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Bilingual and English as a Second Language Programs and Demographic Summary Report, 2019–2020

Austin Independent School District



Executive Summary

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 2019–2020 school year. This document summarizes the programs implemented, the numbers of students served, students' demographic characteristics and perceived school climate, and program participation. This report is part of a series of summary reports in 2019–2020 (Doolittle, 2020; Lucas & Poulsen, 2020); additional reports examine the academic performance, language acquisition, and summer program participation of students previously known as English learners, but now referred to as *emergent bilinguals* (García, Kleifgen, & Falchi, 2008).

As of the Fall 2019 snapshot on October 25, 2019, AISD had enrolled 22,758 emergent bilinguals, representing 28% of the AISD student population ($N = 80,911$). Sixty-six percent of emergent bilinguals were enrolled at the elementary school level, and 61% of these students were served in the Dual Language (DL) Program, which instructs students in both English and a partner language and thus emphasizes bilingualism and biculturalism. AISD provided one-way (serving only native Spanish speakers) and two-way DL (serving both native English speakers and native Spanish, Vietnamese, or Mandarin speakers) at the elementary school level. In addition, AISD offered DL at 10 middle schools and four high schools in 2019–2020. AISD also offered the Transitional/late exit program at the elementary level and ESL programs to emergent bilinguals at all grade levels.

There were slightly more male (53%) than female (47%) emergent bilinguals. Compared with the previous school year, there was a one-percentage point decrease (down to 86%) in the proportion of emergent bilinguals qualifying for free or reduced-price meals this year. Twenty percent of AISD emergent bilinguals were immigrants (a 5% increase from the prior school year), and 4% 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. The majority of AISD emergent bilinguals self-identified as Hispanic or Latino (88%), and emergent bilinguals' most common home language was Spanish (87%). The next most common home languages were Arabic (2%) and Vietnamese (1%).

In 2019–2020, 65% of all high school emergent bilinguals participated in the Career and Technical Education (CTE) Program, either by taking at least one course or by concentrating in a cluster/pathway. The most common CTE courses taken by emergent bilinguals were regarding law, public safety, corrections, and security; health science; and arts, A/V technology, and communications. Only 5% of emergent bilinguals participated in the gifted and talented (GT) programs, compared with 15% participation by students not in a BE/ESL program, or students who were either native English-speakers (also known as non-, or never-English learners) or who had been reclassified as English proficient within the last 5 years (also known as former-English learners). In 2019–2020, approximately 15% of emergent bilinguals received special education services.

Overall, emergent bilinguals reported a positive school climate, consistent with responses on the Student Climate Survey from last year. There were fewer responses to the Spring

2020 Climate Survey than to the prior year's survey, due to the school closures associated with the COVID-19 pandemic. However, the overall sample remained largely representative of the AISD student body. Emergent bilinguals in all school levels reported feeling more engaged in school than did their non-emergent bilingual peers, consistent with findings from the 2018–2019 school year. The majority of emergent bilinguals reported positive feelings of safety at their school and respect from classmates at their school. In addition, across all school levels, a greater percentage of emergent bilinguals than of students not in a BE/ESL program reported receiving positive feedback from adults at their school. As was found in the 2018–2019 school year, fewer emergent bilinguals than students not in a BE/ESL program indicated they intended to go to college; this was especially the case for emergent bilinguals who were socioeconomically disadvantaged (i.e., eligible to receive free or reduced-price meals). At the secondary level, emergent bilinguals in the DL Program were more likely to report intending to go to college than were emergent bilinguals enrolled in the ESL Program.

Elementary 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. However, teachers also reported barriers to implementation, such as lack of resources, mixed language classrooms, standardized testing, and district expectations. For more information on the DL Program see <https://www.austinisd.org/dual-language>.

In October 2019, AISD reported to the TEA that 3,044 active staff members had BE or ESL certifications (including full-time teachers as well as part-time substitutes, tutors, and instructional coaches). Across the whole school year, the total number of teachers with BE or ESL certifications who were assigned to classrooms with Bilingual or ESL in the course name was 2,431. Of the 2,431 BE/ESL teachers, 286 taught at the prekindergarten level, 2,080 taught at the elementary level, 45 taught at the middle school level, 18 taught at the high school level, and two taught at an alternative learning center. About half of all BE/ESL teachers were Hispanic, and a large majority taught in the Spanish language. Fourteen teachers taught DL courses in Vietnamese, and two teachers taught DL courses in Mandarin. During the 2019–2020 school year, 11 professional development (PD) courses were offered by the Multilingual Education Team (MET), with 61 sessions and 1,040 enrollments; however, these numbers only reflect courses tracked through the district's Human Capitol Platform 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. Campus support work to teachers was provided by elementary bilingual cluster specialists and secondary ESL specialists.

To support the education of emergent bilinguals, 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 \$10.8 million in state funds and more than \$1.7 million in federal Title III, Part A, funds were spent supporting emergent bilinguals. Thus, the estimated supplemental cost per emergent bilingual student served in 2019–2020 was \$552. The majority of the Title III, Part A, grant funding for emergent bilinguals was used for educators' salaries and administrative costs. The remaining federal funding was spent on parental support, staff professional learning, and summer programs and curricula. Additional funds were spent on educational software and technologies for supporting AISD students who were immigrants and refugee/asylees.

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Introduction

This report summarizes the demographic and program participation of students who were previously known as English learners, and are now being referred to as emergent bilinguals (García, Kleifgen, & Falchi, 2008), in Austin Independent School District (AISD) during the 2019–2020 school year. Descriptions of the students served by the Bilingual Education (BE) and English as a Second Language (ESL) programs and their characteristics, participation in additional AISD programs, and school climate and college intentions are discussed. Additionally, the teachers of emergent bilinguals and the professional development (PD) education completed by these teachers are summarized.

BE and ESL Programs

Texas state law requires that BE/ESL program services be offered to emergent bilinguals, by recommendation of school staff and upon parent approval. In addition, the state requires that school districts offer BE programs at prekindergarten (pre-K) through grade 5 for any language with 20 or more students enrolled at any grade level. Newly adopted AISD board policy decreased this number to 18 students. (For more information on Texas state laws, see <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>. For more information on AISD board policy, see [https://pol.tasb.org/Policy/Download/1146?filename=EHBE\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1146?filename=EHBE(LOCAL).pdf); for AISD BE/ESL programs, see sidebar.)

Emergent Bilinguals in AISD

Table 1 shows the numbers of emergent bilinguals served in each BE/ESL program as well as the numbers of students whose parents denied BE/ESL program services as of the Fall 2019 snapshot on October 25, 2019. The Public Education Information Management System added a new classification this year for students whose teacher was under an ESL waiver or BE exception. These students received an alternative language program code.

