

Bilingual Education/ESL Program Evaluation, 2001-02



Austin Independent School District
Office of Program Evaluation

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Austin Independent School District

EXECUTIVE SUMMARY

In compliance with the Texas Education Codes 129.062 and 142.153 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. On each campus, the Language Proficiency Assessment Committee (LPAC) makes instructional decisions that determine the program which best addresses each student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, program availability, and parental approval. Ultimately, parental permission is required for participation in either the BE or ESL program.

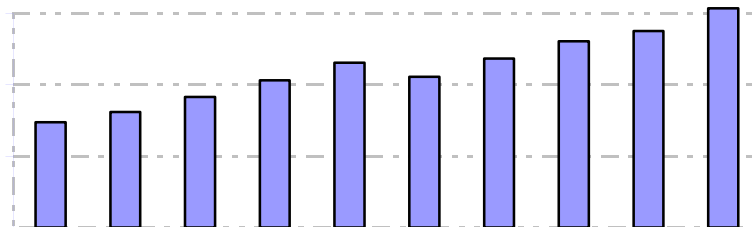
In 2001-02, Austin ISD enrolled 15,345 LEP students: 93% were Spanish speakers, 2% spoke Vietnamese, 1% spoke Korean, <1% spoke Mandarin or other Chinese languages, and 3% spoke other languages. Most (93%) language minority students in Austin ISD were served through either the BE or ESL Program. The parents of 1,053 (7%) ELLs declined BE or ESL Program services.

Major Findings

Growth in ELLs Population

As presented in the figure below, with the exception of 1997-98, the numbers of ELLs (served plus denials) attending Austin ISD have increased during the past several years. In 1992-93, ELLs comprised 10.7% of the student population and in 2001-02 they comprised 19.9% of all district students.

Growth of Austin ISD ELLs Student Population, 1992-93 Through 2001-02



ELLs Served and Academic Achievement

Highlights of the 2001-02 school year achievement results for ELLs include the following:

- ⌘ Between the 2000-01 and 2001-02 school years, the percentages of ELLs passing English TAAS reading increased at all grades except grade 3. During the same period, the percentages of ELLs passing English TAAS mathematics and writing increased at all grades.
- ⌘ The highest percentages of ELLs passing the English TAAS occurred in mathematics at grade 5 (89%), followed closely by mathematics at grades 3 (85%) and 4 (85%).
- ⌘ The lowest percentages of ELLs passing the English TAAS occurred in writing at grade 8 (37%), followed closely by writing at grade 10 (41%), and in reading at grade 7 (48%).
- ⌘ A higher percentage of Austin ISD ELLs at grades 3, 4, and 6 passed English TAAS reading than did ELLs statewide, and they had the same percentage passing at grade 5 as ELLs statewide. At all other grades, a lower percentage of Austin ISD ELLs passed TAAS reading than ELLs statewide. The largest difference was at grade 10, where 59% of Austin ISD ELLs passed compared to 66% ELLs statewide.
- ⌘ A higher percentage of Austin ISD ELLs at grade 3 passed English TAAS mathematics than did ELLs statewide, and at grade 5 the percentage passing was the same. At all other grades, a lower percentage of Austin ISD ELLs passed TAAS mathematics than did ELLs statewide. The largest difference was at grade 10, where 54% of Austin ISD ELLs passed compared to 71% ELLs statewide.
- ⌘ A higher percentage of Austin ISD ELLs at grade 4 passed English TAAS writing than did ELLs statewide. However, percentages of Austin ELLs passing English TAAS writing at grades 8 and 10/Exit Level were lower than for than ELLs statewide. The largest difference was at grade 10, where 41% of Austin ISD ELLs passed compared to 47% of ELLs throughout the state.
- ⌘ Overall, the performance of non-ELLs in Austin ISD on English TAAS reading, mathematics, and writing tends to be lower than that of non-ELLs throughout the state.
- ⌘ Lower percentages of Austin ISD ELLs at grades 3, 4, 5, and 6 passed Spanish TAAS reading, mathematics, and writing than did ELLs statewide.
- ⌘ The percentages of Austin ISD ELLs passing Spanish TAAS reading and mathematics in grades 3, 4, and 5 have increased from 1998-99 to 2001-02.
- ⌘ Of the 5,753 students who were administered the Reading Proficiency Tests in English (RPTE) in 2001-02, 43% obtained an Advanced Proficiency Rating, 27% an Intermediate Proficiency Rating, and 30% obtained a Beginning Proficiency Rating.

Professional Staff Development

The bilingual staff provided 32 professional development workshops, which were attended by 843 participants. The majority of participants who responded to the workshop evaluation surveys gave positive ratings to content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned.

Recommendations

4. The LPACs should utilize the RPTE scores of students who did not change English proficiency levels (i.e., from beginning to intermediate or intermediate to advanced) to determine instructional needs and to guide testing decisions.

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BILINGUAL EDUCATION/ESL PROGRAM EVALUATION 2001-02

EVALUATION MANDATE AND PLAN

The evaluation of the Austin Independent School District's (Austin ISD) Bilingual Education/English as a Second Language (BE/ESL) Program is the responsibility of the Office of Program Evaluation (OPE), with the 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 evaluation plan was the result of a collaborative process between the bilingual director, and the evaluation and accountability staff. The focus of the BE/ESL Program Evaluation Report is primarily on the demographics of Austin ISD's English language learners (ELLs), formally known as limited English proficient (LEP) students, and their academic achievement in English and Spanish.

PROGRAM OVERVIEW

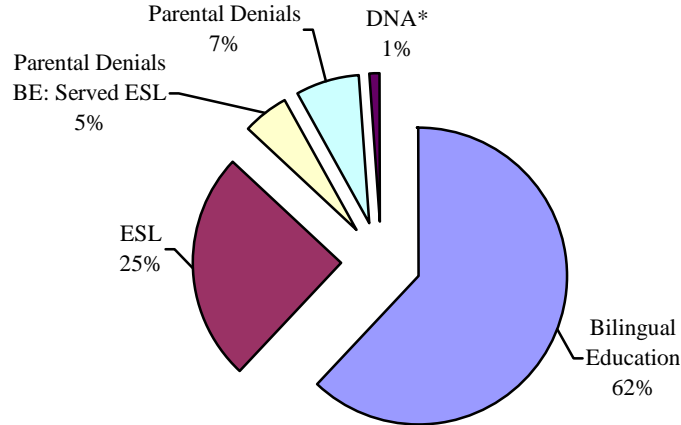
Texas law requires that every student with a home language other than English (LOTE) and who is identified as limited English proficient (LEP) be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Administrative Code states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

"The goal of 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 school."

