

Bilingual Education/ESL Programs Evaluation Report, 2003-04



Austin Independent School District

Department of Program Evaluation

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Austin Independent School District

EXECUTIVE SUMMARY

In compliance with the Texas Education Codes §29.062 and §42.153 and Chapter 89.1265 of the Texas Administrative Code, Austin Independent School District (Austin ISD) provides two programs to serve students identified as limited English proficient (LEP) or English Language Learners (ELLs): Bilingual Education (BE), which provides dual-language (English and the native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. The goal of the BE 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; and the goal of the ESL Program is to develop student literacy through the integrated use of second language methods. On each campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine which program best addresses each student's language needs. Participation in either program requires parental permission, and depends on the student's home language, grade level, language dominance, and program availability.

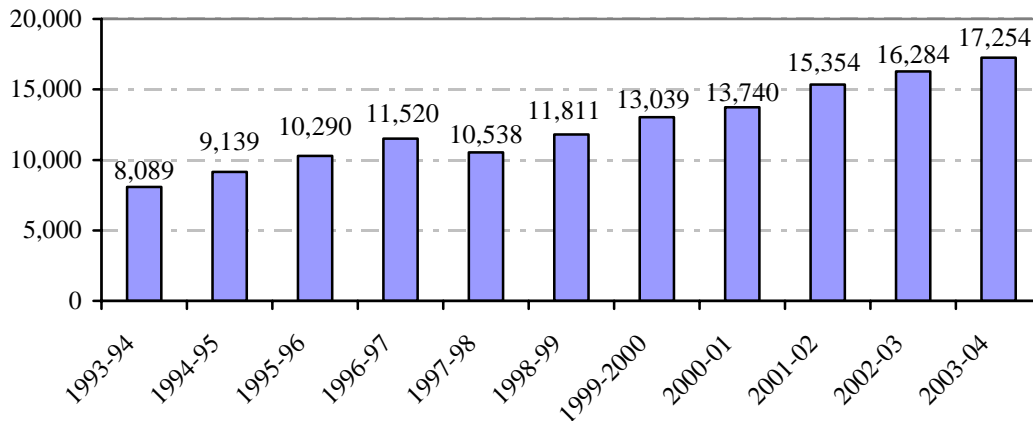
In 2003-04, Austin ISD enrolled 17,259 LEP students: 94% were Spanish speakers, 1% spoke Vietnamese, 1% spoke Korean, and 4% spoke other languages. Most (95%) language minority students in Austin ISD were served through either the BE or ESL Program. The parents of 835 (5%) ELLs denied program services or chose not to have their child participate in the BE or ESL Program.

Major Findings

Growth in the ELLs' Population

The number of ELLs (served plus denials) attending Austin ISD has increased during the past several years. In 1993-94, ELLs comprised 11.4% of the student population and in 2003-04 ELLs comprised 21.8% of all district students. The number of ELLs almost doubled in the past 10 years. As of this year, one out of every five students attending Austin ISD is an English language learner (see the following figure).

Growth of Austin ISD ELLs' Population, 1993-94 Through 2003-04



Data Source: Austin ISD Public Education Information Management System (PEIMS) Data

ELLs Served and Academic Achievement

Based on data from the TEA 2004 TAKS District Summaries, some of the highlights of the 2003-04 achievement results for Austin ISD ELLs include the following:

- The highest passing rate among Austin ISD ELLs was for third grade reading, 97% of whom met passing standards in English TAKS, and 93% of whom met the passing standards in Spanish TAKS. In fact, Austin ISD ELLs had the same percentage meeting passing standards as did Austin ISD non-ELLs at grade 3 (97%) on reading (cumulative percentages passing after three test administrations). In English TAKS mathematics at grade 3, 90% of ELLs and 88% of non-ELLs met passing standards. In English TAKS writing at grade 4, 82% of ELLs and 91% of non-ELLs met the passing standards.
- The lowest percentages of Austin ISD ELLs meeting TAKS passing standards were for Austin ISD ELLs at grade 10 in science (10% or n=386), and grade 9 in mathematics (13% or n=476).
- A comparison of Austin ISD ELLs to ELLs statewide shows that slightly greater percentages of Austin ISD ELLs met TAKS passing standards in reading (70%) and writing (82%) at grade 4 than did ELLs statewide (68% in reading, and 79% in writing). At grade 5, an equal (42%) percentage of ELLs at Austin ISD and statewide met the passing standards in reading. Relative to ELLs in grades 6 through 10 statewide, lesser percentages of ELLs in Austin ISD passed TAKS reading and writing (grade 7 only). The greatest difference was in grade 6 reading, where 34% of Austin ISD ELLs met passing standards compared to 50% of ELLs throughout the state.
- In grades 3 and 4, a greater percentage of Austin ISD ELLs met passing standards in English TAKS mathematics than did ELLs statewide. At grade 5, the percentage

meeting the passing standards was the same (60%) for both ELLs in Austin ISD and the state. At all other grade levels, a lesser percentage of Austin ISD ELLs met the passing standards in TAKS mathematics than did ELLs statewide. The largest differences were at grades 11, 6, and 10, where 44%, 35%, and 15%, respectively, of Austin ISD ELLs met the passing standard compared to 59%, 47%, and 27%, respectively, of ELLs statewide.

- A greater percentage of ELLs statewide met passing standards in TAKS social studies than did Austin ISD ELLs. The largest differences were in grades 8 and 10 where 56% and 40%, respectively of statewide ELLs passed compared to 46% and 39%, respectively of Austin ISD ELLs.
- A greater percentage of ELLs statewide met passing standards in TAKS science than did Austin ISD ELLs. The largest difference was in grade 10 where 19% of ELLs statewide passed compared to 10% of Austin ISD ELLs.
- Overall, the performance of non-ELLs statewide on English TAKS reading/English language arts, mathematics, writing, social studies, and science was slightly higher than for Austin ISD non-ELLs.
- In grades 3, 4, and 5, smaller percentages of Austin ISD ELLs met the passing standards in Spanish TAKS reading, mathematics, writing, and science than did ELLs statewide. In Spanish TAKS the differences between Austin ISD ELLs and statewide ELLs was one to six percentage points in reading, two percentage points in writing, six to nine percentage points in mathematics, and 14 percentage points in science.

Of the 5,621 ELLs who participated in the administration of the Reading Proficiency Tests in English (RPTE) in 2003-04, 48% obtained an Advanced Proficiency Rating, 27% an Intermediate Proficiency Rating, and 25% a Beginning Proficiency Rating. In subsequent years, as part of the Texas English Language Proficiency Assessment System (TELPAS) implemented by the Texas Education Agency in 2003-04, all students identified as ELLs will continue to participate in the RPTE until they pass English TAKS reading and writing when applicable.

Exited ELLs 2003-04

Exit status for ELLs was examined in 2003-04. District data files indicated that 1,993 students potentially could be exited from the program based on their having passed 2004 English TAKS reading/ELA in grades 3-11, and English writing in grades 4 and 7. For potentially exited students at grades 3 and 4, 70% or more met passing standards in English reading, mathematics, and writing; and in social studies, at grade 11. In reading,

for grades 5 through 11 22% to 42% of ELLs met passing standards. In mathematics, writing, science and social studies, for grades 5 through 10, 10% to 60% of ELLs met passing standards.

Professional Development

The professional staff development provided by the BE/ESL Program staff is voluntary and open to all teachers and district staff who provide instruction or services to ELLs. In 2003-04, a total of 2,131 Austin ISD staff members participated in 62 professional development workshops for ELLs. Most participants who responded to the evaluation surveys gave positive ratings to the content and instruction, the instructor, and to the applicability of the training to their work.

Recommendations

Although the academic performance of Austin ISD's ELLs has improved over time, an achievement gap remains between ELLs and non-ELLs, and in some cases between Austin ISD ELLs and ELLs statewide, especially beyond grade 5. Therefore, based on the data gathered on ELLs for school year 2003-04, the following recommendations are offered.

1. Provide more comprehensive instructional and academic support to ELLs:

- At middle schools between 27% and 40% of ELLs passed TAKS reading; and between 18% and 35% passed mathematics. In writing, at grade 7, 53% of ELLs passed; and at grade 8, 46% of ELLs passed social studies. To close the achievement gap, instruction for ELLs must be accelerated through intensive and ongoing English language development in all of their classes, as well as through sheltered English, especially in grades 5-8. Data on ELLs need to be emphasized in Campus Improvement Plans. ELLs' academic progress must be monitored more closely during the entire school year. The expectation that Academic English can be acquired through appropriate instruction with the necessary academic rigor will provide a climate conducive to higher academic achievement for all students.
- All instructional materials used with ELLs must be aligned with the TEKS and with the district's Instructional Planning Guides (IPGs), and be readily available. The implementation of the IPGs is non-negotiable because it is the curriculum for the district, and the guides already have been modified for use by bilingual and ESL teachers.
- All of the assessment data available on students (e.g., Tejas LEE, DRA, IDEA, LEER MAS, English and Spanish TAKS, RPTE, Observation Protocol) should be used to define instructional needs and provide appropriate academic placement.

With correct instructional placement and frequent monitoring, ELLs are more likely to be successful academically. Also, correct placement will ensure that ELLs will be easily identified if they are in need of additional instructional interventions. Student assessment data must be used at the classroom level to determine specific achievement and instructional goals for ELLs. Early review of ELLs' academic histories can provide information regarding their instructional needs, as well as determine the support (e.g., appropriate scheduling and interventions) they will need to be successful in school and with TAKS.

- The LPAC's primary responsibility of evaluating the academic progress of ELLs and exited ELLs is to ensure that these students will participate successfully in the state assessment system. For ELLs currently receiving program services, the LPAC should monitor the RPTE scores of ELLs whose language proficiency levels did not improve over a one-year period, review the results of the Observation Protocol and other assessment data to determine their instructional needs, guide testing decisions, and recommend interventions. Also, the LPAC needs to monitor diligently the performance of exited ELLs on TAKS. If these students do not pass TAKS and are reclassified as ELLs, the committee members must engage other school personnel (e.g., counselors, teachers, administrators) to assure that students receive the appropriate academic interventions for students to re-exit the BE/ESL Programs, and remain academically successful. Timeliness of LPAC monitoring will be critical to this process to ensure appropriate student instruction.
 - Early identification of ELLs and their academic needs can assist school administrators in planning and distributing their instructional resource allocations, purchasing sufficient and challenging instructional materials, and planning professional development that addresses 'best practices for ELLs.'
2. Promote professional development to assure having highly qualified instructional staff for ELLs:
- Austin ISD must continue to provide professional development that addresses the changes in the instructional frameworks for ELLs. Campus staff need to discuss the goals of English Learners and Educators Versed in Academic Rigor (ELEVAR), the new framework for BE and ESL that is research-based and aligned with state and federal mandates in order to understand and support the new initiative for the district with regard for ELLs.
 - Austin ISD administrators must require campus staff attendance at professional development on topics relevant to BE/ESL, such as second language acquisition, successful strategies for struggling readers at all grade levels, daily development of Academic English and Spanish, methods for scaffolding instruction, effective literacy practices for ELLs, higher order thinking skills and the TEKS, preparation

and practice for ESL and BE certification examinations, legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC.

- Austin ISD staff must continue to enhance the quality of rigorous instruction for ELLs in middle/junior high and high schools by using the cadres of teachers trained in 2002-03 to guide and model effective instructional strategies for teachers across the content areas (mathematics, science, social studies, and reading/English language arts). By using the Principles of Learning (POL) that are imbedded in the IPGs, cadre teachers can demonstrate the implementation and use of the all the POL to support the academic efforts on behalf of ELLs.
- Given the new instructional frameworks with their emphasis on accountability and monitoring student achievement, Austin ISD staff should look more closely at the second year of the implementation of ELEVAR, with a focus on the delivery of professional development and instruction.

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BILINGUAL EDUCATION/ESL PROGRAMS EVALUATION REPORT, 2003-04

EVALUATION MANDATE

The evaluation of the Austin Independent School District's (Austin ISD) Bilingual Education/English as a Second Language (BE/ESL) programs is the responsibility of the Department of Program Evaluation (DPE), with cooperation and assistance from the Austin ISD's Department of Bilingual Education. In reference to program evaluation, Chapter 89.1265 of the Texas Administrative Code (TAC) 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 state statute regarding the evaluation of BE/ESL Programs has been part of the TAC since 1976.

The 2003-04 evaluation plan was the result of a collaborative process between the bilingual education director and evaluation staff. The purposes of this BE/ESL Programs Evaluation Report are to describe the demographics of the Austin ISD's English language learners (ELLs), formerly known as limited English proficient (LEP) students; to summarize their academic achievement in English and Spanish; and to provide professional development information.

PROGRAM OVERVIEW

Texas law requires that every student with a primary home language other than English (PHLOTE) and who is identified as LEP be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Administrative Code states the following:

The goal of the bilingual education 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 development of literacy and academic skills in the primary language and English.... 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 participate equitably in schools.

The law continues and states, "... 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 state." (Chapter 89. Subchapter 89.1201) These students (hereafter referred to as bilingual students) must be identified in a timely manner and must be provided 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.

