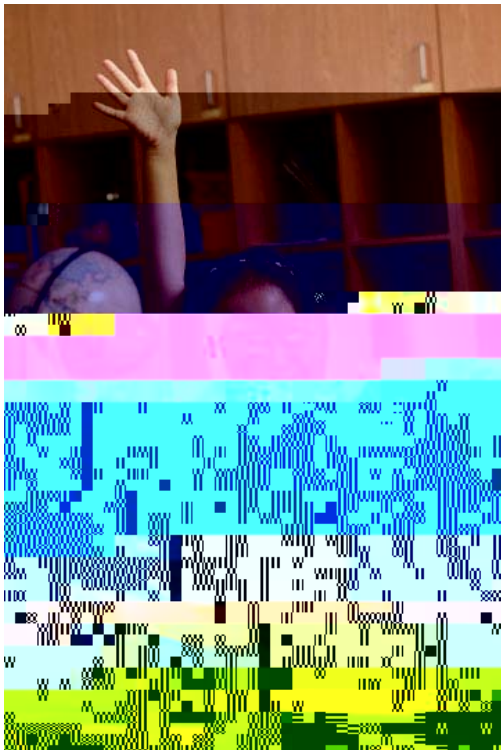


Bilingual Education/ESL Programs Evaluation Report, 2004-2005



Austin Independent School District
Department of Program Evaluation

April 2006

EXECUTIVE SUMMARY

Austin Independent School District (AISD) provides two programs to serve students

- A comparison of results for AISD ELLs to results for ELLs statewide showed that greater percentages of AISD ELLs than ELLs statewide met the standard on TAKS reading (95% compared to 91%) at grade 3, TAKS writing (82% compared to 80%) at grade 4, and TAKS reading/ELA (43% compared to 39%) at grade 11. At grade 5, an equal percentage (67%) of AISD ELLs and ELLs statewide met the standard on TAKS reading. However, at other grade levels the percentages of AISD ELLs who met the standards on TAKS reading/ELA and writing were less than those of ELLs statewide.
- On TAKS mathematics at grades 3 (76%) and 5 (80%), greater percentages of AISD ELLs met the standard than did ELLs statewide (72% and 79%, respectively). At all other grade levels, lesser percentages of AISD ELLs met the standard on mathematics than did ELLs statewide.
- A lesser percentage of AISD ELLs met the standard on TAKS social studies than did ELLs statewide. The greatest difference in percentage points between the two groups was at grade 8, where 39% of AISD ELLs met the standard, compared to 51% of ELLs statewide.
- On TAKS science at grade 11, AISD ELLs and statewide ELLs met the standard at equal rates (41%). However, greater percentages of ELLs statewide met the standard for science at grades 5 and 10 than did AISD ELLs (31% vs. 11%).

On the Texas English Language Proficiency Assessment System (TELPAS), matics at g9780000 th1e

students who are struggling academically. Appropriate and timely academic interventions will make a critical difference for students who are at risk of academic failure because of their lack of English language proficiency.

ELLs who have exited LEP status must be monitored during subsequent school years to ensure that they are passing all of their courses and are working towards meeting graduation requirements. If recently-exited ELLs are exhibiting difficulties with school work, early intervention is critical. Recently-exited ELLs should be given information regarding any program on campus that provides additional academic support, to assure their academic success and keep them from being reclassified back into LEP status.

School personnel should discuss the goals of the districtwide English Learners and Educators Versed in Academic Rigor (ELEVAR) initiative to establish a common understanding and agreement regarding the instruction provided for ELLs. AISD must continue to provide professional development opportunities concerning the new model for bilingual education (in grades pre-K through 5) and ESL (in grades 6 through 12) including sheltered instruction in the content areas. Even though several cadres of teachers at elementary and secondary levels have participated in workshops, more teachers from across the content areas should participate in professional development opportunities that will show them how to make academic content more accessible to ELLs.

AISD administrators must require teachers to continue attending workshops that address topics relevant to those who provide instruction to ELLs. Among these topics are second language acquisition, scaffolding instruction, early and appropriate intervention strategies for ELLs struggling academically, effective literacy practices, sheltered English, and ESL methodology. As the state assessment for la

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BILINGUAL EDUCATION/ESL PROGRAMS EVALUATION REPORT, 2004-2005

EVALUATION MANDATE

Staff from the Austin Independent School District's (AISD) Departments of Bilingual Education/English as a Second Language (BE/ESL) and Program Evaluation cooperatively planned and conducted the evaluation of AISD BE/ESL Programs, as required by law. In reference to program evaluation, Chapter §89.1265, of the 19 Texas Administrative Code (TAC, 1996) states the following: "... a) all districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas." (See Appendix A for a reproduction of the law mandating program evaluation.)

The purposes of this report are to provide information to program directors as well as to comply with the legal mandate. This report presents a description of the demographics of AISD's English Language Learners (ELLs), formerly described as Limited English Proficient (LEP) students; summarizes ELLs' academic achievement in English and Spanish; and provides information on BE/ESL professional development sessions attended by administrators, teachers, and other school personnel.