- €# 9,573 students (62%) were served by bilingual education,
- €# 3,875 (25%) were served by the ESL program, and of the 3,875 ELLs 1,499 students were served in the Austin ISD high schools,
- €# 838 (5%) had parents who denied bilingual education program services but accepted the ESL program,
- €# 1,053 (7%) students had parents who denied both BE and ESL program services, and
- €# data were not available (DNA) for 6 students (<1%).

Among the students served in the BE/ESL Program, there were 1,065 (7%) students who also were served by the special education program at Austin ISD.

Figure 1: Program Service to ELLs, Pre-K-12, 2001-02



Data Source: Austin ISD Student Record

*DNA – Data Not Available

DESCRIPTION OF THE ELLS' POPULATION AT AUSTIN ISD

In the 2001-02 school year, 14,292 (93%) English language learners (ELLs) were served through the district's Bilingual Education/ESL Program. Among the students who received program services:

- €# 10,744 were in grades pre-k through six (elementary),
- €# 2,049 were in grades six through eight (middle/junior high school),
- €# 1,499 were in grades nine through twelve (high school).

There were 1,053 students whose parents denied program services.

Table 1: ELLs Served, and Parent Denials, by Grade, 2001-02

Grade	Number Served	Parent Denials	Total
Pre-K	1,570	22	1,592
K	1,666	30	1,696
1			

Table 2: Number and Percent of ELLs Served, by Ethnicity and Grade Span, 2001-02

Ethnicity	Pre-K-5	6-8	9-12	Pre-K-12 Total
Hispanic	9,853 (93%)	2,039 (94%)	1,381 (92%)	13,273 (93%)

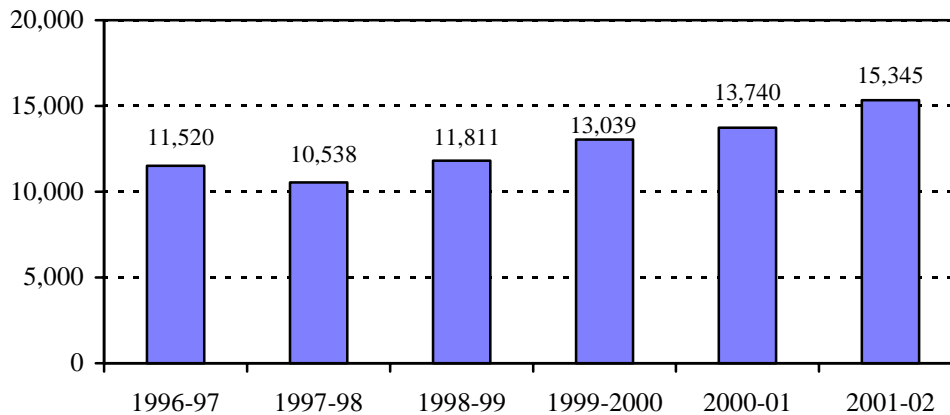
LANGUAGES SPOKEN

Most ELLs served were native Spanish speakers (93%, n=13,337). Speakers of Vietnamese comprised the next largest segment of the Austin ISD ELLs (2%, n=275), followed by Korean (1%, n=140), Mandarin or other Chinese languages (<1%, n=83), and all other languages (3%, n=457).

GROWTH IN AUSTIN ISD ELLS' POPULATION

With the exception of the 1997-98 school year, the Austin ISD ELLs student population (served plus denials) has increased each year for the past 12 years (see OPE Publication Number 99.09). Figure 3 presents the number of Austin ISD ELLs (served plus denials) for the past six years.

Figure 3: Growth of Austin ISD ELLs' Population, (Served Plus Denials), 1997-98 Through 2001-02



Data Source: Austin ISD Student Records

In addition, the percentage of ELLs as a proportion of the Austin ISD student population also has increased each year over this period of time. In 1996-97, ELLs comprised 15.2% of the district's students, and by 2001-02 the percentage had risen to 19.9%. (See Table 3.)

Table 3: ELLs (Served Plus Denials) as a Percent of Austin ISD Population, 1997-98 Through 2001-02

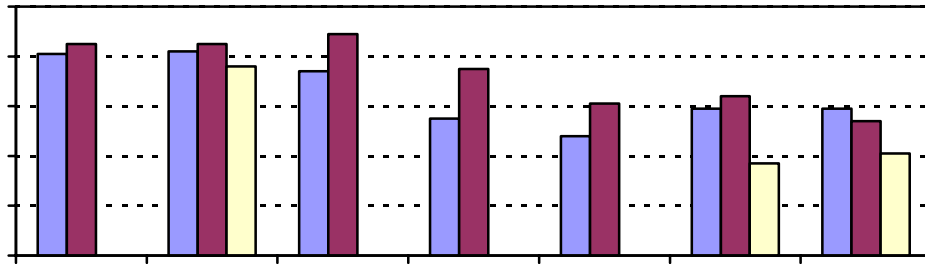
School Year	Number of ELLs	Number of Austin ISD Students	Percent of Students that are ELLs
2001-02	15,345	77,128	19.9%
2000-01	13,740	77,362	17.8%
1999-2000	13,039	77,245	16.8%
1998-99	11,811	76,676	15.4%
1997-98	10,538	75,828	13.9%
1996-97	11,520	75,330	15.2%

Data Source: Austin ISD Student Records

ACADEMIC ACHIEVEMENT

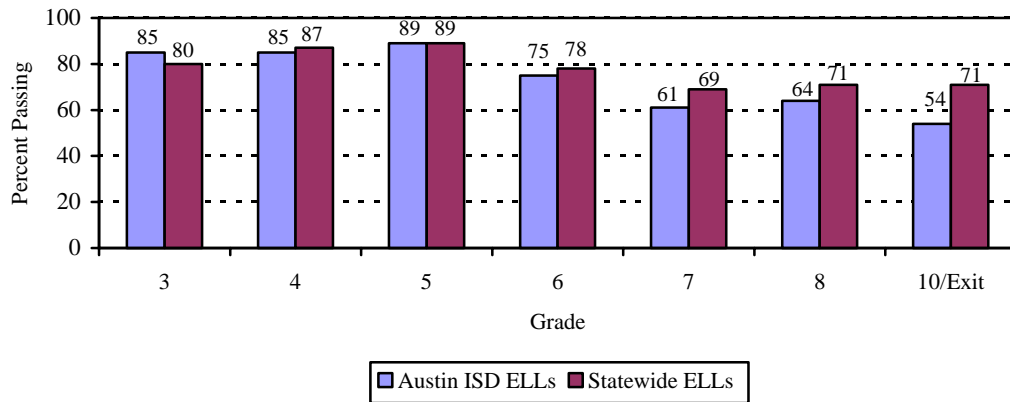
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Figure 4: Austin ISD ELLs, Percentages Passing English TAAS, Reading, Mathematics, and Writing, by Grade Level, 2001-02



In the English TAAS mathematics (Figure 6), a higher percentage of Austin ISD ELLs than ELLs statewide passed in grade 3, and in grade 5 the percentage passing was the same. At all the other grades, a lower percentage of Austin ISD ELLs than ELLs statewide passed. The largest difference was in grade 10, where only 54% of Austin ISD ELLs passed compared to 71% ELLs statewide.

