



AUSTIN INDEPENDENT SCHOOL DISTRICT

ENGLISH LANGUAGE LEARNER PROGRAMS

Summary Report, 2010–2011



September 2011
Publication Number 10.59

EXECUTIVE SUMMARY

In 2010–2011, Austin Independent School District (AISD) provided students identified as limited English proficient (LEP) with either a bilingual education (BE) or English as a second language (ESL) program to promote educational equity among all students. AISD's BE/ESL programs were provided funding through local, state, and federal (i.e., American Recovery and Reinvestment Act [ARRA]; Title I, Part A; and Title III, Part A) sources.

PROGRAM OVERVIEW

The BE/ESL programs enrolled 24,508 students identified as LEP in Fall 2010, representing 29% of the total AISD enrollment. According to AISD's student records, demographic and enrollment information included the following:

- Ninety-three percent of English language learners (ELLs) were also economically disadvantaged (i.e., qualified for free or reduced-price lunch).
- Ninety-two percent of ELLs were of Hispanic origin, followed by Asian (5%), White (2%), and African American (<1%).
- Ten percent of ELLs ($n = 2,505$) were immigrants (i.e., born outside of the United States to non-naturalized or non-U.S. citizens).
- Eight percent of ELLs ($n = 1,970$) were identified as requiring special educational services.
- Three percent of ELLs ($n = 816$) did not participate in either a BE or ESL program due to parental denial of service.
- At least sixty-eight languages other than English and Spanish were represented among AISD ELLs' primary home languages.
- Seventy-six percent of ELLs were served at the elementary grade level (i.e., early education through 5th grade); 13% of ELLs were served at the middle school level (i.e., 6th through 8th grade); 11% of ELLs were served at the high school level (i.e., 9th through 12th grade).
- A total of 1,418 ELLs were served in the pilot dual language program (Brunner, 2011).

STUDENTS' ENGLISH LANGUAGE PROFICIENCY

ELLs' English language proficiency is assessed annually for kindergarten through 12th grade by the Texas English Language Proficiency Assessment System (TELPAS). The Texas Education Agency (TEA) calculated a yearly progress indicator based on change in students' TELPAS composite ratings from Spring 2010 to Spring 2011. To meet the state's annual measurable achievement objective (AMAO) standard 1 (i.e., progress), at least 47% of district ELLs in kindergarten through 12th grade must have earned a yearly progress indicator of 1 or higher (i.e., students must have progressed by at least one proficiency level or maintained a rating of *advanced high* from year to year). Sixty-two percent of AISD kindergarten through 12th-grade ELLs gained at least one proficiency level or remained at *advanced high* proficiency from 2009–2010 to 2010–2011.

STUDENT ACADEMIC ACHIEVEMENT

The state mandated Texas Assessment of Knowledge and Skills (TAKS) tests are administered annually in mathematics (math), reading/English language arts (ELA), science, writing, and social studies. Although the achievement gap between ELLs and non-ELLs remained in 2010–2011 results, overall a greater percentage of ELLs met the minimum standard on the TAKS across most of the content areas than did so during the 2008–2009 school year. The grade levels and content areas in which the percentage of ELLs who met standard on the TAKS decreased from 2008–2009 to 2010–2011 included 8th-grade math, and 3rd-, 6th-, and 8th-grade reading/ELA. Students who had exited from the language programs (i.e., former ELLs) had rates of passing TAKS that were higher than or as high as those of students who had never been in a language program.

BE/ESL PROGRAM EXIT

The number of students exiting the BE/ESL programs increased by 8% ($n = 172$) from 2009–2010 to 2010–2011. At least half of the students who exited BE/ESL each year did so between 3rd and 5th grade.

BE/ESL TEACHING STAFF

In 2010–2011, 1,879 teachers with BE or ESL certification worked with ELLs. Furthermore, 1,760 AISD staff (i.e., teachers and administrators) attended 55,829.5 hours of professional development activities directly related to BE and/or ESL instruction (i.e., an average of 32 hours of completed professional development activities per staff member).

FISCAL CONSIDERATIONS

The cost of the 2010–2011 BE/ESL programs was approximately \$5.6 million, which was provided through local (34%), Title III-A (37%), ARRA Title I (19%), Title I-A (6%), Texas Education Agency (3%), and private (2%) funds. ELL summer school programs represented 23% of the expenditures. The cost-per-student for the fall through spring year was \$203, a \$3 per student decrease from the 2009–2010 year.

CONCLUSION

Although the achievement gap between ELLs and non-ELLs persisted in 2010–2011 in terms of TAKS passing rates, the district showed overall improvement for ELLs in most TAKS content areas for most grades. The decline in 6th- and 8th-grade ELLs' reading TAKS scores may be a reflection of the increase in ELLs who exited the program. Those students who exited the language programs tended to have met grade-level performance at the same rate or at a rate better than that of their peers who were never in a language program, demonstrating the success of those exiting the program.

Patterns in the 2010–2011 attendance rates, TELPAS, and program exits were mostly consistent with patterns from previous years (Brunner, 2010 a; Malerba & Herrera, 2010). Again, the greatest percentage of ELLs exited BE/ESL programs at 4th grade (Table 8), which did not correspond

to the grade level with the highest percentages of English proficiency levels of *advanced* or *advanced high* (Table 2).

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

- To advance the district's goal of eliminating the achievement gap, further work should be done to determine factors related to ELLs who exit the program within 5 to 7 years and those who do not.
- Given the goal of college and career readiness, further research should look at the long-term growth in academic performance of ELLs who have exited the program.
- The district should continue to evaluate ELLs' language and academic performance in the dual language program.

TABLE OF CONTENTS

Executive Summary	i
List of Figures	vi
List of Tables	vii
Introduction	1
<i>Evaluation Mandate</i>	1
2010–2011 Program Overview	2
<i>BE/ESL Programs Available in AISD</i>	2
<i>Student Demographics</i>	2
<i>Student Attendance</i>	4
Students’ English Language Proficiency	5
<i>TELPAS Composite Ratings</i>	5
<i>Annual Language Proficiency Progress</i>	6
<i>TELPAS Proficiency by Language Domain</i>	6
Student Academic Achievement	8
<i>TAKS Passing Rates and the Achievement Gap</i>	8
<i>Math</i>	11
<i>Reading/ELA</i>	12
<i>Science</i>	16
<i>Social Studies</i>	17
<i>Writing</i>	17
BE/ESL Program Exit	19
BE/ESL Teaching Staff	21
Fiscal Considerations	22

Conclusion.....24

Appendices.....25

References39

LIST OF FIGURES

Figure 1. Student Attendance Rates, by English Language Learner (ELL) Status and Grade Level, 2010–2011	4
Figure 2. Students’ Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) between Spring 2010 and Spring 2011, Kindergarten through 12th Grade	6
Figure 3. Texas English Language Proficiency Assessment System (TELPAS) Ratings, by Language Domain and Grade Level, Spring 2011	7
Figure 4. Texas Assessment of Knowledge and Skills (TAKS) Performance, by English Language Learner (ELL) Status and Content Area, 2010–2011	8
Figure 5. Number of Students in 2010–2011, by Grade Level and English Language Learner (ELL) Status	9
Figure 6. Percentage of Students Who Received Special Education and Gifted/Talented Services in 2010–2011, by English Language Learner (ELL) Status	9
Figure 7. Achievement Differences in English Language Learners’ (ELLs) and Non-ELLs’ Texas Assessment of Knowledge and Skills (TAKS) Performance, by Content Area and Former ELL Inclusion, 2010–2011	10
Figure 8. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Mathematics Texas Assessment of Knowledge and Skills (TAKS), 2010–2011	11
Figure 9. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011	11
Figure 10. English Language Learners (ELLs) Who Met the Passing Standard on the Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores and Grade Level, 2010–2011	14
Figure 11. English Language Learners (ELLs) Who Met the Passing Standard on the Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011	15
Figure 12. b English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Science Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011.....	16
Figure 13. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Social Studies Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011.....	17
Figure 14. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Writing Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011.....	18

Figure 15. Bilingual Education and English as a Second Language Funding Sources, 2010–2011	24
Figure D-1. English Language Learners (ELLs) Who Met the Passing Standard on the Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores and Grade Level, 2010–2011	33
Figure D-2. English Language Learners (ELLs) Who Took the Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011	33
Figure D-3. English Language Learners (ELLs) Who Met the Passing Standard on the Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores, TAKS Test Language Version, and Grade Level, 2010–2011	34
Figure D-4. Predicted Probabilities of Met Passing Standard on the 3rd Grade Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011	35
Figure D-5. Predicted Probabilities of Met Passing Standard on the 4th Grade Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011	36
Figure D-6. Predicted Probabilities of Met Passing Standard on the 5th Grade Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011	37

LIST OF TABLES

Table 1. English Language Learners' (ELLs) Characteristics, 2010–2011	3
Table 2. Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings, by Grade Level, 2010–2011	5
Table 3. Math Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners' (ELLs) From 2008–2009, 2009–2010, and 2010 – 2011, by Grade Level	12
Table 4. Reading/English Language Arts (ELA) Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners' (ELLs) from 2008–2009, 2009–2010, and 2010–2011, by Grade Level	13
Table 5. Science Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners' (ELLs) from 2008–2009, 2009–2010, and 2010–2011, by Grade Level	16
Table 6. Social Studies Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners' (ELLs) from 2008–2009, 2009–2010, and 2010–2011, by Grade Level	17

Table 7. Writing Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners' (ELLs) from 2008–2009, 2009–2010, and 2010–2011, by Grade Level	18
Table 8. The Number and Percentage of English Language Learners (ELLs) Exiting Bilingual and English as a Second Language Programs by Grade Level, 2009–2010 and 2010–2011, by Grade Level	20
Table 9. Employee Attendance of Professional Development Opportunities Offered through the Bilingual Education and English as a Second Language Department, 2010–2011	21
Table A-1. AISD Programs for English Language Learners	26
Table B-1. AISD Student Enrollment by English Language Learner (ELL) Status and Grade Level, 2010–2011	27
Table C-1. Math Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended (CM) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011	28
Table C-2. Reading/English Language Arts (ELA) Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended (CM) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011	29
Table C-3. Science Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended Performance (CP) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011	30
Table C-4. Social Studies Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended (CM) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011	30
Table C-5. Writing Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended (CM) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011	31
Table E-1. Funding Sources and Expenditures for Bilingual Education and English as a Second Language Programs.....	38

INTRODUCTION

Texas law requires that every student with a primary home language other than English, who is identified as limited English proficient (LEP), be provided with a full opportunity to participate in a bilingual education (BE) or English as a second language (ESL) program. To ensure educational equity, the law also states that districts must seek certified teaching personnel and assess these students' achievement in the state-mandated Texas Essential Knowledge and Skills (TEKS) curriculum. Students identified as LEP have access to several programs in Austin Independent School District (AISD), depending upon their grade level, level of English proficiency, and parent preference. The goal of the BE program is to enable English language learners (ELLs) to become competent in comprehension, speaking, reading, and writing through the development of literacy and academic skills in the students' primary language. The goal of the ESL program is to develop students' literacy through the integrated use of second-language instructional methods.

EVALUATION MANDATE

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

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

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

The purposes of this report are (a) to describe the demographic characteristics of students participating in BE and ESL programs, (b) to summarize BE/ESL students' progress toward English language proficiency on the Texas English Proficiency Language Assessment System (TELPAS), (c) to compare ELLs' performance on the Texas Assessment of Knowledge and Skills (TAKS) with that of other students, (d) to document the number of students who have exited the BE and ESL programs, and (e) to document the number of teachers who participated in professional development opportunities in the 2010–2011 school year.

2010–2011 PROGRAM OVERVIEW

BE/ESL PROGRAMS AVAILABLE IN AISD

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

The majority of AISD BE classrooms implemented a late transitional BE model (i.e., literacy and core content skills initially are developed in the dominant language, although English is taught daily across the core content areas, and the amount of instruction in English increases gradually across grade levels). Students are expected to achieve grade-level academic competency and English proficiency by the end of 5th grade, after spending approximately 5 to 7 years in the program. In 2010–2011, BE was expanded to include 10 elementary schools with dual-language (DL) programs. A separate Department of Research and Evaluation (DRE) report discusses the pilot DL program (Brunner, 2011). Like the current bilingual program, DL programs prepare students for program exit at 5th grade; however, these programs differ from the current model in the following ways:

1. they have a more prescribed implementation for the amount of daily instruction in English and Spanish,
2. their classrooms have a mix of both ELLs and English-proficient students who learn a second language,
3. they do not exit students from the program during elementary grades, and
4. they can be continued through 12th grade.

