

ACADEMIC ACHIEVEMENT

During the 76th Texas Legislature, Senate Bill 103 mandating a new statewide student assessment program, known as Texas Assessment of Knowledge and Skills or TAKS, was passed. TAKS has been administered since the 2003-2004 school year and it is anchored in Texas Essential Knowledge and Skills or TEKS, the state-mandated curriculum. The State Board of Education set the TAKS passing standards for each test.

The TAKS tests are administered in reading to students in grades 3 through 9; in writing to students in grades 4 and 7; in ELA to students in grades 10 and 11; in science to students in grades 5, 8, 10, and 11; and in social studies to students in grades 8, 10, and 11. The TAKS are administered in Spanish and English to students in grades 3 through 6. The Spanish TAKS assesses the academic progress of ELLs who receive academic instruction in Spanish while they are learning English.

Satisfactory performance on the TAKS in grade 11 became a prerequisite to earning a high school diploma for students in the class of 2005. Exit level tests for grades 11 and 12 are offered at different times throughout the year for students who have not yet met the standard in one or more subject areas. Students in grades 3 and 5 must pass certain subject areas to be promoted to the next grade as part of the state's Student Success Initiative (SSI) (TEA, 2006f). SSI allows for three administrations of the Spanish or English TAKS in reading for students in grades 3

and 5, and in mathematics for students in grade 5.

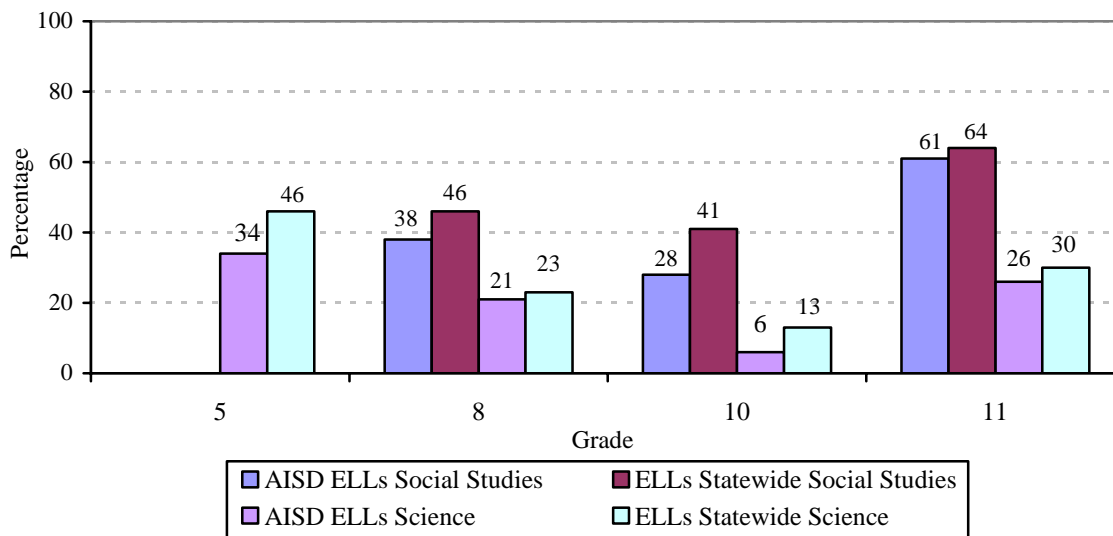
AISD ELLs' English TAKS Results

Figures 2, 3, and 4 present the English TAKS results for AISD ELLs and ELLs statewide, for students in grades 3 through 11, by subject area, for the 2005-2006 school year (AISD, 2006b; AISD, 2006c; TEA, 2006g; TEA, 2006h). In general, in all five TAKS subject areas, greater percentages of ELLs in the elementary grades met the standard than did ELLs in the middle or high school grades. With respect to TAKS reading for students in grade 3, a greater percentage of AISD ELLs (94%) met the passing standard than did ELLs statewide (91%). For students in grade 11, the same percentage of ELLs in AISD and in the state (36%) met the standard on TAKS reading/ELA. With respect to TAKS mathematics for students in grade 3, the same percentage of each group (75%) met the standard. However, at all other grade levels, across all subject areas, lesser percentages of AISD ELLs met the standards on TAKS, compared with percentages for ELLs statewide.

