

Bilingual Education/ESL Program Evaluation Report



Austin Independent School District

Department of Program Evaluation

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Bilingual Education/ESL Program Evaluation Report, 2002-03
Austin Independent School District

EXECUTIVE SUMMARY

In compliance with the Texas Education Codes §29.062 and §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. The goal of the BE Program is to enable ELLs to become competent in comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language; and the goal for the ESL Program is the development of literacy through the integrated use of second language methods. On each campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine the program which best addresses each student's language needs. Participation in either program requires parental permission, and depends on the student's home language, grade level, language dominance, and program availability.

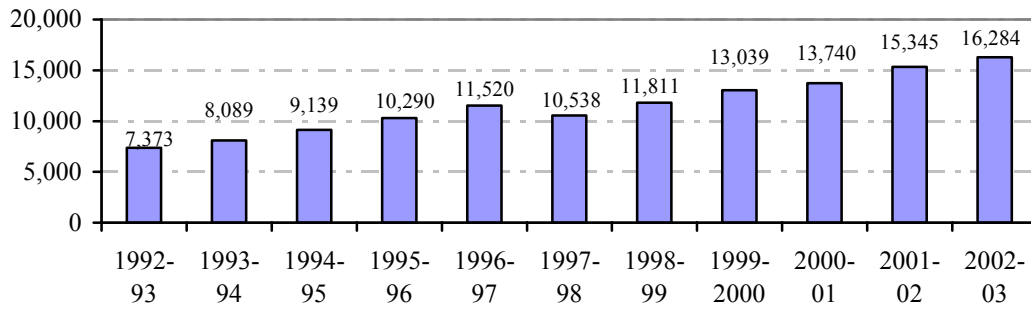
In 2002-03, Austin ISD enrolled 16,284 LEP students: 93% were Spanish speakers, 2% spoke Vietnamese, 1% spoke Korean, and 4% spoke other languages. Most (95%) language minority students in Austin ISD were served through either the BE or ESL Program. The parents of 833 (5%) ELLs denied program services or chose not to have their child participate in the BE or ESL Program.

Major Findings

Growth in the ELLs' Population

The number of ELLs (served plus denials) attending Austin ISD has increased during the past several years. In 1992-93, ELLs comprised 10.7% of the student population and in 2002-03 they comprised 20.7% of all district students. The raw number of ELLs has more than doubled in the past 10 years. As of this year, one out of every five students attending Austin ISD is an English language learner. (See the figure below.)

Growth of Austin ISD ELLs' Population, 1992-93 Through 2002-03



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

ELLs Served and Academic Achievement

Based on data from the TEA May 2003 District Summaries and with the exception of grade 3 in reading, some of the highlights of the 2002-03 school year achievement results for Austin ISD ELLs include the following:

- The highest passing rate among ELLs on TAKS was for third grade, 94% of whom met the standard on English or Spanish TAKS reading; while 95% of all Austin ISD students at grade 3 passed this test (cumulative percentages passing after three test administrations). In English TAKS mathematics, 88% of ELLs and 85% of Austin ISD non-ELLs passed, while 77% of ELLs passed English TAKS writing at grade 4 and 87% of Austin ISD non-ELLs met the standard.
- The percentage passing Spanish TAKS writing was one percentage point higher for Austin ISD ELLs (88%) than for ELLs (87%) throughout the state.
- In grades 3, 4, and 5, the percentages of Austin ISD ELLs meeting the TAKS passing standards were lower than for statewide ELLs in Spanish TAKS reading, mathematics, and science.
- The lowest TAKS passing rate among ELLs occurred at grade 11 in reading/English language arts (7% or n=60), and science (18% or n=142).
- Of the 5,674 ELLs who were administered the Reading Proficiency Tests in English (RPTE) in 2002-03, 43% obtained an Advanced Proficiency Rating, 29% an Intermediate Proficiency Rating, and 28% a Beginning Proficiency Rating. The students who obtained an Advanced Proficiency Rating will not be tested with the RPTE again in 2003-04.
- The percentages of exited ELLs who passed TAKS were above 80% in TAKS reading/English language arts at grades 3, 4, 5, 7, 8, and 10; in mathematics, at grades 3, 4, and 5; in writing, at grade 4; in science, at grade 5; and in social studies, at grades 8 and 11.

A comparison of Austin ISD ELLs to ELLs throughout the state showed Austin ISD ELLs had higher percentages passing than did ELLs statewide on English TAKS reading and mathematics in grades 3 and 4, and in TAKS writing in grade 4. However when making other comparisons between the TAKS results of Austin ISD ELLs and those of the state's ELLs, Austin ISD's ELLs had lower percentages meeting the English TAKS standards at most grade levels and in all subjects than did ELLs throughout the state. With few exceptions the percentages meeting the standards were lower in middle/junior high and high school (6-12) than at the elementary grade levels (3-5) for both Austin ISD ELLs and ELLs statewide.

Given the high academic expectations for all students in Texas schools, the TAKS performance of Austin ISD non-ELLs to non-ELLs throughout the state were examined. In reading, the percentages meeting the standards are the same for grade 3 (89%) and for grade 4 (85%); and in writing the percentage meeting the standard is one percentage point higher for the Austin ISD's non-ELLs (87%) than for the ELLs statewide (86%). At all other grades (5-11) on English TAKS in (reading/English language arts, mathematics, writing, social studies, and science), the non-ELLs at Austin ISD had slightly lower percentages meeting the standard than did non-ELLs statewide. One exception was in science at grade 11 where Austin ISD performance was the same as statewide performance (67% passing).

Exited ELLs 2002-03

For a student to exit the BE/ESL program, he/she must meet the state performance standards on the English TAAS/TAKS in reading and writing (when applicable), or score at or above the 40th percentile on both English reading and English language arts sections on a TEA-approved norm-referenced test. In 2002-03, the exit status for ELLs was examined and district files indicated that 1,452 students had been exited during the school year. The percentages of exited ELLs who passed TAKS were above 80% in TAKS reading/English language arts at grades 3, 4, 5, 7, 8, and 10; in mathematics, at grades 3, 4, and 5; in writing, at grade 4; in science, at grade 5; and in social studies, at grades 8 and 11.

Professional Staff Development

The professional staff development provided by the BE/ESL Program staff is voluntary and open to all teachers and district staff who provide instruction or services to

ELLs. In 2002-03, a total of 1,646 Austin ISD staff members participated in 51 professional development workshops for ELLs. Most participants that responded to the evaluation surveys gave positive ratings to the content and instruction, the instructor, and to the application of the training. Where appropriate, positive ratings were given to the implementation of what was learned.

Recommendations

Although the academic performance of Austin ISD's ELLs has improved over time, an achievement gap remains between ELLs and non-ELLs, especially beyond grade 5. Therefore, based on the data gathered on ELLs for the 2002-03 school year, the following recommendations are offered.

1. Provide more comprehensive instructional and academic support to ELLs:
 - Middle school and high school students need greater academic rigor while they are acquiring English. The language acquisition process could be hastened for students through accelerated instruction in sheltered English classes and particularly within the mainstream content area classes.
 - Instructional staff must provide specific standards and expectations that define sufficient and adequate academic progress in BE and ESL classrooms across the district.
 - All instructional materials must be aligned with the TEKS and with the district's Instructional Planning Guides (IPGs), and be readily available.
 - Early identification of students' instructional needs can assist school administrators in determining instructional resource allocations and staff projections, planning professional development, and purchasing appropriate and sufficient instructional materials.
 - Student assessment data must be used at the classroom level to determine specific achievement and instructional goals for ELLs. Early review of ELLs' academic histories can provide information regarding their instructional needs, as well as determine the support (e.g., appropriate scheduling and interventions) they will need to be successful in school and with TAKS.
 - The LPAC's primary responsibility of evaluating the academic progress of ELLs and exited ELLs is to ensure that these students will participate successfully in the state assessment system. For ELLs currently receiving program services, the LPAC should monitor the RPTE scores of ELLs whose language proficiency levels did not change (i.e., from beginning to intermediate or intermediate to advanced), and other assessment data to

determine their instructional needs, guide testing decisions, and recommend interventions. For exited ELLs, the LPAC needs to diligently monitor their performance on TAKS. If students do not pass TAKS and are reclassified as ELLs, the committee members must engage other school personnel (e.g., counselors, teachers, administrators) to assure that students receive the appropriate and correct academic interventions for students to re-exit the BE/ESL Program, and remain academically successful.

2. Promote professional development to assure having highly qualified instructional staff for ELLs:

- To improve the achievement of ELLs, Austin ISD must continue to offer and encourage campus staff attendance at professional development on topics relevant to BE/ESL, such as second language acquisition, successful strategies for struggling readers, effective literacy practices for ELLs, higher order thinking skills and the TEKS, preparation and practice for ESL and BE certification examinations, legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC.
- In addition, it is necessary to enhance the overall quality of instruction in middle/junior high and high schools by training cadres of teachers across the content areas (mathematics, science, social studies, and reading/English language arts) who will be well-versed in modifying instruction in order to deliver ‘comprehensible and appropriate’ instruction to ELLs that is challenging and rigorous.

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BILINGUAL EDUCATION/ESL PROGRAM EVALUATION REPORT, 2002-03

EVALUATION MANDATE

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 Department of Program Evaluation (DPE), 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 2002-03 evaluation plan was the result of a collaborative process between the bilingual director and evaluation staff. The purpose of this BE/ESL Program Evaluation Report is primarily to describe the demographics of the Austin ISD's English language learners (ELLs), formally known as limited English proficient (LEP) students, and to summarize their academic achievement in English and Spanish.

PROGRAM OVERVIEW

Texas law requires that every student with a primary home language other than English (PHLOTE) and who is identified as 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 the 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 schools."

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 both the BE and ESL programs to serve students identified as LEP or ELLs. ESL is both a component of BE, as well as a stand-alone program. The Language Proficiency Assessment Committee (LPAC) primary role is to evaluate the academic progress of ELLs in order for them to participate in the state assessment system. The LPAC on each campus makes instructional placement and testing decisions to determine 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.

