AUSTIN INDEPENDENT SCHOOL DISTRICT

ENGLISH LANGUAGE LEARNER PROGRAMS

Annual Report, 2011–2012

Department of
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AUSTIN INDEPENDENT SCHOOL DISTRICT

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EXECUTIVE SUMMARY

In 2011–2012, Austin Independent School District (AISD) provided students identified as limited English proficient (LEP) with either a bilingual education (BE) or English as a second language (ESL) program to promote educational equity among all students. AISD's BE/ESL programs were provided funding through local; state; federal (i.e., Title I and Title III); and private sources.

PROGRAM OVERVIEW

In Fall 2011, 24,000 students in AISD were identified as LEP, representing 28% of the total AISD enrollment. According to AISD's student records, demographic and enrollment information included the following:

- Ninety-three percent of English language learners (ELLs) were also economically disadvantaged (i.e., qualified for free or reduced-price lunch).
- Ninety-two percent of ELLs were of Hispanic origin, followed by Asian (5%), White (2%), and African American (< 1%).
- Nine percent of ELLs (*n* = 2,120) were immigrants (i.e., born outside the United States to non-naturalized or non-U.S. citizens).
- Nine percent of ELLs (*n* = 2,103) were identified as requiring special educational services.
- Three percent of ELLs (*n* = 695) did not participate in either a BE or ESL program due to parental denial of service.
- At least 71 languages other than English and Spanish were represented among AISD ELLs' primary home languages.
- Seventy-eight percent of ELLs were served at the elementary grade level (i.e., early education through 5th grade); 13% of ELLs were served at the middle school level (i.e., 6th through 8th grade); and 10% of ELLs were served at the high school level (i.e., 9th through 12th grade).

DUAL LANGUAGE (DL) IMPLEMENTATION

In 2011–2012, the Gómez and Gómez DL enrichment model was implemented at 66 schools for prekindergarten through 1st grade and 2nd grade at 9 pilot schools. In addition to the Spanish program, Summit Elementary School (ES) provided a DL program in Vietnamese. Eighty-three percent (*n* = 55) of implementing schools were provided a fidelity rating of average or higher by the Dual Language Training Institute (DLTI). On average, pilot campuses improved their DLTI ratings. Campuses that provided a two-way program also received higher ratings, on average than campuses with only one-way programs.

According to a district survey administered to DL teachers and principals, 46% of staff were satisfied with the way the current DL program was operating in the district. Teachers who provided DL instruction in a classroom environment that served both ELLs in the one-way DL program and non-ELLs receiving regular instruction reported the least satisfaction with the program.

However, the vast majority (79%) of DL staff were supportive of the DL program and considered it effective in helping students learn languages, academic knowledge, and skills. Staff's

satisfaction may improve if the district can provide additional campus support in terms of adequate staffing; increased DL curriculum resources, materials, and professional development opportunities; and district-provided strategies that address specific campus needs.

Department of Research and Evaluation (DRE) staff also found DLTI fidelity ratings differed across newly implemented DL campuses for *emerging proficient* (i.e., average) and *proficient* schools in terms of the following items, according to staffs' perceptions:

- Principal promotes additive bilingualism
- Principal is advocate for the program
- School environment promotes bilingualism
- Day-to-day decisions are aligned to DL
- Program design is aligned to the program vision, philosophy, and goals

Campuses rated *emerging proficient* or higher and those rated *below expectations* or lower differed with respect to the following items, according to staffs' perceptions:

- Principal promotes cultural equity
- Principal promotes additive bilingualism
- Leaders are advocates for ELLs
- Program design is aligned to the program vision, philosophy, and goals
- Parents are advocates for the DL program

STUDENTS' ENGLISH LANGUAGE PROFICIENCY

ELLs' English language proficiency is assessed annually for kindergarten through 12th grade by the Texas English Language Proficiency Assessment System (TELPAS). The Texas Education Agency (TEA) calculated a yearly progress indicator based on change in students' TELPAS composite ratings from Spring 2011 to Spring 2012. To meet the state's annual measurable achievement objective (AMAO) standard 1 (i.e., progress), at least 49% of district ELLs in kindergarten through 12th grade must have earned a yearly progress indicator of 1 or higher (i.e., students must have progressed by at least one proficiency level or maintained a rating of *advanced high* from year to year). Sixty-two percent of AISD kindergarten through 12th-grade ELLs gained at least one proficiency level or remained at *advanced high* proficiency from 2010–2011 to 2011–2012.

On average, DL students (both ELL and non-ELL) showed growth in English language proficiency on the Language Assessment Scales (LAS) Links and preLAS for kindergarten and grade 2. For kindergarten students, L1 proficiency was a predictor of progress in second language acquisition. Non-ELLs did not progress as much in Spanish as ELLs did in English.

STUDENT ACADEMIC ACHIEVEMENT

In Spring 2012, the state mandated Texas Assessment of Knowledge and Skills (TAKS) tests was replaced by the State of Texas Assessments of Academic Readiness (STAAR) for grade 3 through 9 in mathematics (math), reading, science, writing, and social studies. TAKS was provided to students in grades 10 and 11. Although the achievement gap between ELLs and non-ELLs remained in 2011–2012

results, ELLs showed improvement in passing the TAKS standard for most grade levels and content areas. Performance declined for 11th-grade ELLs in the areas of reading, math, and social studies.

Under the STAAR Level II (i.e., satisfactory) standard, the widest achievement gaps between 9th-grade ELLs and non-ELLs were in the areas of reading and writing, unlike in previous years, when the largest gap was in science. However, the largest achievement gap in reading between ELLs and non-ELLs using the TAKS standard was in grade 8, which implies that when the Level II standard is applied, grade 8 reading might be an area of greater concern than grade 9 reading. When the STAAR Level II standard was compared with the TELPAS ratings for reading and writing, the data suggested it was more difficult for AISD ELLs to achieve the end-of-course Level II standard than to receive a TELPAS advanced high rating.

BE/ESL PROGRAM EXIT

The number of students exiting the BE/ESL programs decreased by 17% from 2010–2011 to 2011–2012. The decline was most likely related to the change in exit criteria due to the transition to STAAR. Further investigation is suggested to understand how the STAAR Level II standard will affect ELLs' exits rates in years to come because the new standard may have implications for staffing.

BE/ESL TEACHING STAFF

In 2011–2012, 2,153 teachers with BE or ESL certification worked with ELLs. Of the 2,135 BE/ESL certified teachers who worked full time, 97% were in elementary schools (*n* = 2,081), and the remaining were in middle school (*n* = 32) and high school (*n* = 22). A greater percentage of secondary ESL-certified teachers (78%) than of elementary BE/ESL certified teachers (45%) attended district BE/ESL professional development opportunities. However, of those BE/ESL-certified teachers who attended professional development activities, elementary teachers, on average, earned more credit hours than did secondary teachers.

FISCAL CONSIDERATIONS

The cost of the 2011–2012 BE/ESL programs was approximately $5.9 million, which was provided through local (38%), state (6%), federal (40%), and private (17%) funds. ELL summer school programs represented 23% of the expenditures. The cost-per-student served (excluding summer school) was $193 (as of August 23, 2012).

CONCLUSION

Although the achievement gap persisted in 2011–2012 in terms of TAKS passing rates, the district generally showed overall improvement for ELLs in most content areas for most grades. The district should focus on the areas of ELLs' reading and writing at the secondary level, especially at the 8th and 9th grades. Efforts directed toward ELL reading may improve ELLs' performance in science at the secondary level and may help improve ELLs' progress in obtaining high school graduation in 4 years because research has shown that 9th-grade English is a core course a high percentage of ELLs fail (Brunner, 2011c).

Patterns in the 2011–2012 attendance rates and TELPAS scores for ELLs were mostly consistent with patterns from previous years (Brunner, 2011a), although attendance rates as a whole did increase. ELLs' exit rates declined, and administrators should consider how the STAAR Level II standard will affect ELLs' exit rates, especially at the 4th- and 7th-grade levels.

The AISD BE/ESL programs are essential to ELLs' growth, not only for English language proficiency, but also for success in core content areas. Based on the present summary report, DRE recommends the following:

- To advance the district's goal of eliminating the achievement gap, further work should be done to determine factors that explain why some ELLs exit the program within 5 to 7 years and others do not.
- Given the goal of college and career readiness, further research should consider the impact of STAAR Level II standards on ELLs' graduation rates, and specifically how ELLs' standardized test performance may affect their dropout rate.
- The district should continue to evaluate ELLs' language and academic performance in the DL program.
- Administrators should develop a district standard for minimum requirements for DL (e.g., staffing and ELL enrollment for one-way and two-way DL classrooms) to limit the variation in implementation (i.e., mixed/combined classrooms) across the district.
- District administrators should develop a process to solicit feedback from DL campus staff (both teachers and principals) about their campuses' DL needs and provide adequate responses to meet those needs.
- To continue improving the level of DL implementation, administrators also may consider using exemplary DL teachers as mentors and using sites with high average implementation ratings for possible classroom visits.

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INTRODUCTION

Texas law requires that every student with a primary home language other than English, who is identified as limited English proficient (LEP), be provided with a full opportunity to participate in a bilingual education (BE) or English as a second language (ESL) program. To ensure educational equity, the law also states that districts must seek certified teaching personnel and assess these students' achievement in the state-mandated Texas Essential Knowledge and Skills (TEKS) curriculum. Students identified as LEP have access to several programs in Austin Independent School District (AISD), depending upon their grade level, their level of English proficiency, and parental preference. The goal of the BE program is to enable English language learners (ELLs) to become competent in comprehension, speaking, reading, and writing through the development of literacy and academic skills in the students' primary language. Dual language (DL) is a type of BE program that has a highly prescribed method of core content instruction in English and a second language (i.e., Spanish and Vietnamese) and that emphasizes both bilingualism and biculturalism. DL was implemented in AISD at prekindergarten (pre-K), kindergarten, and 1st grade on all elementary campuses with a Spanish or Vietnamese BE program, and at 2nd grade for 9 pilot sites. The goal of the ESL program is to develop students' literacy through the integrated use of second-language instructional methods.

The terms LEP and ELL are used interchangeably throughout this report. LEP is used in state accountability documentation to classify students whose dominant language is other than English and who have been tested and determined to be of limited English language proficiency. ELL is more commonly used to describe students who are not yet proficient in English.

The purposes of this report are (a) to describe the demographic characteristics of students participating in BE/DL and ESL programs, (b) to summarize BE/DL/ESL students' progress toward English language proficiency on the Texas English Proficiency Language Assessment System (TELPAS), (c) to compare ELLs' performance on the State of Texas Assessments of Academic Readiness (STAAR) and Texas Assessment of Knowledge and Skills (TAKS) with that of other students, (d) to document the number of students who have exited the BE and ESL programs, and (e) to document the number of teachers who participated in professional development opportunities in the 2011–2012 school year.

EVALUATION MANDATE

Chapter §89.1265 of the 19 Texas Administrative Code (TAC, 1996, 2002) states the following in reference to program evaluation:

(a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.
(b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training.

2011–2012 PROGRAM OVERVIEW

BE/ESL PROGRAMS AVAILABLE IN AISD

BE is a program of instruction in the native language and English, offered in pre-K through 5th grade (or 6th grade on elementary campuses with a 6th grade) and provided to students in any language classification for which 20 or more ELLs are enrolled in the same grade level. Although the majority of BE participants in AISD are native Spanish speakers, the presence of sufficient numbers of Vietnamese- and Korean-speaking students warrants the provision of a few BE classes in those languages.

The majority of AISD upper elementary BE classrooms implemented a late-transitional BE model (i.e., literacy and core content skills initially are developed in the dominant language, although English is taught daily across the core content areas, and the amount of instruction in English increases gradually across grade levels). Students are expected to achieve grade-level academic competency and English proficiency by the end of 5th grade, after spending approximately 5 to 7 years in the program. In 2011–2012, BE was expanded to include 66 elementary schools with dual-language (DL) programs in grades pre-K through 1st and 2nd grade at 9 pilot schools. Like the current BE program, DL programs prepare students for program exit at 5th grade; however, these programs differ from the late-transitional model in the following ways:

1. they have a more prescribed implementation for the amount of daily instruction in English and Spanish;
2. two-way classrooms have a mix of both ELLs and English-proficient students who learn a second language; and
3. students can continue in DL through 12th grade, if available.

ESL, a program of specialized instruction in English, is provided to elementary students whose parents declined BE but approved ESL instruction, to elementary students for whom bilingual instruction in their native language is not available, and to all secondary ELLs. ESL students are immersed in an English learning environment. Core content instruction is provided through the use of second-language methodologies, including content-based and pull-out sessions. An overview of BE/ESL programs offered during the regular school year is provided in Table A-1 in Appendix A.

Additional programs are available during the summer (e.g., all ELL rising kindergarteners and 1st graders are invited to participate in a month-long summer school program designed to accelerate English language proficiency and to prevent the summer learning losses that often occur among low-income students). High school ELLs who have been in U.S. schools for 3 years or less may take ESL classes and a selection of ESL core content classes for credit recovery or acceleration during the summer.

STUDENT DEMOGRAPHICS

In Fall 2011, 86,528 students were enrolled in early education through 12th grade in AISD; of these, 24,000 (28%) were identified as LEP in Public Education Information Management System (PEIMS) demographic records (Table 1). The number of ELLs enrolled in AISD decreased by less than 1% from 24,508 students in 2010–2011 (see Appendix B for 5-year ELL population growth). The BE program served 15,613 ELLs (65%) and 267 non-ELLs (through the two-way DL program). The ESL

program served 7,692 ELLs (32%). Three percent of ELLs (*n* = 695) did not participate in either program due to parental denial of language programs or because a parent did not respond to the program request.

Most ELLs (92%) primarily spoke Spanish at home, and 42% of Hispanic students within AISD were ELLs. At least 71 languages other than English and Spanish were reported as being primarily spoken at home, including Vietnamese, Arabic, Burmese, and Korean. Forty-six percent of Asian students within AISD were ELLs. The number of immigrant ELLs (i.e., students born outside the United States with no U.S. citizenship) in 2011–2012 was 2,120, a decrease of 15% from 2010–2011 (*n* = 2,505).

Table 1. English Language Learners' (ELLs) Characteristics, 2011–2012

	All enrolled ELLs (*n* = 24,000)		**All other students (*n* = 62,528)**	
	Number	Percentage	Number	Percentage
Gender				
Female	11,374	47	30,652	49
Male	12,626	53	31,876	51
Ethnicity				
African American	187	<1	7,668	12
Asian	1,281	5	1,584	3
Hispanic	21,985	92	30,403	49
Native American	58	<1	168	<1
Pacific Islander	7	<1	54	<1
White	420	2	20,735	33
Two or more races	62	<1	1,916	3
Low-income family				
Eligible for free or reduced-price lunch	22,294	93	33,024	53
Not eligible for free or reduced-price lunch	1,706	7	29,504	47
Primary language spoken at home				
Spanish	22,089	92	8,654	14
Vietnamese	317	1	219	<1
Arabic	208	<1	71	<1
Burmese	192	<1	8	<1
Korean	158	<1	114	<1
Mandarin (Chinese)	99	<1	134	<1
Other non-English	937	4	868	1
Immigrant	2,120	9	199	<1
Unschooled refugee or asylee	113	<1	*	*
Received special education services	2,103	9	6,581	11
Grade level				
Early education through 5th grade	18,605	78	30,339	49
6th grade through 8th grade	3,017	13	13,960	22
9th grade through 12th grade	2,378	10	18,229	29

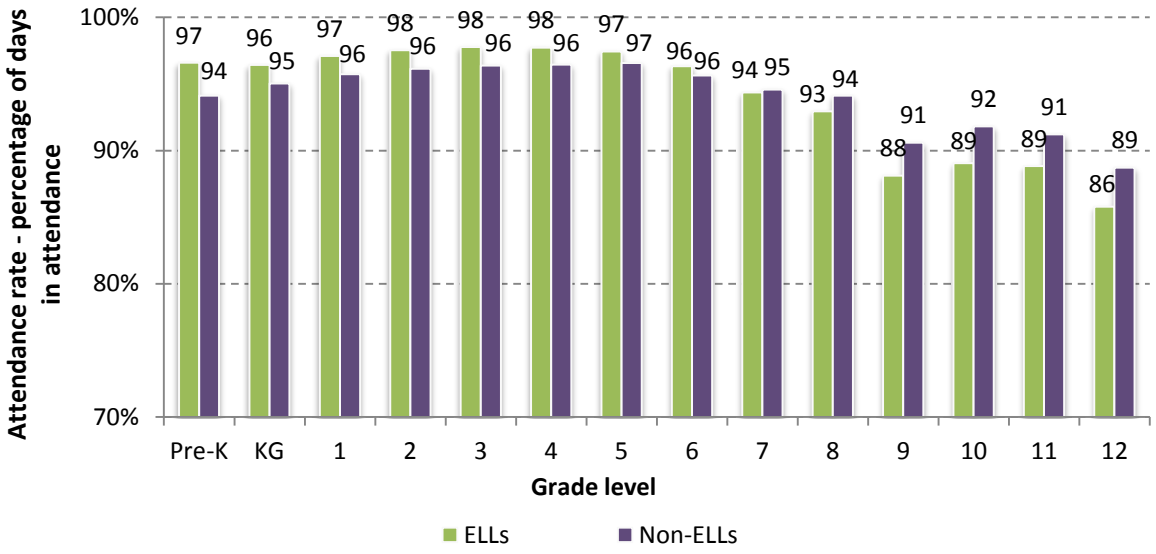
Source. AISD Public Education Information Management System (PEIMS) records, 2011–2012

* indicates fewer than 5 students in the cell

STUDENT ATTENDANCE

In 2011–2012, ELLs had slightly higher attendance rates, on average, than did non-ELLs for pre-K through 6th grade (Figure 1). In general, secondary non-ELLs (i.e., 7th through 12th) had higher attendance rates than did ELLs in the same grade level.

Figure 1. Student Attendance Rates, by English Language Learner (ELL) Status and Grade Level



Source. AISD PEIMS attendance records, 2011–2012

Note. The vertical axis of the bar graph has been truncated to represent 70% to 100% to better display the difference in attendance rates between AISD ELLs and non-ELLs. Attendance is calculated by grade level using the following formula: (Total eligible days present)/(Total days absent + Total eligible days present). Tuition-supported prekindergarten (pre-K) students are not represented in the graph. *KG* is kindergarten.