PROGRAM OVERVIEW

Texas law requires that every student with a primary home language other than English, who is identified as limited English proficient, be provided with a full opportunity to participate in a bilingual education or an English as a second language program. To ensure education equity, the law also states that districts must seek certified teaching personnel and assess these students' achievement in the Texas Essential Knowledge and Skills (TEKS), the state curriculum. (See Appendix A.) ELLs must be identified in a timely manner and must be provided with one of two basic programs:

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

In compliance with state law, AISD provides both BE and ESL programs to serve students identified as ELLs. ESL is both a component of BE and a stand-alone program. At each school, the primary roles of members of Language Proficiency Assessment Committee (LPAC) are to evaluate the academic progress and language of instruction of ELLs, and to determine the academic

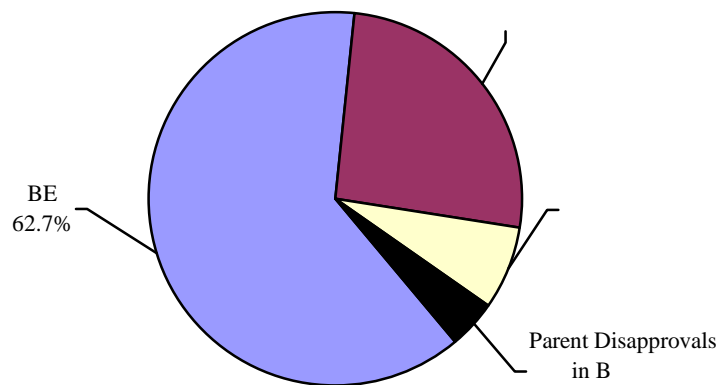
DESCRIPTION OF THE AISD ELL POPULATION

During the 2004-2005 school year, program staff identified 18,169 ELLs (22.7% of the AISD student population). Figure 1 presents the numbers and percentages of ELLs served in each program and the percentage of students whose parents did not approve program services. They are as follow:

- The BE program served 11,390 (62.7%) students,
- The ESL program served 4,718 (25.9%) students,
- The ESL program also served 1,300 (7.2%) students whose parents disapproved of their participation in the BE program, but approved of their participation in the ESL program, and
- Parents of 761 (4.2%) students disapproved services by either the BE or ESL program.

The number of ELLs served in the 2004-2005 BE/ESL programs increased from the previous year by 984 students. The number of parents who disapproved of their children's BE/ESL program participation decreased by 74 students from 835 in 2003-2004 to 761 in 2004-2005.

Figure 1: Percentages of AISD ELLs by BE/ESL Program Services, 2004-2005



grades six through eight (middle school); and 1,965 (11.2%) were in grades nine through twelve (high school). (See Table 1.)

Table 1: Numbers of AISD ELLs Served and Parent Disapprovals by Grade, 2004-2005

Grade	Number Served	Number of Disapprovals	Total
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GROWTH IN THE AISD ELL POPULATION

The AISD ELL population (including both students who receive BE/ESL services and students whose parents decline program services) has increased incrementally year for the past fifteen years, with one exception in the 1997-1998 school year (González, 1999). Figure 3

ACADEMIC ACHIEVEMENT

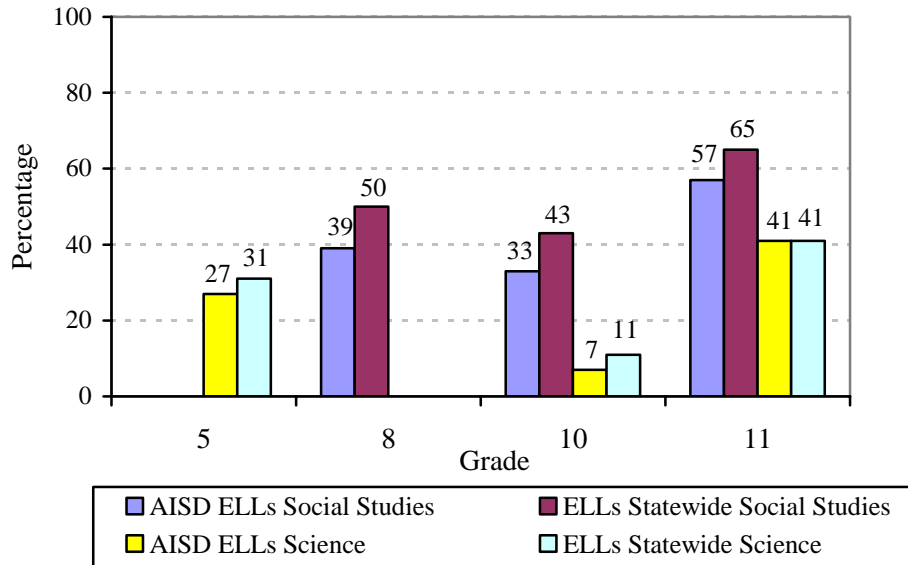
As mandated by Senate Bill 103 during the 76th Texas Legislative Session, the statewide student assessment program known as the Texas Assessment of Knowledge and Skills (TAKS) has been administered since the 2003-2004 school year. The assessment program is anchored in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum, and measures student achievement in its core subjects. Compared to its predecessor, the Texas Assessment of Academic Skills (TAAS), the TAKS program is more rigorous because it requires students to demonstrate higher-order thinking skills (Texas Education Today, March 2003).

Figure 5 shows 2005 TAKS mathematics results for AISD ELLs and ELLs statewide. At grades 3 and 5, greater percentages of AISD ELLs met the standards on TAKS mathematics than did ELLs statewide. However, at other grade levels, lesser percentages of AISD ELLs met the standards on TAKS mathematics than did ELLs statewide. The greatest difference was on mathematics at grade 10, where 11% of AISD ELLs passed compared to 18% of ELLs statewide.

