



Austin ISD Board Monitoring Report

Goal 5: Biliteracy GPM 5.1-5.2

Board Meeting Date: May 8, 2025

Reporting Period: May 8, 2025

GOAL 5	<i>The percentage of graduates who earn a state or district recognition of bilingualism and biliteracy (Austin ISD Dual Language Seal of Biliteracy, Texas Performance Acknowledgement in Bilingualism and Biliteracy, Global Seal of Biliteracy) will increase from 10.3% in June 2024 to 11.8% by June 2029.</i>
GPM 5.1 [5th Grade STAMP4S]	<i>The percentage of 5th grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 82.6% in June 2024 to 88.0% by June 2029.</i>
GPM 5.2 [Seal of Biliteracy]	<i>The percentage of 9th-12th grade students on track in program coursework to earn an Austin ISD Seal of Biliteracy will increase from BASELINE in June 2025 to Y% by June 2029.</i>

District Initiatives Priority Alignment

District Initiative	Overview (Needs to be developed)	GPM Alignment
AISD Stronger Together	<i>Organizational Culture, Accountability, Communication, Outreach</i>	
Early Learning	<i>Enrollment, Literacy, Outreach, Partnerships, Expansion</i>	
Middle Years	<i>Engagement, Staffing, Funding, Scheduling and Support</i>	
Post Secondary Success	<i>College-Readiness, Equity, Enrollment, CTE and Graduation</i>	
Special Education	<i>Inclusiveness, Compliance, Sustainability</i>	



EXECUTIVE SUMMARY

Background

Austin ISD's commitment to biliteracy stems from a deeply held belief that language is both a cultural and academic asset. Our Dual Language program aims to graduate students who are bilingual, biliterate, and demonstrate cross-cultural competence. Through the implementation of the Austin ISD Dual Language Seal of Biliteracy, the Texas Performance Acknowledgement, and the Global Seal, we celebrate and formally recognize students' language proficiency and cultural competencies.

Historically, Austin ISD's bilingual education efforts have centered on expanding access, laying the groundwork for the comprehensive dual language programs we have today. Building on that strong foundation, the district is now further investing in sustainability, instructional coherence, and long-term outcomes by aligning instructional practices with language proficiency targets and student-centered goals. This progression reflects a continued commitment to meaningful outcomes for multilingual learners. This GPM highlights the importance of aligning dual language coursework and student trajectory with broader college and career readiness efforts.

The Multilingual Education team puts into action Austin ISD's belief that the linguistic and cultural richness of our students is a resource that should be recognized, valued, and sustained. The vision of the Multilingual Education team is that Austin ISD schools will be inclusive communities that celebrate all languages and cultures, where exemplary multilingual instructional programs provide high-quality teaching and learning so that all students excel and graduate prepared for active engagement in a global, multicultural society.

GPM 5.1 measures the percentage of 5th grade students in dual language programs who demonstrate language proficiency equivalent to Level 1 high school credit, as defined by the Texas Essential Knowledge and Skills (TEKS), through the Avant STAMP assessment. The assessment evaluates proficiency in Spanish or Mandarin across four domains—Listening, Speaking, Reading, and Writing—and in Vietnamese across two domains—Speaking and Writing. In the 2023–2024 school year, the Avant STAMP4S assessment was administered in the Spring to 5th grade students in Spanish dual language programs and at two Mandarin dual language campuses with full K–5 implementation. For the 2024–2025 school year, the assessment window was moved earlier to November 1–15, 2024, and expanded to include a third Mandarin campus now serving 5th grade students in the program. Additionally, there was a shift from a late Spring assessment window in the 2023–2024 school year to a Fall assessment window in the 2024–2025 school year. This shift from a late Spring to a Fall window was recommended by the Assessment Calendar Steering Committee to reduce overlap with the already full spring testing season, which includes the PPfT Post Assessment; STAAR Reading, Math, and Science exams; and MAP Growth assessments in reading and math. Moving the STAMP assessment to the Fall helps minimize scheduling conflicts and allows students to focus more fully on each assessment experience. The STAMP is administered in two separate sessions, with students completing two of the four domains—Listening, Speaking, Reading, and Writing—in each session. These assessments serve as key indicators of student progress toward



bilingualism and biliteracy. The results inform program effectiveness and support long-term goals, including earning the Global Seal of Biliteracy – an asset in higher education admissions and workforce opportunities.

GPM 5.2 measures the percentage of dual language students in 9th - 12th grade on track to graduate with the Austin ISD Dual Language Seal of Biliteracy. Baseline data consists of the high school campuses who have fully implemented the dual language program from 9th through 12th grade. Dual Language students in high school should take two dual language courses per school year: one Spanish language course and one content course taught in Spanish. During their senior year, dual language students take the Advanced Language and Career Applications course where they gather artifacts to create a bilingual portfolio that demonstrates their growth in the three pillars of dual language: bilingualism/biliteracy, high academic achievement, and cross-cultural competency. Students then present their portfolio to a panel at the annual Muestra de proyectos event held in the Spring.

