

# Bilingual Education/ESL Program Evaluation, 2001-02



Austin Independent School District  
Office of Program Evaluation

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*Bilingual Education/ESL Program Evaluation, 2001-02*  
*Austin Independent School District*

## EXECUTIVE SUMMARY

In compliance with the Texas Education Codes  $\tau$ 29.062 and  $\tau$ 42.153 and Chapter 89.1265 of the Texas Administrative Code, Austin Independent School District (Austin ISD) provides two programs to serve students identified as limited English proficient (LEP) or English Language Learners (ELLs): Bilingual Education (BE), which provides dual-language (English and the native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. On each campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine the program which best addresses each student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, program availability, and parental approval. Ultimately, parental permission is required for participation in either the BE or ESL program.

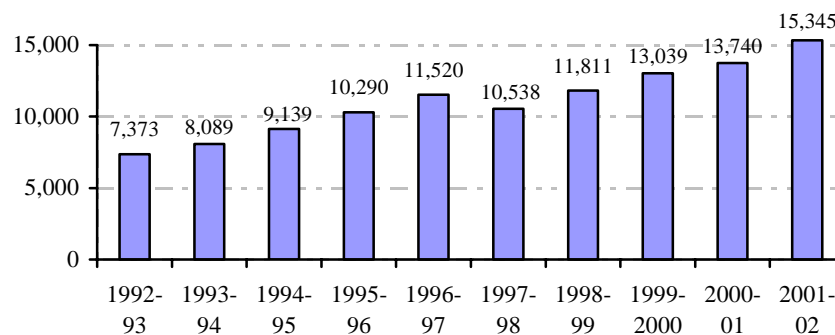
In 2001-02, Austin ISD enrolled 15,345 LEP students: 93% were Spanish speakers, 2% spoke Vietnamese, 1% spoke Korean, <1% spoke Mandarin or other Chinese languages, and 3% spoke other languages. Most (93%) language minority students in Austin ISD were served through either the BE or ESL Program. The parents of 1,053 (7%) ELLs declined BE or ESL Program services.

### Major Findings

#### *Growth in ELLs Population*

As presented in the figure below, with the exception of 1997-98, the numbers of ELLs (served plus denials) attending Austin ISD have increased during the past several years. In 1992-93, ELLs comprised 10.7% of the student population and in 2001-02 they comprised 19.9% of all district students.

Growth of Austin ISD ELLs Student Population, 1992-93 Through 2001-02



Data Source: Austin ISD Public Education Information Management System (PEIMS) data

***ELLs Served and Academic Achievement***

Highlights of the 2001-02 school year achievement results for ELLs include the following:

- ⌘ Between the 2000-01 and 2001-02 school years, the percentages of ELLs passing English TAAS reading increased at all grades except grade 3. During the same period, the percentages of ELLs passing English TAAS mathematics and writing increased at all grades.
- ⌘ The highest percentages of ELLs passing the English TAAS occurred in mathematics at grade 5 (89%), followed closely by mathematics at grades 3 (85%) and 4 (85%).
- ⌘ The lowest percentages of ELLs passing the English TAAS occurred in writing at grade 8 (37%), followed closely by writing at grade 10 (41%), and in reading at grade 7 (48%).
- ⌘ A higher percentage of Austin ISD ELLs at grades 3, 4, and 6 passed English TAAS reading than did ELLs statewide, and they had the same percentage passing at grade 5 as ELLs statewide. At all other grades, a lower percentage of Austin ISD ELLs passed TAAS reading than ELLs statewide. The largest difference was at grade 10, where 59% of Austin ISD ELLs passed compared to 66% ELLs statewide.
- ⌘ A higher percentage of Austin ISD ELLs at grade 3 passed English TAAS mathematics than did ELLs statewide, and at grade 5 the percentage passing was the same. At all other grades, a lower percentage of Austin ISD ELLs passed TAAS mathematics than did ELLs statewide. The largest difference was at grade 10, where 54% of Austin ISD ELLs passed compared to 71% ELLs statewide.
- ⌘ A higher percentage of Austin ISD ELLs at grade 4 passed English TAAS writing than did ELLs statewide. However, percentages of Austin ELLs passing English TAAS writing at grades 8 and 10/Exit Level were lower than for than ELLs statewide. The largest difference was at grade 10, where 41% of Austin ISD ELLs passed compared to 47% of ELLs throughout the state.
- ⌘ Overall, the performance of non-ELLs in Austin ISD on English TAAS reading, mathematics, and writing tends to be lower than that of non-ELLs throughout the state.
- ⌘ Lower percentages of Austin ISD ELLs at grades 3, 4, 5, and 6 passed Spanish TAAS reading, mathematics, and writing than did ELLs statewide.
- ⌘ The percentages of Austin ISD ELLs passing Spanish TAAS reading and mathematics in grades 3, 4, and 5 have increased from 1998-99 to 2001-02.
- ⌘ Of the 5,753 students who were administered the Reading Proficiency Tests in English (RPTE) in 2001-02, 43% obtained an Advanced Proficiency Rating, 27% an Intermediate Proficiency Rating, and 30% obtained a Beginning Proficiency Rating.

***Professional Staff Development***

The bilingual staff provided 32 professional development workshops, which were attended by 843 participants. The majority of participants who responded to the workshop evaluation surveys gave positive ratings to content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned.

**Recommendations**

Although the academic performance of Austin ISD's ELLs has improved over time, the achievement gap remains between ELLs and non-ELLs, especially beyond grade 5. Therefore, based on the ELLs data gathered for the 2001-02 school year, the following recommendations are suggested for consideration.

1. ELLs, especially those in middle/junior high and high school, who have not acquired sufficient academic English proficiency to transition to an all-English classroom environment will need accelerated instruction through sheltered English classes or within the mainstream classes. Thus, middle/junior high and high school must conduct an early review of ELLs' academic performance to determine the academic support these students will need to pass the English TAKS. By anticipating the instructional and academic needs of ELLs, the administrator can determine instructional resource allocations and staff projections, plan professional development, and purchase appropriate and sufficient instructional materials.
2. Although percentages of ELLs passing English and Spanish TAAS have increased through the years, the tests and the passing standards have become more rigorous. Therefore, instructional staff must use more specific guiding standards and expectations for academic progress in the BE and ESL classroom at elementary, middle/junior high, and high school. All instruction and materials must be aligned with TEKS and the district curriculum guidelines in order to support the district goal of improving the achievement of all Austin ISD students. Student assessment data must be studied at the campus and classroom level and used to determine specific achievement and instructional goals for students.
3. To improve the achievement of ELLs, Austin ISD must continue to offer and encourage campus staff attendance at professional staff development in second language acquisition, successful strategies for struggling readers, preparation and practice for ESL and BE certification examinations, and legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC. Austin ISD should continue with the development of cadres of teachers across the content areas in middle/junior high and high school by providing the Sheltered English Content Teacher Training that was started in 2000-01. This ESL training provides teachers in all subject areas with the skills to modify their instruction so that they can deliver appropriate instruction to ELLs that is challenging and rigorous.

4. The LPACs should utilize the RPTE scores of students who did not change English proficiency levels (i.e., from beginning to intermediate or intermediate to advanced) to determine instructional needs and to guide testing decisions.
5. The district staff must ensure the accuracy of ELLs' student data. Accurate data is at the center of reporting program effectiveness and progress at campus, district, and state levels. The continuation of new student entry data must continue as a central office function with frequent audits of data at the campus level. Systems must be designed and supported to verify the accuracy and completeness of data updates, so that corrections can be made at the earliest possible time. These verification systems can provide correct and reliable data that can inform decision-makers as they strive to improve the academic achievement of all students.

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## **BILINGUAL EDUCATION/ESL PROGRAM EVALUATION 2001-02**

### **EVALUATION MANDATE AND PLAN**

The evaluation of the Austin Independent School District's (Austin ISD) Bilingual Education/English as a Second Language (BE/ESL) Program is the responsibility of the Office of Program Evaluation (OPE), with the cooperation and assistance from the Austin ISD's Department of Bilingual Education. In reference to program evaluation, Chapter 89.1265 of the Texas Administrative Code (TAC) states the following: "...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. (See Appendix A for a reproduction of the law mandating program evaluation.) The state statute regarding the evaluation of BE/ESL Programs has been part of the TAC since 1976.

The evaluation plan was the result of a collaborative process between the bilingual director, and the evaluation and accountability staff. The focus of the BE/ESL Program Evaluation Report is primarily on the demographics of Austin ISD's English language learners (ELLs), formally known as limited English proficient (LEP) students, and their academic achievement in English and Spanish.

### **PROGRAM OVERVIEW**

Texas law requires that every student with a home language other than English (LOTE) and who is identified as limited English proficient (LEP) be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Administrative Code states the following:

*"The goal of bilingual education program shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.... The goal of the English as a second language program shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. Both programs shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school."*

The law continues and states, “...*Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the state.*” (Chapter 89. Subchapter 89.1201) These students (hereafter referred to as bilingual students) must be identified in a timely manner and must be provided one of two basic programs:

- ⌘ Bilingual education (BE), a program of dual language instruction including instruction in the home language and English as a Second Language, is provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or
- ⌘ English as a Second Language (ESL), a program of specialized instruction in English, is provided to students who do not receive bilingual education, and to students whose parents refuse dual language instruction, but approve ESL.

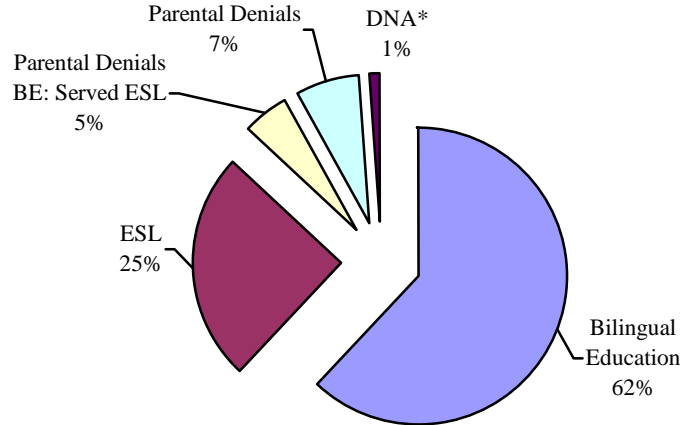
In compliance with state law, Austin ISD provides two programs to serve students identified as LEP or ELLs: BE, which provides dual language instruction in the major content areas; and ESL, which provides intensive English instruction. ESL is both a component of bilingual education, as well as a stand-alone program. Services for ELLs also are provided through special education. Each school’s Language Proficiency Assessment Committee (LPAC), which makes instructional placement and testing decisions, determines which program can best address the student’s language needs. The program in which a particular student participates depends on the student’s home language, grade level, language dominance, and program availability. Parental permission is required for participation in either language program.

Figure 1 presents the percent of students served in each program, as well as the percent of parent denials. “*Denial*” is the legal term used to describe students whose parents decline bilingual education, ESL, or both program services. The district monitors the academic progress of students whose parents deny program services, and when needed recommends instructional assistance. Unless otherwise noted, all student data reported were obtained from the district’s computer datasets, many of which are used for the state-required Public Education Information Management Systems (PEIMS) fall reporting. During the 2001-02 school year, there were 15,345 ELLs (19.9% of Austin ISD student population) identified by the program staff, and the program services they received are as follows:

- €# 9,573 students (62%) were served by bilingual education,
- €# 3,875 (25%) were served by the ESL program, and of the 3,875 ELLs 1,499 students were served in the Austin ISD high schools,
- €# 838 (5%) had parents who denied bilingual education program services but accepted the ESL program,
- €# 1,053 (7%) students had parents who denied both BE and ESL program services, and
- €# data were not available (DNA) for 6 students (<1%).

Among the students served in the BE/ESL Program, there were 1,065 (7%) students who also were served by the special education program at Austin ISD.

