English Language Learners
Academic Plan
PK-12  2013-14
Austin Independent School District
Acknowledgments

The Department of English Language Learners would like to acknowledge the important contributions of the principals, assistant principals, teachers, counselors, and other staff who have given valuable input to develop rigorous programs for Austin Independent School District (Austin ISD) English language learners.

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Vision

All English Language Learners (ELLs) will be socially, linguistically, and academically successful by actively engaging in a rigorous standards-based curriculum. ELLs will become bilingual, biliterate, and bicultural, graduating ready for college and career ready in a global, multicultural society.

Mission

Our mission is to provide support to schools to ensure that all English learners acquire English proficiency and academic success while building capacity in their native languages.

The Department of English Language Learners is responsible for designing professional development to support all school personnel to improve teaching and learning in the classroom, and provide supplemental resources to support the implementation of quality, research-based instructional programs for ELLs.
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An electronic copy of this academic plan may be found in the intranet Austin ISDweb Online Library of The Department of English Language Learners
LEGAL RATIONALE

Equality of Opportunity
LEGAL RATIONALE

Federal Law
There exists a substantial body of federal laws that establish the rights of the ELL/LEP student and that define the legal responsibilities of school districts serving these students. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of laws. It includes the following:

- **1868 Constitution of the United States, Fourteenth Amendment**
  ... No State shall ... deny to any person within its jurisdiction the equal protection of the laws.

- **1964 Title VI of the Civil Rights Act of 1964**
  No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance. Two US Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

  - **1974 Lau v. Nichols**
    The US Supreme Court ruled that a school district’s failure to provide English language instruction to ELL/LEP students denied them meaningful opportunity to participate in the district’s educational program in violation of Title VI of the Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the ELL/LEP student the same facilities, text books, teachers, and curriculum that non-ELL/LEP students receive.

  - **1982 Plyler v. Doe**
    The US Supreme Court ruled that the Fourteenth Amendment to the US Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Federal Definition of an Immigrant Student
The term "immigrant children and youth," which is defined in section 3301(6) of Title III, refers to individuals who: (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more states for more than 3 full academic years.

Federal (NCLB) Definition of a *Limited English Proficient* Student
An LEP (or ELL) student means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.

http://www.publiceducation.org/portals/nclb/lep/definition.asp

**Title I and Title III: Programs for English Language Learners**

**Title I, Section 1112**

**NCLB Title III, Sections 3113, 3212, 3213, 3247, 3302**

English Language Learner provisions are included under Title I and Title III of NCLB. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for ELL students. Title III provides funding to state and local education agencies who are obligated by NCLB to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is ELL-English Language Learners, although NCLB uses the term “LEP” for Limited English Proficiency). Under this title, local school districts decide on the method of instruction to be used to teach ELL students English, but requires that instructional programs to be scientifically proven to be effective.

State education agencies, school districts and schools must:

- Ensure that ELL students, including immigrant children and youth, develop English proficiency based on state expectations, and meet the same academic content and achievement standards that all children are expected to meet.
- Provide parental notification as to why their child is in need of placement in a specialized language instruction program.
- Administer reading assessments using tests written in English to any student who has attended school in the United States for 3 or more consecutive years, unless it is determined by the school district, on a case-by-case basis, that native-language tests will yield more accurate results.
- Test at least 95% of students identified as ELL in reading/language arts and math, and by 2006 in science, required of all public school students in the state. The assessment should be designed to provide information on the proficiency of ELL students to master English.
- Assess in a language and format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations (such as developing an assessment in a student’s native language, providing translation help and/or conducting an oral test).
- Report the tests scores of ELL students as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.
• Involve ELL parents in the decision-making process of Title III programs and activities at both the state and local levels.


Title III funds are to be used to provide language instruction educational programs defined as courses in which ELL students are placed for the purpose of attaining English proficiency, while meeting challenging state academic content and student academic achievement standards. In the absence of Title III funding, funding will be allotted from the district general fund. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to use approaches and methodologies based on scientific research. Each school or district using Title III funds must implement an effective means of outreach to parents of ELL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet state standards. See Family Involvement.

State Law

Legal Foundation for Bilingual and ESL Programs: Commissioner’s Rules

The law requires that each school district or charter school that has an enrollment of 20 or more Limited English Proficient (LEP)/ELL students of the same language classification in the same grade level district-wide shall offer a bilingual education program for students in grades Pre-K through 5. All LEP students for whom a district is not required to offer a bilingual education program shall be provided an ESL program, regardless of the students’ grade levels and home language, and regardless of the number of students. The Commissioner’s Rules Concerning the State Plan for Educating Limited English Proficient Students state that all school districts that are required to provide a bilingual education/ESL program establish and operate an LPAC committee. (Source: 19 TAC Chapter 89, Subchapter BB.)

PEIMS Immigrant

The PEIMS Immigrant indicator code (LEP Immigrant Code E0797) indicates whether the student is an identified immigrant under the definition found under Title III of the NCLB Act of 2001, where the term “immigrant children and youth” is defined as “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.”


http://ritter.tea.state.tx.us/weds/index.html

Texas is required to use the federal definition under Title III of NCLB to determine immigrant student counts for funding and for coding in PEIMS. Children born to military personnel (US citizens) outside the “States” are not immigrant. (Source: PEIMS Handbook 2011.)

Immigration status under the Title III – Language Instruction for Limited English Proficient and Immigrant Students of the No Child Left Behind Act of 2001, should not be confused with immigrant status as defined for the Department of Homeland Security (DHS). Districts should not assume responsibility for determining the extent to which students are legal or illegal immigrants under DHS regulations. Definitions of immigrant
should also not be confused with definitions used for state assessment purposes or definition used for student eligibility to English I for Speakers of Other Languages or English II for Speakers of Other Languages taught in high school. Texas is required to use the federal definition under Title III of NCLB in order to determine immigrant student counts for funding and for coding in PEIMS.

http://ritter.tea.state.tx.us/weds/index.html

**District and Department of English Language Learner Expectations**

The district shall provide for ongoing coordination between the English as a Second Language, Bilingual or Dual Language program and the regular educational program. ELL programs shall address the affective, linguistic, and cognitive needs of limited English proficient students as follows. 19 TAC, § 89.1210(e).

- **Affective.** Limited English proficient students shall be provided instruction using self-confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

- **Linguistic.** Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

- **Cognitive.** Limited English proficient students shall be provided instruction in English in mathematics, science, English, health, and social studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

The use of second language strategies or another language shall not impede awarding credits/units toward meeting promotion requirements (19 TAC, § 89.1210(e), (d)). In other words, in Austin ISD, The Department of English Language Learners contends that no student should be excluded from the right to earn credit for course completion based on the level of his/her English proficiency.

**Campus Expectations**

**Language Proficiency Assessment Committee (LPAC)**

The Language Proficiency Assessment Committee (LPAC) serves as the foundation for the LPAC process. Every student in the state of Texas is required to complete a Home Language Survey. If the survey indicates a language other than English, with the exception of sign language, the student is then assessed to determine English proficiency. It is important for that school to be ready to perform its responsibilities as required by law in the 19 TAC, § 89 concerning the State Plan for Educating Limited English Proficient Students. The LPAC chair and committee serve as the students’ advocate, review all relevant information for appropriate placement, and monitor to ensure the success of ELL students.

