

English Learners Longitudinal STAAR Performance Report

Dual Language Cohort 2, 2014–2018

Introduction

Longitudinal analysis of students in bilingual and English as a second language (ESL) programs allows for a comparison of programs across time. The State of Texas Assessment of Academic Readiness (STAAR) test is administered every year to students in 3rd through 8th grade. Reading and math are the two content areas tested every year; therefore, they were used as the measures of academic performance in this longitudinal analysis. Students who stayed in the same bilingual (BE) or English as a second language (ESL) program for **5 years** (i.e., same program from 1st grade through 5th grade) had higher passing rates at 3rd grade and had as high or higher passing rates at 7th grade in STAAR reading and math compared with students who only stayed in the same program for **3 years** (i.e., same program from 3rd through 5th grade).

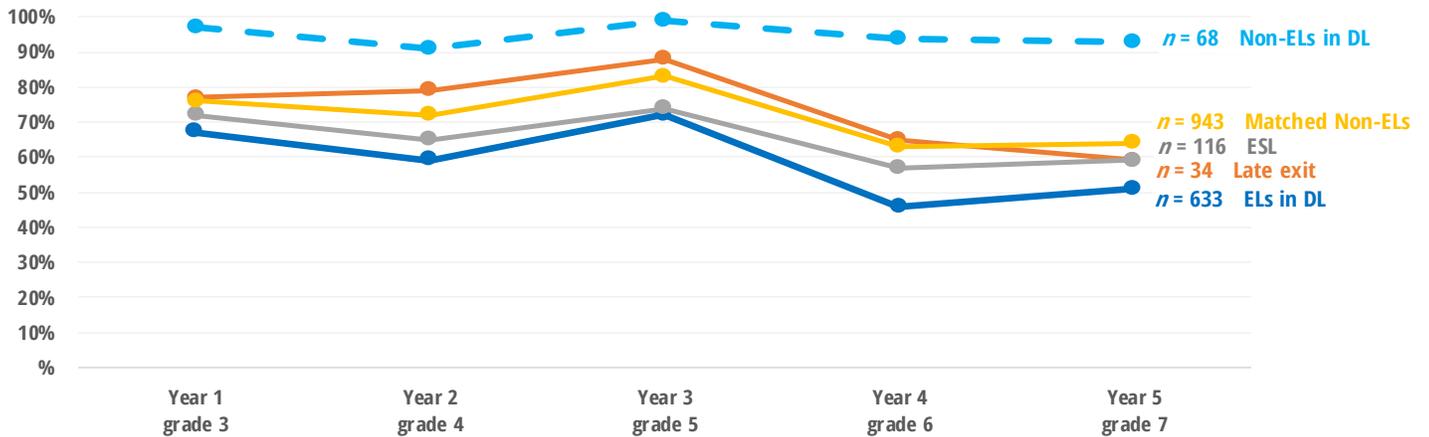
One of the programs of interest in this report is the Dual Language Program (DL). For the analysis included in this report students are included in cohorts based on the year they were in 1st grade. The **first DL cohort** began with students who were in 1st grade during the 2010–2011 school year. **Cohort 1** was in 8th grade during the 2017–2018 school year. The **second cohort** of DL students, **cohort 2**, began 1st grade a year later, during the 2011–2012 school year. These students were in 7th grade during the 2017–2018 school year. Other programs in the analysis are the late exit (LE) and ESL programs. The longitudinal analysis performed included students if they were enrolled in the same program for **3 years**, from 3rd through 5th grade, or in the same program for **5 years**, from 1st through 5th grade. This requirement resulted in low numbers of students in the analysis because cohort 1 had fewer students. Thus, cohort 1 was not included in this analysis. In addition, students who received special education services were not included because these students are not average ELs. Included in the analysis was a non-EL comparison group, sampled from the population of non-EL students who had scored tests in all 5 years and who were not in two-way DL. These non-ELs were matched to the EL group based on the percentage of students who were economically disadvantaged in the EL group during the 2013–2014 school year, when students were in 3rd grade.