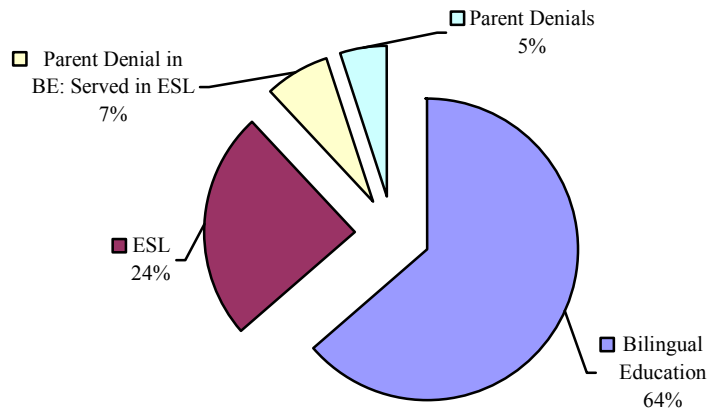
Figure 1 presents the percentage of students served in each program, as well as the percentage of parent denials. “*Parent Denial*” is the term used to describe students whose parents decline or disapprove BE, ESL, or both program services.” (BE/ESL Instructional Handbook, 2002-03) Through the campus LPACs, the academic progress of students whose parents deny program services are monitored, and when needed the LPACs recommend instructional interventions. Unless otherwise noted, all student data summarized in this report were obtained from the district’s student data systems, and were part of the district’s fall report to the state-required Public Education Information Management System (PEIMS). During the 2002-03 school year, there were 16,284 ELLs

(20.7% of the Austin ISD student population) identified by program staff, and participated in instructional programs as follows:

- 10,382 students (64%) were served by the bilingual education program,
- 3,973 (24%) students were served by the ESL program (1,739 of these were served in Austin ISD high schools),
- 1,096 (7%) students had parents who denied (disapproved) the bilingual education program but accepted the ESL program, and
- 833 (5%) students had parents who denied (disapproved) services by either the BE or the ESL program.

The number of ELLs served in bilingual education, and through ESL in elementary and secondary schools, increased from the previous year by 939 students, and the number of parents who denied program services decreased by 220 students.

Figure 1: Austin ISD BE/ESL Program Services to ELLs, Pre-K-12, 2002-03



Data Source: Austin ISD Student Records

DESCRIPTION OF THE AUSTIN ISD ELLS POPULATION

In the 2002-03 school year, 15,451 (95%) ELLs were served through the district's Bilingual Education/ESL Program. Among the students who received program services:

- 11,744 were in grades pre-k through six (elementary),
- 1,944 were in grades six through eight (middle/junior high school), and
- 1,763 were in grades nine through twelve (high school).

There were 833 students whose parents denied program services. (See Table 1.)

Table 1: ELLs Served, and Parent Denials, by Grade, 2002-03

Grade	Number Served	Parent Denials	Total
Pre-K	1,991	41	2,032
K	1,897	24	1,921
1	1,827	43	1,870
2	1,753	61	1,814
3	1,762	70	1,832
4	1,342	45	1,387
5	1,060	43	1,103
EL 6	112	0	112
Elementary, Total	11,744	327	12,071
MS 6	670	41	711
7	678	42	720
8	596	53	649
Middle School/ Junior High, Total	1,944	136	2,080
9	841	116	957
10	488	104	592
11	238	76	314
12	196	74	270
High School, Total	1,763	370	2,133
District, Total	15,451	833	16,284
Percent	(95%)	(5%)	(100%)

Data Source: Austin ISD Student Records

ETHNICITY

Table 2 shows the distribution of the 15,451 ELLs served by ethnicity and grade span in Austin ISD. The majority of students served were Hispanic (93%) and the second largest ethnicity represented was Asian (4%). The majority (75%) of students served were in the elementary grades (Pre-K-5).

Table 2: Number and Percent of ELLs Served, by Ethnicity and Grade Span, 2002-03

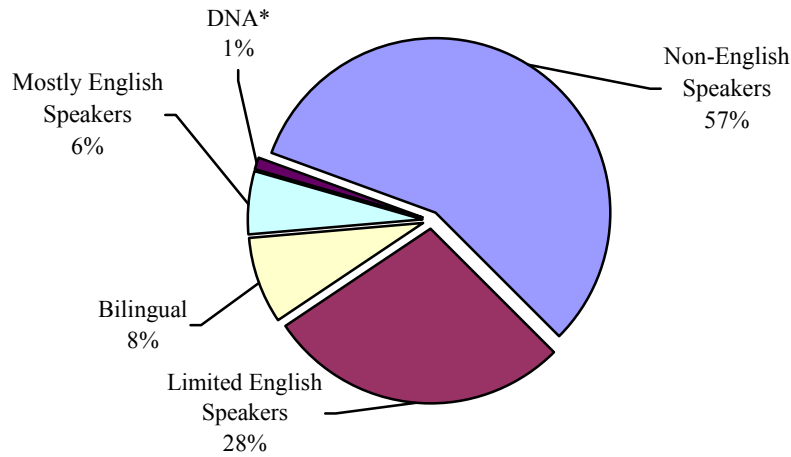
Ethnicity	Pre-K-5	6-8	9-12	Total
Hispanic	10,850 (93%)	1,931 (94%)	1,638 (93%)	14,419 (93%)
Asian	553 (5%)	60 (3%)	58 (3%)	671 (4%)
Anglo/Other	158 (1%)	51 (2%)	52 (3%)	261 (2%)
African American	60 (1%)	12 (1%)	11 (1%)	83 (1%)
Native American	11 (<1%)	2 (<1%)	4 (<1%)	17 (<1%)
Total	11,632	2,056	1,763	15,451
Percent	(100%)	(100%)	(100%)	(100%)

Data Source: Austin ISD Student Records

LANGUAGE DOMINANCE

A child who speaks only a language other than English, or mostly a language other than English, is considered non-English or limited-English speaking. More than one-half of Austin ISD ELLs (57%) are non-English speakers, and 28% of the students are limited English speakers. Thus, a total of 85% of the students receiving BE/ESL Program services in Austin ISD are either non-English or limited speakers of English. The data displayed in Figure 2 are organized by fluency in English, and include only ELLs that participated in the program for the entire school year.

Figure 2: ELLs Served by Language Dominance, Pre-K-12, 2002-03



Data Source: Austin ISD Student Records
DNA* - Data Not Available

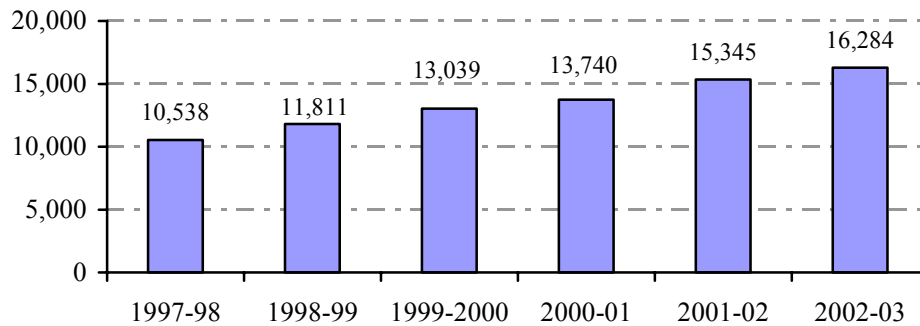
LANGUAGES SPOKEN

Most ELLs served were native Spanish speakers (93%, n=15,175). Speakers of Vietnamese comprised the next largest segment of the Austin ISD ELLs (2%, n=278), followed by Korean (1%, n=177). Hindi, French, Croatian, Farsi, Arabic, Bosnian, Portuguese, Russian, German, Telegu and many others were among the native languages spoken by the remaining ELLs served (4%, n=654).

GROWTH IN AUSTIN ISD ELLS' POPULATION

The Austin ISD ELLs population (served plus denials) has increased each year for the past thirteen years, with the only exception being in the 1997-98 school year (see OPE Publication Number 99.09). Figure 3 presents the numbers of Austin ISD ELLs (served plus denials) for the past six years, representing a growth of 5,746 students or 55%.

Figure 3: Growth of Austin ISD ELLs' Population (Served Plus Denials), 1997-98 Through 2002-03



Data Source: Austin ISD Student Records

In addition, the percentage of ELLs out of the total Austin ISD student population also has increased each year over a period of time. In 1997-98, ELLs comprised 13.9% of the district's students, and by 2002-03 the percentage had risen to 20.7%. (See Table 3.)

Table 3: ELLs (Served Plus Denials) as a Percentage of Austin ISD Population, 1997-98 Through 2002-03

School Year	Number of Austin ISD ELLs	Number of Austin ISD Students	Percentages of Students Who Are ELLs
2002-03	16,284	78,608	20.7%
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%

Data Source: Austin ISD Student Records

ACADEMIC ACHIEVEMENT

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

As mandated by Senate Bill 103 during the 76th Texas Legislative Session, the new statewide assessment program known as the Texas Assessment of Knowledge and Skills (TAKS) was administered during the 2002-03 school year. The new assessment system has been designed to include more of the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum, than did the previous Texas Assessment of Academic Skills (TAAS). The new state assessment asks questions in a more authentic manner, and has been developed to accurately measure what students are learning in their classrooms. Compared to the TAAS, the TAKS is more rigorous because the new state assessment requires students to demonstrate higher-order thinking skills. (Texas Education Today, March 2003)

The TAKS measures the statewide curriculum in reading at Grades 3 through 9; in writing at Grades 4 and 7, and in English Language Arts at Grades 10 and 11; in mathematics at Grades 3 through 11; in science at Grades 5, 10, and 11; and in social studies at Grades 8, 10, and 11. Satisfactory performance on the TAKS at Grade 11 will be a prerequisite to earning a high school diploma for the Class of 2005. The Spanish TAKS is administered at Grades 3 through 6 in reading and mathematics, Grade 4 in writing, and Grade 5 in science.