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

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

STUDENT DEMOGRAPHICS

In Fall 2010, 85,697 students were enrolled in early education (EE) through 12th grade in AISD, and of these, 24,508 (29%) were identified as LEP in Public Education Information Management System (PEIMS) demographic records (Table 1). The number of ELLs enrolled in AISD decreased by less than 1% from 24,593 students in 2009–2010. The BE program served 15,525 ELLs (63%) and 129 non-

ELLs (through the two-way DL program). The ESL program served 8,157 ELLs (33%). Approximately 3% of ELLs ($n = 816$) did not participate in either program due to parental denial of language programs.

Most ELLs (92%) primarily spoke Spanish at home, and 43% of Hispanic students within AISD were ELLs. At least 68 languages other than English and Spanish were reported as being primarily spoken at home, including Vietnamese, Arabic, Korean, and Burmese. Forty-six percent of Asian students within AISD were ELLs. The number of immigrant ELLs (i.e., students born outside the United States with no U.S. citizenship) in 2010–2011 decreased by 7% from 2009–2010.

Table 1. English Language Learners' (ELLs) Characteristics, 2010–2011

	All enrolled ELLs ($n = 24,508$)		All other students ($n = 61,189$)	
	Number	Percentage	Number	Percentage
Gender				
Female	11,545	47	29,862	49
Male	12,963	53	31,327	51
Ethnicity				
African American	166	<1	7,976	13
Asian	1,308	5	1,509	2
Hispanic	22,475	92	29,229	48
Native American	81	<1	218	<1
Pacific Islander	10	<1	61	<1
White	407	2	20,404	33
Two or more races	61	<1	1,792	3
Low-income family				
Eligible for free or reduced-price lunch	22,745	93	31,942	52
Not eligible for free or reduced-price lunch	1,763	7	29,247	48
Primary language spoken at home				
Spanish	22,580	92	7,909	13
Vietnamese	402	2	201	<1
Arabic	190	<1	64	<1
Korean	175	<1	115	<1
Burmese	155	<1	11	<1
Other non-English	962	4	937	2
Immigrants	2,505	10	161	<1
Unschooling refugee or asylee	151	<1	*	*
Received special education services	1,970	8	6,379	10
Grade level				
Early education through 5th grade	18,674	76	29,774	49
6th grade through 8th grade	3,068	13	13,551	22
9th grade through 12th grade	2,766	11	17,864	29

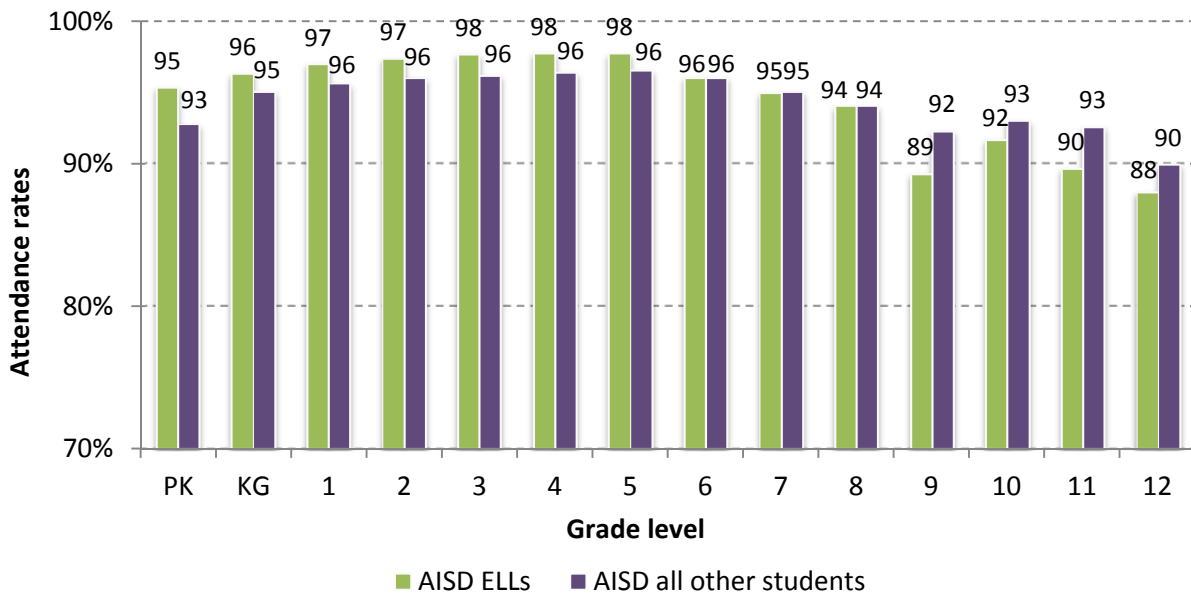
Source. AISD PEIMS records, 2010–2011

* indicates fewer than 5 students in the cell

STUDENT ATTENDANCE

For the 2010–2011 school year, ELLs had slightly higher attendance rates, on average, than did non-ELLs for pre-K through 5th grade (Figure 1). On average, non-ELLs had higher attendance rates in high school than did ELLs in the same grade level.

Figure 1. Student Attendance Rates, by English Language Learner (ELL) Status and Grade Level, 2010–2011



Source. AISD PEIMS attendance records, 2010–2011

Note. The vertical axis of the bar chart has been truncated to represent 70% to 100% to better display the difference in attendance rates between AISD ELLs and non-ELLs. Attendance is calculated by grade level using the following formula: (Total eligible days present)/(Total days absent + Total eligible days present).

STUDENTS' ENGLISH LANGUAGE PROFICIENCY

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

TELPAS COMPOSITE RATINGS

The four domains assessed by the TELPAS are listening, speaking, reading, and writing. Students receive a proficiency score and rating (i.e., *beginning*, *intermediate*, *advanced*, *advanced high*) on each domain. Students' scores on the TELPAS language domains are weighted in the following manner to create a composite score: listening is 5%, speaking is 5%, reading is 75%, and writing is 15%. ELLs' 2010–2011 composite ratings are provided in Table 2.

TELPAS COMPOSITE SCORES AND RATINGS

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

Table 2. Texas English Language Proficiency Assessment System (TELPAS) Composite Ratings, by Grade Level, 2010–2011

Grade level	Number of ELLs	TELPAS beginning	TELPAS intermediate	TELPAS advanced	TELPAS advanced high
Kindergarten	3,064	72%	14%	8%	5%
1	2,981	46%	27%	15%	11%
2	2,847	12%	32%	29%	26%
3	2,795	11%	22%	27%	38%
4	2,347	5%	19%	26%	47%
5	1,545	5%	12%	23%	58%
6	1,201	5%	16%	34%	42%
7	1,079	4%	12%	32%	49%
8	832	4%	15%	31%	44%
9	981	12%	16%	26%	41%
10	657	6%	19%	29%	41%
11	504	3%	13%	29%	50%
12	433	1%	10%	25%	51%

Source. AISD TELPAS records, 2010–2011

Note. Percentages may not sum to 100% because the *no rating available* category has been excluded.

Kindergarten had the highest percentage of students who scored *beginning* in English proficiency. The *beginning* proficiency rates declined through the grade levels until 9th grade, which had

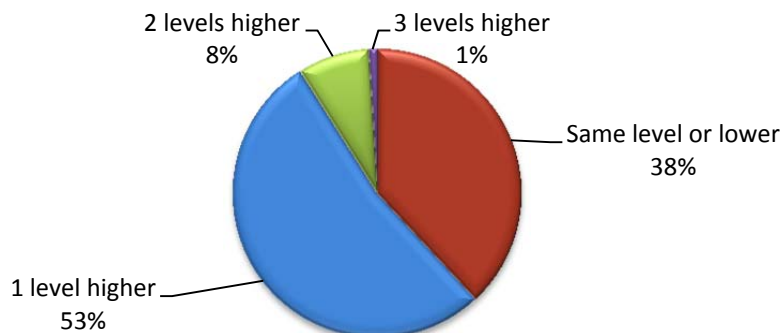
an 8% increase from the preceding grade level. Fifth grade had the highest percentage of ELLs who scored *advanced high* on TELPAS, followed by 12th grade.

ANNUAL LANGUAGE PROFICIENCY PROGRESS

TEA examined year-to-year change in students' TELPAS scores for all students who were enrolled on the PEIMS snapshot date in Fall 2010 and who had Spring 2010 and Spring 2011 TELPAS scores. For each student who met these criteria, TEA calculated a yearly progress indicator based on change in the student's TELPAS composite ratings from Spring 2010 to Spring 2011. The resulting yearly progress indicator scores ranged from 0 (no change or a decline) to 3 (an increase of 3 composite levels); if students' ratings were *advanced high* in both years, the yearly progress indicator was marked as 1 (one level higher). To meet AMAO 1 standard, at least 47% of district ELLs in kindergarten¹ through 12th grade must have earned a yearly progress indicator of 1 or higher (i.e., students must have progressed by at least one proficiency level or maintained a rating of *advanced high* from year to year).

As shown in Figure 1, district ELLs made more than the required AMAO growth in English language proficiency. Sixty-two percent of kindergarten through 12th-grade ELLs gained at least one proficiency level or remained at *advanced high* proficiency.

Figure 2. Students' Yearly Progress on the Texas English Language Proficiency Assessment System (TELPAS) Between Spring 2010 and Spring 2011, Kindergarten Through 12th Grade



Source. AISD TELPAS records, 2011

Note. Percentages sum to greater than 100% due to rounding. The yearly progress indicator is coded on the following scale: 0 = the rating is the same or lower than the previous year, 1 = the rating is one level higher than the previous year, 2 = the rating is 2 levels higher than the previous year, 3 = the rating is 3 levels higher than the previous year. If students' ratings were *advanced high* in both years, the yearly progress indicator was marked as 1 (i.e., one level higher).

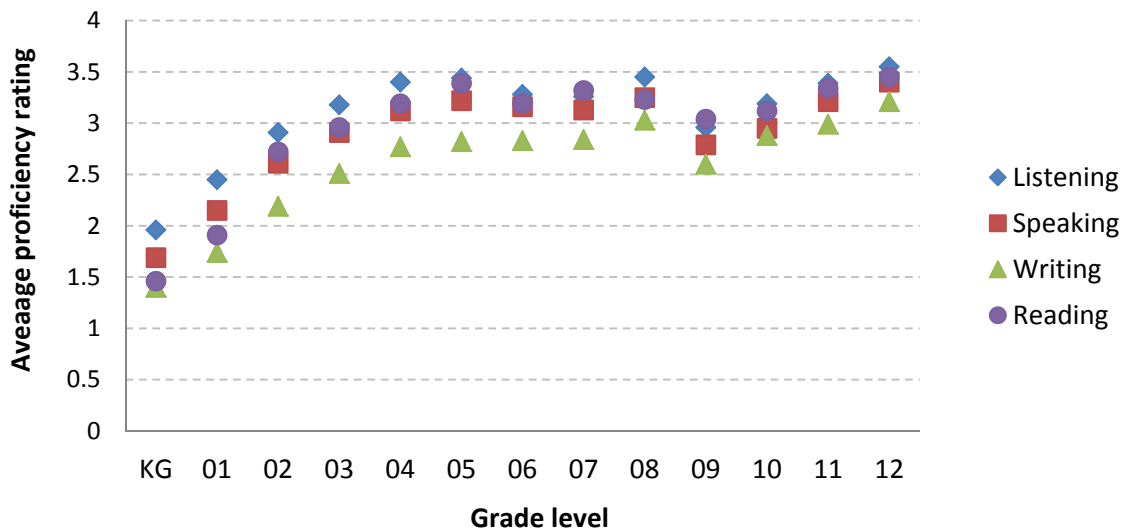
TELPAS PROFICIENCY BY LANGUAGE DOMAIN

In addition to providing composite language proficiency scores, the TELPAS provides ratings for each of four language domain skills (i.e., listening, speaking, reading, and writing). Two interesting

¹ This may include students who repeated a grade level.

patterns emerged from the analysis of 2010–2011 TELPAS proficiency by language domain that mirrored results from the previous years (Brunner, 2010 a; Malerba & Herrera, 2010). First, across grade levels, students consistently scored higher on the listening, reading, and speaking sections of the TELPAS than on the writing portion (Figure 3).