Figure 6: ELLs, Percentages Passing English TAAS, Mathematics, Austin ISD vs. State, by Grade Level, 2001-02



Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

With the exception of grade 4, the percentages of Austin ISD ELLs passing English TAAS writing were lower than for ELLs statewide (see Figure 7). The largest difference was in grade 10, where 41% of ELLs passed the writing test compared to 47% ELLs throughout the state.

Figure 7: ELLs, Percentages Passing English TAAS, Writing, Austin ISD vs. State, by Grade Level, 2001-02

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Data Source: TEA TAAS District Summary and Statewide Preliminary Reports, May 2002

In general, when comparing the Austin ISD's ELLs to the state's ELLs, Austin ISD ELLs had lower passing rates on English TAAS in reading, mathematics, and writing at more grade levels than did ELLs throughout the state. Both ELLs at Austin ISD and throughout the state scored below the 55% state minimum passing rate on TAAS reading at grade 7, and on writing in grades 8 and 10/exit level. In addition, Austin ELLs scored below the minimum passing rate on TAAS mathematics in grade 10/exit level.

Figures 8, 9, and 10 show the changes in percentages passing English TAAS for ELLs between the 2000-01 and 2001-02 school years. Increases in percentages were found in:

- ☞ Reading: grades 4, 5, 6, 7, 8, and 10/exit level;
- ☞ Mathematics: all grades; and
- ☞ Writing: all grades.

There was one decrease in percentage passing in reading for grade 3. See Appendix C for a review of the percentages passing TAAS of ELLs' from 1998-99 through 2001-02 by grade.

Figure 8: Austin ISD ELLs, Percentages Passing English TAAS, Reading, by Grade Level, 2000-01 and 2001-02

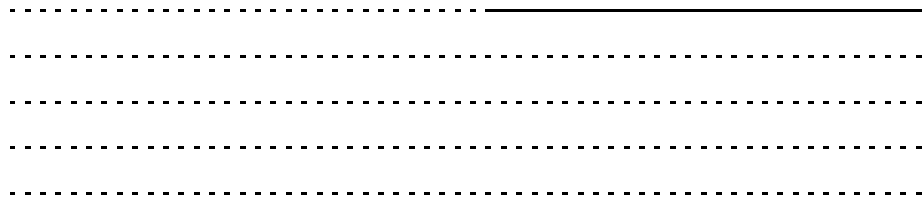


Figure 9: Austin ISD ELLs, Percentages Passing English TAAS, Mathematics, by Grade Level, 2000-01 and 2001-02



- ⊘ In reading, mathematics, and writing, the non-ELLs at Austin ISD and non-ELLs throughout the state had passing rates that were above the 55% state minimum passing rate. (See Figures 11, 12, and 13.)
- ⊘ In summary, the performance of non-ELLs in English TAAS in reading, mathematics, and writing tends to be slightly lower than that of non-ELLs throughout the state.

Figure 11: Non-ELLs-Austin ISD, and Non-ELLs-Statewide, Percentages Passing English TAAS, Reading, by Grade Level, 2001-02

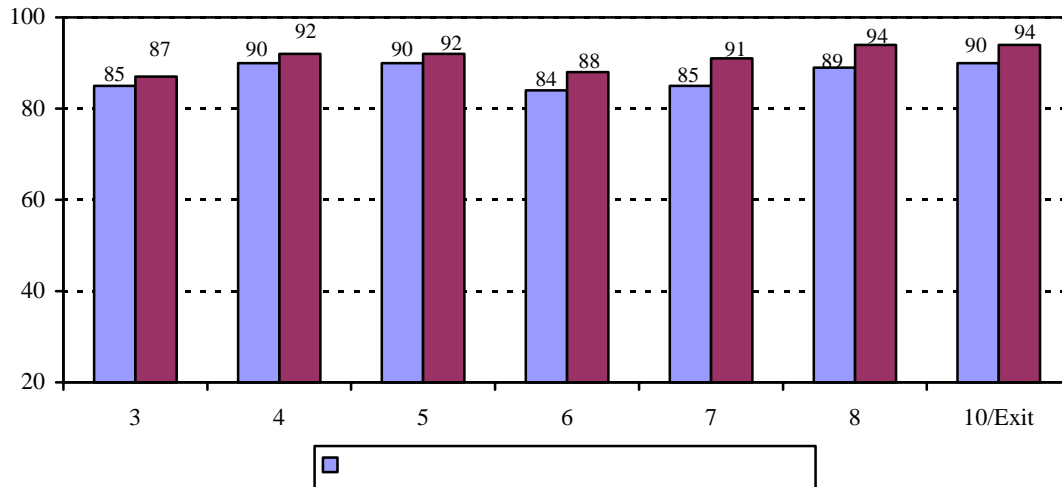
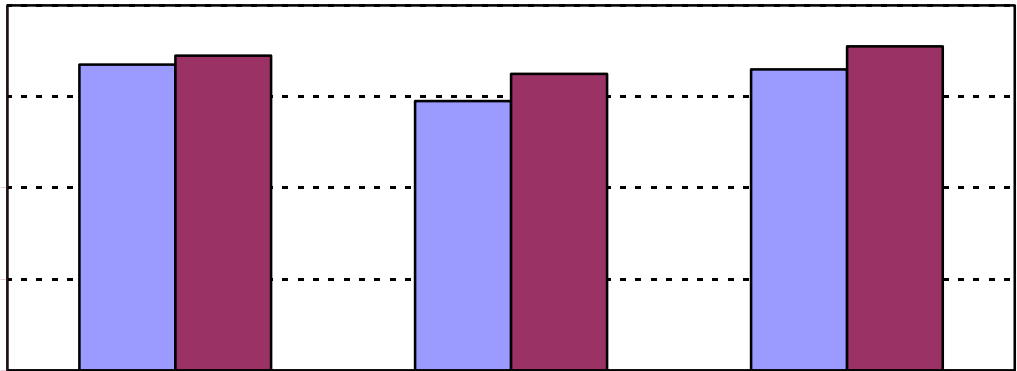


Figure 13: Non-ELLs-Austin ISD, Non-ELLs-Statewide, Percentages Passing English TAAS, Writing, by Grade Level, 2001-02



TEXAS ASSESSMENT OF ACADEMIC SKILLS – SPANISH

The Spanish TAAS, based on the Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS), provides a vehicle for examining the annual progress in student performance in reading, mathematics, and writing. 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 TAAS is not considered an exemption and is administered on the same schedule as the English TAAS.