Table 1.

AISD Emergent Bilinguals, by BE or ESL Program Participation, Fall 2019

		Number	Percentage
BE	One-way DL	7,422	33%
	Two-way DL	2,292	10%
	Transitional/late exit	2,876	13%
ESL	Content	3,030	13%
	Pull out	5,554	24%
Alternative language program		1,331	6%
Denials (parent denied BE/ESL services) or no response		253	1%
Total		22,758	100%

Source. AISD student records, Fall 2019 snapshot

At the elementary level, 46% of emergent bilinguals were enrolled in the one-way Dual Language (DL) Program; 15% were enrolled in two-way DL. At the secondary level, although all emergent bilinguals were enrolled in the ESL Program, DL students were also provided with a local program code to track their participation ($n = 781$). **The secondary DL program was offered at 10 middle schools and four high schools, two of which were recently added in 2019–2020 (Crockett and Navarro High Schools).**

BE and ESL Programs in AISD

One-way DL

- English and Spanish (or another language)
- Language learning is integrated with content instruction
- Subjects are taught to all students through both English and the other language
 - Language arts: students' native language
 - Other subjects: both English and the other language
- Program exit $\geq 5^{\text{th}}$ grade

Two-way DL

- Follows procedures of one-way DL and serves both emergent and students not enrolled in BE/ESL

Transitional/late exit

- English and Spanish (or another language)
- Transfers students to English-only instruction
- Program exit ≥ 6 or ≤ 7 years after enrolling

ESL content-based

- English and support for another language
- Supplementary instruction for all content areas, plus support in learning English

ESL pull out

- Language arts: English only
- Other content areas: mainstream instruction

For more information on AISD programs for emergent bilinguals, see <https://www.austinsd.org/multilingual>.

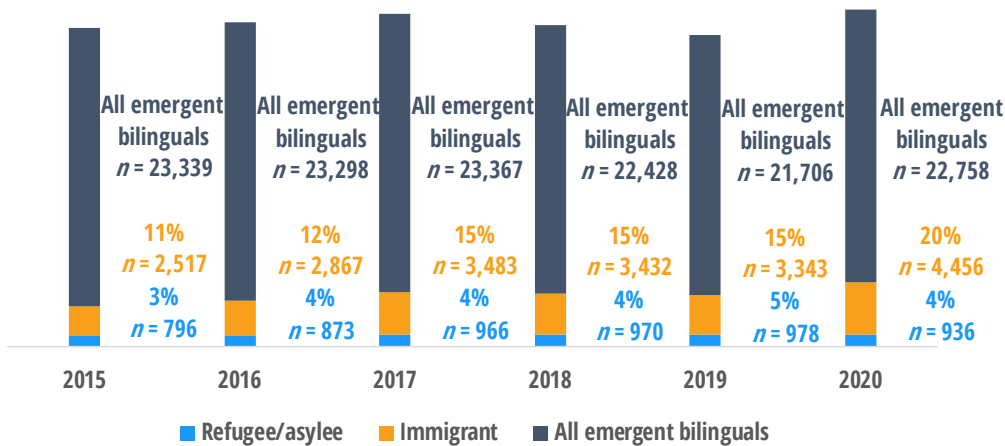
Throughout this report, *emergent bilingual* refers to students who were previously known as English learners.

In the fall of 2019, 80,911 students were enrolled at AISD, and 28% of them were emergent bilinguals ($n = 22,758$). Enrollment increased slightly for all students as well as for emergent bilinguals, compared with enrollment in the 2018–2019 school year, but the proportion of emergent bilinguals enrolled was similar across the years. AISD’s emergent bilinguals had the following characteristics: 47% were female (53% were male), 1% ($n = 261$) were homeless, and 86% ($n = 19,520$) qualified for free or reduced-price meals, which dropped 1 percentage point from last year.

Of all emergent bilinguals enrolled in AISD, 20% were immigrants, and 4% were refugees/asylees or migrants (Figure 1). **The percentage of immigrant emergent bilinguals increased by 5% in the 2019–2020 school year.** The official definition of immigrant status according to the TEA only considers students to be immigrants within their first 3 years in U.S. schools (see sidebar for TEA definitions of immigrant, refugee/asylee, and migrant; a combination of TEA-defined and local codes were used for identifying refugee/asylee students). A greater percentage of immigrant emergent bilinguals in the 2019–2020 school year were economically disadvantaged (81%) and were Hispanic (75%) compared with the 2018–2019 school year (75% economically disadvantaged, 66% Hispanic). Of all the immigrants, refugees/asylees, and migrants enrolled at AISD, the vast majority were emergent bilinguals (91%, 91%, and 75%, respectively).

Figure 1

Percentage of Emergent Bilinguals Identified as Immigrants, Refugees/Asylees, and Total Emergent Bilinguals Enrolled at AISD, 2015–2020



Source. AISD student records, Fall 2019 snapshot.

The vast majority of emergent bilinguals enrolled this year self-identified as Hispanic or Latino (88%, Table 2), consistent with the racial composition of students from the 2018–2019 school year. Of all AISD emergent bilinguals in 2020, 6% were Asian, 4% were White, and 2% were Black or African American. Students identifying as American Indian or Alaskan Native, or Native Hawaiian/other Pacific Islander accounted for less than 1% of AISD emergent bilinguals. Students not in a BE/ESL program, on the other hand, were 43% Hispanic or Latino, 40% White, and 17% another race (Table 2).

Immigrant, Refugee/Asylee, and Migrant

Immigrant

Immigrants are defined by the TEA as individuals who are ages 3 through 21, were not born in any U.S. state, and have not been attending one or more schools in any one or more states for more than 3 full academic years.

Refugee/Asylee

The TEA defines refugees as students who initially enrolled in a school in the United States as an asylee (as defined by 45 Code of Federal Regulations, Section 400.41) or a refugee (as defined by 8 United States Code Section 1101); who have a visa issued by the U.S. Department of State, with a Form I-94 Arrival/Departure record, or a successor document, issued by the U.S. Citizenship and Immigration Services, that is stamped with “asylee,” “refugee,” or “asylum”; and who, as a result of inadequate schooling outside the United States, lack the necessary foundation in the essential knowledge and skills of the curriculum (prescribed under TEC Section 28.002), as determined by the language proficiency assessment committee (established under TEC Section 29.063).

Migrant

Migrants are defined by the TEA as students who are ages 3–21; migratory agricultural workers (or have a parent, spouse or guardian who is); and in the preceding 36 months, in order to obtain (or accompany such parent, spouse, or guardian in obtaining) temporary or seasonal employment moved from one school district to another or resided in a school district of more than 15,000 square miles and migrated to a temporary residence to engage in an agricultural or fishing activity.