Figure 3. Texas English Language Proficiency Assessment System (TELPAS) Ratings, by Language Domain and Grade Level, Spring 2011



Source. AISD TELPAS records, 2011

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

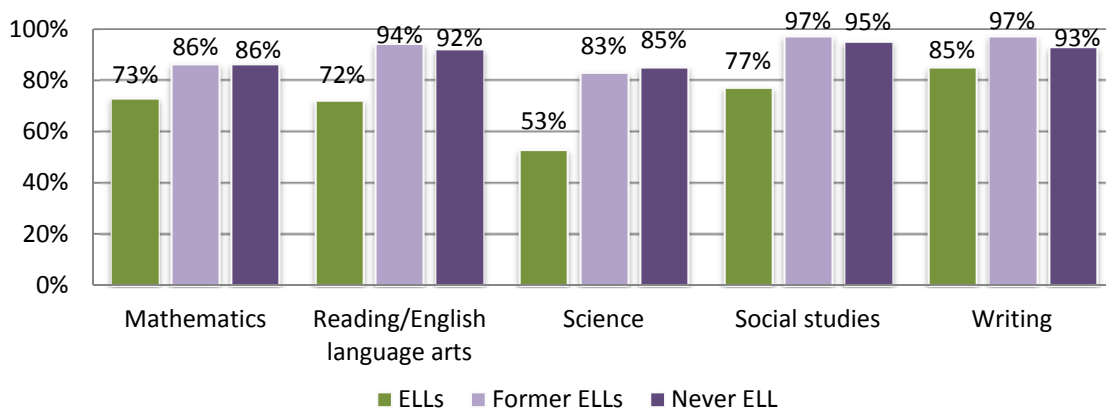
STUDENT ACADEMIC ACHIEVEMENT

TAKS PASSING RATES AND THE ACHIEVEMENT GAP

The state-mandated TAKS is administered annually to students in mathematics (math; grades 3 through 11); in reading (grades 3 through 9); in English language arts (ELA; grades 10 and 11); in writing (grades 4 and 7); in science (grades 5, 8, 10, and 11); and in social studies (grades 8, 10, and 11). English and Spanish versions of the TAKS are available for students in grades 3 through 5.

Although ELLs' TAKS scores have continued to improve over the years (Brunner, 2010 a; Herrera & Malerba, 2010), the achievement gap persisted between the academic performance of ELLs and other AISD students across subject areas in 2010–2011 (Figure 4). Two important factors should be considered in the interpretation of this trend. First, TEA offers subject area tests in Spanish only through 5th grade, which may contribute to the noticeably lower passing rates for ELLs in the secondary grades. Second, because passing the English TAKS in both reading/ELA and writing is a criterion for exiting BE/ESL programs, students who struggled with the content in these areas were likely to remain classified as ELLs from year to year. In contrast, the "all other students" group's passing percentages were positively influenced by the inclusion of exited ELLs who were English proficient and academically successful (Figures 8, 9, and 12 through 14). A greater percentage of former ELLs met standard on the reading/ELA, social studies, and writing TAKS assessment than did other students (Figure 4), and they performed near the same rate as students who were never ELL in math and science. Figure 5 provides the number of AISD students by ELL status, including former ELLs.

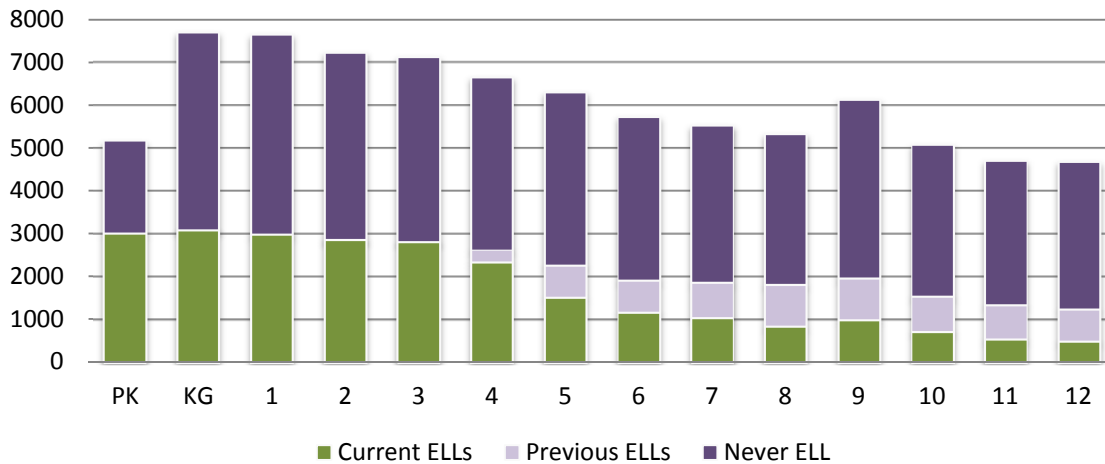
Figure 4. Texas Assessment of Knowledge and Skills (TAKS) Performance, by English Language Learner (ELL) Status and Content Area, 2010–2011



Source. AISD PEIMS records, all records through 2010–2011, and TAKS summary tables, 2010–2011

Note. Results represent all scored TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year (i.e., cumulative results) for all grade levels in which a TAKS content area was provided. "Former ELLs" include monitored students who exited a language program and all students who had been identified as ELL in the PEIMS records for any year prior to 2010–2011 in which the student was enrolled at an AISD campus.

Figure 5. Students in 2010–2011, by Grade Level and English Language Learner (ELL) Status



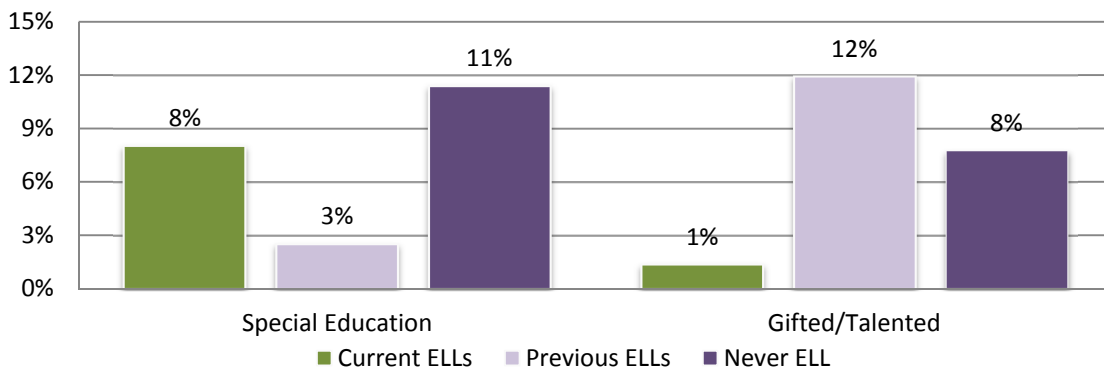
Source. AISD PEIMS records, all records through 2010–2011

Note. See Appendix B.

The number of previous ELLs grew by grade level and peaked at 8th grade. In 9th grade, the number of current ELLs (and never ELLs) increased, most likely due to transfers into the district and lack of grade promotion by current ELLs and students who were never ELL (Brunner, 2010 b).

Another factor to consider when interpreting TAKS results is the percentage of current ELLs receiving special education and gifted/talented services (Figure 6).

Figure 6. Students Who Received Special Education and Gifted/Talented Services in 2010–2011, by English Language Learner Status

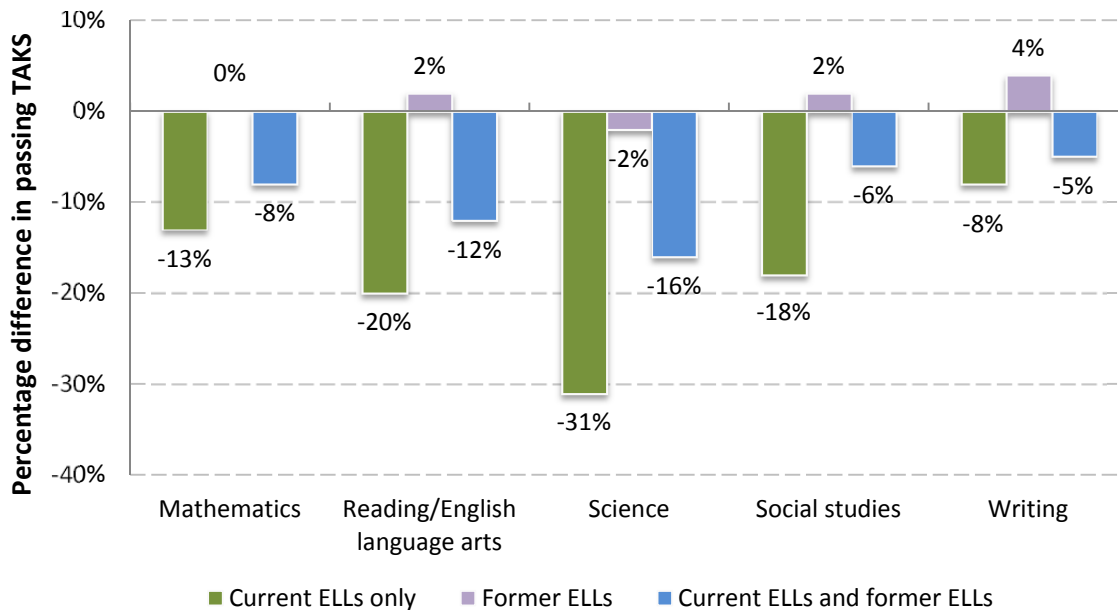


Source. AISD PEIMS records, all records through 2010–2011

In 2010–2011, a lower percentage of current ELLs than of those who were never ELL received special education services. Also, a greater percentage of students who were former ELLs than of those who were never ELL or who were currently ELL received gifted and talented services, lending support to the hypothesis that academically successful ELLs exit the language programs, while current ELLs have an overrepresentation of students who are struggling.

Unlike the other demographic indicators used to measure achievement gaps, ELL status is not constant (e.g., compared with ethnicity) and the status change is directly influenced by academic performance. Figure 7 shows the achievement gap between ELLs and non-ELLs with (a) current ELLs only, (b) former ELLs only, and (c) the inclusion of former ELLs in the current ELLs' category. The line at zero percent represents the average passing rate of the non-ELL category.

Figure 7. Achievement Differences in English Language Learners' (ELLs) and Non-ELLs' Texas Assessment of Knowledge and Skills (TAKS) Performance, by Content Area and Former ELL Inclusion, 2010–2011



Source. AISD PEIMS records, all records through 2010–2011; TAKS summary tables, 2010–2011
Note. The baseline is averaged non-ELLs' TAKS performance. Results represent all scored TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year (i.e., cumulative results) for all grade levels in which a TAKS content area was provided. "Former ELLs" include monitored students who exited a language program and all students who had been identified as ELL in the PEIMS records for any year prior to 2010–2011 in which the student was enrolled at an AISD campus.

The greatest difference in achievement between ELLs and non-ELLs was in science (-31% and -16%, including former ELLs). The smallest difference among ELLs and non-ELLs was in writing; however, 7th grade was the highest level in which writing was assessed separately. ELLs' lower performance in writing skills may be reflected in the ELA performance at the higher grade levels. Overall, the inclusion of former ELLs in ELLs' passing rates decreased the achievement gap by 3 percentage points in writing and up to 15 percentage points in science.

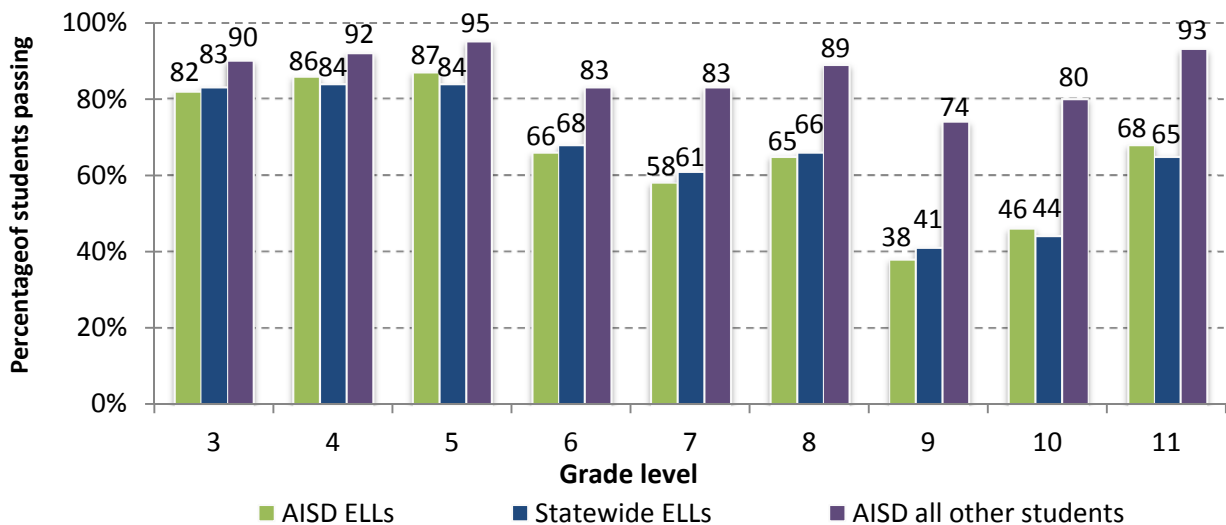
Figures 8, 9, and 12 through 14 present the combined English and Spanish 2010–2011 TAKS results for ELLs. Tables 3 through 7 represent the cross-sectional performance of ELLs within the grade levels and school years indicated.