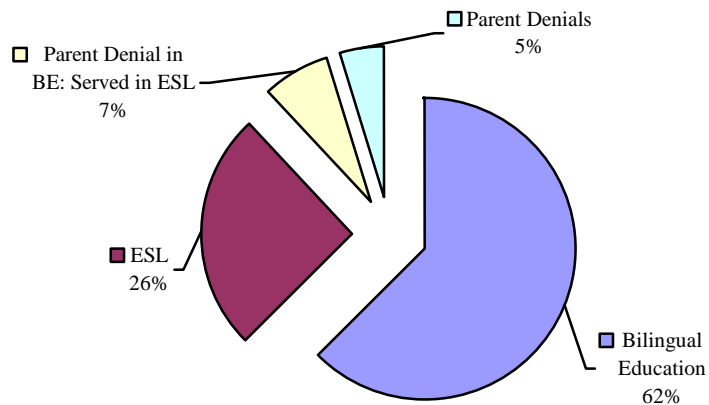
In compliance with state law, Austin ISD provides both the BE and ESL programs to serve students identified as LEP or ELLs. ESL is both a component of BE, and a stand-alone program. The Language Proficiency Assessment Committee's (LPAC) primary role is to evaluate the academic progress of ELLs to determine the nature of their participation in the state assessment system. The LPAC on each campus makes instructional placement and testing decisions to determine which program can best address the student's language needs. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. Parental permission is required for participation in either language program.

Figure 1 presents the percentage of students served in each program, as well as the percentage of parent denials. "*Parent Denial*" is the term used to describe students whose parents decline or disapprove BE, ESL, or both program services." (Austin ISD BE/ESL Instructional Handbook, 2002-03.) Through the campus LPACs, the academic progress of students whose parents deny program services are monitored, and when needed the LPACs recommend instructional interventions. Unless otherwise noted, all student data summarized in this report were obtained from the district's student data systems. The student demographic data were part of the district's fall report to the state-required Public Education Information Management System (PEIMS). During the 2003-04 school year, there were 17,259 ELLs (21.8% of the Austin ISD student population) identified by program staff, and who participated in instructional programs as follows:

- 10,764 students (62%) were served by the bilingual education program,
- 4,447 (26%) students were served by the ESL program (1,836 of these were served in Austin ISD high schools),
- 1,213 (7%) students had parents who denied (disapproved) the bilingual education program but accepted the ESL program, and
- 835 (5%) students had parents who denied (disapproved) services by either the BE or the ESL program.

The number of ELLs served in bilingual education, and through ESL in elementary and secondary schools, increased from the previous year by 973 students. The number of parents who denied program services remained approximately the same as during the previous school year, 833 students in 2002-03 and 835 in 2003-04.

Figure 1: Austin ISD BE/ESL Program Services to ELLs, Pre-K-12, 2003-04



Data Source: Austin ISD Student Records

DESCRIPTION OF THE AUSTIN ISD ELL POPULATION

In the 2003-04 school year, 16,424 (95%) ELLs were served through the district's Bilingual Education/ESL Programs. Among the students who received program services:

- 12,284 were in grades pre-k through six (elementary),
- 2,288 were in grades six through eight (middle/junior high school), and
- 1,852 were in grades nine through twelve (high school).

There were 835 students whose parents denied program services. (See Table 1.)

Table 1: ELLs Served and Parent Denials by Grade, 2003-04

Grade	Number Served	Parent Denials	Total
Pre-K	2,085	24	2,109
K	2,130	53	2,186
1	2,045	80	2,125
2	1,771	54	1,825
3	1,770	84	1,854
4	1,307	41	1,348
5	1,096	50	1,146
EL 6	80	9	89
Elementary, Total	12,284	398	12,682
MS 6	811	54	865
7	737	55	792
8	740	52	792
Middle School/ Junior High, Total	2,288	161	2,449
9	788	86	874
10	521	79	600
11	343	68	411
12	200	43	243
High School, Total	1,852	276	2,128
District, Total	16,424	835	17,259
Percent	(95%)	(5%)	(100%)

Data Source: Austin ISD Student Records

ETHNICITY

Table 2 shows the distribution of the 16,424 ELLs served by ethnicity and grade span in Austin ISD. The majority of students served were Hispanic (94%) and the second largest ethnicity represented was Asian (4%). The majority (74%) of students served were in the elementary grades (Pre-K-5).

Table 2: Number and Percent of ELLs Served by Ethnicity and Grade Span, 2003-04

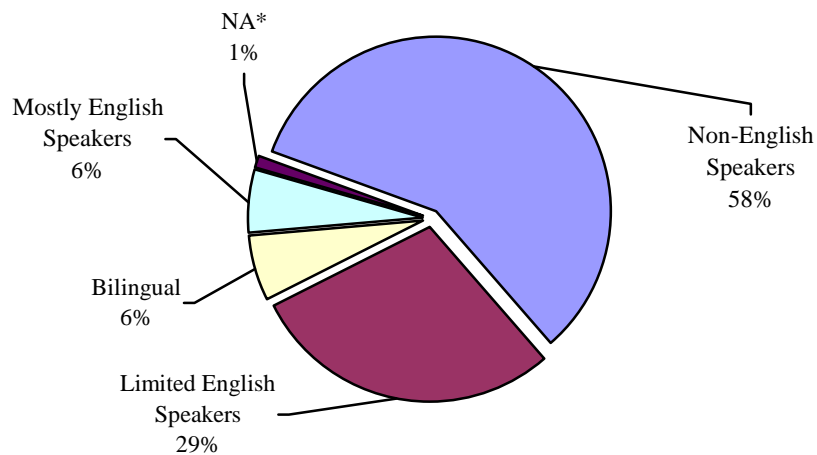
Ethnicity	Pre-K-5	6-8	9-12	Total
Hispanic	11,473 (94%)	2,260 (95%)	1,735 (94%)	15,468 (94%)
Asian	537 (4%)	61 (3%)	47 (3%)	645 (4%)
Anglo/Other	129 (1%)	35 (1%)	46 (2%)	210 (1%)
African American	57 (<1%)	11 (<1%)	21 (1%)	89 (1%)
Native American	8 (<1%)	1 (<1%)	3 (<1%)	12 (<1%)
Total	12,204	2,368	1,852	16,424

Data Source: Austin ISD Student Records

LANGUAGE DOMINANCE

A child who speaks only a language other than English, or mostly a language other than English, is considered non-English or limited-English speaking. More than one-half of Austin ISD ELLs (58%) are non-English speakers, and 29% of the students are limited English speakers. Thus, a total of 87% of the students receiving BE/ESL Program services in Austin ISD are either non-English or limited speakers of English. The data displayed in Figure 2 are organized by fluency in English, and include only ELLs who participated in the program for the entire school year.

Figure 2: ELLs Served by Language Dominance in Pre-K-12, 2003-04



Data Source: Austin ISD Student Records
 NA* - Data Not Available

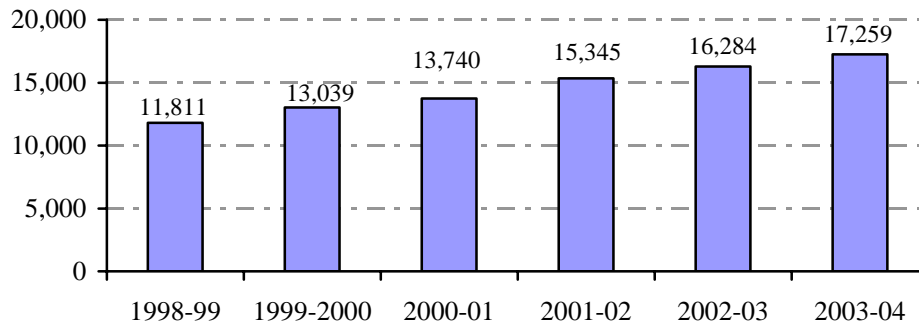
LANGUAGES SPOKEN

Most ELLs served were native Spanish speakers (94%, n=15,404). Speakers of Vietnamese comprised the next largest segment of the Austin ISD ELLs (1%, n=235), followed by Korean (1%, n=159). Urdu, Farsi/Persian, Hindi, French, Croatian, Chinese, Arabic, Bosnian, Portuguese, Russian, Bayerisch, Bengali, Telegu and many others were among the native languages spoken by the remaining ELLs served (4%, n=552).

GROWTH IN AUSTIN ISD ELL POPULATION

The Austin ISD ELL population (served plus denials) has increased each year for the past fourteen years, with the only exception being in the 1997-98 school year (see OPE Publication Number 99.09). Figure 3 presents the numbers of Austin ISD ELLs (served plus denials) for the past six years, representing a growth of 5,448 students or 32%.

Figure 3: Growth of Austin ISD ELL Population (Served Plus Denials), 1998-99 Through 2003-04



Data Source: Austin ISD Student Records

In addition, the percentage of ELLs out of the total Austin ISD student population also has increased each year over a period of time. In 1998-99, ELLs comprised 15.4% of the district's students, and by 2003-04 the percentage had risen to 21.8%. (See Table 3.)

Table 3: ELLs (Served Plus Denials) as a Percentage of Austin ISD Population, 1998-99 Through 2003-04

School Year	Number of Austin ISD ELLs	Number of Austin ISD Students	Percentages of Students Who Are ELLs
2003-04*	17,259	79,007	21.8%
2002-03	16,284	78,608	20.7%
2001-02	15,345	77,128	19.9%
2000-01	13,740	77,362	17.8%
1999-2000	13,039	77,245	16.8%
1998-99	11,811	76,676	15.4%

*Data Sources: Austin ISD PEIMS Edit+ Data Review, January 26, 2004 and previous years from district's December attendance reports

ACADEMIC ACHIEVEMENT

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

As mandated by Senate Bill 103 during the 76th Texas Legislative Session, the new statewide assessment program known as the Texas Assessment of Knowledge and Skills (TAKS) has been administered since the 2002-03 school year. The assessment program is anchored in the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum. 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)

The TAKS measures the statewide curriculum in reading at Grades 3 through 9; in writing at Grades 4 and 7, and in English Language Arts (ELA) at Grades 10 and 11; in mathematics at Grades 3 through 11; in science at Grades 5, 10, and 11; and in social studies at Grades 8, 10, and 11. Satisfactory performance on the TAKS at Grade 11 will be a prerequisite to earning a high school diploma for the Class of 2005. Students will have multiple opportunities to pass the assessments. The Spanish TAKS is administered at Grades 3 through 6 in reading and mathematics, Grade 4 in writing, and Grade 5 in science.

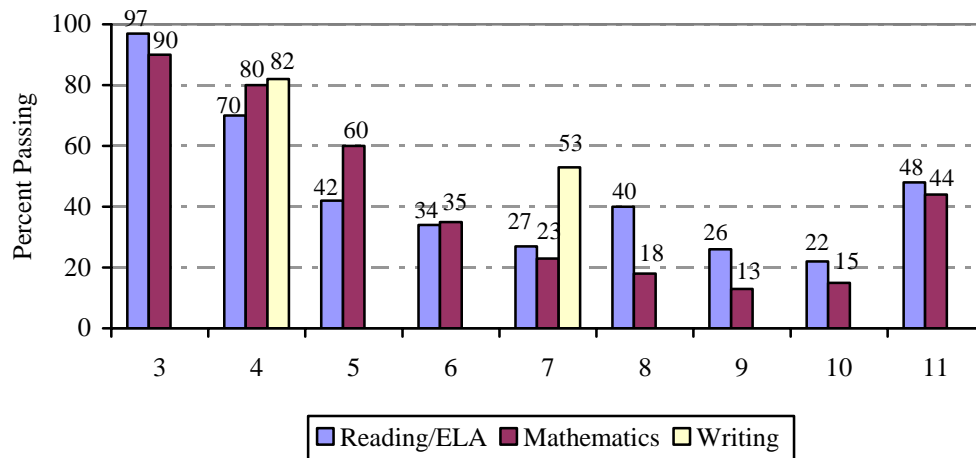
AUSTIN ISD 2003-04 ELLS' TAKS RESULTS

Figure 4 presents the results for ELLs on the 2003-04 English TAKS administration for grades 3 through 11. "Percent Met Standard" is shown for each grade level in reading/English language arts, mathematics, and writing. The passing standards for the TAKS were approved by the State Board of Education (SBOE) in November 2002, with a three-year phase-in period allowed for the transition. In July 2003, the SBOE determined to proceed with the transition plan. Since the tests were being administered for the second time, the SBOE continued with a phase-in period for academic performance standards on the TAKS. In 2003-2004, the passing standard for TAKS was set at one standard error of measurement (SEM) from the SBOE's recommended performance standard with the exception of grade 11, where the passing standard was at 2 SEM. The phase-in plan increases the minimum passing standard yearly with full implementation in 2005-06.