Quick Facts

- 28% of enrolled AISD students are ELLs
- 93% of ELLs are economically disadvantaged
- 92% of ELLs speak Spanish
- 78% of ELLs are enrolled in elementary grades (pre-K through 5th)

DL IMPLEMENTATION

GÓMEZ AND GÓMEZ 50/50 DUAL-LANGUAGE ENRICHMENT (DLE) MODEL

AISD's DL program adopts the Gómez and Gómez (1999) DLE model. Staff training for the Gómez and Gómez model is provided through the Dual Language Training Institute (DLTI). The DLE model for both one-way and two-way programs provides 50% instruction time in English and 50% instruction time in Spanish or Vietnamese. The Gómez and Gómez DLE model is unique compared with other 50/50 DL models in that it has the following characteristics:

- The language of instruction (LOI) is consistently divided by subject areas, with the promotion of content-area biliteracy.
- Conceptual refinement (CR) activities are provided at the end of lessons to support students in their second language (L2) rather than their native language (L1).
- Scaffolding of students based on language ability (i.e., bilingual pairs or groups) is used for all classroom learning activities.
- Bilingual learning centers (pre-K through 2nd grade) and bilingual resource centers (3rd through 5th grade) are incorporated in students' daily routines.
- Non-instructional school language is promoted throughout the day by all students, parents, and school staff, based on the alternating language of the day (LOD).

COMMON PROGRAM TERMINOLOGY

Bilingual refers to the ability to speak fluently in two languages.

Biliterate refers to the ability to read and write in two languages.

Bicultural pertains to the presence of two cultures in one setting.

Dual language (DL) is a type of **bilingual education (BE)** program in which instruction is provided in both English and a second language. AISD offered DL in English and either Spanish or Vietnamese in the 2011–2012 school year.

One-way DL programs have native speakers from only one language who are instructed in English and in their native language.

Two-way DL programs have native speakers from two different languages who are acquiring the non-native language as a second fluent language (i.e., Spanish and English). Fifteen AISD campuses offered a two-way program in 2011–2012.

FIDELITY RATINGS

In January 2011 and 2012, DLTI staff conducted classroom observations of teachers who were trained by the Institute. DLTI provided the district with campus summary reports and teacher-level reports of those observations completed at 63 of the 66 AISD campuses. Eighty-three percent of campuses observed by DLTI had an *emerging proficient* (i.e., average) or higher implementation level. Eleven of the 63 campuses were *below expectations* or lower, according to DLTI reports.

As a whole, the pilot campuses showed improvement in nine of the 14 items reviewed from 2010–2011 and 2011–2012, and scored *emerging proficient* or higher in all areas evaluated in 2011–2012 (Appendix C-2). The greatest growth was in the areas of classrooms displaying student-generated alphabets and the effective use of bilingual pairs. Overall, the pilot campuses were rated *proficient* in supplying primary learning materials in the LOI and in establishing DL campus committees. Although the pilot campuses had an average (i.e., *emerging proficient*) implementation level, the areas in which these schools scored relatively low, compared with scores for all items evaluated, were lessons are challenging, evidence of CR strategy, LOD activities used for vocabulary development throughout the day, and evidence of extensive writing across subjects in both languages.

On average, the new DL campuses scored *emerging proficient* for 13 of the 18 items reviewed. Areas that may need additional improvement were signage across campus reflect bilingual/biliterate atmosphere, LOD implemented across campus by other staff, LOD used for vocabulary development throughout the day, effective use of bilingual pairs, and evidence of CR strategy. The pilot campuses had a higher degree of campus-wide DL program implementation than did the new DL campuses, on average. As expected, pilot campuses had a richer DL classroom environment and more extensive use of DL instructional strategies in their second year of implementation than did schools implementing DL for the first time. In 2011–2012, a total of 13 teachers across 53 newly implemented DL schools were cited by the DLTI as exemplary teachers, while 11 teachers across the 10 original pilot campuses were cited as exemplary (nine pilot teachers were also cited as exemplary in 2010–2011).

Overall, the district's DL program is at the expected level of implementation, according to DLTI. Pilot schools had to demonstrate campus and community support for DL in an application process, and these programs had higher implementation ratings than did other AISD DL sites.

Two-Way Versus One-Way Campuses

On average, campuses implementing a two-way program (n = 15) received higher implementation ratings from the DLTI than did campuses implementing a one-way program (n = 48; see Appendix C-3). Consistent use of LOI and all DLE components listed in the daily schedule represented the largest difference in average implementation ratings between campuses with a one-way program and those with two-way DL. The lowest average item rating for two-way campuses was extensive student writing across subjects (3.1); one-way programs also received an average rating of 3.1 in this area. One-way programs' lowest average rating was for implementing CR strategy (2.7).

Policy implication: Variation in the implementation of the DL program classroom environment may be related to insufficient staffing on some campuses, especially campuses that only provide a mixed classroom environment for DL. Administrators should develop a district standard for minimum requirements (e.g., staffing and ELL enrollment for one-way and two-way DL classrooms) to limit the variation in implementation (i.e., mixed/combined classrooms) across the district. For classrooms that do not meet the minimum ELL enrollment, staff requirements, or both, administrators should provide additional training and strategies for how instruction can be offered to ELLs and non-ELLs, and thus support a productive learning environment for all students served. Campuses that only provided a mixed classroom environment for DL in 2011–2012 might consider adopting a two-way DL program model or some district-advised variant of team teaching to accommodate both ELLs and non-ELLs without increasing the number of staff.

DL STAFF SURVEY

In late March and early April 2012, DRE staff administered a survey (adapted from Lindholm-Leary's [2001] DL evaluation) to DL teachers and principals at 66 elementary campuses designated by the Department of English Language Learners (DELL) as DL sites in the 2011–2012 school year. The survey contained items related to staff's perceptions of DL professional development opportunities, program implementation, campus leadership support of the DL program, and materials and resources. The survey had a total of 381 participants, with a response rate of 63% (*n* = 331) of DL teachers and 76% (*n* = 50) of DL principals (see Appendix Figure D-1).

Program Identification

Principals were asked to indicate the DL programs on their campus (Table 2). DL programs varied across the district according to classroom composition (i.e., one-way DL, two-way DL, combined or mixed one-way DL and English classroom) and staffing strategy (i.e., one BE teacher or team teaching). Thirteen of the 48 principal respondents reported multiple DL programs and classroom environments on their campus. Fourteen campus principals reported only a mixed classroom environment. A mixed classroom environment combines ELLs with non-ELLs who receive instruction only in English.

Twenty-percent (*n* = 67) of teachers who responded to the DL staff survey had some degree of a mixed student environment in a one-way DL classroom, according to their position descriptions. This percentage was similar to that for BE classroom composition district wide for pre-K through 1st grade (21%). Forty percent (*n* = 20) of principals who responded to the DL staff survey did not believe they had sufficient staff for the DL program.

Table 2. Dual Language (DL) Program, by Principal Classification (*n* = 48)

DL program	Principal classification
Two-way, one teacher	9
Two-way, team teaching	8
One-way	23
Mixed/multilingual (combined)	24
Selected more than one programs	13

Source. Staff Dual Language Survey, Spring 2012

Note. Principals could select more than one type of DL program.

DL Program Satisfaction

Forty-six percent of DL staff survey respondents reported they were satisfied with the way the current DL program is operating (Table 3). Fidelity to program implementation and classroom composition may relate to staff's satisfaction with the DL program. Although fewer than half of staff were satisfied, two-way program teachers reported the highest level of satisfaction, while teachers who categorized their classes as multilingual or other were the least satisfied (Table 3). Also, staff at campuses with DLTI program fidelity ratings of *proficient* or *exemplary* had higher program satisfaction ratings than did staff at campuses that scored *emerging proficient* or *below expectations*/*unsatisfactory*. The percentage of pilot school staff who reported satisfaction with the DL program increased by 7%, from 51% in 2010–2011 to 58% in 2011–2012.

Table 3. Staff's Satisfaction With Dual Language (DL) Implementation, Spring 2012

	Satisfied	Not satisfied	No response	Average rating	*SD*
District wide	46%	43%	12%	2.52	.80
Position					
Two-way DL teachers	57%	39%	4%	2.74	.70
One-way DL teacher	53%	38%	9%	2.62	.78
Teacher (other/multilingual)	22%	51%	27%	2.10	.82
Principal	36%	56%	8%	2.30	.76
Implementation year					
Pilot schools (2010–2011)	58%	34%	8%	2.75	.73
Non-pilot schools (2011–2012)	43%	45%	13%	2.44	.80
DL Training Institute Ratings					
Exemplary	86%	*	*	3.23	.60
Proficient	60%	29%	11%	2.78	.72
Emerging proficient	44%	45%	11%	2.50	.77
Below expectations and unsatisfactory	22%	65%	9%	2.02	.75

Source. Staff Dual Language Survey, Spring 2012

Note. Respondents who were categorized as satisfied answered agree or strongly agree for "I am satisfied with the way the current dual language program is operating." Those categorized as not satisfied responded with disagree or strongly disagree. The rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Percentages do not add to 100% due to rounding. *SD* is standard deviation.

* denotes redacted data

Program note: The Department of English Language Learners went through leadership change in the 2011–2012 year. The director of ELLs retired in November 2011 and was replaced in March 2012. The assistant director for DL was filled in June 2012.

Staff's Perception of Program Implementation at Pilot Versus Non-Pilot DL Campuses

DRE staff adapted the DL staff survey to evaluate program structure, support and resources, and instruction according to guidelines established by Howard, Sugarman, Christian, Lindholm-Leary, and Rogers (2007). Survey items represented guideline components only (see technical note 1). Program structure included the following principles:

- All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence, while meeting grade-level academic expectations.
- The program ensures equity for all groups.
- The program has strong, effective, and knowledgeable leadership.
- The program has used a well-defined, inclusive, and defensible process to select and refine a model design.
- Resources are distributed equitably within the program, school, and district.

As expected, staff on pilot campuses (i.e., in their second year of DL implementation) reported significantly higher ratings for all program structure measures than did DL staff at non-pilot campuses (i.e., in their first year of implementation; see Appendix Table D-1). Part of the selection criteria to become a pilot campus was campus leadership support for DL. Pilot campuses' higher ratings may be related to the application process self-selecting schools with supportive leadership; many of the DL program structure measures were tied to campus leadership.

Fewer than half of non-pilot campus staff agreed their campus had a plan for promoting bilingualism and biliteracy (48%) and cross-cultural competence (46%), had a school environment that reflected bilingualism and multiculturalism (46%), had parents involved in the planning process for implementing DL at their school (30%), and had the DL program articulated within and across grade levels (40%). Fewer than half of non-pilot campus staff also agreed that the DL program met the needs of ELLs on their campus (46%) and the program was adaptable (i.e., to meet those needs; 34%).

The lowest rating provided by pilot campus staff was for program adaptability (2.65; 45% agreed), which comprised the following items:

- The district has provided a clearly defined, organized process to solicit input from campus staff about needed changes to the DL program.
- I feel district administrators value campus staff input regarding the direction of the DL program.

Staff's perceptions differed significantly between pilot and non-pilot campuses in the area of family and community support. Pilot campus staff were more inclined than were non-pilot campus

staff to agree that their school communicated with parents regarding the DL program (76% and 62%, respectively) and that parents were advocates for the DL program (72% and 54%, respectively; see Appendix Table D-2).

Finally, more pilot campus staff than non-pilot campus staff agreed that teachers worked together to plan for instruction (83% and 72%, respectively) and that support staff participated in the DL program (59% and 37%, respectively; see Appendix Table D-3). Fewer than half of both pilot and non-pilot campus staff agreed special area teachers were incorporated into the DL model (41% and 29%, respectively). Furthermore, approximately half of respondents disagreed that the DL training was helpful in guiding program implementation (50% and 54% for pilot and non-pilot, respectively), which comprised the following items:

- While teachers have received training in dual language, there has not been the follow-through that would help us correctly implement these strategies in the classroom. (reverse coded)
- Teachers are not given enough training in how to properly implement the dual language program. (reverse coded)
- Dual language teachers are given too much training that it is difficult to incorporate what is learned into our teaching. (reverse coded)

Of these, the lowest-rated item for DL training was about follow-through to help teachers correctly implement strategies in the classroom (34% agreed follow-through occurred).

First-Year DL Implementation, According to DLTI Ratings

DRE staff compared DL staff survey ratings from staff on campuses in their first year of DL implementation during 2011–2012 with the campus fidelity ratings provided by DLTI, by comparing

- campuses rated *proficient* or higher in the Gómez and Gómez DL enrichment model with campuses rated *emerging proficient* (see Appendix Table D-4), and
- campuses rated *emerging proficient* and higher with those rated *below expectations* or lower (see Appendix Table D-5).[1]

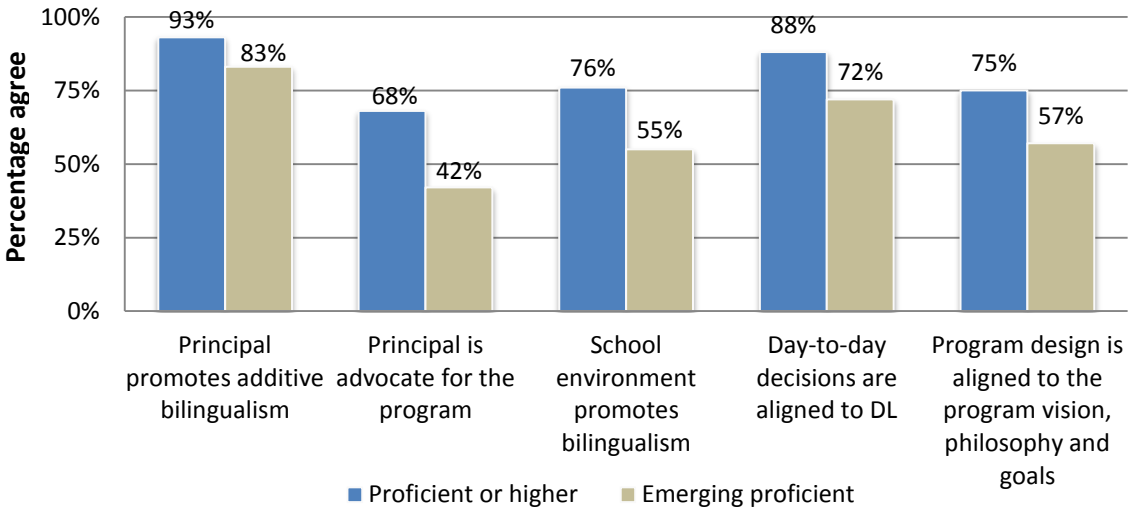
Based on DL staff's perceptions, campuses rated *proficient* or higher differed from campuses rated *emerging proficient* with respect to campus leadership support, DL program alignment, level of school-wide incorporation of the DL model, and critical awareness of program requirements. On average, DL campuses that were rated *proficient* or higher in their first year had principals who were rated higher in promoting additive bilingualism (i.e., high academic proficiency in two languages) and were assertive about supporting the needs of their DL students, compared with principals at campuses rated *emerging proficient* (Figure 2).[2] Overall, compared with other principals, principals at *proficient* or higher campuses were perceived as more knowledgeable about the program and as a

[1] Staff from campuses without ratings were not included in the analyses.

[2] The result was based on differences in the mean rating. The finding does not imply all principals at *proficient* or higher campuses had higher ratings in their level of DL support than did all principals at *emerging proficient* campuses.

better source for information about the program. Strong DL leadership support was correlated with teachers planning instruction together (r = .69, p < .0001).

Figure 2. First-Year Dual Language (DL) Staff's Perception of Program Implementation, by *Emerging Proficient* and *Proficient* Fidelity Ratings, Spring 2012



Source. DL Staff Survey, Spring 2012

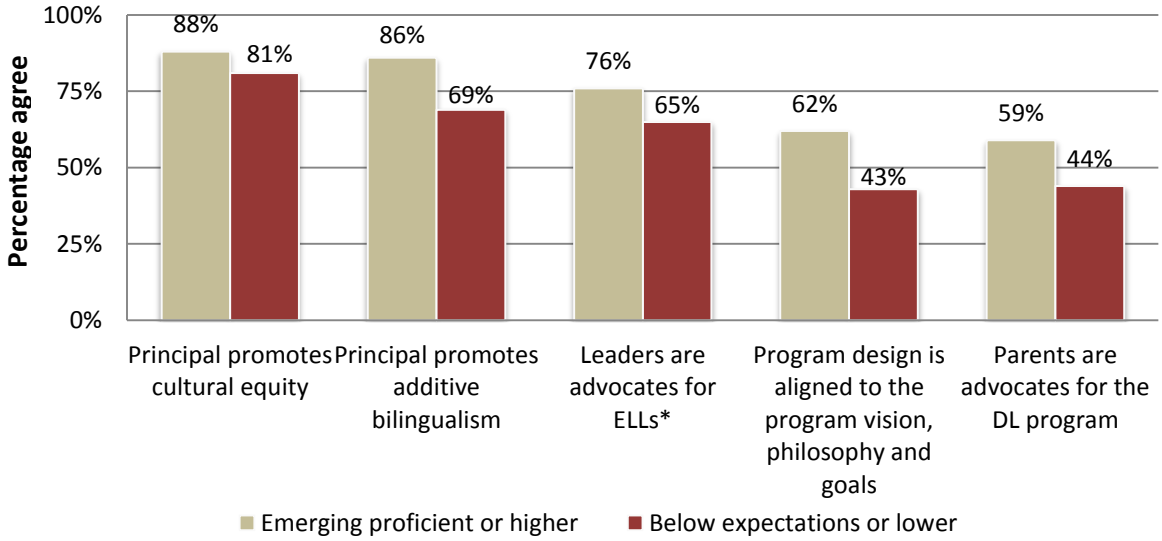
Note. Rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Measures with more than 1 survey item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral.

On average, staff at *emerging proficient* campuses provided higher ratings for the sufficiency of resources in both languages and for teachers' use of cooperative learning and instructional strategies that reinforce language development than did staff at campuses rated *proficient* or higher (see Appendix Table D-4). Although teachers rated their understanding of DL instruction statistically the same (3.05 and 2.92 for *emerging proficient* staff and *proficient* staff, respectively), staff at *proficient* schools rated their resources and use of instructional strategies more critically (i.e., lower), which may indicate a greater awareness of their need for and use of resources and DL instructional strategies.

Campuses rated by the DLTI as *below expectations* or lower significantly differed from other first-year implementing campuses primarily with respect to staff's perception of campus leadership support for the goals of additive bilingualism and cultural equity, principals' advocacy for the DL program, and parents' advocacy for the DL program (Figure 3).[3]

[3] The finding does not imply principals at campuses rated *below expectation*/unsatisfactory do not support DL goals or the needs of ELLs. Individual campus comparisons go beyond the scope of the evaluation; these findings should not be applied to any particular campus, but rather they address campuses in general.

