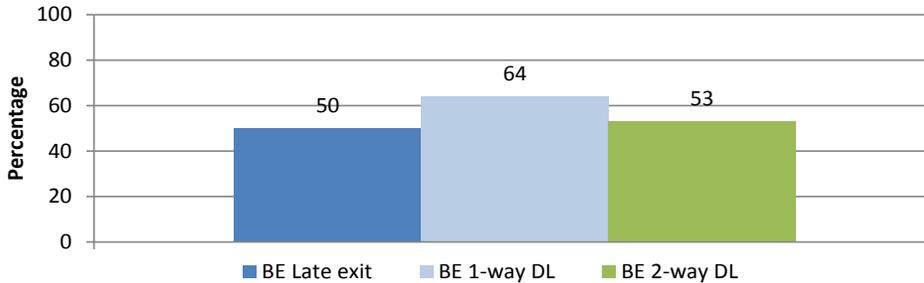


Source. AISD STAAR writing records, 2014

Note. DL is dual language.

Figure 17 shows that ELLs taking Spanish STAAR writing at grade 4 had a higher passing rate in the one-way DL program (64%) than did ELLs in the two-way DL (53%) and late-exit (50%) programs.

**Figure 17. AISD English Language Learners’ (ELLs) Spanish State of Texas Assessments of Academic Readiness (STAAR) 4<sup>th</sup> Grade Writing 2014, by Bilingual Education (BE) Program**

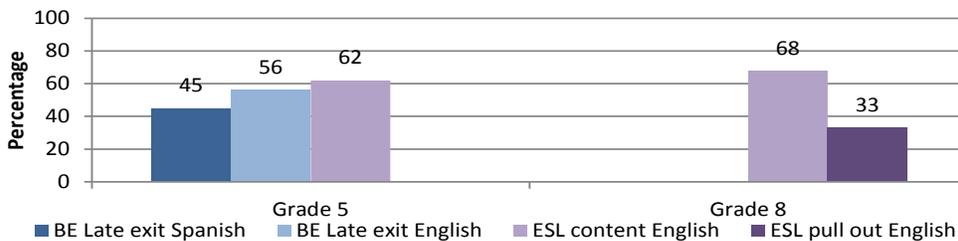


Source. AISD STAAR writing records, 2014

Note. DL is dual language.

Figure 18 shows ELLs had the highest passing percentages on STAAR science in the ESL content program. At grade 5, ELLs in the BE late-exit program had a higher passing percentage when taking the test in English (56%) than did ELLs taking it in Spanish (45%).

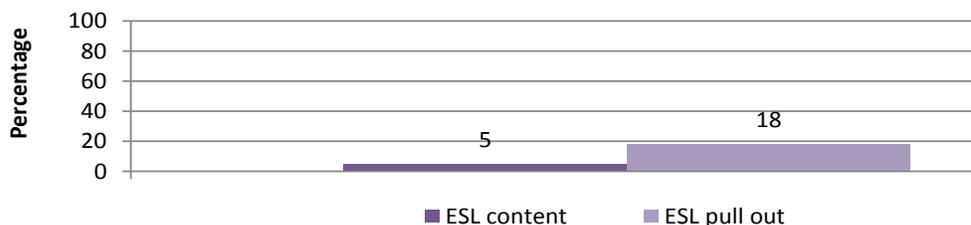
**Figure 18. AISD English Language Learners’ (ELLs) State of Texas Assessments of Academic Readiness (STAAR) Science 2014, by Grade Level, Bilingual Education (BE) and English as a Second Language (ESL) Program, and Test Language**



Source. AISD STAAR science records, 2014

Figure 19 shows 8<sup>th</sup>-grade ELLs low passing percentages on STAAR social studies.

**Figure 19. AISD 8<sup>th</sup>-Grade English Language Learners’ (ELLs) English State of Texas Assessments of Academic Readiness (STAAR) Social Studies 2014, by English as a Second Language (ESL) Program**

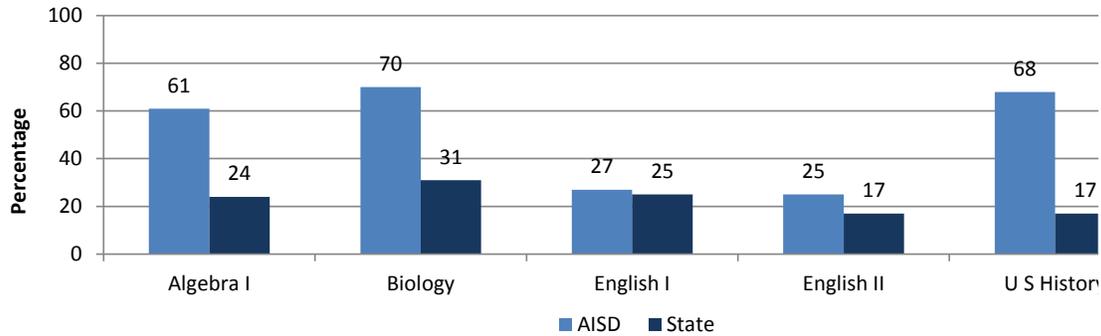


Source. AISD STAAR social studies records, 2014

**Academic Achievement: End-of-Course (EOC) Assessments**

Students in grade 8 and high school grades are able to take the state’s required End-of-Course (EOC) tests in the following subject areas: algebra I, biology, English (I and II), and U.S. history. A student must pass EOC tests prior to graduation from high school. ELLs’ 2014 EOC results are summarized in Figures 20 and 21. As shown in Figure 20, ELLs had higher percentages passing than ELLs statewide in all test subjects.