Figure 5: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on English TAKS Mathematics by Grade Levels, 2005



Figure 6: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on English TAKS Social Studies and Science by Grade Levels, 2005



Sources: AISD TAKS District Summary Reports, May 2005, TEA TAKS Statewide Met Standard and Commended Performance Results, Spring 2005, and TEA TAKS Statewide Cumulative Summary Reports, July 2005

Using TAKS data recalculated at the panel recommended standard, comparisons show that a greater percentage of AISD ELLs met the TAKS standard in 2005 than 2004 on 19 of 26 possible comparisons. These include:

- Reading, at grades 3, 5, 6, 7, 9, and 11,
- Mathematics, at grades 5 through 11,
- Writing, at grade 4,
- Social Studies, at grades 8, and 10, and
- Science, at grades 5, 10, and 11.

In all other areas (7 comparisons) a lesser percentage of AISD ELLs passed in 2005 than 2004. (See Appendix C.)

AISD ELLs' TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) – SPANISH RESULTS

The Spanish TAKS, also based on the TEKS, is available in grades 3 through 6 for measuring student knowledge and skills in reading, mathematics, writing, and science among ELLs for whom the Spanish test is appropriate. Spanish-version tests in reading, mathematics, and writing were fully implemented by spring 1998 and incorporated in the Academic Excellence Indicator System (AEIS), the state accountability system, in 2000.

Based on native/primary language development, instructional program, and immigrant status the LPACs determine whether the English or Spanish TAKS would more appropriately

measure the academic knowledge of individual ELLs. Please see Appendix D for the numbers and percentages of AISD ELLs tested with the Spanish TAKS in reading, mathematics, writing, and science.

Figures 7 and 8 present the results of the 2005 Spanish TAKS in reading, writing, mathematics, and science, comparing the performance of AISD ELLs in bilingual education programs to that of ELLs statewide. The percentages of AISD ELLs who met the passing standard were greater than 75% at grades 3 and 5 on TAKS reading, and at grade 4 on TAKS writing. At grades 3, 4, and 5, lesser percentages of AISD ELLs met the TAKS r

Figure 8: Percentages of AISD ELLs and ELLs Statewide in BE Programs Who Met the Standard on Spanish TAKS Mathematics and Science by Grade, 2005



The results of the February English TAKS administration indicated that 89% of all students and 86% of ELLs (n = 622) met the standard. Of the 999 ELLs who took Spanish TAKS reading on that date, 64% met the standard. A cumulative analysis of all TAKS third grade reading administrations (February, April, and June) showed that 95% of all AISD third grade students (n = 4,449) who were tested in English met the standard, and 86% of all AISD third

Table 4: Numbers and Percentages of AISD 3rd Graders Who Met the Passing Standard on Each TAKS Reading Administration, 2005

	Administrations							
	February 2005		April 2005		June 2005		Cumulative Total	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
English Test								
All Students	4,394	89	487	53	179	38	4,449	95
ELLs	622	86	87	55	34	53	629	95
Spanish Test	999	64	358	42	191	41	1,013	86

Sources: AISD TAKS Cumulative Summary Reports, June 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

Table 5: Numbers and Percentages of AISD 5th Graders Who Met the Passing Standard on Each TAKS Reading Administration, 2005

	Administrations							
	February 2005		April 2005		June 2005		Cumulative Total	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed

- Most bilingual ELLs in grades K (97%), 1 (89%), and 2 (80%) achieved Beginning and Intermediate proficiency ratings. At grade 3, percentages of bilingual ELLs were more evenly dispersed across the proficiency ratings.
- At grades 4, 5, and 6, more than half of the ELLs achieved Advanced or Advanced High proficiency ratings.

Thus, as grade level increases, the percentage of students at the Beginning proficiency level decreases, while the percentage of students achieving Advanced proficiency level increases. ELLs average composite scores are at the high end of the respective ranges. The percentage of students rated Advanced High increases dramatically between grades 2 and 3. These results reflect the fact that in the early grades (K-2), bilingual ELLs are developing their first language and learning content in their first language, but they are receiving some instruction in English. In the upper elementary grades (3-5), more of the content instruction is delivered in English, and students make the transition into all-English instruction.

In Table 9, the progress of AISD ESL ELLs towards attaining English proficiency in 2005 is shown:

- At least one-half of ESL ELLs in grades K-2 achieved Advanced or Advanced High proficiency ratings.
- Over 70% of ESL ELLs in grades 3-8 and 11-12 achieved Advanced or Advanced High proficiency ratings.
- ESL ELLs receive their instruction primarily in English using ESL methodology. Their Advanced and Advanced High proficiency ratings reflect the use of English at all grades.

Table 8: Numbers and Percentages of TELPAS Language Proficiency Ratings and Composite Scores for AISD ELLs in BE Programs, 2005

		Beginning Proficiency	Intermediate Proficiency	Advanced Proficiency	Advanced High Proficiency	Average CompID 24
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An analysis of AISD ELLs at grades 3-12 whose language proficiency remained the same from 2004 to 2005 also was conducted. Of the 2,514 students whose language proficiency remained the same, 22.3% achieved at an Advanced proficiency level, and 46.4% achieved at an Advanced High proficiency level (see Appendix E).