Figure 3. First-Year Dual Language (DL) Staff's Perception of Program Implementation, by *Emerging Proficient* or Higher and *Below Expectations* Fidelity Ratings, Spring 2012



Source. DL Staff Survey, Spring 2012

Note. Rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. Measures with more than 1 survey item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral.

* ELLs denotes English language learners.

Policy implication: District administrators should provide principals of campuses rated *below expectations* or lower a forum in which to discuss the particular needs of ELLs on their campus and how those needs are addressed or not addressed through the Gómez and Gómez DL enrichment model. To continue improving the level of DL implementation, administrators also may consider using exemplary DL teachers as mentors and using sites with high average implementation ratings for possible classroom visits. Although efforts to increase parental knowledge about DL should be district wide, increased efforts might be placed on campuses rated *below expectations* or lower.

Strengths and Areas for Improvement for the DL Program

DL teachers and campus principals were asked their opinions about the top three strengths and areas for improvement of the DL program (Appendix Figures D-2 and D-3). The top-cited strengths were bilingual pairs and cooperative learning (47%), high academic rigor (40%), biculturalism (29%), integration of English- and non-English speaking students (29%), and increase in student confidence (28%). One respondent elaborated that the DL program increased student confidence by

"strengthening confidence…as BOTH [ELLs and non-ELLs] are seen as learning leaders at times, rather than…more traditional occurrence of ELLs lacking necessary confidence and leadership."

The top-cited areas needing improvement were increase materials and resources available for DL (46%), increase time to prepare for DL classroom activities (43%), and offer time to observe a successful DL classroom (30%). A quarter of respondents (*n* = 94) also chose increase integration of DL training with concrete DL instruction plans. Another area rated as the top concern by many respondents was classroom student composition (13%); nearly a quarter (23%) of respondents rated it in the top three. Twelve of the 31 respondents who chose the other category mentioned that the district should support the needs of campuses with mixed classrooms. Some of these respondents requested a teacher's aide or implied the need for one (e.g., "This program requires more support than one classroom and one teacher when the student ratios are very unbalanced"). Other respondents expressed a frustration with mixed classrooms: "The mixed language programming is not working. We are struggling as a result and there was no foresight on the district part to address [mixed classrooms]." Another respondent summarized by saying, "Dual language does not exist on my campus. Based on the disorganization, poor leadership from central office, hearing the extreme lack of support for current dual language campuses, I am not interested in having it at my school."

Although fewer than half of DL principal and teacher respondents were satisfied with the way the current DL program was operating (46%), the majority (79%) of DL staff were supportive of the DL program and considered it effective in helping students learn languages, academic knowledge, and skills. Staff's satisfaction may improve if the district can provide additional campus support in terms of adequate staffing; increased DL curriculum resources, materials, and professional development opportunities; and district-provided strategies that address specific campus needs. Additional support (e.g., mentorship) should be provided to staff whose campuses were rated *below expectations* or lower in DL.

Policy implication: District administrators should develop a process to solicit feedback from DL campus staff (both teachers and principals) about their campuses' DL needs and provide adequate response to meet those needs. Administrators might provide principals a framework for developing campus plans that include ways to promote bilingualism, biliteracy, and cross-cultural competence. The framework should include grade-level expectations for students, language objectives by grade level, and suggestions about how to articulate DL across grade levels. Emphasis might be placed on the need for collaboration between DL teachers and non-DL teachers within grade levels to provide consistent curriculum rigor for ELLs and non-ELLs. DL plans could be formalized if each campus principal provides (a) a brief document describing his or her plans; (b) a short end-of-year evaluation report about whether the campus met the objectives of the plan; and (c) suggested modifications for the next school year, including additional resources, materials, and district support that may be required to meet campus needs.

STUDENTS' ENGLISH LANGUAGE PROFICIENCY

No Child Left Behind (NCLB) legislation (2001) requires districts that accept Title III, Part A funds to be accountable for their ELLs learning English. In Texas, ELLs' proficiency is assessed annually using the TELPAS for kindergarten through 12th grade. The Texas Education Agency (TEA, 2009) examines year-to-year change in students' TELPAS scores to determine if districts met annual measureable achievement objectives (AMAOs) in language proficiency. AISD uses TELPAS scores in combination with TAKS/STAAR reading and writing scores and additional measures of English language proficiency to determine if students are ready to exit BE/ESL programs.

TELPAS COMPOSITE RATINGS

The four domains assessed by the TELPAS are listening, speaking, reading, and writing. Students receive a proficiency score and rating (i.e., *beginning, intermediate, advanced, advanced high*) on each domain. Students' scores on the TELPAS language domains are weighted in the following manner to create a composite score: listening is 5%, speaking is 5%, reading is 75%, and writing is 15%. ELLs' 2011–2012 composite ratings are provided in Table 4.

TELPAS INTERPRETATION

Composite range	Numeric value	Rating category
1.0–1.5	1	Beginning
1.6–2.5	2	Intermediate
2.6–3.5	3	Advanced
3.6–4.0	4	Advanced high

Table 4. Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings, by Grade Level, 2011–2012

Grade level	Number of ELLs**	TELPAS beginning	TELPAS intermediate	TELPAS advanced	TELPAS advanced high
Kindergarten*	2,948	74%	13%	7%	5%
1*	2,926	42%	29%	18%	10%
2*	2,772	11%	30%	30%	28%
3	2,694	11%	18%	27%	42%
4	2,285	7%	19%	29%	44%
5	1,583	4%	12%	26%	55%
6	1,149	4%	12%	37%	45%
7	1,001	3%	10%	33%	50%
8	756	5%	11%	30%	49%
9	787	10%	16%	27%	41%
10	512	6%	14%	32%	45%
11	442	3%	16%	25%	51%
12	365	2%	15%	23%	46%

Source. AISD TELPAS records, 2011–2012

Note. Percentages may not sum to 100% because the *no rating available* category has been excluded. Students enrolled in AISD in Fall 2011 were included.

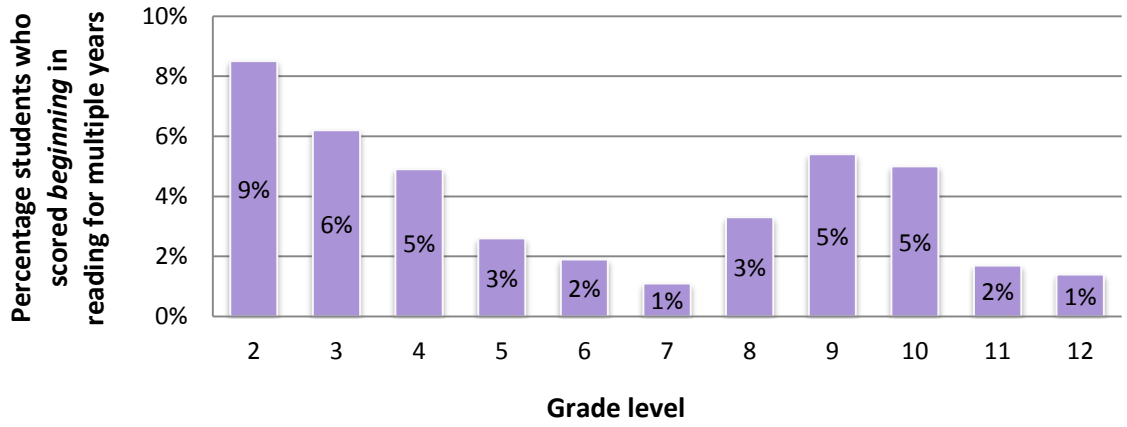
* Grade levels implementing dual language (DL). Nine pilot schools implemented DL at 2nd grade.

** ELLs denotes to English language learners.

As expected, kindergarten had the highest percentage of students who scored *beginning* in English proficiency. The *beginning* proficiency rates declined as grade levels increased until the 8th and 9th grades, which had a 2% and 5% increase from the preceding grade level, respectively. Fifth grade had the highest percentage of ELLs who scored *advanced high* on TELPAS, followed by 11th grade.

Five percent (*n* = 624) of ELLs in grades 2 through 12 who had two consecutive years of TELPAS ratings (*N* = 12,736) scored *beginning* in reading in both Spring 2011 and 2012, and the majority of these ELLs were in grades 2, 3, and 4 (Figure 4). Grades 9 and 10 also had a relatively larger percentage of ELLs who scored *beginning* in reading for multiple years.

Figure 4. Texas English Language Proficiency Assessment System (TELPAS) Multi-Year *Beginning* Proficiency in Reading, by Grade Level, Spring 2012



Source. AISD TELPAS records, Spring 2011, Spring 2012

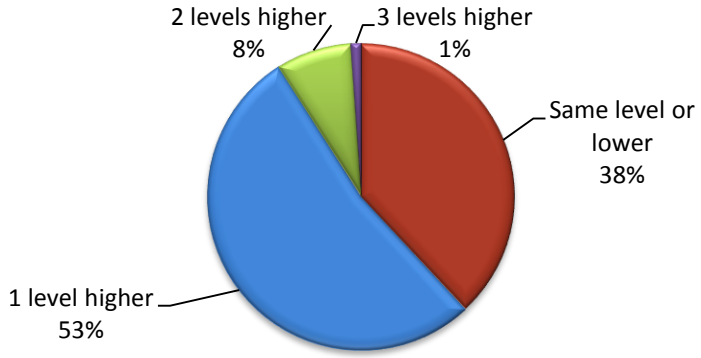
Note. Students enrolled in AISD in Fall 2011 and had scored TELPAS reading ratings for Spring 2011 and 2012 were included. See Appendix E-1.

ANNUAL LANGUAGE PROFICIENCY PROGRESS

TEA examined year-to-year change in students' TELPAS scores for all students who were enrolled on the PEIMS snapshot date in Fall 2011 and who had Spring 2011 and Spring 2012 TELPAS scores. For each student who met these criteria, TEA calculated a yearly progress indicator based on change in the student's TELPAS composite ratings from Spring 2011 to Spring 2012. The resulting yearly progress indicator scores ranged from 0 (no change or a decline) to 3 (an increase of 3 composite levels); if students' ratings were *advanced high* in both years, the yearly progress indicator was marked as 1 (one level higher). To meet AMAO 1 standard, at least 49% of all district ELLs in kindergarten through 12th grade must have earned a yearly progress indicator of 1 or higher (i.e., students must have progressed by at least one proficiency level or maintained a rating of *advanced high* from year to year).

As shown in Figure 5, 62% of kindergarten through 12th-grade ELLs gained at least one proficiency level or remained at *advanced high* proficiency. However, the percentage of students who scored at the same level or lower (38%) was unchanged from the preceding year.

Figure 5. Students' Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2011 and Spring 2012, Kindergarten Through 12th Grade



Source. AISD TELPAS records, 2012

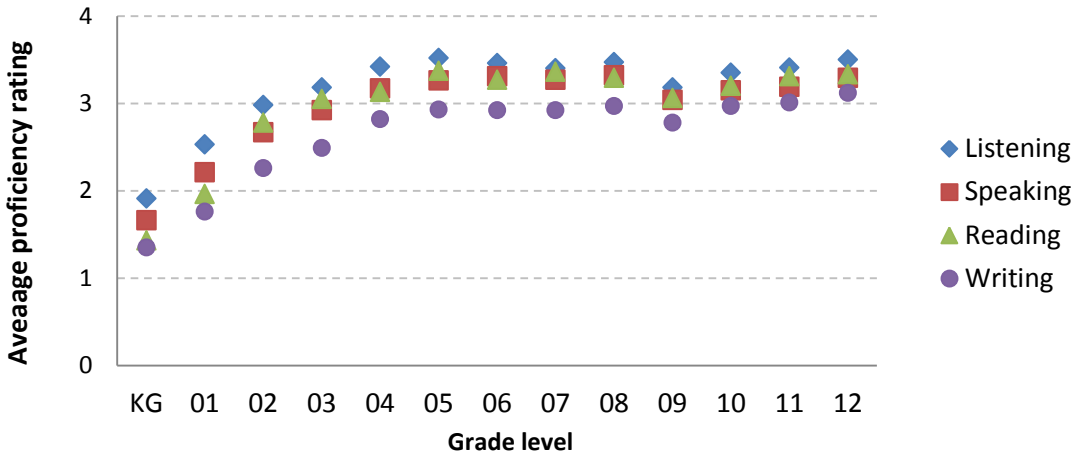
Note. Percentages sum to greater than 100% due to rounding. The yearly progress indicator is coded on the following scale: 0 = the rating is the same or lower than the previous year, 1 = the rating is one level higher than the previous year, 2 = the rating is 2 levels higher than the previous year, 3 = the rating is 3 levels higher than the previous year. If students' ratings were advanced high in both years, the yearly progress indicator was marked as 1 (i.e., one level higher). See Appendix Figure E-1 for progress at each grade level. See Appendix Figure E-2 for proficiency level of those who did not make progress.

TELPAS PROFICIENCY FOR EACH LANGUAGE DOMAIN

In addition to providing composite language proficiency scores, the TELPAS provides ratings for each of four language domain skills (i.e., listening, speaking, reading, and writing). Consistent with previous years, students consistently scored higher on the listening, reading, and speaking sections of the TELPAS than on the writing portion (Figure 6; Brunner, 2011a; Malerba & Herrera, 2010).

Transitional grade levels (i.e., 6th and 9th grades) had lower average reading and listening scores than did the preceding grade levels. For 9th grade, ELLs consistently scored lower, on average, than did other secondary students on all sections of the TELPAS. The dip in 6th grade may be related to the number of 5th grade ELLs exiting the program. In previous years, a higher percentage of 9th-grade ELLs with *intermediate* or *beginning* proficiency scores were retained in 9th grade (Malerba & Herrera, 2010). Also, 9th-grade ELLs had some of the lowest attendance rates, which might be correlated to the lower TELPAS scores (Figure 1).

Figure 6. Texas English Language Proficiency Assessment System (TELPAS) Ratings, by Language Domain and Grade Level, Spring 2012



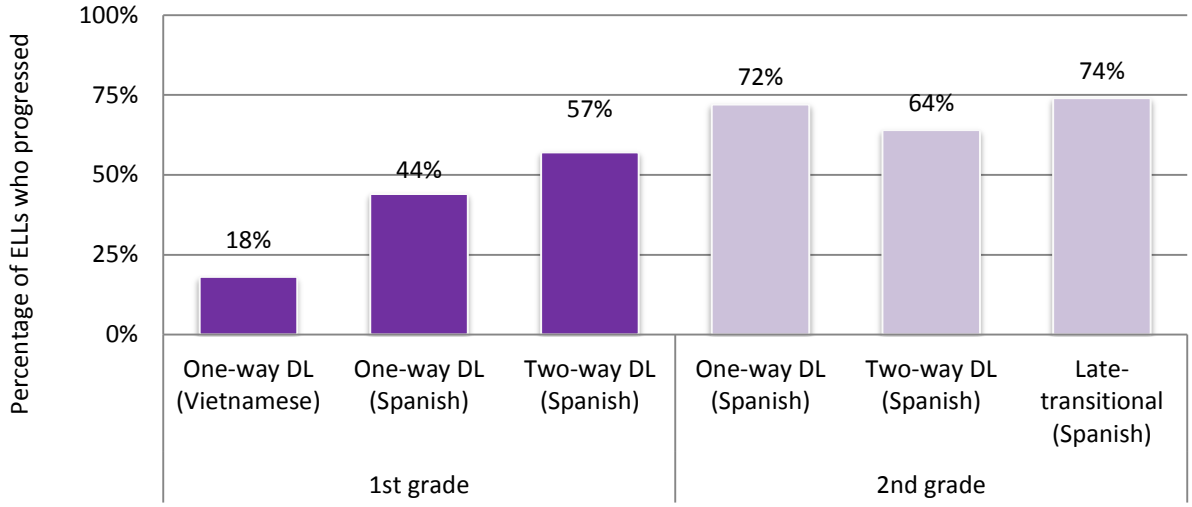
Source. AISD TELPAS records, 2012

DL STUDENTS' LANGUAGE PROFICIENCY

TELPAS results for DL students were mixed for the variables of grade level, language domain, and program type. Figure 7 provides the percentage of 1st and 2nd grade ELLs in each type of BE program who progressed on TELPAS by one or more levels. DRE staff did not find any significant difference between the percentage of Spanish ELLs who attended a pilot school and progressed by one level or more on the TELPAS and those who did not (1st-grade pilot ELLs, 44% [*n* = 382]; 1st-grade non-pilot ELLs, 46% [*n* = 1,892]; 2nd grade pilot ELLs, 71% [*n* = 380]; 2nd-grade non-pilot ELLS, 74% [*n* = 1,799]).

TELPAS results only provide proficiency progress in students' L2. These results do not take into account students' L1 proficiency, which is an important indicator for L2 growth (Collier & Thomas, 2009). The mixed results in ELLs' L2 acquisition might be related to differences in students' prior language ability and program implementation fidelity across campuses. Also, rapid progress in English language acquisition at early grade levels might not indicate long-term success in content-area knowledge in English because many language programs appear to close the achievement gap in grades kindergarten through 3rd grade. However, this progress usually does not continue through upper elementary and beyond, except as demonstrated through DL programs, according to Collier and Thomas. Although some students may not show as much progress in English as do others, it is possible they are gaining understanding of the deeper structure of language through their L1 (Chomsky, 1957; 1986). This deeper structure of understanding would be reflected in academic competency in L2 at upper grade levels. Also, caution should be used in comparing Vietnamese students' language acquisition with Spanish students' language acquisition because AISD does not have data on Vietnamese students' L1 proficiency. In addition, progress in English may differ for each L1, given the differences in structure between that L1 and the English language.

Figure 7. English Language Learners (ELLs) Who Progressed on the Texas English Language Proficiency Assessment System (TELPAS) by One or More Levels, by Bilingual Education (BE) Program, Language, and Grade Level, 2011–2012



Source. AISD TELPAS records, Spring 2012

Note. First-grade one-way dual language (DL) (Vietnamese), *n* = 28; 1st-grade one-way DL (Spanish), *n* = 2,189; 1st-grade two-way DL (Spanish), *n* = 155; 2nd-grade one-way DL (Spanish), *n* = 296; 2nd-grade two-way DL (Spanish), *n* = 78; and 2nd-grade late-transition BE (Spanish), *n* = 1,871.

Language Assessment Scales (LAS) Links and preLAS Ratings

The LAS Links and preLAS 2000 are state-approved language proficiency assessments that have been used in AISD to make decisions about students' language program entry and exit. The assessments provide a standardized 5-point scale in which students' English and Spanish 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 students have the proficiency level in a language equivalent to the average native speaker, according to grade level (LAS Links) or age (preLAS).