Table 2.

Self-Identified Racial/Ethnic Composition of Students Enrolled at AISD, Fall 2019.

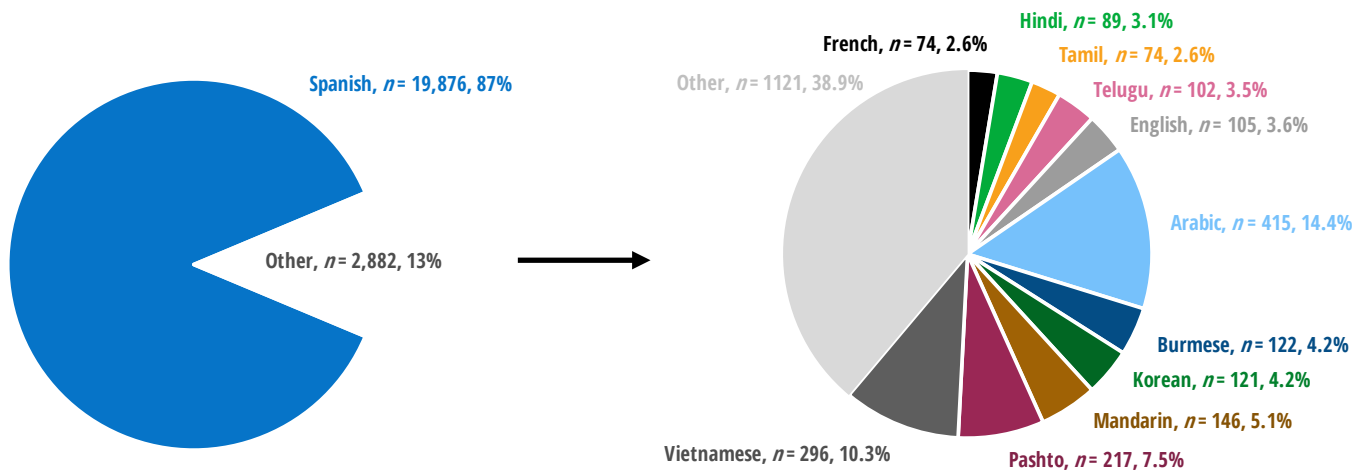
Ethnicity or race	Emergent bilinguals		Not in BE/ESL program		All AISD students	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Hispanic/Latino	19,936	88%	24,801	43%	44,737	55%
Asian	1,427	6%	2,088	4%	3,515	4%
White	913	4%	23,225	40%	24,138	30%
African American/Black	363	2%	5,249	9%	5,612	7%
American Indian or Alaska Native	23	<1%	85	<1%	108	<1%
Native Hawaiian/other Pacific Islander	9	<1%	60	<1%	69	<1%
Two or more races	87	<1%	2,645	5%	2,732	3%

Source. AISD student records, Fall 2019 snapshot.

Consistent with the racial and ethnic distribution, the vast majority of emergent bilinguals enrolled at AISD spoke Spanish at home, as indicated by their families (87%, Figure 2) and by self-report (79%). Of the students whose families spoke Spanish at home, 84% of students self-reported Spanish being their own primary language. The other languages most commonly spoken at home by emergent bilinguals were Arabic, Vietnamese, Pashto (Pushto), and Mandarin (Chinese) (Figure 2). The “Other” category (7%) comprised 69 other languages reported to be spoken at home by emergent bilinguals’ families in 2019–2020.

Figure 2

Most Common Languages Spoken by AISD Emergent Bilinguals at Home, Fall 2019



Source. AISD student records, Fall 2019 snapshot.

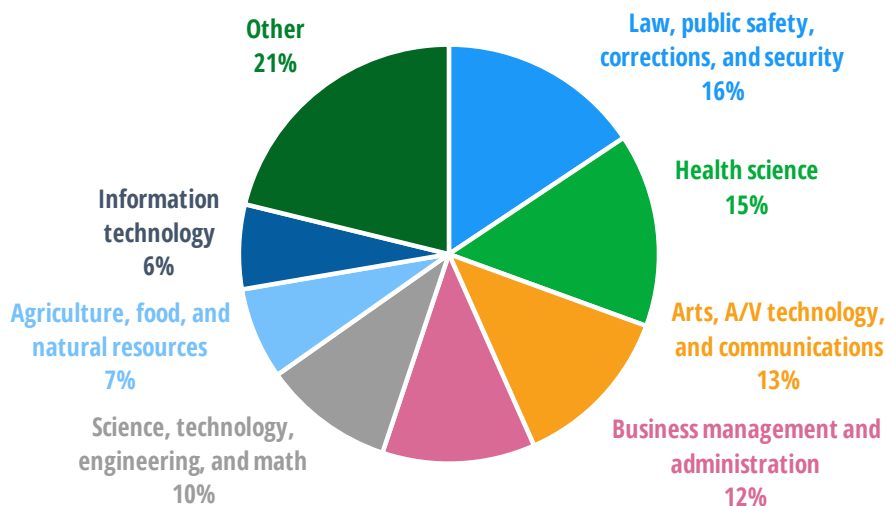
Participation in Career and Technical Education (CTE), Gifted and Talented (GT), and Special Education Programs

The CTE 5-year-plan (5YP) goals include increasing access and equity for emergent bilingual participation in the coming school years (Coco & Bonazzo, 2019). High school emergent bilinguals’ participation in CTE (either as course takers or as concentrators) increased in 2019–2020 compared with the previous year; that is, 65% of all high school emergent bilinguals (*n* = 2,650) participated in CTE this year, compared with 62% (*n* = 2,263) of all high school

emergent bilinguals participating last year. CTE participation also increased for students not in a BE/ESL program (from 67% [$n = 12,629$] last year to 68% [$n = 12,590$] this year), but not as much as it did for emergent bilinguals (a difference in 2 percentage points in favor of emergent bilinguals). Note the group of students not in a BE/ESL program includes students who were recently reclassified as English proficient. Middle school participation should be tracked in future years, as not all middle schools offered CTE courses counting towards a high school cluster this year.

Figure 3

High School Emergent Bilinguals' CTE Courses, Fall 2019



Source. AISD student records, Fall 2019 snapshot.

To give an idea of the subjects and careers of interest to emergent bilinguals, Figure 3 shows their course categories, or clusters, as of the Fall 2019 snapshot. The most common clusters for high school emergent bilinguals in CTE were law, public safety, corrections, and security; health science; and arts, A/V technology, and communications (Figure 3). Appendix A, Figure A1, shows the clusters represented by students not in a BE/ESL program in high school in Fall 2019, which were roughly similar in frequency and topic to those of emergent bilinguals.