Figure 1: Program Service to ELLs, Pre-K-12, 2001-02



Data Source: Austin ISD Student Record

\*DNA – Data Not Available

## DESCRIPTION OF THE ELLS' POPULATION AT AUSTIN ISD

In the 2001-02 school year, 14,292 (93%) English language learners (ELLs) were served through the district's Bilingual Education/ESL Program. Among the students who received program services:

- €# 10,744 were in grades pre-k through six (elementary),
- €# 2,049 were in grades six through eight (middle/junior high school),
- €# 1,499 were in grades nine through twelve (high school).

There were 1,053 students whose parents denied program services.

Table 1: ELLs Served, and Parent Denials, by Grade, 2001-02

Grade	Number Served	Parent Denials	Total
<b>Pre-K</b>	1,570	22	1,592
<b>K</b>	1,666	30	1,696
<b>1</b>	1,798	46	1,844
<b>2</b>	1,776	62	1,838
<b>3</b>	1,577	78	1,655
<b>4</b>	1,234	69	1,303
<b>5</b>	1,014	65	1,079
<b>6</b>	109	3	112
<b>Elementary, Total</b>	10,744	375	11,119
<b>6</b>	694	52	746
<b>7</b>	704	69	773
<b>8</b>	651	83	734
<b>Middle School/Junior High, Total</b>	2,049	204	2,253
<b>9</b>	722	180	902
<b>10</b>	366	117	483
<b>11</b>	263	106	369
<b>12</b>	148	71	219
<b>High School Total</b>	1,499	474	1,973
<b>District, Total</b>	14,292	1,053	15,345
<b>(Percent)</b>	(93%)	(7%)	(100%)

Data Source: Austin ISD Student Records

### ETHNICITY

Table 2 shows a distribution of the 14,292 ELLs served by ethnicity and grade span in Austin ISD. The majority of students served were Hispanic (93%); the second largest ethnicity represented was Asian (5%). The majority (74%) of students served were at the elementary grades (pre-k-5).

Table 2: Number and Percent of ELLs Served, by Ethnicity and Grade Span, 2001-02

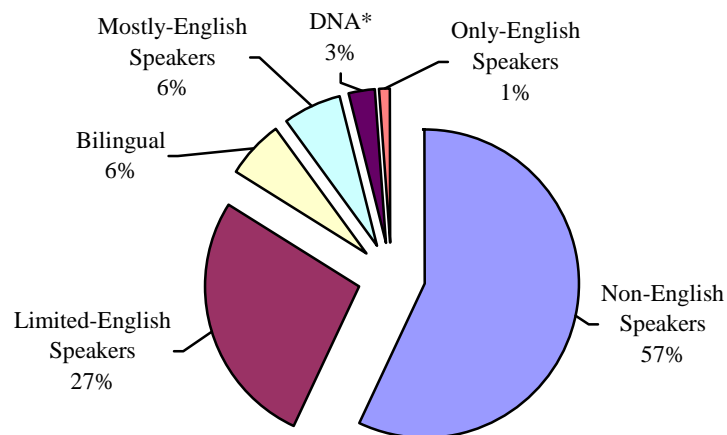
Ethnicity	Pre-K-5	6-8	9-12	Pre-K-12 Total
Hispanic	9,853 (93%)	2,039 (94%)	1,381 (92%)	13,273 (93%)
Asian	548 (5%)	62 (3%)	53 (4%)	663 (5%)
Anglo/Other	169 (2%)	51 (2%)	50 (3%)	270 (2%)
African American	56 (<1%)	4 (<1%)	13 (1%)	73 (<1%)
Native American	9 (<1%)	2 (<1%)	2 (<1%)	13 (<1%)
<b>Total</b>	<b>10,635</b>	<b>2,158</b>	<b>1,499</b>	<b>14,292</b>
<b>(Percent)</b>	<b>(100%)</b>	<b>(99%)</b>	<b>(100%)</b>	<b>(100%)</b>

Data Source: Austin ISD Student Records

### LANGUAGE DOMINANCE

Figure 2 displays the percentages of ELLs served organized by language dominance. A child who speaks mostly one language and a little of another language is considered dominant in the first language. More than one-half of Austin ISD ELLs (57%) are non-English speakers, and 27% of the students are limited English speakers. Thus, a total of 84% of the students receiving BE/ESL Program services are either non-English speakers or limited English speakers.

Figure 2: ELLs Served by Language Dominance, Pre-K-12, 2001-02



Data Source: Austin ISD Student Records

\*DNA – Data Not Available

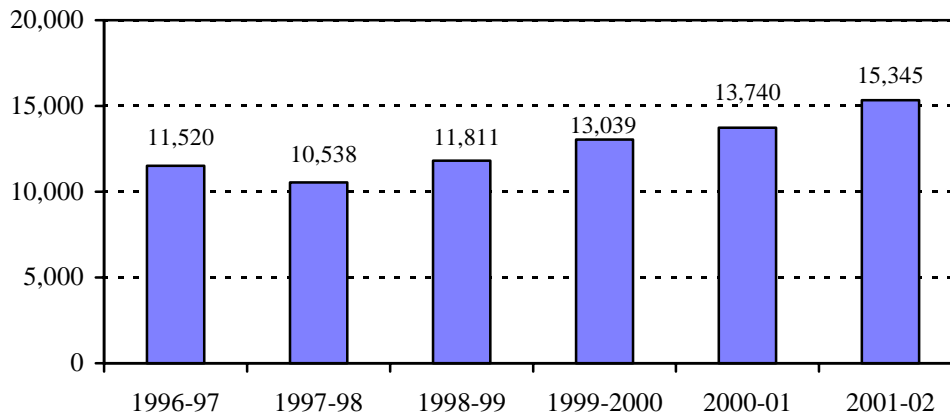
## LANGUAGES SPOKEN

Most ELLs served were native Spanish speakers (93%, n=13,337). Speakers of Vietnamese comprised the next largest segment of the Austin ISD ELLs (2%, n=275), followed by Korean (1%, n=140), Mandarin or other Chinese languages (<1%, n=83), and all other languages (3%, n=457).

## GROWTH IN AUSTIN ISD ELLS' POPULATION

With the exception of the 1997-98 school year, the Austin ISD ELLs student population (served plus denials) has increased each year for the past 12 years (see OPE Publication Number 99.09). Figure 3 presents the number of Austin ISD ELLs (served plus denials) for the past six years.

Figure 3: Growth of Austin ISD ELLs' Population, (Served Plus Denials), 1997-98 Through 2001-02



Data Source: Austin ISD Student Records

In addition, the percentage of ELLs as a proportion of the Austin ISD student population also has increased each year over this period of time. In 1996-97, ELLs comprised 15.2% of the district's students, and by 2001-02 the percentage had risen to 19.9%. (See Table 3.)

Table 3: ELLs (Served Plus Denials) as a Percent of Austin ISD Population, 1997-98 Through 2001-02

School Year	Number of ELLs	Number of Austin ISD Students	Percent of Students that are ELLs
2001-02	15,345	77,128	19.9%
2000-01	13,740	77,362	17.8%
1999-2000	13,039	77,245	16.8%
1998-99	11,811	76,676	15.4%
1997-98	10,538	75,828	13.9%
1996-97	11,520	75,330	15.2%

Data Source: Austin ISD Student Records

## **ACADEMIC ACHIEVEMENT**

### **TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) ENGLISH**

The Texas Assessment of Academic Skills (TAAS) is a state-mandated criterion-referenced test (CRT) which has been administered since the 1990-91 school year to assess student academic performance. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 also have been tested in writing. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning at grade 10) is a requirement for graduation. The 2001-02 school year was the final year for the administration of TAAS. As mandated by Senate Bill 103 during the 76<sup>th</sup> Texas Legislative Session, the new statewide assessment program, known as the Texas Assessment of Knowledge and Skills (TAKS), will be administered in the 2002-03 school year.

#### **Austin ISD 2001-02 ELLs' TAAS Results**

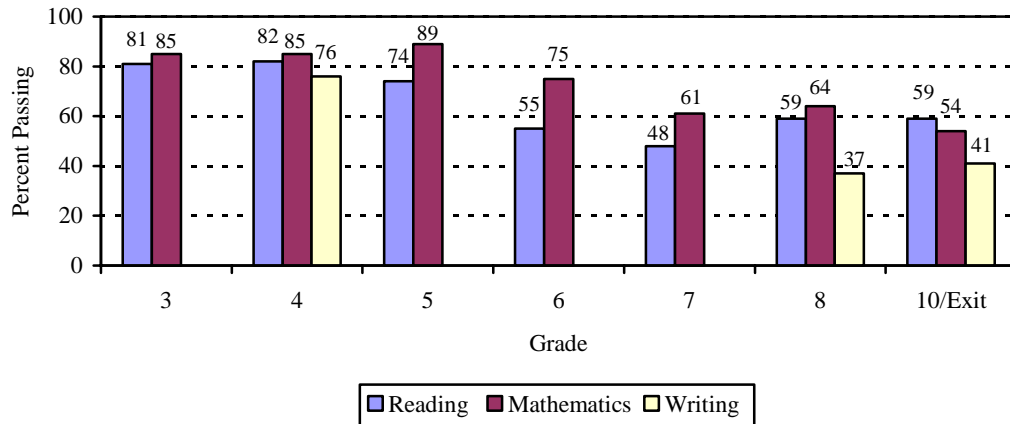
Figure 4 presents the results for ELLs from the 2001-02 English TAAS administration in grades 3-8 and 10/exit level. See Appendix B for number and percentage of exemptions by grade. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and writing. Passing TAAS is defined by TEA as responding to approximately 70% of the items correctly in each subject area test. As shown in the figure:

- €# Percentages passing are generally higher at elementary grades (3-5) than at middle/junior high school (6-8) or high school (9-12/Exit Level).
- €# The highest percentages passing (89%) of ELLs occurred in mathematics in grade 5, followed closely by 85% passing mathematics in grades 3 and 4.
- €# The lowest percentages passing (37%) of ELLs occurred in writing in grade 8, followed closely by writing in grade 10 (41%), and reading in grade 7 (48%).
- €# With the exception of grade 10/exit level, percentages passing mathematics are higher than percentages passing reading, and writing. (See Appendix C for the number of ELLs tested in each grade and subject.)

In 2001-02, the percentages of ELLs passing English TAAS improved from the previous school year in reading, mathematics, and writing in all grades with one exception in grade 3 in reading. The overall TAAS percentages passing for ELLs have improved for the past three years. (See Appendix C for Austin ISD ELLs' percentages passing English reading and mathematics from 1998-99 through 2001-02 for grades 3-8 and 10/exit level.)



Figure 4: Austin ISD ELLs, Percentages Passing English TAAS, Reading, Mathematics, and Writing, by Grade Level, 2001-02

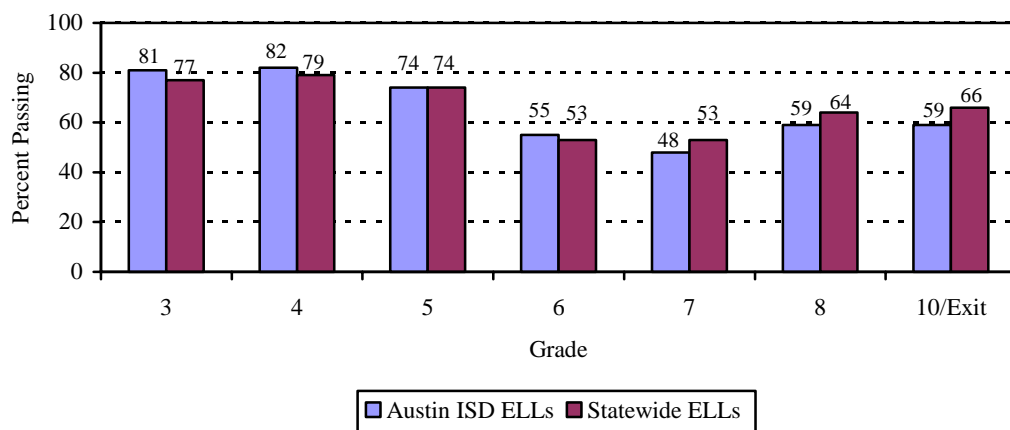


Data Source: TEA TAAS District Summary Reports, May 2002

**Austin ISD and Statewide ELLs’ 2001-02 TAAS Results**

As shown in Figure 5, a higher percentage of Austin ISD ELLs than ELLs statewide passed English TAAS reading in grades 3, 4, and 6, and they had the same percentage passing in grade 5 as ELLs statewide. The percentages passing were lower in grades 7, 8, and 10 for Austin ISD ELLs than ELLs statewide with the greatest difference being in grade 10, where 59% of Austin ISD ELLs passed compared to 66% ELLs statewide.

