

*Bilingual Education/ESL Program Evaluation, 2000-01
Austin Independent School District*

LEP Students Served and Academic Achievement

- Highlights of some of the 2000-01 achievement results for LEP students include:
- ⌘ The highest percentages of LEP students passing the English TAAS occurred in elementary grades with mathematics in grade 5 (84%), followed closely by reading in grade 3 (82%), and in mathematics in grade 4 (78%).
 - ⌘ The lowest percentages of LEP students passing the English TAAS occurred in secondary grades with writing in grade 8 (30%), followed closely by reading in grade 7 (39%), and in writing in grade 10 (39%).
 - ⌘ A higher percentage of Austin ISD LEP students in grades 3, 4, and 5 passed TAAS reading than did LEP students statewide. At all other grades, a lower percentage of Austin ISD students passed TAAS reading than LEP students statewide. The largest difference was in grade 8, where 49% of Austin ISD LEP students passed compared to 60% LEP students statewide.
 - ⌘ A higher percentage of Austin ISD LEP students in grade 3 passed TAAS mathematics than did LEP students statewide. At all other grades, a lower percentage of Austin ISD students passed TAAS mathematics than LEP students statewide. The largest difference was in grade 10, where 52% of Austin ISD LEP students passed compared to 65% LEP students statewide.
 - ⌘ The percentages of Austin ISD LEP students passing TAAS writing were lower in all grades than for LEP students statewide. The largest difference was in grade 8, where only 30% of Austin ISD LEP students passed compared to 45% LEP students statewide.
 - ⌘ Increases in percentages passing TAAS reading, mathematics, and writing between 1999-2000 and 2000-01 were made in reading grades 3, 5, 7, and 10; in mathematics in all grades; and in writing in grade 10.
 - ⌘ Austin ISD LEP students in grades 3, 4, and 5 had lower percentages passing Spanish TAAS reading and mathematics than did LEP students statewide.
 - ⌘ With the exceptions of grades 3 and 5 in Spanish TAAS reading, the percentages of Austin ISD LEP students passing Spanish TAAS reading and mathematics at grades 4 and 6 have increased from 1997-98 to 2000-01.
 - ⌘ Of the 5,588 students who were administered the Reading Proficiency Tests in English (RPTE) in 2000-01, 38% reached an Advanced Proficiency Rating, 26% an Intermediate Proficiency Rating, and 36% obtained a Beginning Proficiency Rating.

Exited LEP Students

In 2000-01, 1,262 LEP students were exited from the Bilingual/ESL Program. The achievement of the exited LEP students as measured by TAAS indicated that the percentages of these students passing all grades tested for reading were between 82% and 98%; the percentages passing mathematics were between 84% and 96%; and in writing, the percentages passing were between 74% and 97%. In 2000-01, the percentages passing TAAS for all exited LEP students were higher than the percentages passing for Austin ISD students by grade and by subject area, with the exception of writing in grade 8 where the percentage passing was slightly higher for Austin ISD students.

189 were from Webb MS and 44 were from Pearce MS. The curriculum was organized to accommodate student's varying levels of English and Spanish or other native language oral language proficiencies (beginner, intermediate, or advanced). Intensive balanced literacy in the native language was provided in the core curriculum and the program was phonemic-based.

Recommendations

Based on the LEP student data gathered for the 2000-01 school year, the following recommendations are suggested for consideration.

1. LEP students especially, those in middle/junior high and high school, who have not acquired sufficient academic English proficiency to transition to an all-English classroom environment will need accelerated instruction. Early review of LEP students' academic performance will determine the type of language and academic support they will need to pass the English TAAS. Knowing the type of instructional needs of LEP students can assist the administrator in making instructional resource allocations and staff projections, planning professional development, and purchasing appropriate instructional materials.
2. Although the percentages of LEP students passing English and Spanish TAAS have increased through the years, the passing standards have become more rigorous. Therefore, more specific guiding standards and expectations for academic progress in the bilingual and ESL classroom must be defined. For example, student assessment data can be studied at the campus and classroom level, and used to guide instruction and determine the progress students are making towards specific achievement goals.
3. Although the ELLA is currently addressing the language needs of students at Webb MS, other middle/junior high schools with a high concentration of immigrant students should review the instructional model and determine if it would be viable on their campuses. In addition, the middle schools should establish the necessary linkages with the LPAC chairperson at the receiving high schools in order to facilitate the student's instructional placement.
4. To improve the achievement of LEP students, Austin ISD must continue to offer and encourage campus staff attendance at professional staff development in second language acquisition, successful strategies for struggling readers, preparation and practice for ESL and bilingual certification examinations, and legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC. In addition, Austin ISD should continue to develop the ESL Workshop Series and Sheltered Content Teacher Training that were started in 2000-01 for middle/junior high and high school teachers.
5. The LPAC committees should utilize the RPTE scores of students who did not change English proficiency levels, from beginning to intermediate or intermediate to advanced, to determine instructional and testing decisions.
6. Develop a database that will allow LEP summer school participants to be examined over time to determine if there is a relationship between summer school participation and passing TAAS reading.

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BILINGUAL EDUCATION/ESL PROGRAM EVALUATION 2000-01

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 Office of Program Evaluation (OPE), with the cooperation and assistance from the Austin ISD's Department of Bilingual Education. State law has mandated the evaluation of BE/ESL Program since 1976. In reference to program evaluation, Chapter 89.1265 of the Texas Administrative Code 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.*
- b) *Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, to 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. These reports shall be retained at the district level to be made available to monitoring teams according to Chapter 89.1260 of this title (related to Monitoring of Program and Enforcing Law and Commissioner's Rules). (See Appendix A for a reproduction of the law mandating program evaluation.)*

EVALUATION PLAN FOR 2000-01

During the 2000-01 school year, the evaluation plan for the Bilingual Education/English as a Second Language Program was reviewed and revised through an interactive process involving the bilingual director, instructional coordinators, and the evaluation and accountability staff. The evaluation plan specifies the evaluation questions to be answered and the information sources that will supply the responses to the evaluation questions. The evaluation plan addresses areas of focus mandated by state law as well as local issues. This report will describe the characteristics of immigrant students, their academic progress, and two special programs that serve them (the ESL Summer Institute, and the English Language Learners Academy at Webb Middle School).

provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or

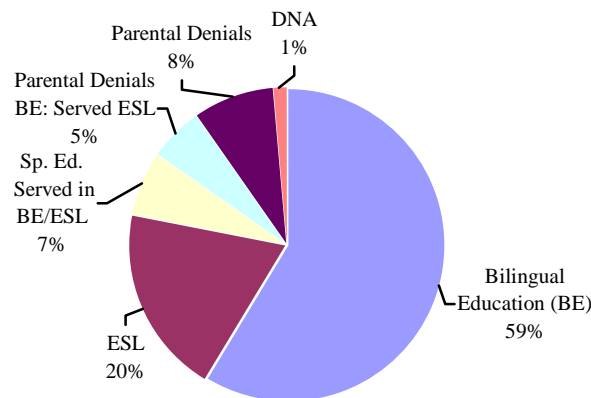
- ⊘ English as a Second Language (ESL), a program of specialized instruction in English, is provided to students who do not receive bilingual education and to students whose parents refuse dual-language instruction, but approve ESL.