Similar to TELPAS, the four domains assessed by the pre-LAS and LAS Links are listening, speaking, reading, and writing. For oral language proficiency, only the listening and speaking domains are used.

Cluster sampling was used to draw a random sample of kindergarten students from 10 (of 43[4]) newly implemented one-way DL schools. The students were assessed for oral language proficiency in Fall 2011 and Spring 2012 using the preLAS (Duncan & De Avila, 1998). Kindergarten students from the pilot year also were assessed with the preLAS in Spring 2012. Second-grade students from the pilot year were assessed for oral language proficiency in Spring 2012 with the LAS Links (2006; see Table F-1 in Appendix for sample description).

[4] Not all 56 newly implemented schools were part of the sample pool. The sample pool was based on a list provided to DRE staff by the Director of DELL.

Native Language (L1) Proficiency

A goal of the BE program is to enable ELLs to become competent in comprehension, speaking, reading, and writing through the development of literacy and academic skills in the students' primary language. The DL program provides an enrichment program supportive of additive bilingualism (i.e., acquiring an L2 without the loss of cognitive ability in the L1). According to Collier and Thomas (2009),

> "When a child's first language (L1) development is discontinued before it is completed, the child may experience negative cognitive effects in second language (L2) development…. Developing cognitively and linguistically in the first language at least throughout elementary school years provides a knowledge base that transfers from first language to second language." (pp. 37–38)

As expected, 2nd-grade students (i.e., students with more years in school; Figure 8b) were more orally proficient (i.e., had developed better listening comprehension and speaking skills) in their L1 at the start of the academic year than were kindergarten students (Figure 8a). A greater percentage of non-economically disadvantaged non-ELLs than of other kindergarten DL students (i.e., economically disadvantaged, pilot, and non-pilot) were orally proficient in L1 on the pretest (71% compared with 39%, 45%, and 26%, respectively; $p < .05$).[5] At the end of the kindergarten year, the percentage of DL students who were orally proficient in L1 grew by 13% for non-economically disadvantaged non-ELLs, 27% for economically disadvantaged non-ELLs, 13% for ELLs at pilot schools, and 31% for ELLs at non-pilot schools. The larger increase in the percentage of non-pilot ELLs compared with pilot ELLs who were proficient in L1 most likely was related to the difference in when students were tested (i.e., any loss in L1 proficiency over the summer was not captured in pilot ELLs' pretest scores because they were from the end of their pre-K year rather than the beginning of their kindergarten year).

The percentage of 2nd-grade ELLs who were orally proficient in L1 declined by 8% from pre- to posttest (Figure 8b). The decline for ELLs was greatest in the area of speaking. On average, speaking scale scores dropped by 17 points[6] ($d = -.33$),[7] from a score of 543 to 525, whereas ELLs gained an average of 22 points in listening, from a score of 451 to 473 ($d = .41$). Although ELLs' performance in L1 speaking declined, the proficiency scores for speaking were higher, on average, than for listening (posttest L1 speaking, 4.2; posttest L1 listening, 3.6).

[5] Half (50%) of sampled kindergarten non-ELLs qualified for free- or reduced-priced lunch, whereas 97% of sampled ELLs were economically disadvantaged. For the 2nd-grade sample, 63% of non-ELLs and 96% of ELLs qualified for free- or reduced-priced lunch. Due to small cell sizes in reporting, non-ELLs were not disaggregated by economic disadvantage.

[6] The difference did not add to 18 points due to rounding.

[7] The Cohen's *d* statistic (see technical note 2 for explanation).

Figure 8a. Kindergarten Students Who Were Orally Proficient* in Native Language (L1), by Test Period, English Language Learner (ELL) Status, and Economic Disadvantage (Ecodis) Status, 2011–2012

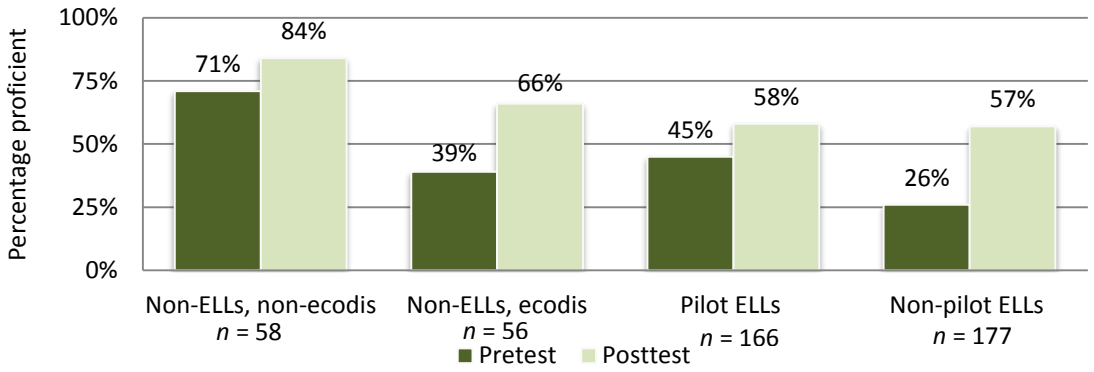
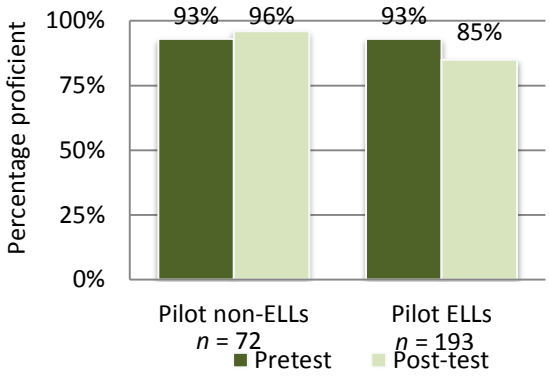


Figure 8b. Second-Grade Students Who Were Orally Proficient* in Native Language (L1), by Test Period and English Language Learner (ELL) Status, 2011–2012



Source. AISD student Language Assessment Scales (LAS) Links records, 2011–2012

* Proficient is a score of 4 or 5. All non-ELLs were from pilot two-way dual language campuses. Ecodis was determined by eligibility for free or reduced-priced lunch.

Policy implication: Adherence to the cooperative learning strategies recommended by Gómez and Gómez (1999) may be critical in ensuring ELLs maintain grade-level oral proficiency in Spanish. Cooperative learning provides students time in which they can learn from each other, reinforcing their oral language proficiency and content-area acquisition. Teachers should continue to place students in bilingual pairs or groups to work on one assignment. Bilingual learning centers provide students opportunities to use L1 and L2 languages in a natural, meaningful context. Bilingual pairs and centers should be used consistently to encourage students to speak in L1 and L2 every day to prevent language loss.

Kindergarteners' Second Language (L2) Acquisition

From pre- to posttest, pilot kindergarten ELLs' average fluency rating in English advanced from *beginner* to *early intermediate* (Table 5). Although the majority of DL kindergarten students (55%) were rated on the L2 posttest as *beginners*, on average, they did grow faster in L2 than expected, as demonstrated by the gains in average normal curve equivalency (NCE) scores (Table 5). Non-ELLs had lower L2 growth than did ELLs, largely due to the inclusion of one campus with lower non-ELL performance. When that campus was removed from the analysis, non-ELLs' performance was closer to ELLs' performance. DRE staff could not determine from the data whether the lower performance by this campus was related to lower fidelity, as measured by DLTI, or the higher non-ELL to ELL ratio at the campus (i.e., the campus had the lowest fidelity rating and highest non-ELL to ELL ratio). Overall, the DLTI ratings were not correlated with students' 1-year performance gains on the preLAS (r = .15, p < .01).[8] Theoretically, classrooms with fewer ELLs than non-ELLs provide non-ELLs with fewer cooperative learning opportunities to be paired with a native Spanish-speaker. It is possible the higher non-ELL to ELL ratio contributed to the non-ELLs' lower performance in L2, compared with that of non-ELLs at other campuses, but further research would be necessary to test this hypothesis.

Table 5. Pre-Language Assessment Scales (*Pre*LAS) Normal Curve Equivalent (NCE) Results for Kindergarten English Language Learners (ELLs) and Non-ELLs for Second Language (L2) Acquisition

	Number of students	Avg. NCE (pretest)	Avg. NCE (posttest)	Avg. gain	Avg. PL (pretest)	Avg. PL (posttest)
Kindergarten						
Non-ELLs, non-ecodis	58	16.9	21.3	4.5	1.22	1.22
Non-ELLs, non-ecodis*	27	13.1	27.0	13.9	1.11	1.33
Non-ELLs, ecodis	56	14.2	22.2	8.0	1.09	1.14
Non-ELLs, ecodis*	42	14.4	25.3	10.8	1.12	1.19
Pilot ELLs	166	35.0	50.5	15.5	1.43	2.14
Non-pilot ELLs	177	33.8	45.9	12.1	1.35	1.89

Source. AISD student *pre*LAS records, 2010–2011, 2011–2012

Note. Average (Avg.) gain was based on averaged individual students' gains. See technical note 3 for interpretation of NCE scores. PL is proficiency level (1 = *beginner*, 2 = *early intermediate*; 3 = *intermediate*; 4 = *proficient*; 5 = *above proficient*). Ecodis is economic disadvantage and was determined by eligibility for free or reduced-priced lunch.

* One campus was removed from the analysis due to significant under-performance of non-ELLs.

The 2011–2012 pilot and non-pilot cohorts of kindergarten ELLs made statistically similar[9] progress in L2 proficiency, as did the 2010–2011 kindergarten ELLs cohort (46%, 41%, and 45%, respectively). More pilot year (i.e., 2010–2011) kindergarten non-ELLs than non-ELLs in 2011–2012

[8] According to DL research, programmatic differences in students' performance are usually detectable after students experience long-term support in the program (Collier & Thomas, 2009).

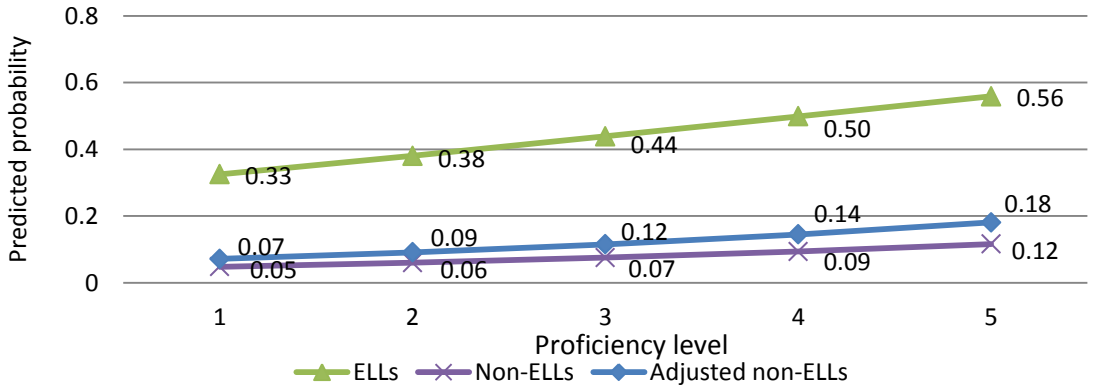
[9] Anova *t*-tests; p < .05

progressed by a level in L2 fluency (16% and 9%, respectively; $p < .05$). However, when the campus with under-performing non-ELLs was removed from the analysis, the difference in percentage of non-ELLs who progressed by a proficiency level in L2 between 2010–2011 (16%) and 2011–2012 (13%) was not significant.

DRE staff used logistic regression to estimate predicted probabilities for L2 oral language proficiency growth (Figure 9). *Predicted probability* is the estimated probability an event will happen, given a condition or set of conditions. For example, ELLs who had an oral proficiency of 5 (i.e., *above proficient*) in L1 (i.e., Spanish) had a 56% chance of progressing by at least one proficiency level in L2 (i.e., English). In other words, if 100 ELLs scored 5 in Spanish, an estimated 56% of them were expected to progress by at least one level in English fluency. Kindergarten students' L1 pretest proficiency was a significant indicator of whether a student progressed by a proficiency level in L2. L1 oral proficiency was a stronger predictor of L2 growth for ELLs than it was for non-ELLs (Figure 9). Indicator for L2 pretest proficiency levels and an indicator for the pilot school were dropped from the final model because they did not significantly contribute to the estimated probabilities for progressing in L2 proficiency.

To examine the effect of an extra year in a language program and to explain the difference in predicted probabilities between ELLs and non-ELLs, DRE staff used AISD pre-K enrollment as a control. ELLs who attended pre-K in AISD had a 7% increase in probability of progressing in L2. However, ELLs who did not attend AISD for pre-K (i.e., assumed to be in their first year of a language program) had a 21% higher probability of advancing a level in L2 proficiency than did non-ELLs (who were mostly assumed to be in their first year of a language program). Although it is possible that some kindergarten ELLs who did not attend AISD for pre-K were in a language program elsewhere, the data suggest prior participation in a language program most likely could not explain the entire achievement gap between non-ELLs and ELLs in oral L2 acquisition.

Figure 9. Kindergarten Students' Predicted Probabilities for Oral Proficiency Growth in Second Language (L2) by Pretest Native Language (L1) Oral Proficiency Level, by English Language Learner (ELL) Status



Source. AISD student Language Assessment Scales (LAS) Links/*pre*LAS records, 2011–2012

Note. Adjusted estimates for non-ELLs exclude data for one under-performing campus. 1 = *beginner*; 2 = *early intermediate*; 3 = *intermediate*; 4 = *proficient*; 5 = *above proficient*.

Research implication: Administrators, evaluation staff, or both might observe classrooms at the two-way campuses to identify differences potentially related to non-ELLs' lower performance in L2 acquisition. Non-ELLs may not be receiving additional L2 support outside school (see Brunner, 2011b) and may need more L2 support during school.

Second-Grade DL Students' L2 Acquisition

In general, 2nd-grade non-ELLs and ELLs made meaningful growth in L2 from pre- to posttest (non-ELLs, *d* = .54; ELLs, *d* = .49; Table 6).[10] However, on average, overall L2 proficiency levels (i.e., determined by the language learners' average grade level fluency) did not improve much for non-ELLs. Non-ELLs were rated *beginners* and ELLs were rated *intermediate* in L2 at both pre- and posttest (Table 3). Non-ELLs' average proficiency level in speaking was 1.51 (pretest) and 1.50 (posttest). For listening, the average proficiency level for non-ELLs was 1.96 (pretest) and 1.93 (posttest). On the other hand, ELLs' average speaking proficiency level was 3.36 (pretest) and 3.42 (posttest); for listening, ELLs' L2 proficiency levels were 2.97 (pretest) and 3.30 (posttest).

Sampled ELLs and non-ELLs in the DL program showed accelerated growth in oral L2 acquisition in kindergarten and 2nd grade, on average.

Nearly the same percentage of non-ELLs progressed by a proficiency level in L2 in 2011–2012 (10%) as did in 2010–2011 (9%), when the cohort was in 1st grade. Fifty percent of 2nd-grade ELLs progressed by a proficiency level in L2 in 2011–2012, which was the same as for the 1st-grade year (i.e., 2010–2011; 50%). As with kindergarten non-ELLs, the data suggest 2nd-grade non-ELLs may need more L2 support.

Table 6. Language Assessment Scales (LAS) Links Scale Score Results for Second-Grade English Language Learners (ELLs) and Non-ELLs for Second Language (L2) Acquisition

	Number of students	Avg. SS (pretest)	Avg. SS (posttest)	ES (Cohen's *d*)	Avg. PL (pretest)	Avg. PL (posttest)
Kindergarten						
Non-ELLs	72	333.5	374.2	.54	1.57	1.61
ELLs	193	488.6	508.8	.49	3.30	3.61

Source. AISD student LAS Links records, 2010–2011, 2011–2012
Note. SS is scale score. ES is effect size. PL is proficiency level. Avg. is average. See technical note 2.

[10] Only one campus did not show growth for 2nd-grade ELLs.

Research implication: The data analyses were limited to DL students' oral language proficiency and provide a summary for only two of the four implementing grade levels. AISD should test the 2011–2012 pre-K and 1st-grade cohorts in Fall 2012 to provide a fuller picture of the AISD DL program's impact on students' language acquisition, especially for non-ELLs who do not have another measure of L2 progress (e.g., TELPAS).

Administrators should also consider measuring the 3rd-grade cohort's academic content-area progress in both L1 and L2 with a norm-referenced assessment (e.g., the Aprenda/Stanford Achievement Test or Logramos/Iowa Test of Basic Skills). If funding and time permit, content-area knowledge in both L1 and L2 should be measured for other grade levels, as well, using a sample of DL students, with priority given to the higher grade levels. The content-area assessments will help demonstrate in future years of DL implementation if students are able to successfully transfer their content-area knowledge in L1 to content-area mastery in L2, as a result of increased language proficiency in L2. At a minimum, 3rd-grade students should show content-area mastery in L1 because cognitive academic language proficiency (CALP) should have been developed.

Policy implication: Given the strong school-level differences in language proficiency results for non-ELLs, administrators may consider annually assessing the language proficiency of two-way non-ELLs to monitor their language progress.

STUDENT ACADEMIC ACHIEVEMENT

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) AND THE TEXAS ASSESSMENTS OF KNOWLEDGE AND SKILLS (TAKS)

In 2011–2012, TAKS was administered for grade 10 and exit level (usually grade 11) only. The state-mandated STAAR replaced TAKS for grades 3 through 9 and was administered to students in mathematics (math, grades 3 through 8); in reading (grades 3 through 8); in writing (grades 4 and 7); in science (grades 5 and 8); and in social studies (grades 8). English and Spanish versions of the STAAR were available for students in grades 3 through 5. STAAR end-of-course (EOC) exams were required of first-time 9th-grade students.[11] STAAR EOC exams are based on course-level objectives rather than grade-level objectives and are made available for all the following subjects:

- English (i.e., English I, II, and III)[12]
- Math (i.e., algebra I and II, and geometry)
- Science (i.e., biology, chemistry, and physics)
- Social studies (i.e., world geography, world history, and U.S. history)

TEA provided districts a TAKS passing equivalency indicator for the grade-level STAAR exams. Although the TAKS passing equivalency indicator is not tied to cut scores for Level II (i.e., satisfactory) or Level III (i.e., advanced academic) performance, the indicator enables performance comparisons with previous years of TAKS data. It is possible the cut score for Level II performance will be higher than the TAKS equivalent score. Two other important factors should be considered in the interpretation of STAAR/TAKS performance between ELLs and non-ELLs. First, TEA offers subject area tests in Spanish only through 5th grade, which may contribute to the noticeably lower passing rates for ELLs in the secondary grades. Second, because passing the English version of STAAR or TAKS in reading is a criterion for exiting BE/ESL programs, students who struggled with reading in English were likely to remain classified as ELLs from year to year. In contrast, the "all other students" group's passing percentages were positively influenced by the inclusion of exited ELLS who were English proficient and academically successful. Last year's ELL annual report showed former ELLs were more likely to be in gifted/talented programs and less likely to be receiving special education than were current ELLs (Brunner, 2011a).