National and state expectations for ELLs in bilingual or ESL programs state that ELLs will increase their language proficiency by one level on a yearly basis. The TEA can determine whether students have improved their English language proficiency by at least one proficiency level by matching students' TELPAS records for two years. Tables 10 and 11 present the total numbers and percentages of AISD BE and ESL ELLs who increased their English proficiency by 1, 2, or 3 levels from 2004 to 2005. A total of 1,093 (65.6%) BE ELLs and 1,278 (48.2%) ESL ELLs at AISD increased their proficiency levels from 2004 to 2005. Statewide, 62.5% of BE ELLs and 49.7% of ESL ELLs increased their language proficiency by at least one level from 2004 to 2005 (see Appendix G). Thus, the percentages of AISD and statewide ELLs, who increased their language proficiency levels from 2004 to 2005 are very similar.

Table 10: Numbers and Percentages of AISD ELLs in BE Programs Whose TELPAS Ratings Increased Annually by at Least One Language Proficiency Level, 2004 to 2005

Grade	Number Matched Students	Increased One Proficiency Level %	Increased Two Proficiency Levels %	Increased Three Proficiency Levels %	All Students Whose Proficiency Levels Increased %
4	992	53	11	1	65
5	643	53	12	12	67
6	29	45	17	<1	62
7	*	<1	<1	<1	<1
Total	1,664	52.8%	11.8%	<1%	65.6%

Source: AISD TELPAS District Summary Reports, 2005

* Numbers are masked for confidentiality.

Table 11: Numbers and Percentages of AISD ELLs in ESL Programs Whose TELPAS Ratings Increased Annually by at Least One Language Proficiency Level, 2004 to 2005

Grade	Number Matched Students	Increased One Proficiency Level %	Increased Two Proficiency Levels %	Increased Three Proficiency Levels %	All Students Whose Proficiency Levels Increased %
4	98	55	6	1	62
5	134	55	8	<1	63
6	550	41	6	<1	47
7	481	46	9	<1	55
8	438	48	10	<1	59
9	411	25	2	<1	28
10	209	33	3	<1	36
11	206	43	4	<1	47
12	122	50	<1	<1	50
Total	2,649	41.9%	6.1%	<1%	48.2%

Source: AISD TELPAS District Summary Reports, 2005

ENGLISH PROFICIENCY

ELLs must become proficient in English in order to meet the state's academic performance standards for all students. State law determines the criteria ELLs must meet to exit BE/ESL programs, and the exit criteria for AISD's ELLs are aligned with the state's to reflect adherence to the state mandate. Campus LPACs decide whether to exit an ELL from BE/ESL program service based upon student perfor

Also, the LPACs may consider students' overall academic progress in determining their exit status as demonstrated by course grades and recommendations made by teachers. The LPACs must incorporate all the available academic information on ELLs into making their decisions to exit ELLs from the programs. All students who are exited from the BE/ESL programs are monitored for two years to ensure that they continue to be successful in an all-English program.

EXITED STUDENTS IN 2004-2005

To be counted in 2004-2005 as having obtained exit status in the current school year, ELLs must have met the standard on Fall 2004 or Spring 2005 English TAKS in the following areas: reading in grades 3 through 9, or English Language Arts at grades 10 or 11; and writing at grades 4 or 7. To meet state reporting requirements, exited ELLs must receive a PEIMS

LEP exit code in the district's Texas LEP student data54s(IMS)Tj0 T7 Tsw 12 0 0 12 320.fm4 58.97tudnex 0.

Because ELLs are expected to meet the state's standards in all content areas, further analyses were conducted to summarize their achievement in the other content areas. After the 2,144 ELLs who were potentially eligible for LEP exit status as measured by the English 2005

Table 14: Numbers and Percentages of AISD ELLs Eligible for Potential LEP Exit Status Who Met the Passing Standard on English TAKS Science, 2005

Grade	Science	
	Number Tested	% Met Standard
5	404	40.8
10	32	21.8
11	146	65.0
12	54	68.5
Total	636	47.7%

Source: AISD 2005 TAKS records, as of September 2005, Department of Program Evaluation

Table 15: Numbers and Percentages of AISD ELLs Eligible for Potential LEP Exit Status Who Met the Passing Standard on English TAKS Social Studies, 2005

Grade	Social Studies	
	Number Tested	% Met Standard
8	100	78.0
10	32	75.0
11	146	88.3
12	27	88.8
Total	305	83.6%

Source: AISD 2005 TAKS records, as of September 2005, Department of Program Evaluation

TELPAS FOR ELLS ELIGIBLE TO BE EXITED FROM LEP STATUS

Current state and federal academic expectations for ELLs state that these students will demonstrate annual growth in English language proficiency, indicated by yearly progress in language proficiency levels (Beginner, Intermediate, Advanced, and Advanced High). When ELLs assessed in English language receive a TELPAS rating of ‘4’ or Advanced High, the “...students are able to use academic English in classroom activities with little English-language support from others, even when learning unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations” (*Interpreting Assessment Reports, Spring 2005*). In the case of a TELPAS rating of ‘3’ or Advanced, ELLs are capable of using academic English. Although they may need English-language support with unfamiliar grammar and vocabulary, they can communicate clearly and fluently in most situations.