STAAR Reading Performance

The STAAR reading performance analysis was performed on two groups of students. The first group consisted of students who stayed in the same bilingual or ESL program for **3 years**, from 3rd through 5th grade (Figure 1). The second group contained students who stayed in the same bilingual or ESL program for **5 years**, from 1st through 5th grade, which was a subset of the students who stayed in the same program for 3 years, from 3rd through 5th grade (Figure 2).

Figure 1 shows the non-ELs in the DL Program outperformed all other groups. Although the passing rates of ELs in the LE Program were the second highest for most years during the 5-year time frame, the number of students in this group was much lower than those of all other groups. All students' performance peaked at 5th grade and then decreased in 6th grade.

Figure 1.
STAAR Reading Passing Rates for ELs and Non-ELs in the *Same Program for 3 Years*, by Program, 2014–2018

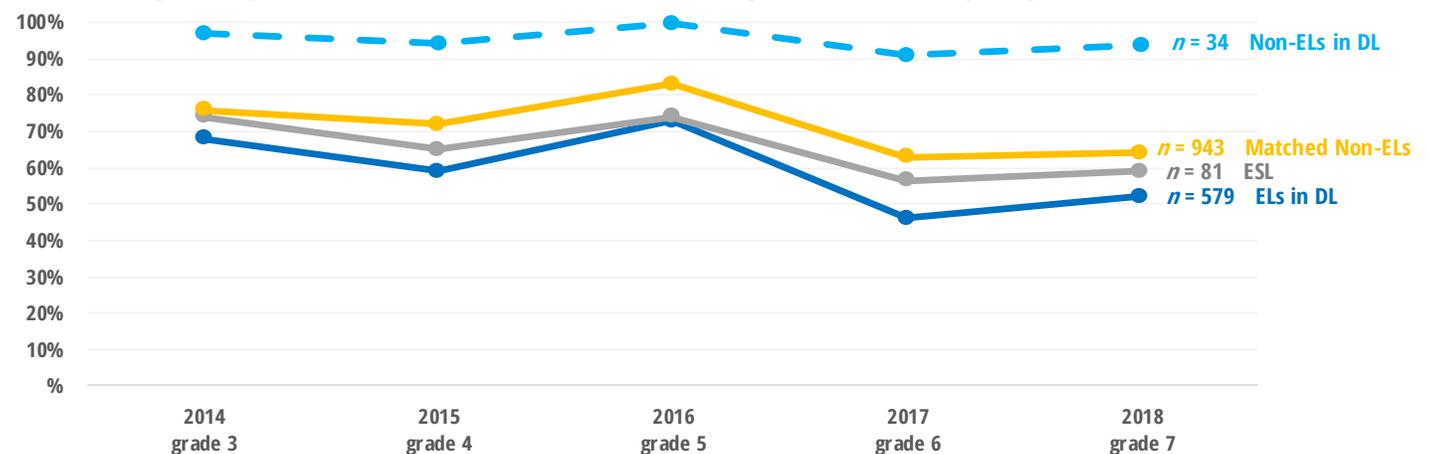


Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and were matched based on ELs' percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 3rd through 5th grade were included.

Figure 2 shows the same general pattern as Figure 1, with non-ELs in the DL Program outperforming all other groups for the 5-year testing time frame. For the group of students who stayed in the same program for 5 years, from 1st through 5th grade, only three students were in the LE Program, therefore these students were not included in Figure 2. The same increase in passing rates at 5th grade, as well as the decrease at 6th grade, can be seen in Figure 2; however, **passing rates at 3rd and 7th grades were as high or higher** for students who stayed in the same program for 5 years compared with students who only stayed in the same program for 3 years. For passing rates for each grade and program see Appendix A, Tables A1 through A4.