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

Figure 1 presents the percent of students served in each program, as well as the percent of parent denials. *“Denial” is the legal term used to address students whose parents decline bilingual or ESL program services.* In the 2000-01 school year, there were 13,740 LEP students (17.8% of Austin ISD student population) identified by the program staff, of which:

- ⊘ 8,051 students (59%) were served by bilingual education,
- ⊘ 2,688 (20%) were served by the ESL program,
- ⊘ 907 (7%) were served by special education in bilingual education or ESL,
- ⊘ 751 (5%) had parents who denied bilingual education but accepted the ESL program,
- ⊘ 1,145 (8%) students had parents who denied program services, and
- ⊘ data were not available (DNA) for 198 (1%) students.

Figure 1: Program Service to LEP Students, Pre-K-12, 2000-01



Data Source: AUSTIN ISD Student Records

ETHNICITY

Figure 2: Students Served by Language Dominance, Pre-K-12, 2000-01

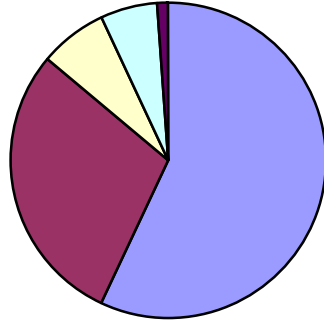
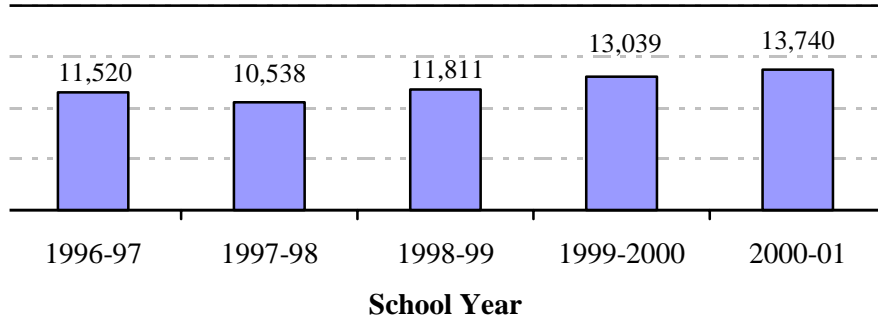


Figure 3: Growth of Austin ISD LEP Population (Served Plus Denials), 1996-97 Through 2000-01



Source: Austin ISD Student Records

With the exception of the 1997-98 school year, the percentage of LEP students as a portion of the Austin ISD student population also has increased each year over this period of time. In 1996-97, LEP students comprised 15.2% of the district's students, and by 2000-01 the percentage had risen to 17.8%. (See Table 4.)

Table 4: LEP Students (Served Plus Denials) as a Percent of Austin ISD Population, 1996-97 Through 2000-01

School Year	Percentage of LEP Students T
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ACADEMIC ACHIEVEMENT

IOWA TESTS OF BASIC SKILLS (ITBS)

The ITBS is a norm-referenced test (NRT) in English designed to measure student achievement in three broadly defined skill areas: reading, language, and mathematics. Scores from the NRTs (e.g., percentile and grade equivalents or GEs) compare a student's test performance with that of a national sample of students at the same grade level. In 2000-01, Austin ISD students in grades 5 and 8 took the ITBS during the fall semester. LEP students, whose language dominance was Spanish or some other language, were given the ITBS when their LPACs determined the language of instruction

year. Therefore, the School Board determined that the ITBS would be administered to grade 2 students for the first time in spring 2001. ITBS results for second grade students were sent to the elementary schools in May 2001. The 2001-02 school year will be the first year in which third grade teachers will have ITBS data for planning their instruction at the beginning of the school year.

In spring 2001, 608 or 38% LEP students in the second grade, whose language dominance was Spanish or some other language, were given the ITBS when their LPACs determined it was an appropriate test for them. As presented in Table 6, among second-grade LEP students, speakers of other languages scored at the national average in reading and above the national average in mathematics. Spanish-speaking LEP students scored below the national average in reading and mathematics.

Table 6: Number of LEP Students Tested and Mean Grade Equivalents for Grade 2, ITBS, 2000-01

		Spanish Language Speakers			
		Reading		Mathematics	
Grade		# Tested	Mean GE*	# Tested	Mean GE*
2		506	2.0	532	2.5
		Speakers of Other Languages			
2		102	2.8	104	3.4

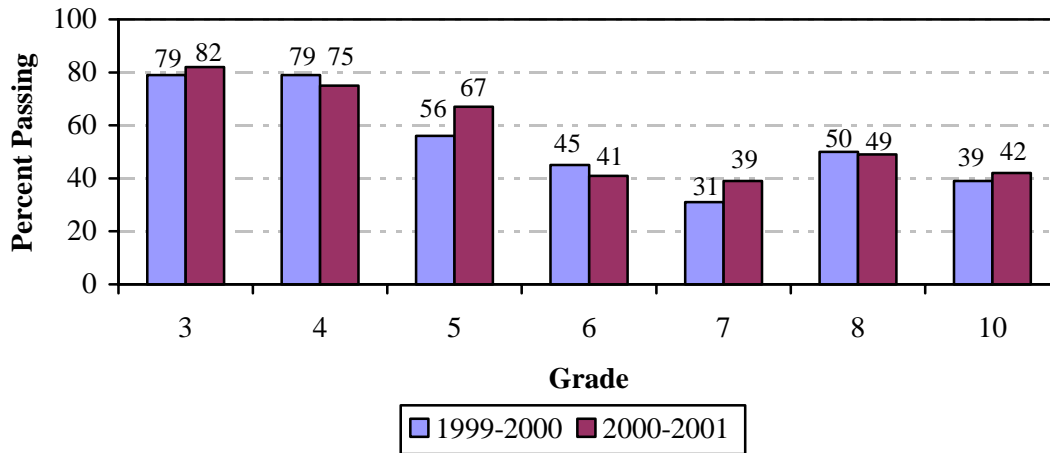
* GE = grade equivalent Data Source: Austin ISD Student Records

TEXAS ASSESSMENT OF A

In the English TAAS mathematics (Figure 6), a higher percentage of Austin ISD LEP students than LEP students statewide passed in grade 3. At all other grades, a lower percentage of Austin ISD LEP students than LEP students statewide passed. The largest difference was in grade 10, where only 52% of Austin ISD LEP students passed compared to 65% LEP students statewide.