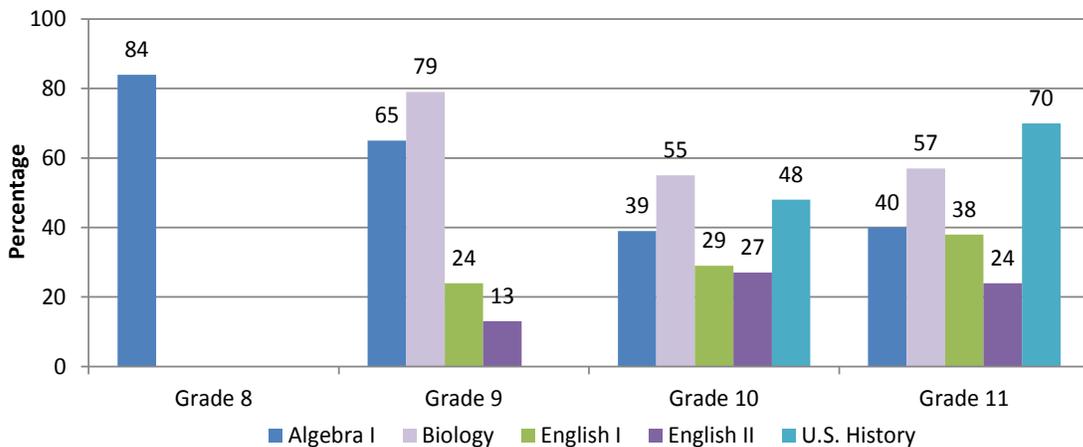
**Figure 20. AISD and State English Language Learners’ (ELLs) End-of-Course (EOC) 2014, by Subject**



Source. AISD EOC records, 2014, AISD Campus and District Accountability

Figure 21 shows EOC results for ELLs by grade level, and ELLs taking the EOC algebra I test had the highest passing rates at 8<sup>th</sup> grade (84%). ELLs taking EOC biology had the highest passing rates at 9<sup>th</sup> grade (79%). ELLs taking EOC for English I and II had low passing rates on both tests at all grade levels. ELLs taking EOC U.S. history had the highest passing rate at 11<sup>th</sup> grade (70%).<sup>6</sup>

**Figure 21. AISD English Language Learners’ (ELLs) End-of-Course (EOC) 2014 by Subject Test and Grade Level**



Source. AISD EOC records, 2014

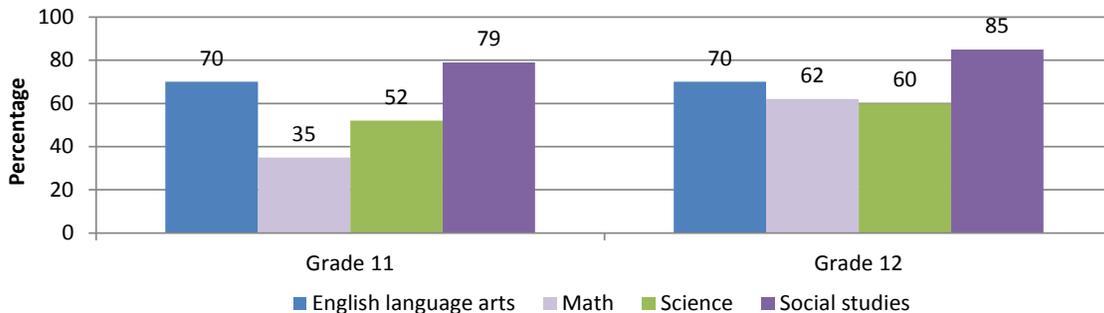
Note. Percentages of ELLs who retook EOCs: 35% algebra I, 38% biology, 53% English I, 49% English II, and 13% U. S. history.

<sup>6</sup> Additional EOC summary information is in Appendix C.

**Academic Achievement: Texas Assessment of Knowledge and Skills (TAKS)**

Prior to STAAR and EOC, the state’s required academic assessment was the Texas Assessment of Knowledge and Skills (TAKS). For high school students in grades 11 and 12 who need to take and pass the TAKS to graduate, the TAKS is offered in English language arts, math, science, and social studies. ELLs’ 2013–2014 TAKS results are summarized in Figure 22. Higher passing rates occurred in English language arts and social studies as compared with passing rates in math and science.

**Figure 22. AISD English Language Learners’ (ELLs) Texas Assessment of Knowledge and Skills (TAKS) 2013–2014, by Grade Level and Subject**