MATH

The achievement gap in math between ELLs and all other AISD students was the smallest during elementary grade levels and widened at the secondary grade level (Figure 8). The comparison with ELLs statewide by grade level was mixed, with five AISD grade levels (i.e., 3rd, 6th, 7th, 8th, and 9th) having slightly lower percentages of ELLs who met standard on the math TAKS, and four grade levels (i.e., 4th, 5th, 10th, and 11th) having slightly higher percentage of ELLs who met standard. Ninth- and 10th-grade ELLs had the lowest passing rate; however, this trend was applicable statewide (Figure 8).

Compared with the previous year, ELLs at most grade levels made gains with respect to the percentages passing the math TAKS, except for 6th-, 7th-, and 9th-grade ELLs, who had a loss (Table 3). However, over the past 2 years, ELLs' math performance has improved for nearly all grade levels. ELLs in high school made greater gains with respect to the percentages passing the math TAKS than did elementary or middle school ELLs.

Figure 8. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Mathematics Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011



Source. AISD TAKS files and Texas Education Agency (TEA) statewide TAKS summary reports, 2011

Note. AISD results only include students who attended an AISD campus in Fall 2010 and took the TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year (i.e., cumulative results). Fifth- and 8th-grade statewide results were cumulative from all periods of testing. Eleventh-grade statewide ELL results were for the primary administration of TAKS only. See Appendix Table C-1.

Table 3. Math Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners (ELLs) in 2008–2009, 2009–2010, and 2010–2011, By Grade Level

Grade Level	2008–2009		2009–2010		2010–2011		1-year % point change	2-year % point change
	Number of ELLs	% passed	Number of ELLs	% passed	Number of ELLs	% passed		
3	2,393	78	2,541	80	2,620	82	+2	+4
4	2,008	76	2,045	83	2,170	86	+3	+10
5	1,483	79	1,460	83	1,403	87	+4	+8
6	1,123	57	1,085	68	997	66	-2	+9
7	885	53	962	61	891	58	-3	+5
8	780	67	734	63	676	66	+3	-1
9	681	33	754	41	625	37	-4	+4
10	517	31	479	40	451	46	+6	+19
11	438	42	782	61	439	67	+6	+24

Source. AISD TAKS math summary tables

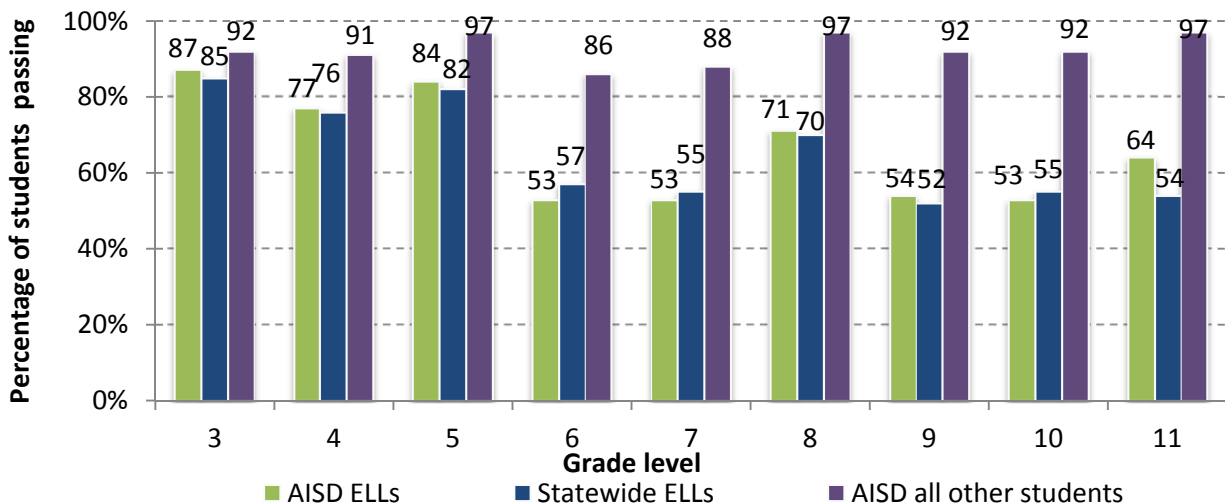
Note. Percentages represent students' final TAKS results and were combined across English and Spanish versions of the tests in grades 3 through 5. Students included in these results attended an AISD campus in the fall of the academic year and took the TAKS, TAKS-M, or TAKS-A at any test administration during the year.

READING/ELA

As shown in Figure 9, the percentages of AISD ELLs who met standard on the reading/ELA TAKS test were higher than the percentages of ELLs statewide, except in grades 6, 7, and 10. Please note that the percentage of AISD 11th-grade students passing the reading/ELA TAKS represented cumulative exam periods, while the percentage of statewide ELLs passing was based on the primary test date; therefore, statewide ELLs were generally underrepresented.

ELLs at most grade levels showed decreases in the percentages passing the reading TAKS from the previous year, with the largest decrease in grade 9 (-8 percentage points; Table 4). Data showed that over a 2-year span, all grade levels improved performance, except for grades 3, 6, and 8. DRE research planned for 2011–2012 will explore patterns in ELLs' 6th-grade performance on the reading TAKS. The decline in 3rd-grade reading scores may be related to changes in state policy and the Student Success Initiative (SSI). Prior to the 2009–2010 year, 3rd-grade students had to pass the reading TAKS to be promoted to 4th grade, and multiple testing periods were provided to 3rd-grade students to meet this requirement; this was not a requirement in 2010–2011. AISD non-ELLs also had a decline in reading TAKS passing rates from 2008–2009 to 2010–2011, from 95% to 92%.

Figure 9. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Reading/English Language Arts Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011



Source. AISD TAKS files and Texas Education Agency (TEA) statewide TAKS summary reports, 2011

Note. AISD results only include students who attended an AISD campus in Fall 2010 and took the TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year (i.e., cumulative results). Fifth- and 8th-grade statewide results were cumulative from all periods of testing. Eleventh-grade statewide ELL results were for the primary administration of TAKS only. See Appendix Table C-2.

Table 4. Reading/English Language Arts (ELA) Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners (ELLs) in 2008–2009, 2009–2010 and 2010–2011, by Grade Level

Grade Level	2008–2009		2009–2010		2010–2011		1-year % point change	2-year % point change
	Number of ELL	% passed	Number of ELLs	% passed	Number of ELLs	% passed		
3	2,432	92	2,541	88	2,616	86	-2	-6
4	1,995	73	2,044	76	2,168	77	+1	+4
5	1,501	79	1,458	81	1,406	84	+3	+5
6	1,117	65	1,075	56	992	53	-3	-12
7	882	51	962	51	888	53	+2	+2
8	783	81	732	74	678	71	-3	-10
9	738	52	773	62	663	54	-8	+2
10	534	51	497	55	472	53	-2	+2
11	442	61	481	67	459	64	-3	+3

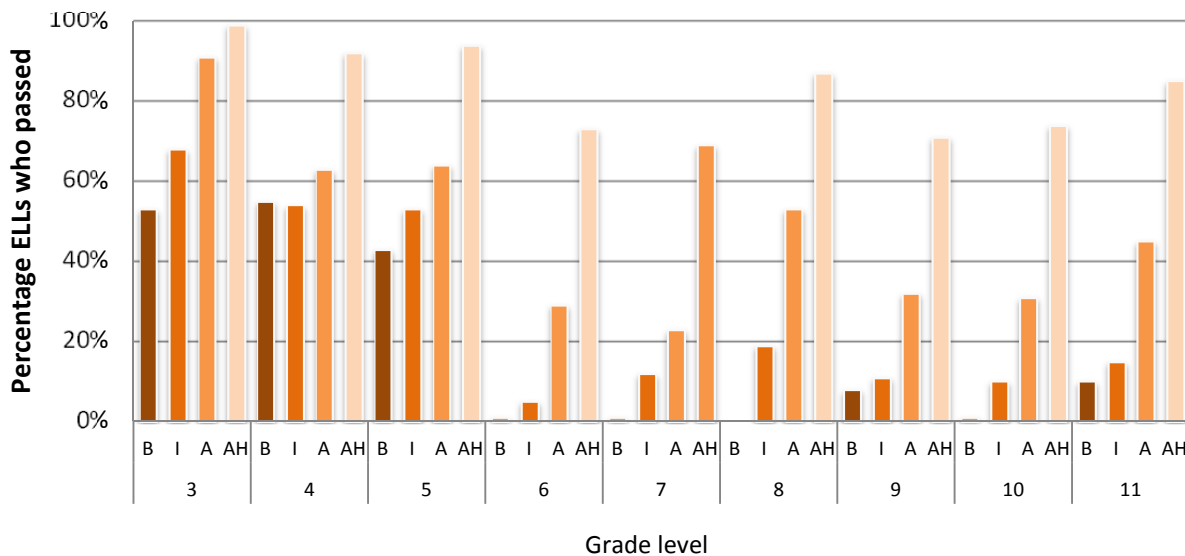
Source. AISD TAKS reading summary tables

Note. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grades 3 through 5. AISD results include students who took the TAKS, TAKS-M, or TAKS-A at any test administration during the year (i.e., cumulative results from all periods of testing).

Reading/ELA TAKS and TELPAS Ratings

TELPAS was assessed in March 2011, and its composite score is weighted 75%, based on the English reading proficiency score. DRE staff examined the relationship of the composite TELPAS rating and TAKS reading/ELA passing rates by grade level. TAKS and TAKS accommodated (A) were available in Spanish and English for grades 3 through 5 and in English only for grades 6 through 11. For all grade levels, a greater percentage of ELLs who scored *advanced high* on TELPAS than of ELLs who had lower ratings passed the reading/ELA TAKS (Figure 10). The difference in passing rates between ELLs who had TELPAS ratings of *advanced* and ELLs who had TELPAS ratings of *advanced high* was wider at the secondary grade level than at the elementary grade level. On average, 41% fewer secondary ELLs who scored *advanced* on TELPAS than of secondary ELLs who scored *advanced high* passed the reading/ELA TAKS. At the elementary level, the difference in passing rates for the reading TAKS between ELLs who scored *advanced* and ELLs who scored *advanced high* was 22%.

Figure 10. English Language Learners (ELLs) Who Met the Passing Standard on Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables, and TELPAS records

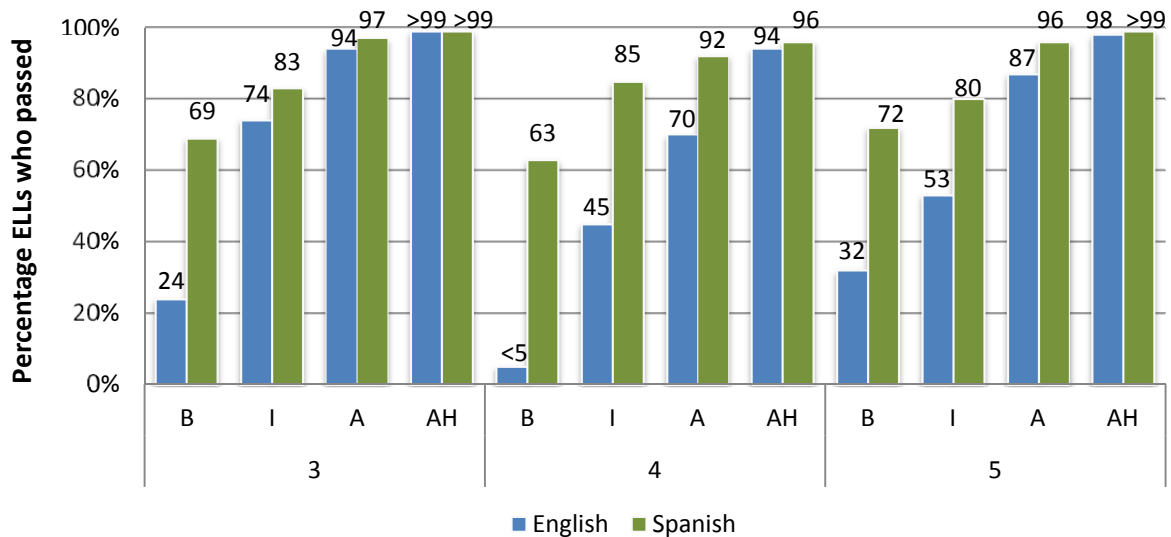
Note. Percentages represent students’ final TAKS and TAKS-A scores and were combined across English and Spanish versions of the tests in grades 3 through 5. TELPAS ratings are B = *beginning*, I = *intermediate*, A = *advanced*, and AH = *advanced high*. The bar is not shown for 8th-grade *beginning* due to redaction of data. See Appendix D, Figure D-1 for a summary that includes TAKS-M.