In the TAKS assessment program, recent immigrants were exempt up to 3 years; however, the STAAR program currently does not have any ELL exemptions. This report provides the TAKS equivalent standard to demonstrate improvement across years for program evaluation purposes. The percentages presented in this report for ELL performance may not reflect their performance under state accountability.

[11] Eighth-grade students taking high school level courses (e.g., Algebra I) had the option to take the EOC exams. Students who repeated the 9th grade were not required to take STAAR, and 9th-grade TAKS tests were not available.

[12] English EOC exams include reading and writing sections.

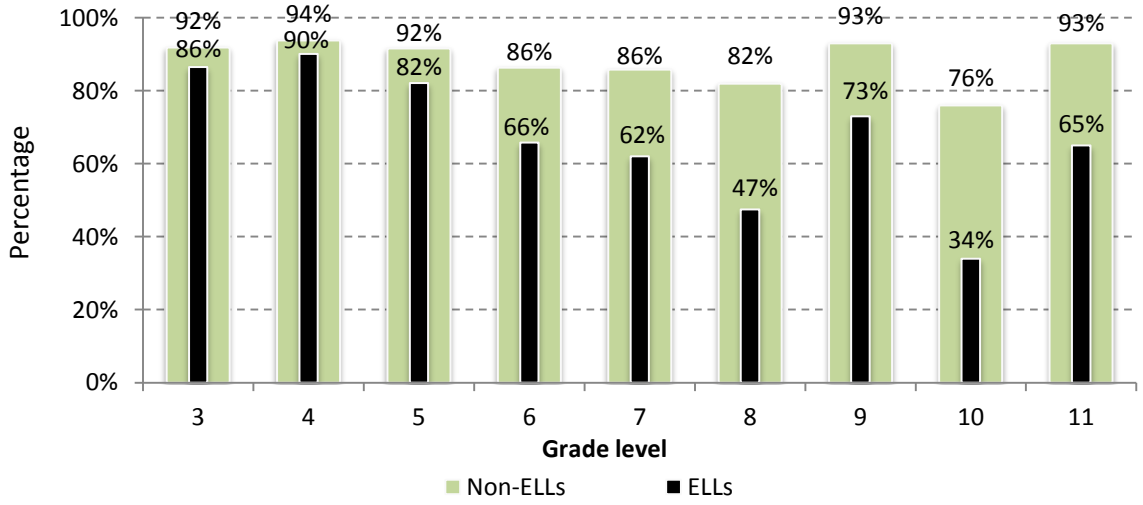
Figures 10 through 15 present the combined English and Spanish 2011–2012 STAAR/STAAR-EOC and TAKS results for ELLs. Tables 7 through 11 represent the cross-sectional performance of ELLs within the grade levels and school years indicated.

Math

The achievement gap in math between ELLs and non-ELLs was the smallest during elementary grade levels and widened at secondary grade levels (Figure 10). Compared with the previous year, ELLs at grades 3 through 7 and 9 made gains with respect to the percentages passing the math TAKS standard on STAAR (Table 7). However, in 2011–2012, fewer ELLs in grades 10 and 11 passed TAKS than did ELLs in those grades in 2010–2011, when only comparing the April test administration, with the largest decline in grade 10. There was no change in 8th grade.

A dramatically greater percentage of 9th-grade ELLs met the TAKS passing standard on STAAR in Spring 2012 than did so in Spring 2011 (73% and 36%, respectively). In Spring 2012, ELLs taking the standard STAAR exam (in English) were permitted to use bilingual dictionaries and were provided extra time to take the test. These accommodations may be related to the increase in performance. Also, ELLs who repeated a grade level were not required to take STAAR, which may have also led to the increase in the percentage of ELLs passing.

Figure 10. State of Texas Mandated Mathematics Assessment Results Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, by English Language Learner (ELL) Status and Grade Level, 2011–2012



Source. AISD State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 3 through 9 took STAAR. The percentage reported for STAAR grades 3 through 8 are based on the number who met the TAKS equivalent cut score. Eighth-grade end-of-course (EOC) math assessments were combined with STAAR 8th-grade math using TAKS equivalent cut score. STAAR EOC results were combined for grade 9 (i.e., algebra I, algebra II, and geometry).

Table 7. English Language Learners' (ELLs) Performance on the State of Texas Mandated Mathematics Assessment Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, 2010–2011 and 2011–2012, by Grade Level

	2010–2011		2011–2012		1-year %
Grade level	Number of ELLs	% passed	Number of ELLs	% passed	**point change**
3	2,527	82	2,586	86	+4
4	2,036	85	2,130	90	+5
5	1,282	72	1,437	81	+9
6	887	63	1,042	65	+2
7	810	57	892	61	+4
8	588	46	683	46	0
9	558	36	544	73	+37
10	400	43	372	34	-9
11	389	66	350	65	-1

Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2011, 2012

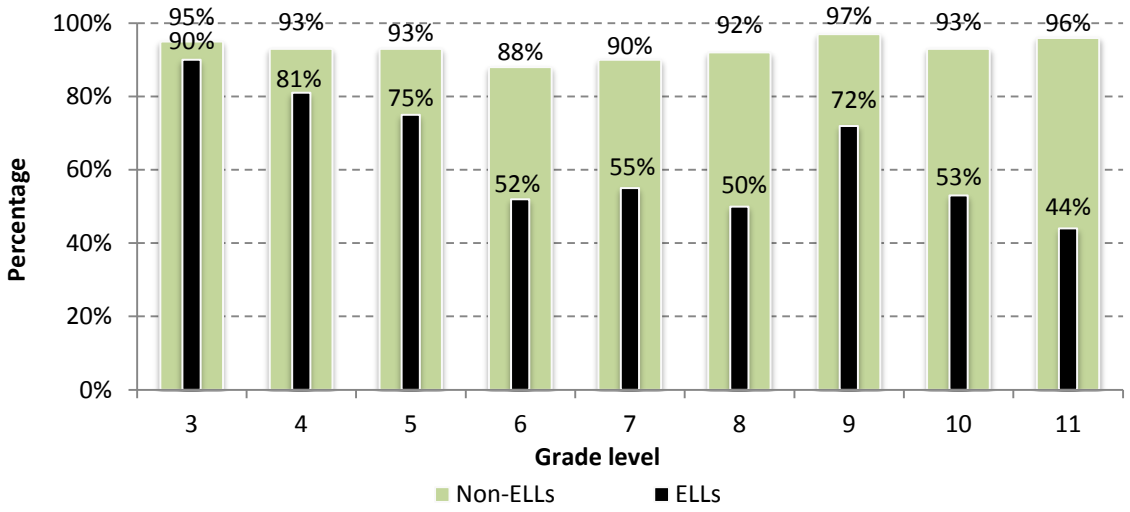
Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 3 through 9 took STAAR. The percentage reported for STAAR grades 3 through 8 are based on the number who met the TAKS equivalent cut score. Eighth-grade end-of-course (EOC) math assessments were combined with STAAR 8th-grade math using TAKS equivalent cut score. STAAR EOC results were combined for grade 9 (i.e., algebra I, algebra II, and geometry).

Reading/English Language Arts (ELA)

In general, the achievement gap between ELLs and non-ELLs in reading was greatest at secondary grade levels, with the largest gap in grade 11, exit-level TAKS (Figure 11). Eleventh grade was the only grade level to show a year-to-year decline in ELLs' TAKS passing rate. Ninth-grade ELLs performed better on the STAAR than they did on TAKS in Spring 2011, based on the TAKS passing standard (21 percentage point increase; Table 8), possibly related to the accommodations associated with STAAR.

As previously mentioned, secondary grade levels (i.e., grades 6 through 11) provide assessments only in English, regardless of the level of students' English language proficiency. Although state and federal accountability systems do not consider ELLs' performance in relation to students' language acquisition, this is an important element in determining program progress. DRE staff suggest further analysis of STAAR data when Level II standards are provided by the state for all grade levels, and comparisons with students' TELPAS performance. Analysis of Spring 2011 TAKS data showed that the probability of ELLs meeting the TAKS reading standard in elementary grade levels and 6th grade was directly related to ELLs' TELPAS rating (Brunner, 2011a, 2011b).

Figure 11. State of Texas Mandated Reading Assessment Results Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, by English Language Learner (ELL) Status and Grade Level, 2011–2012



Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 3 through 9 took STAAR. The percentage reported for STAAR grades 3 through 8 are based on the number who met the TAKS equivalent cut score. STAAR end-of-course results were combined for grade 9 (i.e., reading I, reading II, and reading III). Level ll (i.e., satisfactory) performance standard is reported for 9th grade.

Program note: AISD was awarded funds by TEA under the Texas Literacy Initiative grant for 2012–2013. The aim of the initiative is to improve school readiness and success in the areas of language and literacy for disadvantaged students in AISD. The focus for AISD will be the Travis and Lanier literacy lines. A *literacy line* is a vertical collaborative among feeder-pattern campuses within the district and/or among partnering eligible educational organizations (including pre-k, elementary, middle schools, and high schools) and their associated early childhood education providers, which may include, among others, Early Head Start, Head Start, public or private or nonprofit licensed child care providers, and public pre-K programs. Literacy lines will provide instructional and programming alignment for language, pre-literacy, and literacy development to ease the transition for children across their entire learning careers.

Table 8. English Language Learners' (ELLs) Performance on the State of Texas Mandated Reading/English Language Arts (ELA) Assessment Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, 2010–2011 and 2011–2012, by Grade Level

	2010–2011		2011–2012		1-year %
Grade level	Number of ELLs	% passed	Number of ELLs	% passed	**point change**
3	2,518	86	2,581	90	+4
4	2,033	76	2,120	81	+5
5	1,280	65	1,422	75	+10
6	878	48	1,033	52	+4
7	801	50	892	55	+5
8	589	47	679	50	+3
9	608	51	524	72	+21
10	427	51	361	53	+2
11	389	56	344	44	-12

Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2011, 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 3 through 9 took STAAR. The percentage reported for STAAR grades 3 through 8 are based on the number who met the TAKS equivalent cut score. STAAR end-of-course results were combined for grade 9 (i.e., reading I, reading II, and reading III). Level ll (i.e., satisfactory) performance standard is reported for 9th grade.

Science

Previously, the widest achievement gap between ELLs and non-ELLs has been in science (Brunner, 2011a). This gap was evident in 2011–2012, as well (Figure 12). AISD was cited by TEA in 2010–2011 under the Performance Based Monitoring Analysis System (PBMAS) for performance in science by ELLs in the ESL program (the majority of whom are in secondary grade levels). Compared with last year's TAKS passing rates, AISD ELLs did show an improvement in science for all tested grade levels (Table 9).

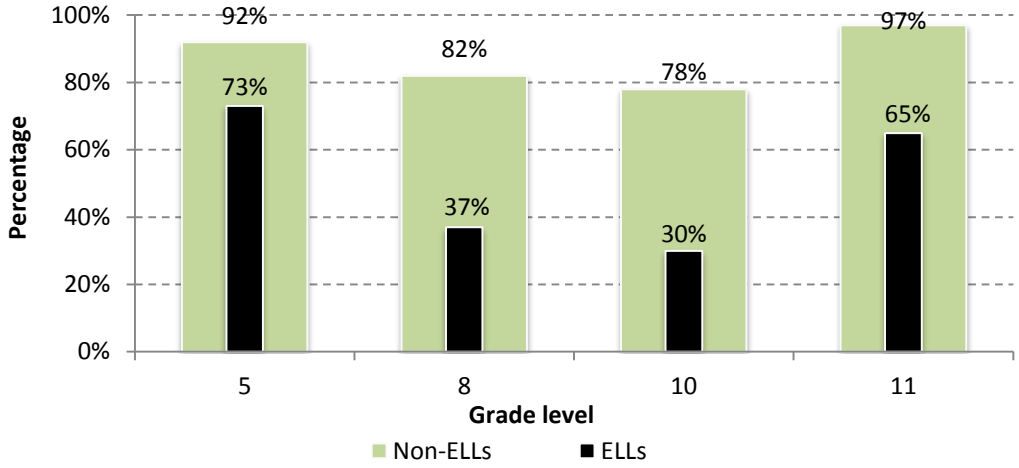
Using the TAKS performance standard, ELLs showed improvement in nearly all subject areas and grade levels from Spring 2011 to Spring 2012.

Factors influencing the comparability of ELL performance in 2011 and 2012, using the TAKS equivalent standard, are:

- Increased ELL accommodations under STAAR
- No ELL exemptions (for years in the United States) under STAAR
- 9th-grade repeaters were not required to take STAAR

Exit-level TAKS performance for 11th-grade ELLs declined in reading, math, and social studies.

Figure 12. State of Texas Mandated Science Assessment Results Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, by English Language Learner (ELL) Status and Grade Level, 2011–2012



Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 5 and 8 took STAAR. The percentage reported for grades 5 and 8 are based on the number who met the TAKS equivalent cut score.

Table 9. English Language Learners' (ELLs) Performance on the State of Texas Mandated Science Assessment Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, 2010–2011 and 2011–2012, by Grade Level

	2010–2011		2011–2012		
Grade level	Number of ELLs	% passed	Number of ELLs	% passed	**1-year % point change**
5	1,274	69	1,435	73	+4
8	584	33	678	37	+4
10	404	29	356	30	+1
11	364	56	338	65	+9

Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2011, 2012

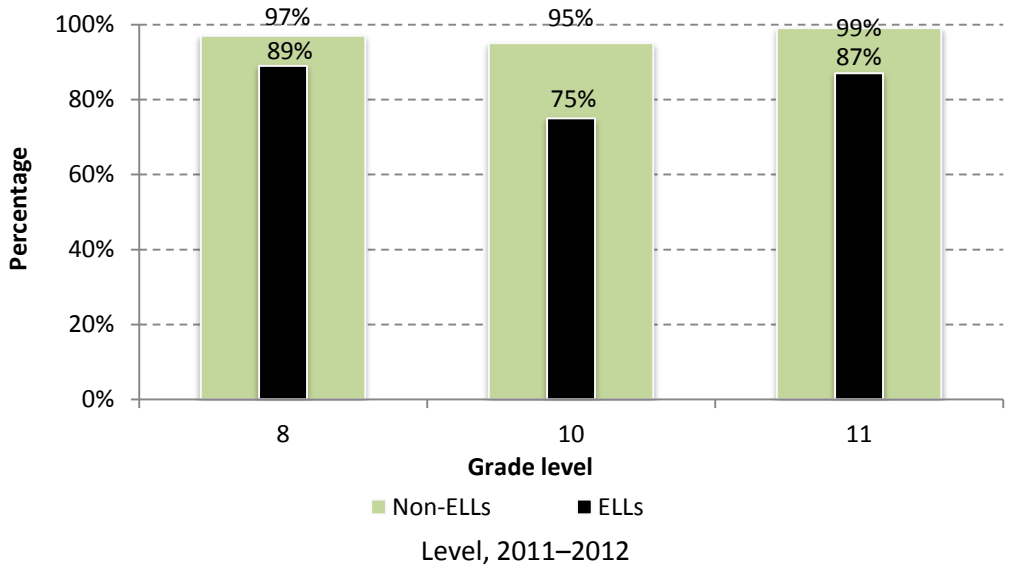
Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 5 and 8 took STAAR. The percentage reported for grades 5 and 8 are based on the number who met the TAKS equivalent cut score.

Social Studies

The achievement gap between ELLs and non-ELLs was widest in social studies for grade 10. Overall, however, secondary ELLs generally perform well in social studies. Eighth- and 10th-grade ELLs

showed improvement from 2010–2011 to 2011–2012 TAKS, although a slight decline was found in 11th-grade ELLs' performance (Table 10).

Figure 13. State of Texas Mandated Social Studies Assessment Results Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, by English Language Learner (ELL) Status and Grade Level, 2011–2012



Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 8 and 9 took STAAR. The percentage reported for grade 8 is based on the number who met the TAKS equivalent cut score.

Table 10. English Language Learners' (ELLs) Performance on the State of Texas Mandated Social Studies Assessment Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, 2010–2011 and 2011–2012, by Grade Level

	2010–2011		**2011–2012**		**1-year %**
Grade level	Number of ELLs	% passed	Number of ELLs	% passed	**point change**
8	589	76	678	89	+13
10	403	73	359	75	+2
11	356	88	330	87	-1

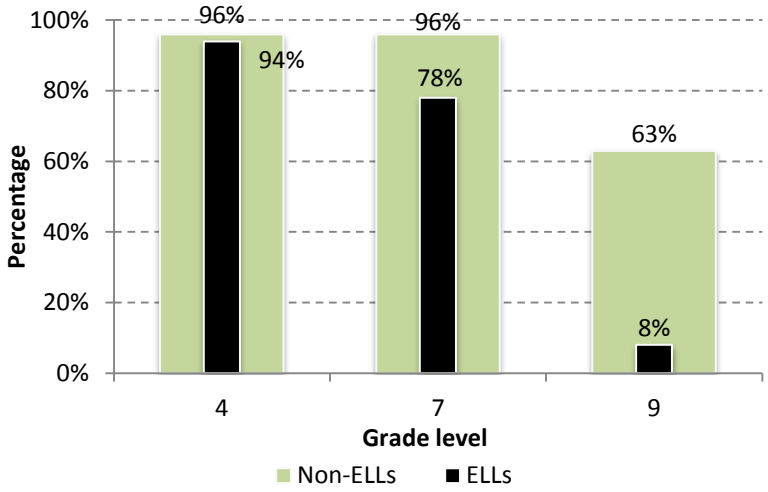
Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS records, 2011, 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR/TAKS, STAAR-Alternate/TAKS-Alternate, or STAAR-L/TAKS-L in the first test period of 2011–2012. Students in grades 8 and 9 took STAAR. The percentage reported for grade 8 is based on the number who met the TAKS equivalent cut score

Writing

As in the previous year, the achievement gap in writing between 4th-grade ELLs and non-ELLs was minimal (2 percentage point gap; Figure 14). However, in 7th grade, the achievement gap was wider (18 percentage points). As with other content areas, ELLs showed an improvement from the previous year with respect to the percentage meeting the TAKS passing standard (Table 11).