Figure 6: LEP Students, Percentages Passing English TAAS Mathematics, Austin ISD vs. State, by Grade Level, 2000-01

Figure 11: Increases and/or Decreases in LEP Students Percentages Passing, English TAAS Reading, by Grade Level, 1999-2000 and 2000-01



Data Source: TEA TAAS Summary Reports, June 2000 and 2001

Figure 12: Increases and/or Decreases in LEP Students Percentages Passing, English TAAS Mathematics, by Grade Level, 1999-2000 and 2000-01

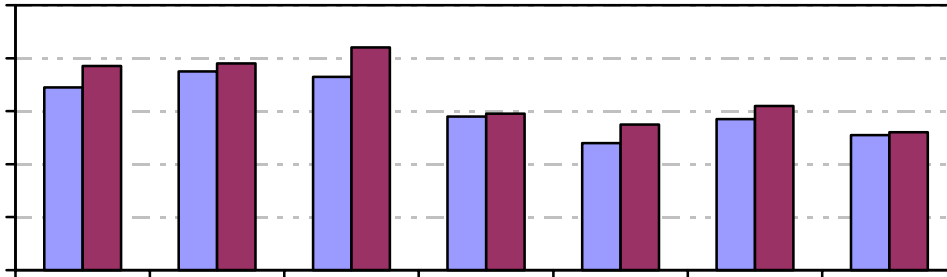
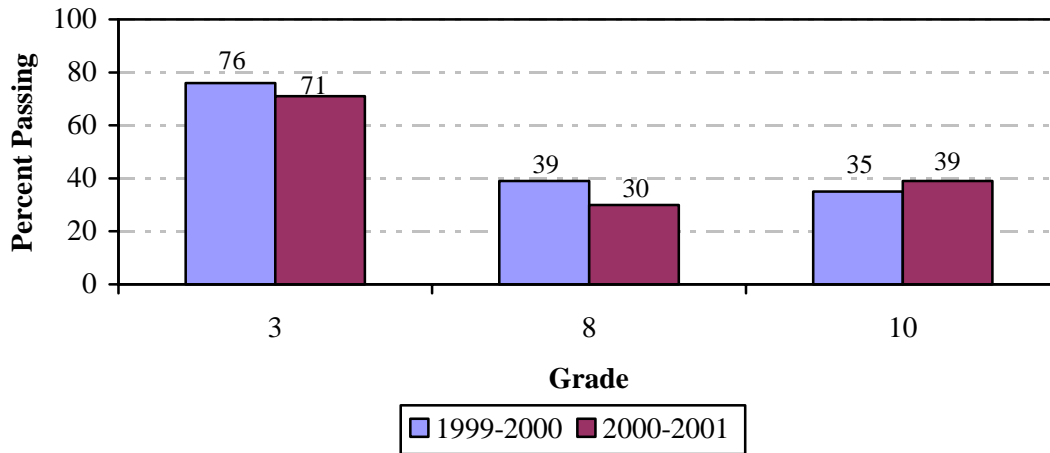


Figure 13: Increases and/or Decreases in LEP Students Percentages Passing English TAAS Writing, by Grade Level, 1999-2000 and 2000-01



Data Source: TEA TAAS Summary Reports, June 2000 and 2001

TEXAS ASSESSMENT OF ACADEMIC SKILLS - SPANISH

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and address their education needs, the State Board of Education called for phasing in Spanish-versions of the TAAS assessments at grades 3-6. The Spanish TAAS, based on the Texas Education Agency's (TEA) Texas Essential Knowledge and Skills (TEKS), provides a vehicle for examining the annual progress in student performance in reading, mathematics, and writing. All Spanish-version tests were fully implemented by the spring of 1998 and incorporated in the Academic Excellence Indicator System (AEIS), the state accountability system in 2000. The Spanish TAAS is not considered an exemption, and is administered on the same schedule as the English TAAS.

In 2000-01, a total of 1,424 bilingual students and 110 ESL students in Austin ISD in grades 3-6 participated in the Spanish TAAS reading. A total of 1,350 bilingual students and 111 ESL students in grades 3-6 participated in the Spanish TAAS mathematics. *The total number of students in reading and mathematics includes students who took both tests and/or students who may have taken only one test.* A total of 439 students were reported on the Spanish TAAS Summary Reports as exempted from all tests.

The overall percentages of bilingual students tested in Spanish were determined by the number of students served in each grade, and subject area. In reading and in mathematics, the percentages tested in grades 3 and 4 were higher than in grades 5, 6, and middle school 6. For grade 3, 53% of students served were tested in Spanish in reading and mathematics. For grade 4, 42% of students served were tested in reading, and 37% in mathematics. The percentage tested in grade 5, in reading was 21%, and 20% in mathematics. The percentages tested in Spanish in grade 6 were 12% and 11% for reading and mathematics, respectively. For ESL students tested in middle school grade

6, the percentage tested for reading and mathematics was 17%. Table 7 presents the results of the Spanish TAAS for Austin ISD LEP students.

- €# Of the bilingual students tested in *grade 3*, 65% passed reading and 71% passed mathematics. Of the ESL students tested, 67% passed reading and 100% passed mathematics.
- €# Of the bilingual students tested in *grade 4*, 65% passed writing, 51% passed reading, and 77% passed mathematics. Of the ESL students tested in writing, 60% passed. The number of ESL students tested in *grade 4* in reading and mathematics was four, and TEA does not provide data for groups with fewer than five students.
- €# Of the bilingual students tested in *grade 5*, 53% passed reading and 73% passed mathematics. The number of ESL students tested in *grade 5* was four, and TEA does not provide data for groups with fewer than five students.
- €# Of the bilingual students tested in *grade 6*, 69% passed reading and 83% passed mathematics. Of the ESL students tested, 38% passed reading and 57% passed mathematics. *Please note only a small number of sixth grade LEP students receive bilingual instruction, most sixth grade LEP students participate in ESL instruction in the middle schools. Therefore, the results for six grade bilingual and ESL students on the Spanish TAAS may be view with caution because of the differences in instructional programs student receive. (See Table 7.)*

Table 7: LEP Students, Number and Percentages Passing Spanish TAAS, Writing, Reading, and Mathematics, Grades 3-6, 2000-01

Grade	Bilingual Students					
	Writing		Reading		Mathematics	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	750	65%	738	71%
4	527	65%	457	51%	406	77%
5	N/A	N/A	204	53%	194	73%
6	N/A	N/A	13	69%	12	83%
Grade	English as a Second Language/ESL Students					
	Writing		Reading		Mathematics	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	6	67%	6	100%
4	5	60%	4	*	4	*
5	N/A	N/A	4	*	3	*
6	N/A	N/A	96	38%	98	57%

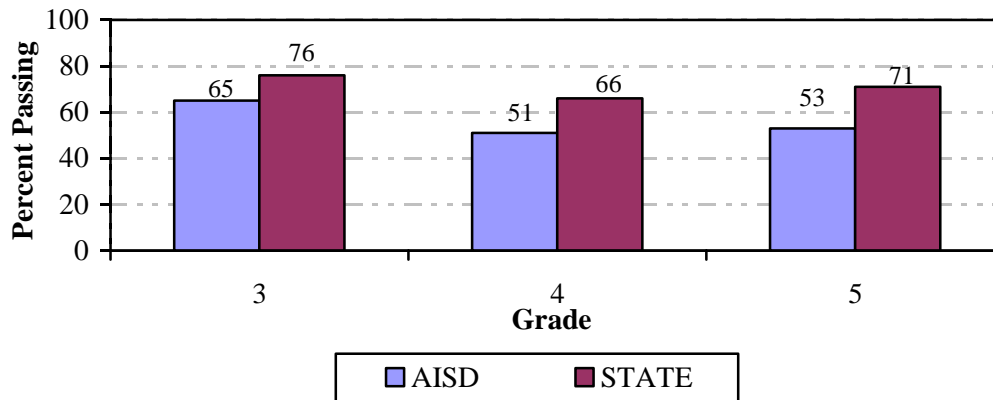
N/A – The Writing Test is only administered in grades 4, 8, and Exit Level.