In 2001-02, a total of 1,545 BE students and 148 ESL students in Austin ISD in grades 3-6 participated in the Spanish TAAS reading. A total of 1,489 BE students and 151 ESL students in grades 3-6 participated in the Spanish TAAS mathematics. The number of students in reading and mathematics includes students who took both tests and/or students who may have taken only one test. A total of 331 students were reported on the Spanish TAAS Summary Reports as exempted from all tests. (See Appendix B.) The LPACs make the testing decision when the administration of the test is inappropriate because of native/primary language development, Admission, Review, and Dismissal (ARD) decision, or immigrant status.

The overall percentages for BE students tested in Spanish were determined by dividing the number of students served in each grade, and subject area by the number of students tested. In reading and in mathematics, the percentages tested in grades 3 and 4 were higher than in grades 5 and 6 and middle school 6. For grade 3, 55% of students served were tested in Spanish reading, and 54% in mathematics. For grade 4, 34% of students served were tested in reading, and 32% in mathematics. The percentage tested in grade 5 in reading was 25%, and 23% in mathematics. The percentages tested in Spanish in elementary grade 6 were 10% and 12% for reading and mathematics, respectively. For ESL students tested in middle school grade 6, the percentages tested for reading and mathematics were 20% and 21%, respectively. Table 4 presents the results of the Spanish TAAS for Austin ISD's ELLs.

¶# Of the BE students tested in *grade 3*, 71% passed reading and 82% passed mathematics. The number of ESL students in *grade 3* in reading and mathematics was 3, and TEA does not provide data for groups with fewer than five students.

¶# Of the BE students tested in *grade 4*, 75% passed writing, 61% passed reading, and 83% passed mathematics. The number of ESL students tested

in writing, reading, and mathematics in *grade 4* was fewer than five, and TEA does not provide data for groups with fewer than five students.

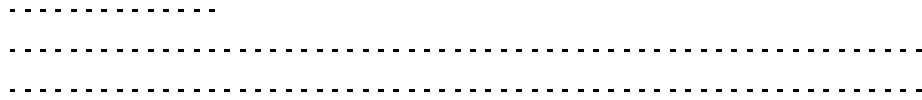
- €# Of the BE students tested in *grade 5*, 71% passed reading and 87% passed mathematics. The number of ESL students tested in *grade 5* in reading and mathematics was fewer than five, so data are not available for them.
- €# Of the BE students tested in *grade 6*, 64% passed reading and 67% passed mathematics. Of the ESL students in middle schools tested in *grade 6*, 38% passed reading and 50% passed mathematics. *Please note that only a small number of sixth grade ELLs receive bilingual instruction; 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 TAAS should be viewed with caution because of the differences in the instructional programs the students receive.*

Table 4: Austin ISD ELLs, Number and Percentages Passing Spanish TAAS, Writing, Reading, and Mathematics, Grades 3-6, 2001-02

Grade	Bilingual Students

Figures 14 and 15 compare the statewide results of Spanish TAAS in reading and mathematics with the Spanish TAAS results for Austin ISD. Lower percentages of Austin ISD ELLs in grades 3, 4, 5, and 6 passed the Spanish TAAS tests in reading and mathematics than did ELLs throughout the state. The percentage passing Spanish TAAS writing in grade 4 for statewide bilingual students was 85%, and for Austin ISD it was 75%.

Figure 14: Bilingual ELLs, Percentages Passing Spanish TAAS, Reading, by Grade, Austin ISD vs. State, 2001-02



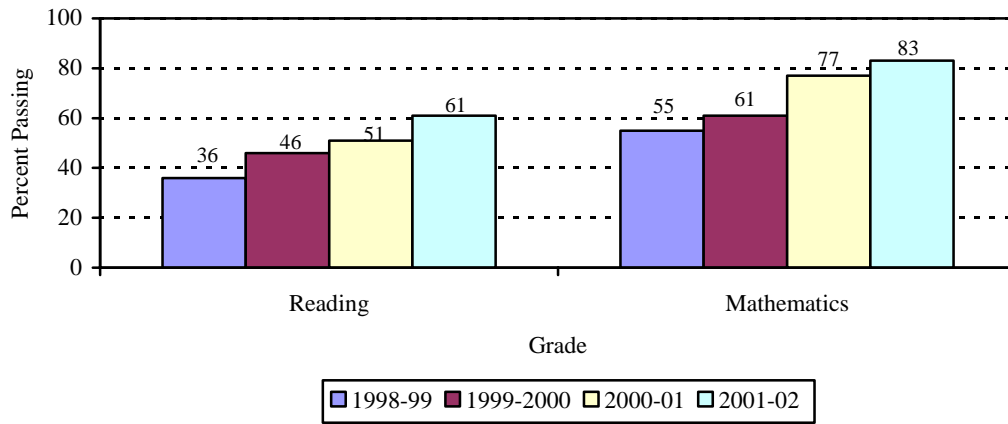
SPANISH TAAS 1998-99 THROUGH 2001-02

As the number of ELLs in Austin ISD has increased during the past five years, so has the number of ELLs who have participated in the state’s Spanish assessment programs. In 1997-98, a total of 2,087 students were assessed with the Spanish TAAS in reading and mathematics, and in 2001-02, a total of 3,333 ELLs participated in the Spanish assessment. *These totals of students taking the TAAS reading and mathematics assessments included students who took both tests and/or students who may have taken only one test; therefore there are some duplicate counts.* All assessment decisions are made at the campus level by the LPAC. Figures 16 through 18 present the percentages of Austin ISD students passing Spanish TAAS for grades 3, 4, and 5 in reading and mathematics from 1998-99 through 2001-02. As the figures show, the percentages passing generally have increased in reading and mathematics during this period.

Figure 16: Austin ISD Bilingual ELLs, Percentages Passing Spanish TAAS, Reading and Mathematics, Grade 3, 1998-99 Through 2001-02



Figure 17: Austin ISD Bilingual ELLs, Percentages Passing Spanish TAAS, Reading and Mathematics, Grade 4, 1998-99 Through 2001-02



mathematics. Percentages passing among 6th graders either remained steady or declined. Since the data show that relatively few of the six graders taking Spanish TAAS reading and mathematics are passing, Austin ISD must re-examine the ESL instructional program. As the curriculum becomes more rigorous, the English language skills of ELLs must be accelerated to assure their successful completion of middle/junior high school. (See Appendix E for charts contrasting bilingual elementary grade 6 and ESL middle school grade 6.)

