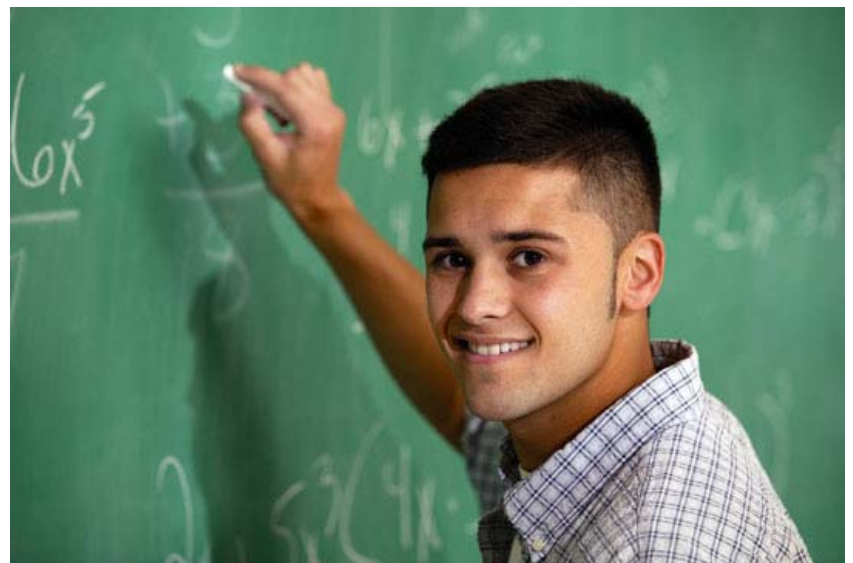


Bilingual Education/ESL Programs Evaluation Report, 2004-2005



Austin Independent School District
Department of Program Evaluation

April 2006

EXECUTIVE SUMMARY

Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP) or English Language Learners (ELLs): Bilingual Education (BE), which provides instruction in English and the native language 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 writing through the development of literacy and academic skills in the student's primary language. The goal of the ESL Program is to develop students' literacy through the integrated use of second language methods. On each campus, the Language Proficiency Assessment Committee (LPAC) makes instructional and assessment 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 2004-2005, AISD enrolled 18,169 LEP students, of whom 94.0% spoke Spanish, 1.4% spoke Vietnamese, <1% spoke Korean, and 3.7% spoke other languages. Most (95.8%) LEP students received program services through either the BE or ESL program. The parents of 761 (4.1%) eligible students did not give permission for their children to participate in either the BE or ESL program.

ELLs Served and Academic Achievement

Academic performance standards for ELLs are the same as those for all students, yet ELLs are in the process of acquiring the academic English proficiency necessary for success in the classroom. Thus, when reviewing the academic performance of ELLs on English TAKS, one must look at the data in the context of students who are in the process of becoming academically proficient in English.

TAKS 2005 achievement results for AISD ELLs include the following:

- TAKS performance was very good in several areas. Among AISD ELLs at grade 3, 95% met the standard on English TAKS reading, and 86% met the standard on Spanish TAKS reading (cumulative percentages after 3 administrations). On English TAKS mathematics at grade 5, 80% of ELLs met the standard, and at grade 3, 76% of ELLs met the standard.
- TAKS performance was poorest for grade 10 ELLs, with 7% meeting the standard on TAKS science, and 11% on TAKS reading and mathematics, respectively.

- A comparison of results for AISD ELLs to results for ELLs statewide showed that greater percentages of AISD ELLs than ELLs statewide met the standard on TAKS reading (95% compared to 91%) at grade 3, TAKS writing (82% compared to 80%) at grade 4, and TAKS reading/ELA (43% compared to 39%) at grade 11. At grade 5, an equal percentage (67%) of AISD ELLs and ELLs statewide met the standard on TAKS reading. However, at other grade levels the percentages of AISD ELLs who met the standards on TAKS reading/ELA and writing were less than those of ELLs statewide.
- On TAKS mathematics at grades 3 (76%) and 5 (80%), greater percentages of AISD ELLs met the standard than did ELLs statewide (72% and 79%, respectively). At all other grade levels, lesser percentages of AISD ELLs met the standard on mathematics than did ELLs statewide.
- A lesser percentage of AISD ELLs met the standard on TAKS social studies than did ELLs statewide. The greatest difference in percentage points between the two groups was at grade 8, where 39% of AISD ELLs met the standard, compared to 51% of ELLs statewide.
- On TAKS science at grade 11, AISD ELLs and statewide ELLs met the standard at equal rates (41%). However, greater percentages of ELLs statewide met the standard for science at grades 5 and 10 than did AISD ELLs (31% vs. 11%).

On the Texas English Language Proficiency Assessment System (TELPAS), most AISD ELLs in bilingual programs in grades K through 2 achieved a Beginning proficiency level, which reflects the use of the students' native language for instruction. Among AISD ELLs at grade 3, 46% achieved Beginning or Intermediate proficiency levels, and 53% achieved Advanced or Advanced High proficiency levels. Most AISD ELLs in the upper elementary grades achieved Advanced or Advanced High proficiency levels, indicating that they are receiving most of their instruction in English. Of the students in ESL programs, most achieved Advanced or Advanced High proficiency levels. All ELLs must continue to participate in the TELPAS until they pass the English TAKS reading and writing.

To obtain exit status from the BE/ESL programs, ELLs must meet the passing standard on English TAKS reading/ELA and writing. In 2004-2005, district files indicated that 2,144 students in grades 3-12 could be exited from the BE/ESL programs because they passed 2005 English TAKS reading/ELA and writing (grades 4 and 7, only). Of these ELLs eligible for exiting LEP status, a total of 2,081 took TAKS mathematics, and 72.9% of those met the standard. On TAKS science at grades 5, 10, 11, and 12, 636 ELLs eligible for exit status were tested, and of these students 47.7% met the standard. On TAKS social studies at grades 8, 10,

11, and 12, 305 ELLs who were eligible for exit status were tested, and of these students 83.6% met the standard.

Professional development opportunities were provided to principals, assistant principals, central office administrators, classroom teachers, literacy and reading specialists, and other district personnel by the BE/ESL staff. A total of 2,781 AISD personnel participated in 76 workshops pertaining to programmatic and instructional issues relevant to ELLs.

RECOMMENDATIONS

In recent years, the academic performance of AISD ELLs has improved, but a persistent achievement gap remains between AISD ELLs and non-ELLs. In some cases a gap also exists between AISD ELLs and ELLs statewide, especially beyond grade 5. Therefore, the following recommendations are offered.

More comprehensive academic support should be provided for AISD ELLs at middle and high schools. With the exception of TAKS social studies at grade 11, where 57% of AISD ELLs met the passing standard, at all other grades and in all other subjects tested at middle and high school, less than half of the ELLs tested met the passing standard.

Additional academic support can be provided to students through tutoring, extending the school day either in the morning or in the afternoon, and offering classes on Saturdays. Counselors can offer training sessions (workshops) to teach ELLs how to assess their academic progress and when to ask for academic assistance. Along with English language development, instruction for ELLs in middle and high schools must be explicit and concentrate on the academic registers (subject specific vocabulary) of each of the content areas (English/language arts, mathematics, science, and social studies). Student performance must be monitored on a regular basis (every 6-9 weeks) by the LPACs, so that students can be referred to the appropriate academic interventions in a timely manner to prevent academic failure. The Principles of Learning (POLs) are embedded in the Instructional Planning Guides (IPGs) and these guides address the instructional needs of ELLs. Teacher should use the suggestions regarding ELLs in the IPGs and apply the principles of clear expectations, rigorous instruction, and the rewards of effort-based education, all of which are critical to ELLs.

The LPACs are very important for ELLs, not only because they determine the appropriate language of assessment, but also because they determine the type of instruction that is most beneficial to the students. If ELLs do not make yearly progress on the TELPAS, if they are retained, or if they are reclassified and returned to LEP status, then the LPACs should consider these outcomes as opportunities to reassess, intervene, and redirect the academic progress of ELLs. The LPAC members must act as advocates for ELLs and assure that these students receive the opportunity to participate in other programs on campus which support

students who are struggling academically. Appropriate and timely academic interventions will make a critical difference for students who are at risk of academic failure because of their lack of English language proficiency.

ELLs who have exited LEP status must be monitored during subsequent school years to ensure that they are passing all of their courses and are working towards meeting graduation requirements. If recently-exited ELLs are exhibiting difficulties with school work, early intervention is critical. Recently-exited ELLs should be given information regarding any program on campus that provides additional academic support, to assure their academic success and keep them from being reclassified back into LEP status.

School personnel should discuss the goals of the districtwide English Learners and Educators Versed in Academic Rigor (ELEVAR) initiative to establish a common understanding and agreement regarding the instruction provided for ELLs. AISD must continue to provide professional development opportunities concerning the new model for bilingual education (in grades pre-K through 5) and ESL (in grades 6 through 12) including sheltered instruction in the content areas. Even though several cadres of teachers at elementary and secondary levels have participated in workshops, more teachers from across the content areas should participate in professional development opportunities that will show them how to make academic content more accessible to ELLs.

AISD administrators must require teachers to continue attending workshops that address topics relevant to those who provide instruction to ELLs. Among these topics are second language acquisition, scaffolding instruction, early and appropriate intervention strategies for ELLs struggling academically, effective literacy practices, sheltered English, and ESL methodology. As the state assessment for language proficiency becomes more inclusive of the four language modalities (listening, speaking, reading, and writing), knowledge of these topics will become more critical to teachers who provide instruction to ELLs and assist with their assessments.

The 2005-2006 school year is the third and final year of the joint AISD-Institute for Learning (IFL) partnership to implement the ELEVAR initiative. The goal of the partnership is to raise the academic achievement of ELLs by providing students with a rigorous curriculum that ensures entry into postsecondary education. The work of the IFL is guided by nine Principles of Learning that are research-based practices for guiding instruction and promoting academic rigor. The district should examine the extent to which the goals of ELEVAR have been met and should define the long-term plans for program implementation once the partnership is completed. The promise of ELEVAR to raise the academic achievement of ELLs is critical to their long-term academic success individually, as well as to the success of AISD schools and the district as a whole.

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BILINGUAL EDUCATION/ESL PROGRAMS EVALUATION REPORT, 2004-2005

EVALUATION MANDATE

Staff from the Austin Independent School District's (AISD) Departments of Bilingual Education/English as a Second Language (BE/ESL) and Program Evaluation cooperatively planned and conducted the evaluation of AISD BE/ESL Programs, as required by law. In reference to program evaluation, Chapter §89.1265, of the 19 Texas Administrative Code (TAC, 1996) 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 purposes of this report are to provide information to program directors as well as to comply with the legal mandate. This report presents a description of the demographics of AISD's English Language Learners (ELLs), formerly described as Limited English Proficient (LEP) students; summarizes ELLs' academic achievement in English and Spanish; and provides information on BE/ESL professional development sessions attended by administrators, teachers, and other school personnel.

PROGRAM OVERVIEW

Texas law requires that every student with a primary home language other than English, who is identified as limited English proficient, be provided with a full opportunity to participate in a bilingual education or an English as a second language program. To ensure education equity, the law also states that districts must seek certified teaching personnel and assess these students' achievement in the Texas Essential Knowledge and Skills (TEKS), the state curriculum. (See Appendix A.) ELLs must be identified in a timely manner and must be provided with 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 instruction.

In compliance with state law, AISD provides both BE and ESL programs to serve students identified as ELLs. ESL is both a component of BE and a stand-alone program. At each school, the primary roles of members of Language Proficiency Assessment Committee (LPAC) are to evaluate the academic progress and language of instruction of ELLs, and to determine if ELLs will take the state assessments in English or in Spanish. The LPAC on each campus makes instructional placement and testing decisions intended to assure that each student will be served by the program that can best address his or her 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.

After the school staff assesses a student's English language proficiency, the staff notifies the parents about the results. At this time, parents are informed about the availability of BE and ESL programs in the district. If parents approve program participation, their child participates in the program they select; if parents do not approve, the student participates in an all-English language classroom. Another responsibility of the campus LPAC staff is to monitor the academic progress of all ELLs to assure that these students are performing on grade level. If ELLs are not performing on grade level, the committee makes recommendations for appropriate 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).

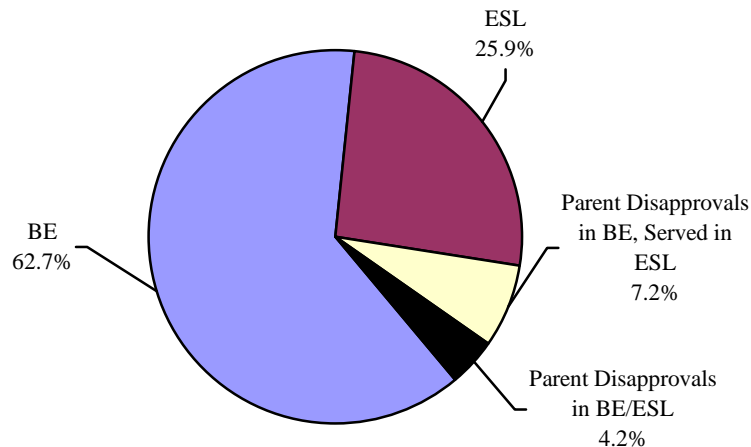
DESCRIPTION OF THE AISD ELL POPULATION

During the 2004-2005 school year, program staff identified 18,169 ELLs (22.7% of the AISD student population). Figure 1 presents the numbers and percentages of ELLs served in each program and the percentage of students whose parents did not approve program services. They are as follow:

- The BE program served 11,390 (62.7%) students,
- The ESL program served 4,718 (25.9%) students,
- The ESL program also served 1,300 (7.2%) students whose parents disapproved of their participation in the BE program, but approved of their participation in the ESL program, and
- Parents of 761 (4.2%) students disapproved services by either the BE or ESL program.