To examine whether students’ TAKS performance was consistent with TELPAS performance, the proficiency ratings for the ELLs who were potentially eligible for LEP exit status were analyzed. The results of the analysis verified the consistency between these measures and the expectation of TELPAS (see Table 16). The expectation is that acquiring a

second language takes time, and as students make progress from one proficiency level to the next, they are on a continuum of English language development designed for ELLs. Most of

NUMBER OF AISD STAFF TRAINED

The professional development sessions provided by the BE/ESL staff were voluntary and open to all AISD teachers and district staff who provided instruction or services to ELLs. Among the 2004-2005 participants were principals, assistant principals, central office administrators, classroto

SCOPE OF TRAINING

In general, the professional development activities for teachers and administrators of ELLs at all grade levels focused on programmatic information, instructional strategies, and instructional improvement (Rigorous Instruction in Spanish and English or RISE and ELEVAR). To acquire BE or ESL endorsements, teachers and administrators participated in professional development sessions and activities to prepare them for the state assessments. Endorsements are teaching credentials awarded to individuals by the state following successful performance on a state examination to validate a person's qualifications to deliver BE/ESL instruction in a Texas classroom.

The *PDA E-campus system* includes the descriptions of the professional development workshops developed by the BE/ESL Department staff, which are available to all district personnel. During each school year, the BE/ESL Department staff invite school personnel to participate in relevant training activities that address district and/or program initiatives. For certain workshops, participants receive stipends, and in some situations substitutes are provided through the BE/ESL Department's budget so that teachers can be released from their classroom obligations.

In August 2004, and March and April 2005, elementary and secondary personnel participated in workshops that addressed programmatic and compliance issues.

- In Fall 2004, participants discussed the new state requirements for making assessment decisions based on student needs and the TEA-established administrative procedures for LPAC chairpersons and committee members.
- In Spring 2005, participants reviewed RPTE, Texas Observation Protocols (TOP) components of TELPAS, and TAKS, and how these assessments would be used to comply with the requirements of NCLB for ELLs.
- In Spring 2005, participants discussed how the TEA-approved linguistic testing accommodations (which complied with NCLB student participation requirements) could be used by teachers with elementary and secondary ELLs during the administration of TAKS mathematics.

Elementary and secondary teachers participated in instructional professional development sessions throughout the school year.

- During Fall 2004, new elementary teachers addressed topics such as management of student groups, resources and materials, RISE, and the implementation of the AISD Instructional Planning Guides (IPGs). Teachers discussed NCLB requirements, state guidelines, and the administration procedures for the Tejas LEE, the statewide reading assessment for grades K-2. Teachers addressed the Avenues curriculum at other training sessions.

- Teachers attended several professional development sessions during Fall 2004 that were specifically designed to help them serve students who are struggling in Reading. Teachers reviewed many reading topics, including: prerequisite phonics, skills for word analyses, support for key vocabulary development by providing reading practice, understanding word building skills to facilitate fluency, and working with leveled readers to help students apply new word strategies to continuous text.
- Secondary teachers and administrators attended four workshops in the fall, and two follow-up workshops in the spring. Small groups of middle school teachers participated in a demonstration of ESL instructional strategies, showing them how to make content (science, social studies, etc.) more accessible to ELLs and how to support students at various language proficiency levels. Teachers participated in two professional development sessions on the Sheltered Instruction Observation Protocol (SIOP). SIOP is a scientifically-based model of sheltered instruction that demonstrates how to plan and implement lessons that provide ELLs with grade-level content standards. Also, teachers attended a two-part training session focused on scaffolding and differentiating instruction for ELLs, and on 'how to' implement the Principles of Learning (POLs) to increase their academic achievement.

General and special education teachers participated in several training opportunities to prepare them for the Texas Examination of Educator Standards (TexES) for Bilingual and ESL endorsements, and the Texas Oral Proficiency Test (T.O.P.T.). (See Appendix H for details on attendance.) When teachers or administrators submit verification of passing the TExES for BE, ESL, or the T.O.P.T., they are reimbursed for the cost of the examinations. By defraying the expense of the state's examinations for teachers and administrators, AISD is building capacity and

This design is structured to introduce

model of rigorous reading comprehension that provides ELLs with support as they acquire AE, promotes higher thinking skills, and cultivates problem solving and reasoning capabilities. Also, they covered RISE, studied elementary and secondary ESL instructional designs, planned how the 'new models' would be implemented, and reviewed what their roles would be in promoting and endorsing the new program design.

In Spring 2005, the IFL Think Tank 3 met for a one-day professional development session. Four groups of administrators (n = 199) met and discussed the IFL Theory of Action, which served as a design for providing instructional services to ELLs. This plan of action assisted administrators in evaluating their level of implementation of the 'new instructional models' for ELLs, and how they could modify the instructional designs to improve teaching and learning for ELLs. In one workshop activity, participants examined student work by ELLs to see what information they could gather that would guide and improve their instruction.

Each of the four ELEVAR cadres of teachers and central office administrators (n=525) participated in five days of professional development opportunities during the school year. All of the cadres participated two days in the fall and three in the spring. One elementary cadre of teachers (n=142) was from the first year in which ELEVAR was implemented, and the remaining three cadres were from the second year. These three second-year cadres consisted of one for elementary teachers (n=68), one for secondary teachers (n=53), and one for secondary teachers (n=262) with a focus in mathematics.

The ELEVAR teachers who participated in the Learning Classroom Initiative studied in-depth two of the IFL POLs: Clear Expectations and Accountable Talk. The goals for the training were to learn how the practice of these principles supports teaching and learning and promotes rigorous instruction. During the training, the participants saw how Academic English (AE) and conversational English could be used in a classroom, analyzed best practices for ELLs, examined student work for rigor, and had time to reflect on teaching priorities.