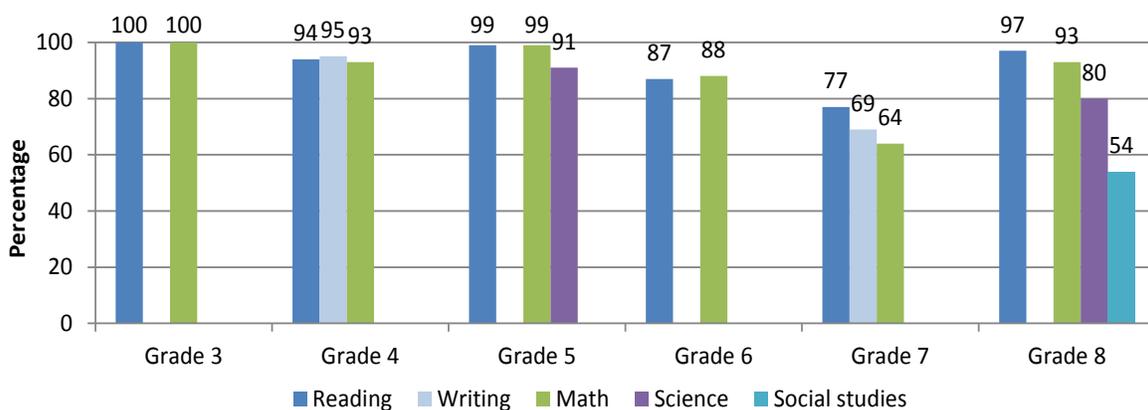


Source. AISD TAKS records, 2014

**AISD Exited Students: Monitored Academic Performance**

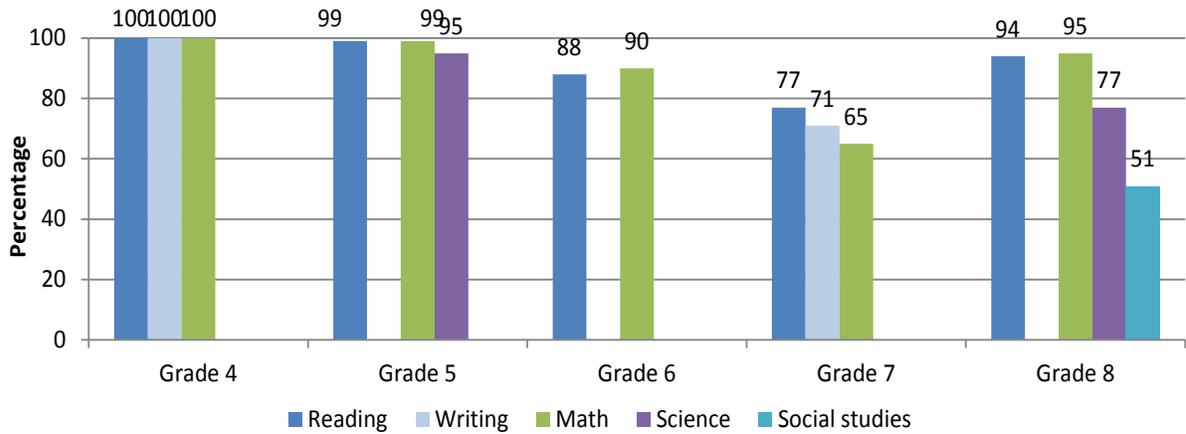
The academic performance of ELLs who exited BE/ESL programs must be monitored for 2 years after they exit. Figures 23 and 24 summarize monitored students’ STAAR and EOC performance in 2013–2014 for each year of monitoring after exit. High percentages (> 91%) of monitored ELLs met passing standards for STAAR reading, writing, and math at elementary grade levels. Seventh grade exited students had relatively lower passing percentages in reading, writing, and math, yet 8<sup>th</sup> graders did well except in social studies. AISD first-year monitored ELLs outperformed first-year monitored state ELLs at each grade and subject level except at grade 7 (see Appendix C).

**Figure 23. AISD First-Year Monitored Students’ State of Texas Assessments of Academic Readiness (STAAR) Performance, by Subject Test and Grade Level, 2014**



Source. AISD STAAR records 2014

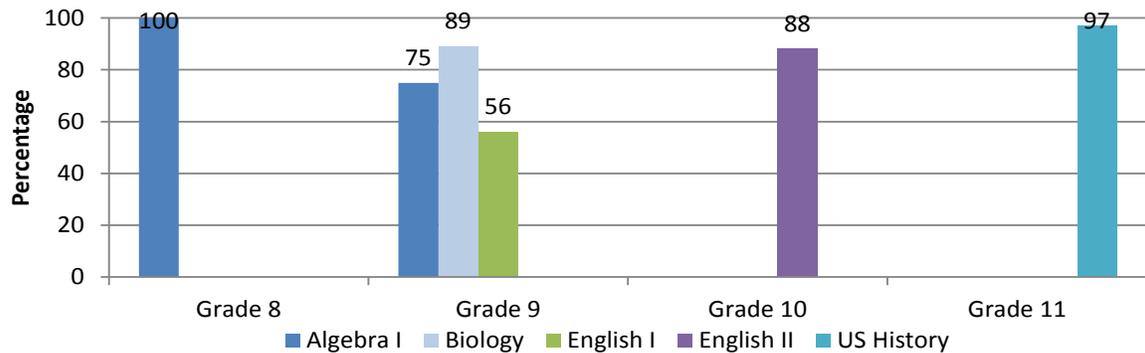
**Figure 24. AISD Second-Year Monitored Students’ State of Texas Assessments of Academic Readiness (STAAR) Performance, by Subject Test and Grade Level, 2014**



Source. AISD STAAR records, 2014

Figure 25 shows that former ELLs in their first year of monitoring performed well overall on all EOC tests, except for the English I test at 9<sup>th</sup> grade. AISD former ELLs in their first year of monitoring outperformed ELLs statewide on all EOC tests (see Appendix C).

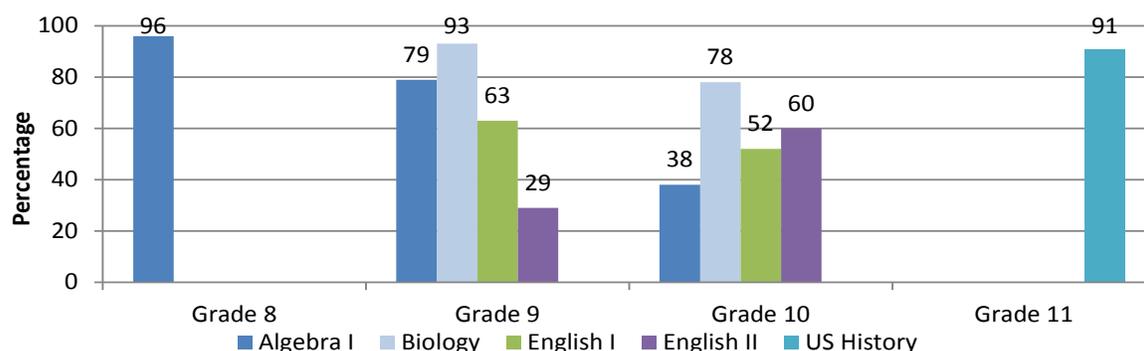
**Figure 25. AISD First-Year Monitored Students’ End-of-Course (EOC) Performance, by Subject Test and Grade Level 2013–2014**



Source. AISD EOC records, 2014

Figure 26 shows that former ELLs in their second year of monitoring performed well on EOC algebra I in 8<sup>th</sup> grade (96%), biology in 9<sup>th</sup> grade (93%), and U.S. history in 11<sup>th</sup> grade (91%), while lower percentages passed other EOC tests at other grade levels. AISD former ELLs in their second year of monitoring outperformed ELLs statewide on all EOC tests (see Appendix C).