All data presented are from the May 2004 District Summary Reports. The only exception is reading at grade 3, which includes the final result of all three TAKS administrations. See Appendix B for the numbers and percentages meeting passing standards in English TAKS reading/English language arts, writing, mathematics, science, and social studies. As shown in Figures 4 and 5:

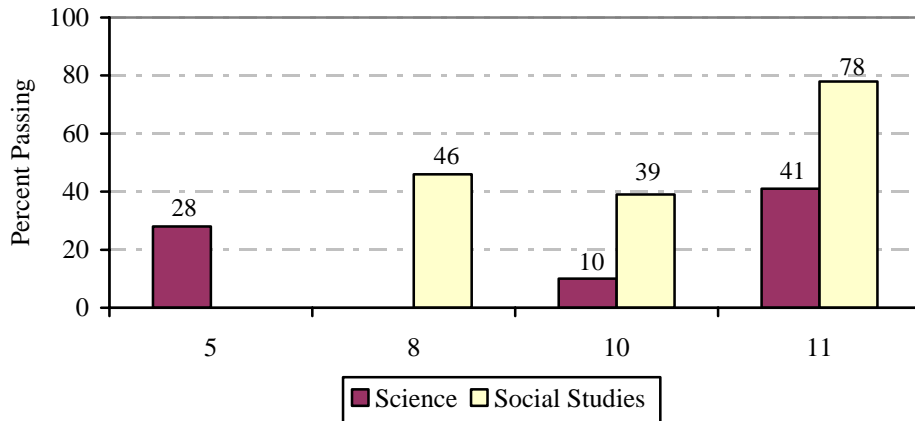
- Percentages of Austin ISD ELLs meeting passing standards were generally higher at the elementary grades (3-5) than in middle/junior high schools (6-8) or high schools (9-11).
- The highest percentages of Austin ISD ELLs meeting passing standards were at grade 3, 97% in reading followed closely by 90% in mathematics.
- The lowest percentages of Austin ISD ELLs meeting passing standards occurred at grade 10 in science (10%), and at grade 9 in mathematics (13%).
- In middle/junior high and high school, the highest percentages of Austin ISD ELLs meeting passing standards were in writing at grade 7 (53%), and in social studies at grade 11 (78%).

Figure 4: Percentages of Austin ISD ELLs Meeting Passing Standards on English TAKS in Reading/ ELA and Writing by Grade Level, 2003-04



Data Sources: TEA TAKS District Summary Reports May 2004 and Austin ISD's Office of Systemwide Testing Cumulative Report for Grade 3, July 2004

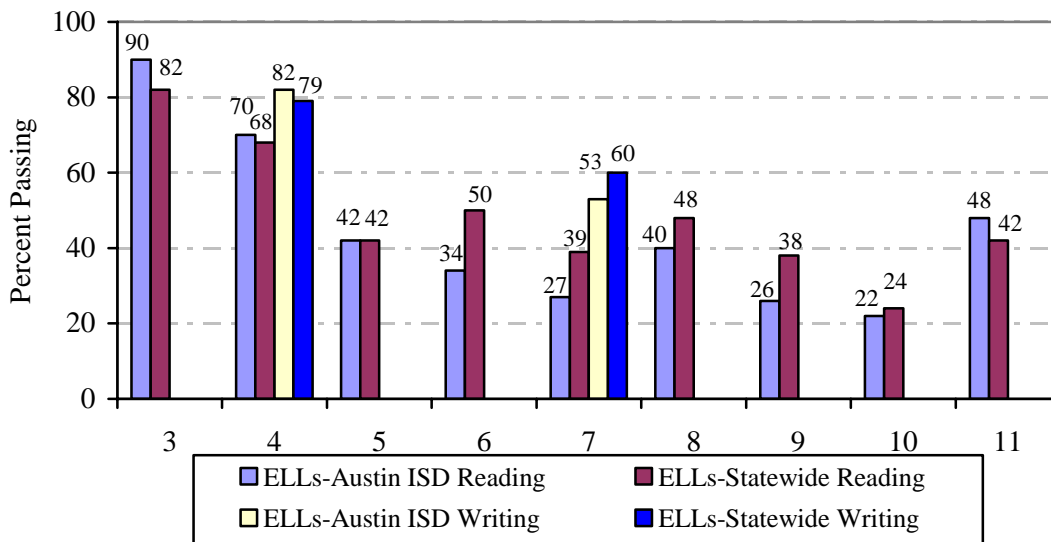
Figure 5: Percentages of Austin ISD ELLs Meeting Passing Standards on English TAKS in Science and Social Studies by Grade Level, 2003-04



Data Source: TEA TAKS District Summary Reports, May 2004

As presented in Figure 6, a comparison of Austin ISD ELLs to ELLs statewide shows a higher percentage of Austin ISD ELLs met the passing standards in TAKS reading in grades 3 and 4, and in TAKS writing in grade 4, than did ELLs statewide. At grade 11, the percentage passing was higher for Austin ELLs in TAKS English language arts than for ELLs statewide, and in reading, at grade 5 the percentage passing (42%) was the same. However, the percentages of students who met standards were lower for Austin ISD ELLs in TAKS reading at grades 6 through 10 and in TAKS writing at grade 7 than for ELLs statewide. The greatest difference was in grade 6 on reading, where 34% of Austin ISD ELLs passed compared to 50% of ELLs throughout the state.

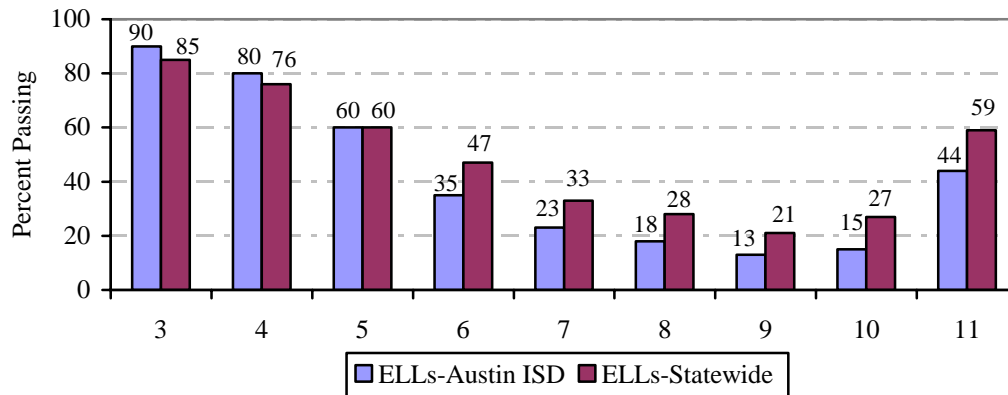
Figure 6: Percentages of Austin ISD and State ELLs Meeting Passing Standards on English TAKS in Reading/ELA and Writing, by Grade Level, 2003-04



Data Source: TAKS District Summary, March and May 2004 and TAKS Statewide Performance Results, Spring 2004

Figure 7 shows TAKS mathematics results for Austin ISD ELLs and ELLs statewide. In grades 3 and 4, a higher percentage of Austin ISD ELLs met the passing standard in TAKS mathematics than did ELLs statewide. At grade 5, ELLs at Austin ISD and statewide passed TAKS mathematics at the same rate (60%). However, at all other grades levels, a lesser percentage of Austin ISD ELLs met the passing standard in TAKS mathematics than did ELLs in the state. The largest differences were in grades 11, 6, and 10, where 44%, 35%, and 15%, respectively of Austin ISD ELLs met the passing standard compared to 59%, 47%, and 27%, respectively of ELLs statewide.

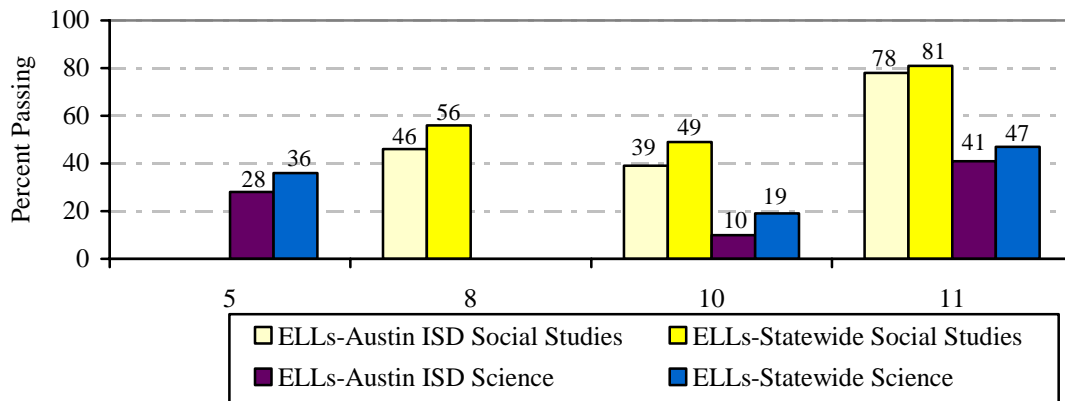
Figure 7: Percentages of Austin ISD and State ELLs Meeting Passing Standards on English TAKS Mathematics by Grade Level, 2003-04



Data Sources: TEA TAKS District Summary Reports, May 2004 and TEA TAKS Statewide Performance Results, Spring 2004

Figure 8 presents results for science and social studies for Austin ISD ELLs, compared to ELLs statewide. Austin ISD ELLs passed science and social studies less often than did ELLs statewide. The largest difference was in science in grade 10, where 10% of Austin ISD ELLs met passing standards compared to 19% of ELLs statewide. In social studies, the largest differences (10 percentage points) were at grades 8 and 10, where 46% and 39%, respectively, of Austin ISD ELLs met passing standards compared to 56% and 49%, respectively, of ELLs statewide.

Figure 8: Percentages of Austin ISD and State ELLs Meeting Passing Standards on English TAKS in Science and Social Studies by Grade Level, 2003-04



Data Sources: TEA TAKS District Summary Reports, May 2004 and TEA TAKS Statewide Performance Results, Spring 2004

Tables 4 and 5 provide a comparison in percentages of Austin ISD ELLs meeting passing standards for the first two administrations of TAKS in all five content areas. The percentages of ELLs meeting standards for the 2002-03 school year were recalculated to reflect the Phase-In Standards at the one standard of error measure (SEM) for comparability to 2004. Relative to 2003, increased percentages of students passed:

- Reading/ELA, mathematics, and writing at all grade levels, and
- Social studies, at grades 8 and 11; and science, at grades 5 and 11.

Relative to 2003, a lesser percentage of students passed:

- Social studies and science, at grade 10.

Out of 26 comparisons to the prior year, passing rates improved in 24 cases.

Table 4: Differences in Percentages of Austin ISD ELLs Meeting Passing Standards (at 1 SEM) on English TAKS Reading/ELA, Mathematics, and Writing, 2002-03 and 2003-04

Grade	Percentage Passing Reading/ELA			Percentage Passing Mathematics			Percentage Passing Writing		
	2002-2003	2003-2004	Difference	2002-2003	2003-2004	Difference	2002-2003	2003-2004	Difference
3	94	97	+3	80	90	+10	n/a	n/a	n/a
4	63	70	+7	64	80	+16	77	82	+7
5	39	42	+3	51	60	+9	n/a	n/a	n/a
6	32	34	+2	30	35	+5	n/a	n/a	n/a
7	22	27	+5	16	23	+7	35	53	+18
8	21	40	+19	12	18	+6	n/a	n/a	n/a
9	15	26	+11	11	13	+2	n/a	n/a	n/a
10	18	22	+4	22	15	+7	n/a	n/a	n/a
11	7	48	+41	14	44	+30	n/a	n/a	n/a

Data Sources: TEA TAKS District Summary Reports, Spring 2004 and TAKS Phase-In Summary Report, Comparison of Spring 2003 Results at 1 SEM Phase-In Standards All Students, May 2003

Table 5: Differences in Percentages of Austin ISD ELLs Meeting Passing Standards (at 1 SEM) on English TAKS Science and Social Studies, 2002-03 and 2003-04

Grade	Percentage Passing Social Studies			Percentage Passing Science		
	2002-2003	2003-2004	Difference	2002-2003	2003-2004	Difference
5	n/a	n/a	n/a	19	28	+9
8	44	46	+2	n/a	n/a	n/a
10	38	34	-4	12	10	-2
11	46	78	+32	8	41	+33

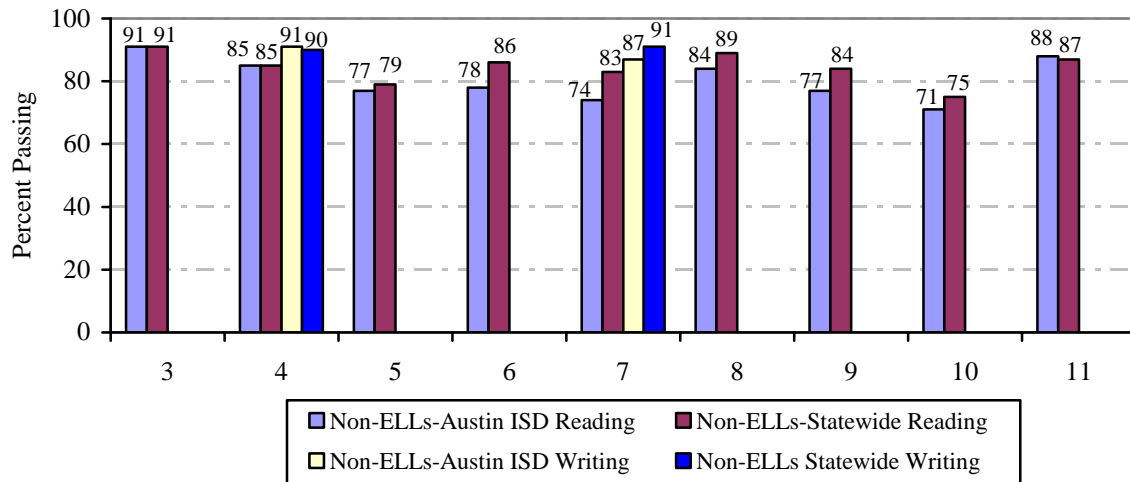
Data Sources: TEA TAKS District Summary Reports, Spring 2004 and TAKS Phase-In Summary Report, Comparison of Spring 2003 Results at 1 SEM Phase-In Standards All Students, May 2003