The composition of the LPAC includes, but is not limited to, the following individuals for a campus implementing an ESL program:

- One or more professional administrators.
- One or more certified bilingual and/or ESL teachers.
- A parent of a limited English proficient student (not employed by the school district or charter school).
Training of LPAC Members: TAC § 89.1220(e), (f). A district shall establish and operate a sufficient number of language proficiency assessment committees to enable them to discharge their duties within four weeks of the enrollment of limited English proficient students.

- All members of the language proficiency assessment committee, including parents, shall be acting for the school district and shall observe all laws and rules governing confidentiality of information concerning individual students.
- The district shall be responsible for the orientation and training of all members, including the parents, of the language assessment committee.

The LPAC responsibilities follow a cycle throughout the year. The responsibilities include: identification, assessment and documentation review, placement, monitoring of instructional methodologies and/or interventions, collaboration, conducting annual reviews, and parental notification.

The LPAC also facilitates the participation of ELLs in other special programs for which they are eligible, ensures parent notification of student progress and LPAC decisions made on behalf of the child, provides content area teachers with the student’s proficiency level, and continuously monitors assessment results, interventions, and program appropriateness.

For complete information, refer to The Framework for LPAC Process Manual, distributed by Texas Education Agency (TEA) as well as the LPAC manual distributed by The Department of English Language Learners.

**Language Proficiency Assessment System (LPAS)**

LPAS is an online system, created by Austin Independent School District (ISD) in 2006, designed to improve compliance in the LPAC process, reduce paperwork, and provide checks, balances, and guidance in completion of required documentation. LPAS also assists in monitoring ELL progress and student achievement.

Austin ISD, to the best of our knowledge, is one of three districts in the state of Texas with such an electronic LPAC tool. Access is granted to LPAC chairs who enter the information in the system and conduct the LPAC meeting. The LPAC chair determines who at the campus will have access to the system; however, teachers may request “view only” access to view student assessment data.

LPAS can be accessed through:
- the website: [https://access.Austinisd.org](https://access.Austinisd.org), simply type in “access” in the URL window or
- through the Austin ISD Cloud [https://my.Austinisd.org/](https://my.Austinisd.org/)
Lower the anxiety level and facilitate academic achievement
AUSTIN ISD PROGRAM DESCRIPTORS AND DESIGN

The Department of English Language Learners examines district ELL data as part of the process of developing a systematic plan for ELLs. Thus, students identified as ELL/LEP have access to several programs in Austin ISD depending on their grade level, level of English proficiency, and parent preference.

The Bilingual Ed/ESL programs enrolled 22,996 students in Spring 2014, representing 27% of the total Austin ISD enrollment.

Aligned District Curriculum

Austin ISD provides educators with a curriculum aligned to state standards, Texas Knowledge and Skills (TEKS) and federal/state English Language Proficiency Standards (ELPS) for grades PK–12. Rigorous lessons are designed with differentiation strategies and appropriate pacing to ensure success for all learners. Austin ISD has developed curriculum using the Understanding by Design model developed by Wiggins and McTighe (1998, 2005).

The major components of the curriculum are the Yearly Itinerary (YI), Curriculum Road Maps (CRMs), and the Grade Planning Snapshot (GPS). The Yearly Itinerary, a summary of the scope and sequence, is provided for each core content area and grade level.

Curriculum Road Maps (CRMs) are essential for teaching and learning and are non-negotiable. Major features of the CRMs include the TEKS, student expectations, ELPS, differentiation of instructional strategies for special education and ELLs. In addition, enduring understandings, essential questions, instructional resources, and key academic vocabulary are included. Educators will also find recommended pacing, performance tasks, and assessments in the CRMs. Grade Planning Snapshots (GPS) provide administrators a snapshot of teaching and learning.

Spanish translations of the Yearly Itinerary and CRMs are provided by The Department of English Language Learners for grades PK–5 in core content areas. Any portion of the YI and CRM that the student will see and hear (e.g. content vocabulary and essential questions) are translated.

English Language Proficiency Standards (ELPS)

The English Language Proficiency Standards (ELPS) outline the instruction that school districts must provide to ELLs in order for them to have a full opportunity to learn English and to succeed academically. The ELPS are to be implemented as an integral part of the required curriculum in each of the core and enrichment areas. The ELPS were adopted in November of 2007 and can be found in the Texas Administrative Code 74.4.
Austin ISD has provided district-wide training on ELPS since 2008. It is the district’s expectation that the ELPS be implemented in every classroom for all students who are English language learners. Also see ELPS section later in plan.

Implementation of the Curriculum
Beginning in Fall 2011, teachers were provided with an overview training on the CRMs and YI, including how to access them via Schoolnet. Curriculum training will be provided for incoming teachers and administrators to the district. Campus instructional leaders are responsible for providing time to plan instruction using the CRMs and YIs. District and campus instructional coaches are knowledgeable on the CRMs and district assessments and support the implementation of the curriculum.

Teachers can access all curriculum materials via Schoolnet/The Cloud or the Austin ISD Curriculum Navigation System website.

INTERNAL ACCESS (on district computers)  https://my.Austinisd.org (Schoolnet/The Cloud)

REMOTE ACCESS (non-district computers)  https://myAustinisd.org (Schoolnet/The Cloud)

Assessment: Benchmarks, Short Cycle Assessment
Teachers of ELLs will use the district curriculum timelines to ensure that students are acquiring academics at a rate that will guarantee academic success. ELLs will participate in the district’s, benchmark testing (BOY, MOY, EOYs) and short cycle assessments (SCAs). Appropriate assessment accommodations will be provided to eligible ELLs, per TEA requirements.

All campus teachers of ELLs will use the data garnered from district assessments to make instructional adjustments. The purpose of the Austin ISD curriculum timeline, benchmark testing, and the short cycle assessments is to facilitate the rate with which ELLs acquire English proficiency and academic knowledge. See Schoolnet for assessment schedules.

As part of the Schoolnet procurement, Austin ISD acquired the Intel Assessment item bank. The Intel Assessment Bank includes 15,000 items in reading, mathematics, and science for grades 2–11. Since the vendor item bank was only available in English, Austin ISD has agreed to translate and/or “transadapt” test items for grades 2–5 into Spanish. Due to Austin ISD obtaining access to the state mathematics and science item banks (TMSDS), the Intel Assess “translation” effort is focused primarily on reading passages and test items.

Effective Instructional Practices for English Language Learners
A quality program design and rigorous curriculum require effective practices for instruction of ELLs such as those identified by Waxman and Tellez (2002) and Echevarria, Short, (2010). These include:

- Establishing Collaborative Learning Communities/Cooperative Learning
Cooperative learning encourages strong interaction and discourse and in turn enhances language learning. See section on Instructional Strategies.

- Providing Multiple Representations/Making Content Comprehensible
  - In order to make content concepts clear and understandable for ELLs, teachers use a variety of techniques to make content comprehensible; by using realia, visual aids, multimedia, maps, and modeling. See Glossary in Appendix.

- Building on Prior Knowledge/Building Background
  - Effective teachers take students from where they are and lead them to higher levels of understanding by building on background experiences they already have. See Glossary in Appendix.