**Figure 26. AISD Second-Year Monitored Students’ End-of-Course (EOC) Performance, by Subject Test and Grade Level 2013–2014**



Source. AISD EOC records, 2014

### Other Indicators of AISD ELL Performance

Other student performance indicators examined by the state and the district include high school graduation rates and dropout rates. Table 4 shows that 4-year graduation rates for AISD ELLs improved from 2011 to 2013, and in 2013 the AISD ELL graduation rate (74.4%) was higher than for ELLs at the state level (71.3%). Table 5 shows AISD ELLs’ dropout rates declined in recent years and were lower than those of ELLs statewide in 2012–2013. However, both graduation rates and dropout rates for ELLs were not at levels equivalent to those of all students in the district or state. Table 6 shows the percentage of AISD high school ELLs participating in career and technology education (CTE) coursework was at 42% in 2013–2014, with little change since 2009–2010. During this same period, CTE participation rates were higher for AISD high school non-ELLs than for ELLs.

**Table 4. AISD and State Graduation Rates for All Students and English Language Learners (ELLs), 2011 Through 2013**

Graduation year	AISD ELL 4-year graduation rate	AISD all students 4-year graduation rate	State ELL 4-year graduation rate	State all students 4-year graduation rate
2013	74.4%	86.4%	71.3%	88.0%
2012	68.4%	84.9%	69.1%	87.7%
2011	61.9%	82.8%	59.1%	87.7%

Source. Texas Education Agency Academic Performance Reports for AISD

**Table 5. AISD and State Dropout Rates for All Students and English Language Learners (ELLs) Grades 9 Through 12, 2011 Through 2013**

School year	AISD ELL dropout rate	All AISD students dropout rate	State ELL dropout rate	State all students dropout rate
2012–2013	3.7%	2.1%	4.9%	2.2%
2011–2012	6.1%	2.9%	5.3%	2.4%
2010–2011	5.4%	3.2%	4.6%	2.4%

Source. Texas Education Agency Academic Performance Reports for AISD

**Table 6. AISD High School Career and Technology Education (CTE) Course Participation Rates for English Language Learners (ELLs) and Non-ELLs, 2009 Through 2013**

School Year	AISD ELL CTE Rate	AISD Non-ELL CTE Rate
2013–2014	42	57
2012–2013	40	54
2011–2012	44	54
2010–2011	43	51
2009–2010	42	50

Source. AISD Public Education Management System records, 2009–2010 through 2013–2014

### Texas Education Agency (TEA) Monitoring Visit, 2014

AISD was selected by TEA for participation in TEA’s 2013–2014 program effectiveness review based on several areas identified for intervention in the state’s Performance-Based Monitoring Analysis System (PBMAS). One of these areas was BE/ESL programs, and specifically identified academic performance of ELLs using percentages of ELLs passing state assessments, as well as ELLs’ dropout and graduate rates. TEA conducted an on-site monitoring visit during the week of April 28, 2014, including interviews with district and campus staff. Although other programs were assessed by TEA (e.g., special education, residential facilities monitoring, CTE, and several specific schools identified as requiring improvement in the state’s accountability system), the following were specific needs associated with ELLs in the BE/ESL programs:

- Math content training for teachers
- Improved student graduation rates
- District literacy instruction for ELLs, especially in writing

The district leadership team (DLT) met several times prior to the TEA visit to identify current conditions and issues affecting ELLs’ performance. During the TEA visit, TEA staff confirmed through district and school visits that AISD district and school staff had in place the following ongoing activities to support ELLs in the district’s improvement plan:

- Availability of district data display systems for staff to analyze student data
- Collaboration between ELL department and curriculum department staff to provide curriculum guides, as well as professional development opportunities, to school staff
- Opportunities for district staff to conduct classroom walkthroughs at schools to ensure teachers were implementing English language proficiency standards (ELPS)
- Opportunities for district staff to meet with school staff to discuss student data and interventions
- Dropout prevention specialists who work with students at risk of dropping out to ensure they stay on track to graduate

- Family Resource Center staff who work with parents of ELLs
- LUCHA program with University of Texas to help ELLs from Mexico obtain transcript support to prevent dropping out
- ELL Department coordinators work with school counselors and staff to monitor ELLs' progress toward graduation

### **Title III, Part A Federal Funds**

AISD receives federal funds annually to support ELLs through the No Child Left Behind (NCLB) Title III Part A grant.<sup>7</sup> The purpose of these funds is as follows:

1. To help ensure that children who are LEP, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards all children are expected to meet
2. To assist all LEP children, including immigrant children and youth, to achieve at high levels in the core academic subjects so those children can meet the same challenging state academic content and student academic achievement standards all children are expected to meet, consistent with section 1111(b)(1)
3. To develop high-quality language instruction educational programs designed to assist state educational agencies, local educational agencies, and schools in teaching LEP children and serving immigrant children and youth
4. To assist state educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP children, including immigrant children and youth, to enter all-English instruction settings
5. To assist state educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for LEP children
6. To promote parental and community participation in language instruction educational programs for the parents and communities of LEP children
7. To streamline language instruction educational programs into a program carried out through formula grants to state educational agencies and local educational agencies to help LEP children, including immigrant children and youth, develop proficiency in English, while meeting

