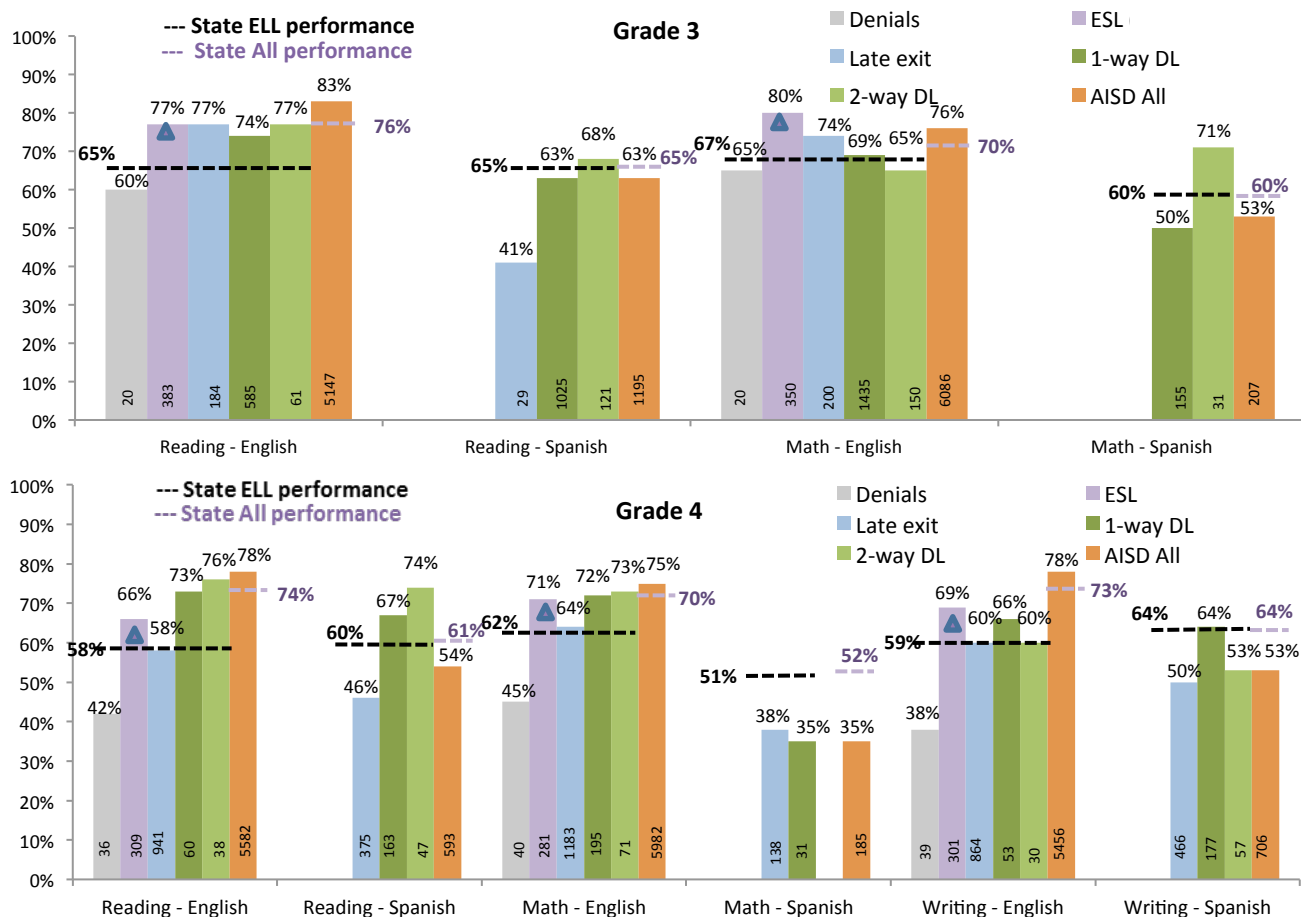


Overview

- AISD Dual Language (DL) English language learners (ELLs) generally performed as well as or better than ELLs in Texas and AISD bilingual (BE) late exit students in STAAR 2014 comparisons. ELLs whose parents denied BE/ESL program services did not perform as well as other ELLs on English STAAR reading, math, and writing.
- With the exception of Spanish math, passing rates for reading and math were higher relative to the state for AISD DL students in 4<sup>th</sup> grade than for AISD DL students in 3<sup>rd</sup> grade. This is consistent with DL research indicating it takes 5-7 years to attain academic language proficiency (Thomas & Collier, 1997).
- Although the AISD DL 1<sup>st</sup> grade ELLs in 2013 did not perform better as 2<sup>nd</sup> graders in 2014 on an early reading assessment, DL 1<sup>st</sup> grade ELLs in 2014 performed better than DL 1<sup>st</sup> grade ELLs in 2013.
- **Limitations to these data include coding issues (e.g., students coded as DL but not receiving DL program instruction), issues with fidelity of implementation, small sample sizes in some groups, and self-selection of pilot schools campuses.**