*No data are reported by TEA for groups of fewer than five students.

Data Source: TEA TAAS Spanish Summary Reports, June 2001.

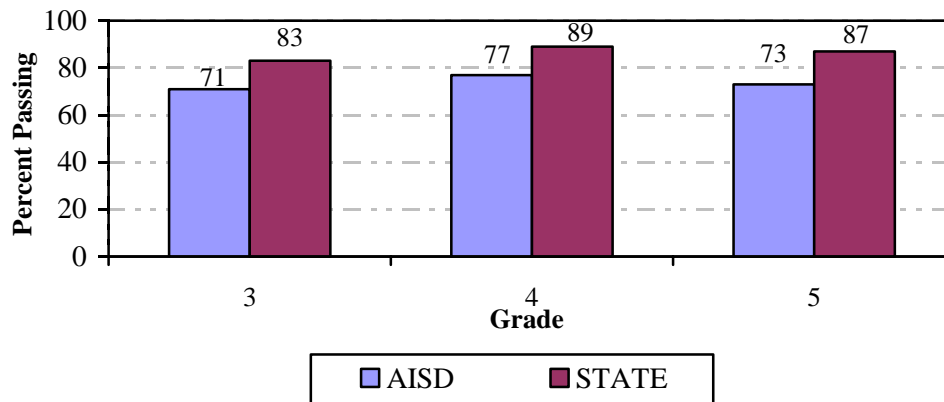
Figures 14 and 15 compare the statewide results of the Spanish TAAS in reading and mathematics with the Spanish TAAS results for Austin ISD. A lower percent of Austin ISD LEP students in grades 3, 4, and 5 passed the Spanish TAAS tests in reading and mathematics than did LEP students statewide. The percentage passing Spanish TAAS writing in grade 4 for statewide bilingual students was 75%, and for Austin ISD it was 65%.

Figure 14: Percentages of Bilingual LEP Students Passing Spanish TAAS Reading, by Grade, Austin ISD vs. State, 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 2001, and TEA TAAS Statewide Summary Reports, July 2001

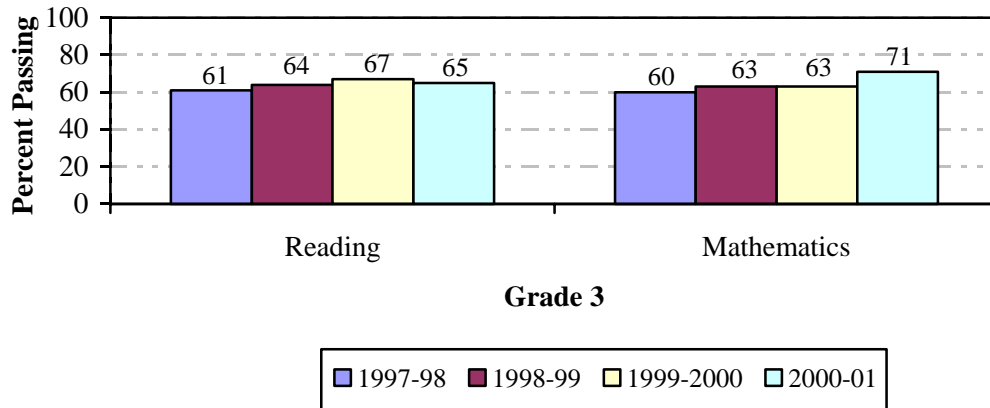
Figure 15: Percentages of Bilingual LEP Students Passing Spanish TAAS Mathematics, by Grade, Austin ISD vs. State, 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 2001, and TEA TAAS Statewide Summary Reports, July 2001

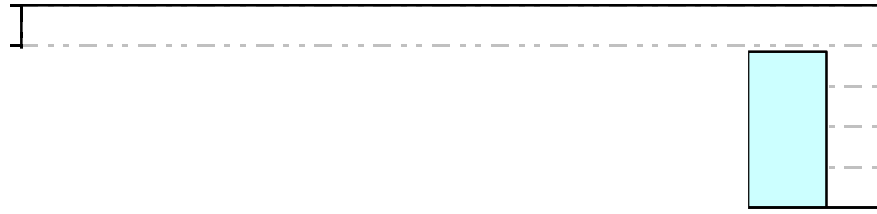
SPANISH TAAS 1997-98 T

Figure 16: Austin ISD LEP Bilingual Students, Percentages Passing Spanish TAAS in Reading and Mathematics, Grade 3, 1997-98 Through 2000-01



Data Source: TEA TAAS Spanish Summary Reports, June 1998, July 1999, Spring 2000, and June 2001

Figure 17: Austin ISD LEP Bilingual Students, Percentages Passing Spanish TAAS in Reading and Mathematics, Grade 4, 1997-98 Through 2000-01



PERIODIC ASSESSMENT IN THE LANGUAGES OF INSTRUCTION

Yearly assessments of the growth and progress in the language of instruction are conducted by the teachers of LEP students. In 1999-2000, 52% of LEP students were identified as monolingual non-English speakers (students who spoke only their native language); and 31% of the LEP students were dominant non-English speakers (students who spoke mostly a language other than English). During the 2000-01 school year, 57% of LEP students were identified as monolingual non-English speakers and 29% of the LEP students were dominant non-English speakers. In 2000-01, the percentage of monolingual students increased, and the percentage of dominant non-English decreased.

As a standard, Austin ISD staff will assess all students with the language-appropriate reading assessment to determine if all students are making adequate progress in their respective grade levels. Among the reading assessments are the Tejas LEE, the Texas Proficiency Reading Inventory (TPRI), the Developmental Reading Assessment (DRA), and the Flynt Cooter. Professional staff development on how to utilize these reading assessments with LEP students has been provided by the bilingual coordinators. Data available from some of these reading assessment instruments will be part of this evaluation to address periodic assessment and continuous diagnosis in the languages of instruction.