Alignment with District Initiatives

This Goal Progress Measure aligns with our two draft district initiatives *Middle School Forward* and *Postsecondary Success*. These initiatives position Austin ISD as a leader in preparing students for success in college, career, and life. These initiatives include several key projects that are closely associated with these goals and these goal progress measures:

- **Middle School Forward - Elevating Emergent Bilinguals' Academic Success:** This project focuses on increasing student success and program fidelity in ESL and Dual Language programs across targeted campuses. The overarching goals are to ensure equitable access, promote academic achievement, and prepare students for biliteracy.
- **Postsecondary Success - Future, College, and Career Readiness:** These future, college and career-focused projects encompass laying a strong foundation for academic success, and not only encouraging but providing clear pathways for students to take courses that align to their interests and enhance their abilities with rigorous academic and workforce opportunities.

Milestones include increased program enrollment with aligned curricula to develop language proficiency, increasing opportunities for advanced courses and college credit options, and establishing pathways for students that ensure the Seal of Biliteracy is valued and attainable.

Key Data Findings

GPM 5.1

- Overall, the final 2024–25 SY scores reflect some variation from the previous year, which is expected during the early stages of implementing a new system.
- Progress has been most positive in the 'African American' and 'Two or More' student groups. However, there is still work to be done to ensure growth across all student groups.



- There are areas where performance decreased based on 2023-24 SY baseline data. For instance, there was a decrease in the 'Hispanic/LatinX', 'Emergent Bilingual', 'Asian', 'Special Education', and 'Economically Disadvantaged' groups.
- There was a decrease from 82.9% in Spring 2024 to 77.9% in Fall 2024 for students identified as Emergent Bilingual.

GPM 5.2

- The data for the 2024-25 SY baseline year shows 50.8% of high school students enrolled in the dual language programs in grades 9th through 12th are on track to earn the AISD Dual Language Seal of Biliteracy.
- Students in grades 10 and 11 show a noticeable dip when compared to students in 9th and 12th grades. This could potentially be due to increased options for academic programs and postsecondary pathways as students matriculate through high school grade levels. Having increased options highlights the need for sustained advising during these transitional years.



DATA ANALYSIS

GPM 5.1 2024-25 Percentage of 5th grade students earning a proficiency level equivalent to level 1 high school credit in the TEKS on the AVANT STAMP4S dual language assessment for partnered language.

	Past Data BASELINE	Update	Yearly Targets				
Group	23-24	24-25	24-25	25-26	26-27	27-28	28-29
All Students	82.6	76.2	83.0	84.0	85.3	86.6	88.0
American Indian	*	*	*	*	*	*	*
Asian	95.7	53.8	≥88.0	≥88.0	≥88.0	≥88.0	≥88.0
African American/Black	45.5	62.5	46.2	47.2	48.4	49.6	50.9
Hispanic/LatinX	82.8	77.3	83.3	84.3	85.5	86.7	88.0
Pacific Islander	*	*	*	*	*	*	*
Two or More	78.6	82.6	79.3	80.3	81.5	82.8	84.1
White	81.3	72.4	82.3	83.6	85.0	86.5	88.0
Economic Disadvantage	81.5	76.2	82.5	83.8	85.1	86.5	88.0
Emergent Bilingual	82.9	77.9	83.4	84.4	85.6	86.8	88.0
Special Education	63.3	57.2	64.4	65.7	67.2	69.0	70.9

* Fall STAMP assessment data matched with student information on 4/1/25. Information represents the percent of students who have met a proficiency level equivalent to Level 1 TEKS across all four assessment areas. For additional information on scoring see the appendix.



GPM 5.2 9-12th grade students on-track in program coursework to earn an Austin ISD Seal of Biliteracy.

Baseline data was collected for students at high schools with dual language programs currently in year 4 or more of implementation (full implementation structure and requirements).

	BASELINE		Yearly Target 25-26	Yearly Target 26-27	Yearly Target 27-28	Yearly Target 28-29
Group	24-25 # Program Enrolled	24-25 %	TBD	TBD	TBD	TBD
All Students	878	50.8				
American Indian	*	*				
Asian	*	*				
African American/Black	*	*				
Hispanic/LatinX	869	50.4				
Pacific Islander	*	*				
Two or More	*	*				
White	8	87.5				
Economic Disadvantage	808	50.1				
Emergent Bilingual	798	48.0				
Special Education	60	35.0				

* Spring tracking for Dual Language or Alternative Language Program (ALP) - bilingual students were matched with student information on 4/7/25. Information represents the number of 9-12th grade students who are currently on track to earn the Austin ISD Seal of Biliteracy per their grade level. For full information on scoring see the appendix.



Key Takeaways

GPM 5.1

- Overall, final 2024-25 SY scores for All Students show a decrease in the percentage of students from earning a proficiency level equivalent to 1 high school credit from the baseline percentage of 82.6% in the 2023-24 SY to the actual 76.2%
- There is a wide variance in performance across student populations compared to the 23-24 SY and in relation to the target for the 24-25 SY:
 - Most progress has been made in the African American student group from a baseline of 45.0% in the 2023-24 SY to the 24-25 SY of 62.5%. This shows that this student group surpassed the target of 46.2%
 - Progress has also been positive in the Two or More student group by an increase from 78.6% to 82.6%, surpassing the target of 73.9% for the 2024-25 SY.
 - The Asian student group saw the largest drop of 41.9% (from 95.7% to 53.8%), scoring below the target of $\geq 88.0\%$.
 - The Special Education group decreased by 6.1% (from 63.3% to 57.2%), scoring below the target of 64.4%. In 2023-2024, 270 students tested on the STAMP4S and 171 students reached at least a level 1 proficiency. In 2024-2025, 290 students tested on the STAMP4S and 166 students reached at least a level 1 proficiency.
 - The Hispanic/LatinX group decreased by 5.5% (from 82.8% to 77.3%), scoring below the 2024-2025 target of 83.3%.
 - The Economically Disadvantaged group dropped by 5.3% (from 81.5% to 76.2%), below the target of 82.5%.
 - The Emergent Bilingual group declined by 5.0% (from 82.9% to 77.9%), scoring below the target of 83.4%.