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<sup>7</sup> See the U.S. Department of Education for more information, <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

challenging state academic content and student academic achievement standards

8. To hold state educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of LEP children by requiring (a) demonstrated improvements in the English proficiency of LEP children each fiscal year and (b) adequate yearly progress for LEP children, including immigrant children and youth, as described in section 1111(b)(2)(B)
9. To provide state educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching LEP children, that the agencies believe to be the most effective for teaching English

AISD uses Title III A funds to support the following: supplemental upgrades to BE/ESL program objectives and effective instructional strategies for ELLs; provision of supplemental curricula, instructional materials, software and assessment materials; coordination with other programs and services; supplemental community and parent/family support services or activities; supplemental professional development activities; and other supplemental resources. Annually, the district must submit a compliance report to the TEA documenting students served, program services provided, teacher information, and a summary of financial data for Title III, Part A program activities during the year. During the 2013–2014 school year, approximately \$2,843,099 of Title III, Part A funds had been expended by September 2014 in support of the education of approximately 24,910 ELLs (approximately \$114 per student served).

There were 2,327 certified and licensed teachers of ELLs working in a BE/ESL classroom assignment during the 2013–2014 school year. Professional development sessions were provided to AISD staff in the following topic categories: instructional strategies for ELLs, understanding and implementing assessments for ELLs, understanding and implementing ELL standards and academic content standards, providing subject matter knowledge for teachers, and alignment of curriculum in language educational programs for ELLs. More than 700 AISD staff (teachers, principals, other administrators, and other school personnel) benefitted from these Title III, Part A supported professional development opportunities during 2013–2014.

### **State Bilingual Funds**

AISD uses state bilingual funds to support education of all ELLs. According to TEA budgeted financial report information on program expenditures as of September 2014, AISD had expended \$38,218,844 to support BE, with \$450 per student served.

### Teacher and Principal Feedback on DL

A sample of teachers and principals at DL schools were sent an online survey in Spring 2014 to ask their opinion about the DL program. Table 7 provides a summary of some of these survey results. Although 77% of pilot school administrators were satisfied with the way the DL program was operating at their school, only about half of other survey respondents were satisfied. When asked whether the DL model was more effective than other BE models in achieving student academic growth, 54% of pilot campus administrators and 47% of pilot campus teachers agreed; 34% of non-pilot administrators and 53% of non-pilot teachers agreed. When asked if their campus had sufficient materials and resources in both languages to implement DL, 38% of pilot campus administrators and 47% of pilot campus teachers agreed; however, only 34% of non-pilot campus administrators and 41% of non-pilot teachers agreed. When asked whether they received support from staff in the district’s ELL Department to implement the DL program successfully, 38% of pilot campus administrators and 59% of pilot teachers agreed; however, 43% of non-pilot administrators and 59% of non-pilot teachers agreed.

When asked if principals encouraged communication among DL teachers and other staff who interact with DL students, 79% of pilot school teachers and 68% of non-pilot school teachers agreed. Seventy-eight percent of both pilot and non-pilot school teachers also agreed that they would be interested in receiving more training to enhance DL classroom instruction. When asked if their campus received requests from parents to open or expand the two-way DL program, 46% of pilot school principals and 40% of non-pilot school principals agreed. In summary, these survey results seem to indicate room for improvement in the DL program in terms of increasing satisfaction with the way the program is being implemented, providing more support from the district, and more bilingual resources for the classroom. Furthermore, some campus staff have not yet agreed that the DL program is better than other language programs for improving students’ achievement, but parents continue to express a demand for increasing opportunities for DL.

**Table 7. Dual Language (DL) School Staff Survey, Selected Responses, Spring 2014**

Survey statement	% Agree pilot school administrators	% Agree non-pilot school administrators	% Agree pilot school teachers	% Agree non-pilot school teachers
I am satisfied with the way the dual language program is operating at my school.	77	47	46	52
The dual language model is more effective than other bilingual education models in achieving student academic growth.	54	34	47	53
I/We have sufficient materials and resources in both languages to implement dual language.	38	34	47	41
Staff in the Department of English Language Learners support efforts at my campus to implement the dual language program successfully.	38	43	59	59

Source. AISD DL Staff Survey, Spring 2014

## Summary

In summary, based on ELLs' academic student achievement results, as well as school staff survey feedback, several areas of BE/ESL program implementation, resources, and support can be addressed. As DL program efforts increase year to year with the addition of students participating at higher grade levels and at more schools, the degree to which schools are implementing the program with fidelity to the DL model must be determined. The ELL Department staff are distributing clear guidelines and expectations for DL program implementation in Fall 2014, reiterating the key components of the DL model. This will be accompanied by collaborative opportunities between the campus principals and representatives from the district's ELL Department to observe and discuss the degree of success in implementing each DL model component.

In addition, because academic achievement performance for ELLs is lowest at secondary school grade levels, action is necessary among district and school staff to address campus staff's and students' needs. The district's ELL Department is launching a comprehensive plan for secondary school sheltered instruction professional development sessions beginning in Summer 2014 and continuing throughout the 2014–2015 school year. Also, several pilot projects will begin at selected secondary schools during 2014–2015 for a sheltered instruction coaching model, and a guided linguistic acquisition development model for professional development opportunities. These efforts will be examined as part of the 2014–2015 program evaluation plan.

## Appendix A.

### AISD's DL Model

AISD is using the DL model formulated by Richard Gómez and Leo Gómez (2014), who developed their model in 1995 and first implemented the model in the Pharr-San Juan-Alamo ISD in South Texas. AISD offers one-way and two-way DL programs. Two-way classrooms consist of students from two language groups who are taught in both languages (native English speakers attend classes with native speakers of the partner language). One-way DL classrooms consist of students from one language group who are taught in two languages (the native language and the English language). The one-way DL program is intended only for ELLs, while the two-way DL program is meant for ELLs and non-ELLs.