Figure 14. State of Texas Mandated Writing Assessment Results Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, by English Language Learner (ELL) Status and Grade Level, 2011–2012



Source. State of Texas Assessments of Academic Readiness (STAAR), 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR, STAAR-Alternate, or STAAR-L in the first test period of 2011–2012. The percentage reported for grades 4 and 7 are based on the number who met the TAKS equivalent cut score.

Table 11. English Language Learners' (ELLs) Performance on the State of Texas Mandated Writing Assessment Based on the Texas Assessment of Knowledge and Skills (TAKS) Passing Standard, 2010–2011 and 2011–2012, by Grade Level

	2010–2011		**2011–2012**		**1-year %**
Grade level	Number of ELLs	% passed	Number of ELLs	% passed	**point change**
4	2,060	91	2,159	94	+3
7	796	74	892	78	+4

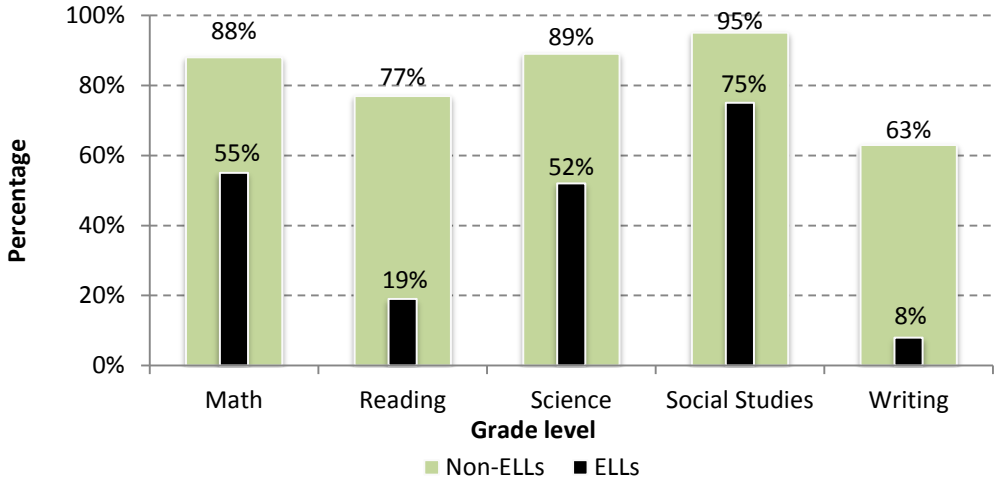
Source. State of Texas Assessments of Academic Readiness (STAAR) and TAKS results, 2011, 2012

Note. Results only include students who attended an AISD campus in Fall semester and took standard TAKS/STAAR, TAKS-Alternate/STAAR-Alternate, or TAKS-L/STAAR-L in the first test period (i.e. April). Reported students took STAAR in 2011–2012. The percentages reported for STAAR in grades 4 and 7 are based on the number who met the TAKS-equivalent cut score.

NINTH-GRADE EOC LEVEL II STANDARD

STAAR Level II performance indicates that students are sufficiently prepared for the next grade or course. The 9th-grade EOC Level II cut scores were higher than the TAKS standard cut scores. So, although ELLs did show year-to-year improvement in academic performance using the TAKS standard in nearly all content areas and grade levels, under the STAAR assessment system, it is possible the achievement gap between ELLs and non-ELLs might widen using the Level II standard if the 9th-grade results prove similar to those for other grade levels. Figure 15 provides results for student performance based on the Level II standard for each ELL status.

Figure 15. State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Level II Passing Standard, by English Language Learner (ELL) Status, 2011–2012



Source. State of Texas Assessments of Academic Readiness (STAAR), 2012

Note. Results only include students who attended an AISD campus in Fall 2011 and took standard STAAR, STAAR-Alternate, or STAAR-L in the first test period of 2011–2012. Math (i.e., algebra I, algebra II, and geometry); reading (i.e. reading I, II, and III); writing (i.e., writing I, II, and III); social studies (i.e., U.S. history, world history, and world geography); and science (i.e., chemistry, physics, and biology) results were combined.

Under the STAAR Level II standard, the widest achievement gaps between 9th-grade ELLs and non-ELLs were in the areas of reading and writing, unlike in previous years, when science showed the largest gaps (Brunner 2011a). This is consistent with other AISD research that showed a large gap among ELLs and other demographic groups with respect to earning course credits toward graduation, mostly in English (Brunner, 2011c). Also, the most repeated grade level for students was grade 9. However, the largest achievement gap between ELLs and non-ELLs in reading using the TAKS standard was grade 8, which implies that when the Level II standard is applied, a grade 8 reading might be an area of greater concern than grade 9 reading.

When the STAAR Level II standard was compared with TELPAS ratings for reading and writing, the data suggested it was more difficult for AISD ELLs to achieve the EOC Level II standard than it was to receive a TELPAS *advanced high* rating. Twenty-eight percent (*n* = 210) of 9th-grade ELLs scored *advanced high* on TELPAS writing and 32% (*n* = 241) scored *advanced* (*n* = 241). For TELPAS reading, 44% of 9th-grade ELLs (n = 335) scored *advanced high* rating, and 28% (n = 208) scored *advanced*. This implies English proficiency in reading and writing might not be enough for content-area mastery in those subject areas at the secondary level under STAAR.

Ninth-grade ELLs, the majority of whom took the STAAR for algebra I, showed strong improvement in math. A greater percentage of 9th-grade ELLs than of 9th grade ELLs who passed TAKS in Spring 2011 met the Level II standard on STAAR in Spring 2012. As mentioned previously, this partially may be a function of repeating 9th-grade ELLs not taking the STAAR.

BE/ESL PROGRAM EXIT

To meet the requirements of the NCLB Act of 2001, Texas uses the TELPAS to monitor ELLs' progress in learning English. Students are tested with the TELPAS annually to determine whether they have advanced sufficiently in their English language proficiency to be exited out of BE/ESL programs.

In accordance with state mandate TAC §89.1225(i), ELLs may qualify to exit the BE/ESL programs no earlier than 1st grade. In AISD, it is preferred that ELLs spend a minimum of 2 years in BE/ESL; however, students may exit as early as 1st or 2nd grade if the following criteria have been met: (a) the student scored fluent in English speaking on the LAS Links test, (b) the student scored above the 40th percentile on the Iowa Test of Basic Skills (ITBS) reading and ELA assessments, and (c) the campus Language Proficiency Assessment Committee (LPAC) and student's parents have agreed the student will be successful in an all-English classroom.

The criteria for program exit changed for 2011–2012 due to the transition to the new state academic assessment, STAAR. ELLs exiting BE/ESL services at the end of 3rd grade through 8th grade and repeating 9th grade students have to meet the following requirements: (a) students must have scored *advanced high* on TELPAS reading, (b) students must have scored *advanced* on the writing sections of the TELPAS, (c) students must have scored fluent in English speaking on the LAS Links, and (d) the campus LPAC and the students' parents must approve transitioning the student to all-English classes. In addition to scoring *fluent* on the LAS, first-time 9th-grade ELLs must meet the Level II passing standard in both reading and writing on the standard or accommodated EOC. Tenth- and 11th-grade ELLs must pass TAKS ELA and score *fluent* on the LAS.

As shown in Table 12, the number of students exiting the BE/ESL programs declined by 17 percentage points from 2010–2011 to 2011–2012, most likely due to the change in exit criteria. The biggest declines occurred in the 9th, 7th, and 4th grades. In previous years, 4th and 7th grade had the greatest percentage of exits for elementary and middle school, respectively. It is possible fewer ELLs exited in these grade levels using the TELPAS writing rating than did in previous years when TAKS writing was used as the criterion. In 9th grade, very few ELLs met the EOC Level II standard on reading and writing.

In 2012–2013, STAAR will be used as the writing assessment criteria for 4th-, 7th-, 9th-, and 10th-grade levels, which may affect ELL exit rates because the cut-off score may be higher and is expected to incrementally increase each year from the initial Level II standard (i.e., Spring 2012) to the final Level II standard (i.e., Spring 2016). If the trend continues as performance standards increase each year on STAAR, more ESL staff may be required at the middle school level.

As in previous years, at least half of the students who exited BE/ESL each year did so between 3rd and 5th grade. This pattern can be explained in part by the district's transition model, the goal of which is to have students performing on grade level in English after approximately 5 to 7 years in the BE/ESL programs (i.e., program participation from pre-K or kindergarten through 5th grade). Also, the percentage of ELLs in the elementary grade levels is greater than the percentage of ELLs in the secondary grade levels.

Table 12. English Language Learners (ELLs) Exiting Bilingual and English as a Second Language Programs, by Grade Level, 2010–2011 and 2011–2012

Grade level	Exited ELLs			
	2010–2011		2011–2012	
	Number	Percentage	Number	Percentage
3	359	15	330	17
4	617	27	401	21
5	205	11	349	18
6	167	7	205	11
7	321	14	155	8
8	145	6	136	8
9	105	5	29	2
10	139	6	121	6
11	120	5	101	5
12	67	3	69	4
Total	2,285	100	1,896	100

Source. AISD student records

* denotes redacted data to exclude cells with fewer than 5 students. Grades 1 and 2 are represented in grade 3.

***Policy implication*:** The district should continue to monitor exit trends as it relates to STAAR performance, especially in the area of writing. A decline in exits may require additional staff at the secondary level. It is possible that 4th- and 7th-grade ELLs may benefit from an additional year in the district's language program; however, further study would be required to substantiate any benefits.

BE/ESL TEACHING STAFF

Annually, AISD reports information about the NCLB Title III, Part A grant to TEA as part of the requirements for receiving funds to support ELLs. According to the district's human resource records, as reported on the compliance report, 2,153 teachers with BE or ESL certification worked with ELLs in 2011–2012 (i.e., the equivalent of 2,144 full-time employees). Of the 2,135 BE/ESL certified teachers who worked full time, 97% were in elementary schools (*n* = 2,081), and the remaining were in middle school (*n* = 32) and high school (*n* = 22). This group included teachers with language proficiency in Spanish, Vietnamese, Korean, or Mandarin. Furthermore, the district projected that 618 BE or ESL teachers will be needed over the next 5 years to meet possible increases in the ELL population and changes in the BE program.

In 2011–2012, 1,793 AISD staff (i.e., teachers, administrators, and other staff) attended 45,818 hours of professional development activities directly related to BE and/or ESL instruction (i.e., an average of 26 hours of completed professional development activities per staff member). A greater percentage of secondary ESL-certified teachers than of elementary BE/ESL certified teachers attended district BE/ESL professional development opportunities (78% and 45%, respectively; Table 13). However, of those BE/ESL-certified teachers who attended professional development activities, elementary teachers, on average, earned more credit hours than did secondary teachers. See Table G-1 in the Appendix for a list of the professional development courses offered in 2011–2012, staff attendance, and total accumulated hours.

Table 13. Description of Bilingual Education (BE) and English as a Second Language (ESL) Certified Teachers, 2011–2012

	Elementary	Middle	High
Total BE/ESL certified teachers	2,096	33	24
% of certified BE/ESL teachers	97%	1%	1%
Years of professional experience	10.9	10.6	9.8
Years in AISD	8.9	6.8	7.9
% full-time equivalent staff who attended a professional development activity related to BE/ESL	45%	78%	78%
Average professional development activity credit hours/teacher	25	22	15

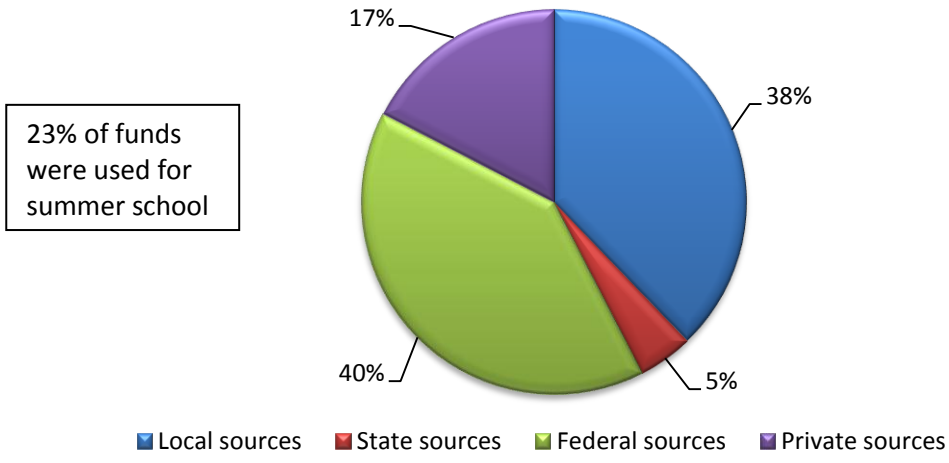
Source. AISD staff and professional development activity records, 2011–2012

FISCAL CONSIDERATIONS

The BE and ESL programs were supported through the use of local, state, and federal funds. The NCLB Act of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students. The grant provides funds to school districts through TEA to ensure ELLs at all grade levels can successfully learn English and meet the academic standards required of all students. These supplemental funds may be used to (a) support specialized student instruction, (b) provide professional development opportunities to staff, (c) acquire instructional supplies and materials, (d) provide community/family coordination and outreach for ELLs and their families, and (e) support other relevant programmatic efforts. In addition to the federal Title III, Part A funds, other state and federal funds helped support the instructional services provided to ELLs.

The three largest sources of the approximately $5.9 million in funding for BE/ESL programs were local district funds (38%); the federal NCLB Title III, Part A grant (32%); and the Gates Foundation High School Projects grant (17%; Figure 16). The district also used NCLB Title I (Improving Academic Achievement of the Disadvantaged), Part A funds; TEA reimbursement funds; and local funds to support summer school programs for pre-K and kindergarten ELLs transitioning to the next grade level and to support credit recovery for secondary ELLs. Summer school represented 23% of total expenditures for ELL programs. The Gates Foundation grant supported Quality Teaching for English Learners (Q-TEL) activities.

Figure 16. Bilingual Education and English as a Second Language Funding Sources, 2011–2012



Source. AISD fiscal records as of August 23, 2012

Note. All expenditures were not finalized as of the date of this report. State sources included summer school reimbursement, LEP-Student Success Initiative, and state textbooks. Federal sources included Title I, A, and Title III, A. Private sources included the Gates Foundation and the Center for Research on Educational Achievement and Teaching of English Language Learners. Title I, A; TEA reimbursements; and local funds were used to fund the summer school programs.

During the 2011–2012 school year and the summer session of 2012, the BE/ESL programs used 47% of their funds to provide supplemental instruction (Appendix H). Another 20% went toward professional development opportunities, and 28% went toward instructional and campus leadership. Excluding the summer school programs and private sources, the district spent $3,514,073 for the benefit of 23,572 students, resulting in an average cost per student of $149 (as of August 23, 2012).[13] Expenditures (not including summer school, but including private sources) for 2011–2012 were $4,548,771 and averaged $193 per student served.

[13] This estimation is based on Fall enrollment for both ELLs and non-ELLs who participated in a BE or ESL program and does not include finalized budget summaries for the 2011–2012 year.

CONCLUSION

Although the achievement gap persisted in 2011–2012 in terms of TAKS passing standards, the district generally showed overall improvement for ELLs in most content areas for most grades. The district should focus on the areas of ELL reading and writing at the secondary level, especially at 8th and 9th grade. Efforts in ELLs' reading may improve their performance in science at the secondary level, and may help improve their progress in obtaining high school graduation in 4 years; however, because 9th-grade English is a core course, ELLs may fail (Brunner, 2011c).

Patterns in the 2011–2012 ELL attendance rates and TELPAS ratings were mostly consistent with patterns from previous years (Brunner, 2011a), although attendance rates overall did go up. ELLs' exits rates declined, and administrators should consider how the STAAR Level II standard will affect ELLs' exit rates, especially at the 4th- and 7th-grade level.

The AISD BE/ESL programs are essential to ELLs' growth, not only for English language proficiency, but also for success in core content areas. Based on the present summary report, DRE recommends the following:

- To advance the district's goal of eliminating the achievement gap, further work should be done to determine factors that explain why some ELLs exit the program within 5 to 7 years and others do not.
- Given the goal of college and career readiness, further research should consider the impact of STAAR Level II standards on ELLs' graduation rates, and specifically how ELLs' standardized test performance may affect their drop out rate.
- The district should continue to evaluate ELLs' language and academic performance in the DL program.
- Administrators should develop a district standard for minimum requirements for DL (e.g., staffing and ELL enrollment for one-way and two-way DL classrooms) to limit the variation in implementation (i.e., mixed/combined classrooms) across the district.
- District administrators should develop a process to solicit feedback from DL campus staff (both teachers and principals) about their campuses' DL needs and provide adequate responses to meet those needs.
- To continue improving the level of DL implementation, administrators also may consider using exemplary DL teachers as mentors and using sites with high average implementation ratings for possible classroom visits.

APPENDICES

Appendix A

Table A-1. AISD Programs for English Language Learners

Grade level	Dual language (DL)	Late-transitional bilingual education (BE)	English as a second language	International High School
Prekindergarten	✓	✓**	✓	
Kindergarten	✓	✓**	✓	
1	✓	✓**	✓	
2	Pilot*	✓	✓	
3		✓	✓	
4		✓	✓	
5		✓	✓	
6		Elementary campuses only	✓	
7			✓	
8			✓	
9			✓	✓
10			✓	✓
11			✓	
12			✓	

Source. AISD Department of English Language Learners

* DL programs were piloted on 10 elementary campuses in 2010–2011 (i.e., Becker[+], Blazier, Dawson[+], Ortega, Perez[+], Pickle, Ridgetop[+], Sanchez, Winn, and Wooten[+]). DL was extended to 2nd grade on pilot campuses, excluding Dawson.

In 2011–2012, DL programs were extended for grades pre-K through 1st to all elementary campuses with bilingual programs (*n* = 66; Allan, Allison, Andrews, Baldwin, Baranoff, Barrington, Blackshear, Blanton, Boone, Brentwood[+], Brooke, Brown[+], Campbell, Casey[+], Cook, Cowan, Cunningham[+], Galindo[+], Graham, Govalle, Harris, Hart, Houston, Jordan, Joslin, Kiker, Kocurek, Langford, Linder, Maplewood[+], McBee, Menchaca[+], Metz, Norman, Oak Hill, Oak Springs, Odom, Overton, Pillow, Sunset Valley [+], Palm, Pecan Springs, Pleasant Hill, Read, Reilly, Rodriguez, St. Elmo, Summitt, Sims, Travis Heights [+], Walnut Creek, Widen, Williams, Woodridge, Zavala, and Zilker[+].