READING PROFICIENCY TESTS IN ENGLISH (RPTE)

In March 2000, a new component of the statewide assessment program called the Reading Proficiency Tests in English (RPTE) was implemented. Along with the TAAS in English and Spanish, the RPTE is a part of a comprehensive system for assessing LEP students' academic progress in grades 3-12. The RPTE is designed to assess the English reading skills of LEP students in a way that takes into account how students acquire a second language. One of the main differences between the RPTE and TAAS is that the RPTE does not measure the mastery of content with a pass or a fail score. As mentioned in the TEA RPTE Guide (2001):

“Learning to read and fully understand academic content in a second language takes time. The results of the RPTE provide a measure of progress, indicating annually where each LEP student is on a continuum of English language development designed for second language learners. This continuum is divided into three proficiency levels: beginning, intermediate, and advanced. The progress of students along this continuum is the basis for the RPTE reporting system and the key to helping districts monitor whether their LEP students are making steady annual growth in English acquisition.”

The reading skills measured by the RPTE are those required by the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum.

“The RPTE uses a standardized, multiple-choice format to replicate what individually administered language proficiency tests are designed to do - to determine a student's proficiency level by locating the highest level of proficiency at which the student functions successfully. Because successful performance on the RPTE is determined by annual

progress rather than a pass/fail score, the English Reading proficiency of a LEP student is expected to increase annually.” (TEA RPTE Guide, 2001)

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 grade groups measures beginning, intermediate, and advanced levels of reading proficiency. The reading skills assessed for each grade group come from and are aligned with the English language arts strand and the ESL strand of the 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.

All students classified as LEP in grades 3-12 (including students taking the TAAS in either English or Spanish) who had not reached an advanced proficiency level on the RPTE were required to take the RPTE during the spring administration. Recent unschooled immigrant students could be considered for an exemption by the LPAC, if they had arrived within the past 12 calendar months, and they lacked the necessary foundations in the TEKS. In March 2001, a total of 5,588 Austin ISD students were administered the RPTE. An additional 1,111 students were absent, 231 students were exempted by their Admission, Review, and Dismissal (ARD) Committee, and 206 students were not tested for other reasons. (See Table 8.) Of the students who were absent, 774 were in grade 9-12, and 337 were in grades 3-8.

Table 8: Number of Austin ISD Students Tested, Absent, and Exempted from RPTE, by Grade Level, 2000-01

	Number

Thus, after examining the proficiency levels of LEP students who were tested for two years, had been promoted to the next grade or had been retained, and had valid RTPE scores, 58% of the students who were promoted increased their proficiency levels, and 50% of the students who were retained changed proficiency levels.

ENGLISH PROFICIENCY

The district's objective is to assist LEP students in attaining English proficiency and meeting the state's performance standards. The exit criteria for LEP students are determined by state law. In the 1999-2000 school year, the exit criteria for Austin ISD LEP students 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. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status in Austin ISD, a student must:

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

The LPACs at the individual campuses may choose to have an oral proficiency test, such as the Language Assessment Scales (LAS) or the Individual Diagnostic English Assessment (IDEA), administered to the LEP student 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 LEP student is monitored for two years by law to ensure he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

Table 13: Number of Austin ISD Exited LEP Students, by Grade Levels, 2000-01

Grade	Number of Exited Students
4	291
5	184
Elementary 6	28
Elementary Total	503
Middle School 6	137
7	173
8	81
Middle/Junior High Total	391
9	91
10	59
11	99
12	119
High School Total	368
Total Exited Students	1,262

Data Source: Austin ISD Student Records

The achievement of the 1,262 exited LEP students as measured by TAAS is presented in Table 14. In TAAS reading, the percentages passing were between 82% and 98%. In TAAS mathematics, the percentages passing were between 84% and 96%. In TAAS writing the percentages passing were between 74% and 97%. In 2000-01, the percentages passing TAAS for all exited LEP students were higher than the percentages passing for Austin ISD students by grade and by subject area with the exception of writing in grade 8, where the percentage passing was slightly higher for Austin ISD students.

Table 14: Austin ISD Exited LEP Students, Number Tested, Percentages Passing TAAS,

LENGTH OF TIME IN THE PROGRAM

The question of how long it takes LEP students to become proficient in English, exit the alternative language program, and succeed in an all-English classroom has been a topic of many discussions at school districts, state legislatures, universities, and the federal level for many years. In a review of the recent research funded by the U.S. Department of Education on LEP students, Dr. Gilbert N. Garcia (September 2000) addresses the following critical issues and their impact on the length of time it may take a student to acquire a second language:

- €# variability among the LEP children and youth - some are native-born (U.S.) and some are foreign-born;
- €# formal schooling in their native country - some children and youth come to the U.S. with very limited educational experience, while others arrive with transcripts and some knowledge of English; and
- €# range of monolingual or bilingual abilities - depending on the characteristics of their households, some native-born students may come to school with a dialect of English that reflects their cultural background and not the English spoken at school, while other children and youth may have underdeveloped literacy skills in both English and their native language.

The question regarding length of time in the Bilingual Education/ESL Program is being examined at Austin ISD in terms of the most recent group of exited LEP students. In order to capture the length of time in the program, the question was framed in terms of less than 2, 3, 4, 5, and 6 years, and more than 6 years. As presented in Table 15, most students (44%) exited the program in 2000-01 after having been served more than six years; and the next largest group (21%) exited the program after having been served less than six years but more than five years. Of the students exited in more than six years the majority of them were in middle/junior high and high school. Of the students exited in less than six years but more than five years; most of them were in the elementary grades, particularly in grade 4. Table 15 also indicates that students in the other grades 5-12 exit in more than six years of program service.

Table 15: Austin ISD Exited LEP Students, Length of Time in Bilingual/ESL Program, by Grade, 2000-01

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
4	12	22	24	58	169	6	291
5	4	8	12	9	42	108	183

ALTERNATIVE LANGUAGE PROGRAM BILINGUAL EDUCATION/ESL PROFESSIONAL STAFF DEVELOPMENT

In compliance with state law, the 2000-01 evaluation of Austin ISD's Bilingual Education/ESL Program included an examination of the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 2000-01 school year, the district's bilingual staff collected sign-in sheets, staff development agendas, workshop descriptors, workshop information sheets submitted to the Professional Development Academy (PDA), correspondence to campuses, copies of evaluation forms from workshop participants, and other relevant information.

The collaboration of the bilingual staff resulted in 51 professional development workshops, which occurred throughout the academic year. Slightly more than half (55%) of the professional development training activities occurred at PDA (which is the district's main training center) and at two other district training facilities (Baker School and Old Pleasant Hill). The other workshops (45%) were conducted primarily on elementary school campuses, while one session was held at a middle school, another at a high school, and four sessions were held at the district's administrative offices.

FREQUENCY OF TRAINING ACTIVITIES

Twenty-six (51%) of the 51 workshops were held in fall 2000 and the remaining twenty-five (49%) were conducted in spring 2001. The professional training occurred some time between 8:00 AM and 6:00 PM.

The frequency and duration of the workshops were:

- €# 17 (33%) workshops were all day commitments, lasting seven to eight hours, between the hours of 8:00/8:30 AM and 3:30/4:00 PM.
- €# 27 (53%) professional development activities occurred in the afternoon, lasted one and one-half hours to two hours, and started around 12:30/1:00 PM and ended between 2:30 PM and 6:00 PM. The vast majority (81%) of the workshops started after 3:15 PM in order to maximize teachers' participation without altering their teaching schedule, and to reduce the need for substitutes.
- €# 7 (14%) workshops were conducted in the morning, lasted one, two, or three hours, started between 8:00/8:30 AM, and ended between 11:30 AM/12:30 PM.