AUSTIN ISD 2002-03 ELLS' TAKS RESULTS

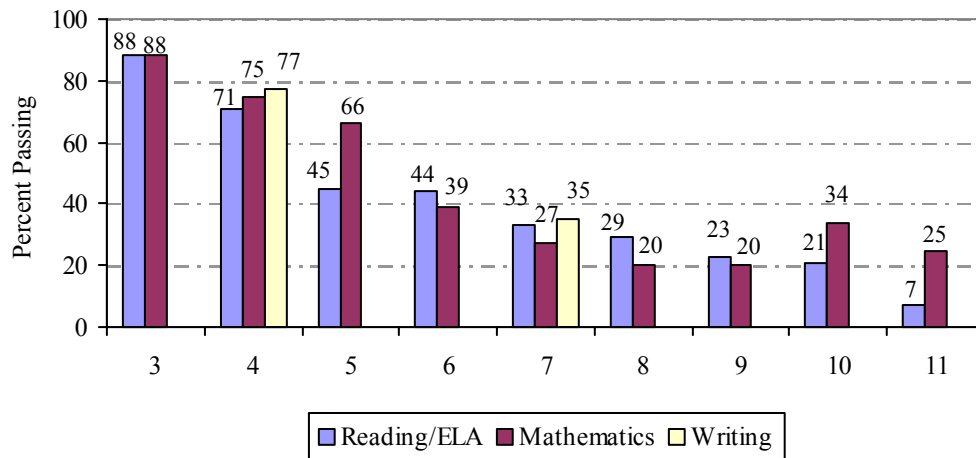
Figure 4 presents the results for ELLs on the 2002-03 English TAKS administration for grades 3 through 11. "Percent Met Standard" is shown for each grade in reading/English language arts, mathematics, and writing. The passing standards for the TAKS were approved by the State Board of Education (SBOE) in November 2002, with a three-year phase-in period allowed for the transition. In July 2003, the SBOE determined to proceed with the transition plan. During the transition to the final standards, the passing standards will move up for the 2003-04 school year, with full implementation in 2004-05. In general, "this means students will have to answer two to four more questions correctly in order to pass each subject area test. ...The exact number of questions that must be correctly answered to achieve Met the Standard on each exam can be found at:

www.tea.state.tx.us/student/assessment/taks/standards/attachment6.pdf.”(Texas Education Today, November 2002, and July 2003)

All data presented are from the May 2003 District Summary Reports, the only exception is reading at grade 3 administered in March 2003. See Appendix B for the numbers and percentages passing English TAKS reading/English language arts, writing, mathematics, science, and social studies. As shown in Figures 4 and 5:

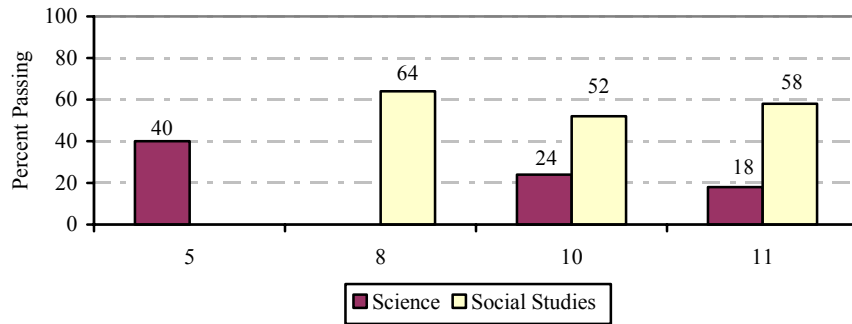
- Percentages of students passing were generally higher at the elementary grades (3-5) than in middle/junior high schools (6-8) or high schools (9-11).
- The highest percentages of students passing (88%) were at grade 3 in reading and mathematics, followed closely by 77% passing writing at grade 4.
- The lowest percentages passing occurred at grade 11 in reading/English language arts (7%), and science (18%).
- In middle/junior high and high school, the highest percentages of students passing were in social studies, at grade 8 (64%), and at grade 11 (58%).

Figure 4: Percentages of Austin ISD ELLs Passing English TAKS, Reading and English Language Arts, Mathematics, and Writing, by Grade Level, 2002-03



Data Source: TEA TAKS District Summary Reports, March and May 2003

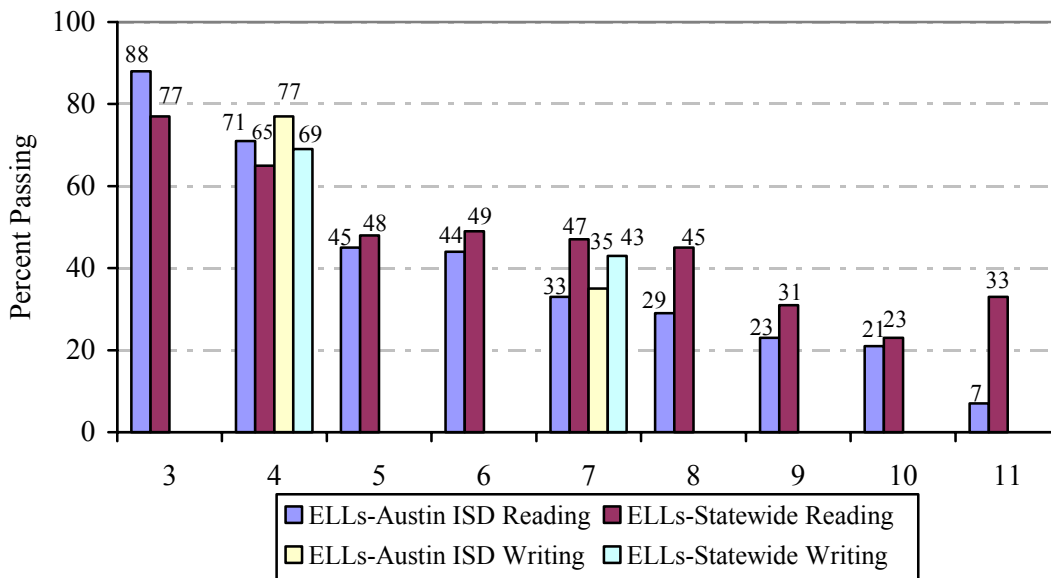
Figure 5: Percentages of Austin ISD ELLs Passing English TAKS, Science and Social Studies, by Grade Level, 2002-03



Data Source: TEA TAKS District Summary Reports, May 2003

As presented in Figure 6, a comparison of Austin ISD ELLs to ELLs statewide shows a higher percentage of Austin ISD ELLs met the passing standards in TAKS reading in grades 3 and 4, and in TAKS writing in grade 4 than ELLs statewide. However, the percentages of students who met standards were lower for Austin ISD ELLs in TAKS reading at grades 5 through 11 and in TAKS writing at grade 7 than for ELLs statewide. The greatest difference was in grade 11 on reading, where 7% of Austin ISD ELLs passed compared to 33% of ELLs throughout the state.

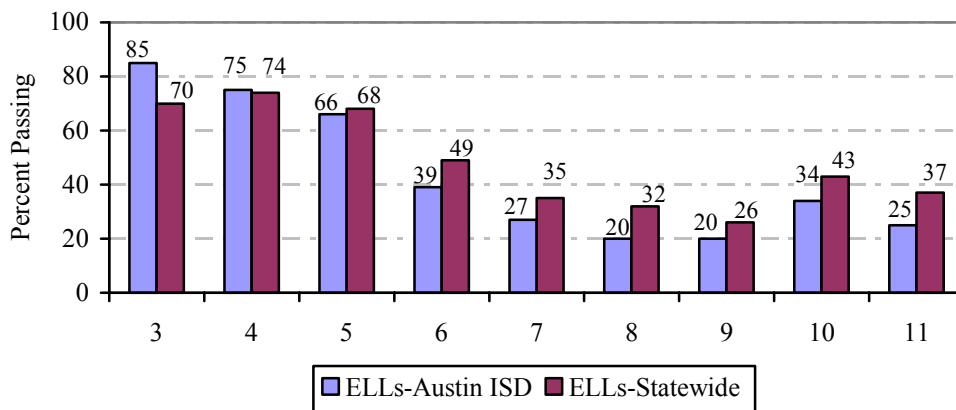
Figure 6: Percentages of ELLs Passing English TAKS, Reading and English Language Arts, and Writing, Austin ISD vs. State, by Grade Level, 2002-03



Data Source: TEA TAKS District Summary Reports, March and May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

Figure 7 shows TAKS mathematics results for Austin ISD ELLs and ELLs statewide. In grades 3 and 4, a higher percentage of Austin ISD ELLs met the passing standard in TAKS mathematics than ELLs statewide. However, at all other grades levels, a lower percentage of Austin ISD ELLs met the passing standard in TAKS mathematics than ELLs in the state. The largest differences were in grades 8 and 11, where 20% and 25% respectively of Austin ISD ELLs met the passing standard compared to 32% and 37% respectively of ELLs statewide.

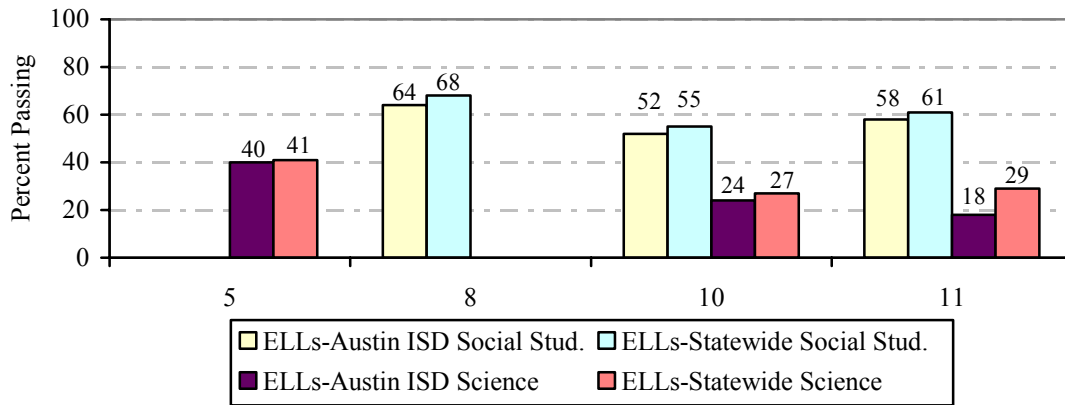
Figure 7: Percentages of ELLs Passing English TAKS Mathematics, Austin ISD vs. State, by Grade Level, 2002-03



Data Source: TEA TAKS District Summary Reports, May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

Figure 8 presents results for science and social studies for Austin ISD ELLs, compared to ELLs statewide. The percentages meeting the standards were lower for Austin ISD ELLs than for ELLs statewide for all grade levels tested. The largest difference in science was in grade 11, where 18% of Austin ISD ELLs passed compared to 29% of ELLs statewide. In social studies, the difference was 4 percentage points in grade 8, where 64% of Austin ISD ELLs passed compared to 68% of ELLs statewide.