FEEDBACK ABOUT TEACHER TRAINING

Professional development participants provided feedback for 17.1% of the workshops. Data were gathered using standard PDA evaluation forms and teacher reflection forms. Most participants who responded to the PDA surveys gave positive ratings to the content and instruction, the instructor, and to the potential application of the training. These documents are available for review through the BE/ESL Department.

Some reflection forms were gathered from participants at the RISE workshops. The purpose of the reflection forms was to gather teacher input because of the changes made to the program model. Teachers provided some insights and concerns about RISE and thoughtful questions regarding program i

SUMMARY

The goal of the Bilingual Education Program is to enable ELLs to become competent in comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language. The goal of the English as a Second Language Program is to enable ELLs to develop English literacy through the use of integrated second language methods. Both programs emphasize the mastery of English language skills, as well as mastery of skills in mathematics, science, and social studies, as integral parts of the academic goals for all students to achieve in school. Through the years, more ELLs have participated in the state's assessment system because the state's rules guiding student exemptions allow for very few exemptions from the tests. NCLB has made inclusion of ELLs a priority for assessment programs by requiring ELLs to be one of the groups examined for adequately yearly progress (AYP) measures.

The 2004-2005 school year was the third year of the new and more rigorous state-mandated assessment program (TAKS), in which more students were tested, at more grade levels, in five content areas. Grade promotion requirements are included in the state's Student Success Initiative. All students in grades 3 and 5 must pass English or Spanish TAKS reading and all students in grade 5 must pass English or Spanish TAKS mathematics to be promoted to the next grade. Academic performance standards for ELLs are the same as for all students. Because ELLs are in the process of acquiring academic English proficiency at a level that facilitates their success in the classroom, one must look at data for English TAKS in the context of students who are in the process of becoming academically proficient in English.

TAKS 2005 achievement results for AISD ELLs include the following:

- TAKS performance was very good in several areas. Among AISD ELLs at grade 3, 95% met the standard on English TAKS reading, and 86% met the standard on Spanish TAKS reading (cumulative percentages after 3 test administrations). On English TAKS writing at grade 4, 82% of ELLs met the standard. On English TAKS mathematics at grade 5, 80% of ELLs met the standard, and at grade 3, 76% of ELLs met the standard.
- TAKS performance was the poorest for grade 10 ELLs, with 7% meeting the standard on TAKS science, and 11% on TAKS reading and mathematics, respectively.
- A comparison of results for AISD ELLs to results for ELLs statewide showed that greater percentages of AISD ELLs than ELLs statewide met the standard on TAKS reading (95% compared to 91%) at grade 3, TAKS writing (82% compared to 80%) at grade 4, and TAKS reading/ELA (43% compared to 39%) at grade 11. At grade

5, an equal percentage (67%) of AISD ELLs and ELLs statewide met the standard on TAKS reading. However, at other grade levels the percentages of AISD ELLs who met the standards on TAKS reading/ELA and writing were less than those of ELLs statewide.

- On TAKS mathematics at grades 3 (76%) and 5 (80%), greater percentages of AISD ELLs met the standard than did ELLs statewide. At all other grade levels, lesser percentages of AISD ELLs met the standard on mathematics than did ELLs statewide.
- A lesser percentage of AISD ELLs met the standard on TAKS social studies than did ELLs statewide. The greatest difference in percentage points between the two groups was at grade 8, where 39% of AISD ELLs met the standard, compared to 51% of ELLs statewide.
- On TAKS science at grade 11, AISD ELLs and ELLs statewide met the standard at equal rates (41%). However, greater percentages of ELLs statewide met the standard on science at grades 5 and 10 than did AISD ELLs (31% vs. 11%).

On the Texas English Language Proficiency Assessment System (TELPAS), most AISD ELLs in bilingual programs in grades K through 2 achieved a Beginning proficiency level, which reflects the use of the students' native language for instruction. Among AISD ELLs at grade 3, 46% achieved Beginning or Intermediate proficiency levels, and 53% achieved Advanced or Advanced High proficiency levels. Most AISD ELLs in the upper elementary grades achieved Advanced or Advanced High proficiency levels, indicating that they are receiving most of their instruction in English. Of the students in ESL programs, most achieved Advanced or Advanced High proficiency levels. All ELLs must continue to participate in the TELPAS until 4136 j (part 327.60916-90(f)(1)200012-0.1012-001 ELLs3gh profic 12-

exists between AISD ELLs and ELLs statewide, especially beyond grade 5. Therefore, the following recommendations are offered.

More comprehensive academic support should be provided for AISD ELLs at middle and high schools. With the exception of TAKS social studies at grade 11, where 57% of AISD met the passing standard, at all other grades and in all other subjects tested at middle and high school, less than half of the ELLs tested met the passing standard. Overall, less than 50% of ELLs who took the TAKS reading, mathematics, writing, and social studies met the standard.

Additional academic support can be provided to students through tutoring, extending the school day either in the morning or in the afternoon, and offering classes on Saturdays. Counselors can offer training sessions (workshops) to teach ELLs how to assess their own academic progress and when to ask for academic assistance. Along with English language development, instruction for ELLs in middle and high schools must be explicit and concentrate on the academic registers (subject specific vocabulary, as well as broad literacy skills) for each of the content areas (English language arts, mathematics, science, and social studies). Student performance must be monitored on a regular basis (every 6-9 weeks) by the LPACs, so that students can be referred to the appropriate academic interventions in a timely manner to prevent academic failure. The Principles of Learning (POLs) are embedded in the Instructional Planning Guides (IPGs) and these guides address the instructional needs of ELLs. Teacher should use the suggestions regarding ELLs in the IPGs and apply the principles of clear expectations, rigorous instruction, and the rewards of effort-based education, all of which are critical to ELLs.