AUSTIN ISD NON-ELLs' TAKS RESULTS 2003-04

To provide a context for the comparison of ELLs in Austin ISD vs. ELLs throughout the state, and given the high academic expectations for all students in Texas schools, the TAKS performance of Austin ISD non-ELLs to non-ELLs throughout the state was examined. Figures 9, 10, and 11 present the percentages of non-ELLs in Austin ISD and statewide who met the passing standards on the English TAKS in reading/English language arts, mathematics, writing, social studies, and science. As shown in the figures:

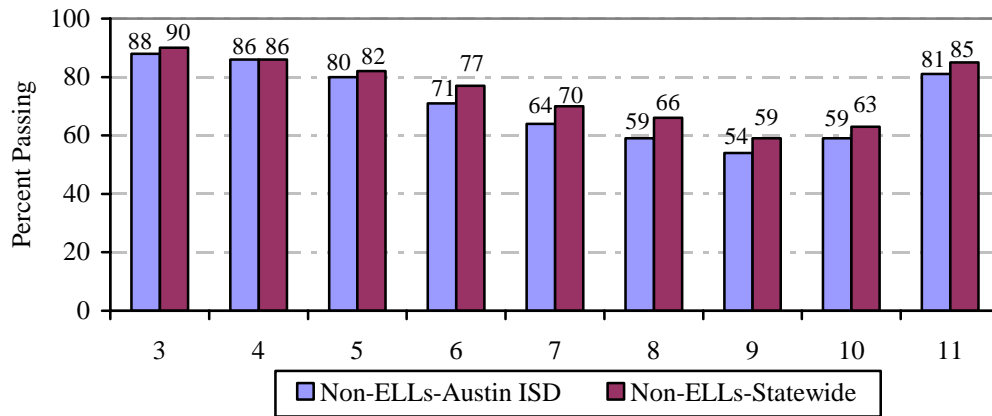
- The percentages of non-ELLs statewide and in Austin ISD meeting the standards on TAKS reading are the same for grade 3 (91% for March administration only) and for grade 4 (85%).
- In writing, the percentage of non-ELLs at Austin ISD meeting the standard is one percentage point greater (91%) than for non-ELLs statewide (90%).
- In mathematics, at grade 4, performance of Austin ISD ELLs was the same as that seen statewide among ELLs (86%).
- On a percentage basis, at all other grades on English TAKS (in reading/English language arts, mathematics, writing, social studies, and science), smaller percentages of non-ELLs at Austin ISD met passing standards than did non-ELLs statewide.

Figure 9: Percentages of Austin ISD and Statewide Non-ELLs Meeting Passing Standards on English TAKS Reading/ELA and Writing by Grade Level, 2003-04



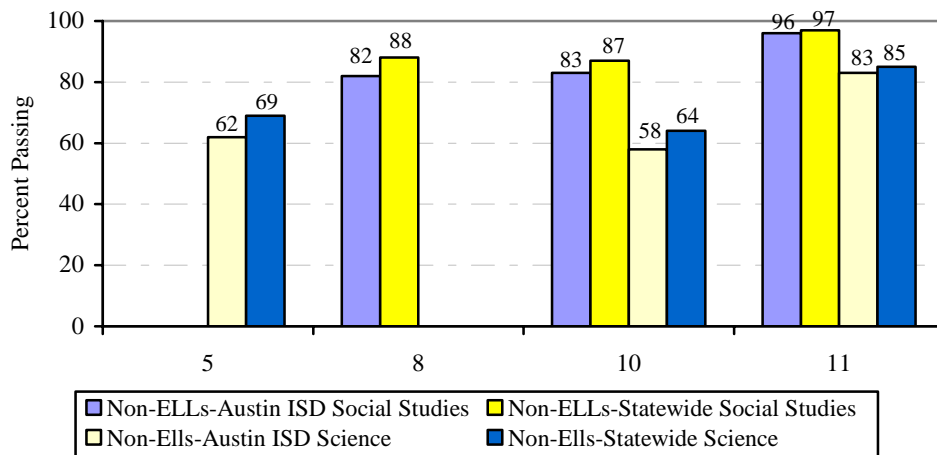
Data Sources: TEA TAKS District Summary Reports, March and May 2004 and TEA TAKS Statewide Performance Results, Spring 2004

Figure 10: Percentages of Austin ISD and Statewide Non-ELLs Meeting Passing Standards on English TAKS Mathematics by Grade Level, 2003-04



Data Sources: TEA TAKS District Summary Reports, May 2004 and TEA TAKS Statewide Performance Results, Spring 2004

Figure 11: Percentages of Austin ISD and Statewide Non-ELLs Meeting Passing Standards on English TAKS Social Studies and Science by Grade Level, 2003-04



Data Sources: TEA TAKS District Summary Reports, May 2004 and TEA TAKS Statewide Performance Results, Spring 2004

Tables 6 and 7 show a two-year comparison of the English TAKS passing rates for Austin ISD non-ELLs for the two school years the TAKS has been administered. As presented in the comparisons, gains in percentages of Austin ISD non-ELLs meeting standards were made in mathematics, writing, and science at all grade levels; and in social studies, the percentages meeting standards remained the same. Losses in percentages of non-ELLs meeting passing standards occurred in reading, at grade 7.

Table 6: Differences in Percentages of Austin ISD Non-ELLs Meeting Passing Standards (at 1 SEM) on English TAKS in Reading/ELA, Mathematics, and Writing, 2002-03 and 2003-04

Grade	Percentage Passing Reading/ELA			Percentage Passing Mathematics			Percentage Passing Writing		
	2002-2003	2003-2004	Difference	2002-2003	2003-2004	Difference	2002-2003	2003-2004	Difference
3	95	97	+2	81	88	+7	n/a	n/a	n/a
4	81	85	+4	76	86	+10	83	91	+8
5	72	77	+5	75	80	+5	n/a	n/a	n/a
6	75	78	+3	65	71	+6	n/a	n/a	n/a
7	75	74	-1	56	64	+8	77	87	+10
8	77	84	+7	54	59	+5	n/a	n/a	n/a
9	67	77	+10	49	54	+5	n/a	n/a	n/a
10	64	71	+7	58	59	+1	n/a	n/a	n/a
11	57	88	+31	55	81	+26	n/a	n/a	n/a

Data Sources: TEA TAKS District Summary Reports, Spring and 2004 and TAKS Phase-In Summary Report, Comparison of Spring 2003 Results at 1 SEM Phase-In Standards All Students, May 2003.

Table 7: Differences in Percentages of Austin ISD Non-ELLs Meeting Passing Standards (at 1 SEM) on English TAKS Science and Social Studies, 2002-03 and 2003-04

Grade	Percentage Passing Social Studies			Percentage Passing Science		
	2002-2003	2003-2004	Difference	2002-2003	2003-2004	Difference
5	n/a	n/a	n/a	53	62	+9
8	82	82	-0-	n/a	n/a	n/a
10	76	83	+7	53	58	+5
11	84	96	+12	59	83	+24

Data Sources: TEA TAKS District Summary Reports, Spring 2004 and TAKS Phase-In Summary Report, Comparison of Spring 2003 Results at 1 SEM Phase-In Standards All Students, May 2003

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) – SPANISH

The Spanish TAKS, also based on the Texas Essential Knowledge and Skills (TEKS), the state curriculum, provides a vehicle for examining the annual progress in student performance on reading, mathematics, writing, and science among those students in grades 3 through 6 for whom the Spanish test is appropriate. All Spanish-version tests were fully implemented by spring 1998 and incorporated in the Academic Excellence Indicator System (AEIS), the state accountability system, in 2000. The Spanish TAKS is

not considered an exemption and is administered on the same schedule as the English TAKS.

In 2003-04, a total of 246 students were reported on the Spanish TAKS Summary Reports as exempted from all TAKS tests. The LPACs determine the appropriateness of the administration of the TAKS based on native/primary language development, immigrant status, and Admission, Review, and Dismissal (ARD) decision.

Table 8 presents the results of the Spanish TAKS for Austin ISD ELLs.

- Of the BE students tested in *grade 3*, 79% met passing standards in reading (March administration) and 73% met passing standards in mathematics. Among the ESL students tested 58% met passing standards in reading and 80% met passing standards in mathematics.
- Of the BE students tested in *grade 4*, 71% met passing standards in reading, 68% met passing standards in mathematics, and 88% met passing standards in writing. Among the ESL students tested in *grade 4*, 100% each met passing standards in reading and writing. Since fewer than five ESL students took Spanish TAKS in mathematics, TEA did not provide percentages passing for these groups.
- Of the BE students tested in *grade 5*, 67% met passing standard in reading, 52% met passing standards in mathematics, and 20% met passing standard in science. Since fewer than five ESL students took Spanish TAKS in reading, mathematics, and science, TEA did not provide percentages passing for these groups.
- Only one BE student was tested in grade 6 in reading and TEA did not provide percentages passing. Of the ESL students in grade 6, 56% met passing standard in reading and 33% met passing standard in mathematics. *Please note that only a small number of sixth grade ELLs receive bilingual instruction at the elementary schools; most sixth grade ELLs participate in ESL instruction in the middle/junior high schools. Therefore, the results for grade 6 BE and ESL students on the Spanish TAKS should be viewed in light of the differences in the instructional programs that the students receive.*

Table 8: Numbers and Percentages of Austin ISD ELLs, Meeting Passing Standards on Spanish TAKS Reading, Mathematics, Writing, and Science for Grades 3-6, 2003-04

Grade	Bilingual Education (BE) Students							
	Reading		Mathematics		Writing		Science	
	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing
3	1,044	79%	1,012	73%	n/a	n/a	n/a	n/a
4	566	71%	521	68%	642	88%	n/a	n/a
5	216	67%	193	52%	n/a	n/a	138	20%
6	1*	--	0	0%	n/a	n/a	n/a	n/a
Total	1,827		1,726		642		138	
Grade	English as a Second Language (ESL) Students							
	Reading		Mathematics		Writing		Science	
	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing	# Tested	Percent Passing
3	12	58%	10	80%	n/a	n/a	n/a	n/a
4	9	100%	3*	--	9	100%	n/a	n/a
5	2*	--	2*	--	n/a	n/a	1*	--
6	73	56%	63	33%	n/a	n/a	n/a	n/a
Total	96		78		9		1**	

n/a – The Writing Test is administered in grades 4 and 7; the Science Test is administered in grades 5, 10, and 11.

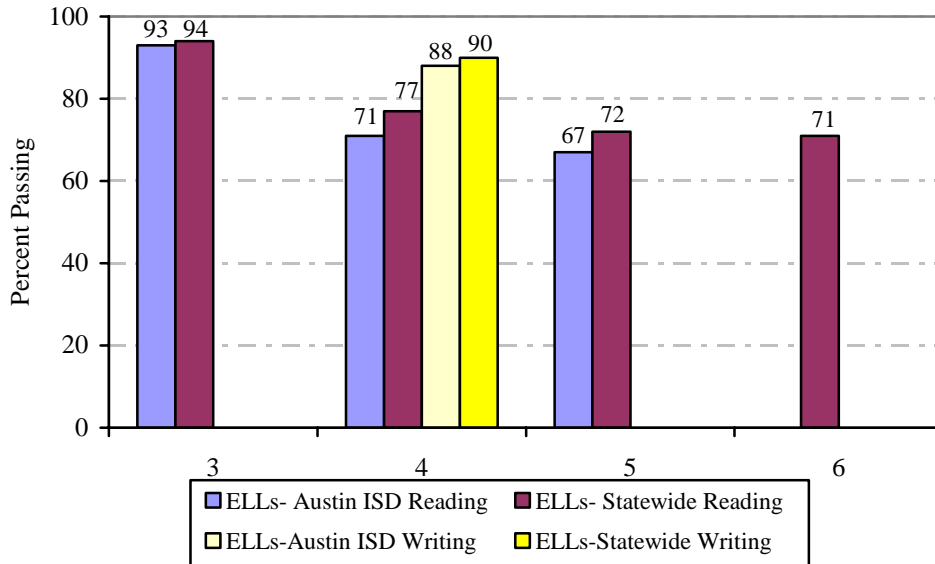
* No data were reported by TEA because fewer than five students took these tests.