Five percent of emergent bilinguals participated in the GT Program during the 2019–2020 school year, which was a 2% increase from the 2018–2019 school year.

Participation in GT also increased by 2% for students not in a BE/ESL program: from 13% in the 2018–2019 school year to 15% in the current school year. Therefore, the difference between emergent bilinguals' participation in GT and that of students not in a BE/ESL program was just as pronounced this year as it was in the 2018–2019 school year.

Fifteen percent of emergent bilinguals received special education services, which was closely matched by 14% of students not in a BE/ESL program receiving special education services. For more information about program enrollment in Texas, see <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends>.

Student-Reported School Climate and College Intentions

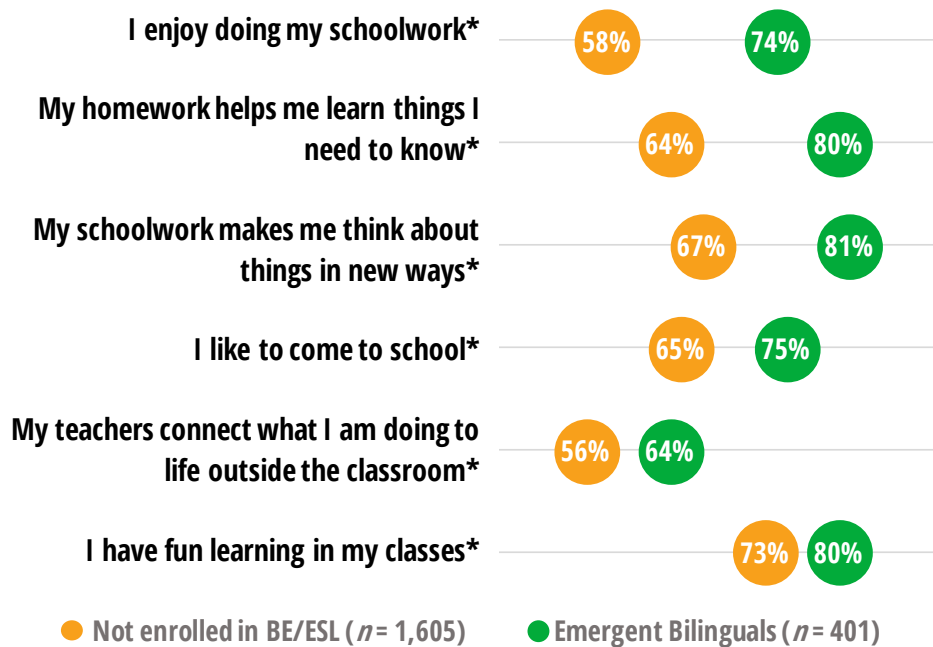
Students in grades 3 through 11 completed AISD's annual Student Climate Survey. The students included in this report completed the survey prior to the outbreak of COVID-19 and associated school closures. The response rate for the 2019–2020 survey was 15% lower than that for the 2018–2019 school year because some students did not complete the survey prior to school closures, yet the overall sample remained largely representative of the AISD student body.

School engagement. Compared with their non-emergent bilingual peers, emergent bilinguals reported feeling more engaged in school, according to all six items on the Student Climate Survey about school engagement (see Figure 4). This finding was true for emergent bilinguals across all school levels (see Appendix B, Tables B1–B4) and is consistent with results from the 2018–2019 school year.

Adult relationships. Emergent bilinguals reported receiving positive feedback from adults at their school at greater percentages than did students not in a BE/ESL program (Appendix B, Tables B1–B4). Specifically, on a 4-point scale (1

Figure 4

Emergent bilinguals reported greater school engagement than did students not enrolled in a BE/ESL program.



Source. AISD Student Climate Survey, Spring 2020.

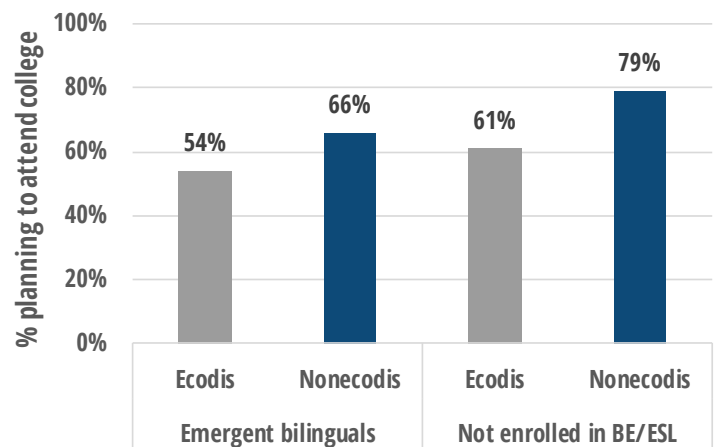
Note. * indicates emergent bilinguals significantly differed from students not enrolled in BE/ESL at $p < .05$.

= never, 2 = a little of the time, 3 = sometimes, and 4 = a lot of the time), 53% of emergent bilinguals and 42% of students not in a BE/ESL program said adults at their school listened to their ideas and opinions a lot of the time. Furthermore, 35% of emergent bilinguals and 30% of students not in a BE/ESL program reported receiving recognition or praise for doing good work, and 55% of emergent bilinguals and 48% of students not in a BE/ESL program agreed their teachers knew what they were good at (all percentages are reported for those scoring a lot of the time). Both emergent bilinguals and students not in a BE/ESL program rated their relationships with adults at their school as positive on additional items such as, “teachers at this school care about their students,” and “adults at my school treat all students fairly” (see Appendix B, Tables B1–B4).

College intentions. A smaller percentage of emergent bilinguals (56%) than that of their non-emergent bilingual peers (73%) anticipated attending college, consistent with results from the 2018–2019 school year. Emergent bilinguals were less likely than students not in a BE/ESL program to anticipate going to college at each school level (Appendix B, Tables B2–B4). This is consistent with trends for students’ actual college enrollment and is not unique to AISD emergent bilinguals (Orr & Looby, 2020). Emergent bilinguals who were economically disadvantaged were less likely to anticipate attending college than were their peers who were not economically disadvantaged (Figure 5).

Figure 5

College intentions are impacted by economic disadvantage and emergent bilingual status.



Source. AISD Student Climate Survey, Spring 2020.

Note. Ecodis = economic disadvantage (eligible for free or reduced-price lunch). All bars significantly differ at $p < .05$.

Federal Funding Support for Emergent Bilinguals

Title III, Part A, of the federal ESSA of 2015 provides guidance about the use of federal funds to support the education of emergent bilinguals (see <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>).