The number of ELLs served in the 2004-2005 BE/ESL programs increased from the previous year by 984 students. The number of parents who disapproved of their children's BE/ESL program participation decreased by 74 students from 835 in 2003-2004 to 761 in 2004-2005.

Figure 1: Percentages of AISD ELLs by BE/ESL Program Services, 2004-2005



Source: AISD PEIMS Student Records, Fall 2004

Of the 17,408 (95.8%) ELLs who participated in the district's BE/ESL programs, 13,080 (75.1%) were in grades pre-K through six (elementary school); 2,363 (13.5%) were in

grades six through eight (middle school); and 1,965 (11.2%) were in grades nine through twelve (high school). (See Table 1.)

Table 1: Numbers of AISD ELLs Served and Parent Disapprovals by Grade, 2004-2005

Grade	Number Served	Number of Disapprovals	Total
Pre-K	2,468	24	2,492
K	2,281	49	2,330
1	2,181	79	2,260
2	1,991	101	2,092
3	1,736	76	1,812
4	1,318	35	1,353
5	1,045	40	1,085
EL 6	60	1	61
MS 6	872	50	922
7	773	51	824
8	718	54	772
9	935	65	1,000
10	429	40	469
11	366	52	418
12	235	44	279
District Total	17,408	761	18,169
Percentage	95.8%	4.1%	100%

Source: AISD PEIMS Student Records, Fall 2004

Table 2 presents the distribution of all ELLs (n = 18,169) by ethnicity and grade span in AISD. Most ELLs were Hispanic (94.0%) with the next largest ethnicity being Asian (3.9%). Most ELLs also were in the elementary grades (pre-K-5).

Table 2: Numbers and Percentages of All ELLs by Ethnicity and Grade Span, 2004-2005

Ethnicity	Pre-K-5		6-8		9-12	
	Number	Percent	Number	Percent	Number	Percent
Hispanic	12,608	93.9%	2,458	95.3%	2,031	93.9%
Asian	594	4.4%	63	2.4%	62	2.8%
White	140	1.0%	44	1.7%	46	2.1%
African American	77	<1%	13	<1%	23	1.0%
Native American	*	<1%	*	<1%	*	<1%
Total	13,419	73.8%	2,577	14.1%	2,162	11.9%

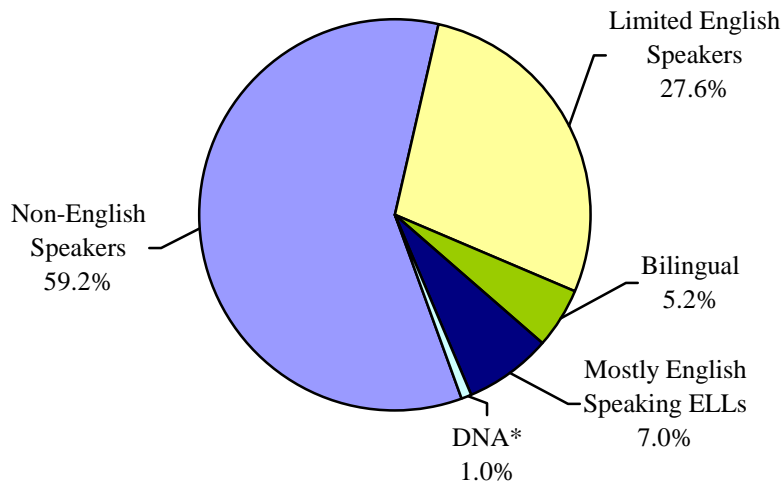
Source: AISD PEIMS Student Records, Fall 2004

*Numbers are masked for confidentiality.

LANGUAGE DOMINANCE

All students who speak a language other than English at home are assessed with either the Individual Diagnostic English Assessment (IDEA), or the Language Assessment Scales Oral (LAS-O). In elementary schools, students are assessed with the IDEA at grades Pre-K-6, and in middle and high schools students are assessed with the LAS-O at grades 6-12. Both assessments measure the student's fluency or proficiency in English and determine language dominance. In general, a child who speaks only (or mostly) one language other than English is considered a non-English or limited English-speaking student. At AISD in 2004-2005, more than one-half (59.2 %) of ELLs were non-English speakers, and another 27.6% of the students were limited English speakers. Thus, a total of 86.8% students who received BE/ESL Programs services in 2004-2005 were non-English speaking or were limited speakers of English. The data displayed in Figure 2 are organized by fluency in English and include only the ELLs who participated in the program for the entire school year.

Figure 2: AISD ELLs Served by Language Dominance, 2004-2005



Source: AISD Student Records, 2004-2005, Department of Program Evaluation

*DNA = Data Not Available

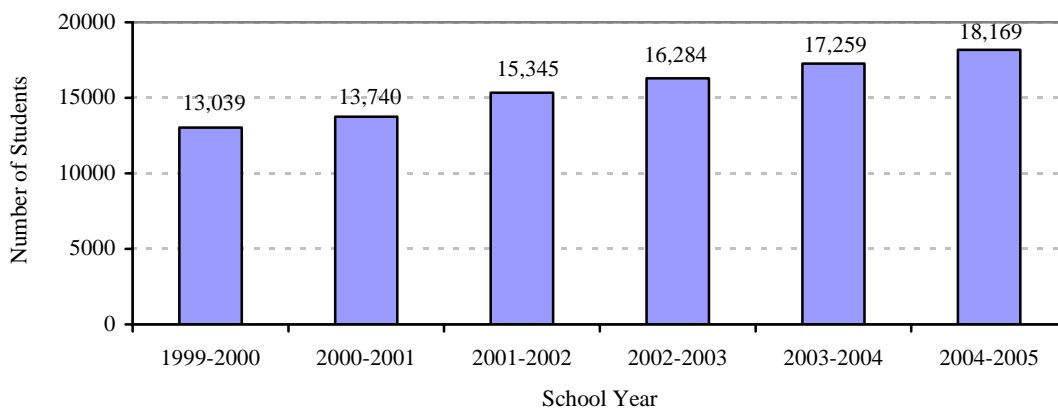
LANGUAGES SPOKEN

In 2004-2005, most AISD ELLs served were native Spanish speakers (94.3%, n = 16,370). Speakers of Vietnamese comprised the next largest segment of AISD ELLs (1.4%, n = 240), followed by Korean (<1%, n = 160). The remaining ELLs served (3.7%, n = 638) spoke many other native languages, including Chinese, Urdu, Arabic, Farsi (Persian), French, Russian, Japanese, Hindi, Portuguese, Amharic, Gujarati, Pilipino (Tagalog), and Ibo.

GROWTH IN THE AISD ELL POPULATION

The AISD ELL population (including both students who receive BE/ESL services and students whose parents decline program services) has increased incrementally year for the past fifteen years, with one exception in the 1997-1998 school year (González, 1999). Figure 3 presents the gradual growth in AISD ELL population for the past six years. The population of AISD ELLs increased by 5,130 students between 1999-2000 and 2004-2005, which represents a growth rate of 39.3%. The largest increase of AISD ELLs occurred in 2001-2002 (n=1,605) and the least occurred in 1999-2000 (n=601).

Figure 3: Growth of AISD ELL Student Population from 1999-2000 Through 2004-2005



Source: AISD PEIMS Student Records, 1999-2000 through 2004-2005

ELLs have become an increasingly large percentage of the total AISD student population during this same period. In 1999-2000, ELLs comprised 16.8% of the district's students, and by 2004-2005 the percentage had risen to 22.7% (see Table 3).

Table 3: Numbers and Percentages of AISD ELLs Compared to the Total AISD Student Population 1999-2000 Through 2004-2005

School Year	Number of AISD ELLs	Number of AISD Students	Percentage of AISD Students Who Are ELLs
2004-2005	18,169	79,950	22.7%
2003-2004	17,259	79,007	21.8%
2002-2003	16,284	78,608	20.7%
2001-2002	15,345	77,128	19.9%
2000-2001	13,740	77,362	17.8%
1999-2000	13,039	77,245	16.8%

Source: AISD PEIMS Student Records, 2004-2005 and 2003-2004, AISD Student Attendance Records for 1999 through 2002

ACADEMIC ACHIEVEMENT

As mandated by Senate Bill 103 during the 76th Texas Legislative Session, the statewide student assessment program known as the Texas Assessment of Knowledge and Skills (TAKS) has been administered since the 2003-2004 school year. The assessment program is anchored in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum, and measures student achievement in its core subjects. 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 are administered to students in reading at grades 3 through 9; in writing at grades 4 and 7; 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. The TAKS are administered in Spanish and English at grades 3 through 6. (The Spanish TAKS assesses the academic progress of ELLs who receive academic instruction in Spanish while they are learning English.)

Satisfactory performance on the TAKS at grade 11 was a prerequisite to earning a high school diploma for the Class of 2005. The grade 11 or exit level tests are offered at different times throughout the year for students who have not yet met the standard in one or more subject areas. Students in grades 3 and 5 also must pass certain subject areas to be promoted to the next grade. To provide students with an appropriate number of opportunities to pass Spanish or English TAKS reading and mathematics at grades 3 and 5, the Student Success Initiative (SSI) (1999) allows for three administrations of the test.

AISD ELLS' TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) – ENGLISH RESULTS

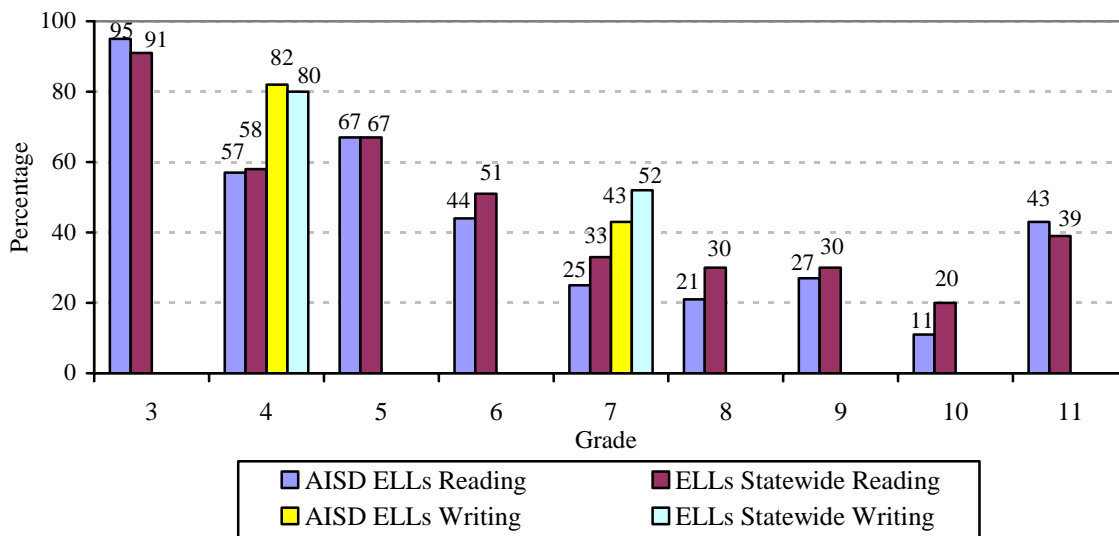
Figures 4, 5, and 6 present the results for AISD ELLs and ELLs statewide on English TAKS for students in grades 3 through 11, by subject area, for the 2004-2005 school year. “The Board, [State Board of Education]...approved the passing standards for the TAKS test in grades 3-11 as they were originally proposed by about 350 educators and citizens who served on TAKS standard-setting committees” (Texas Education Today, November 2002). The implementation of the new standards occurred in a three-year phase-in period that allowed for transition. The passing standards were: 2 standard errors of measurement (SEM) below the panel’s recommendation in 2003, 1 SEM below the panel’s recommendation in 2004, and the panel’s recommendation in 2005. The exception was for grade 11 students taking exit level tests for the first time in spring 2005, where the passing standard remained at 1 SEM below the

panel’s recommendation. The phase-in plan increases the minimum passing standard yearly with full implementation in 2005-2006.

Most of the achievement data presented in this report are from the AISD TAKS District Summary Reports, May 2005, the TEA TAKS Statewide Met Standard and Commended Performance Results, 2005, and the July 2005 TEA TAKS Statewide Cumulative Summary Reports. The data for grades 3 and 5 in reading and grade 5 in mathematics are cumulative and reflect the results of the three administrations as required by the SSI (1999). See Appendix B for the numbers and percentages of AISD ELLs who met the standard on English TAKS in reading/ELA, mathematics, writing, social studies, and science.

