



Bilingual and English as a Second Language Program and Demographic Executive Summary, 2018–2019

The purpose of this report is to provide information on the bilingual education (BE) and English as a second language (ESL) programs implemented in the Austin Independent School District (AISD) during the 2018–2019 school year. This document summarizes the programs implemented, the numbers of students served, students' demographic characteristics, and program participation. This report is the first in a series of summary reports; subsequent reports will examine the academic performance and language acquisition of English learners (ELs) in 2018–2019.

As of the Fall 2018 snapshot on October 26, 2018, AISD had enrolled 21,706 ELs, representing 27% of the AISD student population (80,032). There were slightly more male (52%) than female (48%) ELs. Additionally, compared with the previous school year, in 2018–2019, a 1 percentage point increase was seen in the proportion of ELs qualifying for free or reduced-price meals, up from 86% in 2017–2018 to 87%. The majority of AISD ELs self-identified as Hispanic or Latino (87%). ELs' most common home language was Spanish (87%), followed by Arabic (2%), Vietnamese (1%), Pashto (1%), and Burmese (1%). Fifteen percent of AISD ELs were immigrants and 5% were refugees or asylees. Immigrants are defined by the Texas Education Agency (TEA) as individuals ages 3 through 21 who were not born in any U.S. state and have not attended school in any one or more states for more than 3 full academic years.

Sixty-eight percent of ELs were enrolled at the elementary school level, and 60% of these students were served in the Dual Language (DL) Program. AISD provided one-way and two-way DL at the elementary school level, and DL was offered at 11 middle schools and two high schools in 2018–2019. In addition, AISD offered the Transitional/Late-Exit Program at the elementary level and the ESL Program to ELs at all grade levels.

In 2018–2019, 17% of ELs participated in career and technical education (CTE). However, only 3% of ELs participated in the gifted and talented (GT) programs, compared with 12% non-EL participation. In 2018–2019, approximately 13% of ELs received special education services.

Overall, ELs' social and emotional well-being, based on results from the 2019 Student Climate Survey, remained unchanged from the prior year. ELs responded with similarly high agreement to that of their non-EL peers to statements about teachers' high academic expectations for them. In addition, both groups reported similar ratings of their classroom peers' behavior toward them, toward their teachers, and toward school rules (Student Climate Survey results, 2019). Interestingly, **ELs across all school levels were more likely than their non-EL counterparts to report that they liked coming to school, consistent with results from the 2017–2018 school year.**

ELs across all school levels responded similarly to non-ELs, with high agreement to the survey statement that there is respect for different cultures at their school. However, ELs had slightly lower percentages of agreement than did their non-EL counterparts to ratings for whether students at their schools received respect for speaking languages other than English. In addition, ELs were significantly less likely than non-ELs to report

that they intended to go to college, consistent with last year's results.

In 2018–2019, staff from the AISD Multilingual Education Team (MET) evaluated the tool used for DL classroom observations to develop a new observation guide that could be used to identify the critical elements of successful BE instruction. The new observation guide was used in preliminary classroom observations during the 2018–2019 school year. DL classroom teachers were surveyed about their perceptions of DL implementation at their schools to gather data on implementation. The majority of teachers reported using key elements of DL in their classrooms either all of the time or most of the time and reported high levels of commitment from the administrator, parents/community, other DL teachers, and the MET. For more information on the DL Program see <https://www.austinisd.org/multilingual/dual-language#title>.

In the 2018–2019 school year, 2,344 BE- or ESL-certified teachers had BE or ESL assignments district wide. Of the 2,344 bilingual/ESL teachers, 2,179 taught at the elementary level, 44 taught at the middle school level, and 21 taught at the high school level. During the 2018–2019 school year, 12 professional development (PD) courses were offered by the MET, with 50 sessions and 768 participants; however, these numbers only reflect courses tracked through the district's Human Capital Platform (HCP) system and do not include any PD sessions that may have occurred on campus during staff and team meeting times. Topics for these PD sessions included new bilingual teacher orientation, sheltered instruction in the classroom, secondary DL, the ESL Academy, language proficiency assessment committees (LPACs), summer school, and LAS Links assessments.

To support the education of ELs, AISD received supplemental state BE funding and federal Every Student Succeeds Act (ESSA) Title III, Part A, grant funding (see the U.S. Department of Education website for more information, <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>). The majority of expenditures covered campus instruction and support (e.g., teachers' salaries, instructional materials). More than \$9.8 million in state funds and more than \$2.5 million in federal Title III, Part A, funds were spent supporting ELs. Thus, the estimated supplemental cost per EL served in 2018–2019 was \$575. The majority of the Title III, Part A, grant funding for ELs was used for educators' salaries and administrative costs (\$1,518,244). Of the grant funding for ELs, \$279,128 was spent on parental support, \$63,372 on PD sessions, and \$24,334 on summer programs, with additional costs in staff salaries included in the administrative costs. Additionally, \$517,452 was spent on personnel for supporting AISD students who were immigrants and refugee/asylees.

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