Title III, Part A, funds are supplemental and can be used to help ensure that emergent bilinguals attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. These funds also can be used to develop, enhance, and sustain high-quality language instruction educational programs for emergent bilinguals, as well as to promote parental and community participation in language instruction educational programs for emergent bilinguals. These funds may not be used to support non-emergent bilingual students in the two-way DL program. The school district must use local funding to support non-emergent bilinguals participating in the two-way DL program.

Information on Title III, Part A, also can be found at the TEA's web page: <http://tea.texas.gov/titleIII/partA/>.



Secondary emergent bilinguals (grades 6–12) enrolled in the DL program were more likely to report intending to go to college than were emergent bilinguals enrolled in the ESL program (58% and 49%, respectively; see Poulsen [2020] for more information about the secondary DL program and students' participation in college preparation such as taking advanced placement courses). In sum, factors other than economic disadvantage can play a role in emergent bilinguals' college intentions. Research should continue to investigate factors that offset economic disadvantage and promote college enrollment by emergent bilinguals. Current efforts include AISD's Gaining Early Awareness and Readiness for Undergraduate Programs, which emphasizes the importance of attending college for students to attain their career goals (Wang & Orr, 2020).

Safety and respect. More than half of emergent bilinguals endorsed the highest rating for questions regarding feeling safe at their school, their classmates showing respect to students of different cultures, and their classmates showing respect to students who spoke languages other than English (Appendix B, Tables B1–B4). Safety ratings were lower for middle school students (37% of emergent bilinguals and 44% of students not in a BE/ESL program responded *a lot of the time* to the item, “I feel safe at school”) than for elementary (67% and 70%, respectively) and high school students (48% and 50%, respectively). Less than 15% of emergent bilinguals indicated feeling safe and respected *a little of the time* or *never*. Results are similar to those reported in the 2018–2019 school year for both emergent bilinguals and students not in a BE/ESL program.

Dual Language Implementation

In 2019–2020, elementary Multilingual Education Team (MET) staff continued to pilot a classroom observation tool to identify critical elements of successful BE instruction; the tool will be administered in 2020–2021. In addition, MET staff developed and will use classroom and school observation tools to evaluate secondary DL program implementation in 2020–2021.

In Spring 2020, elementary DL teachers were surveyed about their perceptions of DL implementation at their campuses. A total of 296 teachers responded to the survey: 171 one-way DL teachers and 125 two-way DL teachers from 42 of the 44 campuses where DL programs were implemented. Teachers were asked to indicate the degree to which they implemented several DL elements, from *all the time* to *not at all*. Fifty-eight percent of the teachers surveyed responded that they taught for transfer either all the time or most of the time. Of the teachers surveyed, 62% and 53%, respectively, reported students were reading or writing, daily in both languages of instruction, either all the time or most of the time. Additionally, 86% of teachers reported collaborative learning in their classrooms, either all the time or most of the time.

The survey also asked teachers to rate their adherence to DL classroom standards. About half of all teachers reported their classroom environment upheld and supported the 50/50 split adherence to both course languages very well or well (58%). Most teachers also stated they adhered to instruction without translating for students (62%). Finally, teachers were asked to indicate the challenges or barriers to implementing DL in their classrooms. The most commonly selected challenges were lack of resources ($n = 182$), mixed classrooms ($n = 111$), standardized testing ($n = 89$), and district expectations ($n = 83$).

Teachers of Emergent Bilinguals

The number of BE and ESL teachers continued with increase in the 2019–2020 school year, compared to the 2018–2019 school year. In October 2019, AISD reported to the TEA that 3,044 active staff members had BE or ESL certifications (including full-time teachers as well as part-time substitutes, tutors, and instructional coaches). Across the whole school year, the total number of teachers with BE or ESL certifications who were assigned to classrooms with Bilingual or ESL in the course name was 2,431. Of the 2,431 BE/ESL teachers, 286 taught at the pre-K level, 2,080 taught at the elementary level, 45 taught at the middle school level, 18 taught at the high school level, and two taught at an alternative learning center. About half of all BE/ESL teachers were Hispanic (49%). While the large majority of BE/ESL teachers taught in Spanish, 14 teachers taught DL courses in Vietnamese (Summit Elementary) and two teachers taught DL courses in Mandarin (Reilly Elementary). During the 2019–2020 school year, 11 PD topic areas were offered by the MET staff, with 45 courses, 61 sessions and 1,040 enrollments (may include teachers who enrolled in more than one course). These numbers only reflect courses tracked through the district’s Human Capitol Platform 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.

Campus support work to teachers (e.g., mentoring, training, modeling, planning instruction) was provided by elementary bilingual cluster specialists and secondary ESL specialists.

Education Funding for Emergent Bilinguals

To support the education of emergent bilinguals, AISD received supplemental state bilingual funding and federal ESSA Title III, Part A, grant funding (see the U.S. Department of Education website for more information, www.ed.gov/essa). More than \$10.8 million in state funds and more than \$1.7 million in federal Title III, Part A, funds were spent supporting emergent bilinguals. Thus, the estimated supplemental cost per emergent bilingual student served in 2019–2020 was \$552. The majority of both state (99%) and federal funding (62%) for emergent bilinguals was used for educators’ salaries, administrative costs, and general supplies. The remaining federal funding for emergent bilinguals was spent on parental support (11%), staff professional learning (13%), and summer programs and curricula (10%). Additionally, 4% of Title III, Part A funds was spent on educational software and technologies for supporting AISD students who were immigrants and refugee/asylees.

Conclusions

This section and the following section summarize the major observations outlined in this report and provide recommendations for the 2020–2021 school year.

The number of both enrolled emergent bilinguals and all AISD students increased slightly from the prior school year, and the proportion of AISD students enrolled in



BE and ESL programs remained constant, compared with the proportions in previous school years. Participation in the DL program has been steadily increasing over the past 2 years, likely as a result of the MET's efforts to expand the number of schools offering DL programs at the secondary level. Emergent bilinguals in the DL program were supported in developing their home language simultaneously with learning English, with a goal of completing their secondary education proficient in both languages. This report introduced a new classification of students who were enrolled in BE/ESL instruction with a teacher who was under an ESL waiver or BE exception; these students received an alternative language program code. This school year was the first in the past 6 years that AISD has seen a noticeable increase in the percentage of emergent bilinguals who were immigrants.

In addition to examining the participation of emergent bilinguals in BE and ESL programs, the examination of other programs offered by AISD provides additional information about the characteristics of AISD emergent bilinguals. The percentage of high school emergent bilinguals enrolled in CTE increased in the current school year, and most emergent bilinguals took CTE courses regarding law, public safety, corrections, and security; health science; and arts, A/V technology, and communications. Emergent bilinguals continued to be underrepresented in the GT Program this year, compared with students not in a BE/ESL program. Nearly the same proportions of emergent bilinguals and students not in a BE/ESL program received special education services this year, as was also found in the prior school year.