- Promoting Instructional Conversations/Interaction
  - Provides instructional opportunities for extended educational dialogue that encourages relationship of school content to students’ individual community and family knowledge. This strategy focuses on student’s processes of forming, expressing, and sharing knowledge. See section on Instructional Strategies.

- Providing Cultural Responsive Instruction
  - This learner-centered practice works from students’ existing knowledge base, improves self-confidence, and increases the transfer of school knowledge to real-life situations. See section on Culturally Responsive Climate.

- Cognitively Guided Language Instruction/Learning Strategies
  - Teachers explicitly/directly and carefully teach students a variety of self-regulating strategies which improve student reading. Teaching students to do this gradually shifts the responsibility of learning from teacher to student. See section on Instructional Strategies.

- Incorporating Technology-Enriched Instruction
  - Tailors instruction to the student’s rate of learning and provides autonomy and prompt feedback, and enriches the student’s linguistic environment. See section on Instructional Technology and ELLs.
ENGLISH LANGUAGE LEARNER PROGRAM DESCRIPTORS PK–12

The English Language Learner programs offered by Austin ISD are based on research of language acquisition. These instructional programs support the learning of ELLs from PK–12 and specifically meet the needs of linguistically diverse students. The district shall provide for ongoing coordination between the Bilingual/ Dual Language program, English as a Second Language Program, and the regular educational program. English Language Learner programs shall address the affective, linguistic, and cognitive needs of limited English proficient students per 19 TAC, § 89.1210(e).

The chart on the following page details the types of programs offered for English language learners, PK–12, a description of services, and the targeted ELL population. This chart can be used by principals, assistant principals, academic deans, counselors, registrars, and teachers who play a part in determining programs for ELLs. They will find it a valuable tool when making decisions for ELLs.
### Austin ISD English Language Learner Program Descriptions

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| Dual Language                                                          | - One-Way: Students will develop language proficiency in two languages. Students will develop academic proficiency in two languages. Students will develop positive cross-cultural attitudes. Students will participate in a rigorous academic program that accelerates their learning.  
- Two-Way: Students will develop language proficiency in two languages. Students will develop academic proficiency in two languages. Students will develop positive cross-cultural attitudes. Students will participate in a rigorous academic program that accelerates their learning. | - Students who are ELLs and who meet specific criteria.  
- Students who are from the general population and meet specific criteria.  
- ELL students with identified disabilities under IDEA and 504                                                                                                                |                                                                                                                                                                                                                                   |
| Late Exit Bilingual Education                                          | - ELL students are taught subject matter in both L1 and L2. Students’ cognitive proficiency is developed in both L1 and L2. Balanced literacy model is implemented beginning in grade PK with the focus on developing academic English and academic L2. Vietnamese bilingual programs have modified versions of the Late Exit Bilingual Education Model. | - Student who is dominant in their L1.  
- Student may or may not be immigrant.  
- Students’ parents/guardians approve Bilingual Education instruction.  
- ELL students with identified disabilities under IDEA and 504                                                                                                            |                                                                                                                                                                                                                                   |
| ESL Program                                                            | - ES- PK–5/6*: Students are provided on grade-level core content instruction through the use of second language methodology. Balanced literacy model is implemented beginning in grade PK with the focus on developing academic English. ESL/ESOL courses meet the ELAR requirement at the secondary level for newcomers. | - Student who speaks a language other than English  
- Students’ whose parents/guardians deny Bilingual Education instruction (PK–5th), but agree to ESL instruction OR Students’ parents/guardians approve ESL instruction (6–12). ELL students with identified disabilities under IDEA and 504. |                                                                                                                                                                                                                                   |
| Elementary and Secondary Newcomers                                     | - ELL students receive explicit scaffolded, on-grade level instruction in both content area and English language development and literacy skills. All instruction is scaffolded at the English language proficiency level of the student.                                                                                                                                  | - Recently arrived immigrant (0–3 years in US schools) who speak a language other than English  
- Students may or may not have been schooled previously  
- Students’ parents/guardians approve ESL instruction  
- ELL students with identified disabilities under IDEA and 504                                                                                                            |                                                                                                                                                                                                                                   |
| Long Term ELLs                                                         | - Grades 6–12: Specialized ELA and reading class which provide rigorous English instruction that focuses on academic language development and intensive literacy instruction. Sheltered Instruction implemented in all core content areas.                                                                                                                                  | - ELLs in US schools for 7 or more years, and making progress in their English acquisition at a slow rate, in grades 6–12  
- Students usually lack the academic vocabulary and literacy skills to be successful in the classroom.                                                                     |                                                                                                                                                                                                                                   |
| Bilingual/ Special Education and Resource- Preschool Program for Children with Disabilities (PPCD) | - ELL students with disabilities are taught subject matter in L1 and L2 according to IEP. Support services can include bilingual comprehensive individual assessment, and speech therapy. Resource services can include reading specialist, behavior specialist, and community teacher support for life skills students. | - Three-to-five year old ELLs identified with a disability  
- Cannot be six by September 1  
- Student whose dominant language is Spanish  
- Student whose parents/guardians approve services  
- Student with identified disabilities under IDEA                                                                                                                                  |                                                                                                                                                                                                                                   |

All Austin ISD Bilingual/ESL Programs are in compliance with Commissioners Rules, Chapter 89 and the Texas Education Code, Chapter 29.  
*Grades PK–5 (in some elementary campuses through grade 6).  
Exited ELLs are monitored at each campus and by The Department of English Language Learners for two years after exit date. Since they are not provided instructional support, they are not included in the above chart.
Dual Language: One-Way and Two-Way

The Dual Language Program is a research-based model and seeks to create bilingual, biliterate, and bicultural students from PK to high school by developing their academic proficiency in both English and a second language. Dual language programs are currently being piloted at ten campuses with the expectation to be implemented district wide at all elementary schools by 2015.

<table>
<thead>
<tr>
<th>Dual Language One-Way</th>
<th>Dual Language Two-Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>The one-way dual language model supports one language group becoming bilingual. For example, students whose primary language is Spanish would learn in English and Spanish.</td>
<td>The two-way dual language model supports &quot;two language&quot; groups becoming bilingual. For example, an equal number of Spanish-speaking and English-speaking students would learn in both languages. Both student groups will develop academic proficiency in two languages.</td>
</tr>
<tr>
<td>In 2013-14, there were 63 campuses providing one-way dual language instruction in Austin ISD.</td>
<td>In 2013-14, there were 18 campuses with two-way Dual Language in Austin ISD.</td>
</tr>
</tbody>
</table>

District and Department of English Language Learners Expectations

The Austin ISD Board of Trustees approved the Dual Language Program in December 2009. Following a year of planning and implementation, a pilot program was launched in the 2010-2011 school year in ten schools. The program was expanded in 2011-12, after a review of the first year pilot programs. In 2013 the Board unanimously voted to expand and extend the Dual Language Program. The Dual Language Program is aligned with, and is an integral part of the District’s Academic Plan for English Language Learners, PK–12.