Table 5: Austin ISD Bilingual and ESL ELLs, Grade 6, Number and Percentages Passing Spanish TAAS, Reading and Mathematics, School Years 1997-98 Through 2001-02

School Year					Elementary School Grade 6				
					Reading		Mathematics		
					Number	Percentage Passing	Number	Percentage Passing	
1997-98					20	15%	20	25%	
1998-99					4	*	4	*	
1999-2000					10	20%	9	44%	
2000-01					13	69%	12	83%	
2001-02					11	64%	12	67%	
School Year					Middle School Grade 6				
					Reading		Mathematics		
					Number	Percentage Passing	Number	Percentage Passing	
1997-98					87	33%	88	35%	
1998-99					91	18%	93	37%	
1999-2000					128	16%	126	33%	
2000-01					96	38%	98	57%	
2001-02					139	38%	143	50%	

Data Source: Bilingual Education/ESL Program Reports, 1997-98 Through 2001-02 and TEA District Summary, May 2002

IOWA TESTS OF BASIC SKILLS (ITBS)

The ITBS is a norm-referenced test (NRT) in English designed to measure student achievement in three broadly defined skill areas: reading, language, and mathematics. Scores from the NRTs (e.g., percentile and grade equivalents or GEs) compare a student's test performance with that of a national sample of students at the same grade level. In 2001-02, Austin ISD students in grades 5 and 8 took the ITBS during the fall semester. ELLs, whose language dominance was Spanish or some other language, were given the ITBS when their LPACs determined the language of instruction was English and the test was appropriate for them.

Table 6 presents the fall 2001 ITBS results for ELLs.

⊘ Spanish-speaking ELLs in grades 5 and 8, on all tests, scored below the national averages. The testing was in October, the second month of school; therefore, the national mean grade equivalent (GE)* was X.2, where X is the grade level, e.g., 2.2 at grade 2.

⊘ ELLs speaking languages other than Spanish in grades 5 and 8 also scored below the national average on all tests.

Table 6: Number of ELLs Tested and Mean Grade Equivalents for Grades 5 and 8, ITBS, 2001-02

		Spanish Language Speakers					
		Reading		Language		Mathematics	
Grade		#	Mean	#	Mean	#	Mean
		Tested	GE*	Tested	GE*	Tested	GE*
5		675	3.2	686	3.3	705	4.0
8		56	4.2	56	4.2	56	5.0
		Speakers of Other Languages					
		Reading		Language		Mathematics	
Grade		#	Mean	#	Mean	#	Mean
		Tested	GE*	Tested	GE*	Tested	GE*
5		52	4.1	55	4.2	58	4.8
8		3	5.8	3	6.5	3	5.2

*GE = Grade Equivalent

Data Source: Austin ISD Student Records

With both the federal and statewide emphasis on early literacy skills and reading, the district administered the ITBS for the second year to students in grade 2. During the testing window of April 29 – May 17, 2002, both the ITBS and Logramos, the Spanish achievement test, were administered to 4,580 students districtwide. The results of the ITBS and Logramos were sent to schools during the summer so that principals and teachers could utilize the data for planning their instruction at the beginning of the school year.

In spring 2002, students in grade 2 whose language dominance was Spanish, and students whose language dominance was some other language were given the ITBS in reading and mathematics, when their LPACs determined it was an appropriate assessment for them. A total of 426 (24%) of students was tested in reading, and 439 (25%) was tested in mathematics. As presented in Table 7, Spanish-speaking students scored slightly below the national average in reading (2.9) and mathematics (2.9), and the speakers of languages

other than English scored above the national average in reading (2.9) and mathematics (2.9).

Table 7: Number of ELLs Tested and Mean Grade Equivalents, for Grade 2, ITBS, 2001-02

Spanish Language Speakers				
Grade	Reading		Mathematics	
	# Tested	Mean GE*	# Tested	Mean GE*
2	292	2.4	300	2.5
Speakers of Other Languages				
Grade	Reading		Mathematics	
	# Tested	Mean GE*	# Tested	Mean GE*
2	134	3.1	139	3.1

*GE = Grade Equivalent

Data Source: Austin ISD Student Records

In addition, 1,186 (67%) of ELLs were administered the Logramos reading achievement test and 1,205 (68%) took the mathematics achievement test when their LPACs determined it was appropriate for them. Spanish-speaking students scored above the national averages in both reading and mathematics (see Table 8).

Table 8: Number of ELLs Tested and Mean Grade Equivalents, for Grade 2, Logramos, 2001-02

Spanish Language Speakers				
Grade	Reading		Mathematics	
	# Tested	Mean GE*	# Tested	Mean GE*
2	1,186	4.9	1,205	3.9

*GE = Grade Equivalent

Data Source: Austin ISD Student Records

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 TAAS in English and Spanish, the RPTE is part of a comprehensive system for assessing ELLs academic progress in grades 3-12. The RPTE is designed to assess the English reading skills of ELLs in a way that takes into account how students acquire a second language. The RPTE assesses the students' reading skills at three levels of reading proficiency – beginning, intermediate, and advanced.

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 strand and the ESL strand of the state-mandated curriculum (Texas Essential Knowledge and Skills – 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 English reading proficiency of ELLs is expected to increase annually. The test includes two major kinds of scores: a proficiency rating and a scale score.” (*Bilingual Education/English as a Second Language Instructional Handbook, Pre-K-12, Austin ISD, 2001-02*) Schools can use the RPTE to monitor second language development and English acquisition as students master English academic skills.

All students classified as ELLs in grades 3-12 (including students taking the TAAS in either English or Spanish) who have not reached an advanced proficiency level on the RPTE are required to take the RPTE. Recent unschooled immigrant students can be considered for an exemption by the LPAC, if they arrived after January 2002 and lacked the necessary foundations in the TEKS. Immigrant students who are exempted from the RPTE will be assigned a benchmark score of zero. In March 2002, a total of 5,753 Austin ISD students were administered the RPTE. An additional 715 students were absent, 168 students were exempted by their ARD Committee, and 233 students were not tested for other reasons. (See Table 9.) Of the students who were absent, 485 were in grades 9-12, and 230 were in grades 3-8.

Table 9: Number of Austin ISD ELLs Tested, Absent, and Exempted from RPTE, by Grade Level, 2001-02

Grade	Number and Percent Tested	Number and Percent Absent	Number and Percent Exempted (ARD)	Number and Percent of Other
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12	37	<1%	83	12%	22	13%	5	2%
Total	5,753	100%	715	100%	168	100%	233	100%

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Report, May 2002

As presented in Table 10:

- €# A total of 2,458 (43%) ELLs obtained an Advanced Proficiency Rating, and they will not be tested in 2002-03 with the RPTE.
- €# A total of 1,552 (27%) ELLs obtained an Intermediate Proficiency Rating.
- €# A total of 1,738 (30%) ELLs obtained a Beginning Proficiency Rating.