Figure 2.
STAAR Reading Passing Rates for ELs and Non-ELs in the *Same Program for 5 Years*, by Program, 2014–2018



Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

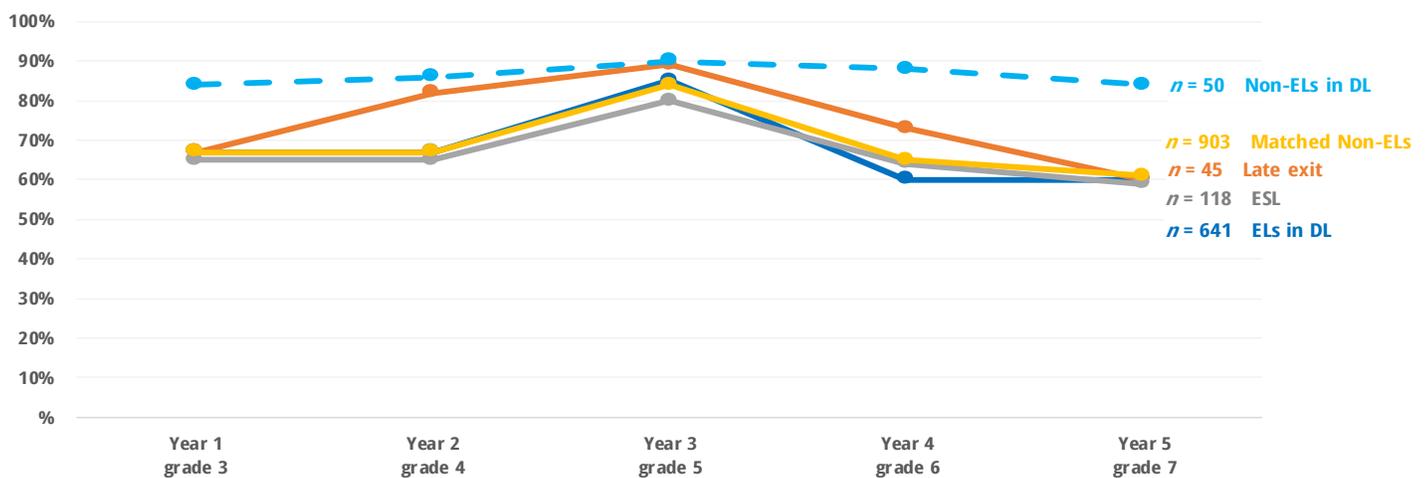
Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and were matched based on ELs' percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 1st through 5th grade were included.

STAAR Math Performance

A similar pattern was seen with STAAR math performance as was seen with reading. The non-ELs in the DL Program outperformed all other groups (Figure 3). Similarly, high passing rates were seen at 5th grade; however, this was followed by decreases in passing rates at both 6th and 7th grade. Unlike reading performance, math passing rates for ELs in DL and in ESL and the matched non-ELs comparison group were more clustered together. Additionally, the passing rates at 5th grade for all groups were similar to that of the non-ELs in DL, which was not seen in the reading performance. The passing rates at 7th grade displayed a relatively large performance gap between the non-ELs in DL and all other groups. Seventh-grade ELs in DL, ESL, LE, and the matched non-EL comparison group had almost identical passing rates (see Appendix A, Table A3).

Figure 3.

STAAR Math Passing Rates for ELs and Non-ELs in the *Same Program for 3 Years*, by Program, 2014–2018