Figure 4 presents a comparison of AISD ELLs and ELLs statewide on TAKS reading and writing. In general, on TAKS reading/ELA, greater percentages of ELLs met the standard in the elementary grades than did so in middle school or high school. On TAKS reading, at grades 3 and 11 a greater percentage of AISD ELLs met the passing standard than did ELLs statewide. At grade 5, the same percentage from each group (67%) met the standard on TAKS reading. However, lesser percentages of AISD ELLs met the standards than did ELLs statewide on reading/ELA at all other grades. The greatest disparities occurred in grades 8 and 10, where passing percentages of AISD ELLs and ELLs statewide differed by nine percentage points. At grade 4 on TAKS writing, a greater percentage of AISD ELLs (82%) met the standard than did ELLs statewide (80%).

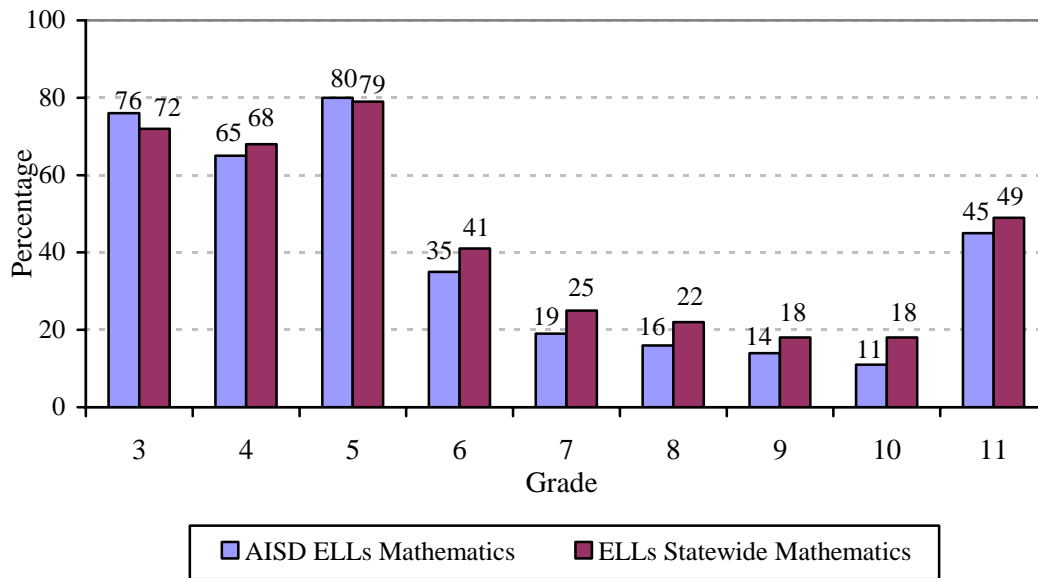
Figure 4: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on English TAKS Reading/ELA and Writing by Grade Levels, 2005



Sources: AISD TAKS District Summary Reports, May 2005, TEA TAKS Statewide Met Standard and Commended Performance Results, Spring 2005, and TEA TAKS Statewide Cumulative Summary Reports, July 2005

Figure 5 shows 2005 TAKS mathematics results for AISD ELLs and ELLs statewide. At grades 3 and 5, greater percentages of AISD ELLs met the standards on TAKS mathematics than did ELLs statewide. However, at other grade levels, lesser percentages of AISD ELLs met the standards on TAKS mathematics than did ELLs statewide. The greatest difference was on mathematics at grade 10, where 11% of AISD ELLs passed compared to 18% of ELLs statewide.

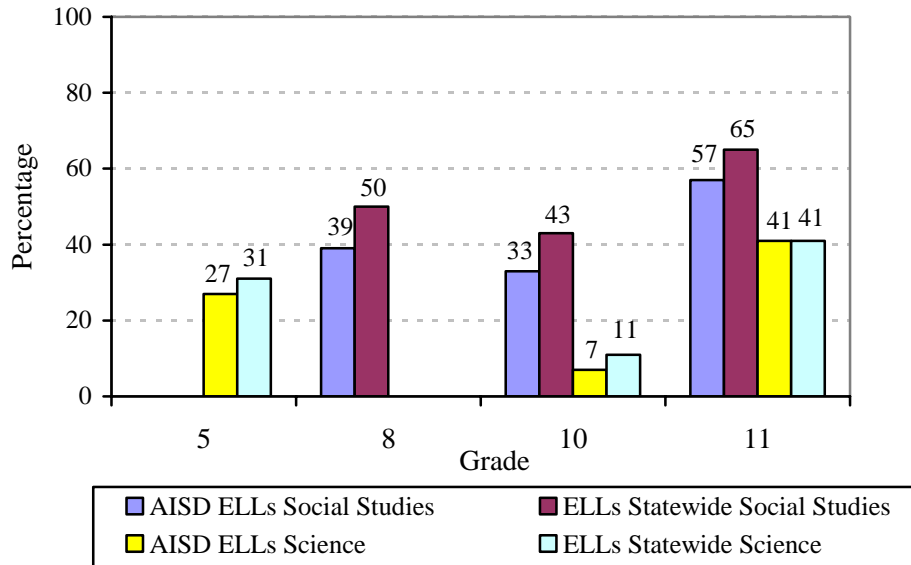
Figure 5: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on English TAKS Mathematics by Grade Levels, 2005



Sources: AISD TAKS District Summary Reports, May 2005, TEA TAKS Statewide Met Standard and Commended Performance Results, Spring 2005, and TEA TAKS Statewide Cumulative Reports, July 2005

Figure 6 presents results for TAKS social studies and science for AISD ELLs compared to ELLs statewide. Percentages of AISD ELLs who met the standards in social studies were smaller than those of ELLs statewide at each grade level tested. The largest difference on social studies was at grade 8, with 39% of AISD ELLs meeting the standard, compared to 50% of ELLs statewide. AISD ELLs performed similarly to ELLs statewide in science at grade 11. The smallest passing percentages were on TAKS science at grade 10, with 7% of AISD ELLs and 11% of ELLs statewide meeting the standards.

Figure 6: Percentages of AISD ELLs and ELLs Statewide Who Met the Passing Standard on English TAKS Social Studies and Science by Grade Levels, 2005



Sources: AISD TAKS District Summary Reports, May 2005, TEA TAKS Statewide Met Standard and Commended Performance Results, Spring 2005, and TEA TAKS Statewide Cumulative Summary Reports, July 2005

Using TAKS data recalculated at the panel recommended standard, comparisons show that a greater percentage of AISD ELLs met the TAKS standard in 2005 than 2004 on 19 of 26 possible comparisons. These include:

- Reading, at grades 3, 5, 6, 7, 9, and 11,
- Mathematics, at grades 5 through 11,
- Writing, at grade 4,
- Social Studies, at grades 8, and 10, and
- Science, at grades 5, 10, and 11.

In all other areas (7 comparisons) a lesser percentage of AISD ELLs passed in 2005 than 2004. (See Appendix C.)

AISD ELLs' TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) – SPANISH RESULTS

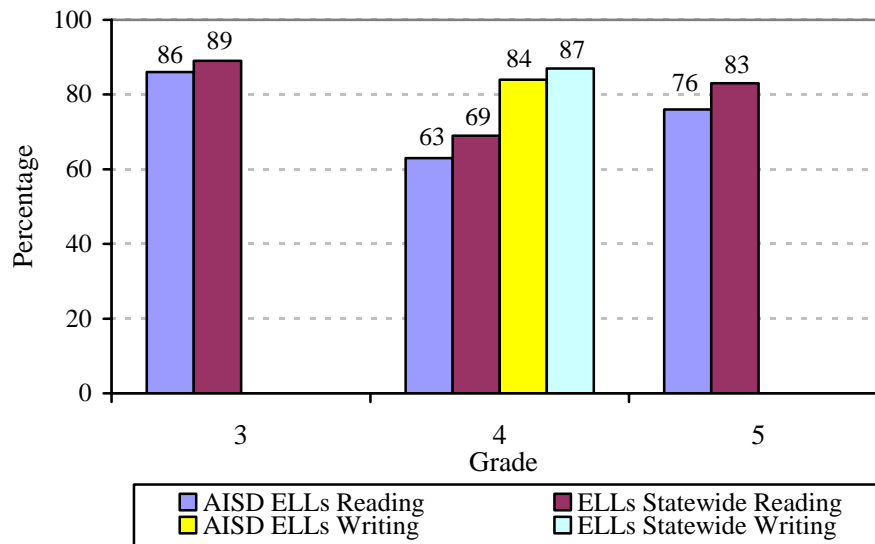
The Spanish TAKS, also based on the TEKS, is available in grades 3 through 6 for measuring student knowledge and skills in reading, mathematics, writing, and science among ELLs for whom the Spanish test is appropriate. Spanish-version tests in reading, mathematics, and writing were fully implemented by spring 1998 and incorporated in the Academic Excellence Indicator System (AEIS), the state accountability system, in 2000.

Based on native/primary language development, instructional program, and immigrant status the LPACs determine whether the English or Spanish TAKS would more appropriately

measure the academic knowledge of individual ELLs. Please see Appendix D for the numbers and percentages of AISD ELLs tested with the Spanish TAKS in reading, mathematics, writing, and science.

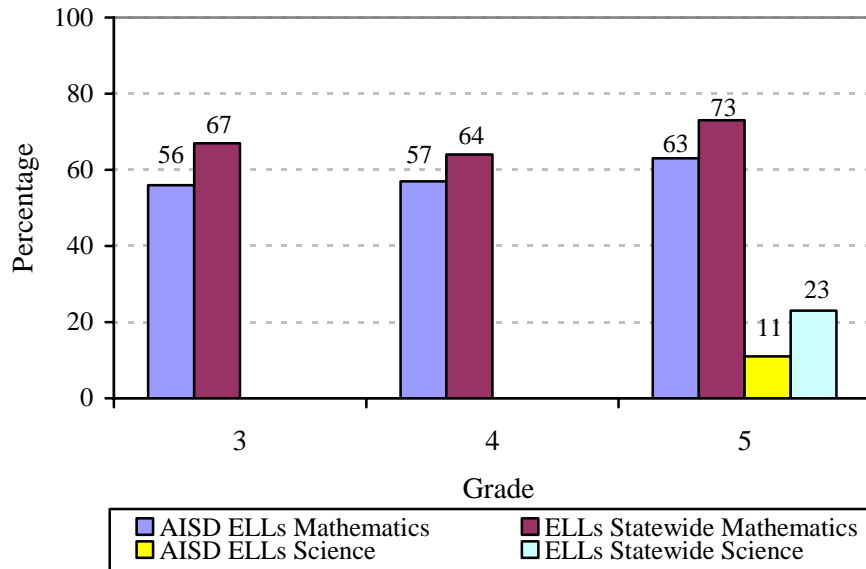
Figures 7 and 8 present the results of the 2005 Spanish TAKS in reading, writing, mathematics, and science, comparing the performance of AISD ELLs in bilingual education programs to that of ELLs statewide. The percentages of AISD ELLs who met the passing standard were greater than 75% at grades 3 and 5 on TAKS reading, and at grade 4 on TAKS writing. At grades 3, 4, and 5, lesser percentages of AISD ELLs met the standard in all four subjects on the Spanish TAKS than did ELLs statewide. The greatest difference in percentages passing between AISD ELLs (11%) and ELLs statewide (23%) occurred in science.

Figure 7: Percentages of AISD ELLs and ELLs Statewide in BE Programs Who Met the Standard on Spanish TAKS Reading and Writing by Grade, 2005



Sources: AISD TAKS District Summary Reports, May 2005, TEA TAKS Statewide Met Standard and Commended Performance Results, Spring 2005, and TAKS Statewide Cumulative Summary Reports, July 2005

Figure 8: Percentages of AISD ELLs and ELLs Statewide in BE Programs Who Met the Standard on Spanish TAKS Mathematics and Science by Grade, 2005



Sources: AISD TAKS District Summary Reports, May 2005, TEA TAKS Statewide Met Standard and Commended Performance Results, Spring 2005, and TAKS Statewide Cumulative Summary Reports, July 2005

CUMULATIVE TAKS RESULTS FOR STUDENTS AT GRADES 3 AND 5

The Student Success Initiative (SSI), enacted by the 76th Texas Legislature in 1999, was created to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. The SSI grade advancement requirements were delineated and implemented in 2002-2003. For third grade students to be promoted at the end of 2002-2003, they were required to pass TAKS reading in either English or Spanish. Multiple test administrations were offered to provide opportunities for students to pass. These grade promotion requirements continued with all third grade students thereafter. In 2004-2005, passing TAKS reading and mathematics in English or Spanish at grade 5 was added to the SSI requirements. Students who did not pass the tests had to be provided with specific, structured instructional interventions to assist them with passing either of the two subsequent TAKS administrations. If a student did not pass the TAKS after the second administration, a Grade Placement Committee (GPC), consisting of school staff and the student's parent/guardian, was created to review the student's situation and to determine which assessment was most appropriate for the third and final testing opportunity. If the student failed the third administration, the GPC determined whether the student was promoted or retained.

At the first assessment of 2004-2005 in February 2005, the third grade English and Spanish TAKS reading was administered to 5,393 AISD students, of whom 1,621 were ELLs.