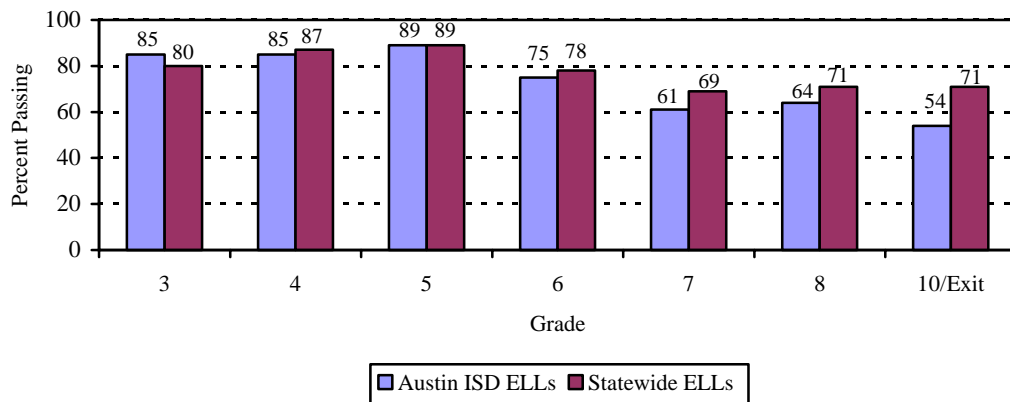
Figure 5: ELLs, Percentages Passing English TAAS, Reading, Austin ISD vs. State, by Grade Level, 2001-02



Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

In the English TAAS mathematics (Figure 6), a higher percentage of Austin ISD ELLs than ELLs statewide passed in grade 3, and in grade 5 the percentage passing was the same. At all the other grades, a lower percentage of Austin ISD ELLs than ELLs statewide passed. The largest difference was in grade 10, where only 54% of Austin ISD ELLs passed compared to 71% ELLs statewide.

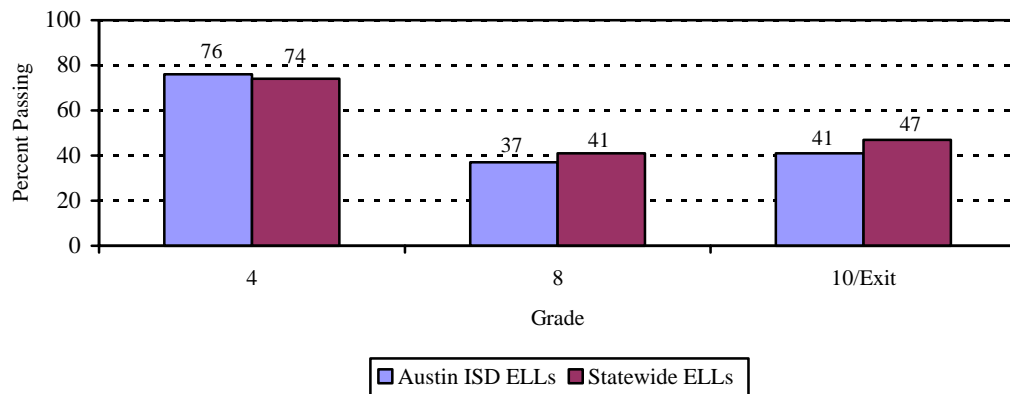
Figure 6: ELLs, Percentages Passing English TAAS, Mathematics, Austin ISD vs. State, by Grade Level, 2001-02



Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

With the exception of grade 4, the percentages of Austin ISD ELLs passing English TAAS writing were lower than for ELLs statewide (see Figure 7). The largest difference was in grade 10, where 41% of ELLs passed the writing test compared to 47% ELLs throughout the state.

Figure 7: ELLs, Percentages Passing English TAAS, Writing, Austin ISD vs. State, by Grade Level, 2001-02



Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

In general, when comparing the Austin ISD's ELLs to the state's ELLs, Austin ISD ELLs had lower passing rates on English TAAS in reading, mathematics, and writing at more grade levels than did ELLs throughout the state. Both ELLs at Austin ISD and throughout the state scored below the 55% state minimum passing rate on TAAS reading at grade 7, and on writing in grades 8 and 10/exit level. In addition, Austin ELLs scored below the minimum passing rate on TAAS mathematics in grade 10/exit level.

Figures 8, 9, and 10 show the changes in percentages passing English TAAS for ELLs between the 2000-01 and 2001-02 school years. Increases in percentages were found in:

- ☞ Reading: grades 4, 5, 6, 7, 8, and 10/exit level;
- ☞ Mathematics: all grades; and
- ☞ Writing: all grades.

There was one decrease in percentage passing in reading for grade 3. See Appendix C for a review of the percentages passing TAAS of ELLs' from 1998-99 through 2001-02 by grade.

Figure 8: Austin ISD ELLs, Percentages Passing English TAAS, Reading, by Grade Level, 2000-01 and 2001-02

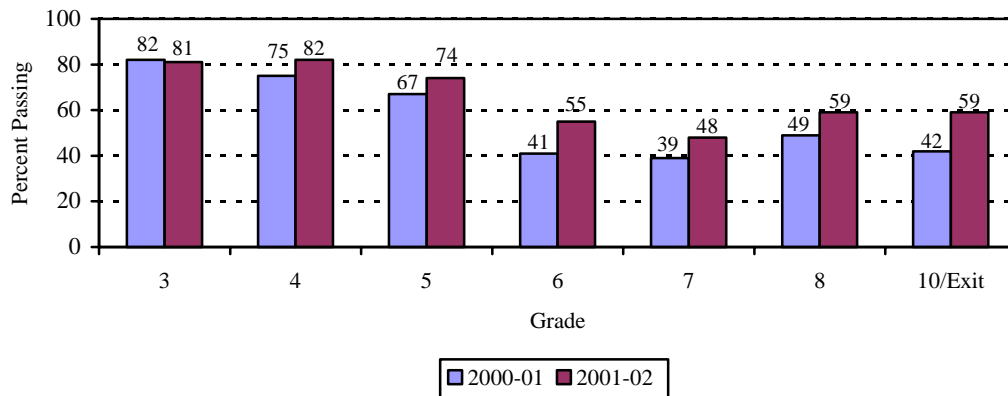


Figure 9: Austin ISD ELLs, Percentages Passing English TAAS, Mathematics, by Grade Level, 2000-01 and 2001-02

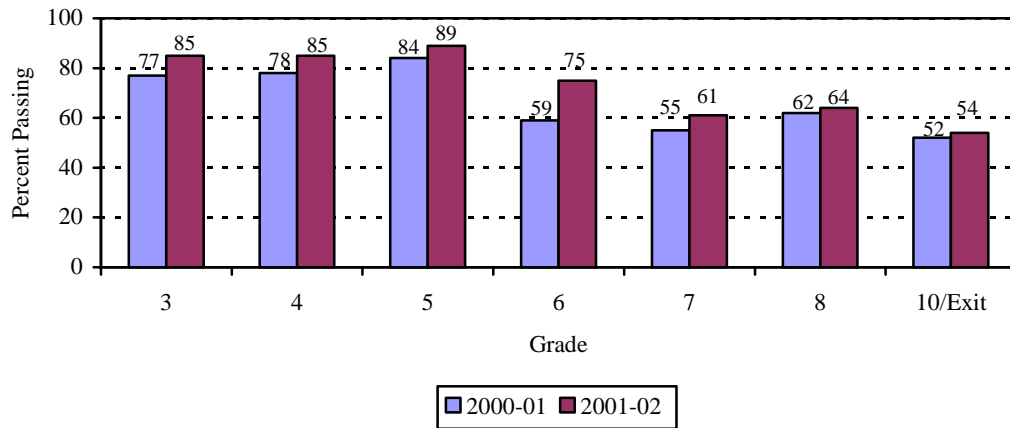
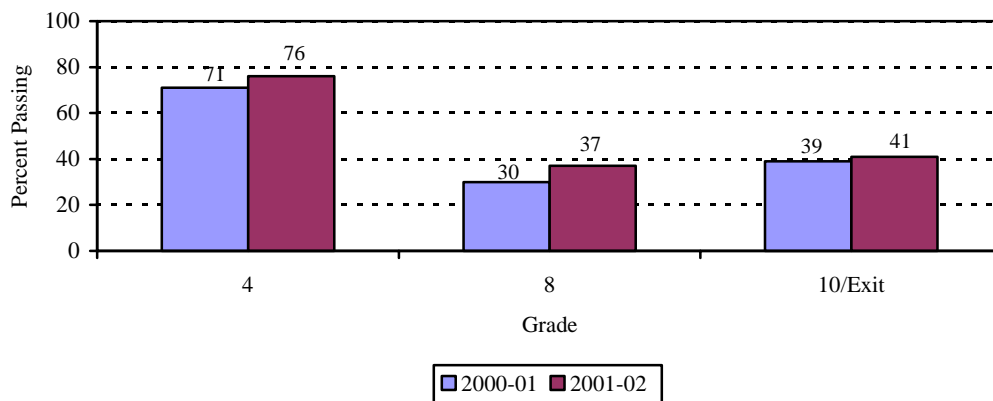


Figure 10: Austin ISD ELLs, Percentages Passing English TAAS, Writing, by Grade Level, 2000-01 and 2001-02

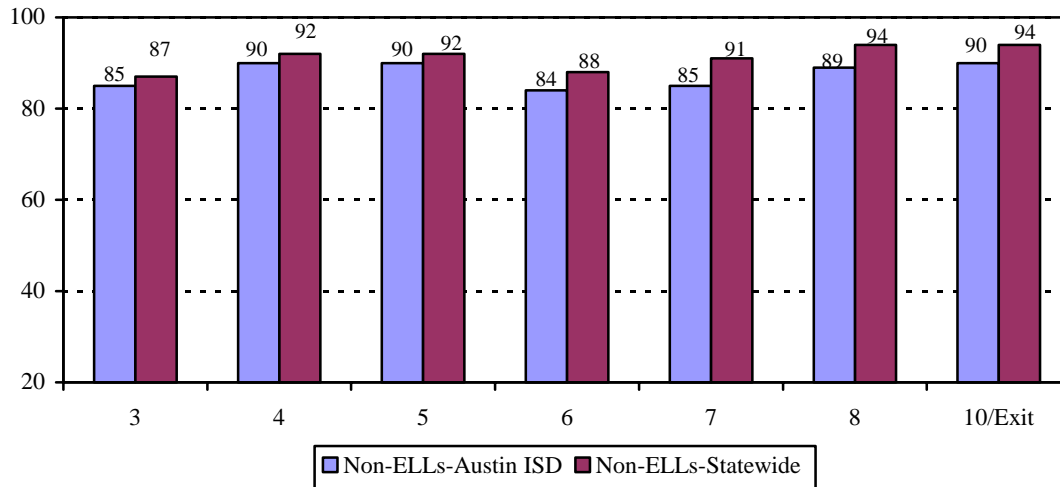


Data Source: TEA TAAS District Summary Reports, June 2001 and May 2002

The academic performance of Austin ISD's ELLs has improved over the past several years according to the increases in the passing rates on the state-mandated achievement test. Since ELLs are expected to meet state standards and are included in the state accountability system, their passing rates on TAAS have been carefully monitored by the BE/ESL Department staff for program modification. Given the high expectations for all students and that all students will learn everyday, the passing rates of Austin ISD non-ELLs and to non-ELLs throughout the state were examined. Figures 11, 12, and 13 present the percentages passing English TAAS reading, mathematics, and writing for non-ELLs at Austin ISD and non-ELLs throughout the state. These figures show the following results:

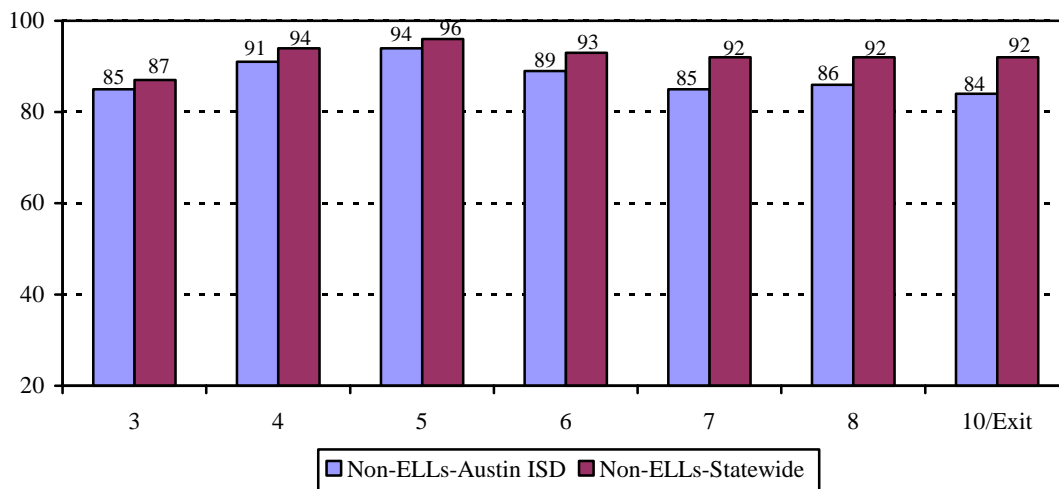
- # In reading, mathematics, and writing, the non-ELLs at Austin ISD and non-ELLs throughout the state had passing rates that were above the 55% state minimum passing rate. (See Figures 11, 12, and 13.)
- # In summary, the performance of non-ELLs in English TAAS in reading, mathematics, and writing tends to be slightly lower than that of non-ELLs throughout the state.

Figure 11: Non-ELLs-Austin ISD, and Non-ELLs-Statewide, Percentages Passing English TAAS, Reading, by Grade Level, 2001-02



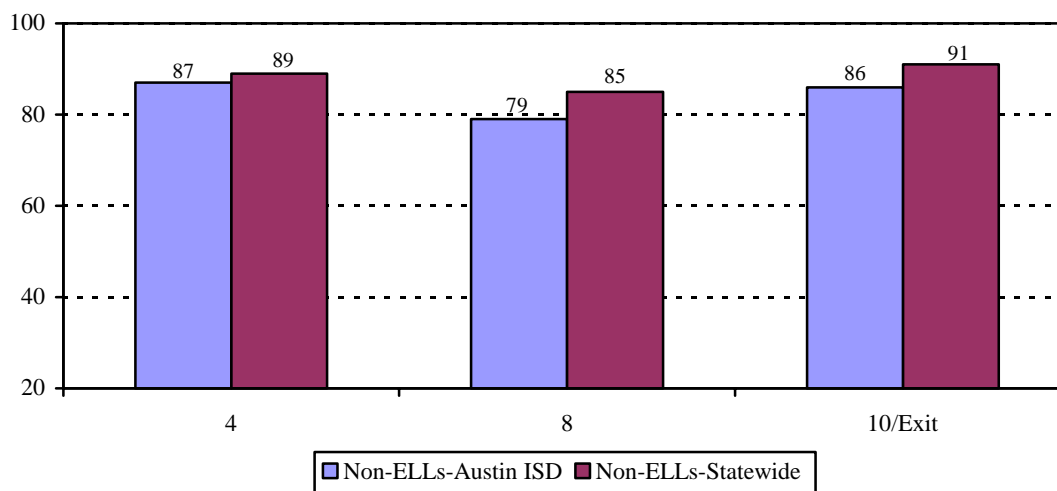
Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

Figure 12: Non-ELLs-Austin ISD, Non-ELLs-Statewide, Percentages Passing English TAAS, Mathematics, by Grade Level, 2001-02



Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

Figure 13: Non-ELLs-Austin ISD, Non-ELLs-Statewide, Percentages Passing English TAAS, Writing, by Grade Level, 2001-02



Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

In summary, the lowest passing rates were obtained by Austin ISD's ELLs and ELLs statewide beginning at grade 6 in both reading (see Figure 6), and mathematics (see Figure 7). In writing (see Figure 8), the passing rates for ELLs at Austin ISD and ELLs throughout the state were below the state standard in grades 8 and 10/exit level. The lower passing rates for middle/junior high school and high school students reflect the increasing difficulty in the academic requirements these students face. The academic reviews conducted by LPACs for ELLs in middle/junior high school and high school are critical in ensuring appropriate academic placement for them. Hakuta and colleagues (1999) as reported in August (2002) stated: "Even in districts that are considered the most successful in teaching English to LEP (limited English proficient) students, oral proficiency in English takes 3 to 5 years to develop, and academic English proficiency can take 4 to 7 years."

As the academic language becomes more demanding in the upper grades, closing the achievement gap becomes a very difficult task for language minority students without academic support at the campus level. August and Associates (2002) stated, "Of note and concern is that the [achievement] gap between ELLs and their peers markedly widens in the fifth grade; first and third graders are just 1 year behind native English speakers in basic reading, reading comprehension, and broad reading, but at fifth grade they are about 2 full years behind. Moreover, there are clear effects for poverty. Students in the 70% category lag considerably behind more economically-advantaged groups."

**TEXAS ASSESSMENT OF ACADEMIC SKILLS – SPANISH**

The Spanish TAAS, based on the Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS), provides a vehicle for examining the annual progress in student performance in reading, mathematics, and writing. All Spanish-version tests were fully implemented by spring 1998 and incorporated in the Academic Excellence Indicator System (AEIS), the state accountability system, in 2000. The Spanish TAAS is not considered an exemption and is administered on the same schedule as the English TAAS.

In 2001-02, a total of 1,545 BE students and 148 ESL students in Austin ISD in grades 3-6 participated in the Spanish TAAS reading. A total of 1,489 BE students and 151 ESL students in grades 3-6 participated in the Spanish TAAS mathematics. The number of students in reading and mathematics includes students who took both tests and/or students who may have taken only one test. A total of 331 students were reported on the Spanish TAAS Summary Reports as exempted from all tests. (See Appendix B.) The LPACs make the testing decision when the administration of the test is inappropriate because of native/primary language development, Admission, Review, and Dismissal (ARD) decision, or immigrant status.

The overall percentages for BE students tested in Spanish were determined by dividing the number of students served in each grade, and subject area by the number of students tested. In reading and in mathematics, the percentages tested in grades 3 and 4 were higher than in grades 5 and 6 and middle school 6. For grade 3, 55% of students served were tested in Spanish reading, and 54% in mathematics. For grade 4, 34% of students served were tested in reading, and 32% in mathematics. The percentage tested in grade 5 in reading was 25%, and 23% in mathematics. The percentages tested in Spanish in elementary grade 6 were 10% and 12% for reading and mathematics, respectively. For ESL students tested in middle school grade 6, the percentages tested for reading and mathematics were 20% and 21%, respectively. Table 4 presents the results of the Spanish TAAS for Austin ISD's ELLs.

¶ Of the BE students tested in *grade 3*, 71% passed reading and 82% passed mathematics. The number of ESL students in *grade 3* in reading and mathematics was 3, and TEA does not provide data for groups with fewer than five students.

¶ Of the BE students tested in *grade 4*, 75% passed writing, 61% passed reading, and 83% passed mathematics. The number of ESL students tested

in writing, reading, and mathematics in *grade 4* was fewer than five, and TEA does not provide data for groups with fewer than five students.

⊘# Of the BE students tested in *grade 5*, 71% passed reading and 87% passed mathematics. The number of ESL students tested in *grade 5* in reading and mathematics was fewer than five, so data are not available for them.

⊘# Of the BE students tested in *grade 6*, 64% passed reading and 67% passed mathematics. Of the ESL students in middle schools tested in *grade 6*, 38% passed reading and 50% passed mathematics. *Please note that only a small number of sixth grade ELLs receive bilingual instruction; most sixth grade ELLs participate in ESL instruction in the middle/junior high schools. Therefore, the results for grade 6 BE and ESL students on the Spanish TAAS should be viewed with caution because of the differences in the instructional programs the students receive.*

Table 4: Austin ISD ELLs, Number and Percentages Passing Spanish TAAS, Writing, Reading, and Mathematics, Grades 3-6, 2001-02

Grade	Bilingual Students					
	Writing		Reading		Mathematics	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	861	71%	855	82%
4	488	75%	415	61%	391	83%
5	N/A	N/A	258	71%	231	87%
6	N/A	N/A	11	64%	12	67%
Grade	English as a Second Language/ESL Students					
	Writing		Reading		Mathematics	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3, 4, 5*	*	*	*	*	*	*
6	N/A	N/A	139	38%	143	50%

N/A – The Writing Test is only administered in grades 4, 8, and 10/Exit Level.

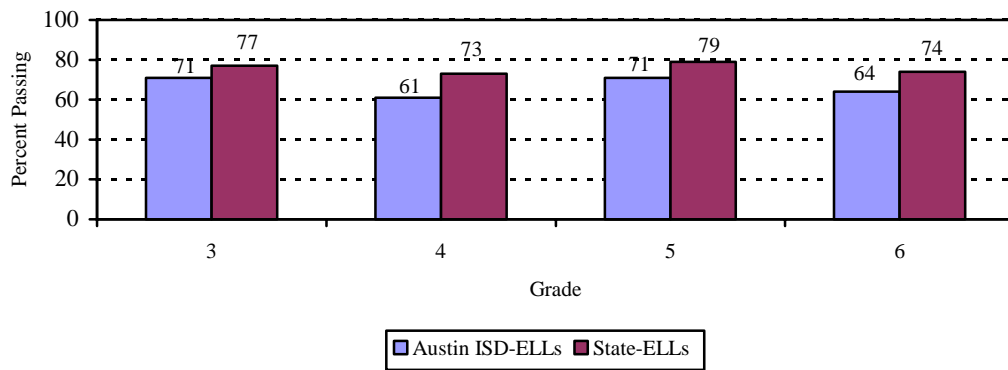
\* No data were reported by TEA for grades 3, 4, and 5 because they had of fewer than five students.

Data Source: TEA TAAS Spanish Summary Reports, May 2002



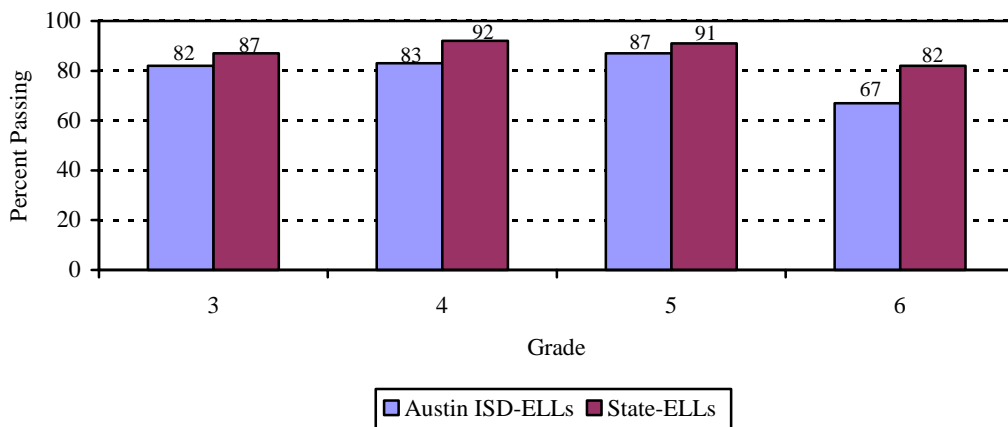
Figures 14 and 15 compare the statewide results of Spanish TAAS in reading and mathematics with the Spanish TAAS results for Austin ISD. Lower percentages of Austin ISD ELLs in grades 3, 4, 5, and 6 passed the Spanish TAAS tests in reading and mathematics than did ELLs throughout the state. The percentage passing Spanish TAAS writing in grade 4 for statewide bilingual students was 85%, and for Austin ISD it was 75%.