Figure 8: Percentages of ELLs Passing English TAKS in Science and Social Studies, by Grade Level, Austin ISD vs. State, 2002-03



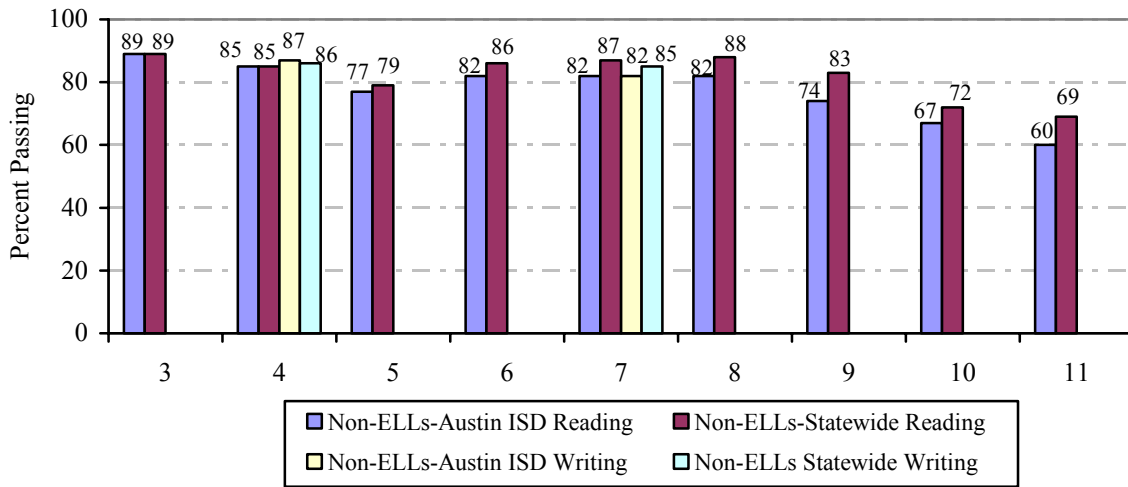
Data Source: TEA TAKS District Summary Reports, May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

AUSTIN ISD NON-ELLs' TAKS RESULTS 2002-03

To provide a context for the comparison of ELLs in Austin ISD vs. ELLs throughout the state, and given the high academic expectations for all students in Texas schools, the TAKS performance of Austin ISD non-ELLs to non-ELLs throughout the state were examined. Figures 9, 10, and 11 present the percentages of students who met the passing standards on the English TAKS in reading/English language arts, mathematics, writing, social studies, and science for Austin ISD's non-ELLs and non-ELLs throughout the state. As shown in the figures:

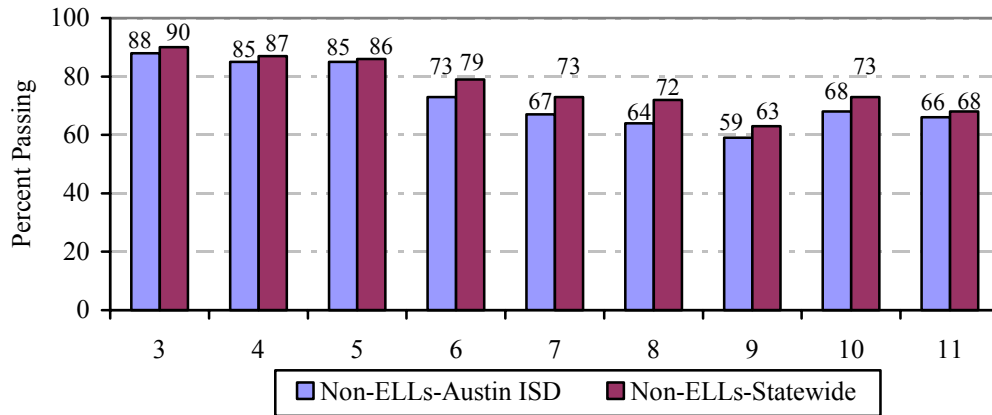
- In reading, the percentages meeting the standards are the same for grade 3 (89% for March administration only) and for grade 4 (85%); and in writing, the percentage meeting the standard is one point greater for the Austin ISD's non-ELLs (87%) than for the non-ELLs statewide (86%).
- On a percentage basis, at all other grades on English TAKS (in reading/English language arts, mathematics, writing, social studies, and science), the non-ELLs at Austin ISD passed slightly less often than did non-ELLs statewide. One exception was in science at grade 11, where Austin ISD performance was the same as statewide performance (67% passing).

Figure 9: Percentages Passing of Non-ELLs in Austin ISD and Statewide English TAKS Reading, English Language Arts, and Writing, by Grade Level, 2002-03



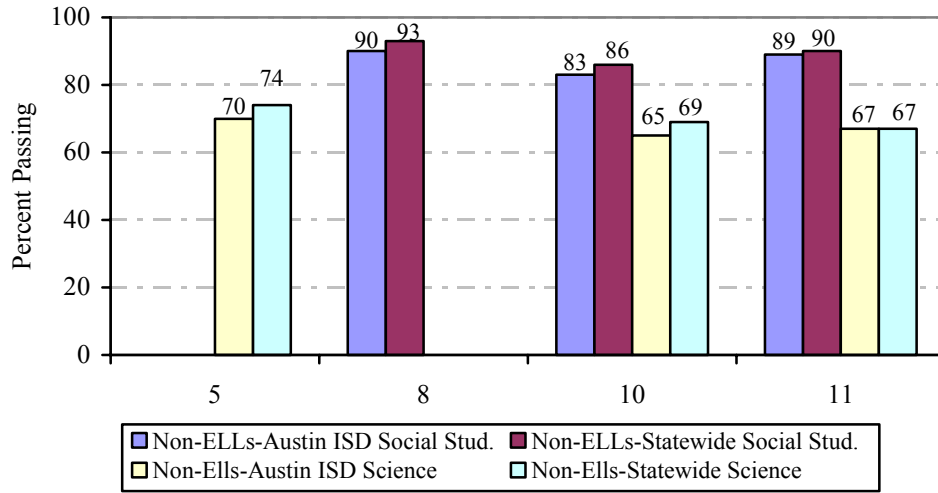
Data Source: TEA TAKS District Summary Reports, March and May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

Figure 10: Percentages of Non-ELLs in Austin ISD and ELLs Statewide Passing English TAKS Mathematics, by Grade Level, 2002-03



Data Source: TEA TAKS District Summary Reports, May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

Figure 11: Percentages of Non-ELLs in Austin ISD and Statewide Passing English TAKS Social Studies and Science, by Grade Level, 2002-03



Data Source: TEA TAKS District Summary Reports, May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

In general, when comparing the TAKS results of Austin ISD's ELLs to the state's ELLs, Austin ISD's ELLs had lower percentages meeting the English TAKS standards at most grade levels in all subjects than did ELLs throughout the state. The exceptions, where the percentages were higher for Austin ISD's ELLs, were at grades 3 and 4 in reading and mathematics, and at grade 4 in writing. With the exception of social studies at grades 8, 10, and 11, and in science at grades 10 and 11, the percentages meeting the standards were lower at middle/junior high and high schools levels (6-12) than at the elementary grade levels (3-5) for both Austin ISD ELLs and ELLs statewide. Since ELLs are expected to meet TAKS passing standards and are included in the state accountability system, their annual TAKS performance will be carefully monitored by the BE/ESL Department staff in order to improve student achievement through program modification.

In summary, students at Austin ISD and throughout the state have a good start on meeting state passing standards for all students at the elementary grades in reading, mathematics, and writing. In TAKS reading and writing, 80% or more of Austin ISD non-ELLs and non-ELLs statewide in grades 6, 7, and 8 passed TAKS. However, percentages passing in mathematics decline for both groups in middle school and high school. The rigor of the state assessments in middle and high school in reading/English language arts, mathematics, science, and social studies presents a significant challenge

that will impact curriculum, delivery of instruction, staffing, and additional instructional services for students at-risk. Early identification of students' academic strengths and weakness will facilitate appropriate instructional planning to ensure school success for all students.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) – SPANISH

The Spanish TAKS, also based on the Texas Essential Knowledge and Skills (TEKS), the state curriculum, provides a vehicle for examining the annual progress in student performance on reading, mathematics, writing, and science among those students for whom the Spanish test is appropriate. 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 TAKS is not considered an exemption and is administered on the same schedule as the English TAKS.

In 2002-03, a total of 1,763 BE and 114 ESL students in Austin ISD in grades 3-6 participated in the Spanish TAKS reading. A total of 1,670 BE and 121 ESL students in grades 3-6 participated in the Spanish TAKS mathematics. In addition, 582 BE and 6 ESL students participated in Spanish TAKS writing in grade 4, and 205 BE and 5 ESL students took the Spanish TAKS science in grade 5. A total of 261 students were reported on the Spanish TAKS Summary Reports as exempted from all TAKS tests. The LPACs determine the appropriateness of the administration of the TAKS based on native/primary language development, immigrant status, and Admission, Review, and Dismissal (ARD) decision.

Table 4 presents the results of the Spanish TAKS for Austin ISD ELLs.

- Of the BE students tested in *grade 3*, 76% passed reading (March administration) and 70% passed mathematics. Since the number of ESL students tested in *grade 3* was less than five, TEA did not provide percentages passing for these groups.
- Of the BE students tested in *grade 4*, 76% passed reading, 64% passed mathematics, and 88% passed writing. Among the ESL students tested in *grade 4*, 60% each passed reading and mathematics, and 67% passed writing.
- Of the BE students tested in *grade 5*, 66% passed reading, 52% passed mathematics, and 20% passed science. Among the ESL students tested in *grade 5*, 0% passed reading and mathematics, and 20% passed science.
- Of the BE students tested in *grade 6*, 100% passed reading and 64% passed mathematics. Of the ESL students in middle schools tested in *grade 6*, 72%

passed reading and 36% passed mathematics. *Please note that only a small number of sixth grade ELLs receive bilingual instruction at the elementary schools; 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 TAKS should be viewed with caution because of the differences in the instructional programs that the students receive.*

Table 4: Austin ISD ELLs, Number and Percentages Passing Spanish TAKS, Writing, Reading, and Mathematics, Grades 3-6, 2002-03

Grade	Bilingual Education (BE) Students							
	Writing		Reading		Mathematics		Science	
	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing
3	N/A	N/A	1,027	76%	1,015	70%	N/A*	N/A*
4	582	88%	508	76%	448	64%	N/A*	N/A*
5	N/A	N/A	214	66%	193	52%	205	20%
6	N/A	N/A	14	100%	14	64%	N/A*	N/A*
Grade	English as a Second Language (ESL) Students							
	Writing		Reading		Mathematics		Science	
	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing
3	N/A	N/A	3**	--	4**	--	N/A*	N/A*
4	6	67%	5	60%	5	60%	N/A*	N/A*
5	N/A	N/A	5	0%	5	0%	5	20%
6	N/A	N/A	101	72%	107	36%	N/A*	N/A*

N/A – The Writing Test is only administered in grades 4 and 7.

N/A*- The Science Test is only administered in grades 5, 10, and 11.