The results of the February English TAKS administration indicated that 89% of all students and 86% of ELLs (n = 622) met the standard. Of the 999 ELLs who took Spanish TAKS reading on that date, 64% met the standard. A cumulative analysis of all TAKS third grade reading administrations (February, April, and June) showed that 95% of all AISD third grade students (n = 4,449) who were tested in English met the standard, and 86% of all AISD third grade students (n = 1,023) who were tested in Spanish met the standard.

Fifth grade students also had the opportunity for multiple administrations of English and Spanish TAKS reading in 2005. Among all fifth grade students (n = 4,815) tested in February, 3,962 non-ELLs and 616 ELLs took English TAKS reading, and 237 ELLs took Spanish TAKS reading. The results of the February English TAKS administration for grade 5 TAKS reading showed that 73% of non-ELLs and 35% of ELLs met the standard; and on Spanish TAKS reading, 53% of 5th grade ELLs tested met the standard. A cumulative analysis across three administrations for fifth grade students (n = 4,869) showed that 84% of all students tested with English TAKS reading, including 620 ELLs (67%), met the standard. Seventy-six percent of ELLs (n = 240) met the standard on Spanish TAKS reading.

Fifth grade TAKS mathematics was administered in April, May, and June 2005. A cumulative analysis across all administrations for grade 5 indicated 4,875 AISD students participated in the TAKS mathematics assessment. Of all these students, 90% met the standard on English TAKS mathematics, including 80% of ELLs who met the standard. Among the 172 AISD students tested on Spanish TAKS mathematics, 63% met the standard. Tables 4, 5, and 6 present the numbers and percentages of third and fifth grade AISD students who were tested in English or Spanish on TAKS reading and mathematics and met the standard for each of the administrations. *Please note some of the students tested in April, May, 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.* The cumulative numbers and percentages who met standards are unduplicated counts of students assessed (Department of Systemwide Testing in June 2005).

Table 4: Numbers and Percentages of AISD 3rd Graders Who Met the Passing Standard on Each TAKS Reading Administration, 2005

	Administrations							
	February 2005		April 2005		June 2005		Cumulative Total	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
English Test								
All Students	4,394	89	487	53	179	38	4,449	95
ELLs	622	86	87	55	34	53	629	95
Spanish Test	999	64	358	42	191	41	1,013	86

Sources: AISD TAKS Cumulative Summary Reports, June 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

Table 5: Numbers and Percentages of AISD 5th Graders Who Met the Passing Standard on Each TAKS Reading Administration, 2005

	Administrations							
	February 2005		April 2005		June 2005		Cumulative Total	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
English Test								
All Students	4,578	73	1,231	45	602	34	4,629	84
ELLs	616	35	396	34	236	28	620	67
Spanish Test	237	53	108	42	54	33	240	76

Sources: AISD TAKS Cumulative Summary Reports, June 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

Table 6: Numbers and Percentages of AISD 5th Graders Who Met the Passing Standard on Each TAKS Mathematics Administration, 2005

	Administrations							
	April 2005		May 2005		June 2005		Cumulative Total	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
English Test								
All Students	4,675	77	1,039	44	492	36	4,703	90
ELLs	677	57	285	37	150	37	681	80
Spanish Test	171	31	114	41	59	22	172	63

Sources: AISD TAKS Cumulative Summary Reports, June 2005, and AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

The *No Child Left Behind (NCLB) Act of 2001* has very specific requirements and objectives that pertain to all states that receive funds for LEP students under Title III. Texas English Language Proficiency Assessment System (TELPAS) was developed by the Texas Education Agency (TEA) to address the requirements known as annual measurable achievement objectives (AMAOs). These objectives mandated by Title III address English

language proficiency and the progress that ELLs are making towards meeting state academic standards. The first federal AMAO is based on the percentage of ELLs who are making progress in attaining English language proficiency (as measured by annual gains). The second AMAO is based on the percentage of ELLs who attain English language proficiency each year. The third AMAO measures the performance of ELLs relative to the academic standards defined by the state (adequately yearly progress, or AYP) for compliance with federal accountability provisions. With the passing of NCLB (2001), all public school districts, campuses, and states are evaluated annually for AYP. NCLB identifies the following student groups for comparison purposes: all students, African American, Hispanic, White, economically disadvantaged, special education and LEP students. Each student group must meet the same performance and participation standards as all students. Because ELLs have been included in the AYP calculations since 2002-2003, the third AMAO was the first to be addressed by the state. In 2004-2005, TEA used the TELPAS data to address the progress that ELLs were making towards meeting the first and second AMAOs.

Title III of the NCLB requires states to assess the progress of ELLs in the four language domains of listening, speaking, reading, and writing while they are acquiring English proficiency. To address this federal requirement, the TEA developed the TELPAS. The TELPAS consists of two major components: Reading Proficiency Tests in English (RPTE) and Texas Observation Protocols (TOP). These assessments are administered annually to students in grades K-12 who have been identified as ELLs, including students who may not be participating in a BE or ESL program. The *2005 TELPAS District and Campus Coordinator Manual* states that the “RPTE measures English reading ability according to a language continuum that is based on the stages of language development of second language learners.” ELLs in grades 3-12 are administered the RPTE. ELLs at grades K-2 are administered the TOP to assess all four language domains and at grades 3-12 to assess listening, speaking, and writing.

The RPTE was added to the statewide assessment system in March 2000, and the TOP was administered for the first time in Spring 2004. In 2004-2005, two policy changes occurred with the RPTE to comply with federal testing and accountability requirements. One change entailed adding the rating of ‘Advanced High’ to the existing RPTE ratings of Beginning, Intermediate, and Advanced. The other change was that ELLs would continue to take the RPTE on a yearly basis until they passed English TAKS reading and writing (when grade appropriate) and the students were no longer classified as ELLs.

The teachers who administer the TOP must hold teaching credentials and be knowledgeable of the student’s ability to use English in an instructional setting. The TOP raters participate in professional development regarding how to use the TOP Proficiency Level

Descriptors. TOP raters may develop rubrics and consult with other teachers to validate their proficiency ratings of students. The *Texas Observation Protocols (TOP) Rater's Manual, Grades K-12, Spring 2005* states, "TOP is designed to capture an overall level of English language proficiency; it is not an assessment of isolated skills. For each domain assessed, you will determine the proficiency level at which the student performs most consistently." For the spring 2005 TELPAS administration: (1) both RPTE and TOP were administered in the same time frame, and the information was submitted on one TELPAS document; and (2) TOP raters collected students' writing samples as part of the TOP rating process. The writing samples became a part of the students' permanent files for two school years in anticipation of a future scoring audit.

In 2005, TEA fully implemented the TOP and adopted the TELPAS composite ratings. TEA established composite ratings by assigning weights to each of the language domains (listening, speaking, reading, and writing). The weights used in Spring 2005 were 5% each for listening and speaking, 80% for reading, and 10% for writing. The weights used in Spring 2006 are projected to be 5% each for speaking and listening, 75% for reading, and 15% for writing. After 2006, the weights for listening, speaking, and writing will increase relative to the other domains, although reading will continue to have the most weight, followed by writing (TEA letter, April 29, 2005). The language domain proficiency ratings are: 1 – Beginning, 2 – Intermediate, 3 – Advanced, and 4 – Advanced High. The composite score is obtained by multiplying each language proficiency rating by the appropriate weight and taking the sum. The composite score becomes a composite rating according to the values in Table 7.

Table 7: Conversion Table for TELPAS Composite Scores, 2005

TELPAS Composite Scores	TELPAS Composite Rating
1.0 – 1.5	Beginning
1.6 – 2.5	Intermediate
2.6 – 3.5	Advanced
3.5 – 4.0	Advance High

Source: TEA Correspondence, April 29, 2005

Of the 15,955 AISD TELPAS documents submitted for ELLs to TEA, 15,407 included student ratings in all four language domains. The Admission Review Dismissal Committees (ARD) exempted 166 students in at least one language domain and 382 were not rated for other reasons. Tables 8 and 9 present the percentages of AISD BE and ESL ELLs' proficiency levels and composite scores. As presented in Table 8:

- Most bilingual ELLs in grades K (97%), 1 (89%), and 2 (80%) achieved Beginning and Intermediate proficiency ratings. At grade 3, percentages of bilingual ELLs were more evenly dispersed across the proficiency ratings.
- At grades 4, 5, and 6, more than half of the ELLs achieved Advanced or Advanced High proficiency ratings.

Thus, as grade level increases, the percentage of students at the Beginning proficiency level decreases, while the percentage of students achieving Advanced proficiency level increases. ELLs average composite scores are at the high end of the respective ranges. The percentage of students rated Advanced High increases dramatically between grades 2 and 3. These results reflect the fact that in the early grades (K-2), bilingual ELLs are developing their first language and learning content in their first language, but they are receiving some instruction in English. In the upper elementary grades (3-5), more of the content instruction is delivered in English, and students make the transition into all-English instruction.

In Table 9, the progress of AISD ESL ELLs towards attaining English proficiency in 2005 is shown:

- At least one-half of ESL ELLs in grades K-2 achieved Advanced or Advanced High proficiency ratings.
- Over 70% of ESL ELLs in grades 3-8 and 11-12 achieved Advanced or Advanced High proficiency ratings.
- ESL ELLs receive their instruction primarily in English using ESL methodology. Their Advanced and Advanced High proficiency ratings reflect the use of English at all grades.

Table 8: Numbers and Percentages of TELPAS Language Proficiency Ratings and Composite Scores for AISD ELLs in BE Programs, 2005

Grade	Number	Beginning Proficiency %	Intermediate Proficiency %	Advanced Proficiency %	Advanced High Proficiency %	Average Composite Score
K	2,098	90	7	2	1	1.2
1	1,937	65	24	9	3	1.5
2	1,766	49	31	13	6	1.8
3	1,506	21	25	26	27	2.5
4	1,233	18	19	41	22	2.6
5	864	12	14	40	34	2.8
6	33	6	12	55	27	2.9

Source: AISD TELPAS Summary Reports, 2005

Table 9: Numbers and Percentages of TELPAS Language Proficiency Ratings and Composite Scores for AISD ELLs in ESL Programs, 2005

Grade	Number	Beginning Proficiency %	Intermediate Proficiency %	Advanced Proficiency %	Advanced High Proficiency %	Average Composite Score
K	270	27	22	24	26	2.5
1	286	12	25	34	29	2.8
2	248	15	31	29	25	2.7
3	237	8	13	23	56	3.2
4	136	7	15	40	37	3.0
5	206	6	8	34	51	3.2
6	809	13	15	50	22	2.7
7	709	9	16	49	27	2.8
8	669	10	14	48	28	2.8
9	756	26	21	42	11	2.3
10	314	13	19	53	15	2.6
11	291	6	14	50	30	2.9
12	167	6	11	46	38	3.1

Source: AISD TELPAS Summary Reports, 2005

The TELPAS data for AISD ELLs are very similar to the data for ELLs statewide. At kindergarten, 90% of AISD ELLs and 81% of statewide ELLs students in BE programs achieved Beginning proficiency levels. At grade 1, 65% of AISD ELLs and 59% of statewide ELLs students in BE programs achieved a Beginning proficiency level. By grade 2, 80% of AISD ELLs and 75% of ELLs statewide in BE programs achieved Beginning and Intermediate proficiency levels. AISD ELLs and ELLs statewide in ESL programs achieved primarily Intermediate, Advanced, or Advanced High proficiency levels in all grades. (See Appendix E.)

To determine the proficiency ratings of students who were most likely to take TAKS in subsequent years, a separate analysis of the 2005 AISD TELPAS data was conducted. The analysis included only AISD ELLs in grades 3-12 with proficiency ratings in all 4 language domains. The LPACs consider the language proficiency ratings of ELLs to determine the language of instruction and the appropriate language of assessment for them. Most (72.0%) of AISD's ELLs in grades 3-12 achieved Advanced or Advanced High proficiency levels. See Appendix G for the numbers and percentages of AISD ELLs by 2005 TELPAS language proficiency levels. AISD ELLs in grades 3-12 achieved the following proficiency levels:

- 7.9% (n=714) achieved a Beginning proficiency level,
- 11.9% (n=1,080) achieved an Intermediate proficiency level,
- 19.3% (n=1,748) achieved an Advanced proficiency level, and
- 52.7% (n=4,772) achieved an Advanced High proficiency level.

An analysis of AISD ELLs at grades 3-12 whose language proficiency remained the same from 2004 to 2005 also was conducted. Of the 2,514 students whose language proficiency remained the same, 22.3% achieved at an Advanced proficiency level, and 46.4% achieved at an Advanced High proficiency level (see Appendix E).

National and state expectations for ELLs in bilingual or ESL programs state that ELLs will increase their language proficiency by one level on a yearly basis. The TEA can determine whether students have improved their English language proficiency by at least one proficiency level by matching students' TELPAS records for two years. Tables 10 and 11 present the total numbers and percentages of AISD BE and ESL ELLs who increased their English proficiency by 1, 2, or 3 levels from 2004 to 2005. A total of 1,093 (65.6%) BE ELLs and 1,278 (48.2%) ESL ELLs at AISD increased their proficiency levels from 2004 to 2005. Statewide, 62.5% of BE ELLs and 49.7% of ESL ELLs increased their language proficiency by at least one level from 2004 to 2005 (see Appendix G). Thus, the percentages of AISD and statewide ELLs, who increased their language proficiency levels from 2004 to 2005 are very similar.