GPM 5.2

- 50.8% of high school dual language students in grades 9 - 12 are currently on track to earn the Austin ISD Dual Language Seal of Biliteracy. This serves as the district's baseline year and will inform future growth targets.
- Students in grade 9 and 12 show the largest percentage of students on track to meet the seal requirements.
- Hispanic/Latinx, Economically disadvantaged, and Emergent Bilinguals groups represent the largest number of students in the Dual Language program, and all three groups are aligned at similar percentages to the overall percentage of 50.8% of dual language students on track to gain the Austin ISD Dual Language seal of biliteracy.
- Students in grades 10 and 11 show the lowest percentage of students on track, with 45.6% of 10th graders and 37.6% of 11th graders on track to meet the Austin ISD Dual Language Seal of Biliteracy requirements.
- Special Education students (35.0%) are the farthest below the overall average.



The Root Cause

GPM 5.1

- Several changes in assessment and data reporting have contributed to the variation of scores from the previous school year, which include:
 - Based on feedback from the Assessment Calendar Steering Committee, the testing window shifted from the Spring semester of the 2023-24 school year to November during the 2024-25 school year. This earlier testing window may have contributed to variation in student scores. Students therefore had less instructional time in the target language before testing, likely impacting their readiness and performance.
 - As students from a third elementary campus with Mandarin dual language programming rolled up to 5th grade in the 2024-25 school year, they were tested on the Avant STAMP4S Mandarin assessment in November 2024. This newly added testing group was not reflected in the scores for the 2023-24 SY.
 - Fifth grade students participating in the Vietnamese dual language program were tested in November 2024 as the Avant STAMP Writing & Speaking (STAMPWS) Vietnamese assessment became available. This was the first year of testing using the Avant STAMPWS online assessment for 5th grade students participating in the Vietnamese dual language program.
 - During an analysis of the 2023-24 SY scores, the MET discovered that students in the original data report may have reached the equivalence of Level 1 based on composite rather than by a score in each of the four domains. Our team fine-tuned the process in 2024-2025 SY to ensure explicit and systematic practices moving forward, which will reflect variation from the prior year as part of this implementation learning.
- Decreases for the student groups indicate a need to adhere to the District's Dual Language Allocation Plan to ensure steady growth in partner language development, and should be addressed through continued professional learning and calibrated walkthroughs that focus on the language of instruction.
- Staffing shortages in bilingual education classrooms continue to affect the consistency and quality of dual language instruction, with Austin ISD experiencing an increasing number of exceptions being filed for the last several years that allow permission for bilingual education classrooms to be staffed with non-bilingual certified teachers.

GPM 5.2

- Until recently, the district did not have a system to monitor students' progress toward the Seal of Biliteracy before 12th grade. As a result, students, families, and counselors had limited visibility into requirements or academic gaps, hindering proactive planning.
- Frequent movement between schools, especially in communities with high mobility, makes it difficult for students to consistently remain enrolled in dual language coursework. This disrupts language development and impacts a student's eligibility and readiness for the Seal.
- Many students and families are unaware of the Seal of Biliteracy, its value, and its



requirements. This leads to missed opportunities for early planning, such as selecting appropriate coursework or preparing required portfolio artifacts.

- High turnover among bilingual-certified teachers results in inconsistent course offerings and instructional quality. This instability can interrupt student progress toward biliteracy and reduce access to language-rich environments needed for success.

Outliers

GPM 5.1

Campuses that met or exceeded the 2024-25 All target:

- SRI Band 1: Andrews, Cook, Dawson, Jordan, Pecan Springs, Perez, Widén, Winn Montessori, Wooten
- SRI Band 2: Allison, McBee, Odom, Palm, St. Elmo
- SRI Band 3: Blanton, Casey, Doss, Menchaca, Oak Hill, Williams
- SRI Band 4: Zilker

Outlier campuses reported that some of the factors contributing to their success are:

- Explicit vocabulary instruction with a language rich environment
- Strong instructional practices: structured conversations and structured reading/writing activities, facilitating diverse student interactions, and goal setting with students for both language assessments of STAMP and TELPAS to build student ownership
- Fidelity to dual language programming, language of instruction, and use of high quality instructional materials
- Experienced, veteran teachers committed to dual language and bicultural experiences

In addition to the outliers mentioned above, district-wide there was significant growth for students identified as African American from 45.5% in the 2023-24 SY to 62.5% in 2024-2025 SY. Specific campuses cannot be identified due to masking, but the growth represents district-wide progress. There was also growth for students identified as Two or More district-wide from 78.6% in the 2023-24 SY to 82.6% in the 2024-25 SY.

