

BE model. ELLs take an average of 5.5 years to exit the program.

- Early education matters. Most ELL students (82%) who enter BE/ESL in PK exit the program by 6

th
grade; in contrast, 70% of ELLs who enter AISD in 2nd grade exit by 6th grade.

The complete report is available online at http://www.austinisd.org/inside/docs/ope_08-101_ELL_TAKS_Passing_Rates.

DEMOGRAPHIC DIFFERENCES

Almost all of the ELL students examined in the report were Hispanic and economically disadvantaged; however, a few demographic differences existed between the exited ELL groups. Those in the extended group were more likely to be at risk of school dropout, more likely to be economically disadvantaged, and less likely to be in the gifted and talented program than were exited ELLs in the other groups. Contrary to anecdotal reports, extended ELLs were not more likely than were the other ELLs to be enrolled in special education programs.

English Language Learner Characteristics

Characteristic	Elementary group	Extended group	Secondary group
Economically disadvantaged	3,286 (86%)	1,109 (88%) ^X	71 (74%)
At risk of dropout	2,142 (56%)	1,082 (85%) ^X	63 (66%)
Gifted and Talented	469 (12%)	41 (3%) ^Y	1 (1%)

Source: AISD student records, 2008-2009

^XArrows indicate the direction of the statistically significant differences.

ACADEMIC ACHIEVEMENT

The 2008-2009 TAKS passing rates of exited ELLs in the elementary group were equal to or higher than those of non-ELLs. The TAKS passing rates of exited ELLs in the extended group were lower than those of non-ELLs. The TAKS passing rates of exited ELLs in the secondary group were equal to or higher than those of non-ELLs.