The district’s aim is to add one grade level per year in the Dual Language implementation plan. The phase-in plan is:

<table>
<thead>
<tr>
<th>Elementary Schools with Pilot Dual Language</th>
<th>Elementary Schools with Bilingual/ESL Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–2012 PK through 2nd Grade</td>
<td>PK through 1st Grade</td>
</tr>
<tr>
<td>2012–2013 PK through 3rd Grade</td>
<td>PK through 2nd Grade</td>
</tr>
<tr>
<td>2013–2014 PK through 4th Grade</td>
<td>PK through 3rd Grade</td>
</tr>
<tr>
<td>2014–2015 PK through 5th Grade</td>
<td>PK through 4th Grade</td>
</tr>
<tr>
<td>2015–2016 PK through 6th Grade</td>
<td>PK through 5th Grade</td>
</tr>
</tbody>
</table>

A One-Way Vietnamese Dual Language Immersion program has been implemented at Summit Elementary since 2011–2012. Austin ISD has also implemented a One-Way Mandarin Dual Language Immersion program at Doss Elementary.

The following table demonstrates the Phase-In Implementation Plan Austin ISD Dual Language Programs.
Administrator Expectations

It is expected that every campus implement with fidelity the Gómez and Gómez Dual Language Enrichment Model and support the teaching of content instruction in Math, Science and Social Studies, by optimizing the use of two languages. The aim of the program is to develop students who are proficient in both academic English and in a second language.

The Gómez and Gómez Model are to be implemented as follows:

- Reading and Language Arts
  - PK, and 1st – In native language only
  - 2nd–5th – In both languages
- Mathematics
  - PK–5 – In English
- Science
  - PK–5 – In the focus (native) language
- Social Studies
  - PK–5 – In the focus (native) language

Campuses must support the program component, Language of the Day (LOD), which validates both languages throughout the campuses. Dual Language schedules and resources can be found in the Austin ISD Dual Language Administrative Manual and on our Department intranet website.

Campuses must also establish systems to ensure a campuswide, multi-tiered preventative framework is developed and operationalized (RtI). The framework will include the following: evidence based core instruction, use of universal screeners (i.e. AIMSweb, DIBELS, TPRI)
**Teacher Expectations**

It is an Austin ISD expectation that each teacher:
- Provide evidence based core instruction that offers differentiated and/or small group instruction
- Use data to inform instruction – universal screeners and formative assessments (RtI).
- Provide tiered interventions to meet student needs (RtI).
These are the key elements of the Gómez & Gómez DLE Model PK–5th grade for both One-Way & Two-Way DLE Classrooms. A commitment to enriched education for all requires **fidelity of implementation** that includes **challenging, interactive and authentic** instruction for all participating students. To support short and long-term academic success of **all** students, the goal is to achieve grade-level bilingualism & biliteracy by the end of 5th grade.

### Language of Instruction (LOI):

<table>
<thead>
<tr>
<th></th>
<th>PK–1</th>
<th>2nd–5th</th>
<th>Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language Arts</strong></td>
<td>Native Language (only time students are separated by L1)</td>
<td>Spanish and English* *equal instructional time daily</td>
<td>90–120 minutes</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Spanish</td>
<td>Spanish</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Spanish</td>
<td>Spanish</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>English</td>
<td>English</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Key Components of DLE Model for Language Development, Content Learning and Enrichment**

**PK-5th Language of the Day (LOD):**

- **Monday, Wednesday, and Friday:** **Spanish** // **Tuesday and Thursday:** **English**
- Validates both languages; followed throughout campus during specials, lunch, recess, etc.; Consistent review of vocabulary in LOD from classroom labels, student-generated alphabets, & WW’s Morning activities, Read-Alouds; Expressive Journal Writing; DEAR conducted daily in LOD.

**PK-5th Bilingual Pairs or Bilingual Groups (2-3 pairs)**

- Students are paired up all day based on language and content ability (hi-med; med-low) to support each other’s language and content learning (pairs change throughout the day). Bilingual Pairs should engage with one assignment together to maximize language and content talk...leading to independent learning.

**PK-2nd Bilingual Learning Centers (BLC):**

- Min. 4 core areas: Reading, Math, Science, Social Studies; Academic activities in **English** and **Spanish**; students travel in bilingual pairs **30 minutes per day** throughout the week; pairs engage in one activity.
10–15 minutes at the end of the lesson for **math, science and social studies** to assist students (mainly L2 learners) that need refinement on the concept(s) learned (inclusive of content block; conducted in the LOI).

**PK-5th**  
Student created alphabets with grade appropriate vocabulary in both **English** and **Spanish**  
SGA vocabulary reviewed in Language of the Day (LOD).

**PK-5th**  
Interactive Word Walls (IWW):  
Teacher and student initiated Word Walls in **English** and **Spanish** in each DLE classroom.  
Vocabulary comes from various activities conducted in LOI & LOD. WW vocabulary reviewed in Language of the Day (LOD).

**PK-5th**  
Project Based Learning (PBL):  
Inquiry-based approach for learning content through discovery, projects and research (in the language of instruction during content time).

**3rd-5th**  
Bilingual Resource Centers (BRC):  
Provides a focus on research, inquiry, project-based learning and utilized **during instruction** as students’ complete projects/assignments.

**3rd-5th**  
Specialized Content-Area Vocabulary Enrichment Activities  
15–20 minutes per week to develop key academic vocabulary in the **opposite** LOI (ex: Science in **English**).
Dual Language Program: PK–5th Student Assessment

Language of assessment is the same as language of instruction, per content area.

| PK – 2nd Grade Level Benchmarks/Annual Language Assessments (Logramos, Aprenda, ITBS, etc.) | Reading/Lang. Arts: Native Language  
Math: English  
Science: Spanish  
Social Studies: Spanish |
|---|---|
| 3rd – 4th Grade TAKS (STAAR) | Reading/Writing/Lang. Arts: Native Language  
Math: English  
*3rd grade may elect Spanish based on English reading ability of Spanish students...recommend pre-assessment to determine* |
| 5th Grade TAKS (STAAR) | Reading/Lang. Arts: English or Spanish  
Math: English or Spanish  
Science: English or Spanish |

Late Exit Bilingual Education Instructional Design PK – 5

Late Exit Bilingual Education

Students receive instruction in both their focus (native) language and in English (as a second language). After the ELL student has met the state criteria to exit the bilingual program, they receive scaffolded instruction as needed and are monitored for two years. Austin ISD offers bilingual education programs for native speakers of Spanish, Vietnamese, and Chinese.

- ELL students are taught subject matter in both L1 and L2
- Subject matter in L1 and L2 is taught separately. The two languages are not mixed or used interchangeably.
- Students’ cognitive proficiency is developed in both L1 and L2
- Balanced literacy is implemented beginning in PK with a focus on developing academic L1 and L2

Staffing Requirements

- Bilingual Certified Teacher per grade level, ESL certified Teacher
**District and Department of English Language Learners Expectations**

The bilingual education program is an integral part of the total school program in which the student’s home language and English are used for instruction. Austin ISD is phasing in the Dual Language Program to complement the Late Exit Bilingual Education program. By 2015, the Dual Language Program will define the PK–5 Bilingual Program in Austin ISD.

In the Late Exit Bilingual Program, instruction must be aligned with student needs and language proficiencies in L1 and L2, for a successful transition to English. Student language proficiency must be continuously evaluated and goals set to increase their proficiency in listening, speaking, reading and writing.

The Late Exit Bilingual Education Program in Austin ISD uses the student’s native language (L1) and English (L2) to assist students in achieving high academic success in the core subjects in order to meet the state challenging standards. The program recognizes the importance and prestige of the native language and English and thus promotes the development of academic proficiency in both languages. Below is Austin ISD’s expectation of the Late Exit Program Design.