GPM 5.2

- With a 73.4% on-track rate, Akins Early College High School stands out as the campus with the highest percentage of high school dual language students on track to meet the AISD Dual Language Seal of Biliteracy requirements. With an additional year of implementation, Akins has established all required Dual Language courses and maintained consistent staffing and leadership, creating strong systems and structures that effectively support biliteracy.
- Crockett Early College High School, with a rate of 66.1% on track, reached full implementation of the high school dual language program in 2022–23. They established all dual language coursework and immediately developed a campus-wide tracking system to



monitor students' Seal progress. The system Crockett has created has served as a model for other campuses looking to improve access, advising, and instructional alignment.

Progress of Initiatives

The following progress updates on the work already underway for the 2024-2025 school year highlight how current biliteracy initiatives align with Austin ISD's Middle School Forward and Postsecondary Success priorities—specifically college readiness, equitable access, and graduation outcomes. These initiatives aim to ensure that biliteracy pathways are embedded into academic planning, teacher support, student advising, and family engagement. Efforts are focused on increasing both the quality and consistency of instruction and monitoring, with the long-term goal of expanding access to the Austin ISD Dual Language Seal of Biliteracy and other multilingual recognitions.

GPM 5.1

- The Multilingual Education Team (MET) has partnered with elementary STEM and Humanities to provide a Language and Content Allocation Plan and robust dual language curricula in the foundational years through 5th grade that are intentionally designed to build language proficiency in both Spanish and English.
- The MET provided training on the District's Language and Content Allocation Plan denoting the designated language per content. For example, Spanish is the designated language for teaching Science in grades PreK through 5th grades.
 - Please see the District's Language and Content Allocation Plan linked in Appendix 5.
- The MET and STEM/Humanities teams made significant purchases of dual language instructional materials for Tiers 1, 2 and 3 to support core teaching and intervention in the language of instruction and the language in which students demonstrate a need for intervention.
- The MET partnered with campus administration to conduct walkthroughs based on the locally created Elementary Dual Language Data Collection Walkthrough tool, which consists of seven elements where one of the elements focuses on maintaining the Language of Instruction to promote dual language proficiency.
- In order to support the staffing of Bilingual Certified teachers and to reduce the number of teachers on Bilingual Exceptions, the Multilingual Education Team has provided regularly scheduled professional learning sessions including specific bilingual certification sessions. The Multilingual Education Team is currently partnering to design and implement a robust 4-day Bilingual Academy focusing on specific elements connected with the 164 and 190 Bilingual Exams including coaching and practice tests for currently certified teachers who are candidates to add the Bilingual Certification. The inaugural cohort will begin in May 2025 with a second cohort scheduled in July 2025 prior to the beginning of the 2025-2026 school year.

GPM 5.2

- As part of Scorecard Goal 5, Biliteracy, accurate scheduling into required dual language courses and consistent advising is essential for students to stay on track for the Austin ISD



Dual Language Seal of Biliteracy. In Year 1 of our tracking strategy, baseline data was gathered through course audits, staff training, and coding alignment.

- The implementation of a report in Frontline ERP is underway to ensure campuses have real-time visibility into each student's Seal progress. This enables timely support and proactive advising.
- A K–12 curriculum alignment strategy is being developed to ensure students begin gathering bilingual portfolio artifacts early, with scaffolded opportunities throughout the years to meet the portfolio expectations.

The Plan Forward

GPM 5.1

- Strengthen communication with campuses about the administration of Avant STAMP assessments to provide consideration for the speaking component similar to the challenges on the speaking component of TELPAS
- Recommend that campuses use the District's language and literacy online platform consistently during the school day and that campuses share this resource for parents/guardians to use outside of school hours
- Provide targeted, ongoing professional learning for campus administrators regarding dual language programming, language of instruction, and content-based language instruction throughout the 2024-2025 school year.
- Designate foundational professional learning sessions required for classroom teachers aligned to bilingual stipend expectations.
- Collaborate with school and campus leadership to implement the District's Language and Content Allocation Plan to ensure instruction and language learning in both English and in the partner language through the District's Dual Language Data Collection Tool.

GPM 5.2

- Strengthen collaboration between counselors, registrars, LPACs, and teachers to ensure students are accurately scheduled in required dual language courses and are informed of their path to the Seal of Biliteracy.
- Create a report within the Frontline ERP system to ensure campuses have on-demand access to data showing each student's progress toward the Austin ISD Dual Language Seal of Biliteracy.
- Provide resources, tools, and training for K–12 teachers to support students in the collection of artifacts for their bilingual portfolios. This includes exemplars, lesson plans aligned to the Dual Language pillars, and digital submission tools to scaffold student contributions throughout the year.
- Partner with counseling, CCMR, and advanced academics to ensure the Dual Language pathway is embedded in graduation planning and student advising.
- Ensure that dual language coursework from K–12 includes performance tasks that can serve as potential bilingual portfolio artifacts, making the portfolio curation process more natural and cumulative.



- Embed Seal of Biliteracy eligibility conversations into 8th grade transition meetings and ensure continued advising for the dual language program throughout high school.

