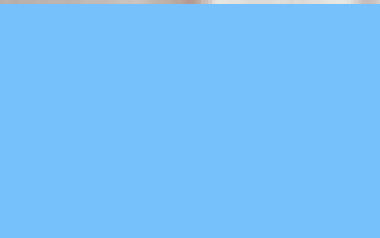


The purpose of this report is to provide information about the academic performance of secondary students enrolled in the secondary Dual Language program (DL) in the Austin Independent School District (AISD). This document summarizes program characteristics and student characteristics, performance on the Texas English Language Proficiency Assessment System (TELPAS), enrollment in advanced placement (AP) courses and performance on AP exams, for the 2019–2020 school year. Due to the COVID-19 pandemic, academic course performance, performance on the State of Texas Assessment of Academic Readiness (STAAR) tests and performance on the end-of-course (EOC) tests could not be reported because the data did not exist.



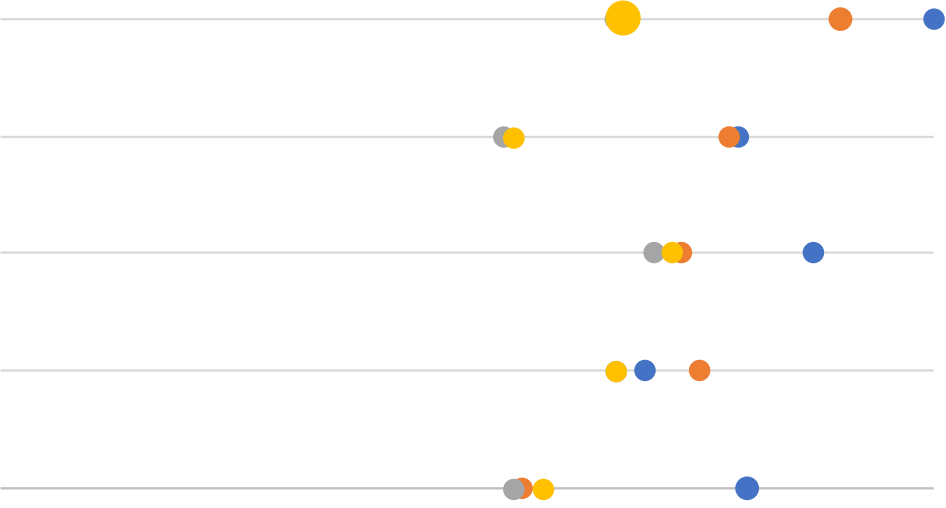
education program for emergent bilinguals is English as a Second Language (ESL).

TELPAS

To understand how the secondary DL students performed on English proficiency, TELPAS scores for secondary DL students were analyzed in comparison with scores for similar student populations in grades 6 through 10. These populations included: secondary students in DL, secondary students in only 1 DL course, secondary students in ESL, secondary denial students (i.e., emergent bilingual students whose parents opted out of ESL or DL), and all emergent bilinguals at AISD. A total of 6,280 emergent bilingual secondary students took TELPAS this year, including 5,674 ESL students, 508 DL students, 369 DL students in 1 DL course and 95 denials.

First, students' English proficiency progress since last school year, 2018-2019, was examined. In 6th grade, a higher percentage of DL students than of other students advanced one or more levels in English proficiency (measured by composite TELPAS score) between school years (Figure 1). In grades 8 and 9, secondary DL students showed higher or equal percentages of proficiency progress than did all other students except denials and 1 course DLs, respectively. However, in 7th and 10th grade, secondary DL students made less progress than half of the other subgroups.

for 2019–2020, except for writing in 7th and 8th grade, reading in 10th grade, speaking in 7th and 10th grade and listening



Conclusion

Fifteen percent fewer students took TELPAS this year compared to last year, likely due to the challenges associated with the COVID-19 pandemic. Results from TELPAS showed secondary DL students scored higher in English proficiency than did their non-DL counterparts on the vast majority of subscales and grade levels. When DL students were outperformed, it was often by denial students. This is not entirely surprising, as denial students may have parents who denied their entry into a bilingual education program because they believed their child was English proficient. Additionally, there were instances where secondary DL students only enrolled in 1 DL course (of the 2 recommended) outperformed secondary DL students in 2 courses. It is difficult to make assumptions about these findings as it is likely that the students only in 1 DL course were in 2 DL courses the years prior. Hence, they may not be lacking more than a semester or two of a full DL course load. On the other hand, some of the students only enrolled in 1 DL course may come from schools that repeatedly fail to offer the full DL course load over multiple grade levels.

Interestingly, English proficiency scores on all subscales except writing (which continues to climb) seemed to spike in 8th grade and subside in 9th and 10th grades. It is possible that the rigor of high school dampens students' ability to focus on their English proficiency. Also likely is that higher grade levels may contain more newcomer emergent bilingual students who have not yet had enough time in U.S. schools to reach English proficiency, and/or long-