The LPACs are very important for ELLs, not only to determine the appropriate language of assessment, but also because they determine the type of instruction that is most beneficial to the students. If ELLs do not make yearly progress on the TELPAS, if they are retained, or if they are reclassified and returned to LEP status, then the LPACs should consider these outcomes as opportunities to reassess, intervene, and redirect the academic progress of ELLs. The LPAC members must act as advocates for ELLs and assure that these students receive the opportunity to participate in other programs on campus which support students who are struggling academically. Appropriate and timely academic interventions will make a critical difference for students who are at risk of academic failure because of their lack of English language proficiency.

ELLs who have exited LEP status must be carefully monitored during subsequent school years to ensure that they are passing all of their courses and are working towards meeting graduation requirements. If recently-exited ELLs are exhibiting difficulties with school work, early intervention is critical. Recently-exited ELLs should be given information

regarding any program on or off campus that provides additional academic support, to assure their academic success and keep them from being reclassified back into LEP status.

School personnel should discuss the goals of the districtwide English Learners and Educators Versed in Academic Rigor (ELEARoc293e2 2t9192.01843.58136 651.6001n1 T Evvepporeo Lbl

APPENDICES

APPENDIX A: TEXAS ADMINISTRATIVE CODE

Text of 19 TAC

Chapter 89. Adaptations for Special Population

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

§89.1201. Policy

- (b) The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English....
- (c) The goal of the English as a second language program shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods....[Both programs] shall emphasize the mastery of English language skills , as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participated equitably in school.
- (d) Bilingual education and English as a second language shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the

**NUMBERS AND PERCENTAGES OF AISD ELLS WHO MET THE
STANDARD ON ENGLISH TAKS, 2005**

Numbers and Percentages of b

APPENDIX C: AISD ELLs TAKS TWO-YEAR COMPARISON, 2004 AND 2005

Please note all TAKS percentages passing for 2004 have been recalculated to reflect the 2005 standards which are the final phase of the adjustments to the performance standards recommended by the SBOE. The exception is at grade 11, where the passing standard is at 1 SEM.

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS
Reading/ELA, 2004 and 2005

Grade	Reading		Difference
	2004	2005	

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS Writing,
2004 and 2005

Grade	Writing		
	2004	2005	Difference
4	75	82	+7
7	44	43	-1

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS Social
Studies, 2004 and 2005

Grade	Social Studies		
	2004	2005	Difference
8	29	39	+10
10	26	33	+7
11	64	57	-7

Sources: AISD Management Information Systems, TAKS Contractor's electronic files, 2004, 2005

Differences in Percentages of AISD ELLs Who Met the Standards on English TAKS Science,
2004 and 2005

Grade	Science		
	2004	2005	Difference
5	14	27	+13
10	5	7	+2
11	27	41	+14

Sources: AISD Management Information Systems, TAKS Contractor's electronic files, 2004, 2005

APPENDIX E: TELPAS RATINGS FOR ELLS STATEWIDE, 2005

Numbers and Percentages of TELPAS Language Proficiency Ratings and Composite Scores for ELLs Statewide in BE Programs, 2005*

Grade	Number of ELLs	Percentage of ELLs	Intermediate Proficiency	Advanced Proficiency	Advanced High Proficiency	Average

APPENDIX F: TELPAS RATINGS FOR AISD ELLS, 2005

Numbers and Percentages of AISD ELLs at each TELPAS Proficiency Rating for 2005 in Grades 3-12

Grade	Number	No Proficiency Number*	Beginning Proficiency Number	Intermediate Proficiency Number	Advanced Proficiency Number	Advanced High Proficiency Number
3	1,872	76	217	287	406	886
4	1,440	94	153	214	324	655
5	1,154	50	89	118	188	709
6	983	63	62	128	193	537
7	836	52	43	102	154	485
8	794	53	45	80	148	468
9	936	168	68	94	180	426
10	406	70	24	34	66	212
11	372	49	8	12	62	241
12	248	52	*	11	27	153
Number	9,041	727	714	1,080	1,748	4,772
Percentage	100%	8.0%	7.9%	11.9%	19.3%	52.7%

Source: AISD 2005 TELPAS, records as of December 2005, Department of Program Evaluation

*Number are masked for confidentiality.

Numbers and Percentages of AISD ELLs Whose TELPAS Proficiency Rating Remained the Same From 2004 to 2005

Grade	Number	No Proficiency Number*	Beginning Proficiency Number	Intermediate Proficiency Number	Advanced Proficiency Number	Advanced High Proficiency Number
3	387	28	112	104	91	52
4	397	20	67	85	84	141
5	267	*	42	40	61	122
6	342	10	23	44	81	184
7	246	8	12	35	54	137
8	213	*	10	16	57	127
9	323	15	17	31	70	190
10	144	7	10	14	27	86
11	124	*	*	8	23	84
12	71	*	*	7	15	45
Number	2,514	99	300	384	563	1,168
Percentage	100%	3.9%	11.9%	15.2%	22.3%	46.4%

Source: AISD 2005 TELPAS, records as of December 2005, Department of Program Evaluation

*Number are masked for confidentiality.