Key Progress Indicators

GPM 5.1

- Percentage of dual language campuses that received STAMP Avant assessment communication by November 2024, documented on the project tracking sheet.
 - We will track communications with campuses about the administration of STAMP Avant assessments on a project sheet. Communication will be provided through Leadership Weeklys, office hours, and on demand by campus request.
- Percentage of campuses that received strategies for using headsets to prepare for the online Speaking domain of the STAMP assessment.
 - We will provide campuses with strategies for students using headsets during the online Speaking assessment similar to the strategies provided to support students during the TELPAS Speaking section.
- Percentage of dual language campuses utilizing the District's language and literacy online platform for biliteracy instruction, as aligned to district goals.
 - We will align District resources, such as the District's language and literacy online platform, with the District's biliteracy goal.
- Number of campus administrators who attend the required biliteracy-aligned session during the July 2025 Leadership Institute and ongoing administrator sessions throughout 2024-25.
 - We will continue to provide targeted professional learning for campus administrators through a required session during Leadership Institute in July 2025 and during principal and assistant principal meetings.
- Number of dual language teachers completing the foundational professional learning session(s) tied to bilingual stipend expectations.
 - We will broadly communicate the designated foundational professional learning session(s) required for classroom teachers aligned to bilingual stipend expectations.
- Number of campuses identified through the Dual Language Data Collection Tool as needing targeted support.
 - We will continue to collect and analyze data from the District's Dual Language Data Collection Tool to determine campuses in need of support.

GPM 5.2

- Percentage of dual language students accurately scheduled into both required DL courses (language + content in Spanish) each year.
- Launch and usage rate of the Frontline ERP tracking report for the Austin ISD Dual Language Seal of Biliteracy.
- Retention rates in the dual language program across grades 9–12.
- Number of teachers attending a training session to build teacher capacity in supporting students through the Austin ISD Dual Language Seal of Biliteracy portfolio process, including artifact collection, reflection, and alignment to the three Dual Language pillars.



APPENDIX

Appendix 1: Campus-Level Data

GPM 5.1. 2024-25 Campus Level Data for 5th STAMP4S Testing

Campus	SRI Band	# Tested	% Met	% A. Indian	% Asian	% Black	% 2 More	% LatinX	% White	% Eco Dis	% EB	% Sped
Andrews ES	1	19	89.5	*	*	*	*	89.5	*	89.5	88.9	60.0
Barrington ES	1	28	75.0	*	*	*	*	75.0	*	74.1	75.0	75.0
Brown ES	1	48	62.5	*	*	*	*	62.5	*	62.5	63.8	22.2
Cook ES	1	36	91.7	*	*	*	*	91.7	*	91.4	91.2	80.0
Dawson ES	1	12	83.3	*	*	*	*	88.9	*	87.5	100.0	*
Galindo ES	1	32	71.9	*	*	*	*	71.9	*	74.2	76.7	40.0
Govalle ES	1	16	62.5	*	*	*	*	62.5	*	60.0	60.0	40.0
Harris ES	1	24	37.5	*	*	*	*	37.5	*	39.1	40.9	*
Hart ES	1	50	64.0	*	*	*	*	64.0	*	65.3	66.7	30.8
Houston ES	1	35	77.1	*	*	*	*	77.1	*	75.8	75.8	50.0
Jordan ES	1	27	85.2	*	*	*	*	85.2	*	85.2	88.5	*
Langford ES	1	33	72.7	*	*	*	*	72.7	*	72.7	72.7	40.0
Linder ES	1	36	77.8	*	*	*	*	77.8	*	77.8	77.8	50.0
Norman-Sims ES	1	4	*	*	*	*	*	*	*	*	*	*
Ortega ES	1	8	75.0	*	*	*	*	66.7	*	75.0	85.7	*
Overton ES	1	41	75.6	*	*	*	*	75.6	*	76.9	77.5	28.6
Padron ES	1	72	73.6	*	*	*	*	73.2	*	74.3	73.2	72.7



Campus	SRI Band	# Tested	% Met	% A. Indian	% Asian	% Black	% 2 More	% LatinX	% White	% Eco Dis	% EB	% Sped
Pecan Springs ES	1	14	92.9	*	*	*	*	92.3	*	92.9	92.9	*
Perez ES	1	34	91.2	*	*	*	*	90.9	*	90.3	93.5	62.5
Pickle ES	1	35	68.6	*	*	*	*	68.6	*	68.6	68.6	50.0
Rodriguez ES	1	11	72.7	*	*	*	*	72.7	*	80.0	72.7	*
Sanchez ES	1	47	70.2	*	*	*	*	70.2	*	69.8	68.3	66.7
Walnut Creek ES	1	35	77.1	*	*	*	*	77.1	*	75.0	76.5	*
Widen ES	1	26	84.6	*	*	*	*	84.0	*	83.3	84.0	75.0
Winn Montessori	1	11	100.0	*	*	*	*	100.0	*	100.0	100.0	*
Wooldridge ES	1	45	77.8	*	*	*	*	77.3	*	77.3	77.3	45.5
Wooten ES	1	28	85.7	*	*	*	*	84.6	*	83.3	84.0	57.1
Allison ES	2	14	92.9	*	*	*	*	92.3	*	92.9	92.9	*
Guerrero-Thompson ES	2	37	78.4	*	*	*	*	78.4	*	77.8	78.4	66.7
McBee ES	2	28	92.9	*	*	*	*	92.9	*	96.3	92.6	100.0
Odom ES	2	13	100.0	*	*	*	*	100.0	*	100.0	100.0	*
Palm ES	2	19	84.2	*	*	*	*	82.4	*	83.3	86.7	*
Pillow ES	2	13	61.5	*	*	*	*	58.3	*	61.5	61.5	*
Pleasant Hill ES	2	16	81.3	*	*	*	*	80.0	*	81.3	81.3	*
St Elmo ES	2	17	88.2	*	*	*	*	87.5	*	88.2	88.2	71.4
Blanton ES	3	67	86.6	*	*	*	100.0	86.5	82.6	86.2	84.0	57.1
Blazier ES	3	49	77.6	*	*	*	*	79.2	*	77.3	82.6	66.7
Casey ES	3	15	86.7	*	*	*	*	86.7	*	80.0	90.9	80.0