Data Sources: TEA TAKS Spanish District Summary Reports, March and May 2004

Figures 12 and 13 show the results of the Spanish TAKS in reading, writing, mathematics, and science comparing the performance of bilingual students at Austin ISD with bilingual students throughout the state.

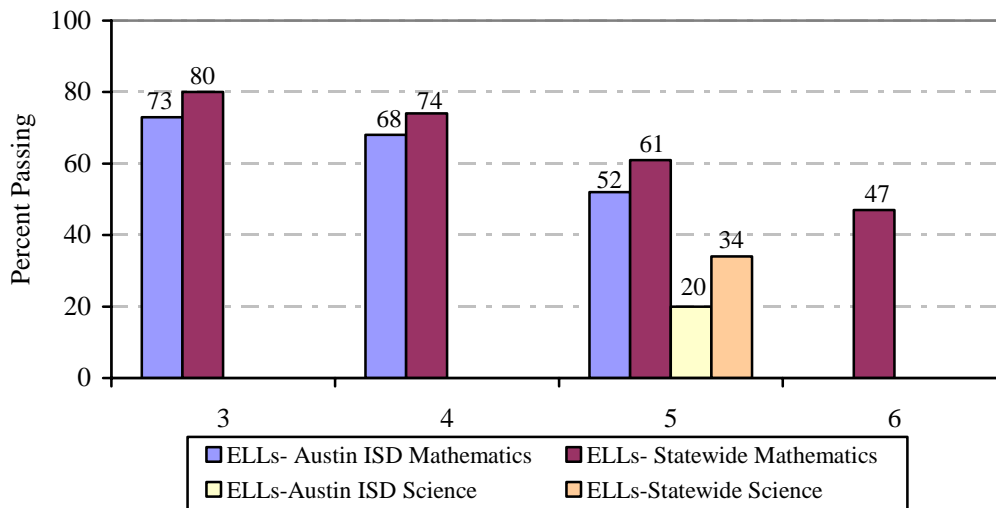
- In grades 3, 4, and 5, on a percentage basis, fewer Austin ELLs met passing standards for Spanish TAKS than did ELLs statewide in reading and mathematics. Data were not available for 6th grade bilingual students because only one student tested in reading and no one tested in mathematics.
- On a percentage basis, fewer Austin ISD ELLs in bilingual education (88%) passed Spanish TAKS writing than did ELLs statewide (90%).
- On a percentage basis, fewer Austin ISD ELLs in bilingual education (20%) passed Spanish TAKS science than did ELLs statewide (34%).

Figure 12: Percentages of Austin ISD and State ELLs in Bilingual Education Meeting Passing Standards on Spanish TAKS Reading and Writing by Grade, 2003-04



Data Sources: TEA TAKS District Summary Reports, May 2004; TEA TAKS Statewide Performance Results, Spring 2004; Austin ISD’s Office of Systemwide Testing Cumulative Report for Grade 3, July 2004, 2004

Figure 13: Percentages of Austin ISD and State ELLs in Bilingual Education Meeting Passing Standards on Spanish TAKS Mathematics and Science by Grade, 2003-04



Data Sources: TEA TAKS District Summary Reports, May 2004 and TEA TAKS Statewide Performance Results, Spring 2004

GRADE 3 TAKS ENGLISH AND SPANISH

Third graders have three opportunities to take and pass TAKS reading, one in March, one in April, and one in June. Per state law, their success or failure on the assessment determines whether they can be promoted to the fourth grade. If students fail, the Grade Placement Committees may recommend that students be promoted. Students who do not pass the reading test are provided with specific, structured instructional interventions to assisting them with passing either of the two subsequent administrations of the state assessment.

On March 3, 2004, the third grade TAKS reading was administered in English and Spanish to 5,266 students at Austin ISD. A total of 1,653 ELLs participated in the TAKS reading March administration: 576 students were tested in English and 90% met passing standards; and 1,077 students were tested in Spanish and 79% met passing standards. In April and June, 75 ELLs were tested in reading with English TAKS and 335 with the Spanish TAKS. Table 9 presents numbers and percentages of third graders meeting passing standards for each administration, who were tested in English or Spanish. *Some of the students tested in April and June could have been first time test takers because they had been absent in the prior administrations, or students could have been tested a second and a third time.*

In July 2004, the Austin ISD Office of Systemwide Testing staff calculated the cumulative English and Spanish TAKS reading results for 5,292 (unduplicated student count of) Austin ISD third graders who had been tested. The reading results indicated that 97% of all the students met passing standards. The disaggregated data indicated 578 were ELLs tested in English, and 97% of them pass TAKS; and 1,083 were ELLs tested in Spanish, and 93% of them had met passing standards.

Table 9: Numbers and Percents of Austin ISD 3rd Graders Taking TAKS English or Spanish Reading and Cumulative Totals of Students Meeting Passing Standards, 2003-04

Grade 3	March		April		June		Cumulative Total (Unduplicated)	
	Administration	Administration	Administration	Administration	Administration	Administration	Administration	Administration
English Test All Students ELLs	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed	Number Tested	Percent Passed
	4,189	91%	382	48%	170	65%	4,209	97%
	576	90%	51	49%	24	67%	578	97%
Spanish Test ELLs	1,077	79%	226	50%	109	52%	1,083	93%

Data Source: District English and Spanish TAKS Summary Reports March, April, and July 2004

READING PROFICIENCY TESTS IN ENGLISH (RPTE)

In March 2000, a new component of the statewide assessment program called the Reading Proficiency Tests in English (RPTE) was implemented. Along with the TAKS in English and Spanish, the RPTE is part of the comprehensive system for assessing ELLs' academic progress in grades 3-12. The RPTE is designed to assess students ELLs' English reading skills, and take into account how students acquire a second language. The RPTE assesses the ELLs' reading skills at three levels of proficiency – beginning, intermediate, and advanced. TEA's expectation is that once a student reaches an advanced level of proficiency, he/she may possibly need one more year of language instruction support, then the student should be prepared to test in English.

The RPTE tests are designed for four grade groups: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. Each test, within the four groups, measures the three levels of reading proficiency. The reading skills assessed for each group come from and are aligned with the English language arts and ESL strands of the state-mandated curriculum (TEKS). As specified in the TEKS, student expectations for second language learners apply to their levels of proficiency in English and are not grade specific. "Because successful performance on the RPTE is determined by annual progress rather than a pass/fail score, the annual proficiency of the ELLs is expected to increase. The test includes two major kinds of scores: a proficiency rating and a scale score." (*Austin ISD Bilingual Education/English as a Second Language Instructional Handbook, Pre-K-12, 2002-03*) School staff can use the RPTE to monitor second language development and English acquisition as students master English academic skills.

In 2003-04, all students classified as ELLs (served plus denials) in grades 3-12 (including students taking the English or Spanish TAKS) who have not reached an advanced proficiency level on the RPTE are required to take the test. Recent unschooled immigrant students can be considered for a one-time exemption from the RPTE assessment by the LPAC, if they arrived after January 2004 and lack the necessary foundations in the TEKS. Immigrant students who are exempted from the RPTE are assigned a benchmark score of zero. In March 2004, a total of 5,612 Austin ISD ELLs were administered the RPTE. An additional 200 students were absent, 181 students were exempted by their ARD Committee, 79 students were not tested for other reasons, and 51 students were counted as second semester immigrants and non-English readers and given a score of zero. Of the 200 students who were absent, 133 were in grades 9-12, and 67 were in grades 3-8. (See Appendix C.)

As presented in Table 10:

- 2,689 or 48% of ELLs obtained an “Advanced” proficiency rating.
- 1,507 or 27% of ELLs obtained an “Intermediate” proficiency rating.
- 1,416 or 25% of ELLs obtained a “Beginning” proficiency rating.

Table 10: Numbers of Austin ISD ELLs Tested with RPTE and Their Proficiency Ratings in Grades 3-12, Spring 2004

Grade	Number and Percent of ELLs by RPTE Proficiency Rating						
	Number	Beginning		Intermediate		Advanced	
	Tested	Number	Percent	Number	Percent	Number	Percent
3	1,865	429	23%	448	24%	988	53%
4	954	238	25%	306	32%	410	43%
5	703	169	24%	183	26%	351	50%
6	507	127	25%	152	30%	228	45%
7	456	123	27%	128	28%	205	45%
8	346	100	29%	83	24%	163	47%
9	351	148	42%	91	26%	112	32%
10	261	65	25%	78	30%	118	45%
11	116	13	11%	26	22%	77	66%
12	53	4	8%	12	23%	37	70%
Total	5,612	1,416		1,507		2,689	
Percent	100%	25%		27%		48%	

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Reports, Spring 2004

The 2003-04 school year was the fifth year that the RPTE was administered to ELLs throughout the state of Texas. Two RPTE questions included in the evaluation

plan for the current school year were: (1) How many ELLs at Austin ISD took the test in school years 2002-03 and 2003-04, and were promoted to the next grade, and what were their proficiency levels in 2003-04? (2) How many ELLs took the test both years, and were not promoted to the next grade, and what were their proficiency levels the second year of the test administration?

To answer these questions, an analysis was conducted using two years' worth of the district's RPTE data. A total of 2,268 students were identified as having been tested both years, promoted to the next grade, and having valid and reliable scores. Table 11 presents the numbers and percentages of ELLs who were promoted and their RPTE proficiency ratings in the 2003-04 school year. Most (83%) of the ELLs had reached intermediate (33%) or advanced (50%) levels of proficiency on the RPTE. Grade 3 scores are not reported because the results represent only one year's data.

Table 11: Austin ISD ELLs Tested in 2002-03 and 2003-04 on RPTE, and Their Distribution by Promoted Grade and RPTE Proficiency Levels in 2003-04

Grade	Beginning Proficiency Level	Intermediate Proficiency Level	Advanced Proficiency Level	Total by Grade	Percent by Grade
4	106	252	344	702	31%
5	70	141	274	485	21%
6	49	111	148	308	14%
7	43	86	133	262	11%
8	44	58	91	193	9%
9	32	36	43	111	5%
10	30	46	55	131	6%
11	7	13	29	49	2%
12	4	9	14	27	1%
Total	385	752	1,131	2,268	
Percent	17%	33%	50%	100%	100%

Data Source: Austin ISD Students Records

The RPTE proficiency levels of ELLs (n=2,268) tested both years changed for the majority (69%) of them. Table 12 presents the changes in RPTE levels and grade distribution of the students tested:

- 20% went from a beginning level to an intermediate level;
- 38% went from an intermediate level to an advanced level;
- 11% went from a beginning level to an advanced level;
- 29% maintained the same proficiency level; and
- 2% regressed in their proficiency (intermediate to beginning level).

Of the 654 (29%) whose proficiency level remained the same:

- 347 (53%) had a beginning level of proficiency;
- 296 (45%) had an intermediate level of proficiency; and
- 11 (2%) had an advanced level of proficiency and need not have been tested.

The TEA Assessment Division recommends that the results of the RPTE be monitored and utilized by the LPACs in making instructional decisions for ELLs. The expectation of the agency is one year of annual growth, which is demonstrated by students' increases or changes in their English proficiency levels.

Table 12: Austin ISD ELLs Tested in 2002-03 and 2003-04 by Grade, Numbers and Percentages of Promoted Students by Changes in RPTE Proficiency Levels, 2004

Grade	Beginning to Intermediate Level		Intermediate to Advanced Level		Beginning to Advanced Level		Level Remained the Same		Regressed in Proficiency Level		Total
	#	%	#	%	#	%	#	%	#	#	
4	147	21%	261	37%	76	11%	207	29%	11	2%	702
5	90	19%	215	44%	58	12%	118	24%	4	1%	485
6	57	19%	127	41%	19	6%	102	33%	3	1%	308
7	52	20%	95	36%	38	15%	71	27%	6	2%	262
8	41	21%	63	33%	28	15%	53	27%	8	4%	193
9	16	14%	35	32%	7	6%	45	41%	8	7%	111
10	33	25%	41	31%	14	11%	39	30%	4	3%	131
11	9	18%	23	47%	6	12%	10	20%	1	2%	49
12	3	11%	12	44%	2	7%	9	33%	1	4%	27
Total	448		872		248		654		46		2,268
Percent	20%		38%		11%		29%		2%		100%

Data Source: Austin ISD Student Records

The total number of students who took the RPTE both years and who were not promoted from one grade to the next was 175. Table 13 presents the proficiency levels of the non-promoted students in 2003-04 with valid and reliable RPTE scores.

- Among the 62 students at the beginning level, five students regressed in their proficiency levels from an intermediate level to a beginning level and one student from an advanced proficiency level to a beginning level, and the remaining 56 students stayed at the beginning proficiency level.
- Of the 45 students at the intermediate proficiency level, 35 students improved from a beginning proficiency level to an intermediate proficiency level, and 10 students remained the same.

- Among the 68 students at the advanced level, 21 students progressed from a beginning proficiency level to an advanced proficiency level, 42 students improved from an intermediate level to an advanced level, and five students were tested inappropriately (the students proficiency levels were already advanced).

