



Prioritizing ELLs in Austin ISD

Dr. Meria Carstarphen, Superintendent
Dr. Ramona Trevino, Chief Academic Officer
Mollie Avelino, Director of Secondary ESL
Celia Glick, Director of Dual Language



Dr. Meria Carstarphen

Superintendent

Austin Independent School District

+ District Goals



- All students performing at or above grade level.
- Achievement gaps eliminated.
- All students graduate ready for college, career, and life in globally competitive economy.
- All schools meet or exceed state accountability standards; district meets federal standards and exceeds state standards.

+ Strong Partnerships



- We are all accountable for the education and welfare of Austin's children.
- To succeed, this plan requires the commitment of:
 - teachers, principals and district staff;
 - students and their families;
 - Austin community partners.

+ AISD's Promise to the Community



If your children...

- go to school in AISD,
- have no unexcused absences,
- do their homework, and
- stay in AISD schools for at least three consecutive years –

They will graduate ready for college, career, and life in a globally competitive economy.



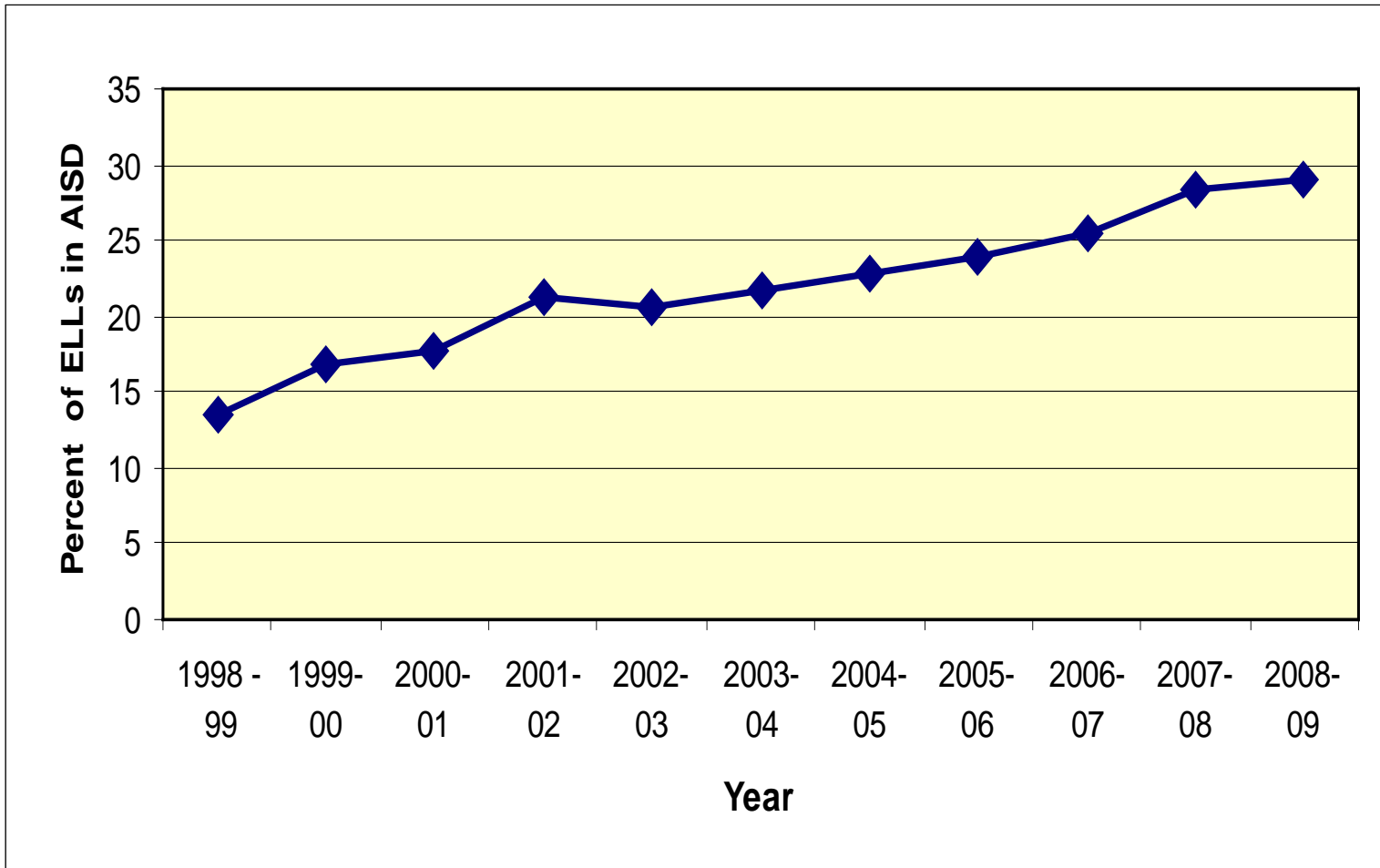
Dr. Ramona Trevino

Chief Academic Officer

Austin Independent School District



Growth of ELL Population in AISD