Campus	SRI Band	# Tested	% Met	% A. Indian	% Asian	% Black	% 2 More	% LatinX	% White	% Eco Dis	% EB	% Sped
Doss ES	3	20	100.0	*	*	*	*	*	100.0	*	*	*
Joslin ES	3	18	66.7	*	*	*	*	71.4	66.7	66.7	*	*
Kocurek ES	3	9	66.7	*	*	*	*	66.7	*	62.5	75.0	*
Menchaca ES	3	18	88.9	*	*	*	*	88.2	*	88.9	93.3	80.0
Oak Hill EL	3	36	91.7	*	*	*	*	90.9	*	92.9	92.9	*
Reilly ES	3	43	69.8	*	60.0	*	*	76.0	50.0	60.0	70.6	28.6
Summitt ES	3	38	34.2	*	44.0	*	*	20.0	0.0	40.0	47.8	40.0
Sunset Valley ES	3	60	75.0	*	*	*	*	84.8	71.4	66.7	94.4	62.5
Travis Heights ES	3	22	59.1	*	*	*	*	71.4	46.2	60.0	*	20.0
Williams ES	3	14	92.9	*	*	*	*	92.9	*	90.0	91.7	*
Becker ES	4	40	80.0	*	*	*	*	78.6	81.0	80.0	*	*
Maplewood ES	4	12	25.0	*	*	*	*	40.0	16.7	*	*	*
Ridgetop ES	4	46	65.2	*	*	*	*	65.4	66.7	45.5	37.5	60.0
Zilker ES	4	18	100.0	*	*	*	*	*	100.0	*	*	*
TOTAL	NA	1489	76.2	*	53.8	62.5	82.6	77.3	72.4	76.2	77.9	57.2

* Fall STAMP assessment data matched with student information on 4/1/25. Information represents the percent of students who have met a proficiency level equivalent to Level 1 TEKS across all four assessment areas. Data is masked with an asterisk* where group size is below 5. Data is organized by Support Resource Index ([SRI](#)) bands.



GPM 5.2. 2024-25 Campus Level Data for 9-12th On-Track to Austin ISD Seal of Biliteracy

Campus	SRI Band	# Enrolled Program	% Total On Track	% Grade 9	% Grade 10	% Grade 11	% Grade 12	% Latino	% Eco Dis	% Emergent Bilingual	% Sped	% Ever EL
Travis ECHS	1	178	57.9	80.8	49.2	36.4	69.6	57.4	57.8	57.8	41.7	58.3
Akins ECHS	2	158	73.4	84.5	53.5	55.6	88.5	73.1	75.2	70.2	66.7	84.2
Crockett ECHS	2	115	66.1	60.0	62.2	72.7	69.4	65.5	65.7	58.6	30.0	95.2
Navarro ECHS	2	427	35.4	42.1	36.1	26.6	27.7	35.1	35.5	34.8	12.5	53.8
Total	NA	878	50.8	59.6	45.6	37.6	58.3	50.4	50.1	48	35	76.9

* Spring tracking for DL/APL bilingual students was matched with student information on 4/7/25. Information represents the percent of 9-12th grade students who are currently on track for their grade to earn the Austin ISD Seal of Biliteracy. Data is provided overall, per grade, and by demographic areas which have numbers large enough to show unmasked. Data is masked with an asterisk* where group size is below 5. Data is organized by Support Resource Index ([SRI](#)) bands.



Appendix 2: Defining the Progress Measure

GPM 5.1 - 5th grade dual language proficiency in partnered language

- Supports students in the pipeline for one or more biliteracy recognition by recognizing 5th grade students who meet a high standard for their age/grade, a proficiency level equivalent to level 1 high school credit in the TEKS.
- Tracks 5th-grade students labeled as dual language and enrolled in dual coursework.
- Utilizes the [STAMP4S](#) test, a measure of proficiency in the partnered language within dual language programming.
 - The test is given in Spanish, Mandarin, and Vietnamese. The test includes four core areas: reading, writing, speaking, and listening (utilizing 2 skill test version until 4S or four skill is created for Vietnamese).
 - All four tests are required to be taken and scored in order for students to be eligible for consideration. There are cases in which only some tests are scores or submissions are ineligible (e.g., recordings are too soft to be scored).
- Testing took place during the window of November 1-15, 2025 with a makeup window of November 18-22.
- Novice-mid to novice-high for 5th-grade across all areas is equivalent to a Level 1 high school credit.