Table 10: RPTE Summary Report, Number Tested and Proficiency Rating, Grades 3-12, Spring 2002

Grade	Number Tested	RPTE Proficiency Rating					
		Beginning		Intermediate		Advanced	
		Number	Percent	Number	Percent	Number	Percent
3	1,706	495	29%	443	26%	768	45%
4	1,010	313	31%	303	30%	394	39%
5	811	243	30%	211	26%	357	44%
6	554	172	31%	166	30%	216	39%
7	516	150	29%	144	28%	217	42%
8	472	146	31%	104	22%	222	47%
9	352	144	41%	88	25%	120	34%
10	196	57	29%	53	27%	86	44%
11	99	15	15%	35	35%	49	49%
12	37	3	8%	5	14%	29	78%
Total	5,735	1,738	30%	1,552	27%	2,458	43%

Data Source: TEA Texas Reading Proficiency Tests in English, Summary Report, May 2002

The 2001-02 school year was the third year 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 2000-01 and 2001-02, were promoted to the next grade, and what were their proficiency levels the second year? (2) How many ELLs took the test both years, had not been promoted to the next grade, and what were their proficiency levels the second year of the test administration?

To answer these questions, a two-year analysis was conducted using the district's RPTE files. A total of 2,414 students were identified as having been tested both years, promoted to the next grade, and having valid scores. Table 11 presents the numbers and percents of ELLs who were promoted and their RPTE proficiency ratings in the 2001-02 school year. Most (77%) of the ELLs had reached intermediate (33%) or advanced (44%) levels of proficiency on the RPTE.

Table 11: Number and Percent of Promoted ELLs Tested in 2000-01 and 2001-02, Grade Distribution, and RPTE Proficiency Levels, Spring 2002

Grade	Beginning Proficiency Level	Intermediate Proficiency Level	Advanced Proficiency Level
4	171	255	300
5	114	165	262
6	74	126	157
7	51	88	125
8	59	68	138
9	52	43	36
10	23	26	28
11	5	18	19
12	1	2	8
Total	550	791	1,073
(Percent)	(23%)	(33%)	(44%)

Data Source: Austin ISD Student Records

The RPTE proficiency levels of ELLs (n=2,414) tested both years changed for the majority (66%) of them. Table 12 presents the status and grade distribution of the students tested:

- ⌘ 23% went from a beginning level to an intermediate level,
- ⌘ 29% went from an intermediate level to an advanced level,
- ⌘ 14% went from a beginning level to an advanced level,
- ⌘ 33% maintained the same proficiency level, and
- ⌘ 1% regressed in their proficiency level (intermediate to beginning level).

Of the 802 (33%) students whose proficiency level remained the same:

- ⌘ 518 had a beginning level of proficiency,
- ⌘ 243 had an intermediate level of proficiency, and
- ⌘ 41 students had an advanced level of proficiency and were tested inappropriately.

The recommendation from the TEA Assessment Division is that the results of the RPTE be utilized by the LPACs in making instructional decisions for ELLs, and the expectation is that students' proficiency levels increase on a yearly basis.

Table 12: Status and Grade Distribution of RPTE Proficiency Levels in ELLs Tested in 2000-01 and 2001-02

Grade	Beginning to Intermediate Level		Intermediate to Advanced Level		Beginning to Advanced Level		Remained the Same		Regressed in Level		Total
4	173	24%	203	28%	91	12%	247	34%	12	2%	726
5	114	21%	177	33%	78	14%	166	31%	6	1%	541
6	77	22%	112	31%	38	11%	126	35%	4	1%	357
7	68	26%	72	27%	50	20%	73	27%	1	<1%	264
8	55	21%	80	30%	44	16%	84	32%	2	1%	265
9	26	22%	22	17%	11	8%	68	52%	4	3%	131
10	19	25%	15	19%	12	16%	28	36%	3	4%	77
11	14	33%	14	33%	5	12%	9	21%	0	0	42
12	2	18%	7	64%	1	9%	1	9%	0	0	11
Total (%)	548 (23%)		702 (29%)		330 (14%)		802 (33%)		32 (1%)		2,414

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 80. Table 13 presents the proficiency levels of the non-promoted students in 2001-02 with valid RPTE scores.

- ## Among students at the beginning level, two students had regressed from intermediate levels to beginning levels and one student had regressed from an advanced level to a beginning level. The remaining 35 had stayed at the beginning proficiency level.
- ## Of the 21 intermediate level students, 15 students had increased their proficiency levels from beginning to intermediate, and six students had remained at an intermediate proficiency level.
- ## Among students at the advanced level, eight students had changed from beginning levels to advanced levels, and 13 students had changed from intermediate levels to advanced levels.

Thus, 36 students had progressed from one proficiency level to the next, 41 remained the same proficiency level, and 3 students regressed in their English proficiency level.

NUMBER OF EXITS

Regarding student data, the current school year was critical because mainframe data systems were replaced by a new campus-based student data system. In the process of making the “conversion” from the former system to the new system some data were not converted onto the new campus-based data system. Since some of the data were not transferred, the process of counting the ELLs who had exited the BE/ESL Program during the 2001-02 school year had to be reexamined. In the previous academic year, exited students were counted from the LEPS mainframe file, matched to the TAAS file, and finally program entry and exit dates were included in counting the exited students. Because not all of those variables had been converted or entered onto the new student data system, the data on exited students were obtained directly from the TAAS file. Therefore, in order for a student to be counted as having obtained exit status in 2001-02, he/she had to

PERIODIC ASSESSMENT IN THE LANGUAGE OF INSTRUCTION

Yearly assessment of the growth and progress in the language of instruction are conducted by the teachers of ELLs. As a standard, Austin ISD staff will assess all students with a language-appropriate reading assessment to determine if all students are making adequate progress at their respective grade levels. Among the reading assessments are the Tejas LEE, the Texas Proficiency Reading Inventory (TPRI), the Developmental Reading Assessment (DRA), and the Flynt Cooter. Professional staff development on how to utilize these reading assessments with ELLs has been provided by the bilingual coordinators. The results from some of these reading assessment instruments are part of campus-level data for campus staff to address periodic assessment and continuous diagnosis in the language(s) of instruction in their Campus Improvement Plans (CIPs). Complete data are not available for all the tests mentioned at the district level, and are not summarized in this report.