Specific details regarding all 51 Austin ISD-sponsored professional staff development activities in BE/ESL Program during 2000-01 are available through the Department of Bilingual Education.

NUMBER OF TEACHERS AND TEACHER ASSISTANTS TRAINED

In 2000-01, a total of 1,228 Austin ISD staff members participated in professional staff development for teachers and teacher assistants of LEP students. Among the participants were principals, assistant principals, counselors, curriculum specialists,

bilingual instructional coordinators, instructional specialists, teachers, special and vocational education teachers, Reading Recovery teachers, a speech therapist, teacher assistants, an evaluation analyst, an evaluation associate, secretaries, data entry clerks, and monitors. Fifteen bilingual and/or special education assistants participated in professional staff development workshops in the 2000-01 school year.

The professional staff development workshops occurred in increments of one, one and one-half, two, three, seven, eight, and fourteen hours. Altogether, 199.5 hours of professional staff development on topics related to bilingual education were delivered to 1,228 administrators, teachers, and other bilingual support staff for a total of 51,381 staff-hours (see Table 16).

Table 16: Professional Staff Development Hours for Administrators, Teachers, and Other Bilingual Support Staff, 2000-01

Duration of Workshop— Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1.0			

- ⌘ An overview of the state and district requirements involved in the identification and appropriate instructional placement of LEP students, and the current guidelines governing the Language Proficiency Assessment Committee (LPAC);
- ⌘ The use of two language assessment instruments for both LEP student identification and level of fluency for instructional purposes;
- ⌘ A review of current policies and procedures regarding LEP student identification and appropriate placement with new bilingual teachers;
- ⌘ Hands-on training sessions in a computer laboratory for data entry clerks and other campus staff on appropriate and timely data entry procedures for LEP student data, and the timelines governing established procedures; and
- ⌘ State guidelines for the administration of the TAAS and RPTE to LEP students.

A total of 352 teachers and other school personnel participated in the workshops addressing programmatic issues. These staff provided instruction and school related services to students in grades Pre-K-12.

The instructional workshops for both elementary and secondary teachers were conducted throughout the academic year. The workshops addressed effective instructional strategies in reading and writing, and specific information regarding the appropriate time to facilitate a successful transition into English language arts. More specifically, the workshops for elementary teachers addressed instructional themes:

- ⌘ Two workshops addressed the most effective ways to implement the state-adopted Hampton Brown ESL series for grades 1-4, and provided clear expectations for teachers to work with the new Scott-Foresman reading series.
- ⌘ Six workshops presented instructional strategies for providing a balanced literacy approach to reading and guided reading activities. Both of these strategies strengthen reading skills of struggling readers, and make reading a more interactive and engaging process. These workshops addressed the Spanish Language Arts and ESL TEKS.
- ⌘ Three workshops that were part of the ESL Series implemented in 2000-01 focused on ESL instruction. These training sessions reviewed the most current information on second language acquisition, the ESL TEKS standards for elementary level instruction, and appropriate ESL methodology for instruction in the content areas.
- ⌘ In partnership with the University of Texas, a renown professor in special and bilingual education provided a series of three workshops to Austin ISD staff on making appropriate language placements based on best practices for second language learners.
- ⌘ Four writing workshops were conducted covering the following: best practices for teaching TAAS writing skills in a bilingual environment; current research and practices for teaching young learners to write; successful strategies for teaching the writing process to LEP students who are making the transition into English; and the ESL TEKS for writing.

- ∄# The training for the LEP Pre-K-K Summer School included information on student assessment, instructional strategies and materials, and program management.

A total of 453 teachers and other school personnel participated in the instructional workshops with an elementary school focus.

As part of the ESL Series, more workshops were offered for the middle and high school teachers in 2000-01 than in previous years. A total of 238 teachers participated in eleven ESL professional development workshops. The primary goal of these secondary workshops was to provide teachers with effective instructional strategies to enhance and accelerate the acquisition of English. More specifically, the workshops covered:

- ∄# Training in the implementation of a computer-based reading program and an assessment system to support classroom instruction.
- ∄# Application of effective literacy practices and methodology, specifically, the Cognitive Academic Language Learning Approach (CALLA), to provide ESL instruction in the content areas.
- ∄# Acquisition of extensive knowledge and instructional skills to provide sheltered English instruction for LEP students with a focus on academic content and language.

Five professional development sessions prepared teachers to take the state examinations for their bilingual and/or ESL endorsement: one Texas Oral Proficiency Test (T.O.P.T), two Bilingual Education Examination for the Certification of Educators in Texas (BE-ExCET), and two ESL Examination for the Certification of Educators in Texas (ESL-ExCET). The 42 teachers who attended these sessions were from all school levels (elementary, middle/junior high, and high school).

The culminating workshop for the school year was a full-day session entitled “Ensuring Academic Success for English Language Learners Bilingual Summit 2001.” The 143 participants who attended the session provided instructional and support services to students in grades Pre-K-12. The Bilingual Summit addressed the effective use of rigorous standards to provide all students with quality instruction, successful and meaningful strategies for instruction in mathematics, and the critical factors for success in a bilingual education classroom.

RESULTS OF THE TRAINING

“agree” = 3, and “strongly agree” = 4. The majority of responses for all the workshops were in the “agree and strongly agree” categories. Results from the professional development evaluation forms indicated that most participants:

- ☞ Strongly agreed or agreed that the objectives were clearly stated, the training matched the objectives, and the learning environment was conducive to learning. The range of the results was between 74%-100% in agreement on these statements.
- ☞ Strongly agreed or agreed that the instructor was knowledgeable, used effective techniques, and encouraged the exchange of ideas. The range of the results was between 70%-100% in agreement on these statements.
- ☞ Strongly agreed or agreed that the training was applicable to their work, the length of the session was sufficient, and indicated that follow-up training would be helpful. The range of the results was between 56%-100% in agreement on these statements.
- ☞ Strongly agreed or agreed that the information presented had a positive impact on their classroom or worksite. The range of the results was between 17%-100% in agreement on these statements. [Note: often this category was not applicable for the participants because the training was an initial session, so percent agree was smaller and range was larger.]

Overall, the professional development sessions received positive evaluations from staff participants. Most participants that responded to the evaluation surveys gave positive ratings to content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned.

Figure 20: Comparison of TAAS Mathematics, Percentages Passing, LEP Served and LEP Denials, by Grade Level, 2000-01

training was applicable to their work; and 92% agreed that they would like follow-up training to support their new skills. The evaluation form included a section for suggestions on how the professional development could be improved. The teachers suggestions are in Appendix E.)

