

# IDENTIFYING CONCEPTS IN ENGLISH LANGUAGE ARTS

Figure 1. Long Term English Language Learners (ELLs) by Grade Level, 2010–2011

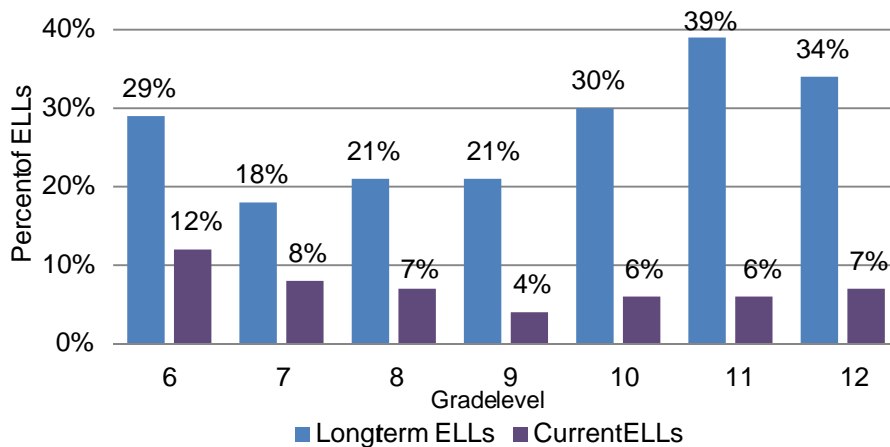
Source: Student records through 2010–2011

Note: Percentages are based on the total number of English language learners in grade (n) for Fall 2010.

Approximately five out of six long term ELLs in 2010–2011 entered AISD in early elementary grades

**Special education.** Five percent of long term ELLs entered AISD through the Preschool Program for Children with Disabilities (PPCD; i.e., early education [EE]), which provides special education services in English and in Spanish for children between the ages of 3 and 5 with developmental delays or other disabilities (Table 1). In 2010–2011 25% of all long term ELLs received special education services. Figure 2 provides the percentage of long term ELLs and other current ELLs in special education according to grade level. At the high school level, nearly 1 in 3 long term ELLs were in special education. It is possible some long term ELLs were identified as needing special education services due to the number of years they had been in the language program without exiting (Figure 3). Long term ELLs were first placed in special education at later grade levels than were other current ELLs. In 2010–2011 74% of long term ELLs in special education were primarily diagnosed with a learning disability, compared with 67% of current ELLs in special education who had that diagnosis ( $p < .0567$ ).

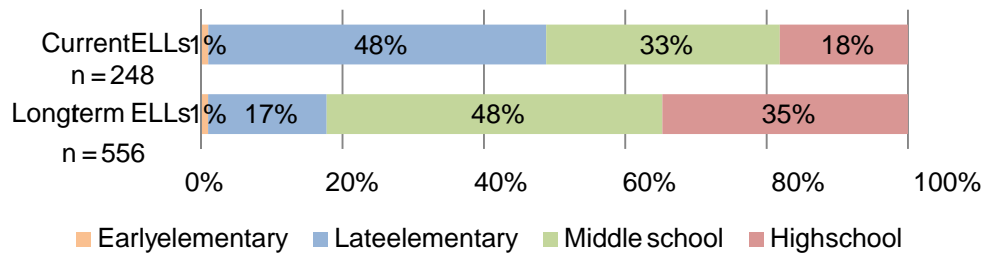
**Figure 2. English Language Learners (ELLs) in Special Education, by Long Term ELL Status and Grade Level, 2010–2011**



Source Student records through 2010–2011

Note. See technical note (2).

**Figure 3. English Language Learners (ELLs) Placed in Special Education, by Long Term ELL Status and School Level of Special Education Placement, 2010–2011**



Source AISD records

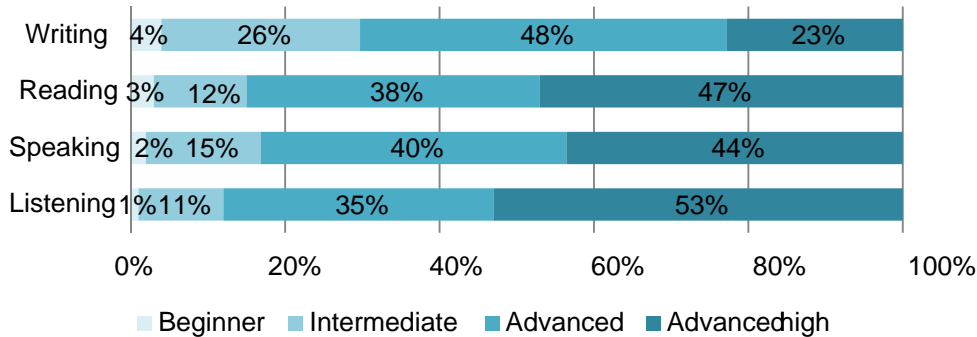
Note. Some percentages do not add to 100 due to rounding. Orange = AISD grade entry in early elementary (i.e., early elementary—grade 2); blue = late elementary entry (i.e., grades 3–5); green = entry in middle school (i.e., grades 6–8); and, red = entry in high school. Although 5% of long term ELLs entered in early elementary, some no longer receive special education services; thus, only 1% of long term ELLs who were in special education in 2010–2011 were diagnosed in early elementary.