Reading TAKS Language Version and TELPAS Ratings

A Spanish version of TAKS and TAKS-A was available to ELLs in grades 3 through 5. Although the Spring 2011 TELPAS ratings were not available to campus staff to help determine the language version in which a student should be tested, 94% of Spanish-speaking ELLs who took the TAKS or TAKS-A did have a TELPAS rating from Spring 2010. In general, the higher the 2010 TELPAS rating, the

greater the percentage of Spanish ELLs who passed the 2011 reading TAKS in either language version (i.e., English or Spanish; Figure 11). The difference in the percentage of Spanish ELLs who passed the respective language versions of the reading TAKS was most pronounced for ELLs who had TELPAS ratings of *beginning* or *intermediate*; a greater percentage of Spanish ELLs who took the Spanish version than of Spanish ELLs who took the English version passed the reading TAKS.

Figure 11. English Language Learners (ELLs) Who Met the Passing Standard on 2011 Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables

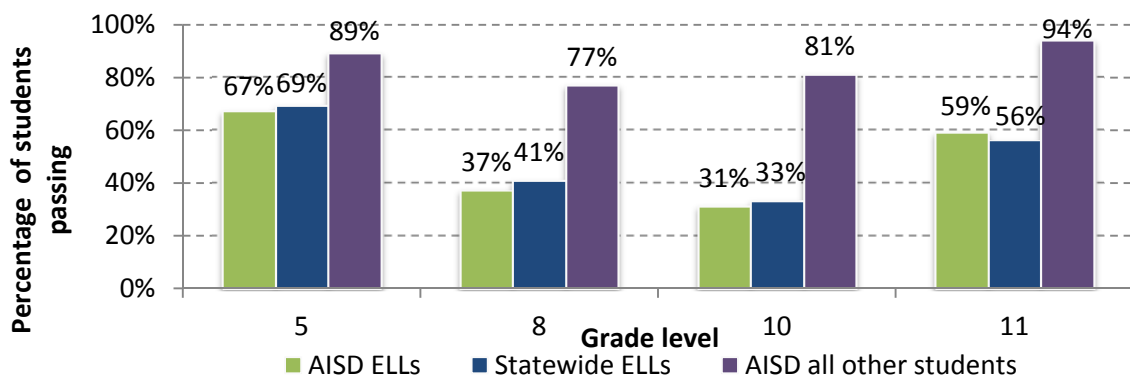
Note. Results are based on Spanish-speaking ELLs' TAKS and TAKS-A at any test administration during 2010–2011. TELPAS ratings are B = *beginning*, I = *intermediate*, A = *advanced*, and AH = *advanced high*. See Appendix D-2 and D-3 for results using TELPAS 2011 scores.

DRE staff used logistic regression to determine whether TELPAS 2010 ratings and the TAKS language version were significant indicators of Spanish ELLs at different grade levels passing the 2011 reading TAKS. TELPAS ratings from the previous year and the test language were significant indicators of Spanish ELLs' probability of passing the 2011 reading TAKS. Test language was most influential on the 4th-grade and 5th-grade reading TAKS; 4th-grade Spanish ELLs who took the Spanish version were 7.2 times more likely to pass than were those who took the English version, and 5th-grade Spanish ELLs were 3.8 times more likely to pass than were those who took the English version. Spanish ELLs in 3rd grade who took the Spanish version were 2.3 times more likely to pass the reading TAKS than were similar ELLs who took the English version. Furthermore, Spanish ELLs who had higher 2010 TELPAS ratings were more likely to pass the reading TAKS than were students who had lower ratings (see Appendix D-4, D-5, and D-6). Fourth- and 5th-grade Spanish ELLs who had TELPAS ratings of *beginning* or *intermediate* and who took the English version of TAKS had the lowest probability of passing the reading TAKS (Appendix D-5 and D-6).

SCIENCE

As shown in Figure 7, the widest achievement gap between ELLs and non-ELLs was in science. For most grade levels, a lower percentage of AISD ELLs than of ELLs statewide passed the science TAKS, except at grade 11 (Figure 12). Compared with the previous year's passing rates, the passing rate for 11th-grade ELLs on the science TAKS decreased by 4 percentage points (Table 5). However, at all grade levels, students had gains with respect to the percentage passing the science TAKS, compared with the percentage passing in 2008–2009, demonstrating the district's progress toward improving the academic achievement of ELLs in science (Table 5).

Figure 12. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Science Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011



Source. AISD TAKS files and Texas Education Agency (TEA) statewide TAKS summary reports, 2011
 Note. AISD's results only include students who attended an AISD campus in Fall 2010 and took the TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year (i.e., cumulative results). See Appendix Table C-3.

Table 5. Science Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners (ELLs) in 2008–2009, 2009–2010, and 2010–2011, by Grade Level

Grade level	2008–2009		2009–2010		2010–2011		1-year % point change	2-year % point change
	Number of ELLs	% passed	Number of ELLs	% passed	Number of ELLs	% passed		
5	1,466	58	1,439	68	1,393	67	-1	+9
8	744	32	715	35	665	37	+2	+5
10	509	23	472	31	454	31	0	+8
11	439	45	483	63	437	59	-4	+14

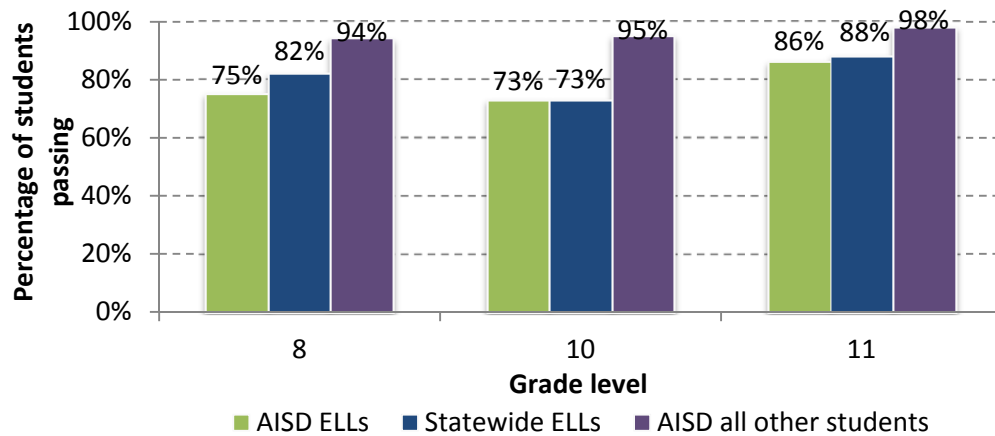
Source. AISD TAKS science summary tables

Note. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grade 5. AISD results include students who were in AISD in the fall of the academic year and took the TAKS, TAKS-M, or TAKS-A at any test administration during the year.

SOCIAL STUDIES

The AISD ELLs' social studies TAKS passing rates were lower than the statewide ELLs' rates for 8th grade (-7 percentage points) and 11th grade (-2 percentage points; Figure 13). Furthermore, the percentages of AISD ELLs who met standard on the social studies TAKS at the 8th and 11th grades did not increase from the previous year (Table 6). However, approximately 3% to 12% more of AISD ELLs met standard on the social studies TAKS this year than did so in 2008–2009.

Figure 13. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Social Studies Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011



Source. AISD TAKS files and Texas Education Agency (TEA) statewide TAKS summary reports, 2011

Note. AISD results only include students who attended an AISD campus in Fall 2010 and took the TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year. See Appendix Table C-4.

Table 6. Social Studies Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners (ELLs) in 2008–2009, 2009–2010, and 2010–2011, by Grade Level

Grade Level	2008–2009		2009–2010		2010–2011		1-year % point change	2-year % point change
	Number of ELLs	% passed	Number of ELLs	% passed	Number of ELLs	% passed		
8	743	63	710	76	665	75	-1	+12
10	507	63	465	72	448	73	1	+10
11	438	83	466	87	431	86	-1	+3

Source. AISD TAKS social studies summary tables

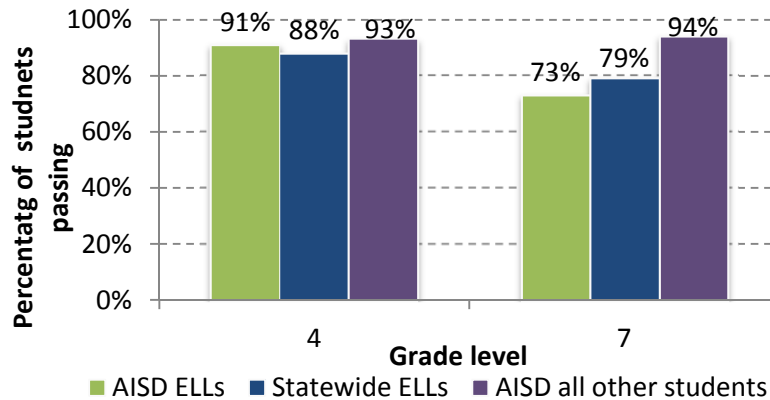
Note. AISD results only include students who attended an AISD campus in the fall of the academic year and who took the TAKS, TAKS-M, or TAKS-A at any test administration during the year.

WRITING

The achievement gap in writing between 4th-grade AISD ELLs and all other AISD students was minimal (2 percentage point gap). However, in 7th grade, the achievement gap was 21 percentage points (Figure 14). Furthermore, the passing rate on the writing TAKS for 7th-grade AISD ELLs was 6%

lower than the statewide ELLs' passing rate. However, the writing TAKS passing rates improved by 4 percentage points among 7th-grade ELLs, compared with rates in 2008–2009 (Table 7).

Figure 14. English Language Learners (ELLs) and Other Students Who Met the Passing Standard on the Writing Texas Assessment of Knowledge and Skills (TAKS), by Grade Level, 2010–2011



Source. AISD TAKS files and Texas Education Agency (TEA) statewide TAKS summary reports, 2011

Note. AISD results only include students who attended an AISD campus in Fall 2010 and took the TAKS, TAKS-M, or TAKS-A at any test administration during the 2010–2011 year. See Appendix Table C-5.

Table 7. Writing Texas Assessment of Knowledge and Skills (TAKS) Passing Rates for English Language Learners (ELLs) in 2008–2009, 2009–2010, and 2010–2011, by Grade Level

Grade Level	2008–2009		2009–2010		2010–2011		1-year % point change	2-year % point change
	Number of ELLs	% passed	Number of ELLs	% passed	Number of ELLs	% passed		
4	1,993	85	2,040	90	2,165	91	+1	+6
7	887	69	964	72	886	73	+1	+4

Source. AISD TAKS writing summary tables

Note. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grade 4. AISD results include students who enrolled at an AISD campus in the fall of the academic year and who took the TAKS, TAKS-M, or TAKS-A at any test administration during the year.

BE/ESL PROGRAM EXIT

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

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

ELLs exiting BE/ESL services at the end of 3rd grade or later must meet the following requirements: (a) students must have passed the English language version of the reading/ELA TAKS, (b) students must have scored *advanced* on the speaking and reading sections of the TELPAS, (c) students must have scored *advanced high* on the writing portion of the TELPAS or have passed the writing TAKS in English; and (d) students must have scored fluent in English speaking on the LAS Links. Additionally, the campus LPAC and the students' parents must approve transitioning the student to all-English classes.

The number of students exiting the BE/ESL programs increased by 8 percentage points ($n = 172$) from 2009–2010 to 2010–2011. Although the process and timing of exit from BE/ESL programs is highly individualized, the student exit patterns between the 2009–2010 and 2010–2011 school years were mostly similar. However, there was a slight increase in representation of exited ELLs in grades 3, 10, and 12, and a slight decrease in grade 6 from the previous year (Table 8). At least half of the students who exited BE/ESL each year did so between 3rd and 5th grade. This pattern can be explained in part by the district's transition model, the goal of which is to have students performing on grade level in English after approximately 5 to 7 years in the BE/ESL programs (i.e., program participation from pre-K or kindergarten through 5th grade). Also, the percentage of ELLs in the elementary grade levels is greater than the percentage of ELLs in the secondary grade levels.