**Administrator Expectations**

- Communicate and implement the Austin ISD Bilingual Education/Dual Language/ESL Program with all stakeholders.
- Hire highly qualified certified Bilingual Education and ESL teachers to support the implementation of the Bilingual Education and ESL programs.
- Use LPAC procedures to ensure the appropriate placement of ELLs with certified Bilingual and ESL teachers based on the program approved by parents.
- Use LPAC procedures and timelines to monitor the implementation of the Bilingual Education/ESL Program at the campus level.
- Use LPAC procedures to monitor student progress towards achieving Adequate Yearly Progress.
- Adhere to Austin ISD guidelines to ensure that students receive appropriate tiered data-driven interventions aligned and supported by ongoing progress monitoring (RtI).
- Use TELPAS and other data sources to ensure ELLs make academic progress, linguistic growth and compliance with state law.
**Teacher Expectations**
Implement with fidelity the Gomez and Gomez Dual Language Enrichment Model and support the teaching of content instruction in Math, Science, and Social Studies by optimizing the use of two languages.

- Support the development of the native language and English at rigorous levels.
- Initial subject content is presented in the student’s L1 to ensure accurate concept development.
- Develop reading, vocabulary, and grammatical structures in a meaningful context at all grade levels.
- Provide direct and explicit language instruction of academic L1 and L2 daily from day one of enrollment.
- Administer assessments that measure a student’s language development and acquisition of L1 and L2 language.
- Use the state-adopted ESL materials to promote growth in English listening, speaking, reading and writing.
- Implement the required curriculum and utilize the Curriculum Road Maps.
- Ensure the ELPS are aligned to the TEKS and student tasks.
- Implement quality instructional strategies to ensure ELLs make at least one language proficiency level of growth per year.
- Provide ELLs increased opportunities to interact using the English language.
- Ensure ELL participation in art, music, and physical education with their English-speaking peers.
- Engage in continuous and on-going professional development supportive of ELLs. See section on Professional Development.
- Provide tiered data-driven interventions aligned and supported by ongoing progress monitoring to meet student needs (RtI).

**Elementary ESL Textbook**
Austin ISD has adopted the ESL textbook, *REACH* by National Geographic to support ESL instruction in grades K–5. To accelerate student’s growth in language, literacy, and content, the *REACH* Program provides developmentally appropriate, systematic language and content support for the English Language Arts in grades K–5. Instructional strategies that promote concepts and vocabulary development, and language patterns that support students at all proficiency levels are detailed in this program. Online resources for teachers and students are also available. See ‘Immigrant ELLs Resources’ later in this section.

In accordance with state and federal law, the student’s English language proficiency level is assessed annually using TELPAS. Austin ISD has adopted the ESL program, *REACH* by National Geographic, to support ESL instruction in grades K–5.

Also see the *Appendix* for a complete list of textbook ancillaries, ELPS, and other ELL resources.
Summer School for PK-Kinder Limited English Proficient Students

According to 19 Texas Administrative Code (TAC) Section 89.1250, Required Summer School Programs, which requires districts to provide a summer school program for limited English proficient (LEP) students who will be eligible for admission to kindergarten and first grade at the beginning of the next school year.

Limited English proficient students shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten and first grade. Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.

The program shall address the affective, linguistic, and cognitive needs of the limited English proficient students in accordance with §89.1210(c) and §89.1210(e) of this title (relating to Program Content and Design). The program shall be operated the equivalent of 120 hours of instruction and shall maintain records of eligibility, attendance, and progress of students.

Austin ISD shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language at least annually. Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code, §11.253, for the purpose of improving student performance for limited English proficient students.

http://www.tea.state.tx.us/index4.aspx?id=2147506387

ESL Program Design, PK–12

Austin ISD and The Department of English Language Learners support a PK–12 ESL program that focuses on standards-based content and second language acquisition. ESL classrooms will implement the required state adopted curriculum to ensure rigorous, relevant instruction that utilizes best practices and promotes critical thinking. The programs are research-based and are in compliance with TEA Chapter 89.

At the elementary level, ESL instruction is all day in-class support. TEA has approved content-based ESL, sheltered instruction, and pull-out ESL. Austin ISD recommends campuses use Sheltered Instruction as the preferred program model for middle and high school ESL instruction.

Sheltered Instruction

Sheltered Instruction is an approach for teaching content to English Language Learners in strategic ways that make the subject matter concepts comprehensible while promoting the students’ English language development. Teachers of sheltered instruction courses deliver lessons in which the level of English varies according to the proficiency level of the students.
In Sheltered Instruction courses, content material is presented in ways that amplifies both content objectives and language objectives by incorporating strategies to promote listening, speaking, reading, and writing in English. Such strategies might include: modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support.

These courses are also intended to provide a smaller group setting for teachers and students in order to foster more in depth scaffolding of lessons and draw on students’ experiences and prior knowledge. (Echevarria, J., Vogt M.-E., & Short, D., 2000). Students in these courses should have daily opportunities to talk and write about what they read and hear each day, using formal academic language. The diagram below provides teachers a process for teaching academic language.

Teachers of sheltered classes should be ESL certified or trained in sheltered instruction. The Department of English Language Learners provides a variety of professional development courses to support sheltered instruction practices.

**Developing Academic Language**
Austin ISD Instructional Design

English Language Learner student populations served by the ESL PK–12 program include newcomers, refugees, asylees, foreign exchange students who qualify for ESL services, and long-term ELLs. Each of these sub groups is addressed in this program design.
### Table of Austin ISD ESL Instructional Design PK–12

<table>
<thead>
<tr>
<th>ESL Program PK–5</th>
<th>ESL Program 6–8</th>
<th>ESOL Program 9–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.</td>
<td>The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.</td>
<td>The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>
| • ESL state adopted materials National Geographic,  
  ○ Reach  
  • In the USA (for Newcomers) ESL Curriculum Road Maps (CRMs) and Yearly Itineraries for PK–5 and other curriculum documents specific to content area. | • ESL state adopted materials National Geographic,  
  ○ Inside  
  ○ Inside the USA (for Newcomers)  
  • ESL Curriculum Road Maps (CRMs) and Yearly Itineraries for 6–8  
  • Rosetta Stone software, where available  
  • My Reading Coach software, where available | • ESL state adopted materials Pearson Longman, Keystone  
  • National Geographic, *Inside the USA (for Newcomers)*  
  • ESL Curriculum Road Maps (CRMs) and Yearly Itineraries for 9–10  
  • Rosetta Stone software, where available  
  • My Reading Coach software, where available |
| **Staffing requirement** | **Staffing requirement** | **Staffing requirement** |
| • Certified Bilingual Education and/or ESL teacher per grade level. | • Certified ESL teacher per grade level who is also ELAR certified.  
  • Teachers must be trained in sheltered instruction. | • Certified ESL teacher per grade level who is also ELAR certified.  
  • Teachers must be trained in sheltered instruction. |
Elementary School ESL Academic Program, Grades PK–5

District and Department of English Language Learner Expectations
The Department of English Language Learners’ mission is to help ensure that English language learners (ELLs) attain English proficiency and academic success.