Thus, among the students (n=175) who were not promoted to the next grade level, 77 (44%) students progressed from one level of proficiency to the next level, 21 (12%) students improved two levels of proficiency, 66 (38%) remained at the same level of proficiency, six (3%) students regressed from higher levels to a lower levels, and five (6%) students should not have been tested.

Table 13: Austin ISD ELLs Tested in 2002-03 and 2003-04 by Grade, Numbers and Percentages of Non-Promoted Students by Changes in RPTE Proficiency Levels, 2004

Grade	Beginning Proficiency Level		Intermediate Proficiency Level		Advanced Proficiency Level		Total
	#	%	#	%	#	%	
3	24	37%	19	30%	21	33%	64
4	16	50%	5	16%	11	34%	32
5	2	13%	5	33%	8	53%	15
6	0	0	1	100%	0	0	1
7	2	67%	0	0	1	33%	3
8	1	14%	1	14%	5	71%	7
9	16	46%	7	20%	12	34%	35
10	1	6%	7	44%	8	50%	16
11	0	0	0	0	2	100%	2
Total	62		45		68		175
Percent	35%		26%		39%		100%

Data Source: Austin ISD Student Records

Years in U.S. Schools

The RPTE Summary Reports provide data specific to the years ELLs have been in schools in the United States. The data are recorded in seven categories for the number of students whose tests were scored; the categories are: zero (second semester immigrant non-English readers), one, two, three, four, five or more years, and no information provided. As presented in Table 14, the majority of Austin ISD ELLs in U.S. schools in categories zero (87%), and one (60%), are primarily at a beginning proficiency level with some students at the intermediate and advanced proficiency levels. In year two, ELLs are more evenly represented at all three proficiency levels. As ELLs continue to attend U.S. schools and acquire proficiency in English in years three, four, five and more, over half

are at an advanced proficiency level, and approximately one-third are at an intermediate proficiency level. The RPTE takes into account the gradual process of language acquisition and each of the four grade groups measures the three levels of English reading proficiency. The numbers and percentages given at each proficiency level include all students in grades 3-12. See Appendix D for grade distributions at each proficiency level.

Table 14: Number and Percentages of Austin ISD ELLs at each English Language Proficiency Level on the RPTE According to Years in US. Schools, 2003-04

Years in U.S. Schools	Total Number of Students	RPTE Beginning Proficiency		RPTE Intermediate Proficiency		RPTE Advanced Proficiency	
		Number	Percent	Number	Percent	Number	Percent
Zero	143	125	87%	7	5%	11	8%
One	633	382	60%	111	18%	140	22%
Two	743	285	38%	213	29%	245	33%
Three	2,106	387	18%	537	25%	1,182	56%
Four	851	109	13%	282	33%	460	54%
Five or More	1,127	135	12%	326	29%	666	59%
Total	5,607*	1,423		1,476		2,704	
	100%	25.3%		26.3%		48.2%	

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Reports, Spring 2004

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

The *Texas English Language Proficiency Protocol System* was the assessment developed by the TEA to address a specific requirement under Title III of the federal No Child Left Behind Act of 2001 (NCLB). “States are required to administer annual statewide English language proficiency assessments to show progress of limited English proficient students in kindergarten through twelfth grade in the domains of listening, speaking, reading, and writing.” (*Texas English Language Proficiency Observation Protocols*, Rater Administration Manual, Grades K-12, Spring 2004) For the first time in Spring 2004, based on classroom observations and daily interactions with ELLs, teachers administered the Observation Protocol (OP) and designated an English language proficiency rating to those students. The ratings of beginning, intermediate, advanced, and advanced high, in combination with other state assessments (TAKS and RPTE) were used to measure all four domains. The OP in grades K-2 assessed listening, speaking, reading, and writing. In grades 3-12, the OP assessed listening, speaking, and writing.

The OPs were administered to Austin ISD ELLs the latter part of April and May 2004 by classroom teachers at the elementary schools, and primarily, by English language arts teachers at the middle/junior high and high schools. Data at the student level became available in September 2004 for districts to integrate into the parent notifications on student progress mandated by NCLB. The new assessment system developed by TEA that includes all of the domains of language acquisition is known as the Texas English Language Proficiency Assessment System (TELPAS). Comprehensive results at the district level will become available in October for the 2004-05 school year, and will be included in the *Bilingual Education/ESL Programs Evaluation Report, 2004-05*.

ENGLISH PROFICIENCY

The district's objective is to assist ELLs in attaining English proficiency and in meeting the state's performance standards. ELLs must become proficient in English to meet the state's academic performance standards. The criteria to exit the BE/ESL program are determined by state law, and in 1999-2000, the exit criteria for Austin ISD's ELLs were aligned with the state's criteria to reflect adherence to the state mandate. In Austin ISD, English proficiency is determined by performance on standardized tests. To exit the Austin ISD's BE/ESL Programs, an ELL must:

- Meet the state performance standards for the English language criterion-referenced assessment instrument (TAKS) for reading and writing (when available) required in the Texas Education Code 39.023, at grade level; or
- Score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument.

The LPACs at the individual campuses may decide that it is appropriate to administer to the ELL an oral proficiency test, such as the Language Assessment Scales (LAS) at grades 6-12, or the Individual Diagnostic English Assessment (IDEA) at grades 3-6 for additional information. In making the determination, the LPAC may consider the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited ELL is monitored for two years by law to ensure he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

EXITED STUDENTS IN 2003-04

The 2003-04 school year was the third year that exit status for ELLs was examined annually in the program evaluation report. In order for an ELL to be counted as having obtained exit status in the current school year, he/she must have passed the Spring 2004 Texas Assessment of Knowledge and Skills (TAKS) in the following areas: English TAKS reading in grades 3 through 9, or English Language Arts at grades 10 and 11; and TAKS writing at grades 4, or 7. In addition, exited ELLs must have had a PEIMS LEP exit code of '7' entered in the district's Texas LEP student data file at some point in time prior to the next school year. The TAKS data regarding exited students are sent to the campuses from the Bilingual Education/ESL Department as soon as they becomes available. Once this is done, exit status is entered into the student's Texas LEP file by school personnel, and monitored by the district's LEP Data Specialist.

An analysis of Austin ISD's 2004 TAKS file regarding ELLs indicated that 1,993 students could potentially be exited from LEP status based on successfully meeting the 2004 English TAKS criteria for program exit. Table 15 presents Austin ISD's ELLs with potential program exit status by grade.

Table 15: Number and Grade of Austin ISD ELLs Eligible for Potential Exit from LEP Status Based on TAKS Data in School Year 2003-04

Grade	Number of ELLs Eligible for Exiting LEP Status
3	560
4	283
5	278
Elementary Total	1,122
6	205
7	111
8	208
Middle School Total	524
9	132
10	89
11	127
High School Total	348
ELLs Eligible for Exit Status	1,993

Data Source: Austin ISD Student Records

Further analyses were conducted to summarize progress in achievement of the 1,993 potentially exited ELLs as measured by English 2004 TAKS (see Tables 16 and 17).

- In TAKS reading, 97% of ELLs met passing standards in grades 3. A total of 4,587 ELLs were tested in reading, and 45.2% or 2,077 met passing standards.
- In TAKS mathematics, 90% at grade 3 and 80% at grade 4 of ELLs met passing standards. A total of 4,756 ELLs were tested, and 45% or 2,141 met passing standards.
- In TAKS writing, 82% of ELLs in grade 4 met passing standards, and 53% of ELLs in grade 7 met passing standards. A total of 923 students were tested, and 617 met passing standards or 66.8%.
- In TAKS science, 41% of ELLs in grade 11 met passing standards. A total of 1,413 students were tested, and 362 or 25.6% met passing standards.
- In TAKS social studies, 78% of ELLs at grade 11 met passing standards. A total of 1,196 students were tested, and 607 or 50.7% met passing standards.

Table 16: Numbers and Percentages of Austin ISD ELLs Eligible for Potentially Exiting LEP Status Meeting Passing Standards on English TAKS Reading, Mathematics and Writing, 2004

Grade	Reading		Mathematics		Writing	
	Number Tested	Percentage Passing	Number Tested	Percentage Passing	Number Tested	Percentage Passing
3	578	97%	621	90%	n/a	n/a
4	542	70%	606	80%	442	82%
5	669	42%	704	60%	n/a	n/a
6	611	34%	624	35%	n/a	n/a
7	496	27%	516	23%	481	53%
8	519	40%	537	18%	n/a	n/a
9	503	26%	476	13%	n/a	n/a
10	402	22%	404	15%	n/a	n/a
11	267	48%	268	44%	n/a	n/a
Total Tested	4,587		4,756		923	
Percentage Passing		45.2%		45.0%		66.8%

Data Source: District English TAKS Summary Reports, May 2004, and District English Grade 3 Reading Results Cumulative 2004

n/a Students not tested at these grade levels.

Table 17: Numbers and Percentages of Austin ISD ELLs Eligible for Potentially Exiting LEP Status Meeting Passing Standards on English TAKS Science and Social Studies, 2004

Grade	Science		Social Studies	
	Number Tested	Percentage Passing	Number	Percentage Passing
5	761	28%	n/a	n/a
8	n/a	n/a	528	46%
10	386	10%	402	39%
11	266	41%	266	78%
Total Tested	1,413		1,196	
Percentage Passing		25.6%		50.7%

Data Source: District English TAKS Summary Reports, May 2004
n/a Students not tested at these grade levels.

An additional analysis of ELLs from district data files was conducted that included ELLs in high school, who had been tested on TAKS in the summer, to fulfill graduation requirements. The results showed that 2,018 ELLs successfully met the BE/ESL Programs' TAKS exit criteria by passing the TAKS English reading/ELA and writing when appropriate. Further analyses showed that 1,675 of these students had received program services and 343 students had parents who refused program services. (Please see Appendix E for numbers of students by grade level.)

EXITED STUDENTS FOR SCHOOL YEAR 2002-03

Additional data analyses were conducted on ELLs exited from LEP status at the end of school year 2002-03. The 2003-04 school year was the first year these students participated in an all-English instructional program. Student records indicated that data were available for 1,139 students who were still in attendance at Austin ISD. Of the 1,139 students whose 2004 TAKS spring data were re-examined, 543 were in grades 3-5, and 596 were in grades 6-11. Analyses of these exited ELLs' with 2004 English TAKS achievement data showed the following:

- In TAKS reading, 1,136 students were tested in grades 3-11, and 78.5% or 892 met passing standards.
- In TAKS mathematics, 1,139 students were tested in grades 3-11, and 70.1% or 799 met passing standards.
- In TAKS writing, 451 students were tested in grades 4 and 7, and 89.8% or 405 met passing standards.

- In TAKS science, 349 were tested in grades 5, 10, and 11, and 51.8% or 181 met passing standards.
- In TAKS social studies, 196 students were tested in grades 8, 10, and 11, and 84.1% or 165 met passing standards. (Please see Appendix F for 2002-03 exit student data in 2003-04 school year.)

BILINGUAL EDUCATION /ESL PROGRAMS PROFESSIONAL DEVELOPMENT

In compliance with the evaluation mandate, a summary analysis of the data provided by the Austin ISD's BE/ESL program staff and the Professional Development Academy was compiled to identify the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. The bilingual staff provided 62 professional development workshops that occurred throughout the academic year. More than half (53%) of the professional development training activities were held at the Professional Development Academy (PDA) and at the Old Pleasant Hill (OPH) facility. The remaining professional training activities were conducted at Austin ISD campuses (43%), and two activities were held at local facilities suitable for training large groups (3%)

FREQUENCY OF ACTIVITIES

Thirty-four (55%) of the 62 workshops were held in fall 2003 and the remaining 28 (45%) were conducted in spring 2004. The frequency and duration of the workshops were as follows:

- 25 (40%) workshops were all-day commitments lasting six hours, beginning at 8:30 AM and ending at 4:00 PM.
- 18 (29%) professional development activities occurred in the afternoon, lasting one to four hours. Of these, four workshops were held early afternoon (1:00 PM to 4:00 PM), thirteen workshops were conducted after 3:00 PM and ended by 8:00 PM, and one workshop was held from 12:00 noon until 4:00 PM. The duration of the majority of the afternoon workshops was two to four hours.
- 19 (31%) workshops were conducted in the morning and lasted one to three hours from 8:30 AM to 10:30 AM or 12:00 PM.

Specific details regarding all 62 Austin ISD-sponsored professional development activities in the BE/ESL Program during the 2003-04 are available through the BE/ESL Department. A brief summary of professional development sessions is provided below.

NUMBER OF AUSTIN ISD STAFF TRAINED

The professional development sessions provided by the BE/ESL Program staff is voluntary and open to all teachers and district staff who provide instruction or services to ELLs. Among the 2003-04 participants were principals, assistant principals, administrators, classroom teachers, literacy and reading specialists, instructional coaches, teacher assistants, counselors, speech pathologist, special education teachers, secretaries, data entry clerks, and bilingual education program staff. In 2003-04, a total of 2,313 Austin ISD staff members participated in professional development for ELLs.

Table 18 presents the duration of the workshops, the number of workshops, the number of participants, and the total number of staff hours for 2003-04. Altogether, 227.5 hours of BE/ESL professional development were delivered to 2,313 administrators, teachers, and other bilingual support staff for a total of 158,815.5 staff hours.