Figure 14: Bilingual ELLs, Percentages Passing Spanish TAAS, Reading, by Grade, Austin ISD vs. State, 2001-02



Data Source: TEA TAAS District Spanish Summary and Statewide Preliminary Reports, May 2002

Figure 15: Bilingual ELLs, Percentages Passing Spanish TAAS, Mathematics, by Grade, Austin ISD vs. State, 2001-02

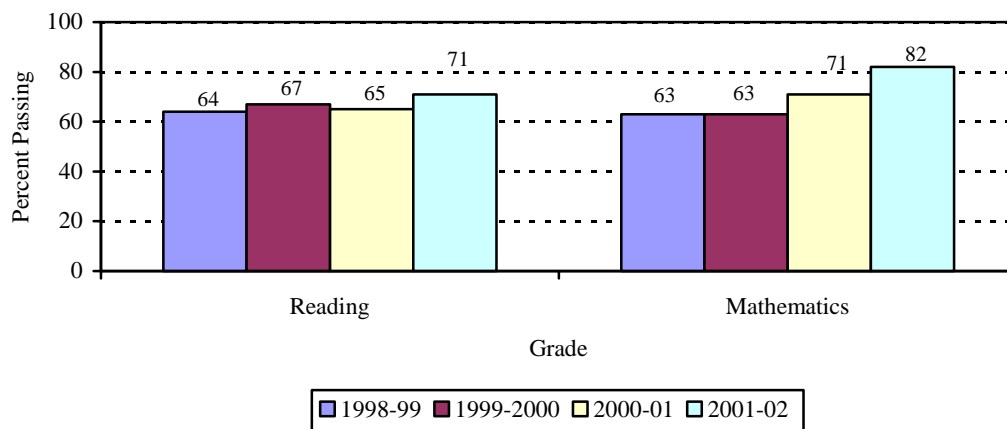


Data Source: TEA TAAS District Spanish Summary and Statewide Preliminary Reports, May 2002

### SPANISH TAAS 1998-99 THROUGH 2001-02

As the number of ELLs in Austin ISD has increased during the past five years, so has the number of ELLs who have participated in the state's Spanish assessment programs. In 1997-98, a total of 2,087 students were assessed with the Spanish TAAS in reading and mathematics, and in 2001-02, a total of 3,333 ELLs participated in the Spanish assessment. *These totals of students taking the TAAS reading and mathematics assessments included students who took both tests and/or students who may have taken only one test; therefore there are some duplicate counts.* All assessment decisions are made at the campus level by the LPAC. Figures 16 through 18 present the percentages of Austin ISD students passing Spanish TAAS for grades 3, 4, and 5 in reading and mathematics from 1998-99 through 2001-02. As the figures show, the percentages passing generally have increased in reading and mathematics during this period.

Figure 16: Austin ISD Bilingual ELLs, Percentages Passing Spanish TAAS, Reading and Mathematics, Grade 3, 1998-99 Through 2001-02



Data Source: TEA TAAS District Spanish Summary Reports, July 1999, June 2000, June 2001, and May 2002

Figure 17: Austin ISD Bilingual ELLs, Percentages Passing Spanish TAAS, Reading and Mathematics, Grade 4, 1998-99 Through 2001-02

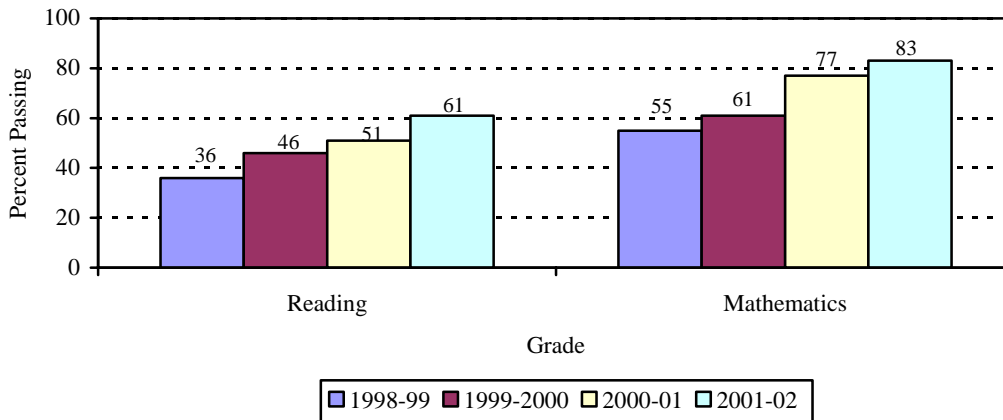
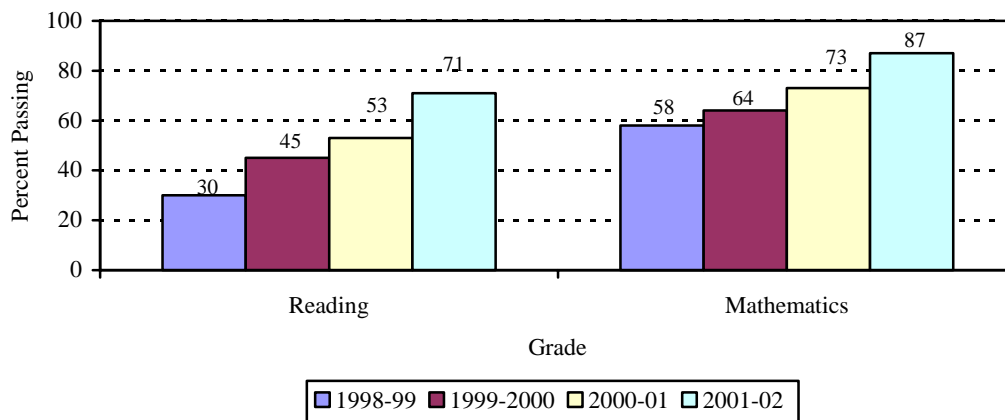


Figure 18: Austin ISD Bilingual ELLs, Percentages Passing Spanish TAAS Reading and Mathematics, Grade 5, 1998-99 Through 2001-02



Data Source: TEA TAAS District Spanish Summary Reports, July 1999, June 2000, June 2001, and May 2002

If ELLs are in an elementary school that includes grade 6, they can participate in a BE program if one is available at that school, and such a program is instructionally appropriate. If the ELLs are in middle/junior high, the only instructional program that is available for them is an ESL program. As sixth graders in either instructional environment, if their respective LPACs determine the Spanish TAAS in reading and/or mathematics is an appropriate assessment, the students will be tested with the Spanish TAAS. See Table 5 for the number of students and percentages passing Spanish TAAS in reading and mathematics for the past five years. As presented in Table 5, most 6<sup>th</sup> graders taking Spanish TAAS attend middle schools. The highest percentage passing for middle/junior high school students was in 2000-01 in mathematics (57%). All other percentages passing for the past five years are in a range of 16% to 50% in reading and

mathematics. Percentages passing among 6<sup>th</sup> graders either remained steady or declined. Since the data show that relatively few of the six graders taking Spanish TAAS reading and mathematics are passing, Austin ISD must re-examine the ESL instructional program. As the curriculum becomes more rigorous, the English language skills of ELLs must be accelerated to assure their successful completion of middle/junior high school. (See Appendix E for charts contrasting bilingual elementary grade 6 and ESL middle school grade 6.)

Table 5: Austin ISD Bilingual and ESL ELLs, Grade 6, Number and Percentages Passing Spanish TAAS, Reading and Mathematics, School Years 1997-98 Through 2001-02

<b>School Year</b>					<b>Elementary School Grade 6</b>				
					<b>Reading</b>		<b>Mathematics</b>		
					<b>Number</b>	<b>Percentage Passing</b>	<b>Number</b>	<b>Percentage Passing</b>	
<b>1997-98</b>					20	15%	20	25%	
<b>1998-99</b>					4	*	4	*	
<b>1999-2000</b>					10	20%	9	44%	
<b>2000-01</b>					13	69%	12	83%	
<b>2001-02</b>					11	64%	12	67%	
<b>School Year</b>					<b>Middle School Grade 6</b>				
					<b>Reading</b>		<b>Mathematics</b>		
					<b>Number</b>	<b>Percentage Passing</b>	<b>Number</b>	<b>Percentage Passing</b>	
<b>1997-98</b>					87	33%	88	35%	
<b>1998-99</b>					91	18%	93	37%	
<b>1999-2000</b>					128	16%	126	33%	
<b>2000-01</b>					96	38%	98	57%	
<b>2001-02</b>					139	38%	143	50%	

Data Source: Bilingual Education/ESL Program Reports, 1997-98 Through 2001-02 and TEA District Summary, May 2002

### **IOWA TESTS OF BASIC SKILLS (ITBS)**

The ITBS is a norm-referenced test (NRT) in English designed to measure student achievement in three broadly defined skill areas: reading, language, and mathematics. Scores from the NRTs (e.g., percentile and grade equivalents or GEs) compare a student's test performance with that of a national sample of students at the same grade level. In 2001-02, Austin ISD students in grades 5 and 8 took the ITBS during the fall semester. ELLs, whose language dominance was Spanish or some other language, were given the ITBS when their LPACs determined the language of instruction was English and the test was appropriate for them.

Table 6 presents the fall 2001 ITBS results for ELLs.

⊘ Spanish-speaking ELLs in grades 5 and 8, on all tests, scored below the national averages. The testing was in October, the second month of school; therefore, the national mean grade equivalent (GE)\* was X.2, where X is the grade level, e.g., 2.2 at grade 2.

⊘ ELLs speaking languages other than Spanish in grades 5 and 8 also scored below the national average on all tests.

Table 6: Number of ELLs Tested and Mean Grade Equivalents for Grades 5 and 8, ITBS, 2001-02

		Spanish Language Speakers					
		Reading		Language		Mathematics	
Grade		#	Mean	#	Mean	#	Mean
	Tested	GE*	Tested	GE*	Tested	GE*	
5		675	3.2	686	3.3	705	4.0
8		56	4.2	56	4.2	56	5.0
		Speakers of Other Languages					
		Reading		Language		Mathematics	
Grade		#	Mean	#	Mean	#	Mean
	Tested	GE*	Tested	GE*	Tested	GE*	
5		52	4.1	55	4.2	58	4.8
8		3	5.8	3	6.5	3	5.2

\*GE = Grade Equivalent

Data Source: Austin ISD Student Records

With both the federal and statewide emphasis on early literacy skills and reading, the district administered the ITBS for the second year to students in grade 2. During the testing window of April 29 – May 17, 2002, both the ITBS and Logramos, the Spanish achievement test, were administered to 4,580 students districtwide. The results of the ITBS and Logramos were sent to schools during the summer so that principals and teachers could utilize the data for planning their instruction at the beginning of the school year.

In spring 2002, students in grade 2 whose language dominance was Spanish, and students whose language dominance was some other language were given the ITBS in reading and mathematics, when their LPACs determined it was an appropriate assessment for them. A total of 426 (24%) of students was tested in reading, and 439 (25%) was tested in mathematics. As presented in Table 7, Spanish-speaking students scored slightly below the national average in reading (2.9) and mathematics (2.9), and the speakers of languages

other than English scored above the national average in reading (2.9) and mathematics (2.9).