ESL at the elementary school level may occur in two different settings.
- First, it is an integral part of the bilingual education program (dual language program and late exit bilingual programs) and English language learners (ELLs) begin learning English starting at PK.
- Second, ESL is offered as for students who speak an L1 other than Spanish at the elementary level. Instruction aims to teach students to communicate in social settings, engage in academic tasks, and use English in socially and culturally appropriate ways.

More specifically,
- Students are provided core content instruction through the use of second language methodology.
- Students’ cognitive proficiency is developed in English commensurate with that of native English speakers.
- The Balanced Literacy model is implemented beginning in grade PK with the focus on developing Academic English.

Another important consideration for designing effective ESL classrooms is the use of the first language in the classroom. It is recognized that scaffolding and support with the student’s first language are powerful ESL strategies that can lower the anxiety level and facilitate the academic achievement of ESL students. Native language development/support has been shown to be particularly effective with all students, but especially beginning level students; however, using native language instruction exclusively, or for a significant portion of the ESL class, does not foster target language development and may inhibit the development of English skills necessary to successfully access English language testing.

Administrator Expectations
It is Austin ISD and the Department of English Language Learner’s expectation that the campus make instructional provisions necessary to meet the needs of ELLs. Such provisions should include:

- Providing instructional materials to meet the affective, linguistic, and cognitive needs of ELLs.
- Ensuring compliance with all federal, state, and local mandates.
- Ensuring that ELPS are integrated into all content areas and lessons for all ELLs.
- Ensuring that ESL teachers collaborate with Special Education and other content area teachers.
- Providing opportunities for professional development for teachers and support staff on research-based ESL strategies and best practices.
• Ensuring that data is used to analyze areas of need and levels of English proficiency, to monitor student progress and guide instruction.

**Teacher Expectations**

It is an Austin ISD expectation that each teacher:

• Implement the core curriculum provided by the district at the English language proficiency level of students using best practices.
• Provide linguistic accommodations commensurate to the students English language proficiency levels.
• Ensure content and language objectives are clearly supported in the lesson delivery.
• Ensure student tasks are rigorous, aligned to the curriculum, and aligned to the English Language Proficiency Standards (ELPS).
• Provide appropriate interventions to meet the specific needs of the learner (RtI).
• Utilize sheltered instruction/ESL research-based strategies to ensure equitable access to the curriculum.
• Use student data (TELPAS, STAAR, Short Cycle Assessment, DRA, EDL, TPRI, Tejas Lee) to monitor student progress, guide instruction, and adjust lesson delivery.
• Integrate ESL in all content areas and provide writing opportunities in all lessons.
• Differentiate instruction using collaborative learning structures.
• Provide opportunities for all family members to participate actively in their children’s education, regardless of their English language proficiency or academic background.
• Keep families informed of their children’s progress and ways they can support learning.
Middle School ESL Academic Program, Grades 6–8

District and Department of English Language Learners Expectations
Austin ISD and the Department of English Language Learners supports a program for ELL middle school students that focuses on standards-based content and second language acquisition, high academic achievement, and preparation of students for academic success. ESL classrooms are specifically designed for recent immigrants (newcomers) 0–3 years in US schools at the Beginner, Intermediate or Advance level of English proficiency based on LAS-LINKS or TELPAS scores.

Incoming 6th grade newcomers entering middle school should be placed in an ESL program. It is recommended that Long term ELLs (LTELs) struggling in content areas be placed in a specialized ELA course designed for LTELs emphasizing language and literacy development through writing, academic vocabulary and engagement.

Administrator Expectations
It is Austin ISD and the Department of English Language Learners expectation that the campus make instructional provisions necessary to meet the needs of ELLs. Such provisions should include:

- Ensuring a high priority is given to the instruction of ELLs when developing the master schedule.
- Providing opportunities for professional development for teachers and support staff on Sheltered Instruction/ESL Certification and literacy skills in the content area.
- Providing instructional materials to meet the instructional content and linguistic needs of ELLs.
- Ensuring that the ELPS are integrated into all the content areas for all ELLs.
- Establishing systems for progress monitoring of instruction and student attainment of content and language in all core areas.
- Establishing systems to support students with appropriate tiered interventions (RtI)
- Adjusting programmatic factors that impede the success for ELLs.
- Ensuring the ELL population and their needs are addressed in the campus improvement plan (CIP).
- Ensuring that Annual Measureable Academic Objectives (AMAO) 1, 2, 3 are attained.
- Ensuring compliance with all federal and state mandates.
- Ensure that ESL Inclusion and content area teachers are provided professional development training on co-teaching.
- Ensure that ESL Inclusion and content area teachers are provided opportunities to plan collaborative lessons.

Teacher Expectations
It is an Austin ISD expectation that each teacher:

- Implement the core curriculum provided by the district at the English language proficiency level of students.
- Provide linguistic accommodations commensurate to the students English language proficiency levels for instruction and assessment.
• Ensure content and language objectives are clearly supported in the lesson delivery.
• Ensure student tasks are rigorous, aligned to the curriculum, and highly supported.
• Provide appropriate interventions to meet the specific needs of the learner (RtI).
• Utilize sheltered instruction/ESL strategies to ensure access to the curriculum.
• Use student data (TELPAS, STAAR, Short Cycle Assessments and District Benchmarks) to monitor student progress, guide instruction, and adjust lesson delivery.
• Incorporate comprehension literacy skills into daily lessons.

Sequence of Courses by Level of English Proficiency
The LPAC must review each newcomer ELL’s data and English proficiency level in order to make appropriate placement decisions in ESL and content area courses (math, science, social studies). All newcomers have unique needs and therefore the LPAC must review all data on each individual student before making instructional placement decisions. For example, a newcomer who has a very strong math background may be better served in a general education or Pre-AP math classroom with language support. The number of ELLs on each campus impacts the offerings of ESL content area courses and number of sections available.

The Department of English Language Learners recommends that ESL Language Arts class sizes be kept small (maximum 15 students) to provide optimum language support. The table on the next page has the recommended courses for ELL middle school students based on levels of English language proficiency and length of time in US schools.

Another important consideration for designing effective ESL classrooms is the use of the first language in the classroom. It is recognized that scaffolding and support with the student’s first language are powerful ESL strategies that can lower the anxiety level and facilitate the academic achievement of ESL students. Native language development/support has been shown to be particularly effective with all students, but especially beginning level students; however, using native language instruction exclusively, or for a significant portion of the ESL class, does not foster target language development and may inhibit the development of English skills necessary to successfully access English language testing.
### Recommended Middle School Course Assignments for ELLs