Table 18: Number of Workshops, Participants, and Hours of Professional Development for Administrators, Teachers, and Other Bilingual Support Staff, 2003-04

Duration of Workshop – Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1.0	13	828	10,764
1.5	2	27	81
2.0	8	142	2,272
2.5	1	41	102.5
3.0	9	296	7,992
4.0	4	69	1,104
6.0	25	910	136,500
Total	62	2,313	158,815.5

Data Source: Bilingual Education/ESL Programs and PDACampus Records

SCOPE OF TRAINING

The general themes of the professional development activities for teachers and administrators of ELLs centered on programmatic information and instructional strategies applicable to all grade levels. Other professional development activities provided training to facilitate BE and ESL endorsements for teachers. Endorsements are teaching credentials awarded 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. In addition, professional development time was dedicated to a reexamination of the instructional delivery and focus of both bilingual and ESL programs, and a description of this effort is provided in the ELEVAR section of the report.

Brief descriptions of the content of the professional development workshops were prepared by the BE/ESL Department staff and submitted to PDA. These workshop descriptions were included in the Academy's training catalog for districtwide distribution and on the district's website. During the school year, the BE/ESL staff invited school personnel to participate in relevant professional development activities that addressed district and/or program initiatives. For certain workshops, participants received a stipend, and in some situations a substitute teacher was hired at the expense of the BE/ESL Programs to release the teacher from classroom obligations.

During August and October, the BE/ESL Department staff provided 7 workshops for elementary and secondary personnel that addressed programmatic/operational issues. Among the issues addressed were LEP identification procedures, planning appropriate instruction for ELLs, district forms and procedures, and current LPAC guidelines for making appropriate assessment decisions (regarding English or Spanish TAKS and RPTE). A total of 141 teachers and other school personnel who provided school-related services to ELLs attended workshops that addressed programmatic/operational issues.

In April and May, professional development was provided to both elementary and secondary administrators and teachers on the administration of the new state assessment instrument for ELLs, the *Texas English Language Proficiency Observation Protocol (OP)*. The purpose of the OP is to determine the annual growth in English language acquisition in the four linguistic domains of listening, speaking, reading, and writing. A total of 268 teachers and administrators at elementary and secondary schools attended one of 10 professional development sessions on the administration of the OP.

The instructional workshops for elementary teachers were conducted throughout the school year. For the past two years, the predominant theme for the 20 teacher training sessions has been literacy and language development in both the native language and English. Workshops on literacy and language development were attended by 597 elementary teachers (grades Pre-K-6). Three workshops were devoted to early phonological development with the use of the '*Estrellita Pre-K Early Literacy Program*', which teaches individual sounds by using a combination of whole language and phonics-based strategies. The goal of the '*Estrellita Kinder Accelerated Program*' is to provide a bridge for students who are non-readers to become readers by teaching ELLs the necessary tools to decode beginning reading material in Spanish. Three training sessions

were provided to staff for the appropriate use of the state assessment instruments; the Tejas LEE (the statewide primary assessment for struggling readers), LEER MÁS, and LEER MÁS Training for Pre-K (the supplement of the State Reading Academies that gave teachers a binder of Spanish language activities for classroom use). Three training opportunities provided teachers with more in-depth and specific intervention strategies for struggling readers, such as phonics, phonemic awareness, decoding, fluency instruction, and scaffolding. These workshops were for teachers who were delivering instruction to students in need of second and/or third levels of reading intervention. One workshop addressed strategies for success with Spanish TAKS, and one workshop offered structured guided reading lessons to help students in reading and writing in English. Two training days were dedicated to the components of balanced literacy, including read-aloud, guided-reading, write-aloud, shared-writing, interactive-writing, and guided-writing. One training day was spent preparing teachers and administrators on the instructional expectations and operational procedures for the Pre-K-K summer school program. Finally, a workshop on using music to integrate culture, language, and history to facilitate language acquisition conducted by José L. Orozco was provided to teachers.

In 2003-04, 15 professional development workshops were offered for middle/junior high and high school teachers (grades 6-12) and attended by 431 teachers. The main goal of these secondary level workshops was to demonstrate effective instructional strategies to enhance and accelerate the acquisition of English among ELLs. For five years, the BE/ESL Department has concentrated time and financial resources to train cadres of teachers across the content areas in the delivery of sheltered English instruction to improve and accelerate English acquisition. Other secondary level workshops offered during 2003-04 covered a presentation on educational opportunities, and academic environment in foreign countries, including how to interpret transcripts in order to give students appropriate credits; and a discussion among school administrators on appropriate academic interventions for students returning to LEP status, for example after-school tutorials, mentoring, and Saturday-school. The topic for another workshop was the five stages of the writing process, and how to integrate writing activities to students learning a foreign language.

In an effort to assist teachers in obtaining their bilingual and ESL endorsements, seven professional development sessions were conducted to prepare teachers to take the

state examinations for their BE and ESL endorsements. Four sessions were offered for the ESL Examination for the Certification of Educators in Texas (ExCET), and three workshops for the BE ExCET. In previous years, the teacher preparation sessions had been six-hours sessions, but in 2003-04, mini-sessions (lasting four hours) were offered and well attended. A total of 88 elementary and secondary teachers participated in the certification courses. As an incentive to teachers, Austin ISD reimbursed teachers for the cost of the ExCET and the Texas Oral Proficiency Test (T.O.P.T.) when they submitted proof of successful completion. In 2003-04, a total of 105 teachers received reimbursements from the district: 37 in BE, 30 in ESL, and 38 for the T.O.P.T.

ENGLISH LEARNERS AND EDUCATORS VERSED IN ACADEMIC RIGOR (ELEVAR)

English Learners and Educators Versed in Academic Rigor (ELEVAR) is a three-year partnership between Austin ISD and the Institute for Learning (IFL), which began in Fall 2003. The purpose of ELEVAR is to raise the academic achievement of ELLs by providing these students with a rigorous curriculum that ensures entry into post-secondary education. All instruction is based on the Austin ISD curriculum and the Instructional Planning Guides (IPGs). “The IPGs are the articulated curriculum in each subject that avoids needless repetition and progressively deepens the understanding of the core concepts. Both curriculum and instruction are clearly organized around major concepts specified in the standards, and the focus of instruction and assessment is on students’ mastery of the core concepts.” (Austin ISD, Learning Walk: Academic Rigor, Elementary Associate Superintendent Office, 2004-05). The 5 goals of ELEVAR are:

1. Integrate the IFL work into the existing Austin ISD systems – instructional, professional, administrative/monitoring, accountability, and communications.
2. Implement coherent program of bilingual education and ESL so that every student experiences deep, conceptually-based, first and second language instruction that will prepare him/her to use Academic English for learning.
3. Design professional development programs that give teachers a deeper grasp of ESL, Spanish literacy content, and rigorous, effective pedagogical strategies for engaging ELLs in learning.
4. Design professional development programs that give general education content teachers a deeper grasp of how to scaffold content by providing teachers with rigorous, effective pedagogical strategies for engaging ELLs in learning content knowledge and Academic English.

5. Ensure that evidence of implementation permeates all divisions across the district through a program of monitoring and accountability. (*Instructional Handbook Bilingual Education/English as a Second Language, PK-12, 2004-05*)

On January 7, 2004, Austin ISD administrators and teachers (n=222) from all grade levels gathered in professional development to address the following inquiries:

1. How do we build educationally rigorous and linguistically appropriate, accessible classroom instruction?
2. How do we develop educational resources that will encourage the growth of Academic English?
3. How do we augment and amplify the Austin ISD IPG's so that the ELLs attain language and literacy competency as we support their academic, social, vocational/career, and personal goals?

Dr. Robin Scarcella, a linguist, teacher, and researcher, gave a presentation to the entire group on what Academic English (AE) is, how ELLs can have access to it, and how without it high academic achievement is very difficult to obtain. Cadres of elementary and secondary schools principals, teachers, and central office staff listened to a panel of respondents who addressed the implications for practice of AE. Also, they participated in discussions regarding Dr. Scarcella's 'multi-dimensional framework' for the study of AE, including the linguistic, cognitive, and socio-cultural/psychological dimensions of the subject (Scarcella, 2003), and the greatest challenges for current instructional practice at elementary and secondary levels. The afternoon afforded participants opportunities to see AE as it is implemented at the Teachers International High School in New York. Attendees saw a video presentation of instruction at the high school, and reviewed a portfolio of school work done by students in linguistics. The reflections at the end of the day provided by the Associate Superintendents and the Director of Bilingual Education addressed the need for all instructional personnel to understand and embrace AE, across the grade levels and content areas, to ensure high academic achievement for ELLs. The Superintendent and Chief Academic Officer acknowledged their appreciation to the ELEVAR Leadership Team and the continued collaboration of the IFL.

In response to the district's focus on AE and on improving instruction for ELLs, a course of study was designed to support ELEVAR. For the Learning Classroom Initiative, 48 bilingual and ESL teachers were invited to participate in the elementary and secondary cadres in Spring 2004. The elementary cadre consisted of 20 teachers, and the

secondary cadre had 16 middle/junior high and 12 high school teachers. Aside from the January meeting, each cadre participated in a series of five all-day professional development sessions on a monthly basis, and an evening exit session for the entire group in May. The course of study was designed for teachers to:

- Understand how to use the Principles of Learning (POL) to support their teaching and increase their learning;
- Employ Clear Expectations and Accountable Talk to invite rigor;
- Use AE and Everyday English;
- Analyze models of best instructional practices;
- Design instructional lessons and modify tasks;
- Study student work and learn how to assess it objectively for evidence of rigor; and
- Reflect on their learning.

The teachers participating in the cadres are expected to be able to guide the teaching for ELLs on their campuses in the coming years.

RESULTS OF TEACHER TRAINING

Professional development participants provided feedback on less than half (22 or 35%) of the workshops. Data were gathered using 20 standard PDA Evaluation Forms and two reflection forms. Overall, the professional development sessions received positive evaluations from the staff participants. Most participants that responded to the evaluation surveys gave positive ratings to the content and instruction, the instructor, and to the potential application of the training. The results for each professional development session were tallied and are available for review through the BE/ESL Department. In addition, the facilitators/trainers at the ELEVAR sessions held during the spring collected written evaluations from participants.

SUMMARY

The goal of the BE/ESL 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 ESL Program is development of literacy through integrated use of second language methods. Both programs 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 equitable participation in schools. Through the years of implementation of the state assessment system, more ELLs have participated in the assessments, as the state rules guiding exemptions have become more stringent. Inclusion of ELLs in assessments has become a national priority with NCLB, including limited English proficient students (ELLs), as one of the groups, whose academic performance is part of adequate yearly progress.

The 2003-04 school year was the second year of implementation of the new and more rigorous state-mandated assessment program (TAKS), in which more students were tested, at more grades levels, in five content areas. With the state's Student Success Initiative, third grade students had to pass TAKS reading in order to be promoted to the fourth grade. Academic performance expectations for ELLs are the same as for all students, yet ELLs are at-risk because they are in the process of acquiring academic English and proficiency at a level that facilitates being successful in a classroom. The percentages passing TAKS in the 2002-03 school year were the baseline for gauging the improvement and academic performance of ELLs' in 2003-04 and all future state assessments.

Based on data from the TEA 2004 TAKS District Summaries, some of the highlights of the 2003-04 achievement results for Austin ISD ELLs include the following:

- The highest passing rate among Austin ISD ELLs was for third grade reading, 97% of whom met passing standards in English TAKS, and 93% of whom met passing standards in Spanish TAKS. In fact, Austin ISD ELLs had the same percentage meeting passing standards as did Austin ISD non-ELLs at grade 3 (97%) on reading (cumulative percentages passing after three test administrations). In English TAKS mathematics, at grade 3, 90% of ELLs and

- 88% of non-ELLs met passing standards. In English TAKS writing at grade 4, 82% and 91% of non-ELLs met the passing standards.
- The lowest TAKS percentages meeting passing standards were among Austin ISD ELLs at grade 10 in science (10% or n=386), and grade 9 in mathematics (13% or n=476).
 - A comparison of Austin ISD ELLs to ELLs statewide shows that slightly greater percentages of Austin ISD ELLs met TAKS passing standards in reading (70%) and writing (82%) at grade 4 than did ELLs statewide (68% in reading, and 79% in writing). At grade 5, an equal percentage (42%) of ELLs in Austin and statewide met the passing standards in reading. Relative to ELLs in grades 6 through 10 statewide, lesser percentages of ELLs in Austin ISD passed TAKS reading and writing (grade 7 only). The greatest difference was in grade 6 reading, where 34% of Austin ISD ELLs met passing standards compared to 50% of ELLs throughout the state.
 - In grades 3 and 4, a greater percentage of Austin ISD ELLs met passing standards in English TAKS mathematics than did ELLs statewide. At grade 5, the percentage meeting the passing standards was the same (60%) for both Austin ISD and the state. At all other grade levels, a lesser percentage of Austin ISD ELLs met the passing standards in TAKS mathematics than did ELLs statewide. The largest differences were at grades 11, 6, and 10, where 44%, 35%, and 15%, respectively, of Austin ISD ELLs met the passing standard compared to 59%, 47%, and 27%, respectively, of ELLs statewide.
 - A greater percentage of ELLs statewide met passing standards in TAKS social studies than did Austin ISD ELLs. The largest differences were in grades 8 and 10 where 56% and 40%, respectively of statewide ELLs passed compared to 46% and 39%, respectively of Austin ISD ELLs.
 - A greater percentage of ELLs statewide met passing standards in TAKS science than did Austin ISD ELLs. The largest difference was in grade 10 where 19% of ELLs statewide passed compared to 10% of Austin ISD ELLs.
 - Overall, the performance of non-ELLs statewide on English TAKS reading /English language arts, mathematics, writing, social studies, and science was slightly higher than for Austin ISD non-ELLs.
 - In grades 3, 4, and 5, smaller percentages of Austin ISD ELLs met the passing standards on Spanish TAKS reading, mathematics, writing, and science than did ELLs statewide. In Spanish TAKS the differences between Austin ISD ELLs and statewide ELLs was one to six percentage points in reading, two percentage

points in writing, six to nine percentage points in mathematics, and 14 percentage points in science.