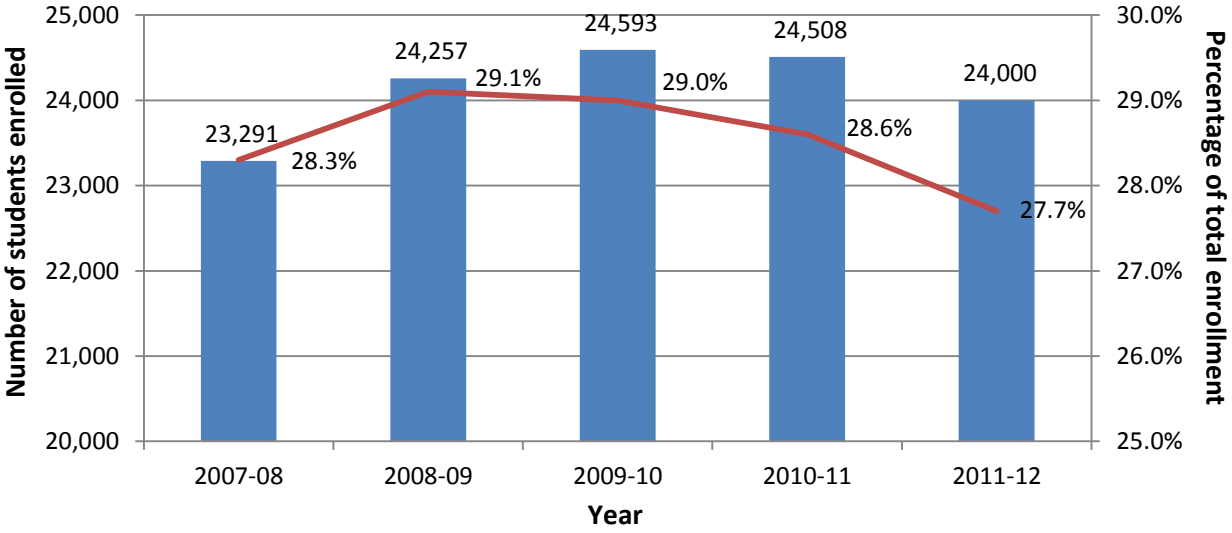
[+] denotes two-way campuses in 2011–2012

Each year, the next grade up will incorporate DL, 5th grade being the highest grade, unless 6th graders are enrolled at an elementary school.

**Korean only. Spanish and Vietnamese BE programs offer DL instruction.

Appendix B

Figure B-1. Five-Year English Language Learner (ELL) Population Growth



Source. AISD Public Education Information Management System (PEIMS) records, 2007–2008 through 2011–2012

Note. The left and right axes have been truncated to better display the difference across years.

Appendix C

Table C-1. Gómez and Gómez Dual Language (DL) Model Implementation Ratings

	Pilot schools 2010–2011 (*n* = 10)		Pilot schools 2011–2012 (*n* = 10)		Other DL schools 2011–2012 (*n* = 53)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
Campus-wide implementation						
Evidence of primary learning materials in LOI	3.75	.63	4.00†	.47	3.60	.91
Evidence of supplementary learning materials accessible/equitable in both languages*	3.85	.58	3.60†	.46	3.22	.86
Signage across campus reflects a bilingual/biliterate atmosphere	3.60	.66	3.70↑	.79	2.88	.83
LOD implemented across campus by other campus staff	3.28	.44	3.60↑	.57	2.76	.64
Evidence of the development of dual language library	3.45	.50	3.75†	.63	3.32	.63
Evidence of the establishment of a dual language campus committee+	-	-	4.06↑	.68	3.08	.81
Computer software in LOI (PK–2nd grade)	3.80	.42	3.80↑	.42	3.30	.77
Classroom environment and classroom instruction						
Classrooms have print-rich environment in both languages	3.80	.42	3.65↑	.41	3.29	.79
Classrooms have student-generated alphabets in both languages	3.25	.42	3.75↑	.35	3.09	.97
Evidence of student-generated work displayed in both languages*	3.40	.52	3.64↑	.45	3.00	.67
Use of bilingual learning centers (PK-2) with academic-based activities*	3.30	.48	3.30	.35	3.15	.74
LOD activities used for vocabulary development throughout the day+	-	-	3.25	.35	2.96	.70
Consistent use of LOI (no translation); all DLE components listed in daily schedule+	-	-	3.65	.67	3.26	1.05
Lessons are cooperative, hands-on, meaningful, relevant, authentic*	3.58	.33	3.60	.57	3.30	.61
Effective use of bilingual pairs/groups; students learning together	2.95	.37	3.45↑	.44	2.91	.75
Evidence of extensive student writing across subjects in both languages+	-	-	3.35	.47	3.05	.61
Lessons are challenging, at grade level or higher; students engaged in HOT	3.25	.42	3.22	.36	3.05	.46
Evidence of implementation of CR strategy (PK-5)	2.94	.42	3.25↑	.63	2.69	.85

Source. Dual Language Training Institute, 2010–2011; 2011–2012

Note. Ratings were as follows: *1 = unsatisfactory; 2 = below expectations; 3 = emerging proficient; 4 = proficient; 5 = exemplary.* Green arrow (↑) indicates significant difference according to analysis of variance (ANOVA) tests between pilot and non-pilot campuses, $p < .05$. † indicates marginal significance, $.05 < p < .06$. CR = conceptual refinement. DLE = dual language enrichment. HOT = higher-order thinking. LOD = language of the day. LOI = language of instruction. PK = prekindergarten.

* denotes item was worded differently in 2010–2011 and should not be directly compared across years; see Appendix Table C-3 for details. + denotes similar item was not included in 2010–2011.

Table C-2. Gómez and Gómez Dual Language Model Implementation Ratings, by Program, 2011–2012

	Two-way schools (*n* = 15)		One-way schools (*n* = 48)	
	Mean	**SD**	**Mean**	**SD**
Campus-wide implementation				
Evidence of primary learning materials in LOI	3.93	.80	3.58	.87
Evidence of supplementary learning materials accessible/equitable in both languages*	3.40	.71	3.24	.86
Signage across campus reflects a bilingual/biliterate atmosphere	3.57 ↑	.98	2.84	.76
LOD implemented across campus by other campus staff	3.27 ↑	.70	2.78	.66
Evidence of the development of dual language library	3.47	.61	3.37	.66
Evidence of the establishment of a dual language campus committee+	3.77 ↑	.86	3.00	.76
Computer software in LOI (PK-2)	3.50	.65	3.36	.78
Classroom environment and classroom instruction				
Classrooms have print-rich environment in both languages	3.80 ↑	.75	3.21	.71
Classrooms have student-generated alphabets in both languages	3.67 ↑	.79	3.05	.93
Evidence of student-generated work displayed in both languages*	3.20	.70	3.06	.68
Use of bilingual learning centers (PK-2) with academic-based activities*	3.53 ↑	.58	3.06	.69
LOD activities used for vocabulary development throughout the day+	3.27	.56	2.92	.67
Consistent use of LOI (no translation); all DLE components listed in daily schedule+	3.80 ↑	.84	3.16	1.0
Lessons are cooperative, hands-on, meaningful, relevant, authentic*	3.67 ↑	.59	3.24	.58
Effective use of bilingual pairs/groups; students learning together	3.43 ↑	.70	2.85	.70
Evidence of extensive student writing across subjects in both languages+	3.10	.51	3.10	.67
Lessons are challenging, at grade level or higher; students engaged in HOT	3.25	.47	3.02	.43
Evidence of implementation of CR strategy (PK-5)	3.14 †	.69	2.68	.87

Source. Dual Language Training Institute, 2010–2011; 2011–2012

Note. Ratings were as follows: *1 = unsatisfactory; 2 = below expectations; 3 = emerging proficient; 4 = proficient; 5 = exemplary.* Green arrow (↑) indicates significant difference according to analysis of variance (ANOVA) tests between pilot and non-pilot campuses, $p < .05$. † indicates marginal significance, $.05 < p < .06$. CR = conceptual refinement. DLE = dual language enrichment. HOT = higher-order thinking. LOD = language of the day. LOI = language of instruction. PK = prekindergarten.

* denotes item was worded differently in 2010–2011 and should not be directly compared across years; see Appendix Table C-3 for details.

+ denotes similar item was not included in 2010–2011.

Table C-3. The observation protocol used by Dual Language Training Institute (DLTI) changed for some items between 2010–2011 and 2011–2012. Changed items are listed below.

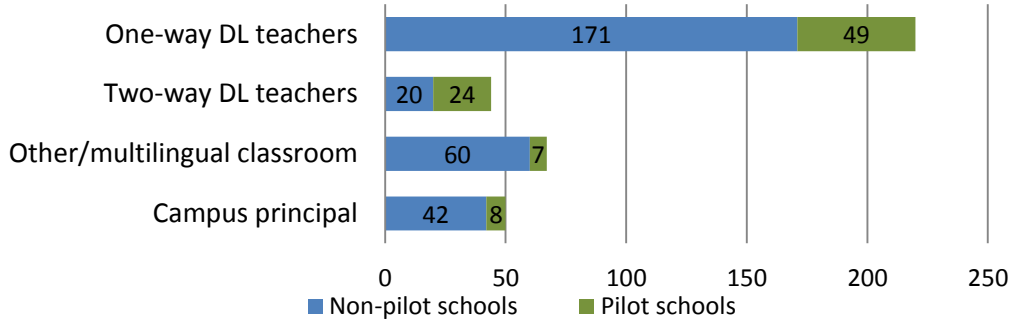
2010–2011 Item	2011–2012 Item
Evidence of *supplementary* learning materials accessible/equitable in both languages	Evidence of *supplementary* learning materials in LOI
Evidence of student generated work displayed in both languages	Extensive student work displayed in both languages
Use of bilingual learning centers (PK-2) with academic-based activities	Established and use of bilingual ;earning centers (PK-2)
Lessons are cooperative, hands-on, meaningful, relevant, authentic	Lessons are hands-on, meaningful, relevant, authentic. Lesson is cooperative; evidence of accountable talk*

Source. DLTI, 2010–2011; 2011–2012

* denotes items were averaged together

Appendix D

Figure D-1. Principal and Teacher Respondents to the Dual Language (DL) Staff Survey, Spring 2012



Source. DL Staff Survey, Spring 2012

Note. The other/multilingual category was based on teachers' self-reports. Twenty-four teachers from 16 campuses identified themselves as two-way DL, but were not from schools with a recognized two-way program (either district- or campus-based); these teachers were recoded to the other category.

Table D-1. AISD Dual Language (DL) Staff's Perception of Program Structure

	Pilot school staff (*n* = 88)			Other DL staff (*n* = 293)		
	Agree	Disagree	Avg. (SD)	Agree	Disagree	Avg. (SD)
All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence, while meeting grade-level academic expectations.						
There is a coordinated plan for promoting bilingualism and biliteracy.	78%	17%	3.04↑ (.74)	48%	40%	2.52↓ (.80)
There is a coordinated plan for promoting cross-cultural competence.	74%	20%	2.95↑ (.73)	46%	42%	2.50↓ (.76)
The program ensures equity for all groups.						
All students and staff have appropriate access to resources (i.e., equal resources provided to program).	80%	17%	-	58%	38%	-
The program (campus) promotes linguistic equity.	84%	*	3.32↑ (.59)	66%	15%	2.99↓ (.71)
The program (campus leadership) promotes cultural equity.	91%	*	3.45↑ (.59)	85%	10%	3.19↓ (.75)
The program (campus leadership) promotes additive bilingualism.	86%	9%	3.36↑ (.69)	80%	15%	3.11↓ (.81)
Whether the dual language program is a whole-school program or a strand within a school, signs and daily routines (e.g., announcements) reflect bilingualism and multiculturalism.	76%	7%	3.20↑ (.60)	46%	32%	2.60↓ (.60)
The program has strong, effective, and knowledgeable leadership.						
Day-to-day decision making is aligned to the overall program vision and mission, and includes communication with stakeholders.	85%	8%	3.03↑ (.51)	57%	28%	2.71↓ (.65)
Leaders are advocates for the program (students).	87%	7%	3.31↑ (.68)	72%	23%	2.95↓ (.84)
The program has used a well-defined, inclusive, and defensible process to select and refine a model design.						
The planning process included parent stakeholders.	59%	31%	2.80↑ (.74)	30%	59%	2.19↓ (.78)
The program meets the needs of the population.	63%	27%	2.87↑ (.70)	46%	36%	2.48↓ (.84)
The program design is aligned with program philosophy, vision, and goals.	82%	13%	3.11↑ (.68)	56%	31%	2.65↓ (.81)
An effective process exists for continual program planning, implementation, and evaluation.						
The program is adaptable.	45%	27%	2.65↑ (.65)	34%	37%	2.40↓ (.72)
The program is articulated within and across grades.	60%	17%	2.87↑ (.64)	40%	28%	2.55↓ (.68)

Source. DL Staff Survey, Spring 2012

* denotes redacted data. Standard deviation (SD) is in parentheses. *Agree* includes *strongly agree*. *Disagree* includes *strongly disagree*. Percentages may not add to 100% because missing responses were included in the denominator. Measures with more than 1 survey item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral.

Table D-2. AISD Dual Language (DL) Staff's Perception of Program Support and Resources

	Pilot school staff (*n* = 88)			Other DL staff (*n* = 293)		
	Agree	Disagree	Avg. (SD)	Agree	Disagree	Avg. (SD)
The program is supported by all program and school staff.						
Administrators are supportive of the program. (Self-reports only)	*	*	3.44 (.62)	71%	*	2.99 (.68)
Teachers are supportive of the program. (Self-reports only)	93%	*	3.25 (.56)	79%	4%	3.24 (.59)
The program is supported by families and the community.						
The program (campus) communicates with families and the community.	76%	19%	2.98↑ (.79)	62%	32%	2.75↓ (.81)
Families and community members provide advocacy for the program.	72%	23%	2.98↑ (.78)	54%	38%	2.68↓ (.80)
The program is adequately funded.						
Funding provides sufficient staff to meet program goals and objectives. (Principals only)	63%	*	3.00 (.93)	52%	40%	2.62 (.94)
Funding provides sufficient equipment, and materials to meet program goals and objectives. (English)	89%	7%	3.25 (.58)	91%	5%	3.30 (.59)
Funding provides sufficient equipment, and materials to meet program goals and objectives. (Spanish/Vietnamese)	56%	39%	2.70 (.76)	51%	45%	2.57 (.77)
Resources are distributed equitably, within the program, school, and district.						
Equal resources exist in both languages within the dual language classroom.	68%	27%	2.85 (.74)	69%	28%	2.86 (.82)
Equal resources exist in both languages within the dual language program in school-wide facilities (e.g., library, computer lab, parent center, science lab).	58%	38%	2.69 (.82)	57%	38%	2.65 (.77)

Source. DL Staff Survey, Spring 2012

Note. Average rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. *Agree* includes *strongly agree*. *Disagree* includes *strongly disagree*. ↑ and ↓ denote significant difference in means between pilot and non-pilot campuses according to analysis of variance test. *S*tandard deviation (SD) is in parentheses. Percentages may not add to 100% because missing responses were included in the denominator. Measures with more than 1 survey item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral..

* denotes redacted data

Table D-3. AISD Dual Language (DL) Staff's Perception of Instruction

	Pilot school staff (*n* = 88)			Other DL staff (*n* = 293)		
	Agree	**Disagree**	**Avg. (SD)**	**Agree**	**Disagree**	**Avg. (SD)**
Professional development opportunities						
Teachers have a good understanding of how to provide dual language instruction in their classroom.	76%	13%	3.14 (.62)	64%	15%	3.00 (.67)
Staff feel dual language training is helpful in guiding program implementation.	45%	50%	2.50 (.58)	39%	54%	2.44 (.55)
Integration of dual language in instruction						
Teachers work together to plan for instruction.	83%	13%	3.10↑ (.53)	72%	22%	2.88↓ (.67)
Support staff are incorporated into the dual language model.	59%	32%	2.76↑ (.75)	37%	50%	2.34↓ (.78)
Specials teachers (i.e., wellness, art, music) are incorporated into the dual language model.	41%	45%	2.39 (.75)	29%	56%	2.23 (.74)
Instructional strategies (Teachers only)						
Cooperative learning is used.	91%	*	3.55 (.51)	90%	*	3.53 (.47)
Strategies to reinforce language are used.	88%	*	3.32 (.41)	76%	6%	3.24 (.50)
Teachers create a multilingual and multicultural learning environment (Teachers only)						
Teachers create a multilingual and multicultural learning environment.	90%	*	3.18 (.53)	91%	7%	3.00 (.53)

Source. DL Staff Survey, Spring 2012

Note. Average rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. *Agree* includes *strongly agree*. *Disagree* includes *strongly disagree*. ↑ and ↓ denote significant difference in means between pilot and non-pilot campuses according to analysis of variance test. Standard deviation (SD) is in parentheses. Percentages may not add to 100% because missing responses were included in the denominator. Measures with more than 1 survey item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral.

* denotes redacted data

Table D-4. First-Year Dual Language (DL) Implementation Sites, by *Proficient* or *Emerging Proficient* Dual Language Training Institute Ratings, Spring 2012

	***Proficient or higher* (*n* = 59)**			***Emerging proficient* (*n* = 166)**		
	Agree	**Disagree**	**Avg. (SD)**	**Agree**	**Disagree**	**Avg. (SD)**
Program structure						
The program (campus leadership) promotes additive bilingualism.	93%	*	3.39↑ (.62)	83%	12%	3.16↓ (.76)
Whether the dual language program is a whole-school program or a strand within a school, signs and daily routines (e.g., announcements) reflect bilingualism and multiculturalism.	68%	14%	2.95↑ (.62)	42%	36%	2.54↓ (.78)
Day-to-day decision making is aligned to the overall program vision and mission, and includes communication with stakeholders.	76%	14%	2.99↑ (.62)	55%	28%	2.70↓ (.81)
Leaders are advocates for the program (students).	88%	8%	3.25↑ (.66)	72%	23%	2.97↓ (.81)
The program design is aligned with program philosophy, vision, and goals.	75%	14%	2.98↑ (.67)	57%	31%	2.69↓ (.76
Support and resources						
Funding provides sufficient equipment, and materials to meet program goals and objectives. (Spanish/Vietnamese)	42%	54%	2.35↓ (.64)	54%	42%	2.66↑ (.80)
Equal resources exist in both languages within the dual language classroom.	66%	32%	2.63↓ (.72)	69%	27%	2.97↑ (.85)
Equal resources exist in both languages within the dual language program in school-wide facilities (e.g., library, computer lab, parent center, science lab).	47%	49%	2.47↓ (.78)	60%	34%	2.73↑ (.76)
Instruction						
Teachers work together to plan for instruction.	86%	8%	3.14↑ (.55)	69%	27%	2.85↓ (.65)
Support staff are incorporated into the dual language model.	53%	34%	2.63↑ (.72)	34%	54%	2.26↓ (.76)
Cooperative learning is used.	96%	*	3.41↓ (.43)	90%	*	3.56↑ (.47)
Strategies to reinforce language are used.	92%	*	3.13↓ (.44)	88%	4%	3.31↑ (.49)

Source. DL Staff Survey, Spring 2012

Note. Rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. *Agree* includes *strongly agree*. *Disagree* includes *strongly disagree*. ↑ and ↓ denote significant difference in means according to analysis of variance test. *S*tandard deviation (SD) is in parentheses. Percentages may not add to 100% because missing responses were included in the denominator. Measures with more than 1 item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral.