<table>
<thead>
<tr>
<th>ELL Student Group</th>
<th>Newcomer/Beginning based on LAS Links and/or TELPAS</th>
<th>Intermediate based on LAS Links and/or TELPAS</th>
<th>Advanced based on LAS Links and/or TELPAS</th>
</tr>
</thead>
</table>
| 1st Year in US schools | ESL Beg Language Arts  
ESL Reading elective  
ESL Science  
ESL Social Studies  
ESL Mathematics  
Foreign Lang**, P.E. or required electives | ESL Inter Language Arts  
ESL Reading elective  
ESL Science  
ESL Social Studies  
ESL Mathematics  
Foreign Lang, P.E. or required electives | ESL Adv Language Arts  
ESL Reading elective  
ESL Science  
Social Studies  
Mathematics  
Foreign Lang, P.E. or required electives |
| 2nd Year in US schools | ESL Beg Language Arts  
ESL Reading elective  
ESL Science  
ESL Social Studies  
ESL Mathematics  
Foreign Lang, P.E. or required electives | ESL Inter Language Arts  
ESL Reading elective  
ESL Science  
ESL Social Studies  
ESL Mathematics  
Foreign Lang, P.E. or required electives | ESL Adv Language Arts  
ESL Reading elective  
ESL Science  
Social Studies  
Mathematics  
Foreign Lang, P.E. or required electives |
| 3 Years in US schools | ESL Inter Language Arts  
ESL Reading elective  
ESL Science  
ESL Social Studies  
ESL Mathematics  
Foreign Lang, P.E. or required electives | ESL Adv Language Arts  
ESL Reading elective  
Science  
Social Studies  
Mathematics  
Foreign Lang, P.E. or required electives | Language Arts  
ESL Reading elective  
Science  
Social Studies  
Mathematics  
Foreign Lang, P.E. or required electives |
| *4–5 Years in US schools | Recommend sheltered courses in content areas where needed.  
Reading Class elective | Recommend sheltered courses in content areas where needed.  
Reading Class elective | Recommend sheltered courses in content areas where needed.  
Reading Class elective |
| 6+ Years in US schools (Long Term ELLs) | Recommend sheltered courses in content areas where needed.  
Recommend specialized ELA course designed for LTELLs emphasizing academic language and literacy development. | Recommend sheltered courses in content areas where needed.  
Recommend specialized ELA course designed for LTELLs emphasizing academic language and literacy development. | Recommend sheltered courses in content areas where needed.  
Recommend specialized ELA course designed for LTELLs emphasizing academic language and literacy development. |

*All newcomer ELLs entering their 4th year in US schools will take STAAR in all content areas starting 2012. Refugees and asylees may take STAAR L for two additional years in math, science and social studies, based on data reviewed by the LPAC. ELL Criteria can be found in the LPAC Decision Making Manual.** Foreign Language preferably in the L1 of the student.
**Student Success Initiative (SSI)**
The Student Success Initiative (SSI) which usually applies to 8th graders does not apply to newcomer ELLs. See section on Placement and Retention.

**Course Descriptions for Middle School Newcomer ELLs**
- **ESL Language Arts:** This class is intended for ELL students who are Newcomers/recent immigrants (0–3 years in US schools) and at the Beginning (B), Intermediate (I) or Advanced (Adv) levels of English language proficiency. These classes are taught by Language Arts teachers or generalists who have ESL certification. *In campuses where there are small numbers of ELLs, the ESL class may be stacked with 6th, 7th and 8th graders and at various English proficiency levels. In these cases, it is imperative that the ESL class size remain with a recommended cap of 15, to ensure quality interaction with the teacher and maximum time for language development.*
- **ESL Reading Elective:** Newcomer students should be placed in an ESL Reading course in addition to their required English or ESL class for additional literacy support. Reading courses should be taught by Reading or ESL certified teachers. Reading courses offered may vary by campus.
- **Sheltered Content Classrooms:** Newcomers and other ELLs in need of additional language and content support should be placed in on-grade level sheltered content courses (math, science, social studies) which will ensure their academic success. Sheltered courses cover the corresponding content course standards and student expectations and include accommodations using ESL teaching strategies. Note that Newcomers and other ELLs should not be placed together in the same content area sheltered class as both have different needs and should be provided instruction according to their linguistic and academic needs. All content courses must be taught by teachers who are certified to teach the particular content. Although an ESL endorsement is not required for content teachers, training on second language strategies or sheltered instruction is recommended. Professional development for such training is provided by Austin ISD. See Professional Development Tab.
- **Foreign Language Elective:** Newcomers should be given the option to take a foreign language elective to maintain and enhance the student’s L1. Middle school courses such as, Spanish for Native Speakers or AP Spanish provide high school credit.
- **Pre-AP courses:** Based on student data, ELLs should be considered for placement in Pre-AP courses. ELLs do not have to be identified as Gifted and Talented to be placed in these courses.

**Scheduling Guidelines:**
- The LPAC Committee should provide the counselor recommendations for each new ELL to the campus. ELLs must be scheduled with at least one ESL certified teacher per semester in a core content class.
- ELLs must be scheduled in appropriate courses (i.e. math, science, and social studies) and other required courses (i.e. computer literacy, fine arts, and health/PE) at grade level.
Newcomer ELLs should be scheduled into an ESL Language Arts class and sheltered content area classes for core subjects, or placed in mainstream content area classes with ESL certified teachers.

All ELLs should be given the option to take a foreign language elective for high school credit such as Spanish for Spanish speakers to maintain and enhance their L1.

All ELLs should be given the option of taking pre-AP content area courses.

**Middle School ESL Textbooks**

As part of Proclamation 2011, in April 2011, the district selected from TEA’s conforming list, the National Geographic’s *INSIDE* ESL series for grades 6–8. All ESL classrooms must use the state-adopted textbook.

The *INSIDE* Teacher’s materials includes the

- **Teacher’s Editions** which has a Language CD and Selection and Fluency CD.
- **Grammar & Language Transparencies** which teach grammar instruction, language transfer lessons, and academic language frames.
- **National Geographic Digital Library** with videos and visuals to launch reading selections, build background, anticipation, and interest.
- **Inside Phonics Kit** with Teacher’s Edition which teaches comprehensive lessons in phonemic awareness, phonics, decoding, and spelling.

Also see the Appendix for a complete list of textbook ancillaries, ELPS, and other ELL resources.

See the Curriculum Navigation System on the Austin ISD website for the Curriculum Road Maps (CRMs) and the Yearly Itinerary (YI) for each 6 week session of the ESL courses.

**Summer School for Middle School ELLs**

The ELL Newcomer Institute helps ELLs improve their English skills through Science, Math, and English Language Arts which helps them be better prepared for the next school year. To qualify, students must be identified as an ELLs receiving services, must be enrolled in 6th, 7th, or 8th grade for the current school year, and must be in their 1st, 2nd or 3rd year in the country. Refugee/asylee students in their 4th and 5th year qualify to attend the Newcomer Institute unless they’ve reached an English proficiency level of Advance High on TELPAS Reading.

The Newcomer Institute is at no cost to parents. The ELL Newcomer Institute is an enrichment program and dependent on available funding.

Watch the Austin ISD summer school website, [www.austinisd.org](http://www.austinisd.org), for up-to-date information.
High School ESL Academic Program, Grades 9 – 12

District and Department of ELLs Expectations
Austin ISD and The Department of English Language Learners supports a program for ELL high school students that focuses on standards-based content and second language acquisition, high academic achievement, and preparation of students for academic success. ESL classrooms are specifically designed for recent immigrants (newcomers) 0–3 year in US schools at the Beginner, Intermediate or Advance level of English proficiency. All ESOL teachers must have a secondary English Language Arts certification and an ESL endorsement.

High School English language learners who qualify for ESL or sheltered instruction are:
- Newcomer students - recent immigrants (0–3 years in the US) who range from Beginning to Advanced in their English proficiency.
- Refugees/Asylees.
- Foreign Exchange Students (FES), who qualify for ESL services

It is recommended that Long term ELLs struggling in content areas be placed a specialized ELA course designed for Long Term ELLs emphasizing language development and literacy development through writing, academic vocabulary and engagement (Olsen, 2010).