Table 10: Numbers and Percentages of AISD ELLs in BE Programs Whose TELPAS Ratings Increased Annually by at Least One Language Proficiency Level, 2004 to 2005

Grade	Number Matched Students	Increased One Proficiency Level %	Increased Two Proficiency Levels %	Increased Three Proficiency Levels %	All Students Whose Proficiency Levels Increased %
4	992	53	11	1	65
5	643	53	12	12	67
6	29	45	17	<1	62
7	*	<1	<1	<1	<1
Total	1,664	52.8%	11.8%	<1%	65.6%

Source: AISD TELPAS District Summary Reports, 2005

* Numbers are masked for confidentiality.

Table 11: Numbers and Percentages of AISD ELLs in ESL Programs Whose TELPAS Ratings Increased Annually by at Least One Language Proficiency Level, 2004 to 2005

Grade	Number Matched Students	Increased One Proficiency Level %	Increased Two Proficiency Levels %	Increased Three Proficiency Levels %	All Students Whose Proficiency Levels Increased %
4	98	55	6	1	62
5	134	55	8	<1	63
6	550	41	6	<1	47
7	481	46	9	<1	55
8	438	48	10	<1	59
9	411	25	2	<1	28
10	209	33	3	<1	36
11	206	43	4	<1	47
12	122	50	<1	<1	50
Total	2,649	41.9%	6.1%	<1%	48.2%

Source: AISD TELPAS District Summary Reports, 2005

ENGLISH PROFICIENCY

ELLs must become proficient in English in order to meet the state's academic performance standards for all students. State law determines the criteria ELLs must meet to exit BE/ESL programs, and the exit criteria for AISD's ELLs are aligned with the state's to reflect adherence to the state mandate. Campus LPACs decide whether to exit an ELL from BE/ESL program service based upon student performance on standardized tests that determine English proficiency. For ELLs to exit the BE/ESL programs, they must:

- Meet the state performance standards for the English-language criterion-referenced assessment instrument (TAKS) for reading and writing (when available) at grade level, as required in the Texas Education Code 39.023, 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.

At individual campuses, the LPACs may decide that it is appropriate to administer an oral proficiency test to ELLs to gather more information prior to making a recommendation regarding their exit status. Examples of these tests include the LAS-O at grades 6-12, or the IDEA at grades 3-6. With the full implementation of the TELPAS, schools receive Confidential Student Reports for all ELLs. For ELLs in grades K-2, the reports include: proficiency ratings in the four language domains, a comprehension score, a TELPAS composite score, and a composite rating. The reports for ELLs in grades 3-12 contain the same information, as well as the results for the RPTE. These results provide the total number of RPTE items, the number answered correctly, an RPTE scale score, and proficiency rating.

Also, the LPACs may consider students' overall academic progress in determining their exit status as demonstrated by course grades and recommendations made by teachers. The LPACs must incorporate all the available academic information on ELLs into making their decisions to exit ELLs from the programs. All students who are exited from the BE/ESL programs are monitored for two years to ensure that they continue to be successful in an all-English program.

EXITED STUDENTS IN 2004-2005

To be counted in 2004-2005 as having obtained exit status in the current school year, ELLs must have met the standard on Fall 2004 or Spring 2005 English TAKS in the following areas: reading in grades 3 through 9, or English Language Arts at grades 10 or 11; and writing at grades 4 or 7. To meet state reporting requirements, exited ELLs must receive a PEIMS LEP exit code in the district's Texas LEP student data file prior to the next school year. For this reason, as soon as the 2004-2005 TAKS data become available regarding ELLs, the AISD BE/ESL Department distributes the data to campus staff, who provide the information to the LPACs. LPAC meetings are conducted to discuss the academic performance of ELLs, and to determine their exit status. If students meet all of the exit criteria, school personnel enter a program exit code into the Texas LEP file. The LEP Data Specialist monitors all of the district exit data.

An analysis of AISD's 2005 TAKS performance by ELLs indicates that 2,144 students were eligible to be exited from LEP status based on successfully meeting the 2005 English TAKS passing standards. Table 12 presents the number of AISD ELLs with potential program exit status at each grade.

Table 12: Numbers of AISD ELLs Eligible for Potential LEP Exit Status Who Met Passing Standards on English TAKS Reading/ELA and Writing, 2004-2005

Grade	Number of ELLs Eligible for Potential Exit Status
3	601
4	265
5	414
6	273
7	89
8	102
9	143
10	35
11	152
12	70
Total	2,144

Source: AISD 2005 TAKS record, as of September 2005, Department of Program Evaluation

Because ELLs are expected to meet the state's standards in all content areas, further analyses were conducted to summarize their achievement in the other content areas. After the 2,144 ELLs who were potentially eligible for LEP exit status as measured by the English 2005 TAKS reading/ELA and writing were identified, their performances on English TAKS mathematics, science, and social studies were reviewed (see Tables 13, 14, and 15):

- Of all the grades tested on TAKS mathematics, the greatest percentages of ELLs who met the standard were at grades 3-5 and 12. A total of 2,081 ELLs were tested, and 72.9% (or 1,518) met the standard.
- Of all the grades tested on TAKS science, the greatest percentages of ELLs who met the standard were at grades 11 and 12. A total of 636 ELLs were tested, and 47.7% (or 304) met the standard.
- Of all the grades tested on TAKS social studies, the percentages of ELLs who met the standard were above 75.0% at all grades tested. A total of 305 ELLs were tested, and 83.6% (or 255) met the standard.

Table 13: Numbers and Percentages of AISD ELLs Eligible for Potential LEP Exit Status Who Met the Passing Standard on English TAKS Mathematics, 2005

Grade	Mathematics	
	Number Tested	% Met Standard
3	592	80.0
4	265	86.4
5	409	92.9
6	273	58.2
7	89	48.3
8	99	44.4
9	132	30.3
10	28	35.7
11	146	69.1
12	48	79.1
Total	2,081	72.9%

Source: AISD 2005 TAKS records, as of September 2005,
Department of Program Evaluation

Table 14: Numbers and Percentages of AISD ELLs Eligible for Potential LEP Exit Status Who Met the Passing Standard on English TAKS Science, 2005

Grade	Science	
	Number Tested	% Met Standard
5	404	40.8
10	32	21.8
11	146	65.0
12	54	68.5
Total	636	47.7%

Source: AISD 2005 TAKS records, as of September 2005, Department of Program Evaluation

Table 15: Numbers and Percentages of AISD ELLs Eligible for Potential LEP Exit Status Who Met the Passing Standard on English TAKS Social Studies, 2005

Grade	Social Studies	
	Number Tested	% Met Standard
8	100	78.0
10	32	75.0
11	146	88.3
12	27	88.8
Total	305	83.6%

Source: AISD 2005 TAKS records, as of September 2005, Department of Program Evaluation

TELPAS FOR ELLS ELIGIBLE TO BE EXITED FROM LEP STATUS

Current state and federal academic expectations for ELLs state that these students will demonstrate annual growth in English language proficiency, indicated by yearly progress in language proficiency levels (Beginner, Intermediate, Advanced, and Advanced High). When ELLs assessed in English language receive a TELPAS rating of ‘4’ or Advanced High, the “...students are able to use academic English in classroom activities with little English-language support from others, even when learning unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations” (*Interpreting Assessment Reports, Spring 2005*). In the case of a TELPAS rating of ‘3’ or Advanced, ELLs are capable of using academic English. Although they may need English-language support with unfamiliar grammar and vocabulary, they can communicate clearly and fluently in most situations.

To examine whether students’ TAKS performance was consistent with TELPAS performance, the proficiency ratings for the ELLs who were potentially eligible for LEP exit status were analyzed. The results of the analysis verified the consistency between these measures and the expectation of TELPAS (see Table 16). The expectation is that acquiring a

second language takes time, and as students make progress from one proficiency level to the next, they are on a continuum of English language development designed for ELLs. Most of the ELLs who successfully met the standard on English TAKS reading and writing obtained TELPAS proficiency ratings of Advanced (10.4%) or Advanced High (84.6%).

Table 16: Numbers and Percentages of TELPAS Proficiency Ratings for AISD ELLs Eligible for Potential LEP Exit Status, 2005

Grade	Number	No Proficiency Number*	Beginning Proficiency Number	Intermediate Proficiency Number	Advanced Proficiency Number	Advanced High Proficiency Number
3	549	*	*	23	80	442
4	257	*	*	*	31	216
5	402	*	*	7	40	35
6	270	*	*	9	24	234
7	86	*	*	*	*	80
8	96	*	*	*	10	85
9	137	10	*	*	7	113
10	31	*	*	*	*	29
11	145	9	*	*	11	123
12	57	*	*	*	6	46
Number	2,030	38	13	49	212	1,718
Percentage	100%	1.9%	<1%	2.4%	10.4%	84.6%

Source: AISD 2005 TELPAS, records as of December 2005, Department of Program Evaluation

*TEA does not provide proficiency ratings for less than 5 students. Numbers are masked for confidentiality.

BILINGUAL EDUCATION/ESL PROGRAMS PROFESSIONAL DEVELOPMENT

A summary of professional development data provided by the AISD's BE/ESL programs staff and the Professional Development Academy (PDA) identified the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the feedback about the training. The BE/ESL programs staff, book company representatives, consultants in bilingual education, a district administrative supervisor in mathematics, and personnel from the Institute for Learning (IFL) with the University of Pittsburgh, provided 76 professional development workshops over the course of the academic year. AISD has had a partnership with the University of Pittsburgh since July 2000, and in Fall 2003 a special partnership with IFL was established to raise the academic achievement of ELLs (see the ELEVAR section in this report). The IFL organized AISD's professional development opportunities into a series of professional development workshops, allowing administrators and teachers the time needed to study issues affecting second language learners, implementation of the new model (Rigorous Instruction in Spanish and English) in BE at grades Pre-K-6, and the ESL model for the secondary grades. Slightly more than half (51.3%) of the professional training activities were held at the PDA, approximately one-fourth (24.8%) were conducted at school campuses and other district facilities, and the remaining one-fourth (23.6%) occurred at local facilities suitable for training large groups.

FREQUENCY OF ACTIVITIES

Forty-one (53.9%) of the 76 workshops were held in Fall 2004, and the remaining 35 (46.0%) were conducted in Spring 2005. The frequency and duration of the workshops were as follows:

- Forty-two (55.2%) training sessions were all-day commitments lasting six to six and one-half hours. Two professional training sessions were conducted on Saturdays.
- Thirty-two (42.1%) training activities lasted between one hour and four hours. Of these activities, 12 were conducted in the morning, and 19 training sessions were held in the afternoon or early evening. Most of the afternoon training sessions occurred after 3:15 PM to allow teachers as much time as possible in their classrooms. In one professional development session, the instructional coordinator was available all day at a middle school to work with general education teachers during their planning periods. (See Appendix H for frequency of activities.)

Specific details regarding all 76 AISD BE/ESL sponsored professional development activities during 2004-2005 are available through the BE/ESL Department. Highlights of some of the professional development sessions are provided below.

NUMBER OF AISD STAFF TRAINED

The professional development sessions provided by the BE/ESL staff were voluntary and open to all AISD teachers and district staff who provided instruction or services to ELLs. Among the 2004-2005 participants were principals, assistant principals, central office administrators, classroom teachers, literacy and reading specialists, instructional coaches, counselors, special education teachers, secretaries, data entry clerks, and bilingual education program staff. In 2004-2005, a total of 2,781 AISD personnel participated in professional development related to ELLs.

Several workshops were conducted as a series of professional development activities: the IFL English Learners and Educators Versed in Academic Rigor (ELEVAR) Think Tanks 2 and 3 for all schools and central office administrators; the ELEVAR Elementary and Secondary Teacher Cadres; the ELEVAR Secondary Math Cadre; and the ELEVAR Elementary Teacher Cadre from the previous year. Two other professional development sessions were held for staff who worked with secondary ELLs. To account for the participation of AISD school personnel at the workshops, each day within a training series was considered a workshop session.

Table 17 presents the duration and number of the 2004-2005 workshops, the number of AISD participants, and the total number of professional development hours completed during the school year. Altogether, 342 hours of BE/ESL professional development were delivered to 2,781 administrators, teachers, and other bilingual support personnel for a total of 133,710 staff hours.

Table 17: Numbers of BE/ESL Workshops, Participants, and Hours of Professional Development for AISD Personnel, 2004-2005

Duration of Workshop – Number of Hours	Number of Workshops	Number of Participants	Total Number of Professional Development Hours
1.0	2	87	174
1.5	12	495	8,910
2.0	7	157	2,198
3.0	8	178	4,272
4.0	3	148	1,776
5.0	2	121	1,210
6.0	22	1,070	46,916
6.5	20	525	68,250
Total	76	2,781	133,710

Source: Records from AISD BE/ESL program and PDA E-campus, 2004-2005

SCOPE OF TRAINING

In general, the professional development activities for teachers and administrators of ELLs at all grade levels focused on programmatic information, instructional strategies, and instructional improvement (Rigorous Instruction in Spanish and English or RISE and ELEVAR). To acquire BE or ESL endorsements, teachers and administrators participated in professional development sessions and activities to prepare them for the state assessments. Endorsements are teaching credentials awarded to individuals 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.