Key components of the Gómez and Gómez DL model include:

- Language of instruction: Subject areas are taught in different languages; science and social studies are taught in Spanish, while math is taught in English. Reading and language arts instruction varies by grade level, with early grades taught in the native language, and grades 2 through 5 taught in both Spanish and English.
- Language of the day: Certain days of the week alternate the use and practice of the two languages spoken at the campus.
- Bilingual pairs or groups: Students are paired or grouped based on language or content ability to support each other's language and content learning.
- Bilingual learning centers: In pre-K through grade 2, students, often in pairs, engage in center-based activities on a daily basis in the four core subject areas (math, reading, science, social studies). At grades three through five, bilingual research centers are used to support project-based learning.
- Conceptual refinement: At the end of each lesson, time is set aside for concept refinement in the second language, ensuring academic rigor.
- Student-generated alphabet: Students create alphabets with grade appropriate vocabulary in both English and Spanish.
- Interactive word walls: Teacher- and student-initiated word walls in English and Spanish are created in each classroom.
- Project-based learning: Inquiry-based learning is supported through discovery, projects, and research.
- At grades 3 through 5, specialized content-area vocabulary enrichment activities occur on a weekly basis in the opposite language of instruction.

- Student assessment should follow the language of instruction per content area, with the exception of reading and language arts (native language). In AISD, ELLs' Language Proficiency Assessment Committee (LPAC) makes final decisions on assessments.

Annually, Gómez and Gómez and their DL training institute staff make classroom visits to a selection of AISD's DL schools to provide observations and ratings of fidelity to the program components. In Fall 2012, 93% of 59 DL schools were rated by DL training institute staff as having an emerging proficient (i.e., average) or higher implementation level. In Fall 2013, 86% of 59 DL schools were rated as having emerging proficient or higher implementation level (44% emerging proficient, 37% proficient, 5% exemplary), while 3% were below expectations and 10% were unsatisfactory. Thus, many of AISD's DL schools are still working toward fidelity of program implementation. In Fall 2014, AISD's ELL Department will be distributing to school principals a document of AISD DL guidelines and expectations for program implementation, and these will be used in school visits throughout the year. In addition, Gómez and Gómez and staff will provide annual observations to all DL schools' classrooms in October 2014.

Appendix B.

**Table B1. AISD English Language Learners’ (ELLs) Bilingual Education (BE) and English as a Second Language (ESL) Program Participation, by School Level, Fall 2009 Through Fall 2013**

Fall of year and school level	BE late exit	BE early exit	BE DL 2-way	BE DL 1-way	ESL content	ESL pullout
<b>2009</b>						
Elementary (EE—6)	15,367	—	—	—	2,518	27
Secondary (6—12)	—	—	—	—	3,044	2,758
<b>2010</b>						
Elementary (EE—6)	14,332	—	138	1,055	2,741	48
Secondary (6—12)	—	—	—	—	2,644	2,724
<b>2011</b>						
Elementary (EE—6)	7,520	—	531	7,562	2,653	48
Secondary (6—12)	—	—	—	—	1,961	3,030
<b>2012</b>						
Elementary (EE—6)	5,486	177	982	8,910	2,494	4
Secondary (6—12)	—	—	—	—	1,406	3,663
<b>2013</b>						
Elementary (EE—6)	3,414	—	1,248	10,410	2,359	9
Secondary (6—12)	—	—	—	—	114	4,979

*Source.* Public Education Management System records, Fall 2009 through Fall 2013

*Note.* Small numbers of grade 6 students attend elementary schools, while most grade 6 students attend middle schools. DL is dual language.

**Table B2. AISD English Language Learners (ELLs) Whose Parent Deny Bilingual Education (BE) and English as a Second Language (ESL) Program Services by School Level, Fall 2009 Through Fall 2013**

School Level	School Year									
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Elementary	517	59.09	489	59.93	420	60.78	349	61.99	275	60.44
Middle	163	18.63	141	17.28	112	16.21	105	18.65	76	16.7
High	189	21.6	182	22.3	153	22.14	107	19.01	101	22.2
Other	6	0.69	4	0.49	6	0.87	2	0.36	3	0.66
Total	875	100	816	100	691	100	563	100	455	100

*Source.* Public Education Management System records, Fall 2009 through Fall 2013

*Note.* DL is dual language.

Appendix C.

**Table C1. AISD English Language Learners’ (ELLs) State of Texas Assessments of Academic Readiness (STAAR) Performance, 2012, 2013, 2014**

STAAR subject	Grade level	% met standard 2012	% met standard 2013	% met standard 2014
Reading	3	60	59	69
	4	67	61	59
	5	60	63	79
	6	39	38	43
	7	39	34	32
	8	34	43	51
Math	3	55	58	69
	4	70	68	64
	5	71	65	86
	6	58	58	56
	7	43	42	34
	8	45	48	63
Writing	4	58	57	60
	7	29	28	25
Science	5	53	57	56
	8	31	48	35
Social studies	8	22	29	18

Source. AISD Texas Academic Performance Reports (TAPR) 2013, and AISD Campus and District Accountability STAAR records 2014

**Table C2. AISD English Language Learners’ (ELLs) English State of Texas Assessments of Academic Readiness (STAAR) Participation (Numbers Tested), by Bilingual Education (BE) and English as a Second Language (ESL) Program 2014**

STAAR subject	Grade level	Number tested BE late exit	Number tested BE Two- way DL	Number tested BE One-way DL	Number tested ESL content	Number tested ESL pullout
Reading	3	194	64	627	409	--
	4	1,035	43	71	338	--
	5	1,046	--	--	268	--
	6	6	--	--	44	1,007
	7	--	--	--	40	904
	8	--	--	--	43	802
Math	3	210	155	1,494	372	--
	4	1,266	81	204	310	--
	5	1,151	--	--	240	--
	6	6	--	--	25	926
	7	--	--	--	23	776
	8	--	--	--	20	694
Writing	4	945	35	58	336	--
	7	--	--	--	38	903
Science	5	1,143	--	--	238	--
	8	--	--	--	19	692
Social studies	8	--	--	--	19	696

Source. AISD STAAR records 2014

Note. DL is dual language.