BILINGUAL EDUCATION PROGRAM / ESL PROFESSIONAL STAFF DEVELOPMENT

Based on the data provided by the Austin ISD's BE/ESL Program staff, a summary analysis was done on 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 32 professional development workshops that occurred throughout the academic year. Most (88%) of the professional development training activities were held at the Professional Development Academy (PDA) which is the district's main training center, and one training activity occurred at Old Pleasant Hill, the other district's training facility. The remaining professional training activities (12%) were conducted at elementary school campuses.

FREQUENCY OF TRAINING ACTIVITIES

Districts are required by state law to maintain documentation regarding the professional staff development provided to teachers and administrators. Thirteen (41%) of the 32 workshops were held in fall 2001 and the remaining nineteen (59%) were conducted in spring 2002. The frequency and duration of the workshops were:

€# 14 (44%) were all-day commitments, lasting six to eight hours, between the hours of 8:00/8:30 AM and 3:30/4:00 PM.

€# 14 (44%) professional development activities occurred in the afternoon, lasting one to four hours. One workshop was held early in the afternoon (1:00 PM to 3:30 PM), and thirteen workshops were conducted after 3:00 PM and ended between 5:30 PM and 8:00 PM. The majority of the afternoon workshops started after 3:15 PM in order to maximize teacher participation without altering their teaching schedules, and to reduce the need for substitutes.

€# 7 (12%) workshops were conducted in the morning and lasted three hours from 8:30 AM to 11:30 AM.

Specific details regarding all 32 Austin ISD-sponsored professional staff development activities in the BE/ESL Program during 2001-02 are available through the Department of Bilingual Education/English as a Second Language.

NUMBER OF TEACHERS AND TEACHER ASSISTANTS TRAINED

In 2001-02, a total of 843 Austin ISD staff members participated in professional staff development for ELLs. The professional staff development provided by the BE/ESL Program staff is voluntary and open to all teachers who provide instruction to ELLs. Among the participants were principals, assistant principals, counselors, curriculum specialists, bilingual instructional coordinators, instructional specialists, teachers, a reading recovery teacher, an instructional coach, and an administrative intern.

The professional staff development occurred in increments of one hour, one and one-half hours, two hours and two and one-half hours, three, four, six, seven, and seven and one-half hours. Altogether, 136.75 hours of professional staff development on topics related to bilingual education were delivered to 843 administrators, teachers, and other bilingual support staff for a total of 14,915.50 staff hours (see Table 15).

Table 15: Professional Staff Development Hours for Administrators, Teachers, and Other Bilingual Support Staff, 2001-02

Duration of Workshop-Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1	3	66	198

RPTE) by the LPACs. A total of 227 teachers and other school personnel participated in workshops addressing programmatic, assessment, and compliance issues. These staff provided instruction and school-related services to students in grades Pre-K-12.

The instructional workshops for both elementary and secondary teachers were conducted throughout the academic year. The recurrent themes of the 15 elementary workshops were literacy and language development. The workshops covered early phonological development, state-adopted ESL materials, the systematic use of the LEER MAS materials, which are an extension of the Texas Teacher Reading Academy applied to a bilingual learning environment, the development of literacy centers in a BE/ESL classroom, the demonstration, practice, and application of guided reading principles, and the traits of effective writers in Spanish. A total of 356 elementary teachers participated in these workshops with a literacy focus.

In 2001-02, nine professional workshops were offered for middle/junior high and high school teachers, and were attended by 243 teachers. The primary goal of these secondary workshops was to provide teachers with effective instructional strategies to enhance and accelerate the acquisition of English. For three years the BE/ESL Department has concentrated time and financial resources to the training of cadres of teachers across the content areas by providing extensive knowledge, skills, and materials in the delivery of sheltered English instruction to accelerate English acquisition. Other secondary workshops addressed effective instructional strategies, literacy practices, and methodology.

Two professional development sessions prepared teachers to take the state examinations for their BE and/or ESL endorsements. The workshops for the ESL Examination for the Certification of Educators in Texas (ExCET), and the BE ExCET were attended by 14 and 3 teachers, respectively.

RESULTS OF TEACHER TRAINING

Teachers provided feedback on 32 professional development workshops. Overall, the professional development sessions received positive evaluation from staff participants. Most participants that responded to the evaluation surveys gave positive ratings to the content and instruction, the instructor, and to the application of training. Where appropriate, positive ratings were given to implementation of what was learned. The results for each professional development session were tallied and are available for review through the BE/ESL Department.

APPENDICES

APPENDIX A

Text of 19 TAC

Chapter 89. Adaptation for Special Populations

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

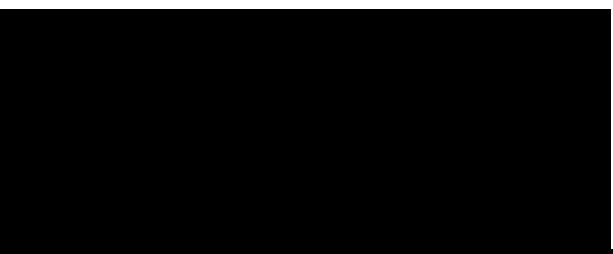
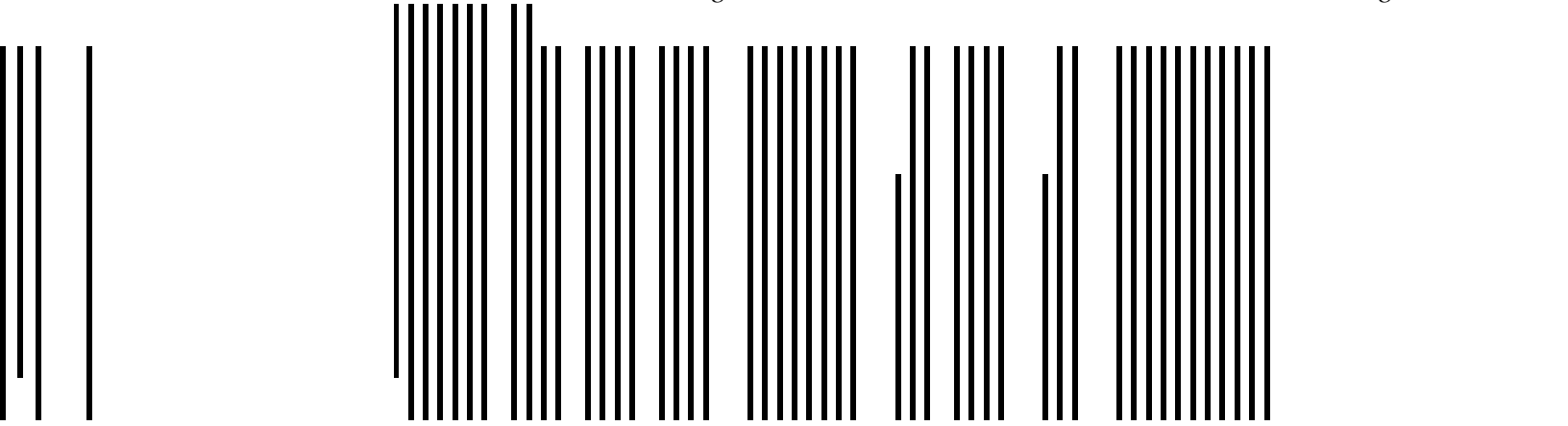
- 89.1260 Monitoring of Program and Enforcing Law and Commissioner's Rules.
- a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with 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, the extent to which they are becoming proficient in English, the number of student 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 English proficient students in English and in home language at least annually.
 - d) Local program 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.