The *PDA E-campus system* includes the descriptions of the professional development workshops developed by the BE/ESL Department staff, which are available to all district personnel. During each school year, the BE/ESL Department staff invite school personnel to participate in relevant training activities that address district and/or program initiatives. For certain workshops, participants receive stipends, and in some situations substitutes are provided through the BE/ESL Department's budget so that teachers can be released from their classroom obligations.

In August 2004, and March and April 2005, elementary and secondary personnel participated in workshops that addressed programmatic and compliance issues.

- In Fall 2004, participants discussed the new state requirements for making assessment decisions based on student needs and the TEA-established administrative procedures for LPAC chairpersons and committee members.
- In Spring 2005, participants reviewed RPTE, Texas Observation Protocols (TOP) components of TELPAS, and TAKS, and how these assessments would be used to comply with the requirements of NCLB for ELLs.
- In Spring 2005, participants discussed how the TEA-approved linguistic testing accommodations (which complied with NCLB student participation requirements) could be used by teachers with elementary and secondary ELLs during the administration of TAKS mathematics.

Elementary and secondary teachers participated in instructional professional development sessions throughout the school year.

- During Fall 2004, new elementary teachers addressed topics such as management of student groups, resources and materials, RISE, and the implementation of the AISD Instructional Planning Guides (IPGs). Teachers discussed NCLB requirements, state guidelines, and the administration procedures for the Tejas LEE, the statewide reading assessment for grades K-2. Teachers addressed the Avenues curriculum at other training sessions.

- Teachers attended several professional development sessions during Fall 2004 that were specifically designed to help them serve students who are struggling in Reading. Teachers reviewed many reading topics, including: prerequisite phonics, skills for word analyses, support for key vocabulary development by providing reading practice, understanding word building skills to facilitate fluency, and working with leveled readers to help students apply new word strategies to continuous text.
- Secondary teachers and administrators attended four workshops in the fall, and two follow-up workshops in the spring. Small groups of middle school teachers participated in a demonstration of ESL instructional strategies, showing them how to make content (science, social studies, etc.) more accessible to ELLs and how to support students at various language proficiency levels. Teachers participated in two professional development sessions on the Sheltered Instruction Observation Protocol (SIOP). SIOP is a scientifically-based model of sheltered instruction that demonstrates how to plan and implement lessons that provide ELLs with grade-level content standards. Also, teachers attended a two-part training session focused on scaffolding and differentiating instruction for ELLs, and on ‘how to’ implement the Principles of Learning (POLs) to increase their academic achievement.

General and special education teachers participated in several training opportunities to prepare them for the Texas Examination of Educator Standards (TexES) for Bilingual and ESL endorsements, and the Texas Oral Proficiency Test (T.O.P.T.). (See Appendix H for details on attendance.) When teachers or administrators submit verification of passing the TExES for BE, ESL, or the T.O.P.T., they are reimbursed for the cost of the examinations. By defraying the expense of the state’s examinations for teachers and administrators, AISD is building capacity and assuring high-quality personnel for ELLs. In 2004-2005, 81 teachers and administrators were reimbursed for the cost of the state examinations; AISD personnel received 23 bilingual, 39 ESL, and 19 T.O.P.T. endorsements.

Rigorous Instruction in Spanish and English (RISE)

In 2004-2005, a shift occurred in the implementation of BE/ESL programs. As stated in the *Instructional Handbook, BE/ESL, Instructional Framework and Program Designs, PK-12, 2004-2005*, the goals are to support ELLs in: “1) attaining competence in communicative and Academic English (AE), 2) enhancing academic native language skills, and 3) developing positive self-images and attitudes towards other cultures.” The introduction in the handbook continues,

This design is structured to introduce students to English beginning with their first day of school. The former instructional design designated specific reading levels in the home language and specific oral language proficiency levels in English, as points of transition from guided reading in Spanish to guided reading in English. The new design recognizes that explicit instruction, in both home language and English is necessary beginning with the first day of instruction. This will allow all ELLs to gain competency in AE and Academic Spanish (AS), as appropriate. This program design ensures that rigorous instruction is aligned with the student's cognitive level in his/her native language and in English, and the Spanish and English TEKS, as appropriate.

To implement the new BE/ESL instructional model, the BE/ESL Department staff conducted ten professional development sessions that were held throughout the district to enhance the attendance and participation of teachers and administrators, and hosted two Bilingual Summits for staff districtwide. The training was designed to offer bilingual teachers the opportunity to become familiar with the RISE program. Through conversations and discussions the teachers were able to reflect on the specifics of implementing the new instructional model, to ask questions, and to share ideas. The use of AE and AS in the instructional process was addressed, and different scaffolding techniques were presented to the participants. One of the Bilingual Summits was held in the fall and the other in the spring. The discussion topics for the Summits included: the management of language groups, appropriate assessment of ELLs, differentiation between AE and ESL, more in-depth discussion of AS, and scaffolding instruction. Among the 476 participants at the RISE training sessions were bilingual and special education teachers, administrative supervisors, instructional coordinators, principals, and assistant principals. A total of 121 teachers attended the Bilingual Summits.

English Learners and Educators Versed in Academic Rigor (ELEVAR)

English Learners and Educators Versed in Academic Rigor (ELEVAR) is a three-year partnership between AISD and the IFL, which began in Fall 2003. Two of the five major goals of ELEVAR address providing professional development programs that give general education teachers a deeper grasp of ESL, and how to make content challenging and accessible to ELLs by creating scaffolds to facilitate learning. A third goal addresses the implementation of a "...coherent program of bilingual education and ESL" (See DPE Publication No. 03.06.) In 2004-2005, IFL provided two Think Tank training sessions for central office administrators, principals, and assistant principals (K through 12); and four ELEVAR teacher cadres.

Central office and school administrators (n=358) attended the IFL Think Tank 2 held at the beginning of the school year for two consecutive days. The objectives for the course were to explore solutions regarding equity and access to quality instruction for all AISD students, and to review the POL that addresses effort-based education. The administrators studied one

model of rigorous reading comprehension that provides ELLs with support as they acquire AE, promotes higher thinking skills, and cultivates problem solving and reasoning capabilities. Also, they covered RISE, studied elementary and secondary ESL instructional designs, planned how the 'new models' would be implemented, and reviewed what their roles would be in promoting and endorsing the new program design.

In Spring 2005, the IFL Think Tank 3 met for a one-day professional development session. Four groups of administrators (n = 199) met and discussed the IFL Theory of Action, which served as a design for providing instructional services to ELLs. This plan of action assisted administrators in evaluating their level of implementation of the 'new instructional models' for ELLs, and how they could modify the instructional designs to improve teaching and learning for ELLs. In one workshop activity, participants examined student work by ELLs to see what information they could gather that would guide and improve their instruction.

Each of the four ELEVAR cadres of teachers and central office administrators (n=525) participated in five days of professional development opportunities during the school year. All of the cadres participated two days in the fall and three in the spring. One elementary cadre of teachers (n=142) was from the first year in which ELEVAR was implemented, and the remaining three cadres were from the second year. These three second-year cadres consisted of one for elementary teachers (n=68), one for secondary teachers (n=53), and one for secondary teachers (n=262) with a focus in mathematics.

The ELEVAR teachers who participated in the Learning Classroom Initiative studied in-depth two of the IFL POLs: Clear Expectations and Accountable Talk. The goals for the training were to learn how the practice of these principles supports teaching and learning and promotes rigorous instruction. During the training, the participants saw how Academic English (AE) and conversational English could be used in a classroom, analyzed best practices for ELLs, examined student work for rigor, and had time to reflect on teaching priorities.

FEEDBACK ABOUT TEACHER TRAINING

Professional development participants provided feedback for 17.1% of the workshops. Data were gathered using standard PDA evaluation forms and teacher reflection forms. Most participants who responded to the PDA surveys gave positive ratings to the content and instruction, the instructor, and to the potential application of the training. These documents are available for review through the BE/ESL Department.

Some reflection forms were gathered from participants at the RISE workshops. The purpose of the reflection forms was to gather teacher input because of the changes made to the program model. Teachers provided some insights and concerns about RISE and thoughtful questions regarding program implementation. Several of the participants expressed concerns,

insights, and questions. Teachers were asked, “*What was new learning for you today about instruction for ELLs?*” Some examples of teachers’ responses include:

1. “It is good to hear the rationale behind RISE.”
2. “[The session] reminded me of how much we need to integrate English into our instruction.”
3. “To know that we are all going to work together towards the goal of teaching more English to our students.”
4. “I need to translate less and scaffold [instruction] more. I need to scaffold [instruction] using the first language.”

When they were asked, “*What challenges do you think your school will face in providing this program as outlined? What help will you need to make it work?*” Some of the recurring teacher responses were:

1. “One challenge will be time management – scaffolding [instruction] takes time. Students will need a lot more visuals, etc.”
2. “Despite the audit, we do not have Spanish and English text [books] for all of our bilingual students. Teachers at other schools say the same. What recourse do teachers have if this problem is not addressed at the campus level?”
3. “Guaranteeing [success on] TAKS with students [who are] ready to transition to English. [Do we] test in English or Spanish? [I am] not sure of what would help.”
4. “More staff development on the framework of this program, implementation at the upper grades, and scaffolding methods [would help].”

The participants at the session for middle school Social Studies Department Chairpersons were provided models of proficiency levels and hands-on instructional activities to engage ELLs. Participants were asked to answer two questions: 1) *Write down what you learned?* and 2) *What other questions do you have?* Among the participants’ responses to Question 1 were:

1. “Oral presentations without visuals or objects [are] a poor way to engage ESL students.”
2. “ELLs are at different cognitive and academic levels and learn best with chunking and visuals, especially [with] hands-on [activities].”
3. “I learned that it is necessary to put a language objective as well as an academic objective into each lesson.”
4. “[When] students are at low levels attention needs to be paid to focusing on vocabulary [development].”

Some of their responses to Question 2 were:

1. “What can I do to focus my lessons on language objectives and not just on content?”
2. “How can I do a better job of organizing my time so that I can devote more care to ESL?”
3. “I have students [at] varying levels of proficiency. I have pressure from above to keep to their pace of instruction which is too fast for most of my students. How do I reconcile the two problems?”

Based on their questions and comments, teachers seem to have been engaged in some very thoughtful issues regarding ELLs, and ESL instructional methodology.

For their evaluation of the workshop, the participants at the Districtwide Staff Development for ESL Training for Special Education Teachers were given a sheet with three geometric designs and some blank lines next to the designs. Each figure represented something different: the square stood for “Clear Understanding”, the triangle for “Ah-Ha! Moments”, and the circle for “I am still wondering about...”. For “Clear Understanding” teachers listed: levels of [language] proficiency, academic language, identification procedures for program placement, and scaffolding instruction with support. In “Ah-Ha! Moments” participants listed: the comprehension of BICS vs. CALPS (Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency Skills) and levels of oral language proficiency; Cummins’ framework for classifying language activities; the need for every lesson to include opportunities to listen, speak, read, and write; and that lessons can be taught in the first language and scaffolded in the second language. At the end of the workshop, teachers were “still wondering about” how to apply ESL techniques to non-ESL resource students; wanting more information on Cummins’ framework for assessing instructional activities; asking questions about BE/ESL students participating in special education; and asking questions regarding oral and reading language proficiency. The teachers’ reflections indicated that they wanted to know more about appropriate instruction for special education ELLs and more about how to add language objectives to their instruction.

SUMMARY

The goal of the Bilingual Education 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 English as a Second Language Program is to enable ELLs to develop English literacy through the use of integrated second language methods. Both programs emphasize the mastery of English language skills, as well as mastery of skills in mathematics, science, and social studies, as integral parts of the academic goals for all students to achieve in school. Through the years, more ELLs have participated in the state's assessment system because the state's rules guiding student exemptions allow for very few exemptions from the tests. NCLB has made inclusion of ELLs a priority for assessment programs by requiring ELLs to be one of the groups examined for adequately yearly progress (AYP) measures.

The 2004-2005 school year was the third year of the new and more rigorous state-mandated assessment program (TAKS), in which more students were tested, at more grade levels, in five content areas. Grade promotion requirements are included in the state's Student Success Initiative. All students in grades 3 and 5 must pass English or Spanish TAKS reading and all students in grade 5 must pass English or Spanish TAKS mathematics to be promoted to the next grade. Academic performance standards for ELLs are the same as for all students. Because ELLs are in the process of acquiring academic English proficiency at a level that facilitates their success in the classroom, one must look at data for English TAKS in the context of students who are in the process of becoming academically proficient in English.