**Table C3. AISD English Language Learners’ (ELLs) Spanish State of Texas Assessments of Academic Readiness (STAAR) Participation (Numbers Tested), by Bilingual Education (BE) and English as a Second Language (ESL) Program 2014**

STAAR subject	Grade level	Number tested BE late exit	Number tested BE Two-way DL	Number tested BE One-way DL
Reading	3	29	121	1,025
	4	375	47	163
	5	176	--	--
Math	3	7	31	155
	4	138	9	31
	5	66	--	--
Writing	4	466	57	177
Science	5	62	--	--

Source. AISD STAAR records 2014

Note. DL is dual language.

**Table C4. AISD English Language Learners’ (ELLs) Grade 3 State of Texas Assessments of Academic Readiness (STAAR) Reading Performance, by STAAR Test Language and Bilingual Education (BE) Program and Their Prior Year Grade 2 Tejas Lee Intervention Status**

DL school status and BE program type	Grade 2 Tejas Lee end-of-year % needed intervention	Grade 3 English STAAR reading % met standard	Grade 2 Tejas Lee end-of-year % needed intervention	Grade 3 Spanish STAAR reading % met standard
<b>Pilot schools (2012 to 2013)</b>				
Late exit	--	--	90	95
Two-way DL	70	90	93	80
One-way DL	69	95	64	71
<b>Pilot schools (2013 to 2014)</b>				
Late Exit	--	--	--	--
Two-way DL	100	90	93	74
One-way DL	75	65	88	66
<b>Non-pilot schools (2013 to 2014)</b>				
Late exit	86	54	78	46
Two-way DL	91	70	86	61
One-way DL	70	75	78	63

Source. AISD Tejas Lee records and STAAR Reading records, 2011–2012, 2012–2013, 2013–2014

Note. DL is dual language.

**Table C5. AISD English Language Learners’ (ELLs) Grade 3 State of Texas Assessments of Academic Readiness (STAAR) Reading Performance, by STAAR Test Language and Bilingual Education (BE) Program and Their Prior Year Grade 2 Texas Primary Reading Inventory (TPRI) Intervention Status**

DL school status and BE program type	Grade 2 TPRI end-of-year % needed intervention	Grade 3 English STAAR reading % met standard
Pilot schools (2013 to 2014)		
Late exit	--	--
Two-way DL	--	--
One-way DL	--	--
ESL content	67	79
Non-pilot schools (2013 to 2014)		
Late exit	58	79
Two-way DL	63	88
One-way DL	58	72
ESL content	60	75

Source. AISD TPRI records and STAAR Reading records, 2012–2013, 2013–2014

Note. Pilot schools’ BE programs had too few records to report. DL is dual language, ESL is English as a second language.

**Table C6. AISD State of Texas Assessments of Academic Readiness (STAAR) Reading Results for English Language Learners (ELLs) in Grade 3 in 2013 Also Tested in Grade 4 in 2014, by Bilingual Education (BE) and English as a Second Language (ESL) Program**

BE-ESL program	Number tested grade 3 2013 and grade 4 2014	Percentage passed grade 3 2013	Percentage passed grade 4 2014	Percentage point change*
Late exit	1,322	64.60	57.11	- 11.59
Two-way DL	108	84.26	83.33	- 1.10
One-way DL	206	78.16	66.02	-15.53
ESL content	234	71.37	66.67	- 6.59

Source. AISD STAAR records 2013 and 2014

Note. Percentage point change is the difference between percentage passed 2014 and percentage passed 2013, divided by percentage passed 2013.

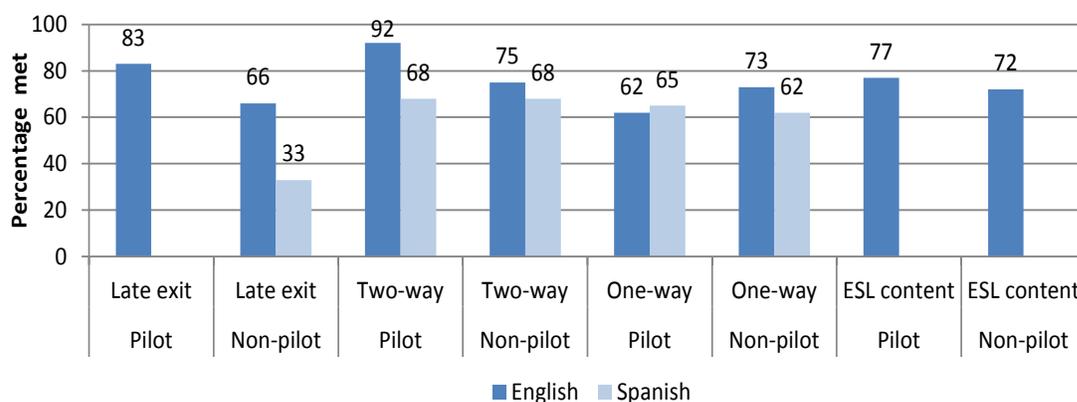
**Table C7. AISD State of Texas Assessments of Academic Readiness (STAAR) Reading Results for English Language Learners (ELLs) in Grade 3 in 2013 Also Tested in Grade 4 in 2014, by Test Language and Bilingual Education (BE) and English as a Second Language (ESL) Program**

BE-ESL program and test language	Number tested grade 3 2013 and grade 4 2014	Percentage passed one test	Percentage passed both tests
<b>English STAAR both years</b>			
Late exit	704	17.50	37.38
Two-way DL	61	13.68	49.47
One-way DL	27	25.93	59.26
ESL content	233	21.03	58.37
<b>Spanish STAAR both years</b>			
Late exit	302	23.51	39.74
Two-way DL	34	18.95	76.84
One-way DL	134	24.22	60.25
ESL content	--	--	--
<b>Different STAAR language each year</b>			
Late exit	316	33.54	41.77
Two-way DL	13	23.08	53.85
One-way DL	45	17.78	62.22
ESL content	--	--	--

Source. AISD STAAR records 2013 and 2014

Note. DL is dual language.