AISD English Language Learners' Math Texas Assessment of Knowledge and Skills (TAKS) Passing Rates Across the 2005–2006 to 2008–2009 School Years



Percent Passing Math TAKS					
Grade level	2005–2006	2006–2007	2007–2008	2008–2009	Percentage point
					change from 2005 to 2008
3	60%	65%	73%	75%	+ 16
4	56%	67%	68%	71%	+ 15
5	76%	67%	72%	76%	0
6	36%	40%	53%	53%	+ 17
7	22%	35%	40%	48%	+ 26
8	15%	22%	59%	63%	+ 48
9	9%	14%	20%	27%	+ 18
10	17%	16%	19%	29%	+ 12
11	53%	37%	33%	38%	- 16
12	41%	27%	47%	46%	+ 5

Source. AISD TAKS summary tables as of June 30, 2009 (DPE Publication Number 08.101)

Note. Scores are combined across English and Spanish versions of the tests in grades 3–6. Percentages include all students tested.



AISD English Language Learners' Reading/English Language Arts (ELA) Texas Assessment of Knowledge and Skills (TAKS) Passing Rates Across the 2005–2006 to 2008–2009 School Years



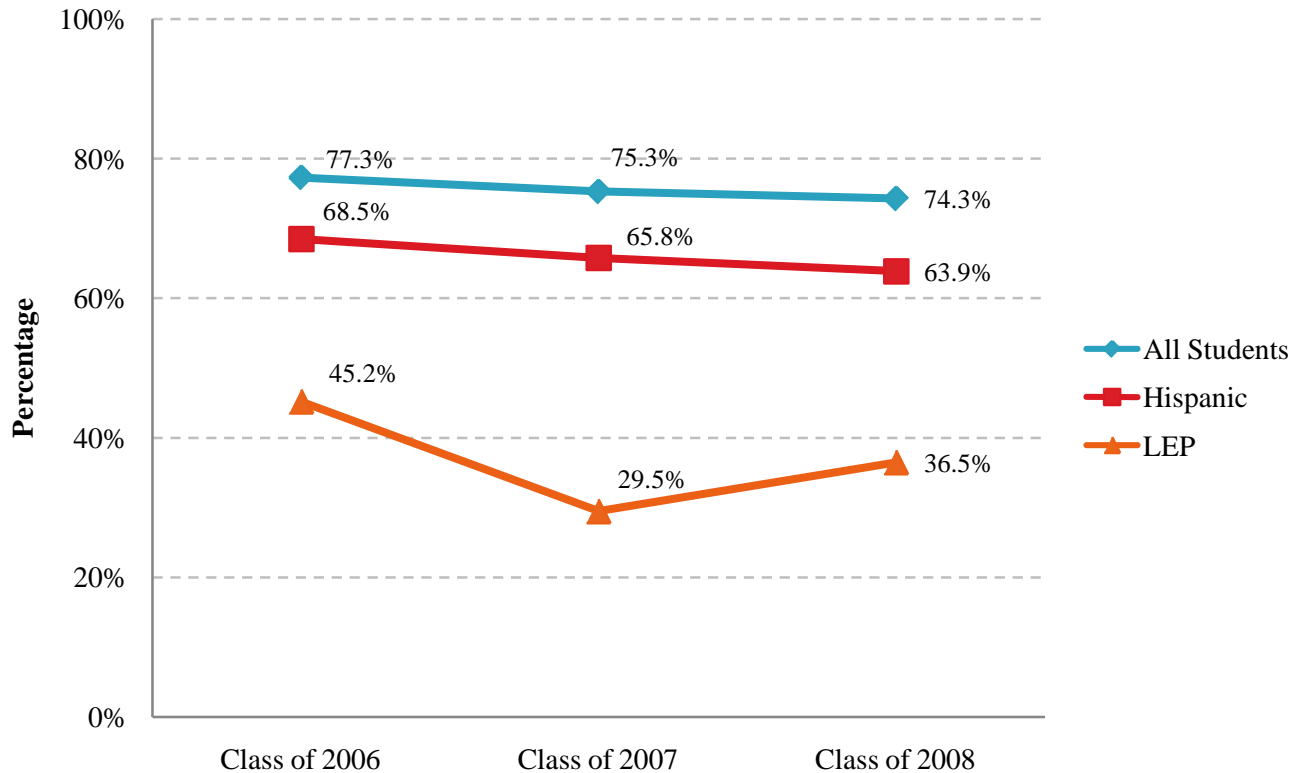
Percent Passing Reading/ELA TAKS					
Grade level	2005–2006	2006–2007	2007–2008	2008–2009	Percentage point change from 2005 to
					2008
3	91%	85%	91%	91%	+ 0
4	53%	66%	61%	66%	+ 13
5	66%	64%	77%	76%	+ 10
6	39%	55%	65%	59%	+ 20
7	11%	32%	39%	40%	+ 29
8	17%	43%	71%	78%	+ 60
9	25%	34%	38%	46%	+ 21
10	19%	27%	38%	47%	+ 28
11	50%	29%	45%	55%	+4
12	35%	30%	57%	57%	+ 22