TAKS 2005 achievement results for AISD ELLs include the following:

- TAKS performance was very good in several areas. Among AISD ELLs at grade 3, 95% met the standard on English TAKS reading, and 86% met the standard on Spanish TAKS reading (cumulative percentages after 3 test administrations). On English TAKS writing at grade 4, 82% of ELLs met the standard. On English TAKS mathematics at grade 5, 80% of ELLs met the standard, and at grade 3, 76% of ELLs met the standard.
- TAKS performance was the poorest for grade 10 ELLs, with 7% meeting the standard on TAKS science, and 11% on TAKS reading and mathematics, respectively.
- A comparison of results for AISD ELLs to results for ELLs statewide showed that greater percentages of AISD ELLs than ELLs statewide met the standard on TAKS reading (95% compared to 91%) at grade 3, TAKS writing (82% compared to 80%) at grade 4, and TAKS reading/ELA (43% compared to 39%) at grade 11. At grade

5, an equal percentage (67%) of AISD ELLs and ELLs statewide met the standard on TAKS reading. However, at other grade levels the percentages of AISD ELLs who met the standards on TAKS reading/ELA and writing were less than those of ELLs statewide.

- On TAKS mathematics at grades 3 (76%) and 5 (80%), greater percentages of AISD ELLs met the standard than did ELLs statewide. At all other grade levels, lesser percentages of AISD ELLs met the standard on mathematics than did ELLs statewide.
- A lesser percentage of AISD ELLs met the standard on TAKS social studies than did ELLs statewide. The greatest difference in percentage points between the two groups was at grade 8, where 39% of AISD ELLs met the standard, compared to 51% of ELLs statewide.
- On TAKS science at grade 11, AISD ELLs and ELLs statewide met the standard at equal rates (41%). However, greater percentages of ELLs statewide met the standard on science at grades 5 and 10 than did AISD ELLs (31% vs. 11%).

On the Texas English Language Proficiency Assessment System (TELPAS), most AISD ELLs in bilingual programs in grades K through 2 achieved a Beginning proficiency level, which reflects the use of the students' native language for instruction. Among AISD ELLs at grade 3, 46% achieved Beginning or Intermediate proficiency levels, and 53% achieved Advanced or Advanced High proficiency levels. Most AISD ELLs in the upper elementary grades achieved Advanced or Advanced High proficiency levels, indicating that they are receiving most of their instruction in English. Of the students in ESL programs, most achieved Advanced or Advanced High proficiency levels. All ELLs must continue to participate in the TELPAS until they pass the English TAKS reading and writing.

In 2004-2005, district files indicated that 2,144 students in grades 3-12 could be exited from the BE/ESL programs because they passed 2005 English TAKS reading/ELA and writing (grades 4 and 7 only). Of these ELLs eligible for exiting LEP status, a total of 2,081 took TAKS mathematics and 72.9% of those met the standard. On TAKS science at grades 5, 10, 11, and 12, 636 ELLs eligible for exit were tested, and of these students 47.7% met the standard. On TAKS social studies at grades 8, 10, 11, and 12, 305 ELLs eligible for exit were tested, and of these students 83.6% met the standard.

RECOMMENDATIONS

In recent years, the academic performance of AISD ELLs has improved, but a persistent achievement gap remains between ELLs and non-ELLs. In some cases a gap also

exists between AISD ELLs and ELLs statewide, especially beyond grade 5. Therefore, the following recommendations are offered.

More comprehensive academic support should be provided for AISD ELLs at middle and high schools. With the exception of TAKS social studies at grade 11, where 57% of AISD met the passing standard, at all other grades and in all other subjects tested at middle and high school, less than half of the ELLs tested met the passing standard. Overall, less than 50% of ELLs who took the TAKS reading, mathematics, writing, and social studies met the standard.

Additional academic support can be provided to students through tutoring, extending the school day either in the morning or in the afternoon, and offering classes on Saturdays. Counselors can offer training sessions (workshops) to teach ELLs how to assess their own academic progress and when to ask for academic assistance. Along with English language development, instruction for ELLs in middle and high schools must be explicit and concentrate on the academic registers (subject specific vocabulary, as well as broad literacy skills) for each of the content areas (English language arts, mathematics, science, and social studies). Student performance must be monitored on a regular basis (every 6-9 weeks) by the LPACs, so that students can be referred to the appropriate academic interventions in a timely manner to prevent academic failure. The Principles of Learning (POLs) are embedded in the Instructional Planning Guides (IPGs) and these guides address the instructional needs of ELLs. Teacher should use the suggestions regarding ELLs in the IPGs and apply the principles of clear expectations, rigorous instruction, and the rewards of effort-based education, all of which are critical to ELLs.

The LPACs are very important for ELLs, not only to determine the appropriate language of assessment, but also because they determine the type of instruction that is most beneficial to the students. If ELLs do not make yearly progress on the TELPAS, if they are retained, or if they are reclassified and returned to LEP status, then the LPACs should consider these outcomes as opportunities to reassess, intervene, and redirect the academic progress of ELLs. The LPAC members must act as advocates for ELLs and assure that these students receive the opportunity to participate in other programs on campus which support students who are struggling academically. Appropriate and timely academic interventions will make a critical difference for students who are at risk of academic failure because of their lack of English language proficiency.

ELLs who have exited LEP status must be carefully monitored during subsequent school years to ensure that they are passing all of their courses and are working towards meeting graduation requirements. If recently-exited ELLs are exhibiting difficulties with school work, early intervention is critical. Recently-exited ELLs should be given information

regarding any program on or off campus that provides additional academic support, to assure their academic success and keep them from being reclassified back into LEP status.

School personnel should discuss the goals of the districtwide English Learners and Educators Versed in Academic Rigor (ELEVAR) initiative to establish a common understanding and agreement regarding the instruction provided for ELLs. AISD must continue to provide professional development opportunities concerning the new model for bilingual education (in grades pre-K through 5) and ESL (in grades 6 through 12) including sheltered instruction in the content areas. Even though several cadres of teachers at elementary and secondary levels participated in workshops, more teachers from across the content areas should participate in professional development opportunities that will show them how to make academic content more accessible to ELLs.

AISD administrators must require teachers to continue attending workshops that address topics relevant to those who provide instruction to ELLs. Among these topics are second language acquisition, scaffolding instruction, early and appropriate intervention strategies for ELLs who are struggling academically, effective literacy practices, sheltered English, and ESL methodology. As the state assessment for language proficiency becomes more inclusive of the four language modalities (listening, speaking, reading, and writing), knowledge of these topics will become more critical to teachers who provide instruction and assist with their assessments.

The 2005-2006 school year is the third and final year of the joint AISD-IFL partnership to implement the ELEVAR initiative. The goal of the partnership is to raise the academic achievement of ELLs by providing students with a rigorous curriculum that ensures entry into postsecondary education. The work of the IFL is guided by nine Principles of Learning that are research-based practices for guiding instruction and promoting academic rigor. The district should examine the extent to which the goals of ELEVAR have been met and should define the long-term plans for program implementation once the partnership is completed. The promise of ELEVAR to raise the academic achievement of ELLs is critical to their long-term academic success individually, as well as to the success of AISD schools and the district as a whole.

APPENDICES

APPENDIX A: TEXAS ADMINISTRATIVE CODE

Text of 19 TAC

Chapter 89. Adaptations for Special Population

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

§89.1201. Policy

- (b) The goal of bilingual education programs 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....
- (c) 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 participated equitably in school.
- (d) Bilingual education and English as a second language shall be integral parts of the total school program. 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 law.

§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 of each district at least every three years, data reported by the district in the Public Information System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

Source: The provisions of this §89.1260 adopted to be effective September 1, 1996, 21 TexReg 5770.

§89.1265

- a) All districts required to conduct a bilingual education or English as a second language programs shall conduct periodic assessments and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subjects areas,
- b) Annual reports of educational performance shall reflect the academic progress in either language or the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of

teachers and aides trained and the frequency, scope, and results of training. These reports shall be retained at the district level to be made available to 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 the home language at least annually.
- d) 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, §11.253, for the purpose of improving student performance for limited English proficient students.

Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107.

APPENDIX B: NUMBERS AND PERCENTAGES OF AISD ELLS WHO MET THE STANDARD ON ENGLISH TAKS, 2005

Numbers and Percentages of AISD ELLs Who Met the Standard on English TAKS Reading/ELA by Grade Level, 2005

Grade	Reading/ELA	
	#	%
3	629	95%
4	616	57%
5	620	67%
6	619	44%
7	484	25%
8	476	21%
9	533	27%
10	306	11%
11	293	43%

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

Numbers and Percentages of AISD ELLs Who Met the Standard on English TAKS Mathematics by Grade Level, 2005

Grade	Mathematics	
	#	%
3	719	76%
4	702	65%
5	681	80%
6	635	35%
7	502	19%
8	475	16%
9	489	14%
10	253	11%
11	283	45%

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

Numbers and Percentages of AISD ELLs Who Met the Standard on English TAKS Writing by Grade Level, 2005

Grade	Writing	
	#	%
4	456	82%
7	461	43%

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005

Numbers and Percentages of AISD ELLs Who Met the Standard on English TAKS Social Studies by Grade Level, 2005

Grade	Social Studies	
	#	%
8	493	39%
10	261	33%
11	286	57%

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005

Numbers and Percentages of AISD ELLs Who Met the Standard on English TAKS Science by Grade Level, 2005

Grade	Science	
	#	%
5	716	27%
10	243	7%
11	277	41%

Sources: AISD Management Information Systems, TAKS Contractor's electronic files, 2004, 2005

APPENDIX C: AISD ELLs TAKS TWO-YEAR COMPARISON, 2004 AND 2005

Please note all TAKS percentages passing for 2004 have been recalculated to reflect the 2005 standards which are the final phase of the adjustments to the performance standards recommended by the SBOE. The exception is at grade 11, where the passing standard is at 1 SEM.

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS Reading/ELA, 2004 and 2005

Grade	Reading		Difference
	2004	2005	
3	89	95	+6
4	62	57	-4*
5	32	67	+35
6	20	44	+24
7	18	25	+6*
8	25	21	-3*
9	16	27	+11
10	14	11	-4*
11	41	43	+2

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

*Number reflects the rounded difference in actual percentages for each year and may not represent the difference between rounded passing percentages.

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS Mathematics, 2004 and 2005

Grade	Mathematics		Difference
	2004	2005	
3	83	76	-7
4	68	65	-3
5	47	80	+20
6	24	35	+11
7	15	19	+4
8	9	16	+7
9	7	14	+8*
10	9	11	+2
11	34	45	+11

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005, AISD's Department of Systemwide Testing Cumulative Report for Grades 3 and 5, June 2005

*Number reflects the rounded difference in actual percentages for each year and may not represent the difference between rounded passing percentages.

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS Writing,
2004 and 2005

Grade	Writing		
	2004	2005	Difference
4	75	82	+7
7	44	43	-1

Sources: AISD Management Information Systems, TAKS contractor's electronic files, 2004, 2005

Differences in Percentages of AISD ELLs Who Met the Standard on English TAKS Social
Studies, 2004 and 2005

Grade	Social Studies		
	2004	2005	Difference
8	29	39	+10
10	26	33	+7
11	64	57	-7

Sources: AISD Management Information Systems, TAKS Contractor's electronic files, 2004, 2005

Differences in Percentages of AISD ELLs Who Met the Standards on English TAKS Science,
2004 and 2005

Grade	Science		
	2004	2005	Difference
5	14	27	+13
10	5	7	+2
11	27	41	+14

Sources: AISD Management Information Systems, TAKS Contractor's electronic files, 2004, 2005

APPENDIX D: PERFORMANCE OF AISD ELLS ON SPANISH TAKS, 2005

Numbers and Percentages of AISD ELLs in BE or ESL Programs Who Met the Standards on Spanish TAKS Reading, Mathematics, Writing, and Science for Grades 3 through 6, 2005

Grade	Bilingual Education (BE) Students							
	Reading		Mathematics		Writing		Science	
	# Tested	% Met Standard	# Tested	% Met Standard	# Tested	% Met Standard	# Tested	% Met Standard
3*	1,013	86	874	56	n/a	n/a	n/a	n/a
4	475	63	391	57	616	84	n/a	n/a
5*	240	76	172	63	n/a	n/a	131	11
6	**	**	**	**	n/a	n/a	n/a	n/a
Total	1,728		1,437		616		131	

Grade	English as a Second Language (ESL) Students							
	Reading		Mathematics		Writing		Science	
	# Tested	% Met Standard	# Tested	% Met Standard	# Tested	% Met Standard	# Tested	% Met Standard
3*	7	86	5	60	n/a	n/a	n/a	n/a
4	5	80	**	**	7	86	n/a	n/a
5*	**	**	**	**	n/a	n/a	**	**
6	43	42	27	63	n/a	n/a	n/a	n/a
Total	55		32		7		**	

Sources: AISD TAKS District Summary Reports, May 2005, and AISD's Department of Systemwide Testing Cumulative Reports for Grades 3 and 5, June 2005

*Results are cumulative only in BE for grades 3 and 5 in reading and mathematics across three administrations.