CURRICULUM, MATERIALS, AND INSTRUCTION

The language arts curriculum utilized for the summer school's balanced literacy program was an adaptation of the *Intervention Activities Guide* found in the *Texas Primary Reading Inventory* (TPRI) Kit. Ms. Linda Sue Guevara Rodriguez and Ms. Wilma A. Wilmot Martinez, early childhood specialists with Austin ISD, designed the adaptation of the phonological awareness component of the *Guide*. The purpose of adapting the *Guide* was to assist bilingual educators by providing effective phonological awareness skills and sound activities for their Spanish and English emergent and early readers. The intervention activities address the reading concepts assessed by the TPRI and Tejas LEE in grades K, 1, and 2. The curriculum included guided and shared reading methodology, and shared, interactive, and guided writing instructional strategies.

The lead literacy teachers provided explicit lessons for the classroom teachers on delivering direct instruction at various levels of the phonological awareness continuum. In addition, they modeled lessons for both the literacy and mathematics centers, which addressed a variety of instructional levels specific to students' academic needs. The lead literacy teachers provided coaching through grade level meetings and classroom demonstrations. Various opportunities were provided for the experienced summer school teachers to interact and share successful instructional lessons and materials with the new summer school teachers.

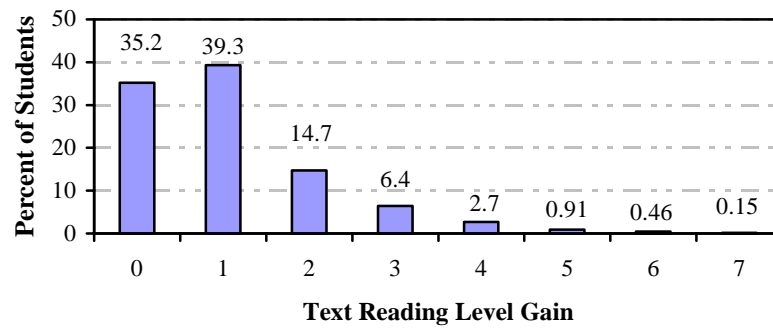
The mathematics curriculum was clearly specified for the summer school: the objectives and skills covered were from the *Touch Math* material, and the graphing and estimation activities were from the *Read It, Draw It, and Solve It* instructional materials. Hands-on graphing and estimation activities had to occur on a specific day of the week, and activities were provided for the teachers to use in class. Students were taught number identification, one-to-one correspondence, rote-counting 1-20, number identification with touchpoints, how-to-count touchpoints, and the concepts of 1-10. Students used manipulatives for problem-solving and computation, graphing, and occasional read-aloud and shared writing activities related to mathematical concepts.

English and Spanish language arts and mathematics instructional materials were purchased for all of the summer school sites. Among the materials purchased were: *Spanish Guided Reading Sets*, magnetic letter boards, *English in My Pockets* (Pre-K-K ESL program), *Cuentos Tradicionales*, *De Canciones a Cuentos, Level A*, *ABCelebramos Packages*, books, and other materials.

The daily schedule included five hours of instruction, with some time allowed for breakfast, lunch, and outside activities. Three and one-half hours were spent on balanced literacy endeavors: print awareness and familiar reading; shared reading; guided reading groups and literacy center activities; writing in small groups and students sharing their work; ESL Centers for all the students; and phonological awareness. Students spent one

The DRA is part of the Reading Recovery program developed by Marie Clay. In 1989, several researchers began the process of validating and documenting the development of Descubriendo la Lectura and the Instrumento de Observación (Spanish

Figure 21: Percents of Grade 1 LEP Students Who Made Text Level Reading Gains on the DRA, Summer 2001



EMERGENCY IMMIGRANT EDUCATION PROGRAM

PROGRAM DESCRIPTION

The Emergency Immigrant Education Program (EIEP) provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The definition of “immigrant” includes students who are between 3-21 years old, who were not born in the United States, and who have not been attending one or more schools in any one or more states

Table 18 presents the number of immigrant students served and their respective grade levels. Note the total number of elementary pre-K-6 students (n=2,436) includes five special education students without grade assignments. Immigrant students represent 5% of the overall Austin ISD student population.

Table 18: Austin ISD Immigrant Students Served by Grade, 2000-01

Grade

Table 19: Immigrant Students Served, Demographic Indicators, 2000-01

Demographic Indicator	Elementary		Middle/Junior High School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	1,978	81%	526	79%	335	64%
Overage for Grade	338	14%	221	33%	336	64%
Special Education	84	3%	9	1%	6	1%
Gifted and Talented	18	1%	4	1%	0	0

Data Source: Austin ISD Student Records

ACADEMIC PROGRESS

The academic achievement of immigrant students is important because one district goal is to “educate every student every day”, and in addition using federal resources for immigrant students requires districts to provide students with high quality instruction and to meet the same challenging state performance standards for all children and youth. The achievement of immigrant students as measured by the 2001 TAAS is presented in Table 20.

- ⚡ In reading, the percentages passing of immigrant students were highest in grades 3, 5, and EL 6.
- ⚡ In mathematics, the percentages passing of immigrant student were highest in grades 3, 4, 5, EL 6, 7, and 8.
- ⚡ With the exception of grade 3, the percentages passing for immigrant students were higher in mathematics than in reading.
- ⚡ In writing, the percent passing of immigrant students in grade 4 was higher than at grades 8 and 10.
- ⚡ More instructional support is necessary for all immigrant students, but especially for those who are at the exit level.

Table 20: Immigrant Students, Number Tested and Percentages Passing TAAS Reading, Mathematics, and Writing, by Grade Level, 2000-01

2000-01 Grade	Reading		Mathematics		Writing	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	146	85%	145	81%	*	*
4	144	69%	146	81%	161	71%
5	139	74%	140	89%	*	*
EL 6*	18	83%	18	94%	*	*
MS 6*	106	50%	107	68%	*	*
7	58	57%	56	79%	*	*
8	59	63%	58	79%	82	29%
10/Exit	278	40%	278	58%	278	33%

*EL 6 = Elementary grade 6

**MS 6 = Middle School grade 6

Data Source: Austin ISD Student Records

materials, and instructional strategies specific to second language (e.g., vocabulary development and making words). Teachers made time for collaboration and reflection.

RECOMMENDATIONS

Based on the LEP student data gathered for the 2000-01 school year, the following recommendations are suggested for consideration.