APPENDIX H: BE/ESL PROFESSIONAL DEVELOPMENT OPPORTUNITIES, 2004-2005

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
July 29, 2004 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for Middle School Administrators</i>	Grades: 6-8 61 attendees each day
July 29, 2004 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for High School Administrators</i>	Grades: 9-12 67 attendees each day
July 29, 2004 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for Elementary School Administrators</i>	Grades: PK-6 136 attendees each day
July 29-30, 2004 8:30 am - 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for Central Office Administrators</i>	Grades: PK-12 94 attendees each day
August 6, 2004 9:00 am - 12:00 pm (3 hrs.)	<i>Rigorous Instruction in Spanish and English (RISE)</i>	Grades: PK-6 50 attendees
August 24, 2004 3:15 pm - 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 30 attendees
August 25, 2004 3:15 pm - 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 51 attendees
August 31, 2004 3:15 pm - 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 31 attendees
September 1, 2004		

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
August 26, 2004 1:00 pm – 3:30 pm (2.5 hrs.)	<i>Middle School Language Proficiency Assessment Committee LPAC Chairpersons Training</i>	Grades: 6-8 DNA
August 26, 2004 9:00 am – 11:00 am (2 hrs.)	<i>High School Language Proficiency Assessment Committee LPAC Chairpersons Training</i>	Grades: 9-12 DNA
August 28, 2004 8:30 am – 1:30 am (3 hrs.)	<i>Trofeos Grade 3 (only)</i>	Grade: 3 34 attendees
August 28, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Esperanza for K and First Grade (only)</i>	Grades: K-1 27 attendees
August 28, 2004 12:30 pm – 3:30 pm (3 hrs.)	<i>Sí Puedo for Second Grade (only)</i>	Grade: 2 24 attendees
August 30, 2004 3:30 pm – 5:00 pm (1.5 hrs.)	<i>Bilingual 'New Teacher Support</i>	Grades: PK-6 10 attendees
September 28, 2004 3:30 pm – 6:30 pm (3 hrs.)	<i>Avenues Training for Bilingual Teachers</i>	Grades: PK-6 DNA
September 29, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Avenues Training for Bilingual Teachers</i>	Grades: PK-6 DNA
October 1, 2004 8:00 am – 3:30 pm (1 hr.)	<i>Scaffolding Strategies – ESL Strategies for Middle School Teachers</i>	Grades: 6-8 70 attendees
October 19, 2004 3:30 pm – 5:30 pm (2 hrs.)	<i>Tejas LEE</i>	Grades: K-2 22 attendees
October 29, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Increasing Academic Achievement for Secondary English Language Learners (ELLs)</i>	Grades: 6-12 35 attendees
October 30, 2004 7:30 am – 1:00 pm (5 hrs.)	<i>RISE Bilingual Summit</i>	Grades: PK-2 66 attendees
November 9, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Sheltered Instruction Observation Protocol (SIOP)</i>	Grades: 6-12 10 attendees
November 16, 2004 8:30 am – 12:30 pm (1 hr.)	<i>Social Studies Department Chairpersons</i>	Grades: 6-8 17 attendees
November 17, 2004 4:00 pm – 6:00 pm (2 hrs.)	<i>Plática con Padres y Madres de Familia</i>	Grades: PK-6 10 Parents
October 26, 2004 November 30, 2004	<i>English Learners and Educators Versed in Academic Rigor</i>	Grades: 6-12 262 attendees
January 25, 2005	<i>(ELEVAR) Secondary Teachers</i>	
March 1, 2005	<i>Math Cadre</i>	
March 29, 2005 9:00 am – 3:30 pm (6.5 hrs.)		

Date, Time, and Title of Prof

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
February 1, 2005 1:00 pm – 2:30 pm (1.5 hrs.)	<i>Process for Assessment Program</i>	Grades: 6-12 27 attendees
February 2, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>Sheltered Instruction Observation Protocol (SIOP)</i>	Grades: 6-12 10 attendees
February 12, 2005	<i>TExES Review for ESL Supplemental (154) formerly called ESL ExCET</i>	Grades: PK-12 DNA
February 15, 2005	<i>TExES Review for Bilingual Endorsement PK-12 formerly called Bilingual ExCET</i>	Grades: PK-6 1 attendee
February 19, 2005 7:30 am – 1:00 pm (5 hrs.)	<i>RISE Bilingual Summit</i>	Grades: PK-2 55 attendees
March 8, 2005 10:30 am – 12:30 pm (2 hrs.)	<i>Texas Observation Protocol</i>	Grades: PK-8 51 attendees
March 10, 2005 10:30 am – 12:30 pm (4 hrs.)	<i>Texas Observation Protocol</i>	Grades: PK-12 49 attendees
March 23, 2005 8:30 am – 12:30 pm (6 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Elementary</i>	Grades: PK-6 70 attendees
March 30, 2005 3:30 pm – 6:30 pm (6 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Elementary</i>	Grades: PK-6 61 attendees
April 7, 2005 9:00 am – 1:00 pm (4 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Secondary</i>	Grades: 6-12 71 attendees
April 13, 2005 3:30 pm – 6:30 pm (3 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Secondary</i>	Grades: 6-12 8 attendees
April 30, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>TExES Review for ESL Supplemental (154) formerly called ESL ExCET</i>	Grades: PK-12 DNA
April 30, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>TExES Review for Bilingual Endorsement PK-12 formerly called Bilingual ExCET</i>	Grades: PK-6 5 attendees
May 7, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>TExES Review for the Texas Oral Proficiency Test (T.O.P.T.)</i>	Grades: PK-6 7 attendees

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