Table 7: Number of ELLs Tested and Mean Grade Equivalents, for Grade 2, ITBS, 2001-02

Spanish Language Speakers				
Grade	Reading		Mathematics	
	# Tested	Mean GE*	# Tested	Mean GE*
2	292	2.4	300	2.5
Speakers of Other Languages				
Grade	Reading		Mathematics	
	# Tested	Mean GE*	# Tested	Mean GE*
2	134	3.1	139	3.1

\*GE = Grade Equivalent

Data Source: Austin ISD Student Records

In addition, 1,186 (67%) of ELLs were administered the Logramos reading achievement test and 1,205 (68%) took the mathematics achievement test when their LPACs determined it was appropriate for them. Spanish-speaking students scored above the national averages in both reading and mathematics (see Table 8).

Table 8: Number of ELLs Tested and Mean Grade Equivalents, for Grade 2, Logramos, 2001-02

Spanish Language Speakers				
Grade	Reading		Mathematics	
	# Tested	Mean GE*	# Tested	Mean GE*
2	1,186	4.9	1,205	3.9

\*GE = Grade Equivalent

Data Source: Austin ISD Student Records

### READING PROFICIENCY TESTS IN ENGLISH (RPTE)

In March 2000, a new component of the statewide assessment program called the Reading Proficiency Tests in English (RPTE) was implemented. Along with the TAAS in English and Spanish, the RPTE is part of a comprehensive system for assessing ELLs academic progress in grades 3-12. The RPTE is designed to assess the English reading skills of ELLs in a way that takes into account how students acquire a second language. The RPTE assesses the students' reading skills at three levels of reading proficiency – beginning, intermediate, and advanced.

The RPTE tests are designed for four grade groups: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. Each test within the four groups measures the three levels of reading proficiency. The reading skills assessed for each group come from and are aligned with the English language arts strand and the ESL strand of the state-mandated curriculum (Texas Essential Knowledge and Skills – TEKS). As specified in the TEKS, student expectations for second language learners apply to their levels of proficiency in English and are not grade specific. “Because successful performance on the RPTE is determined by annual progress rather than a pass/fail score, the English reading proficiency of ELLs is expected to increase annually. The test includes two major kinds of scores: a proficiency rating and a scale score.” (*Bilingual Education/English as a Second Language Instructional Handbook, Pre-K-12, Austin ISD, 2001-02*) Schools can use the RPTE to monitor second language development and English acquisition as students master English academic skills.

All students classified as ELLs in grades 3-12 (including students taking the TAAS in either English or Spanish) who have not reached an advanced proficiency level on the RPTE are required to take the RPTE. Recent unschooled immigrant students can be considered for an exemption by the LPAC, if they arrived after January 2002 and lacked the necessary foundations in the TEKS. Immigrant students who are exempted from the RPTE will be assigned a benchmark score of zero. In March 2002, a total of 5,753 Austin ISD students were administered the RPTE. An additional 715 students were absent, 168 students were exempted by their ARD Committee, and 233 students were not tested for other reasons. (See Table 9.) Of the students who were absent, 485 were in grades 9-12, and 230 were in grades 3-8.

Table 9: Number of Austin ISD ELLs Tested, Absent, and Exempted from RPTE, by Grade Level, 2001-02

Grade	Number and Percent Tested		Number and Percent Absent		Number and Percent Exempted (ARD)		Number and Percent of Other Students Not Tested	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	1,706	30%	44	6%	11	7%	2	1%
4	1,010	18%	21	3%	22	13%	38	16%
5	811	14%	17	2%	12	7%	30	13%
6	554	10%	29	4%	10	6%	53	23%
7	516	9%	58	8%	10	6%	34	15%
8	472	8%	61	8%	9	5%	35	15%
9	352	6%	185	26%	29	17%	24	10%
10	196	3%	99	14%	18	1%	7	3%
11	99	2%	118	17%	25	15%	5	2%

<b>12</b>	37	<1%	83	12%	22	13%	5	2%
<b>Total</b>	5,753	100%	715	100%	168	100%	233	100%

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Report, May 2002



As presented in Table 10:

- €# A total of 2,458 (43%) ELLs obtained an Advanced Proficiency Rating, and they will not be tested in 2002-03 with the RPTE.
- €# A total of 1,552 (27%) ELLs obtained an Intermediate Proficiency Rating.
- €# A total of 1,738 (30%) ELLs obtained a Beginning Proficiency Rating.

Table 10: RPTE Summary Report, Number Tested and Proficiency Rating, Grades 3-12, Spring 2002

Grade	Number Tested	RPTE Proficiency Rating					
		Beginning		Intermediate		Advanced	
		Number	Percent	Number	Percent	Number	Percent
3	1,706	495	29%	443	26%	768	45%
4	1,010	313	31%	303	30%	394	39%
5	811	243	30%	211	26%	357	44%
6	554	172	31%	166	30%	216	39%
7	516	150	29%	144	28%	217	42%
8	472	146	31%	104	22%	222	47%
9	352	144	41%	88	25%	120	34%
10	196	57	29%	53	27%	86	44%
11	99	15	15%	35	35%	49	49%
12	37	3	8%	5	14%	29	78%
<b>Total</b>	5,735	1,738	30%	1,552	27%	2,458	43%

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Report, May 2002

The 2001-02 school year was the third year the RPTE was administered to ELLs throughout the state of Texas. Two RPTE questions included in the evaluation plan for the current school year were: (1) How many ELLs at Austin ISD took the test in school years 2000-01 and 2001-02, were promoted to the next grade, and what were their proficiency levels the second year? (2) How many ELLs took the test both years, had not been promoted to the next grade, and what were their proficiency levels the second year of the test administration?

To answer these questions, a two-year analysis was conducted using the district's RPTE files. A total of 2,414 students were identified as having been tested both years, promoted to the next grade, and having valid scores. Table 11 presents the numbers and percents of ELLs who were promoted and their RPTE proficiency ratings in the 2001-02 school year. Most (77%) of the ELLs had reached intermediate (33%) or advanced (44%) levels of proficiency on the RPTE.

Table 11: Number and Percent of Promoted ELLs Tested in 2000-01 and 2001-02, Grade Distribution, and RPTE Proficiency Levels, Spring 2002

Grade	Beginning Proficiency Level	Intermediate Proficiency Level	Advanced Proficiency Level
4	171	255	300
5	114	165	262
6	74	126	157
7	51	88	125
8	59	68	138
9	52	43	36
10	23	26	28
11	5	18	19
12	1	2	8
<b>Total</b>	550	791	1,073
<b>(Percent)</b>	(23%)	(33%)	(44%)

Data Source: Austin ISD Student Records

The RPTE proficiency levels of ELLs (n=2,414) tested both years changed for the majority (66%) of them. Table 12 presents the status and grade distribution of the students tested:

- ⌘ 23% went from a beginning level to an intermediate level,
- ⌘ 29% went from an intermediate level to an advanced level,
- ⌘ 14% went from a beginning level to an advanced level,
- ⌘ 33% maintained the same proficiency level, and
- ⌘ 1% regressed in their proficiency level (intermediate to beginning level).

Of the 802 (33%) students whose proficiency level remained the same:

- ⌘ 518 had a beginning level of proficiency,
- ⌘ 243 had an intermediate level of proficiency, and
- ⌘ 41 students had an advanced level of proficiency and were tested inappropriately.

The recommendation from the TEA Assessment Division is that the results of the RPTE be utilized by the LPACs in making instructional decisions for ELLs, and the expectation is that students' proficiency levels increase on a yearly basis.

Table 12: Status and Grade Distribution of RPTE Proficiency Levels in ELLs Tested in 2000-01 and 2001-02

Grade	Beginning to Intermediate Level		Intermediate to Advanced Level		Beginning to Advanced Level		Remained the Same		Regressed in Level		Total
4	173	24%	203	28%	91	12%	247	34%	12	2%	726
5	114	21%	177	33%	78	14%	166	31%	6	1%	541
6	77	22%	112	31%	38	11%	126	35%	4	1%	357
7	68	26%	72	27%	50	20%	73	27%	1	<1%	264
8	55	21%	80	30%	44	16%	84	32%	2	1%	265
9	26	22%	22	17%	11	8%	68	52%	4	3%	131
10	19	25%	15	19%	12	16%	28	36%	3	4%	77
11	14	33%	14	33%	5	12%	9	21%	0	0	42
12	2	18%	7	64%	1	9%	1	9%	0	0	11
<b>Total (%)</b>	548 (23%)		702 (29%)		330 (14%)		802 (33%)		32 (1%)		2,414

Data Source: Austin ISD Student Records

The total number of students who took the RPTE both years and who were not promoted from one grade to the next was 80. Table 13 presents the proficiency levels of the non-promoted students in 2001-02 with valid RPTE scores.

- ## Among students at the beginning level, two students had regressed from intermediate levels to beginning levels and one student had regressed from an advanced level to a beginning level. The remaining 35 had stayed at the beginning proficiency level.
- ## Of the 21 intermediate level students, 15 students had increased their proficiency levels from beginning to intermediate, and six students had remained at an intermediate proficiency level.
- ## Among students at the advanced level, eight students had changed from beginning levels to advanced levels, and 13 students had changed from intermediate levels to advanced levels.

Thus, 36 students had progressed from one proficiency level to the next, 41 remained the same proficiency level, and 3 students regressed in their English proficiency level.

Table 13: Number and Percent of Non-Promoted ELLs Tested in 2000-01 and 2001-02, Grade Distribution, and RPTE Proficiency Levels

Grade	Beginning Proficiency Level		Intermediate Proficiency Level		Advanced Proficiency Level		Total
	Count	Percent	Count	Percent	Count	Percent	
3	13	50%	10	38%	3	12%	26
4	6	50%	4	28%	4	28%	14
5	2	50%	0	0	3	60%	5
6	2	50%	0	0	3	60%	5
7	3	50%	1	20%	1	20%	5
8	0	50%	2	50%	2	50%	4
9	9	50%	4	25%	3	19%	16
10	3	50%	0	0	1	25%	4
11	0	50%	0	0	1	100%	1
12	0	50%	0	0	0	0	0
<b>Total</b>	38		21		21		80
<b>(%)</b>	(48%)		(26%)		(26%)		(100%)

Data Source: Austin ISD Student Records

### ENGLISH PROFICIENCY

The district's objective is to assist ELLs in attaining English proficiency and to meet the state's performance standards. In Austin ISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status in Austin ISD, a student must:

- Meet state performance standards for the English language criterion-referenced assessment instrument (TAAS) for reading and writing (when available) required in the Texas Education Code, § 39.023, at grade level; or
- Score at or above the 40<sup>th</sup> percentile in both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument.

The LPACs at the individual campuses may choose to have an oral proficiency test administered to the ELLs for additional information, and may consider the student's overall progress as demonstrated by grades and a teacher's recommendation. An exited student is monitored for two years by law to ensure he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

**NUMBER OF EXITS**

Regarding student data, the current school year was critical because mainframe data systems were replaced by a new campus-based student data system. In the process of making the “conversion” from the former system to the new system some data were not converted onto the new campus-based data system. Since some of the data were not transferred, the process of counting the ELLs who had exited the BE/ESL Program during the 2001-02 school year had to be reexamined. In the previous academic year, exited students were counted from the LEPS mainframe file, matched to the TAAS file, and finally program entry and exit dates were included in counting the exited students. Because not all of those variables had been converted or entered onto the new student data system, the data on exited students were obtained directly from the TAAS file. Therefore, in order for a student to be counted as having obtained exit status in 2001-02, he/she had to have passed English TAAS reading (grades 3 through 8, and 10/exit level), and writing at (grades 4, 8, and 10/exit level). The LPAC and school personnel at the campus are responsible for entering ELLs data beyond initial enrollment data.

The analyses regarding exited ELLs from the TAAS file indicated that 1,496 students were eligible for program exit based on the TAAS exit criteria. Table 14 presents the most recent numbers of ELLs eligible for exited status by grade level for the 2001-02 school year based on TAAS data from the 2000-01 school year.