Of the 5,621 ELLs who participated in the administration of the Reading Proficiency Tests in English (RPTE) in 2003-04, 48% obtained an Advanced Proficiency Rating, 27% an Intermediate Proficiency Rating, and 25% a Beginning Proficiency Rating. In subsequent years, as part of the Texas English Language Proficiency Assessment System (TELPAS) implemented by the Texas Education Agency in 2003-04, all students identified as ELLs will continue to participate in the RPTE until they pass English TAKS reading and writing when applicable.

Exit status for ELLs was examined in 2003-04. District data files indicated that 1,993 students potentially could be exited based on their having passed 2004 English TAKS reading/ELA in grades 3-11, and writing in grades 4 and 7. For potentially exited students in grades 3 and 4, 70% or more met passing standards in English reading, mathematics, and writing; and in social studies, at grade 11. In reading, for grades 5 through 11, 22% to 42% of ELLs met passing standards. In mathematics, writing, science, and social studies, for grades 5 through 10 10% to 60% of ELLs met passing standards.

Recommendations

Although the academic performance of Austin ISD's ELLs has improved over time, an achievement gap remains between ELLs and non-ELLs, and in some cases between Austin ISD ELLs and ELLs statewide, especially beyond grade 5. Therefore, based on the data gathered on ELLs for school year 2003-04, the following recommendations are offered.

1. Provide more comprehensive instructional and academic support to ELLs:
 - At middle schools between 27% and 40% of ELLs passed TAKS reading; and between 18% and 35% passed mathematics. In writing, at grade 7, 53% of ELLs passed; and at grade 8, 46% of ELLs passed social studies. To close the achievement gap, instruction for ELLs must be accelerated through intensive and ongoing English language development in all of their classes, as well as through sheltered English, especially in grades 5-8. Data on ELLs need to be emphasized in Campus Improvement Plans. ELLs' academic progress must be monitored more closely during the entire school year. The expectation that Academic English can be acquired through appropriate instruction with the necessary

academic rigor will provide a climate conducive to higher academic achievement for all students.

- All instructional materials used with ELLs must be aligned with the TEKS and with the district's Instructional Planning Guides (IPGs), and be readily available. The implementation of the IPGs is non-negotiable because it is the curriculum for the district, and the guides already have been modified for use by bilingual and ESL teachers.
- All of the assessment data available on students (e.g., Tejas LEE, DRA, IDEA, LEER MAS, English and Spanish TAKS, RPTE, Observation Protocol) should be used to define instructional needs and provide appropriate academic placement. With correct instructional placement and frequent monitoring, ELLs are more likely to be successful academically. Also, correct placement will ensure that ELLs be easily identified if they are in need of additional instructional interventions. Student assessment data must be used at the classroom level to determine specific achievement and instructional goals for ELLs. Early review of ELLs' academic histories can provide information regarding their instructional needs, as well as determine the support (e.g., appropriate scheduling and interventions) they will need to be successful in school and with TAKS.
- The LPAC's primary responsibility of evaluating the academic progress of ELLs and exited ELLs is to ensure that these students will participate successfully in the state assessment system. For ELLs currently receiving program services, the LPAC should monitor the RPTE scores of ELLs whose language proficiency levels did not improve over a one-year period, review the results of the Observation Protocol and other assessment data to determine their instructional needs, guide testing decisions, and recommend interventions. Also, the LPAC needs to monitor diligently the performance of exited ELLs on TAKS. If these students do not pass TAKS and are reclassified as ELLs, the committee members must engage other school personnel (e.g., counselors, teachers, administrators) to assure that students receive the appropriate academic interventions for students to re-exit the BE/ESL Programs, and remain academically successful. Timeliness of LPAC monitoring will be critical to this process to ensure appropriate student instruction.
- Early identification of ELLs and their academic needs can assist school administrators in planning and distributing their instructional resource allocations, purchasing sufficient and challenging instructional materials, and planning professional development that addresses 'best practices for ELLs.'

2. Promote professional development to assure having highly qualified instructional staff for ELLs:

- Austin ISD must continue to provide professional development that addresses the changes in the instructional frameworks for ELLs. Campus staff need to discuss the goals of English Learners and Educators Versed in Academic Rigor (ELEVAR), the new framework for BE and ESL that is research-based and aligned with state and federal mandates in order to understand and support the new initiative for the district with regard for ELLs.
- Austin ISD administrators must require campus staff attendance at professional development on topics relevant to BE/ESL, such as second language acquisition, successful strategies for struggling readers at all grade levels, daily development of Academic English and Spanish, methods for scaffolding instruction, effective literacy practices for ELLs, higher order thinking skills and the TEKS, preparation and practice for ESL and BE certification examinations, legal changes in the Texas Education Code regarding assessment, and the governance of the LPAC.
- Austin ISD staff must continue to enhance the quality of rigorous instruction for ELLs in middle/junior high and high schools by using the cadres of teachers trained in 2002-03 to guide and model effective instructional strategies for teachers across the content areas (mathematics, science, social studies, and reading/English language arts). By using the Principles of Learning (POL) that are imbedded in the IPGs, cadre teachers can demonstrate the implementation and use of the all the POL to support all the academic efforts on behalf of ELLs.
- Given the new instructional frameworks with their emphasis on accountability and monitoring student achievement, Austin ISD staff should look more closely at the second year of the implementation of ELEVAR, with a focus on the delivery of professional development and instruction.

APPENDICES

APPENDIX A: TEXAS ADMINISTRATIVE CODE

Text of 19 TAC

Chapter 89. Adaptation for Special Population

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

- 89.1260 Monitoring of Programs and Enforcing Law and Commissioner's Rules
- a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.
 - b) To ensure a comprehensive monitoring and assessment effort to each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.
- 89.1265 Evaluation
- 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.
 - b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient student, to the extent to which they are becoming proficient in English, the number of students who have exited from the bilingual and English as a second language program, the number of teachers and aides trained and the frequency, scope, and results of training. These reports shall be retained at the district level and made available to the monitoring teams according to 89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).
 - c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited proficient students in English and in home language at least annually.
 - d) Local programs approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically detailed performance measures for limited English proficient students proposed to be served each year.
 - e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.2253, for the purpose of improving student performance for limited English proficient students.

APPENDIX B: NUMBERS AND PERCENTAGES OF AUSTIN ISD ELLS MEETING PASSING STANDARDS ON ENGLISH TAKS, 2004

Numbers and Percentages of Austin ISD ELLs Meeting Passing Standards on English TAKS
Reading, Mathematics, and Writing, by Grade Level, 2004

Grade	Reading		Mathematics		Writing	
	Number	Percentage Passing	Number	Percentage Passing	Number	Percentage Passing
3	576	90%	621	90%	n/a	n/a
4	542	70%	606	80%	442	82%
5	669	42%	704	60%	n/a	n/a
6	611	34%	624	35%	n/a	n/a
7	496	27%	516	23%	481	53%
8	519	40%	537	18%	n/a	n/a
9	503	26%	476	13%	n/a	n/a
10	402	22%	404	15%	n/a	n/a
11	267	48%	268	44%	n/a	n/a

Data Source: District English TAKS Summary Reports, March and May 2004

n/a Students not tested at these grade levels.

Numbers and Percentages of Austin ISD ELLs Meeting Passing Standards on English TAKS
Science and Social Studies, by Grade Level, 2004

Grade	Science		Social Studies	
	Number	Percentage Passing	Number	Percentage Passing
5	761	28%	n/a	n/a
8	n/a	n/a	528	46%
10	386	10%	402	39%
11	266	41%	266	78%

Data Source: District English TAKS Summary Reports, May 2004

n/a Students not tested at these grade levels.

APPENDIX C: AUSTIN ISD ELLs' RPTE PARTICIPATION, 2004

Number of Austin ISD ELLs Tested, Absent, Exempted by ARD, Other Students, and Not Tested
Second Semester Immigrant Students with the RPTE, by Grade Level, 2004

Grade	Number Tested	Number Absent	Number Exempted (ARD)	Number of Other Students Not Tested	Second Semester Immigrants Not Tested
3	1,865	17	14	3	10
4	954	5	11	15	11
5	703	7	17	17	10
6	507	12	24	9	3
7	456	11	13	2	5
8	346	15	9	12	2
9	351	60	28	10	3
10	261	30	21	6	7
11	116	18	22	4	0
12	53	25	22	1	0
Total	5,612	200 (4%)	181 (3%)	79 (1%)	51 (1%)

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Reports, Spring 2004

**APPENDIX D: AUSTIN ISD ELLs' RPTE PROFICIENCY LEVELS BY YEARS
IN U.S. SCHOOLS, 2004**

Grade Distribution of Austin ISD ELLs Tested with the RPTE, Levels of English Language
Proficiency According to Years in U.S. Schools, 2003-04

Years in U.S. Schools	Total Number of Students	Beginning Proficiency		I Intermediate Proficiency		Advanced Proficiency	
		Grades 3-6	Grades 7-12	Grades 3-6	Grades 7-12	Grades 3-6	Grades 7-12
Zero	143	63	62	5	2	7	4
One	633	233	149	48	63	81	59
Two	743	170	115	120	93	118	127
Three	2,106	338	49	487	50	1,083	99
Four	851	86	23	214	68	358	102
Five or More	1,127	83	52	187	139	343	323
Total	5,603*	973	450	1,061	415	1,990	714
Percentages		25.3%		26.3%		48.2%	

* Data were not provided for seven students.

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Reports, Spring 2004

APPENDIX E: AUSTIN ISD ELLS ELIGIBLE FOR EXITING LEP STATUS, 2004

Number of ELLs Receiving Program Services and Number of ELLs Whose Parents Denied Program Services who were Eligible for Exiting LEP Status Based on TAKS Performance by Grade Level, 2003-04

Grade	Number of ELLs Eligible for Exiting LEP Status	Number of ELLs with Parent Denials Who Did Not Receive Program Service	Number of ELLs Eligible for Exiting LEP Status Who Received Program Services
3	561	85	476
4	283	14	269
5	278	33	245
Elementary Total	1,122	132	990
6	205	42	163
7	111	11	100
8	208	28	180
Middle School Total	524	81	443
9	132	46	86
10	89	46	43
11	151	38	113
High School Total	372	130	242
Eligible Students for Exit Status	2,018	343	1,676

TData Source: Austin ISD Student RecordsT

APPENDIX F: TAKS 2004 PERFORMANCE OF AUSTIN ISD WHO WERE EXITED SCHOOL YEAR 2002-03

Numbers of Austin ISD ELLs, Exited in School Year 2002-03 and Their Percentages Meeting Passing Standards on TAKS Reading/ELA, Mathematics, and Writing, Spring 2004

Grade	Reading		Mathematics		Writing	
	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	12	100%	12	92%	n/a	n/a
4	307	85%	307	87%	306	93%
5	223	80%	224	83%	n/a	n/a
6	163	83%	163	71%	n/a	n/a
7	145	66%	145	54%	145	83%
8	75	85%	75	45%	n/a	n/a
9	88	64%	88	32%	n/a	n/a
10	74	65%	72	32%	n/a	n/a
11	49	90%	53	66%	n/a	n/a
Total Tested	1,136		1,139		451	
Percentage Passing		78.5%		70.1%		89.8%

Data Source: Austin ISD Student Records

n/a TAKS Writing is administered only in grades 4 and 7.

Number of Austin ISD ELLs, Exited in School Year 2002-03 and Their Percentages Meeting Passing Standards on TAKS Science and Social Studies, Spring, 2004

Grade	Science		Social Studies	
	Number Tested	Percent Passing	Number Tested	Percent Passing
5	223	55%	n/a	n/a
8	n/a	n/a	75	83%
10	71	27%	71	79%
11	55	71%	50	94%
Total Tested	349		196	
Percentage Passing		51.8%		84.1%

Data Source: Austin ISD Student Records

n/a TAKS Science is administered only in grades 5, 10, and 11. TAKS Social Studies is administered only in grades 8, 10, and 11.

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