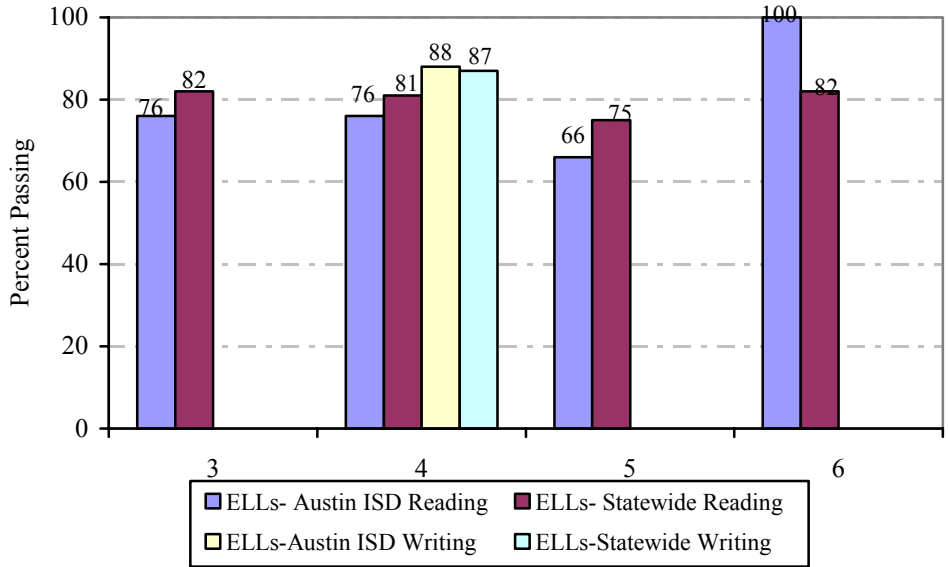
**No data were reported by TEA for grades 3 and 4 because they had fewer than five students.

Data Source: TEA TAKS Spanish District Summary Reports, March and May 2003

Figures 13 and 14 compare the statewide results of the Spanish TAKS in reading, writing, mathematics, and science with the Spanish TAKS results for Austin ISD bilingual education students.

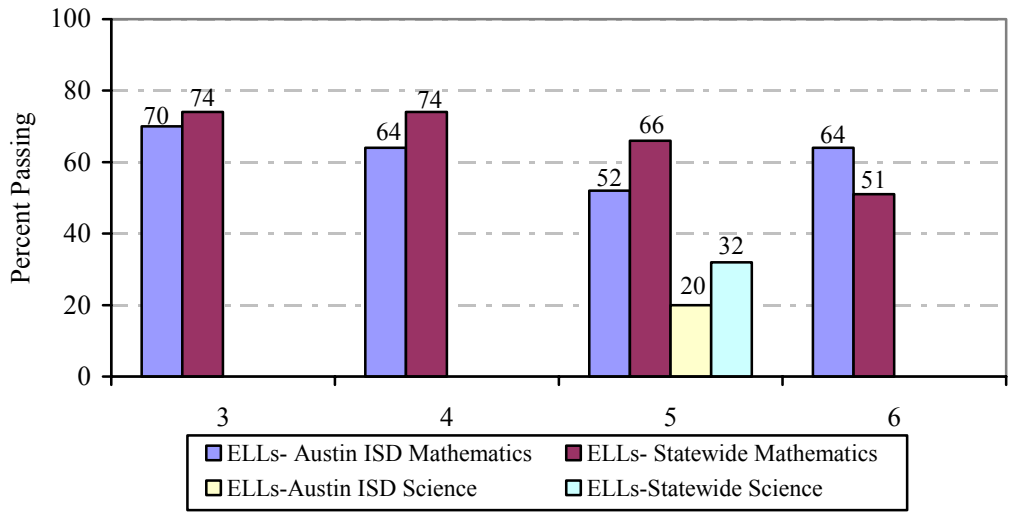
- In grades 3, 4, and 5, on a percentage basis, fewer Austin ELLs passed TAKS than did ELLs statewide in reading and mathematics.
- In grade 6, a greater percentage of Austin ELLs passed in reading and mathematics than did ELLs statewide.
- The percentage passing TAKS writing was one percentage point higher for Austin ISD ELLs (88%) than for ELLs throughout the state (87%).
- The percentage passing TAKS science was less for Austin ISD ELLs (20%) than for ELLs statewide (32%).

Figure 12: Bilingual Education ELLs, Percentages Passing Spanish TAKS, Reading and Writing, by Grade, Austin ISD vs. State, 2002-03



Data Source: Data Source: TEA TAKS District Summary Reports, March and May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

Figure 13: Bilingual Education ELLs, Percentages Passing Spanish TAKS, Mathematics and Science, by Grade, Austin ISD vs. State, 2002-03



Data Source: Data Source: TEA TAKS District Summary Reports, May 2003 and TEA TAKS Statewide Performance Results, Spring 2003

GRADE 3 TAKS ENGLISH AND SPANISH

On March 4, 2003 the third grade TAKS reading was administered in English and Spanish to 5,328 students at Austin ISD and their success or failure on the assessment would determine if they would be promoted to the fourth grade, unless the Grade Placement Committee recommended otherwise. Students who did not pass the reading test were reassessed to determine what specific, structured instructional interventions would be more beneficial in assisting them with passing either of the two subsequent administrations of the state assessment.

A total of 1,632 ELLs participated in the TAKS reading March administration: 570 students were tested in English and 88% passed, and 1,062 students were tested in Spanish and 75% passed. In April and July, 94 ELLs were retested in reading with English TAKS and 349 with the Spanish TAKS. The percentages passing presented on Table 5 are for each administration of the TAKS reading. Table 5 presents numbers and percentages of third graders tested in English and Spanish during all three test administrations. *Please note that some of the students tested in April and July could have been first time test takers because they had been absent in the prior administrations, or students could have been tested a second and a third time.*

Table 5: Austin ISD, Three Administrations of English and Spanish TAKS in Reading, Grade 3, Number and Percentages Passing, 2002-03

Grade 3	March Administration English		April Administration English		July Administration English	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
Austin ISD Students Number Passing	4,266	89% (n=3,797)	485	56% (n=272)	171	50% (n=86)
Austin ISD – ELLs Number Passing	570	88% (n=502)	73	60% (n=44)	21	48% (n=10)
Grade 3	March Administration Spanish		April Administration Spanish		July Administration Spanish	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
Austin ISD - ELLs Number Passing	1,062	75% (n=797)	250	52% (n=130)	99	45% (n=45)

Data Source: District English and Spanish TAKS Summary Reports March, April, and July 2003

As mandated by law, the TAKS reading was administered on three separate occasions (March, April, and July) with instructional interventions provided to students who had not been able to pass the test. *In July 2003, the Office of Systemwide Testing calculated the cumulative English and Spanish TAKS reading results for 5,426 (unduplicated student count of) Austin ISD third graders who had been tested. The reading results indicated that 95% of all the students met the passing standard, and the disaggregated data indicated 1,604 were ELLs, and 94% of them had met the passing standard.*

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 TAKS in English and Spanish, the RPTE is part of the comprehensive system for assessing ELLs' academic progress in grades 3-12. The RPTE is designed to assess students' (ELLs) English reading skills, and take into account how students acquire a second language. The RPTE assesses the ELLs' reading skills at three levels of 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 and ESL strands of the state-mandated curriculum (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 annual proficiency of the ELLs is expected to increase annually. The test includes two major kinds of scores: a proficiency rating and a scale score. (*Austin ISD Bilingual Education/English as a Second Language Instructional Handbook, Pre-K-12, 2002-03*) Schools can use the RPTE to monitor second language development and English acquisition as students master English academic skills.

All students classified as ELLs (served plus denials) in grades 3-12 (including students taking the English or Spanish TAKS) who have not reached an advanced proficiency level on the RPTE are required to take the test. Recent unschooled immigrant students can be considered for an exemption by the LPAC, if they arrived after

January 2003 and lack the necessary foundations in the TEKS. Immigrant students who are exempted from the RPTE will be assigned a benchmark score of zero. In March 2003, a total of 5,674 Austin ISD students were administered the RPTE. An additional 486 students were absent, 235 students were exempted by their ARD Committee, and 230 students were not tested for other reasons. Of the 486 students who were absent, 349 were in grades 9-12, and 137 were in grades 3-8. (See Appendix D.)

As presented in Table 6:

- An “Advanced” proficiency rating was obtained by 2,470 (43%) of ELLs and they will not participate in the administration of the RPTE in 2003-04.
- An “Intermediate” proficiency rating was obtained by 1,638 (29%) of ELLs.
- A “Beginning” proficiency rating was obtained by 1,565 (28%) of ELLs.

Table 6: Number of Students Tested with RPTE and Proficiency Rating, Grades 3-12, Spring 2003

Grade	Number Tested	RPTE Proficiency Rating					
		Beginning		Intermediate		Advanced	
		Number	Percent	Number	Percent	Number	Percent
3	1,852	444	24%	482	26%	926	50%
4	990	287	29%	317	32%	386	39%
5	712	178	25%	221	31%	313	44%
6	513	159	31%	169	33%	185	36%
7	452	149	33%	113	25%	190	42%
8	391	98	25%	117	30%	176	45%
9	411	193	47%	127	31%	91	22%
10	193	41	21%	46	24%	106	55%
11	110	15	14%	36	33%	59	54%
12	50	1	2%	11	22%	38	76%
Total	5,674	1,565		1,638		2,470	
Percent	100%	28%		29%		43%	

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Reports, May 2003

The 2002-03 school year was the fourth year that 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 2001-02 and 2002-03, were promoted to the next grade, and what were their proficiency levels in 2002-03? (2) How many ELLs took the test both years, were not promoted to the next grade, and what were their proficiency levels the second year of the test administration?

To answer these questions, an analysis was conducted using two years' worth of the district's RPTE data. A total of 2,335 students were identified as having been tested both years, promoted to the next grade, and having valid and reliable scores. Table 7 presents the numbers and percentages of ELLs who were promoted and their RPTE proficiency ratings in the 2002-03 school year; most (78%) of the ELLs had reached intermediate (36%) or advanced (42%) levels of proficiency on the RPTE. Grade 3 scores are not reported because the results represent on one year's data.