The greatest disparities for TAKS reading/ELA occurred in grade 6, where passing percentages of AISD ELLs and ELLs statewide differed by 15 percentage points. With respect to TAKS mathematics, the greatest difference was in grade 6, where 40% of AISD ELLs passed, compared with 54% of ELLs statewide. The largest difference with respect to TAKS social studies occurred in grade 10, with 28% of AISD ELLs meeting the standard, compared with 41% of ELLs statewide. With respect to TAKS science, the greatest difference was in grade 5, where 34% of AISD ELLs met the standard, compared with 46% of ELLs statewide.

Figure 2: Percentages of AISD ELLs and ELLs

Figure 4: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on English TAKS Social Studies and Science, by Grade Level, 2005-2006



Sources: AISD TAKS District Summary Reports, May 2006, and TEA TAKS Statewide Summary Reports, May 2006

The percentages of AISD ELLs who met the standard on English TAKS in all subject areas in school years 2004-2005 and 2005-2006 are presented in Tables 2 and 3 (AISD, 2006b). A comparison of the percentages passing by grade level shows that, out of 26 possible comparisons, the numbers of gains and losses with respect to

percentages passing were equal. The largest gain from 2004-2005 to 2005-2006 was on TAKS reading/ELA in grade 10, while the largest loss during that same period was on TAKS science in grade 11. All gains in percentages passing from 2004-2005 to 2005-2006 are in bold text in Tables 2 and 3.

Table 2: Differences in Percentages of AISD ELLs Who Met the Passing Standard on English TAKS Reading/ELA and Mathematics, 2004-2005 and 2005-2006

Grade	Reading/ELA			Mathematics		
	2005	2006	Difference	2005	2006	Difference
3	95	94	-1	76	75	-1
4	54	59	+2	65	69	+4
5	67	65	-2	80	79	-1
6	44	49	+5	35	40	+5
7	25	20	-5	19	24	+5

Figure 5: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on Spanish Tm(iyS Rn689.16023 Tm(Spanish Tm(iyS Rn689.19995 Tm(1 735735.89995 Tm(P

Texas English Language Proficiency Assessment System (TELPAS)

The No Child Left Behind (NCLB) Act of 2001 has very specific requirements and objectives that pertain to all states receiving federal funds for LEP students as part of the Title III, Part A grant. TELPAS was developed by the Texas Education Agency (TEA) to address some of these requirements, known as annual measurable achievement objectives (AMAOs), mandated by Title III, Part A. These objectives address English language proficiency and the progress ELLs are making toward meeting state academic standards. The first federal AMAO is based on the percentage of *ELLs who are making progress in attaining English language proficiency*, as measured by annual gains. The second AMAO is based on *the percentage of ELLs who attain English language proficiency* each year. The third AMAO measures the academic performance of ELLs relative to the academic standards defined by the state for compliance with federal accountability provisions, often referred to as adequately yearly progress (AYP). Since the passing of NCLB (2001), all public school districts, campuses, and states have been evaluated annually for AYP. NCLB identified the following student groups for comparison purposes: all students, African American, Hispanic, White, economically disadvantaged, special education, and LEP students. Because ELLs have been included in the AYP rating system since 2002-2003, the third AMAO was the first to be addressed by the state. Preliminary AYP results from TEA indicate

that AISD met AYP standards for 2005-2006.

successfully meeting the 2006 TAKS passing standards. Among the ELLs who exited the BE/ESL program were 695 (55.6%) students in grades 3 through 5, 290 (23.2%) students in grades 6 through 8, and 265 (21.2%) students in grades 9 through 12.

Because ELLs are expected to meet the TAKS passing standards in all content areas, further analyses were conducted to summarize their achievement on each TAKS subject test. Exited ELLs' performance on

TAKS is summarized in Table 5. The greatest percentages passing were for TAKS reading/ELA (97.1%) and writing (96.0%), followed by social studies (79.7%) and mathematics (72.8%). In 2005-2006, TAKS science for grade 8 was added to the state assessment system. The State Board of Education mandated a three-year phase-in process for all the previous TAKS assessments that were used to determine the final passing standard. The TAKS science for grade 8 is in the first phase of this process.

Table 5: AISD ELLs with Exited Status Who Met the Passing Standards on English TAKS Reading/ELA, Mathematics, Writing, Social Studies, and Science, 2005-2006

Subject	Number of Students Tested	Number of Students Who Passed	Percentage of Students Who Passed
Reading/ELA	1,193	1,159	97.1%
Mathematics	1,160	845	72.8%
Writing	251	241	96.0%
Social Studies	242	193	79.7%
Science	413	227	54.9%

Source: AISD 2006 TAKS records, as of September 2006, Department of Program Evaluation

TELPAS for ELLs Exiting LEP Status

The current state and federal academic

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

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