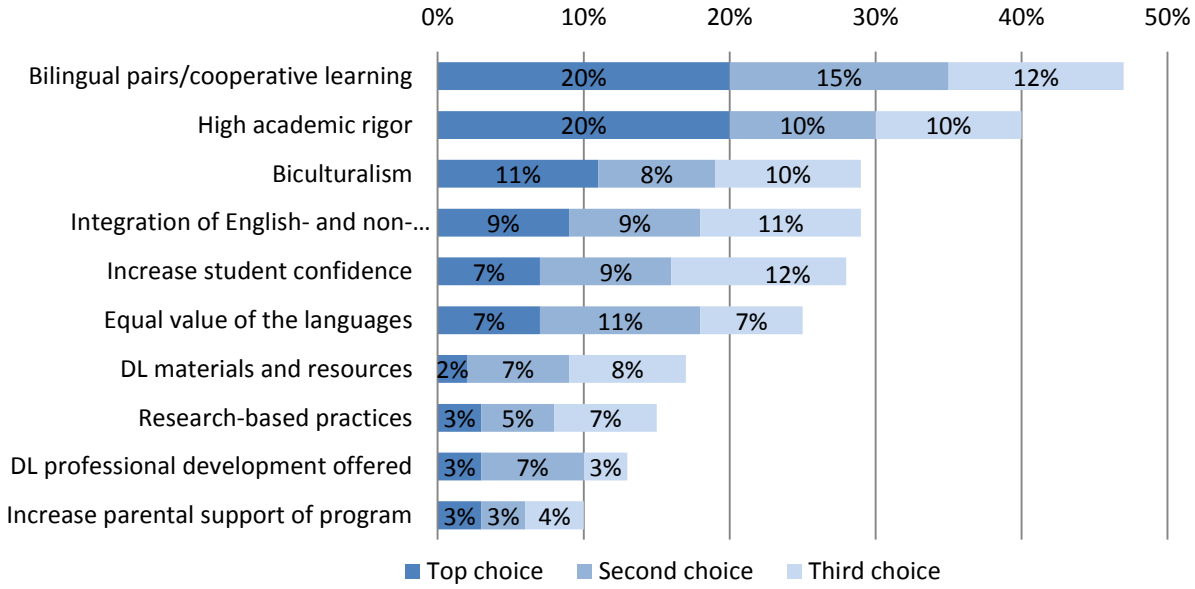
Table D-5. First-Year Dual Language Implementation Sites, by *Below Expectations* or Lower and *Emerging Proficient* or Higher, According to Dual Language Training Institute Ratings

	***Emerging proficient* or higher (*n* = 225)**			***Below expectations* or lower (*n* = 54)**		
	Agree	**Disagree**	**Avg. (SD)**	**Agree**	**Disagree**	**Avg. (SD)**
The program (campus leadership) promotes cultural equity.	88%	7%	3.27↑ (.69)	81%	15%	3.04 (.77)
The program (campus leadership) promotes additive bilingualism.	86%	10%	3.22↑ (.73)	69%	28%	2.88 (.83)
Leaders are advocates for the program (students).	76%	19%	3.05↑ (.78)	65%	31%	2.71 (.87)
The program design is aligned with program philosophy, vision, and goals.	62%	27%	2.77↑ (.75)	43%	44%	2.34 (.84)
Families and community members provide advocacy for the program.	59%	33%	2.76↑ (.76)	44%	52%	2.50 (.85)

Source. DL Staff Survey, Spring 2012

Note. Rating scale ranged from 1 = *strongly disagree* to 4 = *strongly agree*. *Agree* includes *strongly agree*. *Disagree* includes *strongly disagree*. ↑ and ↓ denote significant difference in means according to analysis of variance test. *S*tandard deviation (SD) is in parentheses. Percentages may not add to 100% because missing responses were included in the denominator. Measures with more than 1 survey item were averaged. Averages greater than 2.5 were counted as *agree,* less than 2.5 were counted as *disagree*, and equal to 2.5 were considered neutral.

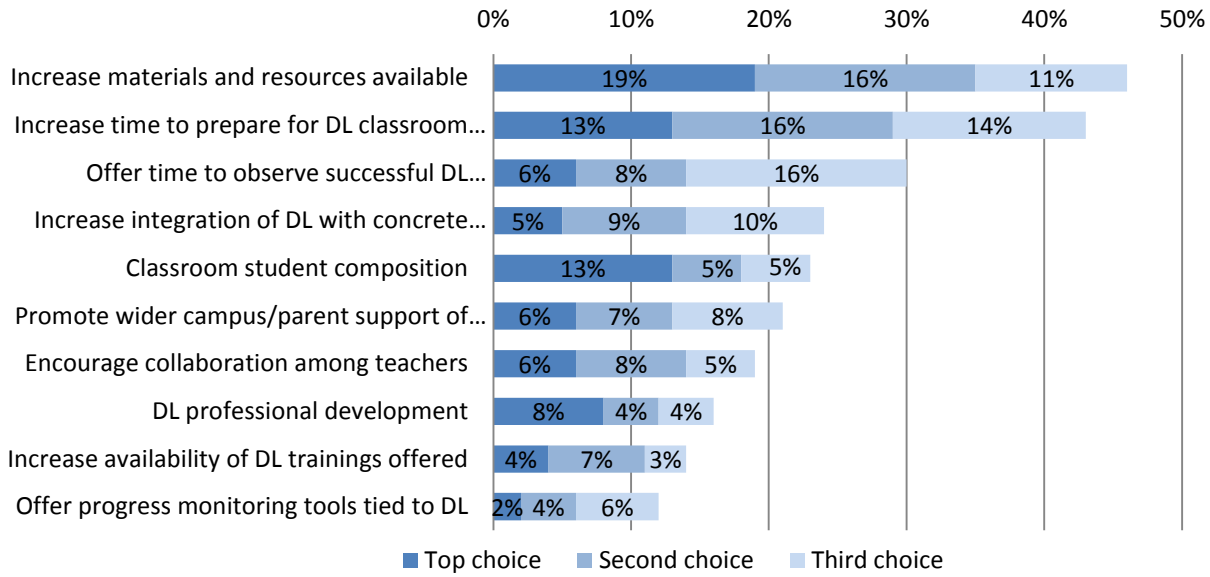
Figure D-2. Staff's Top Three Strengths for Their Campus' Dual Language (DL) Program, Spring 2012



Source. DL Staff Survey, Spring 2012

Note. Percentages are based on total number of respondents (*N* = 381). Respondents were limited to their top three choices. Fewer than 3% of respondents chose the other category.

Figure D-3. Staff's Top Three Areas for Improvement for Their Campus' Dual Language (DL) Program, Spring 2012



Source. DL Staff Survey, Spring 2012

Note. Percentages are based on total number of respondents (*N* = 381). Respondents were limited to top 3 choices. Eight percent of respondents chose the other category.

Appendix E

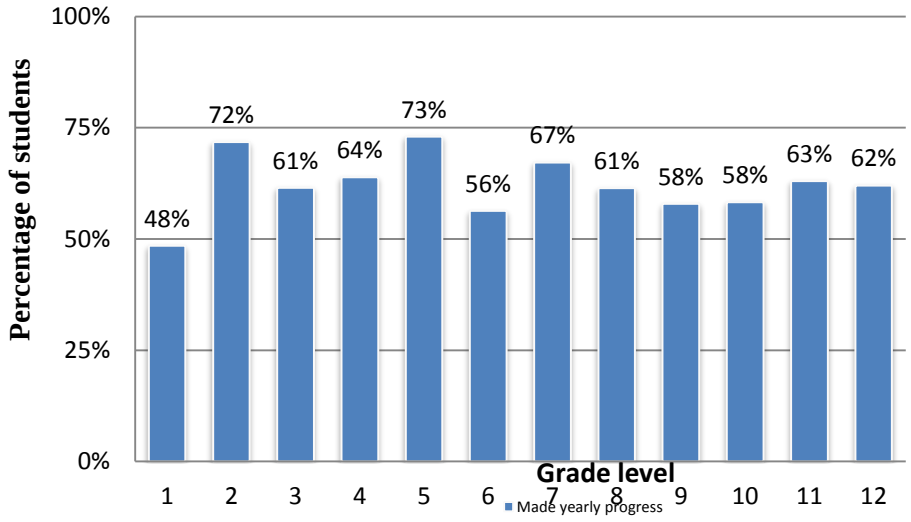
Table E-1. Texas English Language Proficiency Assessment System (TELPAS) Multi-Year Beginning in Reading, by Grade Level, Spring 2012

Grade level	ELLs with 2 consecutive years of TELPAS scores	ELLs who scored beginning in reading for 2 consecutive years	
		Number	%
2	2,578	220	8.5
3	2,462	153	6.2
4	2,104	102	4.9
5	1,420	37	2.6
6	1,016	19	1.9
7	856	9	1.1
8	635	21	3.3
9	573	31	5.4
10	444	22	5.0
11	363	6	1.7
12	281	*	*

Source. AISD TELPAS records, 2011, 2012

* indicates the cell has 5 or fewer students. ELLs denotes English language learner.

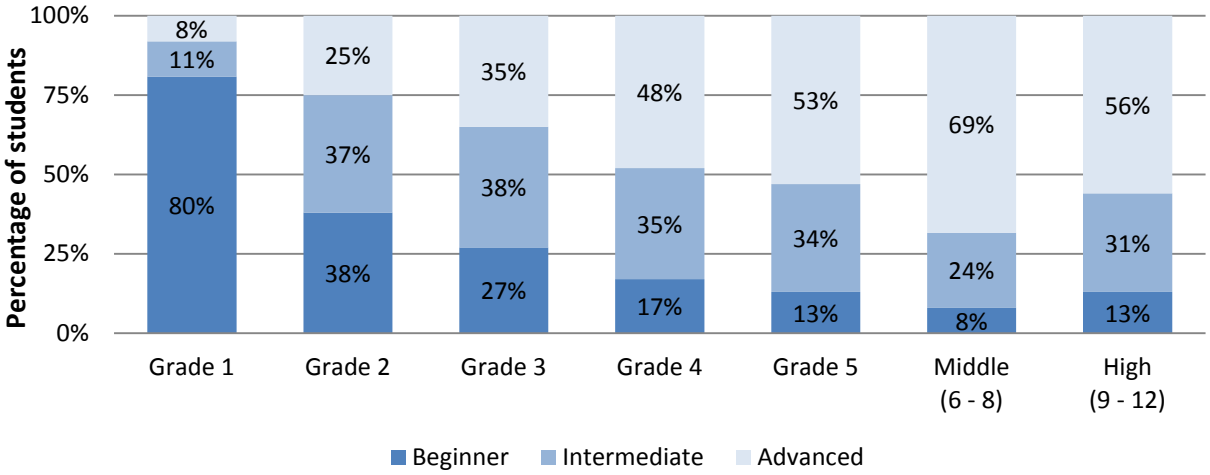
Figure E-1. Students Who Made Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2011 and Spring 2012, by Grade Level



Source. AISD TELPAS records, 2012

Note. Students whose ratings were *advanced high* in both years were counted as showing yearly progress. Total number of students with TELPAS progress measure, by grade level, was as follows: 1st = 2,846; 2nd = 2,693; 3rd = 2,586; 4th = 2,190; 5th = 1, 497; 6th = 1,066; 7th = 901; 8th = 685; 9th = 629; 10th = 464; 11th = 377; and, 12th = 294.

Figure E-2. Language Proficiency of Students Who Did Not Make Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2011 and Spring 2012, by Grade Level



Source. TELPAS records, Spring 2012

Note. Number of students who did not make progress, grade 1 = 1,476; grade 2 = 761; grade 3 = 998; grade 4 = 794; grade 5 = 396; middle school = 1,026; and, high school = 713. The majority (80%) of students who did not make progress in English proficiency in 1st grade were rated *beginning* for 2 consecutive years. The majority (53%) of students who did not make progress in English proficiency in 5th grade were rated *advanced* for 2 consecutive years.

Appendix F

Table F-1. Language Assessment Scales (LAS) Links and *Pre*LAS Sample

	Number of students assessed		
Grade level	**ELL**	**Non-ELL**	**Total**
Kindergarten (new one-way programs)	177	-	**177**
Kindergarten (pilot campuses)	166	115	**281**
Second grade (pilot*)	193	72	**265**
Total number of students in sample	**536**	**187**	**723**

Source. AISD student LAS Links/*pre*LAS records, 2011–2012

Note. ELL denotes English language learner. Dawson Elementary School did not offer a dual language program in 1st grade in 2010–2011; 9 of the ten pilot campuses had a 2nd-grade cohort.

Appendix G

Table G-1. Employee Attendance at Professional Development Opportunities Offered Through the Department of English Language Learners (ELLs), 2011–2012

Professional development opportunity	Number of teachers	Total hours credited	Number of other staff	Total hours credited
Content-based instruction for ELLs	95	8,688	7	624
District-wide staff development	15	77	-	-
Dual language active learning centers	232	1,392	9	54
Dual language cooperative learning/bilingual pairs	161	972	*	12
Dual Language Training Institute (DLTI)	308	16,104	133	3,330
Dual language for academic team			56	112
ELL academic plan	9	27	5	15
ELLs day by day	6	234		
English Language Proficiency Standards (ELPS) academy	47	606		
English as second language (ESL) academy	69	3,708	5	270
ESL adoption resources (bilingual/dual language)	81	243	8	24
ESL textbook adoption for ESL teachers grades 6–8	13	39		
Fifty strategies for ELLs	25	150	*	24
Instructional strategies for teachers of refugee/immigrant students	30	60	5	12
Language Assessment System (LAS) Links training	45	135	19	57
Language Proficiency Assessment Committee (LPAC) chairperson training				
LPAS open lab initial training, all levels	16	32	14	28
Mathematics for ELLs	12	288	*	48
Navigating the ELPS	63	654	5	54
New bilingual teacher institute	22	756		
PreLAS	15	45	11	33
STAAR-L training for test administrators	123	405	68	213
Sheltered instruction with ELPS toolkit webinar series	12	245	*	75
Summer school teacher training: Prekindergarten and kindergarten ELLs	190	760	7	28
Texas English Language Proficiency Assessment System (TELPAS) contact training	29	99	100	351
TELPAS holistic rating training	399	2,316	*	19
TexES Review for ESL supplemental (154) endorsement	60	360	9	54
Training for special education teachers of ELLs (ELPS)	28	56	*	2
Training for special education teachers of ELLs (Instructional Strategies)	9	18	*	2
Using foldables in the classroom	42	504	*	48
Using IN/INSIDE the USA program	47	188	6	24
Total	**1,442**	**39,725**	**351**	**6,093**

Source. AISD professional development activity records

Note. Professional development opportunities were provided between July 1, 2011 and June 30, 2012.
* Cell contains fewer than 5 people. "Total" represents non-duplicated count of teachers and staff.
LPAS is language proficiency assessment system. STAAR is State of Texas Assessments of Academic Readiness. USA is United States of America.

Appendix H

Table H-1. Funding Sources and Expenditures for English Language Learner Programs, 2011–2012

	Funding source					
	Local	**Federal**	**State**	**Private**	**Total**	**%**
Instruction (11)	$828,870	$1,737,358	$253,213	-	**$2,819,441**	**47%**
Curriculum and instructional staff development (13)	$624,779	$477,392	$1,836	$69,481	**$1,173,488**	**20%**
Instructional leadership (21)	$521,950	$78,172	$16,055	$936,748.35	**$1,598,161**	**27%**
School leadership (23)	$84,599	-	-	-	**$84,599**	**1%**
Guidance, counseling, and evaluation services (31)	$152,750	-	-	$28,469	**$181,219**	**3%**
General administration (41)	$7,843	-	-	-	**$7,843**	**<1%**
Plant Maintenance and Operations (51)	$15,773	-	$3,370	-	**$19,144**	**<1%**
Security & monitoring services (52)	$5,777	-	-	-	**$5,777**	**<1%**
Community Services (61)	$5,533	$ 48,946	-	-	**$54,479**	**1%**
Total	**$2,247,875**	**$2,387,104**	**$274,475**	**$1,034,698**	**$5,944,151**	**100%**
Percentage	**38%**	**40%**	**5%**	**17%**	**100%**	

Source. AISD finance records, as of August 23, 2012

Note. All amounts are rounded to the nearest dollar. All expenditures were not finalized as of date of this report. State sources included summer school reimbursement, LEP-SSI, and state textbooks. Federal sources included Title I, A, and Title III, A. Private sources included the Gates Foundation and the Center for Research on Educational Achievement and Teaching of English Language Learners. Title I, A; Texas Education Agency reimbursements; and local funds were used to fund the summer school programs.

TECHNICAL NOTES

1. The DL staff survey items were based on a rubric that included specific components of some of the guideline principles for DL programs, as defined by Howard, et al. (2007). DRE staff interpreted each item as an independent measure of each rubric component and aggregated items to measure the level of strength for the defined guideline principle strand. DRE staff assumed stronger DL implementation would result in stronger correlation of items, and non-correlation among items represented areas not yet aligned.
2. Effect size (i.e., Cohen's *d*) is a measure of difference in performance, in this case, between pre- and posttest. In education, $d \geq .18$ denotes meaningful growth. Effect size is calculated by the following: Cohen's $d = (Mean_1 - Mean_2) /$ Pooled variance.
3. The LAS Links were normed based on two grade levels (i.e., 2nd and 3rd grade). A NCE score of 50 indicates proficiency at the national average for L2 learners for both 2nd and 3rd grade. The preLAS was normed based on age four at the time of the test.

Interpretation of Normal Curve Equivalent (NCE) Scores

Range of performance	NCE scores	National percentile
Very low	1–24	1–11
Low	25–35	12–25
Low average	36–44	26–39
Average	45–55	40–60
High average	56–64	61–74
High	65–75	75–88
Very high	76–99	89–99

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