Table 14: Number of Austin ISD ELLs Eligible for Exited Status, by Grade Levels, 2001-02

<b>Grade</b>	<b>Number of Exited Students</b>
<b>4</b>	382
<b>5</b>	230
<b>Elementary 6</b>	50
<b>Elementary Total</b>	662
<b>Middle School 6</b>	299
<b>7</b>	175
<b>8</b>	171
<b>Middle/Junior High School Total</b>	645
<b>9</b>	95
<b>10/Exit</b>	94
<b>High School Total</b>	189
<b>Total Exited Students</b>	1,496

Data Source: Austin ISD Student TAAS Records

**PERIODIC ASSESSMENT IN THE LANGUAGE OF INSTRUCTION**

Yearly assessment of the growth and progress in the language of instruction are conducted by the teachers of ELLs. As a standard, Austin ISD staff will assess all students with a language-appropriate reading assessment to determine if all students are making adequate progress at their respective grade levels. Among the reading assessments are the Tejas LEE, the Texas Proficiency Reading Inventory (TPRI), the Developmental Reading Assessment (DRA), and the Flynt Cooter. Professional staff development on how to utilize these reading assessments with ELLs has been provided by the bilingual coordinators. The results from some of these reading assessment instruments are part of campus-level data for campus staff to address periodic assessment and continuous diagnosis in the language(s) of instruction in their Campus Improvement Plans (CIPs). Complete data are not available for all the tests mentioned at the district level, and are not summarized in this report.

**BILINGUAL EDUCATION PROGRAM / ESL PROFESSIONAL STAFF DEVELOPMENT**

Based on the data provided by the Austin ISD's BE/ESL Program staff, a summary analysis was done on the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. The bilingual staff provided 32 professional development workshops that occurred throughout the academic year. Most (88%) of the professional development training activities were held at the Professional Development Academy (PDA) which is the district's main training center, and one training activity occurred at Old Pleasant Hill, the other district's training facility. The remaining professional training activities (12%) were conducted at elementary school campuses.

**FREQUENCY OF TRAINING ACTIVITIES**

Districts are required by state law to maintain documentation regarding the professional staff development provided to teachers and administrators. Thirteen (41%) of the 32 workshops were held in fall 2001 and the remaining nineteen (59%) were conducted in spring 2002. The frequency and duration of the workshops were:

- €# 14 (44%) were all-day commitments, lasting six to eight hours, between the hours of 8:00/8:30 AM and 3:30/4:00 PM.

€# 14 (44%) professional development activities occurred in the afternoon, lasting one to four hours. One workshop was held early in the afternoon (1:00 PM to 3:30 PM), and thirteen workshops were conducted after 3:00 PM and ended between 5:30 PM and 8:00 PM. The majority of the afternoon workshops started after 3:15 PM in order to maximize teacher participation without altering their teaching schedules, and to reduce the need for substitutes.

€# 7 (12%) workshops were conducted in the morning and lasted three hours from 8:30 AM to 11:30 AM.

Specific details regarding all 32 Austin ISD-sponsored professional staff development activities in the BE/ESL Program during 2001-02 are available through the Department of Bilingual Education/English as a Second Language.

#### **NUMBER OF TEACHERS AND TEACHER ASSISTANTS TRAINED**

In 2001-02, a total of 843 Austin ISD staff members participated in professional staff development for ELLs. The professional staff development provided by the BE/ESL Program staff is voluntary and open to all teachers who provide instruction to ELLs. Among the participants were principals, assistant principals, counselors, curriculum specialists, bilingual instructional coordinators, instructional specialists, teachers, a reading recovery teacher, an instructional coach, and an administrative intern.

The professional staff development occurred in increments of one hour, one and one-half hours, two hours and two and one-half hours, three, four, six, seven, and seven and one-half hours. Altogether, 136.75 hours of professional staff development on topics related to bilingual education were delivered to 843 administrators, teachers, and other bilingual support staff for a total of 14,915.50 staff hours (see Table 15).

Table 15: Professional Staff Development Hours for Administrators, Teachers, and Other Bilingual Support Staff, 2001-02

<b>Duration of Workshop-Number of Hours</b>	<b>Number of Workshops</b>	<b>Number of Participants</b>	<b>Total Number of Staff Hours</b>
<b>1</b>	3	66	198
<b>1.25</b>	1	21	31.50
<b>1.50</b>	1	28	35
<b>2.0</b>	4	93	744
<b>2.5</b>	2	42	210
<b>3.0</b>	5	175	2,625
<b>4.0</b>	2	84	672
<b>6.0</b>	5	128	3,840
<b>7.0</b>	5	76	2,660
<b>7.5</b>	4	130	3,900
<b>Total</b>	32	843	14,915.50

Data Source: Bilingual Education/ESL Program Records

### SCOPE OF TRAINING

The general themes of the professional staff development activities for teachers and administrators of ELLs centered on providing them with elementary and secondary programmatic information, and instructional strategies and activities applicable to all grade levels. In addition, professional development activities provided training to facilitate BE and ESL endorsement for teachers. Endorsements are teaching credentials provided by the state that are the result of a person's successful performance on an examination administered by the state. These documents validate a person's qualifications to provide instruction in a classroom in Texas.

The professional development workshop descriptors were prepared by the BE/ESL Department staff. These descriptors were submitted to PDA and included in the Academy's catalog for districtwide distribution, and on the district's website. During the school year, the BE/ESL staff invited school personnel to participate in relevant professional development activities that addressed district and/or program initiatives. For certain workshops, the participants received a stipend, and in some situations a substitute teacher was hired at the expense of the BE/ESL Program to release the teacher from classroom obligations.

During August and January, the BE/ESL Department staff provided six workshops that addressed programmatic issues. Among the issues addressed were LEP identification procedures, planning appropriate instruction for ELLs, new district forms and procedures, and current guidelines for assessment decisions regarding (English or Spanish TAAS and



RPTE) by the LPACs. A total of 227 teachers and other school personnel participated in workshops addressing programmatic, assessment, and compliance issues. These staff provided instruction and school-related services to students in grades Pre-K-12.

The instructional workshops for both elementary and secondary teachers were conducted throughout the academic year. The recurrent themes of the 15 elementary workshops were literacy and language development. The workshops covered early phonological development, state-adopted ESL materials, the systematic use of the LEER MAS materials, which are an extension of the Texas Teacher Reading Academy applied to a bilingual learning environment, the development of literacy centers in a BE/ESL classroom, the demonstration, practice, and application of guided reading principles, and the traits of effective writers in Spanish. A total of 356 elementary teachers participated in these workshops with a literacy focus.

In 2001-02, nine professional workshops were offered for middle/junior high and high school teachers, and were attended by 243 teachers. The primary goal of these secondary workshops was to provide teachers with effective instructional strategies to enhance and accelerate the acquisition of English. For three years the BE/ESL Department has concentrated time and financial resources to the training of cadres of teachers across the content areas by providing extensive knowledge, skills, and materials in the delivery of sheltered English instruction to accelerate English acquisition. Other secondary workshops addressed effective instructional strategies, literacy practices, and methodology.

Two professional development sessions prepared teachers to take the state examinations for their BE and/or ESL endorsements. The workshops for the ESL Examination for the Certification of Educators in Texas (ExCET), and the BE ExCET were attended by 14 and 3 teachers, respectively.

### **RESULTS OF TEACHER TRAINING**

Teachers provided feedback on 32 professional development workshops. Overall, the professional development sessions received positive evaluation from staff participants. Most participants that responded to the evaluation surveys gave positive ratings to the content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned. The results for each professional development session were tallied and are available for review through the BE/ESL Department.

**APPENDICES**

**APPENDIX A**

## Text of 19 TAC

## Chapter 89. Adaptation for Special Populations

## Subchapter BB Commissioner's Rules Concerning State Plan for Education of Limited English Proficient Students

- 89.1260        Monitoring of Program and Enforcing Law and Commissioner's Rules.
- a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.
  - b) To ensure a comprehensive monitoring and assessment effort to each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.
- 89.1265.        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 student, the extent to which they are becoming proficient in English, the number of student who have exited from the bilingual and English as a second language program, the number of teachers and aides trained and the frequency, scope, and results of training. These reports shall be retained at the district level and made available to the monitoring teams according to 89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).
  - c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and in home language at least annually.
  - d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically detailed performance measures for limited English proficient students proposed to be served each year.
  - e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.2253, for the purpose of improving student performance for limited English proficient students.

**APPENDIX B**

Number and Percent of ELLs Exempted from Spanish and English TAAS, Austin ISD and State

Grade	Austin ISD		State	
	Spanish		Spanish	
	Number	Percent	Number	Percent
<b>3</b>	106	10%	1333	5%
<b>4</b>	68	10%	719	5%
<b>5</b>	115	29%	773	11%
<b>6</b>	42	20%	209	12%
Grade	Austin ISD		State	
	English		English	
	Number	Percent	Number	Percent
<b>3</b>	71	2%	3,234	1%
<b>4</b>	60	1%	2,794	1%
<b>5</b>	71	1%	3,457	1%
<b>6</b>	66	1%	4,915	2%
<b>7</b>	278	6%	6,989	2%
<b>8</b>	207	4%	5,624	2%
<b>10/Exit</b>	0	0	0	0

Data Source: State and District Spanish and English TAAS Summary Reports, May 2002

**APPENDIX C**

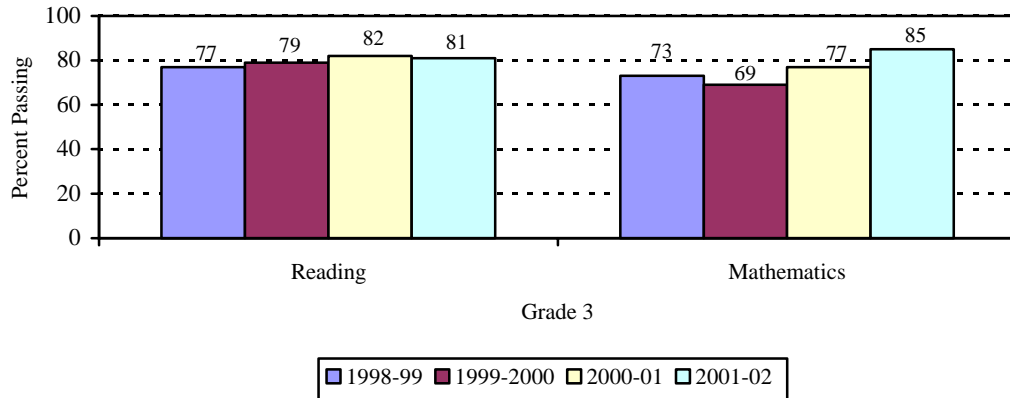
Austin ELLs, Number Tested and Percentages Passing English TAAS, by Grade Level, 2001-02

Grade	Reading		Mathematics		Writing	
	Number	Percentage Passing	Number	Percentage Passing	Number	Percentage Passing
<b>3</b>	367	81%	366	85%	*	*
<b>4</b>	628	82%	654	85%	532	76%
<b>5</b>	538	74%	574	89%	*	*
<b>6</b>	476	55%	481	75%	*	*
<b>7</b>	415	48%	416	61%	*	*
<b>8</b>	398	59%	403	64%	379	37%
<b>10/Exit</b>	302	59%	308	54%	311	41%

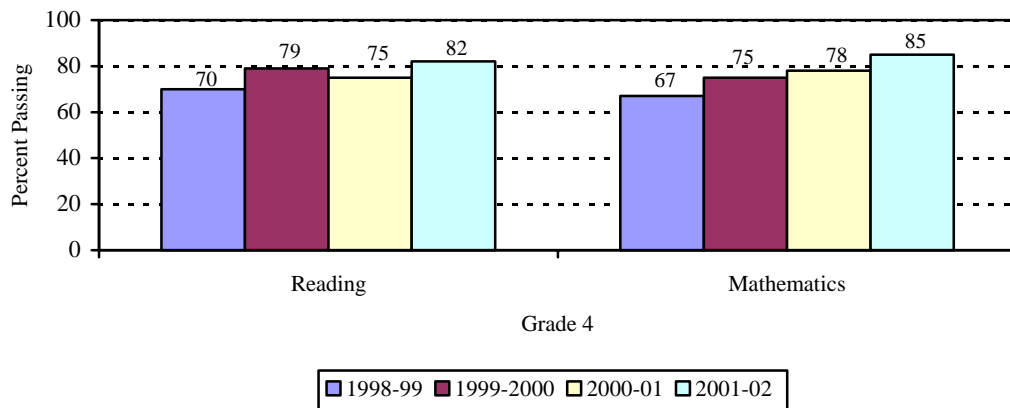
Data Source: District English TAAS Summary Reports, May 2002