Table 8. English Language Learners (ELLs) Exiting Bilingual and English as a Second Language Programs, by Grade Level, 2009–2010 and 2010–2011

Grade level	Exited ELLs			
	2009–2010		2010–2011	
	Number	Percentage	Number	Percentage
3	279	13	359	15
4	571	27	617	27
5	259	12	205	11
6	209	10	167	7
7	299	14	321	14
8	182	9	145	6
9	105	5	105	5
10	82	4	139	6
11	103	5	120	5
12	24	1	67	3
Total	2,113	100	2,285	100

Source. AISD student records

Note. This table has been redacted to exclude cells with fewer than 5 students. Grades 1 and 2 are represented in grade 3.

BE/ESL TEACHING STAFF

Annually, AISD reports information about the NCLB Title III, Part A grant to the TEA as part of the requirements for receiving funds to support ELLs. According to the district's human resource records, as reported on the compliance report, 1,878 teachers with BE or ESL certification worked with ELLs in 2010–2011 (for the equivalent of 1,872 full-time employees). This group included teachers with language proficiency in Spanish, Vietnamese, Korean, or Mandarin. Furthermore, the district projected that 599 BE or ESL teachers will be needed over the next 5 years to meet possible increases in the ELL student population and changes in the BE program.

In 2010–2011, 1,760 AISD staff (i.e., teachers, administrators, and other staff) attended 55,829.5 hours of professional development activities directly related to BE and/or ESL instruction (i.e., an average of 32 hours of completed professional development activities per staff member). Teachers earned an average of 34 credit hours. Table 9 provides a list of the professional development courses offered in 2010–2011, staff attendance, and total accumulated hours.

Table 9. Employee Attendance of Professional Development Opportunities Offered Through the Department of English Language Learners (ELLs), 2010–2011

Professional development opportunity	Number of teachers	Total hours credited	Number of other staff	Total hours credited
Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Sheltered Instruction Observation Protocol	39	984	*	*
Content-based instruction for ELLs	153	14,784	10	960
Dual Language Training Institute (including follow ups)	362	16,863	117	2,564
English Language Proficiency Standards Academy	50	816	*	*
English Language Proficiency Standards Toolkit	59	354	13	78
ESL Academy	68	3,726	18	810
ESOL I and II High School Textbook Adoption	21	126	*	*
Fifty Strategies for ELLs	87	528	6	42
Language Assessment System (LAS) Links Training	54	165	44	138
LAT Training for Test Administrators	167	504	56	171
Language Proficiency Assessment Committee (LPAC) chairperson training	*	*	87	333.5
LPAS Open Lab initial training, all levels	21	42	20	40
Navigating the ELPS (Elementary and Secondary)	44	468	*	*
New Bilingual Teacher Institute	103	2,408	10	346
QTEL Building the Base Institute	28	1,512	*	*
Sheltered Instruction In the Classroom	6	144	*	*
Summer School Teacher Training: Prekindergarten and Kindergarten ELL students	167	1,002	9	60
Texas English Language Proficiency Assessment System	417	2,392	131	655
Total	1,448	49,066	312	6,763.5

Source. AISD professional development activity records

Note. Professional development opportunities were provided between July 1, 2010 and June 30, 2011.

* Cell contains fewer than 5 people. "Total" represents non-duplicated count of teachers and staff.

FISCAL CONSIDERATIONS

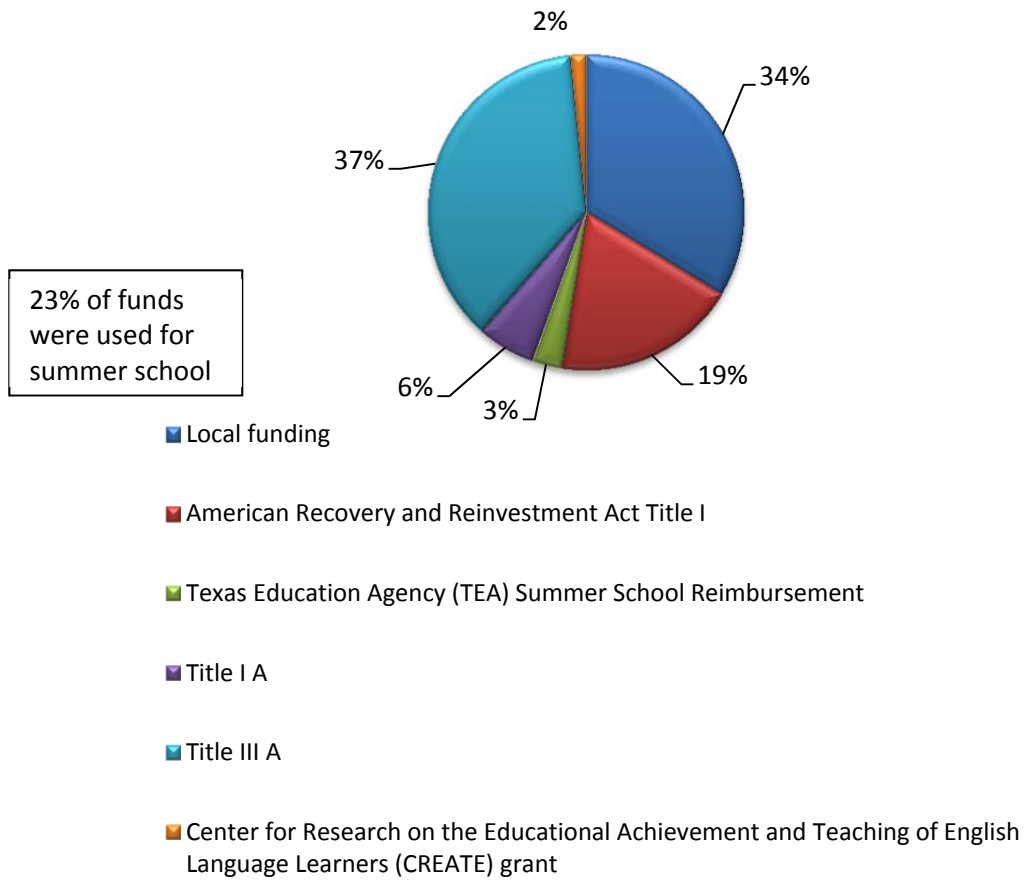
The BE and ESL programs were supported through the use of local, state, and federal funds. The NCLB Act of 2001 includes the Title III, Part A grant Language Instruction for Limited English Proficient and Immigrant Students. The grant provides funds to school districts through the TEA to ensure that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

The two largest sources of the approximately \$5.6 million in funding for BE/ESL programs were the federal NCLB Title III, Part A grant (37%) and local district funds (34%; Figure 15). The district also used NCLB Title I (Improving Academic Achievement of the Disadvantaged), Part A funds; TEA reimbursement funds; and local funds to support summer school programs for pre-K and kindergarten ELLs transitioning to the next grade level and to support credit recovery for secondary ELLs. American Recovery and Reinvestment Act (ARRA) Title I funds were used to fund the AISD's DL program.

The Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) granted the district funds to provide professional development training to 7th-grade teachers on eight middle school campuses to improve the content knowledge of ELLs. To receive funds, AISD agreed to participate in a research study conducted by the University of Texas Meadows Center in collaboration with CREATE. This research study started in 2009–2010 in 7th-grade classrooms at eight middle school campuses and continued in the 2010–2011 school year. The purpose of the study was to collect data about the effectiveness of instructional strategies designed for improved outcomes for ELLs' content learning and academic vocabulary. The program goal was to improve the content knowledge of ELLs, while concurrently building their language and literacy skills.

During the 2010–2011 school year and the summer session of 2011, the BE/ESL programs used 61% of their funds to provide supplemental instruction (Appendix E). Another 20% went toward professional development opportunities, and 14% went toward instructional and campus leadership. Excluding the summer school programs and the CREATE program, the district spent \$4,983,973 for the benefit of 24,508 LEP students, resulting in an average cost per student of \$203. This was a \$3 per student decrease from the previous year.

Figure 15. Bilingual Education and English as a Second Language Funding Sources, 2010–2011



Source. AISD fiscal records as of August 31, 2011

Note. Title I A, TEA reimbursements and local funds were used to fund the summer school programs.

CONCLUSION

Although the achievement gap persisted in 2010–2011 in terms of TAKS passing rates, the district generally showed overall improvement for ELLs in most content areas for most grades. The decline in 6th- and 8th-grade ELLs' reading TAKS scores may be a reflection of the increase in ELLs who exited the program. Those students who exited the language programs tended to have met grade-level performance at the same rate or at a rate better than that of their peers who were never in a language program, demonstrating the success of those exiting the program.

Patterns in the 2010–2011 attendance rates, TELPAS, and program exits were mostly consistent with patterns from previous years (Brunner, 2010 a; Malerba & Herrera, 2010). Again, the greatest percentage of ELLs exited BE/ESL programs at 4th grade (Table 8), which did not correspond to the grade level with the highest percentages of English proficiency levels of *advanced* or *advanced high*.

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

- To advance the district's goal of eliminating the achievement gap, further work should be done to determine factors related to ELLs who exit the program within 5 to 7 years and those who do not.
- Given the goal of college and career readiness, further research should look at the long-term growth in academic performance of ELLs who have exited the program.
- The district should continue to evaluate ELLs' language and academic performance in the DL program.

APPENDICES

Appendix A

Table A-1. AISD Programs for English Language Learners

Grade level	Late- transitional		English as a second language	English Language Development	
	Dual language*	bilingual education		Academy (ELDA)**	International High School
Prekindergarten	✓	✓	✓		
Kindergarten	✓	✓	✓		
1	✓	✓	✓		
2		✓	✓		
3		✓	✓		
4		✓	✓		
5		✓	✓		
6		✓	✓	✓	
7			✓	✓	
8			✓	✓	
9			✓		✓
10			✓		✓
11			✓		
12			✓		

Source. AISD Department of English Language Learners

* Dual-language programs were piloted on 10 elementary campuses in 2010–2011 (i.e., Becker, Blazier, Dawson, Ortega, Perez, Pickle, Ridgetop, Sanchez, Winn, and Wooten). In 2011–2012, dual-language programs will be extended to all elementary campuses with bilingual programs ($n = 60$) for pre-K, kindergarten, and 1st grade, and the program will be extended to 2nd grade on pilot campuses. Each year, the next grade up will be incorporated, 5th grade being the highest grade. Dual language will be considered for program incorporation at secondary grade levels in future years.

** The ELDA program was at Webb and Garcia Middle Schools in 2010–2011.

Appendix B

Table B-1. AISD Student Enrollment, by English Language Learner (ELL) Status and Grade Level, 2010–2011

Grade level	ELLs		Former ELLs		Never ELL	
	Number	%	Number	%	Number	%
Prekindergarten	3,029	59	*	*	2,147	41
Kindergarten	3,094	40	*	*	4,614	60
1	2,993	39	*	*	4,659	61
2	2,865	40	*	*	4,370	60
3	2,806	39	*	*	4,324	61
4	2,356	35	275	4	4,039	61
5	1,530	24	737	12	4,039	64
6	1,174	20	749	13	3,819	67
7	1,057	19	812	15	3,660	66
8	837	16	987	18	3,524	66
9	1,008	16	968	16	4,167	68
10	719	14	824	16	3,543	70
11	539	11	796	17	3,382	72
12	500	11	755	16	3,429	73

Source. AISD PEIMS records, all records through 2010–2011

* indicates the cell has 5 or fewer students.

Appendix C

Table C-1. Math Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended Performance (CP) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011

Grade level	ELLs			Monitored ELLs			Not ELL		
	Number	% passed	% CP	Number	% passed	% CP	Number	% passed	% CP
3	2,620	82	28				4,099	91	40
4	2,170	86	33	270	>99	66	3,821	92	44
5	1,403	87	24	695	>99	52	3,864	95	46
6	997	66	13	603	87	33	3,727	83	34
7	891	58	6	404	87	24	3,817	82	31
8	676	66	5	443	91	13	3,876	90	27
9	625	37	5	331	65	13	4,189	75	31
10	451	46	3	165	73	8	3,676	81	26
11	439	67	4	101	>95	17	3,743	93	33

Source. AISD TAKS math summary tables

Note. Monitored ELLs include students who had exited the program within 2 years only. Not ELL may include former ELLs who are no longer monitored. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grades 3 through 5. AISD results include students who were in AISD in the fall of the academic year and took TAKS, TAKS-M, or TAKS-A at any test administration during the year.

Table C-2. Reading/English Language Arts (ELA) Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended Performance (CP) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011

Grade level	ELLs			Monitored ELLs			Not ELL		
	Number	% passed	% CP	Number	% passed	% CP	Number	% passed	% CP
3	2,616	86	34				4,091	92	51
4	2,168	77	19	270	97	48	3,809	91	44
5	1,406	84	11	695	>99	36	3,863	97	46
6	992	53	8	604	90	27	3,724	85	42
7	888	53	4	403	87	19	3,808	88	38
8	678	71	7	444	>99	27	3,874	97	51
9	663	54	7	327	88	19	4,272	92	41
10	472	53	3	167	87	4	3,719	92	21
11	459	64	2	104	95	6	3,759	97	28

Source. AISD TAKS math summary tables

Note. Monitored ELLs include students who had exited the program within 2 years only. Not ELL may include former ELLs who are no longer monitored. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grades 3 through 5. AISD results include students who were in AISD in the fall of the academic year and took TAKS, TAKS-M, or TAKS-A at any test administration during the year.