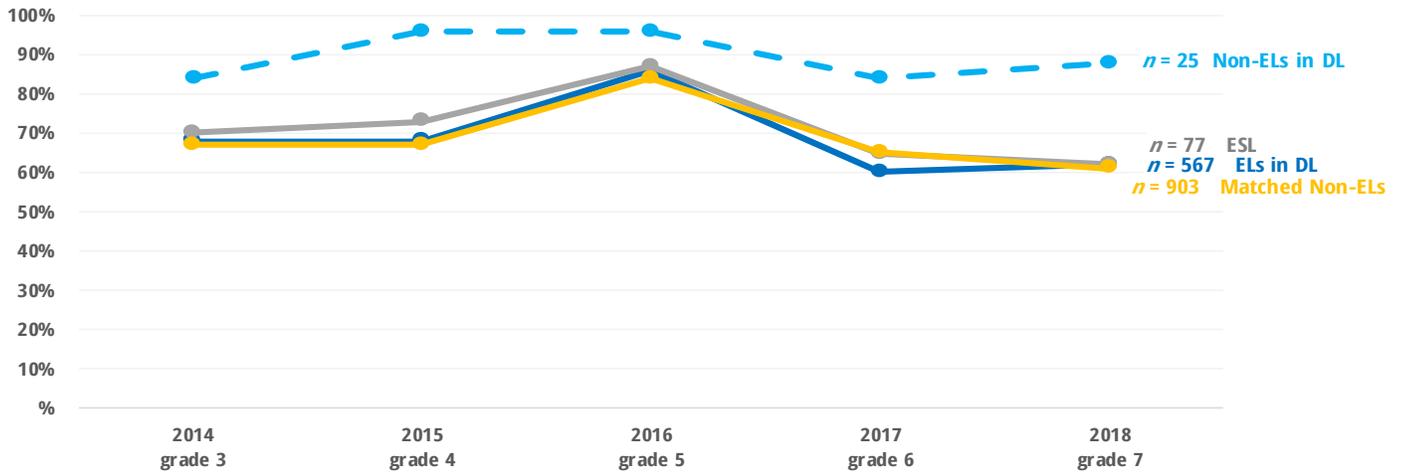
Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and were matched based on ELs’ percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 3rd through 5th were included.

A similar pattern was seen in math performance for students who stayed in the same program for **5 years**, from 1st through 5th grade (Figure 4). The non-ELs in DL outperformed the students in the other programs. Additionally, the same increase in passing rates was seen at 5th grade for all students. Contrary to the decrease in passing rates at both 6th and 7th grades seen in Figure 3, a slight increase in passing rates for DL ELs and non-ELs can be seen at 7th grade in Figure 4. Interesting to note, students who stayed in the same program for **5 years** (i.e., same program from 1st grade through 5th grade) had higher passing rates at 3rd grade and had higher passing rates at 7th grade in STAAR math compared with students who only stayed in the same program for **3 years** (i.e., same program from 3rd through 5th grade).

Figure 4.

STAAR Math Passing Rates for ELs and Non-ELs in the *Same Program for 3 Years*, by Program, 2014–2018



Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and were matched based on ELs’ percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 1st through 5th were included.

Conclusions

Consistent with previous reports and analyses, non-EL students in the DL Program achieved high academic performance, as measured by STAAR reading and math. The gap in passing rates between the high-performing non-ELs in DL and all other groups (i.e., the ELs in DL and ESL, and the non-ELs matched comparison group) widened when students stayed in the same program for 5 years rather than only 3 years, indicating that the non-ELs in DL increased their performance at a higher rate than the other groups. Further, the decrease in performance seen at 6th grade was less pronounced for the non-ELs in the DL Program compared with the other groups. This decrease in academic performance at 6th grade has been shown to exist and is associated with the transition to middle school (Alspaugh, 2010). Additionally, all students who stayed in the same program for **5 years** (i.e., same program from 1st grade through 5th grade) had higher passing rates at 3rd grade and had as high or higher passing rates at 7th grade in STAAR reading and math compared with students who only stayed in the same program for **3 years** (i.e., same program from 3rd through 5th grade). This could indicate that the additional 2 years in the same program for 1st and 2nd grades provides a good base for reading and math before STAAR testing begins in 3rd grade. In addition, this could indicate the stability of the programs at those schools, although campus level analysis was not completed for this report. Future research should examine the campus level impacts on student outcomes and the impact of student mobility.