**Number are masked for confidentiality. No data were reported by TEA because fewer than five students took these tests.

APPENDIX E: TELPAS RATINGS FOR ELLS STATEWIDE, 2005

Numbers and Percentages of TELPAS Language Proficiency Ratings and Composite Scores for ELLs Statewide in BE Programs, 2005*

		Beginning Proficiency	Intermediate Proficiency	Advanced Proficiency	Advanced High Proficiency	Average Composite Score
Grade	Number	%	%	%	%	
K	61,546	81	12	5	2	1.3
1	62,999	59	25	11	4	1.6
2	58,164	40	35	19	6	1.9
3	49,865	16	23	28	33	2.7
4	34,569	14	17	41	28	2.7
5	26,398	11	13	37	39	2.9
6	5,058	9	11	47	32	2.9
7	315	7	9	49	35	3.0
8	107	12	24	37	26	2.7
9	23	13	17	48	22	2.8
10	12	<1	8	58	33	3.0
11	14	<1	14	43	43	3.2
12	6	<1	17	50	33	3.0

Source: TEA TELPAS State Summary Reports, 2005

Numbers and Percentages of TELPAS Language Proficiency Ratings and Composite Scores for ELLs Statewide in ESL Programs, 2005*

		Beginning Proficiency	Intermediate Proficiency	Advanced Proficiency	Advanced High Proficiency	Average Composite Score
Grade	Number	%	%	%	%	
K	20,251	37	34	19	9	2.0
1	22,417	18	35	30	17	2.4
2	22,189	14	37	31	18	2.5
3	21,004	9	16	28	47	3.0
4	14,024	11	14	42	33	2.9
5	12,984	9	11	38	42	3.0
6	28,199	9	12	51	28	2.9
7	24,757	10	14	48	28	2.8
8	21,341	9	12	45	34	2.9
9	27,018	21	20	45	14	2.4
10	15,624	10	17	51	22	2.8
11	11,309	6	12	51	31	3.0
12	6,983	4	10	54	32	3.0

Source: TEA TELPAS State Summary Reports, 2005

*The composite results indicate the student's overall level of English language proficiency and are determined by the student's listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1.0 (Beginning) to 4.0 (Advanced High) in all languages areas.

APPENDIX F: TELPAS RATINGS FOR AISD ELLS, 2005

Numbers and Percentages of AISD ELLs at each TELPAS Proficiency Rating for 2005 in Grades 3-12

Grade	Number	No Proficiency Number*	Beginning Proficiency Number	Intermediate Proficiency Number	Advanced Proficiency Number	Advanced High Proficiency Number
3	1,872	76	217	287	406	886
4	1,440	94	153	214	324	655
5	1,154	50	89	118	188	709
6	983	63	62	128	193	537
7	836	52	43	102	154	485
8	794	53	45	80	148	468
9	936	168	68	94	180	426
10	406	70	24	34	66	212
11	372	49	8	12	62	241
12	248	52	*	11	27	153
Number	9,041	727	714	1,080	1,748	4,772
Percentage	100%	8.0%	7.9%	11.9%	19.3%	52.7%

Source: AISD 2005 TELPAS, records as of December 2005, Department of Program Evaluation

*Number are masked for confidentiality.

Numbers and Percentages of AISD ELLs Whose TELPAS Proficiency Rating Remained the Same From 2004 to 2005

Grade	Number	No Proficiency Number*	Beginning Proficiency Number	Intermediate Proficiency Number	Advanced Proficiency Number	Advanced High Proficiency Number
3	387	28	112	104	91	52
4	397	20	67	85	84	141
5	267	*	42	40	61	122
6	342	10	23	44	81	184
7	246	8	12	35	54	137
8	213	*	10	16	57	127
9	323	15	17	31	70	190
10	144	7	10	14	27	86
11	124	*	*	8	23	84
12	71	*	*	7	15	45
Number	2,514	99	300	384	563	1,168
Percentage	100%	3.9%	11.9%	15.2%	22.3%	46.4%

Source: AISD 2005 TELPAS, records as of December 2005, Department of Program Evaluation

*Number are masked for confidentiality.

APPENDIX G: INCREASES IN TELPAS RATINGS FOR ELLS STATEWIDE, 2005

Numbers and Percentages of ELLs Statewide in BE Programs Whose TELPAS Proficiency Ratings Increased Annually by at Least One Language Proficiency Level, 2004 and 2005

Grade	Number Matched Students	Increased One Proficiency Level %	Increased Two Proficiency Levels %	Increased Three Proficiency Levels %	All Students Whose Proficiency Levels Increased %
4	29,900	52	6	<1	58
5	21,297	60	9	1	69
6	3,843	54	7	<1	61
7	242	54	7	<1	60
8	69	51	16	1	68
9	8	38	<1	<1	38
10	6	17	<1	<1	17
11	6	33	<1	<1	33
12	8*	<1	<1	<1	<1
Total	55,374	54.9%	7.2%	<1%	62.5%

Source: TEA TELPAS State Summary Reports, 2005

*Numbers are masked for confidentiality.

Numbers and Percentages of ELLs Statewide in ESL Programs Whose TELPAS Proficiency Ratings Increased Annually by at Least One Language Proficiency Level, 2004 and 2005

Grade	Number Matched Students	Increased One Proficiency Level %	Increased Two Proficiency Levels %	Increased Three Proficiency Levels %	All Students Whose Proficiency Levels Increased %
4	11,215	46	4	<1	51
5	9,645	57	7	<1	65
6	21,374	46	5	<1	52
7	17,618	47	7	<1	54
8	14,808	53	8	<1	61
9	15,861	29	3	<1	32
10	11,349	38	4	<1	43
11	8,535	42	2	<1	45
12	5,617	39	1	<1	40
Total	116,022	44.3%	5.1%	<1%	49.7%

Source: TEA TELPAS State Summary Reports, 2005

APPENDIX H: BE/ESL PROFESSIONAL DEVELOPMENT OPPORTUNITIES, 2004-2005

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
July 29-30, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for Middle School Administrators</i>	Grades: 6-8 61 attendees each day
July 29-30, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for High School Administrators</i>	Grades: 9-12 67 attendees each day
July 29-30, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for Elementary School Administrators</i>	Grades: PK-6 136 attendees each day
July 29-30, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 2 for Central Office Administrators</i>	Grades: PK-12 94 attendees each day
August 6, 2004 9:00 am – 12:00 pm (3 hrs.)	<i>Rigorous Instruction in Spanish and English (RISE)</i>	Grades: PK-6 50 attendees
August 24, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 30 attendees
August 25, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 51 attendees
August 31, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 31 attendees
September 1, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 52 attendees
September 8, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 54 attendees
September 13, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 42 attendees
September 14, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 45 attendees
November 3, 2004 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 67 attendees
January 19, 2005 3:15 pm – 5:00 pm (1.8 hrs.)	<i>RISE</i>	Grades: PK-6 54 attendees
August 25, 2004 8:30 am – 12:00 pm (3.5 hrs.)	<i>Elementary Language Proficiency Assessment Committee LPAC Chairpersons Training</i>	Grades: PK-6 Data Not Available* on number of participants (DNA)

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
August 26, 2004 1:00 pm – 3:30 pm (2.5 hrs.)	<i>Middle School Language Proficiency Assessment Committee LPAC Chairpersons Training</i>	Grades: 6-8 DNA
August 26, 2004 9:00 am – 11:00 am (2 hrs.)	<i>High School Language Proficiency Assessment Committee LPAC Chairpersons Training</i>	Grades: 9-12 DNA
August 28, 2004 8:30 am – 1:30 am (3 hrs.)	<i>Trofeos Grade 3 (only)</i>	Grade: 3 34 attendees
August 28, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Esperanza for K and First Grade (only)</i>	Grades: K-1 27 attendees
August 28, 2004 12:30 pm – 3:30 pm (3 hrs.)	<i>Sí Puedo for Second Grade (only)</i>	Grade: 2 24 attendees
August 30, 2004 3:30 pm – 5:00 pm (1.5 hrs.)	<i>Bilingual 'New Teacher Support</i>	Grades: PK-6 10 attendees
September 28, 2004 3:30 pm – 6:30 pm (3 hrs.)	<i>Avenues Training for Bilingual Teachers</i>	Grades: PK-6 DNA
September 29, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Avenues Training for Bilingual Teachers</i>	Grades: PK-6 DNA
October 1, 2004 8:00 am – 3:30 pm (1 hr.)	<i>Scaffolding Strategies – ESL Strategies for Middle School Teachers</i>	Grades: 6-8 70 attendees
October 19, 2004 3:30 pm – 5:30 pm (2 hrs.)	<i>Tejas LEE</i>	Grades: K-2 22 attendees
October 29, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Increasing Academic Achievement for Secondary English Language Learners (ELLs)</i>	Grades: 6-12 35 attendees
October 30, 2004 7:30 am – 1:00 pm (5 hrs.)	<i>RISE Bilingual Summit</i>	Grades: PK-2 66 attendees
November 9, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Sheltered Instruction Observation Protocol (SIOP)</i>	Grades: 6-12 10 attendees
November 16, 2004 8:30 am – 12:30 pm (1 hr.)	<i>Social Studies Department Chairpersons</i>	Grades: 6-8 17 attendees
November 17, 2004 4:00 pm – 6:00 pm (2 hrs.)	<i>Plática con Padres y Madres de Familia</i>	Grades: PK-6 10 Parents
October 26, 2004 November 30, 2004	<i>English Learners and Educators Versed in Academic Rigor</i>	Grades: 6-12 262 attendees
January 25, 2005	<i>(ELEVAR) Secondary Teachers</i>	
March 1, 2005	<i>Math Cadre</i>	
March 29, 2005 9:00 am – 3:30 pm (6.5 hrs.)		

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
October 21, 2004 November 18, 2004 January 27, 2005 March 3, 2005 April 28, 2005 9:00 am – 4:00 pm (6.5 hrs.)	<i>English Learners and Educators Versed in Academic Rigor (ELEVAR) Elementary Teachers Cadre</i>	Grades: PK-6 68 attendees
October 21, 2004 November 18, 2004 January 20, 2005 March 3, 2005 April 27, 2005 9:00 am – 4:00 pm (6.5 hrs.)	<i>English Learners and Educators Versed in Academic Rigor (ELEVAR) Elementary Teachers Cadre (Year 1)</i>	Grades: PK-6 142 attendees
October 19, 2004 November 16, 2004 January 18, 2005 February 4, 2005 April 26, 2005 9:00 am – 4:00 pm (6.5 hrs.)	<i>English Learners and Educators Versed in Academic Rigor (ELEVAR) Secondary Teachers Cadre</i>	Grades: 6-12 53 attendees
January 5, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 3 for Elementary School Administrators</i>	Grades: PK-6 73 attendees
January 5, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 3 for Middle School Administrators</i>	Grades: 6-8 17 attendees
January 5, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 3 for High School Administrators</i>	Grades: 9-12 17 attendees
January 5, 2004 8:30 am – 3:30 pm (6 hrs.)	<i>Institute for Learning (IFL) Think Tank 3 for Central Office Administrators</i>	Grades: PK-12 92 attendees
January 6, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>Increasing Academic Achievement for Secondary English Language Learners (ELLs)</i>	Grades: 6-12 18 attendees
January 31, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>Districtwide English as a Second Language Training for Special Education Teachers</i>	Grades: PK-12 50 attendees
February 1, 2005 8:00 am – 10:00 am (2 hrs.)	<i>Process for Assessment Program</i>	Grades: PK-6 35 attendees
February 1, 2005 10:30 am – 12:00 pm (1.5 hrs.)	<i>Process for Assessment Program</i>	Grades: PK-6 32 attendees

Date, Time, and Title of Professional Development Sessions for Administrators and Teachers

Date and Time	Title of Sessions	Grade Levels Number of Participants
February 1, 2005 1:00 pm – 2:30 pm (1.5 hrs.)	<i>Process for Assessment Program</i>	Grades: 6-12 27 attendees
February 2, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>Sheltered Instruction Observation Protocol (SIOP)</i>	Grades: 6-12 10 attendees
February 12, 2005	<i>TExES Review for ESL Supplemental (154) formerly called ESL ExCET</i>	Grades: PK-12 DNA
February 15, 2005	<i>TExES Review for Bilingual Endorsement PK-12 formerly called Bilingual ExCET</i>	Grades: PK-6 1 attendee
February 19, 2005 7:30 am – 1:00 pm (5 hrs.)	<i>RISE Bilingual Summit</i>	Grades: PK-2 55 attendees
March 8, 2005 10:30 am – 12:30 pm (2 hrs.)	<i>Texas Observation Protocol</i>	Grades: PK-8 51 attendees
March 10, 2005 10:30 am – 12:30 pm (4 hrs.)	<i>Texas Observation Protocol</i>	Grades: PK-12 49 attendees
March 23, 2005 8:30 am – 12:30 pm (6 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Elementary</i>	Grades: PK-6 70 attendees
March 30, 2005 3:30 pm – 6:30 pm (6 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Elementary</i>	Grades: PK-6 61 attendees
April 7, 2005 9:00 pm – 1:00 pm (4 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Secondary</i>	Grades: 6-12 71 attendees
April 13, 2005 3:30 pm – 6:30 pm (3 hrs.)	<i>TAKS Math Linguistically Accommodated Test: LAT Secondary</i>	Grades: 6-12 8 attendees
April 30, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>TExES Review for ESL Supplemental (154) formerly called ESL ExCET</i>	Grades: PK-12 DNA
April 30, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>TExES Review for Bilingual Endorsement PK-12 formerly called Bilingual ExCET</i>	Grades: PK-6 5 attendees
May 7, 2005 8:30 am – 3:30 pm (6 hrs.)	<i>TExES Review for the Texas Oral Proficiency Test (T.O.P.T.)</i>	Grades: PK-6 7 attendees

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