Table C-3. Science Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended Performance (CP) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011

Grade level	ELLs			Monitored ELLs			Not ELL		
	Number	% passed	% CP	Number	% passed	% CP	Number	% passed	% CP
5	1,393	67	18	692	94	47	3,815	88	48
8	665	37	2	445	70	12	3,808	78	33
10	454	31	2	163	60	6	3,636	82	28
11	437	59	2	100	95	10	3,515	94	35

Source. AISD TAKS science summary tables and PEIMS records

Note. Monitored ELLs include students who had exited the program within 2 years only. Not ELL may include former ELLs who are no longer monitored. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grade 5. AISD results include students who were in AISD in the fall of the academic year and took TAKS, TAKS-M, or TAKS-A at any test administration during the year.

Table C-4. Social Studies Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended Performance (CP) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011

Grade level	ELLs			Monitored ELLs			Never ELL		
	Number	% passed	% CP	Number	% passed	% CP	Number	% passed	% CP
8	665	75	6	447	95	24	3,796	94	47
10	448	73	10	165	93	23	3,634	95	55
11	431	86	10	102	98	36	3,716	98	62

Source. AISD TAKS social studies summary tables and PEIMS records

Note. Monitored ELLs include students who had exited the program within 2 years only. Not ELL may include former ELLs who are no longer monitored. AISD results include students who were in AISD in the fall of the academic year and took TAKS, TAKS-M, or TAKS-A at any test administration during the year.

Table C-5. Writing Texas Assessment of Knowledge and Skills (TAKS) Passing and Commended Performance (CP) Rates, by English Language Learners (ELLs) Status and Grade Level, 2010–2011

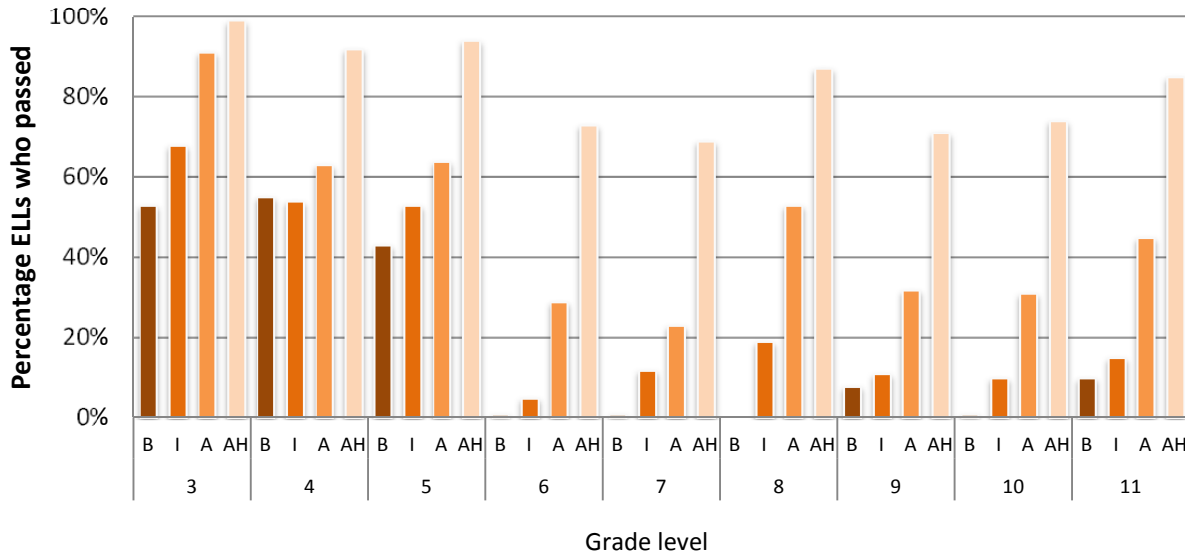
Grade level	ELL			Monitored ELLs			Not ELL		
	Number	% passed	% CP	Number	% passed	% CP	Number	% passed	% CP
4	2,165	91	20	267	98	52	3,756	93	36
7	886	73	3	405	97	26	3,796	94	40

Source. AISD TAKS writing summary tables and PEIMS records

Note. Monitored ELLs include students who had exited the program within 2 years only. Not ELL may include former ELLs who are no longer monitored. Percentages represent students' final TAKS scores and were combined across English and Spanish versions of the tests in grade 4. AISD results include students who were in AISD in the fall of the academic year and took TAKS, TAKS-M, or TAKS-A at any test administration during the year.

Appendix D

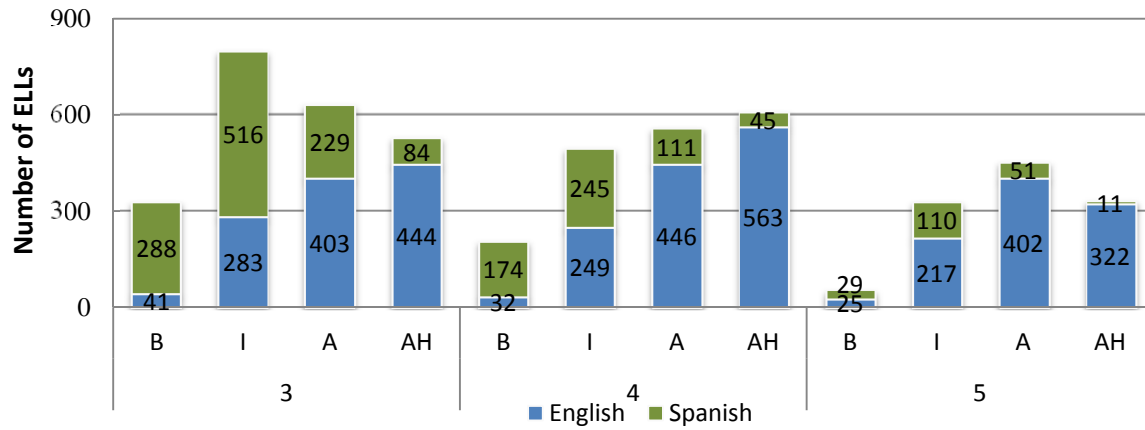
Figure D-1. English Language Learners (ELLs) Who Met the Passing Standard on Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables and TELPAS records

Note. Percentages represent students' final TAKS, TAKS-A, and TAKS-M scores and were combined across English and Spanish versions of the tests in grades 3 through 5. TELPAS ratings are B = beginning, I = intermediate, A = advanced, and AH = advanced high. The bar is not shown for 8th-grade beginning.

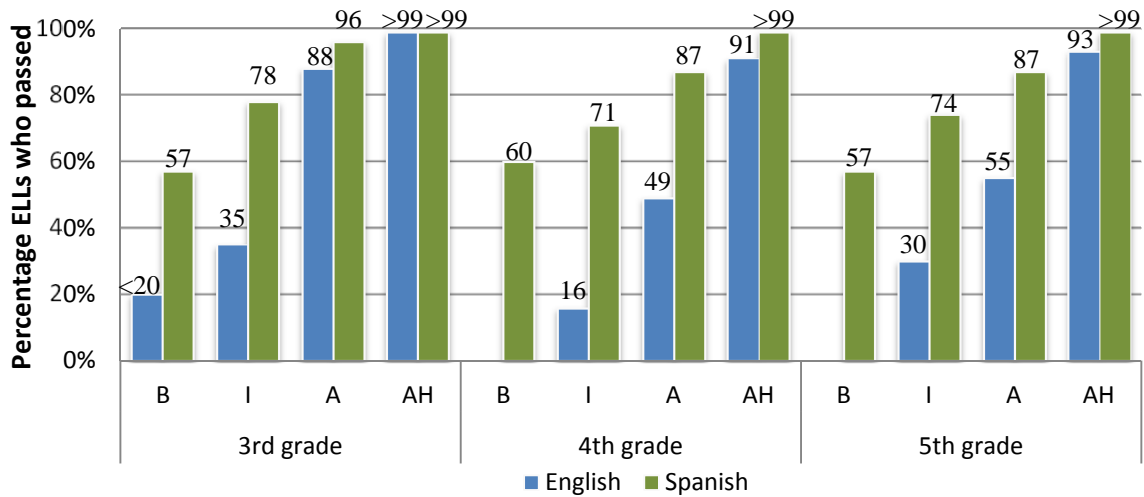
Figure D-2. English Language Learners (ELLs) Who Took the Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables and TELPAS records

Note. Results are based on TAKS and TAKS-A at any test administration during the year.

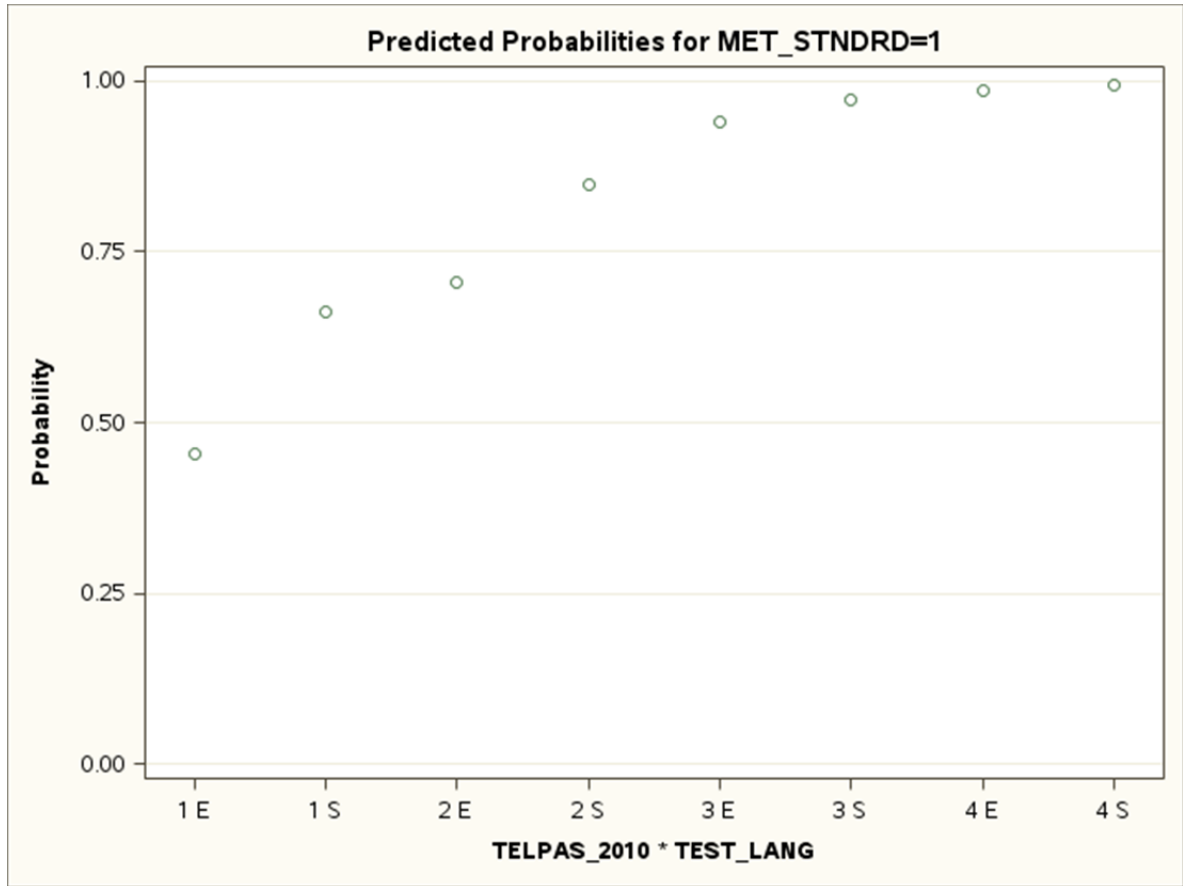
Figure D-3. English Language Learners (ELLs) Who Met the Passing Standard on Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores, TAKS Test Language Version, and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables and TELPAS records

Note. Results are based on Spanish-speaking ELLs' TAKS and TAKS-A at any test administration during 2010–2011 year. TELPAS ratings are B = *beginning*, I = *intermediate*, A = *advanced*, and AH = *advanced high*. The bar is not shown for 4th- and 5th-grade *beginning* ratings because they contained fewer than 5 students. The passing percentage for TELPAS 2011 *intermediate* and *advanced* may be lower for the English version of TAKS than for the TELPAS 2010 ratings (Figure 10) due to ELLs in those categories who might not have progressed by one level from Spring 2010 and the addition of new ELLs to the district who did not have a TAKS 2010 score in AISD records.