**Graderetention.** Thirty four percent of 2010–2011 long term ELLs (n = 808) repeated at least one grade

speaking and were enrolled on a non Title I campus (Figure 6).

Figure 6. English Language Learners'

**Figure 7. Long Term English Language Learners' (ELLs) Texas English Language Proficiency Assessment System (TELPAS) Results, 2010–2011 (n = 2,020)**

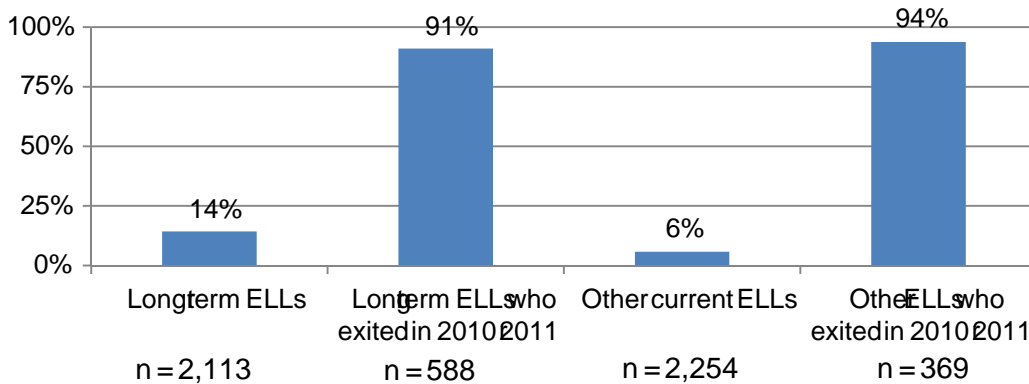


Source AISD student records, 2010–2011

Note. Fifteen percent (n = 357) of long term ELLs did not take all sections of the TELPAS and were not included in the above figure.

The data suggest that not all long term ELLs were struggling in English according to their TELPAS results. Approximately 14% (n = 302) of long term ELLs grades 6–11 partially met the criteria (i.e., for TAKS and TELPAS) to exit the language program (Figure 8) and did not exit the language program in Spring 2011. It is possible that exit criteria were inconsistently applied or that the exiting review process was delayed at the campus level, but further investigation would be required to determine any campus level differences.

**Figure 8. English Language Learners (ELLs) in Grades 6 through 11 Who Passed Reading Texas Assessment of Knowledge and Skills (TAKS) Scored *Advanced* in Listening and Speaking on Texas English Language Proficiency Assessment System (TELPAS) and Who Scored *Advanced High* on Writing TELPAS or Passed Writing TAKS 2010–2011 by Long Term ELL and Exited Status**



Source AISD student records, 2010–2011

Note. Students had to pass the standard or accommodated version of TAKS for grades 10 and 11, ELLs could pass ELA TAKS instead of receiving advanced high on writing TELPAS. Other exited ELLs refer to ELLs who exited in 2010–2011 but were ELL in Fall 2010.

**Student academic achievement.** The state mandated TAKS was administered annually to students in mathematics (math; grades 3 through 11); in reading (grades 3 through 9); in ELA (grades 10 and 11); in writing (grades 4 and 7); in science (grades 5, 8, 10, and 11); and in social studies (grades 8, 10, and 11).



Figure 11. English Language Learners (ELLs) Who Passed Science Texas Assessment of Knowledge and Skills (TAKS) by Long Term ELL and Exited Status, 2010–2011

Source AISD student records, 2010–2011

Note. Not all grade levels take the science TAKS. Other exited ELLs refers to ELLs who exited in 2010–2011 but were were were



**Conclusion** Upon examination of the data, an early identification system for long term ELLs is not advisable because systemic or procedural reasons may explain off

(2) Table T 2. Current and Long Term English Language Learners (ELLs) in Special Education (SE) 2010–2011

Grade level	Current ELL			Long term ELL– did not exit		
	Total	Number in SE	Percentage in SE	Total	Number in SE	Percentage in SE
6	986	116	12	191	56	29
7	583	46	8	481	85	18
	392	27	7	442	92	21
9	521	19	4	501	106	21