Fewer students completed the Student Climate Survey this year, compared with last year, due to the school closures associated with the COVID-19 pandemic. The overall sample remained largely representative of the AISD student body. Consistent with the 2018–2019 results, emergent bilinguals in all school levels reported feeling more engaged in school than did their non-emergent bilingual peers. In addition, the majority of emergent bilinguals reported feeling safe at their school, that their classmates showed respect to students of different cultures, and that their classmates showed respect to students who spoke languages other than English. Emergent bilinguals and students not in a BE/ESL program in all school levels reported similarly positive relationships with their teachers. Greater percentages of emergent bilinguals than of students not in a BE/ESL program reported receiving positive feedback from adults at their school. Lastly, a consistent finding that emerged from the Student Climate Survey was that emergent bilinguals were less likely than students not in a BE/ESL program at all school levels to report intending to go to college. Further investigation into this finding revealed that emergent bilinguals who were socioeconomically disadvantaged or were eligible to receive free or reduced-price meals, were less likely to report intending to go to college than were emergent bilinguals who were not socioeconomically disadvantaged. In addition, at the secondary level, emergent bilinguals who were enrolled in the DL program were more likely than emergent bilinguals enrolled in the ESL program to report they would go to college.

Elementary DL teachers were surveyed to gauge their perceptions of DL implementation. More than half of teachers surveyed reported implementing key elements of the DL program in their classrooms either all of the time or most of the time. However, teachers also reported barriers to implementation, such as lack of resources, mixed language classrooms, standardized testing, and district expectations. The number of BE- and ESL-certified teachers continued to increase ($n = 2,431$), compared with the prior school year, and the majority of teachers taught at the elementary level.

Due to school closures and cancelled events associated with the COVID-19 pandemic, fewer local

and federal funds were spent in 2019–2020 than in 2018–2019. This resulted in a decrease in the estimated cost per student to \$552, down \$23 from the previous year. The majority of the funds were spent on campus instruction and support, summer programs support, and other parental support activities.

Recommendations

CTE program participation by middle school emergent bilinguals should be monitored in future years. AISD should continue to reexamine the process and criteria for participation of emergent bilinguals in GT programs.

School climate should continue to be tracked in future years, especially students' perceptions of their new virtual learning environments brought on by the school closures associated with the COVID-19 pandemic. Further support is recommended to promote college intentions of emergent bilinguals, with special focus on providing resources to socioeconomically disadvantaged emergent bilinguals. In addition, emergent bilinguals should continue to be tracked into their postsecondary years, as reported by Orr and Looby (2020). Future work can test whether current or former emergent bilinguals' college intentions in earlier years are linked to their actual college enrollment.

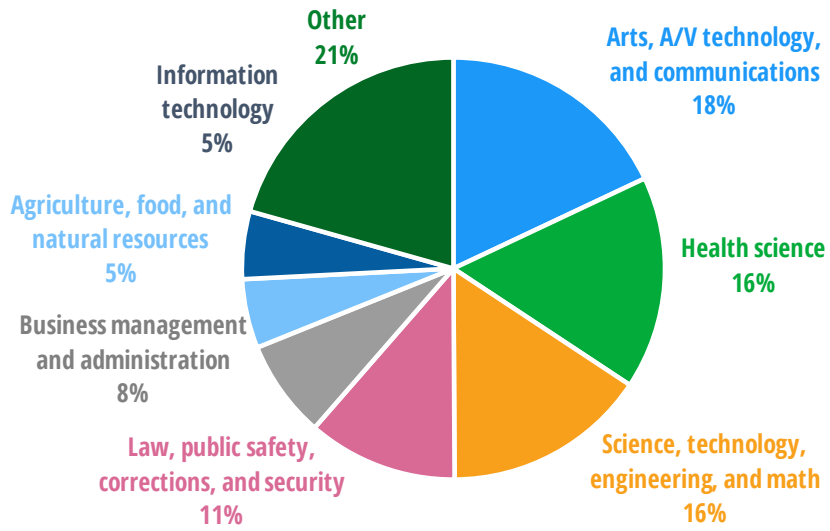
Teachers should continue to be surveyed about DL Program implementation fidelity. MET staff are currently adapting observation tools for both elementary and secondary DL instruction to the virtual learning environment brought on by the school closures associated with the COVID-19 pandemic. These tools will assist with the newly adopted AISD board policy to monitor how the district and campuses implement programs to support emergent bilinguals.

MET staff, in collaboration with the Department of Research and Evaluation and other district staff, are working to track PD opportunities and support provided to BE and ESL teachers and other staff on campuses implementing these programs. In addition, efforts should be made to document all PD opportunities provided, such as those that occur on campus during staff and team meeting time. This would provide a more complete picture of the training and support provided to the teachers, as well as help identify areas of need.

Appendix A

Figure A1

High School Students not Enrolled in BE/ESL Participation in CTE Clusters, Fall 2019



Source. AISD student records, Fall 2019 snapshot.

Appendix B

Table B1.

Student-Reported School Climate and College Intentions by Emergent Bilingual Status, District Wide

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
<i>School Engagement</i>									
I enjoy doing my schoolwork.	Yes	762	11%	1011	15%	2710	40%	2325	34%
	No	3818	17%	5412	25%	8713	40%	4088	19%
My homeworks helps me learn things I need to know.	Yes	486	7%	848	13%	2108	31%	3270	49%
	No	2975	14%	4610	22%	7352	34%	6409	30%
My schoolwork makes me think about things in new ways.	Yes	480	7%	803	12%	2865	43%	2452	37%
	No	2515	12%	4571	21%	9377	44%	5028	23%
I like to come to school.	Yes	787	12%	937	14%	2438	36%	2609	39%
	No	3271	15%	4373	20%	8608	39%	5679	26%
My teachers connect what I am doing to life outside the classroom.	Yes	935	18%	905	18%	1699	33%	1541	30%
	No	3458	18%	4986	26%	6851	35%	4067	21%
I have fun learning in my classes.	Yes	401	6%	980	14%	2706	39%	2774	40%
	No	1605	7%	4439	20%	9922	45%	6170	28%
<i>Adult Relationships</i>									
Teachers at this school care about their students.	Yes	160	2%	290	5%	1086	17%	4886	76%
	No	653	3%	1334	6%	5696	27%	13585	64%
Adults at my school treat all students fairly.	Yes	222	3%	316	5%	1827	28%	4081	63%
	No	751	4%	1577	7%	7636	36%	11333	53%
The staff in the front office show respect to students.	Yes	123	2%	230	4%	1013	16%	5042	79%
	No	491	2%	935	5%	3883	19%	15258	74%
It is easy for me to talk to adults at my school about my problems.	Yes	942	15%	1305	20%	2385	37%	1736	27%
	No	3343	16%	4698	23%	7547	36%	5277	25%
My teachers are fair to everyone.	Yes	233	4%	420	7%	1633	25%	4165	65%
	No	764	4%	1917	9%	7205	34%	11541	54%
Adults at my school listen to student ideas and opinions.	Yes	238	4%	594	9%	2146	34%	3293	53%
	No	1141	5%	2924	14%	8275	39%	8857	42%
I receive recognition or praise for doing good work.	Yes	392	6%	810	13%	2958	46%	2209	35%
	No	1673	8%	3795	18%	9323	44%	6302	30%
My teachers know what I am good at.	Yes	245	4%	498	8%	1953	33%	3251	55%
	No	907	5%	2468	12%	7108	35%	9605	48%
<i>Safety and Respect</i>									
I feel safe at my school.	Yes	283	4%	536	8%	2067	31%	3782	57%
	No	940	4%	1659	8%	6940	32%	12261	56%