Table 7: Number and Percentages of Promoted ELLs Tested in 2001-02 and 2002-03, Grade Distribution, and RPTE Proficiency Levels, Spring 2003

Grade	Beginning Proficiency Level	Intermediate Proficiency Level	Advanced Proficiency Level	Total by Grade
4	147	270	301	718
5	83	180	227	490
6	79	138	124	341
7	52	83	123	258
8	41	84	113	238
9	67	46	19	132
10	18	17	40	75
11	7	25	27	59
12	1	5	18	24
Total	495	848	992	2,335
Percent	21%	36%	42%	100%

Data Source: Austin ISD Students Records

The RPTE proficiency levels of ELLs (n=2,335) tested both years changed for the majority (64%) of them. Table 8 presents the status and grade distribution of the students tested:

- 22% went from a beginning level to an intermediate level,
- 32% went from an intermediate level to an advanced level,
- 10% went from a beginning level to an advanced level,
- 35% maintained the same proficiency level, and
- 1% regressed in their proficiency (intermediate to beginning level).

Of the 814 (35%) whose proficiency level remained the same:

- 459 (56%) had a beginning level of proficiency,
- 337 (41%) had an intermediate level of proficiency, and
- 18 (2%) had an advanced level of proficiency and should not have been tested.

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 of the TEA is that students' proficiency levels increase on a yearly basis.

Table 8: Status and Grade Distribution of RPTE Proficiency Levels in ELLs Tested in 2001-02 and 2002-03

Grade	Beginning to Intermediate Level		Intermediate to Advanced Level		Beginning to Advanced Level		Remained the Same		Regressed in Proficiency Level		Total
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
4	173	24%	238	33%	61	8%	237	33%	9	1%	718
5	113	23%	177	36%	49	10%	148	30%	3	1%	490
6	74	22%	83	24%	35	10%	144	42%	5	1%	341
7	45	17%	92	36%	31	12%	86	33%	4	2%	258
8	50	21%	76	32%	29	12%	77	32%	6	3%	238
9	21	16%	14	10%	5	4%	84	64%	8	6%	132
10	10	13%	24	32%	15	20%	26	35%	0	0	75
11	21	36%	22	37%	5	8%	10	17%	1	2%	59
12	4	17%	17	71%	1	4%	2	8%	0	0	24
Total	511		743		231		814		36		2,335
Percent	22%		32%		10%		35%		1%		100%

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 102. Table 9 presents the proficiency levels of the non-promoted students in 2002-03 with valid and reliable RPTE scores.

- Among the 35 students at the beginning level, one student regressed from an intermediate level to a beginning level, and the remaining 34 students stayed at the beginning proficiency level.
- Of the 40 students at the intermediate proficiency level, 27 students improved from a beginning proficiency level to an intermediate proficiency level, and 13 students remained the same.
- Among the 27 students at the advanced level, eight students progressed from a beginning proficiency level to an advanced proficiency level, 18 students improved from an intermediate level to an advanced level, and one student was tested inappropriately (the student proficiency level was already advanced).

Thus, among the students (n=102) who were not promoted to the next grade level, 45 students progressed from one level of proficiency to the next level, eight students improved two levels of proficiency, 47 remained at the same level of proficiency, one student regressed from a higher level to a lower level, and one student should not have been tested.

Table 9: Number and Percentages of Non-Promoted ELLs Tested in 2001-02 and 2002-03, Grade Distribution, and RPTE Proficiency Levels

Grade	Beginning Proficiency Level		Intermediate Proficiency Level		Advanced Proficiency Level		Total
	Count	Percentage	Count	Percentage	Count	Percentage	
3	15	44%	12	35%	7	21%	34
4	6	43%	5	36%	3	21%	14
5	4	40%	4	40%	2	20%	10
6	1	50%	1	50%	0	0	2
7	1	33%	1	33%	1	33%	3
8	1	33%	1	33%	1	33%	3
9	6	21%	12	41%	11	11%	29
10	1	20%	3	60%	1	20%	5
11	0	0	1	50%	1	50%	2
12	0	0	0	0	0	0	0
Total	35		40		27		102
Percent	34%		39%		27%		100%

Data Source: Austin ISD Student Records

ENGLISH PROFICIENCY

The district's objective is to assist ELLs in attaining English proficiency and in meeting the state's performance standards. The criteria to exit the BE/ESL program are determined by state law, and in 1999-2000, the exit criteria for Austin ISD's ELLs were aligned with the state's criteria to reflect adherence to the state mandate. In Austin ISD, English proficiency is determined by performance on standardized tests. To exit the Austin ISD's BE/ESL Program, an ELL must:

- Meet the state performance standards for the English language criterion-referenced assessment instrument (TAKS) for reading and writing (when available) required in the Texas Education Code 39.023, at grade level; or
- Score at or above the 40th percentile on 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 administer to the ELL an oral proficiency test, such as the Language Assessment Scales (LAS) at grades 6-12, or the Individual Diagnostic English Assessment (IDEA) at grades 3-6 for additional information. In making the determination, the LPAC may consider the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited ELL 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.

EXITED STUDENTS IN 2002-03

The 2002-03 school year was the second year that exit status for ELLs was examined annually in the program evaluation report. In order for an ELL to be counted as having obtained exit status in the current school year, he/she must have passed the Spring 2002 Texas Assessment of Academic Skills (TAAS) in the following areas: English TAAS reading in grades 3 through 8, and 10/Exit level; and writing at grades 4, 8 and 10/Exit level. In addition, exited ELLs must have had a PEIMS LEP exit code of '7' entered in the district's Texas LEP student data file at some point in time between May 2002 and January 2003 and be included in the PEIMS October subset data submitted to the TEA. The TAAS data regarding exited students was sent to the campuses from the Bilingual Education Department in fall 2002, entered into the student's LEP file by school personnel, and monitored by the district's LEP Data Specialist.

The analysis of exited ELLs from district data files indicated that 1,449 had been properly coded and exited from the program based on the TAAS criteria. Table 10 presents the most recent numbers of ELLs with program exit status by grade level.

Table 10: Austin ISD ELLs Exited with TAAS Data in School Year 2002-03, Number and Grade Level

Grade	Number of Exited Students
4	320
5	255
Elementary 6	51
Elementary Total	629
Middle School 6	237
7	210
8	138
Middle School Total	585
9	84
10	14
11	81
12	51
High School Total	238
Total Exited Students	1,449

Data Source: Austin ISD Student Records

Further analyses were conducted to summarize progress in achievement of the 1,452 exited ELLs as measured by 2003 TAKS (see Tables 11, and 12).

- In TAKS reading, the percentages passing were above 80% passing in grades 3, 4, 5, 7, 8, and 10 for exited students. A total of 1,324 students were tested and 1,090 passed for an overall percentage passing of 82.3%.
- In TAKS mathematics, the percentages passing were above 80% in grades 3, 4, and 5 for exited students. A total of 1,336 students were tested and 979 passed for an overall percentage passing of 73.2%.
- In TAKS writing, 89% of exited students in grade 4 passed and 75% of students in grade 7 passed. A total of 519 students were tested and 434 passed for an overall percentage passing of 83.6%.
- In TAKS science, 71% of exited students in grade 5 passed. A total of 318 students were tested and 210 passed, and the overall percentage passing science was 66.0%.
- In TAKS social studies, the percentages passing were above 80% at grades 8 and 11. A total of 201 students were tested and 179 passed, and the overall percentage passing social studies was 89.0%.
- In summary, the performance on TAKS for exited students was consistent with districtwide patterns. More academic support is needed in middle and high school mathematics, and in reading/English language arts and science in high school. The percentages passing TAKS for exited students in grades 3-6 were generally higher than for exited students in grades 7-12.

Table 11: Austin ISD Exited ELLs Number Tested and Percentages Passing TAKS Reading, Mathematics, and Writing, 2002-03

Grade	Reading		Mathematics		Writing	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	3	100%	3	100%	*	*
4	318	92%	315	90%	315	89%
5	253	83%	251	92%	*	*
6	282	75%	280	68%	*	*
7	203	81%	204	62%	204	75%
8	136	83%	135	51%	*	*
9	81	75%	80	45%	*	*
10	10	80%	11	45%	*	*
11	56	44%	57	60%	*	*
Total Tested	1,324	(1,090)	1,336	(979)	519	(434)
Overall Percentage Passing		82.3%		73.2%		83.6%

Data Source: Austin ISD Student Records

*TAKS Writing is administered only in grades 4 and 7.

Table 12: Austin ISD ELLs Number Tested and Percentages Passing TAKS Science and Social Studies, 2002-03

Grade	Science		Social Studies	
	Number Tested	Percent Passing	Number Tested	Percent Passing
5	251	71%	*	*
8	*	*	134	93%
10	11	45%	12	75%
11	56	46%	55	84%
Total Tested	318	(210)	201	(179)
Overall Percentage Passing		66.0%		89.0%

Data Source: Austin ISD Student Records

*Test not administered at these grade levels.

LENGTH OF TIME IN THE PROGRAM

Length of time served in the BE/ESL Program was examined at Austin ISD by studying the most recent group of exited LEP students. To capture the length of time in the program, categories were framed in terms of less than 2, 3, 4, 5, or 6 years, and more than 6 years. As presented in Table 13, most students (50%) exited the program in 2002-03 after having been served more than six years. The next largest group (22%) exited the program after having been served less than six years but more than five years. Of the students exited after more than six years, the majority was in middle/junior high and elementary schools. Of the students exited in less than six years but more than five, most of them were in the elementary grades, particularly in grade 4.

Table 13: Length of Time Austin ISD Exited ELLs had been Served in the Bilingual Education/ESL Program, by Grade, 2002-03

Grade	Exited Students <2 Years	Exited Students <3 Years	Exited Students <4 Years	Exited Students <5 Years	Exited Students <6 Years	Exited Students >6 Years	Exited Students Total
3	0	0	1	2	0	0	3
4	12	22	27	57	194	5	317
5	5	11	10	25	56	147	254
EL 6	2	3	2	2	8	35	52
EL Total	19	36	40	86	258	187	626
MS 6	5	14	18	23	13	159	232
7	8	15	16	21	17	128	205
8	3	9	12	11	10	92	137
Ms Total	16	38	46	55	40	379	574
9	4	2	13	9	6	51	85
10	1	1	0	2	0	8	12
11	3	10	4	7	3	42	69
12	0	0	0	0	0	0	0
HS Total	8	13	17	18	9	101	166
All Total	43	87	103	159	307	667	1,366
Percent	(3%)	(6%)	(7%)	(12%)	(22%)	(50%)	(100%)

Data Source: Austin ISD Student Records

EXITED STUDENTS FOR SCHOOL YEARS 1999-2000 THROUGH 2001-02

Additional data were gathered for ELLs exited in school years prior to 2002-03. Student records indicated that 1,952 students had been exited from the BE/ESL Program sometime during the 1999-2000, 2000-01, and 2001-02 school years, and were still in attendance at Austin ISD. The majority (89%) of the students were in middle/junior high and high school in the 2002-03 school year.