1. LEP students especially, those in middle/junior high and high school, who have not acquired sufficient academic English proficiency to transition to an all-English classroom environment will need accelerated instruction. Early review of LEP students' academic performance will determine the type of language and academic support they will need to pass the English TAAS. Knowing the type of instructional needs of LEP students can assist the administrator in making instructional resource allocations and staff projections, planning professional development, and purchasing appropriate instructional materials.
2. Although the percentages of LEP students passing English and Spanish TAAS have increased through the years, the passing standards have become more rigorous. Therefore, more specific guiding standards and expectations for academic progress in the bilingual and ESL classroom must be defined. For example, student assessment data can be studied at the campus and classroom level, and used to guide instruction and determine the progress students are making towards specific achievement goals.
3. Although the ELLA is currently addressing the language needs of students at Webb MS, other middle/junior high schools with a high concentration of immigrant students should review the instructional model and determine if it would be viable on their campuses. In addition, the middle schools should establish the necessary linkages with the LPAC chairperson at the receiving high schools in order to facilitate the student's instructional placement.
4. To improve the achievement of LEP students, Austin ISD must continue to offer and encourage campus staff attendance at professional staff development in second language acquisition, successful strategies for struggling readers, preparation and practice for ESL and bilingual certification examinations, and legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC. In addition, Austin ISD should continue to develop the ESL Workshop Series and Sheltered Content Teacher Training that were started in 2000-01 for in middle/junior high and high school teachers.
5. The LPAC committees should utilize the RPTE scores of students who did not change English proficiency levels, from beginning to intermediate or intermediate to advanced, to determine instructional and testing decisions.
6. Develop a database that will allow LEP summer school participants to be examined over time to determine if there is a relationship between summer school participation and passing TAAS reading.

APPENDICES

APPENDIX A

Text of 19 TAC

Chapter 89. Adaptations for Special Populations

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

- 89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.
- a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.
 - b) To ensure a comprehensive monitoring and assessment effort to each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.
- 89.1265. Evaluation
- a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.
 - b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient 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 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 be made available to the monitoring teams according to 89.1260 if this title (relating to 015 Tc-0.0001 Tw(Texas)TJif thif teachTw[(seilT*0.0008 Tc0.0

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APPENDIX B

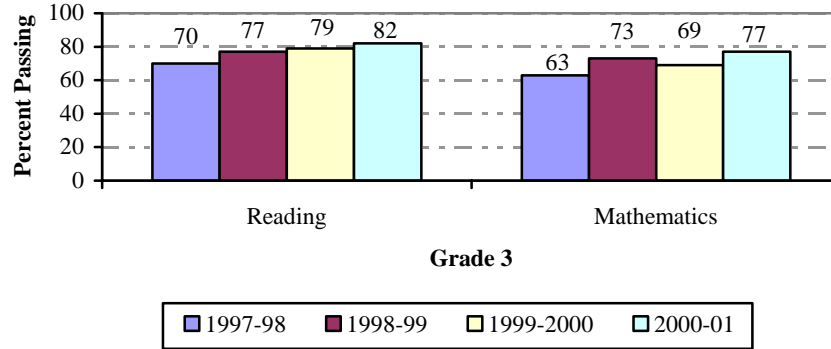
Austin ISD LEP Students, Number Tested and Percentages Passing English TAAS,
by Grade Level, 2000-01

Grade	Reading		Mathematics		Writing	
	Number	Percentage Passing	Number	Percentage Passing	Number	Percentage Passing
3	267	82%	279	77%	*	*
4	431	75%	484	78%	381	71%
5	470	67%	501	84%	*	*
6	345	41%	347	59%	*	*
7	428	39%	421	55%	*	*
8	382	49%	383	62%	412	30%
10/Exit	349	42%	357	52%	351	39%

Data Source: Austin ISD Student Records

APPENDIX C

Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 3



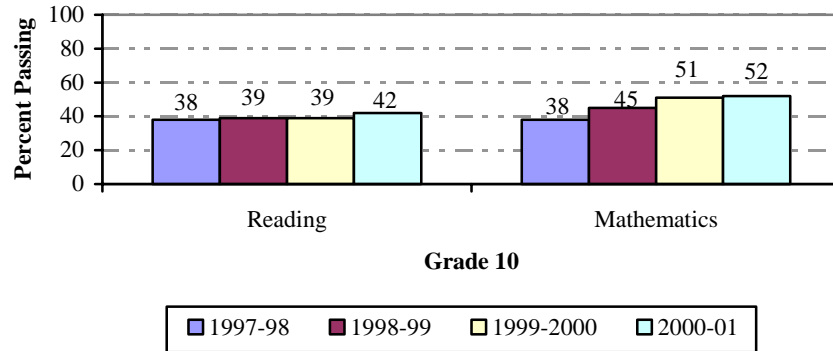
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Appendix C (continued)

Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics,
School Years 1997-98 Through 2000-01, Grade 6

Appendix C (continued)

Austin ISD LEP Students, Percentages Passing English TAAS in Reading and Mathematics, School Years 1997-98 Through 2000-01, Grade 10



Data Source: Bilingual/ESL Program Reports 1997-98, 1998-99, 1999-2000, 2000-01

APPENDIX E

Teacher Suggestions for Summer School Training Improvement

Suggestions

1. Allow time during the training or set time aside at a later date for a “Make and Take” workshop even if there would be a fee for materials.
 2. Provide the training a week prior to the beginning of summer school. This would allow the teachers time to organize their notebooks, use some of their own literacy center materials, and prepare instructional materials for the literacy centers.
 3. Include dividers in the binders to separate the different topics addressed, such as weekly lesson plans for the different reading levels, early vs. emergent, a table of contents, and number the articles and hand-outs to facilitate use during the training.
 4. Differentiate training between the more experienced teachers and the new teachers. For instance, half of the could be dedicated to each group and their respective learning concerns, and the rest of the time could be shared.
 5. Provide separate training sessions for bilingual and ESL teachers.
 6. Provide more spacious training facilities, ensure all of the equipment is in working condition, and the number of hand-outs are sufficient.
-

APPENDIX F

LEP Summer School 2001 *Daily Schedule – Kindergarten & First Grade*

7:45 - 8:15 8:00 – 8:20	Debriefing (Staff) Breakfast (Students)
8:20 – 8:30	Arrival, Print Awareness, Familiar Reading Students prepare for the day: early bird activities, book and literacy center selections, informal conversations, and morning message.
8:30 – 9:00	Shared Reading (Should start by 8:30) (Big Books/small books, poems, charts, song). Phonemic awareness.
9:00 – 10:00	Guided Reading, Literacy Centers & Shared Reading Teacher Demonstrates and Models Centers Two or three guided reading groups daily for approximately 20 minutes while other students work at literacy centers. Include time for ongoing assessment of several students each day. Between groups, briefly check and assist students at literacy centers as needed. Students read independently. Check student book selections, and provide individual reading instructions for students.
10:00 – 10:30	Writing *Shared *Interactive *Guided
10:30 – 11:00	ESL Centers Whole Group Teacher confers with students or small groups. Students share their writing. *Centers *Whole Group
11:00 – 11:20 11:20 – 11:30	Lunch (20 minute intervals) Flexible Outside Schedule Gross Motor Skills
11:30 – 12:30	Math Students use manipulatives for problem-solving and computation; graphing (once a week) occasional read-aloud and shared writing related to math concepts.
12:35 – 12:50	Read – Aloud / Phonological Awareness A variety of genres, authors, and topics are included as part of the read-aloud.
1:00 – 1:15	Closing/Dismissal

Data Source: LEP Summer School Records

APPENDIX G**Number of LEP Students in Summer School by Campus, 2000-01**

School	Number of K Students	Number of Pre-1 st Students
Barrington		

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