**APPENDIX D**

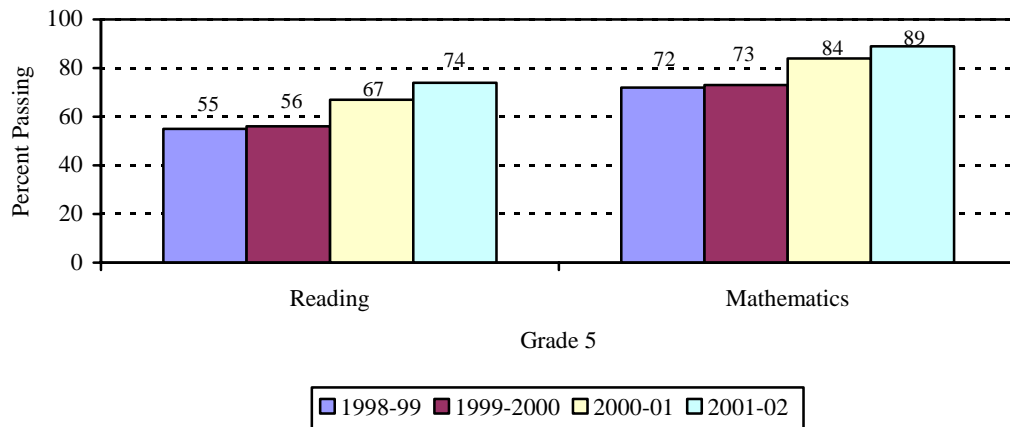
Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 3



Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 4

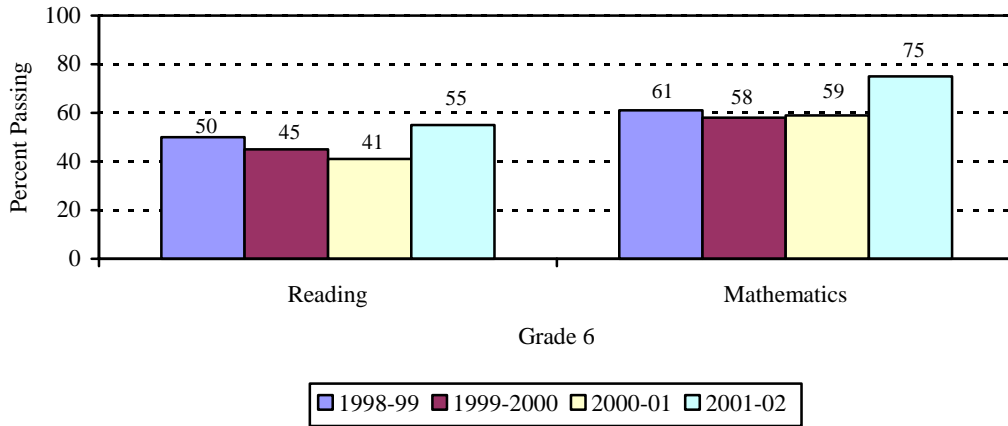


Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 5

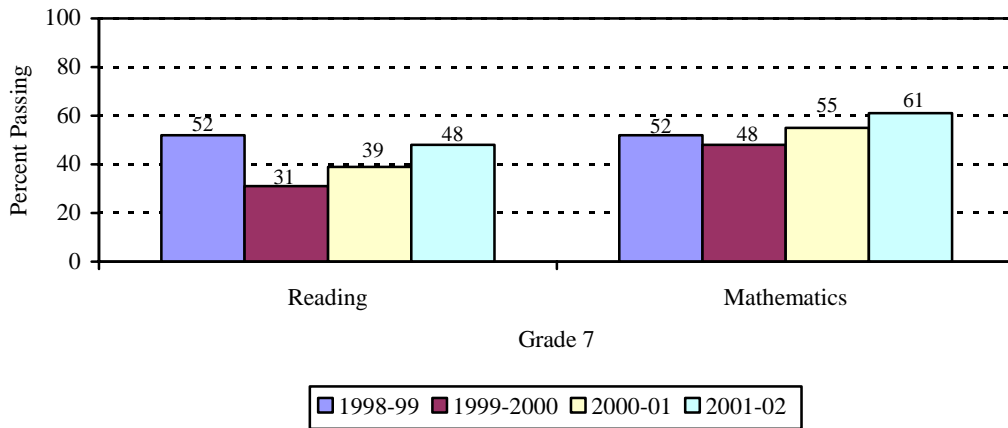


Appendix D (continued)

Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 6

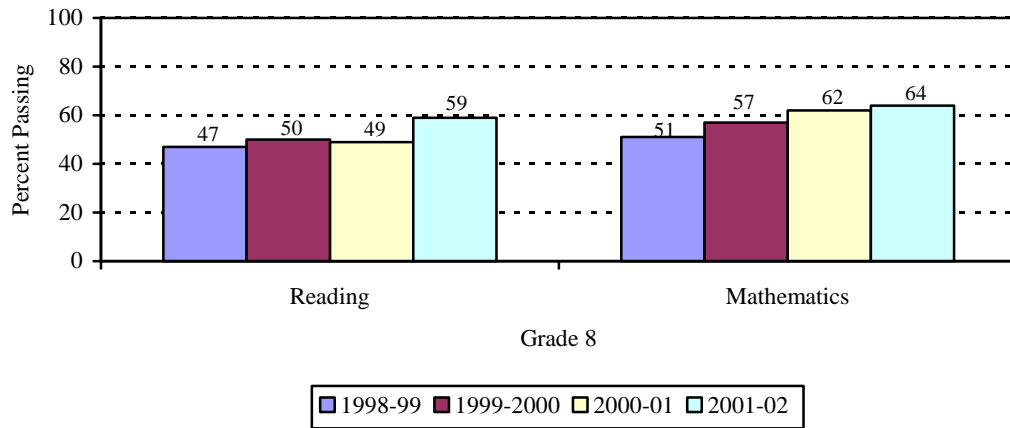


Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 7

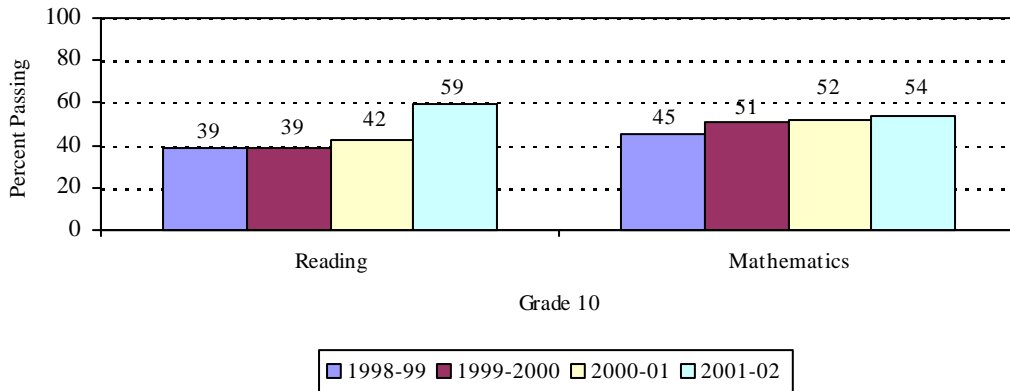


**Appendix D (continued)**

Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 8



Austin ISD ELLs, Percentages Passing English TAAS Reading and Mathematics, School Years 1998-99 Through 2001-02, Grade 10

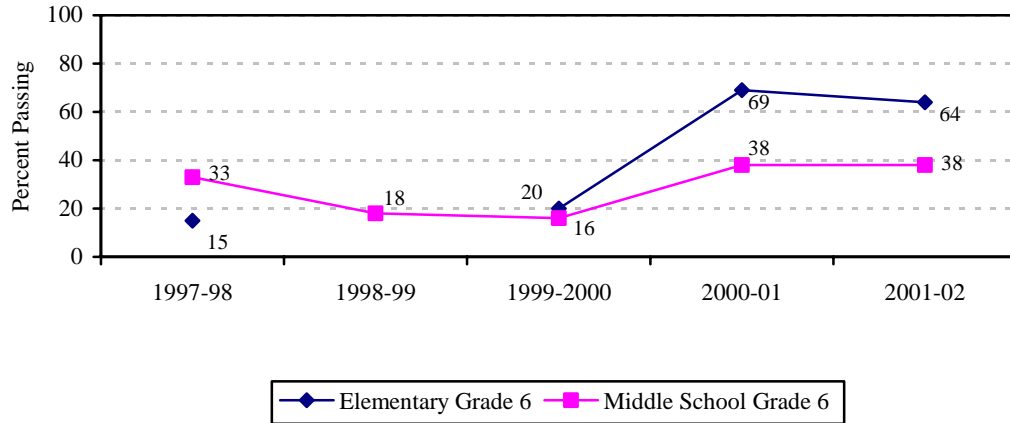


Data Source: Bilingual/ESL Program Reports, 1998-99, 1999-2000, 2000-01 and TEA TAAS District Summary Report, May 2002



### APPENDIX E

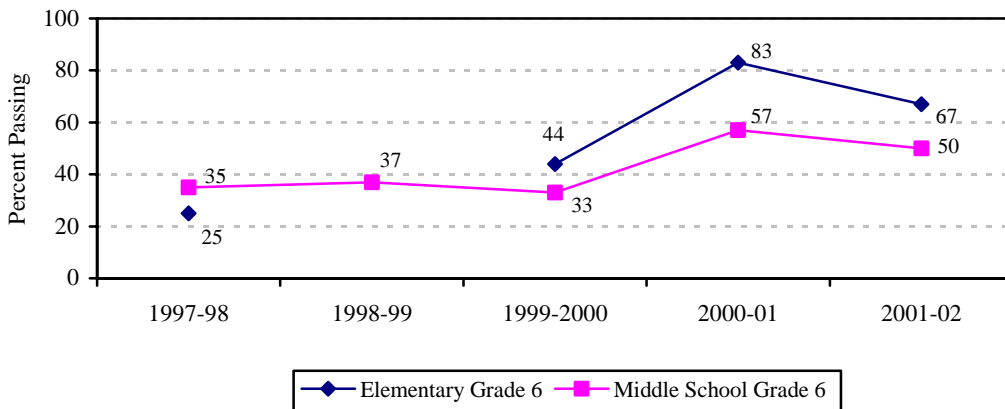
Austin ISD Bilingual and ESL ELLs, Percentages Passing Spanish TAAS Reading, Elementary and Middle School, Grade 6, School Years 1997-98 Through 2001-02



Data Source: BE/ESL Program Reports, 1997-98 Through 2000-01 and TEA District Summaries, May 2002

Note: The number tested in Elementary Grade 6 in 1998-99 was fewer than five and TEA does not provide data for fewer than five students.

Austin ISD Bilingual and ESL ELLs, Percentages Passing Spanish TAAS Mathematics, Elementary and Middle School, Grade 6, School Years 1997-98 Through 2000-02



Data Source: BE/ESL Program Reports, 1997-98 Through 2000-01 and TEA District Summaries, May 2002

Note: The number tested in Elementary Grade 6 in 1998-99 was fewer than five and TEA does not provide data for fewer than five students.

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# **Austin Independent School District**

## **Division of Accountability and Information Systems**

Joy McLarty, Ph.D.

## **Office of Program Evaluation**

Holly Williams, Ph.D.

Martha Doolittle, Ph.D.

## **Author**

Rosa María González

## **Programmers**

Veda Raju

José Bazán



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## **Superintendent of Schools**

Pascal D. Forgione, Jr., Ph.D.

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