Numerator = 5th students who have 'Met Level 1' on STAMP

Denominator = 5th students who have taken all 4 portions on STAMP

GPM 5.2 - 9-12th grade status towards Austin ISD Seal of Biliteracy

- Supports students in the pipeline for the Austin ISD Seal of Biliteracy by tracking grade level appropriate status towards the seal.
- The [Austin ISD Dual Language Seal of Biliteracy](#) is a locally developed seal that celebrates completion of the dual language program through 12th grade.
- The seal requirements have overall standards to complete as well as markers students should be making each year (e.g., 1 Spanish DL world language course per year to earn four overall with an average of 70/100).
- Requirements include:
 - 4 Spanish Dual Language World Language courses taken in High School with an average of 70/100 (Students may choose their highest grades from classes Spanish IIIA and above)
 - 4 Dual Language core content courses taught in Spanish taken in High School with an average of 70/100.
 - ELA Graduation requirements with an average of 70/100
 - Written portfolio and oral presentation that includes artifacts and reflections of their bilingual education journey.
- In this baseline year the MET team has worked to create grade-level tracking for students and campuses.
- Students included in tracking are 9-12th grade students coded DL/ALP bilingual (Dual Language or Alternative Language Program); they may also be termed as enrolled in programming. This allows for



tracking of language programming in high school as well as better data tracking overall for students for purposes of implementation, scheduling, and coding across complicated course pathways.

- Campuses included are those which implement high school DL with full fidelity, defined as four years or more. This is further defined as those campuses which host full requirements for students earning the Austin ISD Seal. Campuses include: Akins, Crockett, Navarro, and Travis ECHSs.
 - As a comparative note, early implementation campuses (e.g., LBJ ECHS) utilize a sliding set of program requirements in order to foster implementation and student success.
- A student is considered on track when they meet the following grade-level criteria:
 - 9th Grade: Enrolled in two dual language courses.
 - 10th Grade: Enrolled in two dual language courses and have completed at least two dual language courses with a grade of 70 or above.
 - 11th Grade: Enrolled in two dual language courses and have completed at least four dual language courses with a grade of 70 or above.
 - 12th Grade: Enrolled in two dual language courses, including the Advanced Language and Career Applications (ALCA) course, and have completed at least six dual language courses with a grade of 70 or above.
 - To allow for flexibility, students are permitted one allowance. If they are missing a dual language course, they may submit one additional portfolio artifact in its place.

Numerator = 9-12th DL/ALP bilingual marked as 'on track'

Denominator = 9-12th DL/ALP bilingual students

Appendix 3: Root Cause and Theory of Change

GPM 5.1 Root Cause

Shift in Assessment Window Timing

- The move from a Spring to a Fall testing window for the 2024–2025 school year significantly altered the context in which students were assessed.
- This earlier timing reduced instructional time in the partner language prior to testing, likely contributing to variation and potential decreases in student performance across dual language programs.

Introduction of a New Assessment (Vietnamese STAMPWS - writing and speaking)

- Vietnamese dual language students were assessed using the newly implemented STAMPWS online platform for the first time.
- As with any new testing instrument, lack of familiarity and potential issues with implementation could affect performance outcomes.

Change in Reporting Methodology

- The 2024–2025 school year marked the start of reporting domain-specific scores (Listening, Speaking, Reading, Writing) instead of a composite score.
- This change, while improving clarity and consistency, may have highlighted weaknesses in individual domains that were previously masked.

Implementation Inconsistencies with the Dual Language Allocation Plan

- The performance decline suggests potential gaps in implementation of the District's Dual Language Allocation Plan, possibly in instructional minutes, teacher training, or resource availability.

Fewer Scored in the Speaking Domain of STAMP

- The data indicates that of the 12.2% not scored, 11.6% were not scored in the domain of Speaking.



GPM 5.1 - Addressing the Root Cause

Clarifying Assessment Expectations

- To address gaps in understanding and administration of language proficiency assessments, the Plan Forward strengthens communication around the STAMP Avant assessments, specifically ensuring alignment with expectations similar to TELPAS, especially in the speaking domain. This helps reinforce the focus on oral language proficiency development, which is central to the District's Language and Content Allocation Plan and supports the goal of building language proficiency in both languages.

Enhancing Language Practice Beyond the Classroom

- Recommend consistent use of the District's language and literacy online platform during the school day and promotion of its use at home. This supports the foundational work of the MET by ensuring that dual language students have additional opportunities to engage with both Spanish and English outside core instructional minutes, reinforcing language development in both the language of instruction and the partner language.

Strengthening Administrator Capacity

- Recognizing that implementation of dual language models relies heavily on strong campus leadership, targeted, ongoing professional learning for campus administrators is essential. These sessions focus on deepening understanding of dual language programming, the Language of Instruction (LOI), and content-based language instruction. This learning builds administrators' capacity to lead dual language campuses aligned with the Language and Content Allocation Plan and ensures consistent, informed support for instructional teams.

Aligning Teacher Professional Learning with Stipend Expectations

- By designating required foundational professional learning sessions for classroom teachers, the Plan Forward ensures that all bilingual teachers receive consistent, standards-aligned training. This alignment directly supports the District's investment in quality dual language instructional materials by ensuring teachers are equipped to implement them effectively in both core and intervention settings.

Monitoring Instructional Language Fidelity

- Monitoring campus adherence to the Language and Content Allocation Plan using the Dual Language Data Collection Tool is a high priority. This strategy directly builds on existing walkthrough practices, reinforcing the importance of maintaining the designated Language of Instruction and promoting systemic accountability to ensure that language and content learning goals are being met equitably in both Spanish and English.