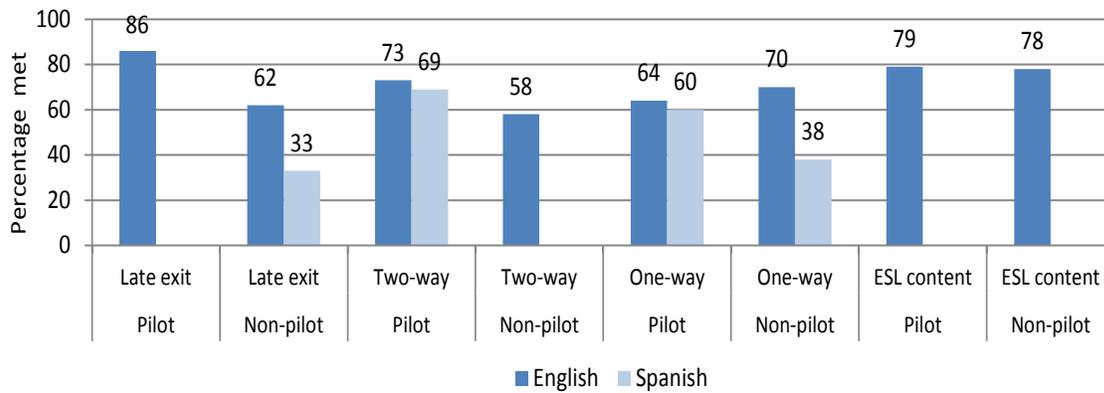
**Figure C1. AISD State of Texas Assessments of Academic Readiness (STAAR) Reading 2014 Grade 3 English Language Learners' (ELLs) Performance by DL School Type, Bilingual Education (BE) and English as a Second Language (ESL) Program and Test Language**



Source. AISD STAAR records, 2014

Note. Due to small numbers tested, some results are not shown in the figure.

**Figure C2. AISD State of Texas Assessments of Academic Readiness (STAAR) Math 2014 Grade 3 English Language Learners' (ELLs) Performance, by DL School Type, Bilingual Education (BE) and English as a Second Language (ESL) Program and Test Language**



Source. AISD STAAR records, 2014

Note. Due to small numbers tested, some results are not shown in the chart.

**Table C8. AISD English State of Texas Assessments of Academic Readiness (STAAR) 2014 Performance for English Language Learners (ELLs) Whose Parents Denied Program Services**

STAAR subject	Grade level	Number tested	Percentage met
Reading	3	47	78
	4	52	60
	5	32	84
	6	23	43
	7	21	29
	8	27	60
Math	3	46	71
	4	52	60
	5	32	75
	6	23	48
	7	22	23
	8	26	79
Writing	4	52	56
	7	22	23
Science	5	32	63
	8	27	36
Social studies	8	27	20

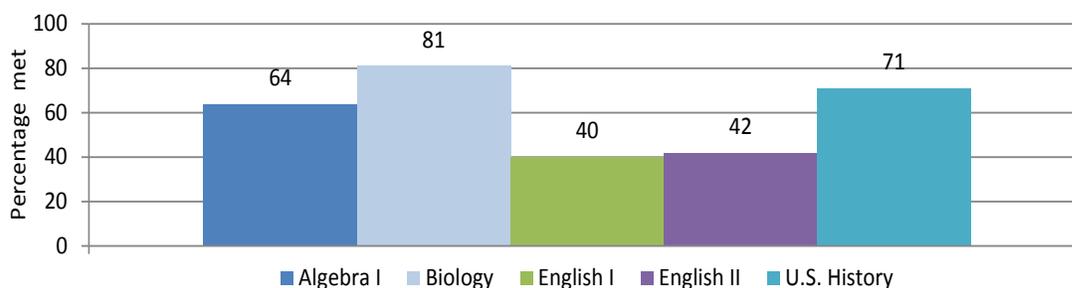
Source. AISD STAAR records 2014

**Table C9. State Results of First- and Second-Year Monitored English Language Learner Students' English State of Texas Assessments of Academic Readiness (STAAR) 2014 by Subject and Grade Level**

STAAR subject	Grade level	Percentage met standard	STAAR subject	Grade level	Percentage met standard
State first-year monitored			State second-year monitored		
Reading	3	70	Reading	3	---
	4	91		4	94
	5	91		5	93
	6	82		6	89
	7	82		7	75
	8	88		8	79
Math	3	53	Math	3	---
	4	87		4	93
	5	92		5	93
	6	83		6	87
	7	73		7	68
	8	85		8	80
Writing	4	91	Writing	4	95
	7	76		7	71
Science	5	87	Science	5	89
	8	72		8	65
Social studies	8	59	Social studies	8	50

Source. State STAAR summaries 2014, Texas Education Agency

**Figure C3. AISD End-of-Course 2014 Performance for English Language Learners (ELLs) Whose Parents Denied Program Services**



Source. AISD EOC records 2014

Note. Due to small numbers tested, all grade levels are combined.

**Table C10. State Results of First- and Second-Year Monitored Former English Language Learner Students' End of Course (EOC) Performance by Subject Test, 2014**

Subject	First-year monitored passing percentage	Second-year monitored passing percentage
Algebra I	33	36
Biology	39	49
U.S. History	30	27
English I	43	45
English II	33	31

Source. State EOC summary 2014, Texas Education Agency

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