Source. AISD TAKS summary tables as of June 30, 2009 (DPE Publication Number 08.101)

Note. Scores are combined across English and Spanish versions of the tests in grades 3–6. Percentages include all students tested.



Graduation Rate by Graduating Class and Student Group



Source. Texas Education Agency Division of Accountability Research: Reports and Abstracts, retrieved September 29, 2009 from <http://ritter.tea.state.tx.us/research/abs2.htm>
Note. These student groups are not mutually exclusive.

+ Top Priority (Pre-K through 12)

- School-Wide Language Development
- ESL Instruction
- ESL Intervention
- Assessment
- Grant Opportunities



Mollie Avelino



Director of Secondary ESL
Austin Independent School District

Celia Glick

Director of Dual Language
Austin Independent School District

+ ELLs in Austin ISD 2008-2009



- 83,839 total students in AISD
- 26,924 (32%) are English Language Learners*.
- Of the AISD ELLs, approximately:**
 - 74 languages are represented
 - 90% were born in the U.S.A.
 - 93% are Spanish-speaking
 - 95% are economically disadvantaged

Sources:*MIS LEPALL, 04.12.10 **2009-10 District data

+ ELLs in Austin ISD 2008-2009



- 21,231 Elementary ELLs
- 3-5th grade students may take the TAKS test in Spanish
- 3,033 Middle School ELLs
- 2,678 High School ELLs
- 411 Refugee ELLs
- Majority of ELLs are economically disadvantaged
- ELL students met all the Performance Based Monitoring Assessment System (PBMAS) indicators except for completion and graduation

+ Programs



■ **Transitional Bilingual Education Programs**

- Offered in Spanish, Vietnamese, Korean, and Mandarin.
- Native language is used to help students learn the curriculum and English. The goal is to move students into an all-English setting once they have met the standards to exit the program.

■ **Dual Language**

- Both native English speaking and native Spanish speaking students.
- These two groups of students study together most of the day.
- Students learn language through academic content instruction in both languages taught in separate time sequences.
- All students become proficient in using two languages for communication and learning.