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
At my school, there is respect for students who speak languages other than English.	Yes	186	3%	395	6%	1675	26%	4108	65%
	No	427	2%	825	4%	4265	21%	14748	73%
At my school, there is respect for different cultures.	Yes	173	3%	450	7%	1677	27%	3957	63%
	No	447	2%	1073	5%	4983	24%	14359	69%
My classmates show respect to other students who are different.	Yes	243	4%	747	12%	2391	38%	2933	46%
	No	715	3%	1986	9%	7742	37%	10527	50%
At my school, some students are treated unfairly because of who they are.	Yes	1911	34%	1047	18%	1828	32%	877	15%
	No	5987	31%	4737	25%	5706	30%	2679	14%

<i>College Intentions</i>									
Survey item	Emergent bilingual status	No		Maybe		Yes			
		N	%	N	%	N	%	N	%
I will go to college after high school.	Yes	312	4%	2794	40%	3938	56%		
	No	598	3%	5347	24%	16351	73%		

Source: AISD Spring 2020 Student Climate Survey

Table B2.

Student-Reported School Climate and College Intentions by Emergent Bilingual Status, Elementary School Students

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
<i>School Engagement</i>									
I enjoy doing my schoolwork.	Yes	289	7%	403	10%	1491	38%	1778	45%
	No	819	10%	1320	15%	3814	45%	2615	31%
My homeworks helps me learn things I need to know.	Yes	144	4%	366	9%	1029	26%	2368	61%
	No	712	9%	1301	16%	2541	31%	3574	44%
My schoolwork makes me think about things in new ways.	Yes	191	5%	362	9%	1600	41%	1703	44%
	No	651	8%	1261	15%	3736	45%	2611	32%
I like to come to school.	Yes	336	9%	401	10%	1285	33%	1911	49%
	No	839	10%	1162	14%	3266	38%	3269	38%
My teachers connect what I am doing to life outside the classroom.	Yes	381	13%	386	13%	934	33%	1166	41%
	No	908	13%	1249	18%	2531	36%	2256	32%
I have fun learning in my classes.	Yes	120	3%	370	9%	1359	34%	2166	54%
	No	330	4%	954	11%	3388	39%	3964	46%
<i>Adult Relationships</i>									
Teachers at this school care about their students.	Yes	56	2%	100	3%	285	7%	3370	88%
	No	127	2%	178	2%	854	10%	7225	86%

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
Adults at my school treat all students fairly.	Yes	102	3%	126	3%	764	20%	2787	74%
	No	190	2%	317	4%	1851	22%	5973	72%
The staff in the front office show respect to students.	Yes	47	1%	97	3%	417	11%	3208	85%
	No	61	1%	149	2%	788	10%	7202	88%
It is easy for me to talk to adults at my school about my problems.	Yes	417	11%	715	19%	1494	40%	1150	30%
	No	847	10%	1516	18%	3274	40%	2632	32%
My teachers are fair to everyone.	Yes	91	2%	155	4%	597	16%	2944	78%
	No	164	2%	381	5%	1736	21%	6104	73%
Adults at my school listen to student ideas and opinions.	Yes	91	3%	254	7%	1006	28%	2280	63%
	No	215	3%	596	7%	2392	29%	5013	61%
I receive recognition or praise for doing good work.	Yes	147	4%	341	9%	1691	46%	1524	41%
	No	353	4%	921	12%	3413	43%	3302	41%
My teachers know what I am good at.	Yes	86	2%	186	5%	902	25%	2391	67%
	No	138	2%	351	4%	1838	23%	5604	71%
<i>Safety and Respect</i>									
I feel safe at my school.	Yes	106	3%	260	7%	915	23%	2655	67%
	No	236	3%	464	5%	1841	22%	6019	70%
At my school, there is respect for students who speak languages other than English.	Yes	81	2%	173	5%	780	21%	2679	72%
	No	110	1%	221	3%	959	12%	6550	84%
At my school, there is respect for different cultures.	Yes	76	2%	228	6%	798	22%	2519	70%
	No	92	1%	267	3%	1179	15%	6512	81%
My classmates show respect to other students who are different.	Yes	115	3%	382	10%	1247	34%	1960	53%
	No	215	3%	570	7%	2317	28%	5045	62%
At my school, some students are treated unfairly because of who they are.	Yes	1289	38%	612	18%	983	29%	503	15%
	No	3346	45%	1614	22%	1614	22%	837	11%
<i>College Intentions</i>									
Survey item	Emergent bilingual status	No		Maybe		Yes			
		N	%	N	%	N	%		
I will go to college after high school.	Yes	120	3%	1496	36%	2503	61%		
	No	151	2%	2386	27%	6240	71%		

Source. AISD Spring 2020 Student Climate Survey

Table B3.