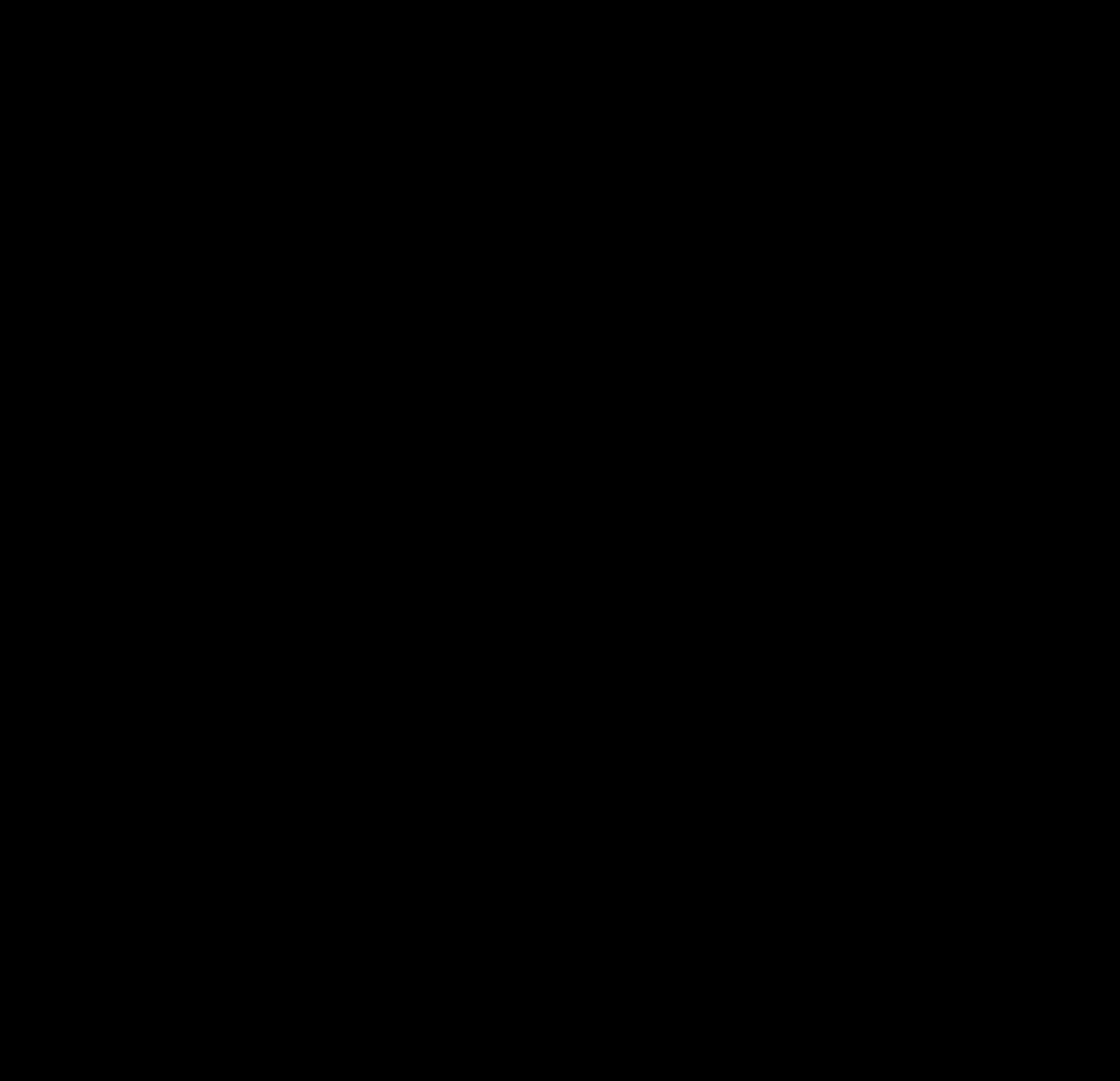
APPENDIX B

APPENDIX C

Austin ELLs, Number Tested and Percentages Passing English TAAS, by Grade Level, 2001-02

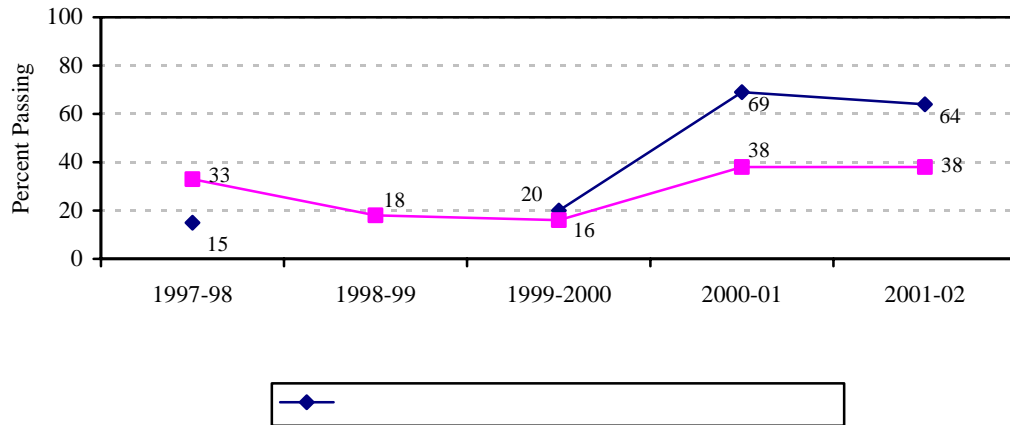
Grade	Reading		Mathematics		Writing	
	Number	Percentage Passing	Number	Percentage Passing	Number	Percentage Passing
3						





APPENDIX E

Austin ISD Bilingual and ESL ELLs, Percentages Passing Spanish TAAS Reading, Elementary and Middle School, Grade 6, School Years 1997-98 Through 2001-02



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