Analyses of the exited ELLs' 2003 TAKS achievement data showed the following:

- In TAKS reading, 1,727 students were tested in grades 4-11 and 1,410 passed for an overall percentage passing of 86.3%.
- In TAKS mathematics, 1,703 students were tested in grades 4-11 and 1,196 passed for an overall percentage passing of 70.2%.
- In TAKS writing, 379 students were tested in grades 4 and 7 and 337 passed for an overall percentage passing of 90.5%.
- In TAKS science, 371 were tested in grades 5, 10, and 11 and 255 passed for an overall percentage passing of 68.7%.

- In TAKS social studies, 553 students were tested in grades 8, 10, and 11 and 511 passed for an overall percentage passing of 92.4%.
- In summary, the TAKS data seem to indicate that academic support is needed in the form of tutoring in the content areas (especially in mathematics and science) to increase the percentages of exited students passing. (Please see Appendix C for more data on exited students between the 1999-2000 and 2001-02 school years.)

The length of time exited students received program services between 1999-2000 and 2001-02 schools was similar to the students who were exited in 2002-03. As presented in Appendix C, 42% of students exited the program after having been served more than six years; and the next largest group (29%) exited the program after having been served less than six years but more than five years.

PERIODIC ASSESSMENT IN THE LANGUAGE OF INSTRUCTION

Yearly assessments of the growth and progress in the student' language of instruction are conducted by the teachers of Austin ISD ELLs. A language-appropriate reading assessment instrument is used to determine if ELLs are making 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), the Evaluación del desarrollo de la lectura (EDL), Flynt-Cooter, and Grade Level Indicator (GLI). The results of these assessments inform campus staff as they design classroom grouping arrangements, instructional delivery, and interventions for ELLs. All together the data are referenced in the Campus Improvement Plan (CIPs). Complete data were not available at the district level for all the tests mentioned, and are not summarized in this report.

BILINGUAL EDUCATION /ESL PROGRAM PROFESSIONAL DEVELOPMENT

In compliance with the evaluation mandate, a summary analysis of the data provided by the Austin ISD's BE/ESL program staff was compiled to identify 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 51 professional development workshops that occurred throughout the academic year. Most (67%) of the professional development training activities were held at the Professional Development

Academy (PDA) and at Old Pleasant Hill (OPH), the district's main training facilities. The remaining professional training activities (33%) were conducted at Austin ISD campuses.

FREQUENCY OF ACTIVITIES

Thirty-seven (73%) of the 51 workshops were held in fall 2002 and the remaining 14 (27%) were conducted in spring 2003. The frequency and duration of the workshops were as follows:

- 20 (39%) workshops were all-day commitments lasting five to eight hours, beginning at 8:30 AM and ending at 1:30 PM or 3:30 PM.
- 26 (51%) professional development activities occurred in the afternoon, lasting one to four hours. One workshop was held early afternoon (1:00 PM to 4:00 PM) on a staff development day, and twenty-five workshops were conducted after 3:00 PM and ended between 4:00 PM and 8:30 PM. The duration of the majority of the afternoon workshops was one and one-half to two hours.
- 5 (10%) workshops were conducted in the morning and lasted one to three hours from 8:30 AM to 10:30 AM/11:30 AM.

Specific details regarding all 51 Austin ISD-sponsored professional development activities in the BE/ESL Program during the 2002-03 are available through the BE/ESL Department. A brief summary, of numbers of staff attending the training sessions and the scope of the professional development sessions, is provided below.

NUMBER OF TEACHERS AND TEACHER ASSISTANTS TRAINED

The professional development sessions provided by the BE/ESL Program staff is voluntary and open to all teachers and district staff who provide instruction or services to ELLs. Among the 2002-03 participants were principals, assistant principals, mentor teachers, Reading Recovery teachers, classroom teachers, literacy and reading specialists, instructional coaches, teacher assistants, counselors, parent recruitment (support) specialists, secretaries, data entry clerks, and bilingual education program staff. In 2002-03, a total of 1,646 Austin ISD staff members participated in professional development for ELLs.

Table 14 presents the duration of the workshops, the number of workshops, the number of participants, and the total number of staff hours. Altogether, 191.5 hours of BE/ESL professional development were delivered to 1,646 administrators, teachers, and other bilingual support staff for a total of 49,496 staff hours.

Table 14: Professional Development for Administrators, Teachers, and Other Bilingual Support Staff, Number of Workshops and Hours, 2002-03

Duration of Workshop – Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1.0	5	86	430
1.5	14	358	7,518
2.0	4	78	624
2.5	2	99	495
3.0	4	379	4,548
3.5	1	12	42
4.0	1	28	112
5.0	4	318	6,360
7.0	15	279	29,295
8.0	1	9	72
Total	51	1,646	49,496

Data Source: Bilingual Education/ESL Program Records

SCOPE OF TRAINING

The general themes of the professional development activities for teachers and administrators of ELLs centered on programmatic information and instructional strategies applicable to all grade levels. Other professional development activities provided training to facilitate BE and ESL endorsement for teachers. Endorsements are teaching credentials awarded by the state following successful performance on a state examination to validate a person's qualifications to deliver BE/ESL instruction in a Texas classroom.

Brief descriptions of the content of the professional development workshops were prepared by the BE/ESL Department staff and submitted to PDA. These workshop descriptions were included in the Academy's training 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, 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 September, the BE/ESL Department staff provided 11 workshops that addressed programmatic/operational issues. Among the issues addressed were LEP identification procedures, planning appropriate instruction for ELLs, new district forms and procedures, and current guidelines for making appropriate assessment decisions (regarding English or Spanish TAKS and RPTE) by the LPACs. A total of 297

teachers and other school personnel who provided school-related services attended workshops that addressed programmatic/operational issues.

The instructional workshops for elementary teachers were conducted throughout the school year. Like last year, the predominant theme for the 21 teacher training sessions was literacy and language development in both the native language and English. Eight workshops were devoted to early phonological development with the use of the new 'Estrellita Kit', the distribution of big books and other bilingual materials, Tejas LEE (the statewide primary assessment for struggling readers) and LEER MÁS (the supplement of the State Reading Academies) that provided teachers with a binder of Spanish language activities for classroom use. Two complete days were spent on Pro-Lectura for grades 3 and 4, the statewide initiative in Spanish reading, which contains lessons to enhance student success on Spanish TAKS reading and writing. Three workshops focused on effective writing traits in English and Spanish, and four workshops addressed the use of literacy centers to assist ELLs with their reading comprehension. These workshops on literacy and language development were attended by 730 elementary teachers (grades Pre-K-6).

In 2002-03, 15 professional development workshops were offered for middle/junior high and high school teachers (grades 6-12), and attended by 586 teachers. The main goal of these secondary level workshops was to demonstrate effective instructional strategies to enhance and accelerate the acquisition of English among ELLs. For four years, the BE/ESL Department has concentrated time and financial resources to train cadres of teachers across the content areas in the delivery of sheltered English instruction to improve and accelerate English acquisition. Other secondary level workshops covered a presentation of additional instructional materials purchased by the district to complement the ESL state-adopted books, and professional development for the ESL Immigrant Institute staff that included operational procedures and opportunities for teachers to prepare and present mini-lessons to colleagues.

Finally, four professional development sessions prepared teachers to take the state examinations for their BE and ESL endorsements and the Texas Oral Proficiency Test (T.O.P.T.). The workshops for the ESL Examination for the Certification of Educators in Texas (ExCET), the BE ExCET, and the T.O.P.T. were attended by 33 elementary teachers.

RESULTS OF TEACHER TRAINING

Professional development participants provided feedback on 40 (78%) of the workshops. Overall, the professional development sessions received positive evaluations from the 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 the training. Where appropriate, positive ratings were given to the implementation of what the teachers had learned. The results for each professional development session were tallied and are available for review through the BE/ESL Department.

SUMMARY

The goal of the BE Program is to enable ELLs to become competent in comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language. The goal of the ESL Program is development of literacy through integrated use of second language methods. Both programs 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 equitable participation in schools. During the ten years of English and Spanish TAAS implementation, the academic performance of ELLs improved, as reflected in increased percentages of students passing reading, mathematics, and writing. Through the years, more ELLs participated in the state assessment program, and fewer students were exempted from the examinations.

The 2002-03 school year was the first year of implementation of the new and more rigorous state-mandated assessment program (TAKS), in which more students were tested, at more grades levels, in five content areas. With the state's Student Success Initiative, there was a new requirement for third grade students to pass TAKS reading in order to be promoted to the fourth grade. Academic performance expectations for ELLs are the same as for all students, yet ELLs are at risk because they are in the process of acquiring academic English or English proficiency at a level that facilitates being successful in a classroom. The percentages passing TAKS in the 2002-03 school year are the baseline for gauging the improvement of ELLs' academic performance on future state assessments.

Based on data from the TEA May 2003 District Summaries and with the exception of grade 3 in reading, some of the highlights of the 2002-03 achievement results for Austin ISD ELLs include the following:

- The highest passing rate among ELLs on TAKS was for third grade, 94% of whom met the standard on English or Spanish TAKS reading; while 95% of all Austin ISD students at grade 3 passed this test (cumulative percentages passing after three test administrations). In English TAKS mathematics, 88% of ELLs and 85% of Austin ISD non-ELLs passed, while 77% of ELLs passed English TAKS writing at grade 4 and 87% of Austin ISD non-ELLs met the standard.