Student-Reported School Climate and College Intentions by Emergent Bilingual Status, Middle School Students

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
<i>School Engagement</i>									
I enjoy doing my schoolwork.	Yes	331	18%	409	23%	760	42%	312	17%
	No	1573	25%	1744	28%	2264	36%	695	11%
My homeworks helps me learn things I need to know.	Yes	230	13%	308	18%	674	38%	543	31%
	No	1327	22%	1489	24%	2023	33%	1276	21%
My schoolwork makes me think about things in new ways.	Yes	204	12%	304	17%	776	45%	456	26%
	No	999	16%	1553	25%	2547	42%	1014	17%
I like to come to school.	Yes	322	18%	361	20%	716	40%	394	22%
	No	1340	22%	1460	23%	2330	37%	1086	17%
My teachers connect what I am doing to life outside the classroom.	Yes	375	27%	307	22%	475	34%	227	16%
	No	1459	26%	1627	29%	1755	31%	756	14%
I have fun learning in my classes.	Yes	202	11%	394	22%	855	47%	362	20%
	No	743	12%	1637	26%	2929	47%	983	16%
<i>Adult Relationships</i>									
Teachers at this school care about their students.	Yes	82	5%	122	7%	506	31%	928	57%
	No	360	6%	620	10%	2064	35%	2916	49%
Adults at my school treat all students fairly.	Yes	88	5%	138	8%	683	40%	783	46%
	No	364	6%	684	11%	2637	44%	2357	39%
The staff in the front office show respect to students.	Yes	56	3%	84	5%	383	23%	1125	68%
	No	240	4%	353	6%	1310	23%	3810	67%
It is easy for me to talk to adults at my school about my problems.	Yes	348	21%	394	24%	558	34%	333	20%
	No	1312	23%	1442	25%	1929	33%	1149	20%
My teachers are fair to everyone.	Yes	100	6%	185	11%	672	40%	728	43%
	No	401	7%	879	14%	2453	40%	2345	39%
Adults at my school listen to student ideas and opinions.	Yes	113	7%	223	13%	716	43%	630	37%
	No	578	10%	1187	20%	2582	43%	1675	28%
I receive recognition or praise for doing good work.	Yes	156	9%	302	18%	806	48%	404	24%
	No	719	12%	1341	22%	2635	44%	1353	22%
My teachers know what I am good at.	Yes	103	7%	201	13%	631	42%	558	37%
	No	411	7%	927	17%	2292	41%	1963	35%
<i>Safety and Respect</i>									
I feel safe at my school.	Yes	131	8%	199	12%	753	44%	636	37%
	No	457	7%	659	11%	2330	38%	2718	44%
At my school, there is respect for students who speak languages other than English.	Yes	87	5%	148	9%	577	35%	853	51%
	No	201	4%	354	6%	1505	26%	3681	64%

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
At my school, there is respect for different cultures.	Yes	77	5%	166	10%	555	33%	859	52%
	No	214	4%	447	8%	1763	30%	3478	59%
My classmates show respect to other students who are different.	Yes	102	6%	257	16%	725	44%	552	34%
	No	344	6%	853	14%	2530	43%	2180	37%
At my school, some students are treated unfairly because of who they are.	Yes	367	25%	284	19%	555	38%	251	17%
	No	1086	20%	1332	24%	1986	36%	1046	19%

<i>College Intentions</i>									
Survey Item	Emergent bilingual status	No		Maybe		Yes			
		N	%	N	%	N	%	N	%
I will go to college after high school.	Yes	105	6%	830	44%	940	50%		
	No	220	3%	1495	24%	4590	73%		

Source. AISD Spring 2020 Student Climate Survey

Table B4.

Student-Reported School Climate and College Intentions by Emergent Bilingual Status, High School Students

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
<i>School Engagement</i>									
I enjoy doing my schoolwork.	Yes	142	14%	199	19%	459	44%	235	23%
	No	1426	20%	2348	33%	2635	37%	778	11%
My homeworks helps me learn things I need to know.	Yes	112	11%	174	17%	405	39%	359	34%
	No	936	13%	1820	26%	2788	39%	1559	22%
My schoolwork makes me think about things in new ways.	Yes	85	8%	137	14%	489	49%	293	29%
	No	865	12%	1757	25%	3094	43%	1403	20%
I like to come to school.	Yes	129	12%	175	17%	437	42%	304	29%
	No	1092	15%	1751	24%	3012	42%	1324	18%
My teachers connect what I am doing to life outside the classroom.	Yes	179	22%	212	26%	290	35%	148	18%
	No	1091	16%	2110	31%	2565	38%	1055	15%
I have fun learning in my classes.	Yes	79	8%	216	21%	492	48%	246	24%
	No	532	7%	1848	26%	3605	50%	1223	17%
<i>Adult Relationships</i>									
Teachers at this school care about their students.	Yes	22	2%	68	7%	295	30%	588	60%
	No	166	2%	536	8%	2778	40%	3444	50%
Adults at my school treat all students fairly.	Yes	32	3%	52	5%	380	39%	511	52%
	No	197	3%	576	8%	3148	45%	3003	43%

Survey item	Emergent bilingual status	Never		A little of the time		Sometimes		A lot of the time	
		N	%	N	%	N	%	N	%
The staff in the front office show respect to students.	Yes	20	2%	49	5%	213	21%	709	72%
	No	190	3%	433	7%	1785	27%	4246	64%
It is easy for me to talk to adults at my school about my problems.	Yes	177	18%	196	20%	333	35%	253	26%
	No	1184	18%	1740	26%	2344	35%	1496	22%
My teachers are fair to everyone.	Yes	42	4%	80	8%	364	37%	493	50%
	No	199	3%	657	9%	3016	43%	3092	44%
Adults at my school listen to student ideas and opinions.	Yes	34	4%	117	12%	424	44%	383	40%
	No	348	5%	1141	16%	3301	47%	2169	31%
I receive recognition or praise for doing good work.	Yes	89	9%	167	17%	461	46%	281	28%
	No	601	9%	1533	22%	3275	46%	1647	23%
My teachers know what I am good at.	Yes	56	6%	111	12%	420	47%	302	34%
	No	358	5%	1190	18%	2978	45%	2038	31%
<i>Safety and Respect</i>									
I feel safe at my school.	Yes	46	5%	77	8%	399	39%	491	48%
	No	247	3%	536	8%	2769	39%	3524	50%
At my school, there is respect for students who speak languages other than English.	Yes	18	2%	74	8%	318	32%	576	58%
	No	116	2%	250	4%	1801	27%	4517	68%
At my school, there is respect for different cultures.	Yes	20	2%	56	6%	324	33%	579	59%
	No	141	2%	359	5%	2041	30%	4369	63%
My classmates show respect to other students who are different.	Yes	26	3%	108	11%	419	43%	421	43%
	No	156	2%	563	8%	2895	42%	3302	48%
At my school, some students are treated unfairly because of who they are.	Yes	255	31%	151	18%	290	35%	123	15%
	No	1555	25%	1791	29%	2106	34%	796	13%
<i>College Intentions</i>									
Survey item	Emergent bilingual status	No		Maybe		Yes			
		N	%	N	%	N	%		
I will go to college after high school.	Yes	87	8%	468	45%	495	47%		
	No	227	3%	1466	20%	5521	77%		

Source. AISD Spring 2020 Student Climate Survey

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