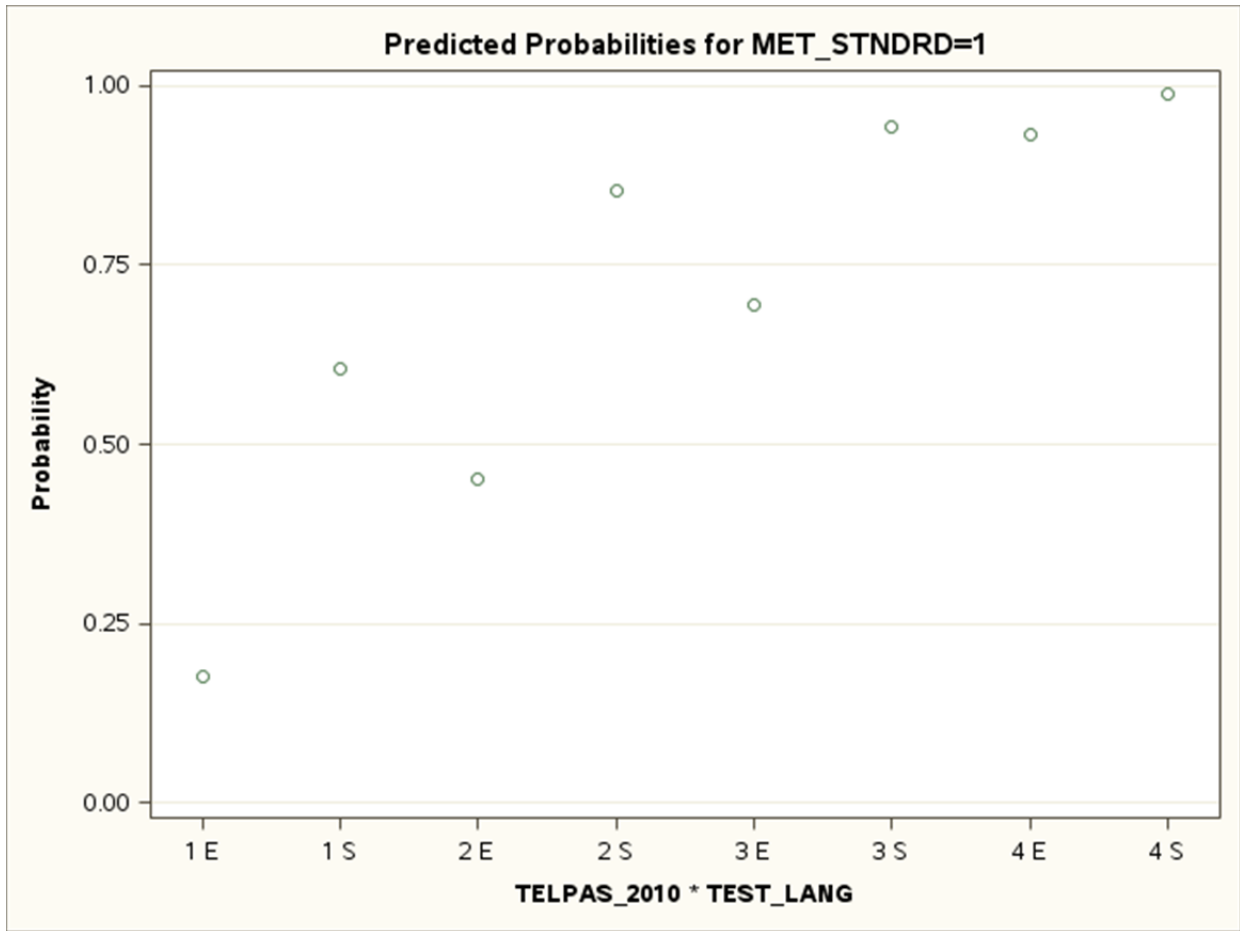
Figure D-4. Predicted Probabilities of Met Passing Standard on the 3rd-Grade Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores, TAKS Test Language Version, and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables and TELPAS records

Note. Results are based on Spanish-speaking ELLs’ TAKS and TAKS-A at any test administration during 2010–2011 year. TELPAS 2010 ratings are 1 = *beginning*, 2 = *intermediate*, 3 = *advanced*, and 4 = *advanced high*. Test language versions are S = *Spanish* and E = *English*.

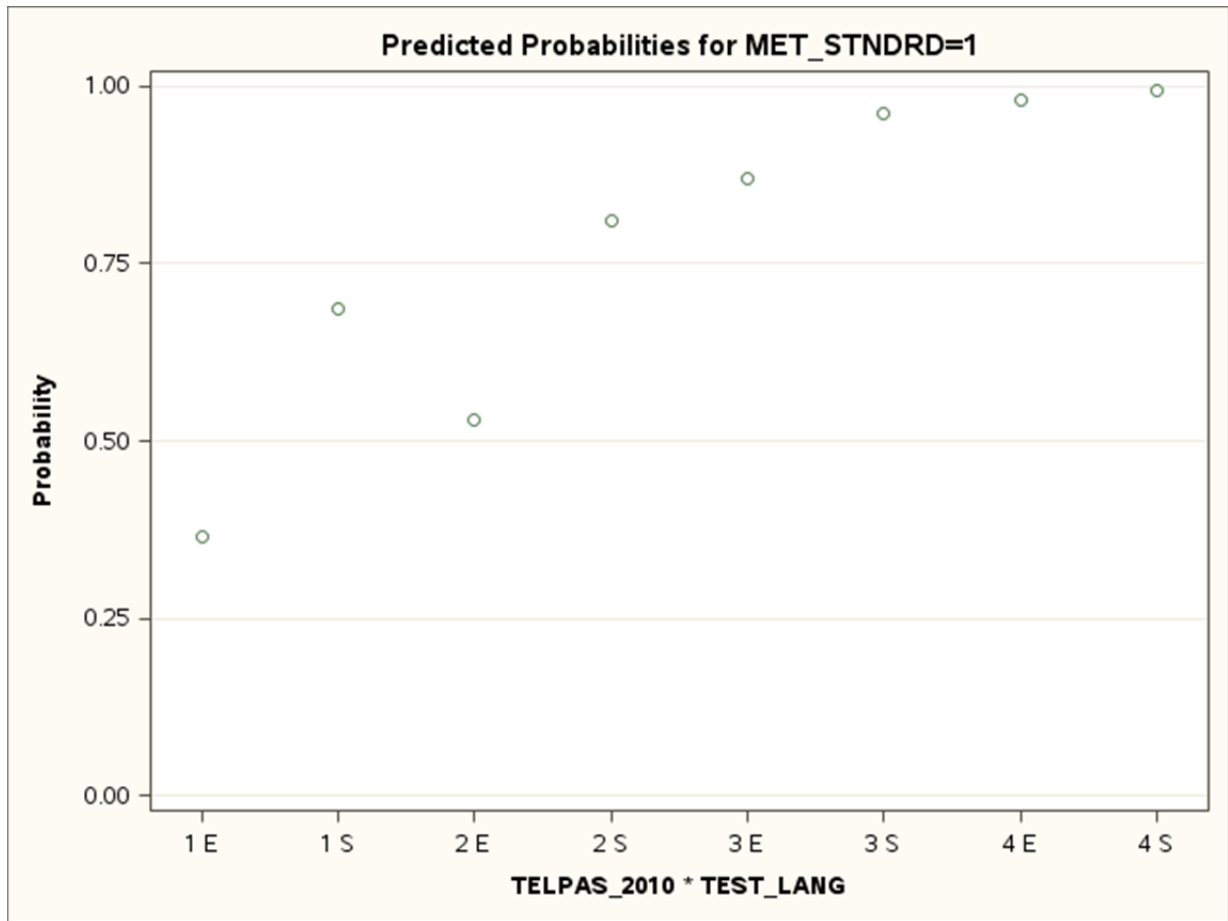
Figure D-5. Predicted Probabilities of Met Passing Standard on the 4th Grade Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2011 Scores, TAKS Test Language Version, and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables and TELPAS records

Note. Results are based on Spanish-speaking ELLs’ TAKS and TAKS-A at any test administration during 2010–2011 year. TELPAS 2010 ratings are 1 = *beginning*, 2 = *intermediate*, 3 = *advanced*, and 4 = *advanced high*. Test language versions are S = *Spanish* and E = *English*.

Figure D-6. Predicted Probabilities of Met Passing Standard on the 5th-Grade Reading Texas Assessment of Knowledge and Skills (TAKS), by Texas English Language Proficiency Assessment Scales (TELPAS) 2010 Scores, TAKS Test Language Version, and Grade Level, 2010–2011



Source. AISD TAKS reading summary tables and TELPAS records

Note. Results are based on Spanish-speaking ELLs’ TAKS and TAKS-A at any test administration during 2010–2011 year. TELPAS 2010 ratings are 1 = *beginning*, 2 = *intermediate*, 3 = *advanced*, and 4 = *advanced high*. Test language versions are S = *Spanish* and E = *English*.

Appendix E

Table E-1. Funding Sources and Expenditures for Bilingual Education and English as a Second Language Programs, 2010–2011

	Funding source						Total	Percentage
	Local	ARRA Title I	Title I, A*	Title III, A	TEA*	CREATE		
Instruction	\$616,269	\$451,353	\$334,483	\$1,762,268	\$161,155	\$75,360	\$3,400,888	61
Curriculum and instructional staff development	\$500,088	\$358,680		\$213,847	\$5,982	\$14,903	\$1,093,500	20
Instructional leadership	\$462,214	\$156,954		\$41,691			\$660,858	12
School leadership	\$105,850				\$666		\$106,517	2
Guidance, counseling, and evaluation services	\$152,084	\$87,863					\$239,947	3
Plant Maintenance and Operations	\$28,907						\$28,907	<1
Security & monitoring services	\$16,274						\$16,274	<1
Community Services	\$5,289	\$315		\$49,953			\$55,558	1
Total	\$1,886,976	\$1,055,165	\$334,483	\$2,067,759	\$167,804	\$90,263	\$5,602,449	100
Percentage	34	19	6	37	3	2	100	

Source. AISD finance records, as of August 31, 2011

Note. All amounts are rounded to the nearest dollar. All expenditures were not finalized as of date of this report.

* ARRA is the acronym for American Recovery and Reinvestment Act. TEA is the acronym for Texas Education Agency. CREATE is the acronym for Center for Research on the Educational Achievement and Teaching of English Language Learners. Title I and TEA reimbursement funds went to the summer school programs. A total of \$766,515 of the local funds went to summer school programs. ARRA Title I was used for the district's transition to the dual-language program.

REFERENCES

- 19 Texas Administrative Code. (1996, 2002). §29.051-29.064.
- Brunner, J. (2010 a). *Bilingual education and English as a second language program summary report, 2009–2010* (Publication No. 09.67). Austin, TX: Austin Independent School District.
- Brunner, J. (2010 b). *English language learners' risk of dropping out of school, 2006–2007 9th -grade cohort* (Publication No. 09.84 RB). Austin, TX: Austin Independent School District.
- Brunner, J. (2011). *Dual language pilot year evaluation report, 2010–2011* (Publication No. 10.39). Austin, TX: Austin Independent School District.
- Herrera, A. W., & Malerba, C. (2009). *TAKS performance of exited English language learners, 2008–2009* (Publication No. 08.20). Austin, TX: Austin Independent School District.
- Leave No Child Behind Act (NCLB). (2001). P.L. 107–110, U.S. 107th Congress.
- Malerba, C., & Herrera, A. (2010). *Bilingual education summary report, 2008–2009* (Publication No. 08.75). Austin, TX: Austin Independent School District.
- Texas Education Agency. (2011). *TAKS summary reports for 2010–2011*. Retrieved from <http://www.tea.state.tx.us/student.assessment/taks/rpt/sum/yr11/>

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

Meria J. Carstarphen, Ed.D.

OFFICE OF ACCOUNTABILITY

William Caritj, M.Ed.

DEPARTMENT OF RESEARCH AND EVALUATION

Holly Williams, Ph.D.

Martha Doolittle, Ph.D.

AUTHOR

Josie Brunner, M.A.



BOARD OF TRUSTEES

Mark Williams, President
Vincent Torres, M.S., Vice President
Lori Moya, Secretary
Tamala Barksdale
Cheryl Bradley
Christine Brister
Sam Guzman
Annette LoVoi, M.A.
Robert Schneider

Publication Number 10.59

September 2011