Through these aligned strategies, a targeted plan operationalizes the foundational work of the Multilingual Education Team and its cross-departmental partnerships, ensuring that dual language programming is not only well-resourced but also well-executed, monitored, and continuously improved across campuses.

GPM 5.2

- A lack of a centralized tracking system has historically prevented students, counselors, and families from understanding where a student stands in relation to the Seal of Biliteracy. To address this, the district is developing a centralized report within Frontline ERP that will provide real-time visibility into student progress. This system, paired with the integration of Seal eligibility conversations into 8th grade transition meetings, ensures that planning begins early and continues throughout high school, creating multiple opportunities for course corrections and proactive advising.
- High student mobility has also impacted students' ability to stay on track for the Seal. In response, the district is embedding performance tasks aligned to portfolio expectations into dual language coursework across grades. This allows students to build portable, cumulative artifacts that can be



used if students rejoin the dual language program. Additionally, teachers, counselors, and registrars will receive training and tools to support students when advising the student on coursework pathways. This will ensure that students who may no longer qualify for the AISD Dual Language Seal of Biliteracy can still be guided toward other or multiple recognitions, such as the Global Seal of Biliteracy or the Texas Performance Acknowledgement in Bilingualism and Biliteracy.

- To address awareness gaps, particularly among students and families, the Plan Forward includes partnerships with counseling, CCMR, and advanced academics to ensure that the AISD Dual Language Seal of Biliteracy is part of graduation planning and advising. By embedding conversations about the AISD Dual Language Seal of Biliteracy into transition meetings, the district will increase visibility and engagement.
- Staffing instability has disrupted instructional consistency in some schools. To mitigate this, the district is equipping Dual Language teachers with resources, lesson plans, and aligned tasks that promote portfolio artifact development during beginning-of-year training. This supports instructional consistency across classrooms and ensures that all teachers understand the long-term goals for dual language students. Furthermore, the district is offering a stipend to attract and retain bilingual-certified educators and stabilize staffing in key DL courses.
- Limited training and alignment among counselors, registrars, and LPACs has led to inconsistent scheduling and support. The Plan Forward addresses this by strengthening collaboration and providing targeted training to ensure all key stakeholders understand the DL pathway and Seal requirements. This unified approach will help ensure accurate scheduling and student progress monitoring.

Appendix 4: Supporting Implementation Data / Research

1,696 students took one or more STAMP. Only students who had scores in all four areas were included in the determination of ‘met level 1.’ To understand where implementation improvement may occur we looked at where score improvements may occur.

GPM5.1 Percent of students who did not receive a score on one or more assessments suggest areas for testing improvement.

	% Not scored
All 4 Assessments	12.2
Reading	0.5
Writing	2.1
Listening	0.8
Speaking	11.6

Inclusive of all 1,696 students who took one or more STAMP portions, students took assessments in three different languages: Chinese (2.24% of test takers), Spanish (95.46%), and Vietnamese (2.30%). Below is the breakdown of average scores in each assessment portion overall and by each language. Assessments are scaled 0-8. Scores from each area are utilized to determine ‘Met Level 1’ status. Spanish scores were the highest with the exception of the Chinese speaking domain. This information helps us understand that while students, especially in Spanish language areas, may not be meeting ‘Met Level 1’ they are high for grade level across areas suggesting student success in one or more areas.



GPM5.1 Average scores by assessment area in STAMP broken down by overall/all tests and by language type show more in-depth student success breakdowns.

	% Overall	% Chinese	% Spanish	% Vietnamese
Reading	3.89	2.82	3.96	1.76
Writing	3.39	3.26	3.44	1.76
Listening	4.33	4.34	4.38	2.11
Speaking	3.44	3.55	3.47	2.11

Last, we broke down the percent of students who ‘Met level 1’ by language type. Students taking the Chinese partnered language held the highest percentage followed by Spanish test takers. Of note, both the Chinese and Vietnamese assessment was completed by only 38 students where the Spanish assessment had above 1000 participants.

GPM5.1 Percent of students in each language area who met the level for success show areas for implementation focus.

	% Met Level 1
Chinese	86.4
Spanish	77
Vietnamese	34.2

Appendix 5: Glossary

- Dual Language: A bilingual education program where students are taught in both English and a partner language such as Spanish, Mandarin, or Vietnamese. This program helps students learn math, science, and reading in both languages.
- Alternative Language Program (ALP) Bilingual: Program code used when temporary language supports are provided to emergent bilingual or dual language students due to the absence of a certified bilingual or ESL teacher. Supports must meet students’ academic, linguistic, and emotional needs, align with the district’s program, and be approved by the Texas Education Agency each year.
- The [Austin ISD Dual Language Seal of Biliteracy](#) is a locally developed seal that celebrates completion of the dual language program through 12th-grade.
- The Avant [STAMP4S](#) test is a measure of proficiency in the partnered language within dual language programming.
- Austin ISD Elementary Language and Content Allocation Plan
 - [Mandarin Dual Language](#)
 - [Spanish Dual Language](#)
 - [Vietnamese Dual Language](#)
- Austin ISD Elementary Dual Language Data Collection Walkthrough Rubric
 - [Mandarin/Vietnamese DL Rubric](#)
 - [Spanish DL Rubric](#)