+ Programs

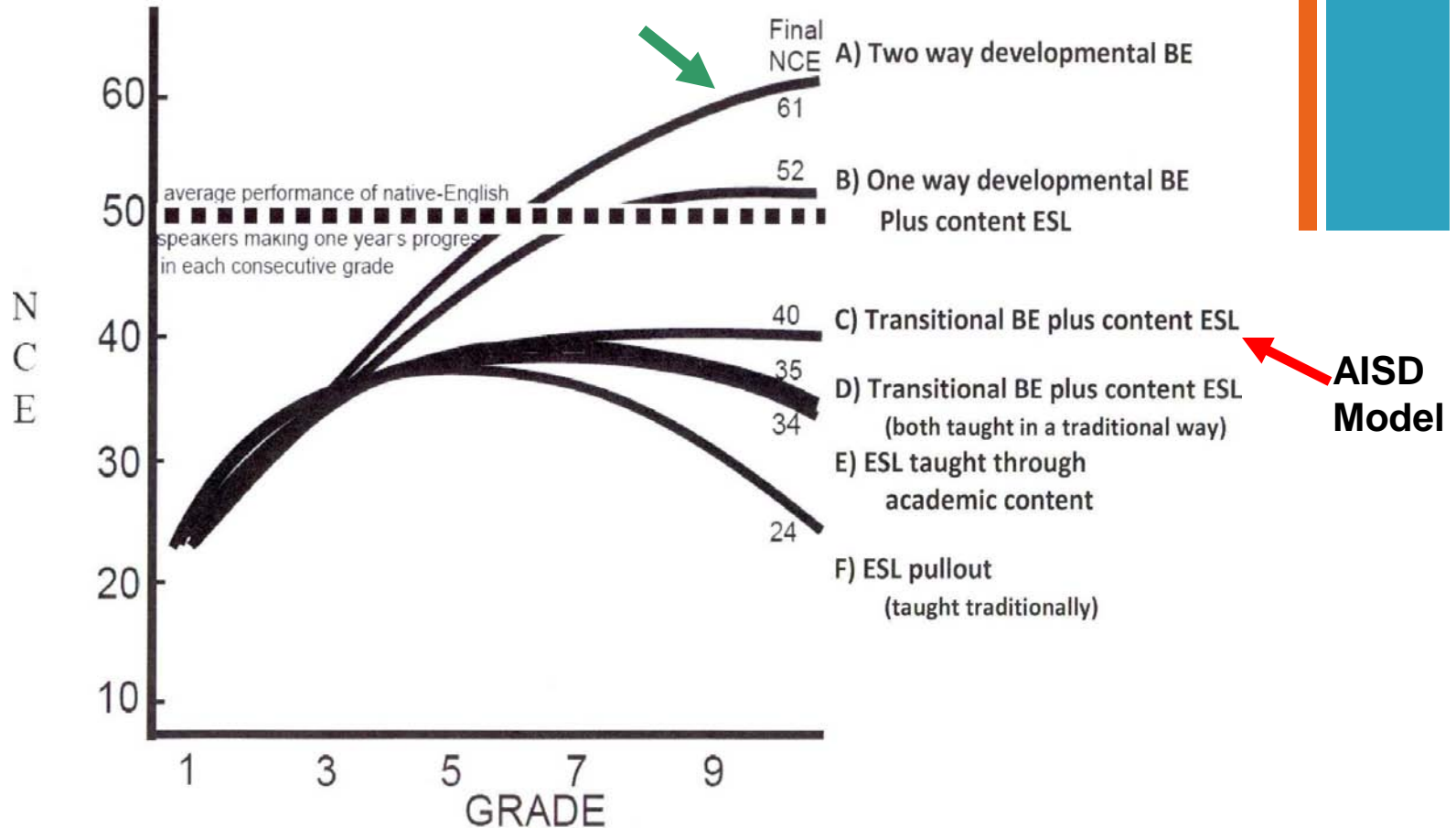


■ English as a Second Language

- Students learn English and content through the use of specific strategies.
- Elementary
 - Students in grades PK-6 whose native language is not Spanish, Vietnamese, Korean, or Mandarin receive instruction through an ESL program which does not include native language instruction.
- Secondary
 - All middle and high school ESL students receive instruction through content within a classroom setting with non-ELLs.



Thomas and Collier Research



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By 9th grade, students in the two way bilingual program

- **Showed higher gains than students in all other bilingual programs, and,**
- **Had higher average performance levels than native English speakers**



Community & Parent Outreach



- Through work with community organizations the Office of Bilingual Education/ESL has provided annual events, such as:
 - **Latino Academic Achievement Awards**
 - recognizes outstanding achievement of AISD Latino students in middle and high schools
 - **La Feria**
 - an educationally focused event that engages the Spanish-speaking community
 - **E-Promotoras**
 - parent program to help parents of ELLs to teach pre-school literacy skills to their children prior to starting school.
 - A Spanish morning radio program that communicates educational tips for parents to support their English Language Learners.