- The lowest TAKS passing rates among ELLs occurred at grade 11 in reading/English language arts (7% or n=60), and science (18% or n=142).
- With the exception of English TAKS reading (71%) and writing (77%) at grade 4, Austin ISD ELLs had lower percentages passing TAKS reading and writing than did ELLs statewide. The greatest difference was in grade 11, where 7% of Austin ISD ELLs passed compared to 33% of ELLs throughout the state.
- In grades 3 and 4, a higher percentage of Austin ISD ELLs passed English TAKS mathematics than ELLs statewide. However, at all other grade levels a lower percentage of Austin ISD ELLs met the passing standard in TAKS mathematics than ELLs statewide. The largest differences were at grades 8 and 11, where 20% and 25%, respectively, of Austin ISD ELLs met the passing standard compared to 32% and 37%, respectively, of ELLs statewide.
- The percentages passing TAKS social studies were lower for Austin ISD ELLs than ELLs throughout the state. The largest difference was in grade 8 where 64% of Austin ISD ELLs passed compared to 68% ELLs statewide.
- The percentages passing TAKS science were lower for Austin ISD ELLs than ELLs throughout the state. The largest difference was in grade 11 where 18% of Austin ISD ELLs passed compared to 29% ELLs statewide.
- Overall, the performance of non-ELLs in Austin ISD on English TAKS reading/English language arts, mathematics, writing, social studies, and science had slightly lower percentages meeting the standard than did non-ELLs throughout the state.
- In grades 3, 4, and 5, the percentages of Austin ISD ELLs meeting the TAKS passing standards were lower than for statewide ELLs in Spanish TAKS reading, mathematics, and science.
- The percentage passing Spanish TAKS writing was one percentage point higher for Austin ISD ELLs (88%) than for ELLs (87%) throughout the state.
- Of the 5,674 students who participated in the administration of the Reading Proficiency Tests in English (RPTE) in 2002-03, 43% obtained an Advanced Proficiency Rating, 29% an Intermediate Proficiency Rating, and 28% a Beginning Proficiency Rating. The students who obtained an Advanced Proficiency Rating will not be tested with RPTE again in 2003-04.

Exit status for ELLs was examined in 2002-03, and district data files indicated that 1,452 students had been exited during the school year. The percentages of exited ELLs who passed TAKS were above 80% in reading/English language arts at grades 3, 4,

5, 7, 8, and 10; in mathematics at grades 3, 4, and 5; in writing at grade 4; in science at grade 5; and in social studies, at grades 8 and 11.

Recommendations

Although the academic performance of Austin ISD's ELLs has improved over time, an achievement gap remains between ELLs and non-ELLs, especially beyond grade 5. Therefore, based on the data gathered on ELLs for the 2002-03 school year, the following recommendations are offered.

2. Provide more comprehensive instructional and academic support to ELLs:

- Middle school and high school students need greater academic rigor while they are acquiring English. The language acquisition process could be hastened for students through accelerated instruction in sheltered English classes and particularly within the mainstream content area classes.
- Instructional staff must provide specific standards and expectations that define sufficient and adequate academic progress in BE and ESL classrooms across the district.
- All instructional materials must be aligned with the TEKS and with the district's Instructional Planning Guides (IPGs), and be readily available.
- Early identification of students' instructional needs can assist school administrators in determining instructional resource allocations and staff projections, planning professional development, and purchasing appropriate and sufficient instructional materials.
- Student assessment data must be used at the classroom level to determine specific achievement and instructional goals for ELLs. Early review of ELLs' academic histories can provide information regarding their instructional needs, as well as determine the support (e.g., appropriate scheduling and interventions) they will need to be successful in school and with TAKS.
- The LPAC's primary responsibility of evaluating the academic progress of ELLs and exited ELLs is to ensure that these students will participate successfully in the state assessment system. For ELLs currently receiving program services, the LPAC should monitor the RPTE scores of ELLs whose language proficiency levels did not change (i.e., from beginning to intermediate or intermediate to advanced), and other assessment data to determine their instructional needs, guide testing decisions, and recommend interventions. For exited ELLs, the LPAC needs to diligently

monitor their performance on TAKS. If students do not pass TAKS and are reclassified as ELLs, the committee members must engage other school personnel (e.g., counselors, teachers, administrators) to assure that students receive the appropriate and correct academic interventions for students to re-exit the BE/ESL Program, and remain academically successful.

2. Promote professional development to assure having highly qualified instructional staff for ELLs:

- To improve the achievement of ELLs, Austin ISD must continue to offer and encourage campus staff attendance at professional development on topics relevant to BE/ESL, such as second language acquisition, successful strategies for struggling readers, effective literacy practices for ELLs, higher order thinking skills and the TEKS, preparation and practice for ESL and BE certification examinations, legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC.
- In addition, it is necessary to enhance the overall quality of instruction in middle/junior high and high schools by training cadres of teachers across the content areas (mathematics, science, social studies, and reading/English language arts) who will be well-versed in modifying instruction in order to deliver ‘comprehensible and appropriate’ instruction to ELLs that is challenging and rigorous.

APPENDICES

APPENDIX A: TEXAS ADMINISTRATIVE CODE

Text of 19 TAC

Chapter 89. Adaptation for Special Population

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

- 89.1260 Monitoring of Programs 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, to the extent to which they are becoming proficient in English, the number of students 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 proficient students in English and in home language at least annually.
 - d) Local programs 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: NUMBERS AND PERCENTAGES OF AUSTIN ISD ELLS PASSING ENGLISH TAKS

Numbers and Percentages of Austin ISD ELLs Passing English TAKS Reading, Mathematics,
and Writing, by Grade Level, 2002-03

Grade	Reading		Mathematics		Writing	
	Number	Percentage Passing	Number	Percentage Passing	Number	Percentage Passing
3	570	88%	598	88%	*	*
4	593	71%	661	75%	505	77%
5	575	45%	608	66%	*	*
6	438	44%	453	39%	*	*
7	408	33%	435	27%	394	35%
8	409	29%	420	20%	*	*
9	601	23%	567	20%	*	*
10	384	21%	389	34%	*	*
11	60	7%	157	25%	*	*

Data Source: District English TAKS Summary Reports, March and May 2003

*Students not tested at these grade levels.

Numbers and Percentages of Austin ISD ELLs Passing English TAKS Science and Social
Studies, by Grade Level, 2002-03

Grade	Science		Social Studies	
	Number	Percentage Passing	Number	Percentage Passing
3	*	*	*	*
4	*	*	*	*
5	626	40%	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	404	64%
9	*	*	*	*
10	376	24%	394	52%
11	142	18%	151	58%

Data Source: District English TAKS Summary Reports, May 2003

*Students not tested at these grade levels.

APPENDIX C: AUSTIN ISD ELLs' RPTE PARTICIPATION

Number of Austin ISD ELLs Tested, Absent, and Exempted from RPTE, by Grade Level, 2002-03

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	1,852	33%	30	6%	19	8%	12	5%
4	990	17%	14	3%	20	8%	23	10%
5	712	13%	16	3%	31	13%	51	22%
6	513	9%	22	5%	10	4%	33	14%
7	452	8%	27	6%	5	2%	29	13%
8	391	7%	28	6%	14	6%	28	12%
9	411	7%	143	29%	39	17%	21	9%
10	193	3%	100	21%	39	17%	23	10%
11	110	2%	60	12%	30	13%	5	2%
12	50	1%	46	9%	28	12%	5	2%
Total	5,674	100%	486	100%	235	100%	230	100%

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Reports, May 2003

APPENDIX D: AUSTIN ISD EXITED STUDENTS IN SCHOOL YEARS 1999-2000, 2000-01, AND 2001-02

Number of Austin ISD Exited ELLs, by Grade Level, Students Exited during the 1999-2000, 2000-01, and 2001-02 School Years

Grade	Number of Exited Students
2	1
3	0
4	8
5	151
Elementary 6	49
Elementary Total	209
Middle School 6	301
7	385
8	323
Middle School Total	1,009
9	318
10	164
11	125
12	127
High School Total	734
Total Exited Students	1,952

Data Source: Austin ISD Student Records

Austin ISD ELLs, Exited during the 1999-2000, 2000-01, and 2001-02 School Years, TAKS Performance in 2002-03 School Year, Number Tested and Percentages Passing TAKS Reading, Mathematics, and Writing, Overall Percentage Passing

Grade	Reading		Mathematics		Writing	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	0	0	0	0	*	*
4	7	71%	7	86%	7	86%
5	149	89%	149	91%	*	*
6	347	92%	338	83%	*	*
7	378	91%	377	74%	372	91%
8	320	92%	316	66%	*	*
9	293	84%	280	52%	*	*
10	153	66%	146	65%	*	*
11	80	60%	90	63%	*	*
Total	1,727	(1,410) 86.3%	1,703	(1,196) 70.2%	379	(337) 90.5%

Data Source: Austin ISD Student Records

*TAKS Writing is administered only in grades 4 and 7.

Austin ISD ELLs, Exited during 1999-2000, 2000-01, and 2001-02 School Years, TAKS Performance in 2002-03 School Year, Number Tested and Percentages Passing TAKS Science and Social Studies, Overall Percentage Passing

Grade	Science		Social Studies	
	Number Tested	Percent Passing	Number Tested	Percent Passing
5	148	79%	*	*
8	*	*	318	94%
10	144	58%	150	87%
11	79	70%	85	95%
Total	371	(255) 68.7%	553	(511) 92.4%

Data Source: Austin ISD Student Records

*TAKS Science is administered only in grades 5, 10, and 11. TAKS Social Studies is administered only in grades 8, 10, and 11.

Austin ISD Exited ELLs, Length of Time in the Bilingual Education/ESL Program, by Grade, 2002-03 (Students Exited during 1999-2000, 2000-01, and 2001-02 School Years)

Grade	Exited Students <2 Years	Exited Students <3 Years	Exited Students <4 Years	Exited Students <5 Years	Exited Students <6 Years	Exited Students >6 Years	Exited Students Total
3	0	0	0	0	0	0	0
4	1	0	3	4	0	0	8
5	8	5	11	29	94	2	149
El 6	2	5	2	8	29	1	47
Total	11	10	16	41	123	3	204
MS 6	10	17	22	42	138	59	288
7	12	14	26	47	114	149	362
8	9	14	23	22	74	160	302
Total	31	45	71	111	326	368	952
9	6	12	17	29	21	184	269
10	6	10	13	15	12	87	143
11	5	5	10	6	7	63	96
12	0	0	0	0	0	0	0
Total	17	27	40	50	40	334	508
Percent	(4%)	(5%)	(8%)	(12%)	(29%)	(42%)	(100%)

Data Source: Austin ISD Student Records

Austin ISD Exited Students During 1999-2000, 2000-01, and 2001-02 School Years

Grade in 2002-03	Exited Students School Year 1999-2000	Exited Students School Year 2000-01	Exited Students School Year 2001-02	Total Exited Students School Year 2002-03
2	0	1	0	1
3	0	0	0	0
4	0	1	7	8
5	2	0	149*	151
EL 6	0	39*		49
MS 6	0	197	104	301
7	128*	156	101	385
8	118	150	55	323
9	105	172	41	318
10	560	72	32	164
11	55	66	4	125
12	30	55	42	127
Total	498	909	545	1,952

Data Source: Austin ISD Student Records

*Exited ELLs being promoted through the years after having been exited from the BE/ESL Program.

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