STAAR Performance 2014 – AISD and State

Figure 1: AISD All Students and English Language Learners (ELLs) by BE/ESL Program, and State All Students and ELLs’ 3<sup>rd</sup> and 4<sup>th</sup> Grade State of Texas Assessments of Academic Readiness (STAAR) Reading, Writing, and Math Results, 2014

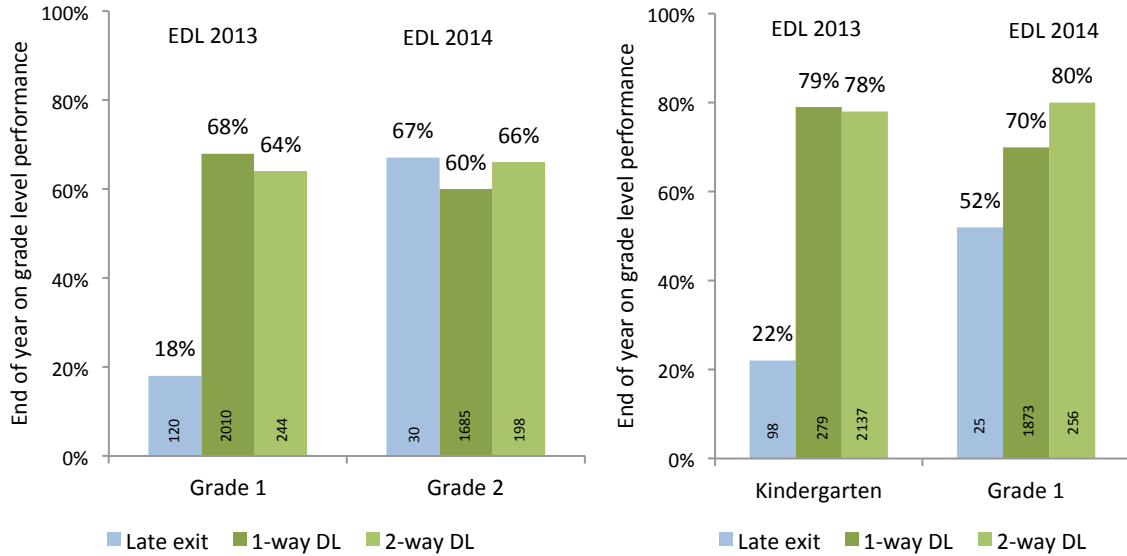


Source: AISD and State 2014 STAAR Results, AISD Campus and District Accountability (CDA)

Note. Results exclude n < 10 and STAAR M, Alt, L, and are consistent with AISD CDA reports. Although not shown, PBMAES ELL level 3 performance issues were limited to middle school ESL and denial students in writing, science, and social studies (students not served by DL). ▲ Represents percentages passing for ESL students who denied BE services (about two-thirds of ESLs); their performance was lower than for all ESL students. Spanish writing results were low for ELLs districtwide (53%), except for one-way DL students (64%) who did as well as ELLs statewide.

**ELL Bilingual Performance at Grades K-2**

Figure 2. AISD Bilingual Education (BE) English Language Learners' (ELLs) Evaluación del Desarrollo de la Lectura (EDL) On-Grade Level Performance, Spring 2013, Spring 2014



Source: AISD EDL Results, 2013, 2014, AISD Research and Evaluation

Note. DL is dual language. EDL is the Spanish version of the DRA assessment. Results with n < 10 are not shown.

**Recommendations**

- In order for Department of Research and Evaluation (DRE) staff to evaluate the impact of the AISD DL program, campus staff must assess and report to DRE staff the level of DL implementation using the district’s DL rubric.
- In order to compare outcomes across TEA defined programs and to be compliant with TEA and state law, students must be coded correctly for BE/ESL program participation.
- Additional standardized assessments such as a universal screener would be helpful to evaluate the DL program, as well as other district programs at non-STAAR tested early grades.
- An assessment to measure Spanish acquisition among native English speaking students in two-way DL programs would help with the evaluation of the two-way program.