Appendix

Appendix A: STAAR Reading and Math Performance, 2014–2018

Table A1.

STAAR Reading Passing Rates for Students Who Stayed in the *Same Program for 3 Years*, From 3rd Through 5th Grade, DL Cohort 2

		2014 grade 3	2015 grade 4	2016 grade 5	2017 grade 6	2018 grade 7
ELs in DL	% pass	67%	59%	72%	46%	51%
		<i>n</i> = 633				
Late exit	% pass	77%	79%	88%	65%	59%
		<i>n</i> = 34				
ESL	% pass	72%	65%	74%	57%	59%
		<i>n</i> = 116				
Non-ELs in DL	% pass	97%	91%	99%	94%	93%
		<i>n</i> = 68				
Non-ELs matched comparison group	% pass	76%	72%	83%	63%	64%
		<i>n</i> = 943				

Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and was matched based on ELs' percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 3rd through 5th were included.

Table A2.

STAAR Reading Passing Rates for Students Who Stayed in the *Same Program for 5 Years*, From 1st Through 5th Grade, DL Cohort 2

		2014 grade 3	2015 grade 4	2016 grade 5	2017 grade 6	2018 grade 7
ELs in DL	% pass	68%	59%	73%	46%	52%
		<i>n</i> = 579				
ESL	% pass	74%	65%	74%	56%	59%
		<i>n</i> = 81				
Non-ELs in DL	% pass	97%	94%	100%	91%	94%
		<i>n</i> = 34				
Non-ELs matched comparison group	% pass	76%	72%	83%	63%	64%
		<i>n</i> = 943				

Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and was matched based on ELs' percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 1st through 5th were included.

Appendix A: STAAR Reading and Math Performance, 2014–2018

Table A3.

STAAR Math Passing Rates for Students Who Stayed in the *Same Program for 3 Years*, From 3rd Through 5th Grade, DL Cohort 2

		2014 grade 3	2015 grade 4	2016 grade 5	2017 grade 6	2018 grade 7
ELs in DL	% pass	67%	67%	85%	60%	60%
		<i>n</i> = 641				
Late exit	% pass	67%	82%	89%	73%	60%
		<i>n</i> = 45				
ESL	% pass	65%	65%	80%	64%	59%
		<i>n</i> = 118				
Non-ELs in DL	% pass	84%	86%	90%	88%	84%
		<i>n</i> = 50				
Non-ELs matched comparison group	% pass	67%	67%	84%	65%	61%
		<i>n</i> = 903				

Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and was matched based on ELs' percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 3rd through 5th were included.

Table A4.

STAAR Math Passing Rates for Students Who Stayed in the *Same Program for 5 Years*, From 1st Through 5th Grade, DL Cohort 2

		2014 grade 3	2015 grade 4	2016 grade 5	2017 grade 6	2018 grade 7
ELs in DL	% pass	68%	68%	86%	60%	62%
		<i>n</i> = 567				
ESL	% pass	70%	73%	87%	65%	62%
		<i>n</i> = 77				
Non-ELs in DL	% pass	84%	96%	96%	84%	88%
		<i>n</i> = 25				
Non-ELs matched comparison group	% pass	67%	67%	84%	65%	61%
		<i>n</i> = 943				

Source. AISD and Texas STAAR reports, 2014, 2015, 2016, 2017, and 2018

Note. Cohort 2 entered the DL Program in 1st grade in 2011–2012. The non-ELs matched comparison group excluded non-ELs in DL and was matched based on ELs' percentage of economic disadvantage during the 2013–2014 school year. Only students who stayed in the same program from 1st through 5th were included.

References

Alspaugh, J. (2010). Achievement Loss Associated With the Transition to Middle School and High School. *The Journal of Educational Research*, 92(1), 20–25, <http://doi.org/10.1080/00220679809597572>

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