UPDATE – House Bill 5 High School Graduation Requirements

The 83rd legislature passed House Bill 5 (HB5) and it was signed into law by the Governor on June 10th. House Bill 5 impacts both End-of-Course Examinations and Graduation Plans.


The Foundation High School Program replaces the current Recommended High School Graduation plan. However, students entering high school in 2014-15 will have the option of switching to the Austin ISD Distinguished Level of Achievement plan, which is the current Recommended High School Graduation plan plus Algebra II. The current district 4x4 graduation plan remains in place for students currently in high school.
Additionally, House Bill 5 requires schools to offer at least one endorsement pathway to students. Students can graduate with multiple endorsements. Please see the graphic below for more information. Students can graduate on the Foundation Level Graduation plan with no endorsement. Students can earn performance endorsements through: Dual Credit courses, in bilingualism or biliteracy, on a CollegeBoard AP or IB assessment, or on performance on PSAT, ACT-PLAN, SAT, or ACT.
Number of High Schools Offering Career Pathways by Career Cluster and Endorsement for the 2013-2014 School Year

### Arts & Humanities

**Fine Arts**
- Performing Arts (14 schools)
  - Band (13)
  - Choir (13)
  - Dance (13)
  - Guitar (13)
  - Orchestra (12)
  - Theatre (14)
- Visual Arts (14 schools)
  - In-depth Media (14)
  - Varied Media (10)
- Humanities
  - American Sign Language (3 schools)
  - American Sign Language (3)
  - Language other than English (14 schools)
    - Chinese (3)
    - French (9)
    - German (2)
    - Japanese (2)
    - Latin (4)
    - Spanish (13)
    - Spanish for Spanish Speakers (8)
    - Multilingual (10)
  - Social Studies (14 schools)
    - Economics (11)
    - Government (12)
    - History (14)
    - Psychology (5)
    - Religion (2)
    - Sociology (9)
- English (9 schools)

### Business & Industry

**Agriculture, Food and Natural Resources (5 schools)**
- Agricultural Mechanics and Welding (2)
- Environmental Science (1)
- Horticulture (3)
- Veterinary/Animal Science (3)
**Architecture and Construction (2 schools)**
- Construction Technology (2)
**Arts, Audio/Visual Technology, and Communications (14 schools)**
- Animation (4)
- Audio/Video Production (12)
- Commercial Photography (2)
- Graphic Design and Illustration (9)
- Video Game Design (3)
**Business Management and Administration (8 schools)**
- Business Management (8)
**Communications (9 schools)**
- Advanced Broadcast Journalism (3)
- Debate (5)
- Advanced Journalism: Newspaper (7)
- Advanced Journalism: Yearbook (2)
- Public Speaking (3)
**Finance (4 schools)**
- Hospitality and Tourism (4 schools)
  - Culinary Arts (4)
  - Hospitality Services (3)
**Information Technology (7 schools)**
- Animation and Video Game Design (1)
- Computer Programming (2)
- Networking (1)
- Web Development (6)
**Marketing (1 school)**
- Marketing (1)
**Transportation, Distribution and Logistics (3 schools)**
- Automotive Technology (3)
- Collision and Refinishing (1)
Number of High Schools Offering Career Pathways by Career Cluster and Endorsement for the 2013-2014 School Year

**Public Services**
- Education and Training (6 schools)
  - Education (6)
- Government and Public Administration (4 schools)
  - JROTC (4)
- Human Services (3 schools)
  - Childcare (1)
  - Cosmetology (2)
- Law, Public Safety, Corrections, and Security (6 schools)
  - Criminal Justice (1)
  - Fire Fighter (2)
  - Law Enforcement (3)
- Health Science (8 schools)
  - Biomedical Science (2)
  - Health Science (7)

**STEM (Science, Technology, Engineering and Mathematics)**
- Advanced Math (14 schools)
- Advanced Science (14 schools)
- Science, Technology, Engineering, and Mathematics (10 schools)
  - Engineering (9)
  - Robotics (1)
- Computer Science (0 schools)
  *see notes.

**Multidisciplinary**
- Pathway A (15 schools): Requires 4 advanced courses within 1 endorsement area or among endorsement areas that are not in a coherent sequence. The courses must prepare students to enter the workforce successfully or postsecondary education without remediation.
- Pathway B (13 schools): Requires 4 credits in each of the 4 foundation subject areas to include English IV and chemistry and/or physics.
- Pathway C (9 schools): Requires 4 advanced placement or International Baccalaureate courses to include 1 credit in each of the 4 foundation subjects.

Sources: Career and Technical Education, Fine Arts, World Languages, Math, Science, English Language Arts, and Social Studies Departments prepared by the Department of Research and Evaluation

Note. Number of campuses includes 12 comprehensive high schools and Garza Independence High School, Clifton Career Development Center, and Ann Richards School for Young Women Leaders, for a total of 15. International High School, a 2-year school, is not included.

No campus currently has the required course sequence to complete a Computer Science pathway under the STEM endorsement.

Working Draft 2-25-14
Administrator Expectations

It is Austin ISD and the Department of English Language Learner’s expectation that the campus make instructional provisions necessary to meet the needs of ELLs. Such provisions should include:

- Ensuring ELLs are a high priority when developing the master schedule.
- Requiring professional development for teachers and support staff on sheltered Instruction/ESL Certification and literacy skills in the content area.
- Providing instructional materials to meet the instructional content and linguistic needs of ELLs.
- Ensuring that the ELPS are integrated into the content area courses for all ELLs.
- Establishing campus systems for progress monitoring of instruction and student attainment of content and language in all core areas.
- Establishing campus systems for supporting students with appropriate tiered interventions (RtI)
- Adjusting programmatic factors that impede success for ELLs
- Ensuring the ELL population and their needs are addressed in the campus improvement plan (CIP).
- Ensuring that Annual Measureable Academic Objectives (AMAO) 1, 2, 3 are attained
- Ensuring compliance with all federal and state mandates
- Ensuring that ESL and content area teachers are provided professional development training on co-teaching.
- Ensuring that ESL and content area teachers are provided opportunities to plan as a team.

The Sequences of Courses on the next page is intended to support school personnel and should not be used as the sole graduation plan for ESL students. Please review the Austin ISD Secondary School Information Guide (SSIG) 2014-15 for information regarding state required credits toward graduation.

Also see Appendix for a more detailed ELL Sequence for students who entered 9th grade in school year 2007, 2008, 2009 and the ELL Sequence is for students entering 9th grade in school year 2010 and thereafter. Current 8th graders (2013-14) will be the class, 2018, the first graduating class under the new HB5 graduation plan.
### Sequence of Courses by Level of English Proficiency: Four-Year Plan

<table>
<thead>
<tr>
<th>ELL Student Group</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Newcomers</td>
<td>See appendix</td>
<td>See appendix</td>
<td>See appendix</td>
<td>See appendix</td>
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<tr>
<td>• Asylees</td>
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<td>• Refugees</td>
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<tr>
<td>• Foreign Exchange</td>
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<tr>
<td>Students who qualify for ESL services</td>
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<td>0–3 years in US Schools</td>
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<tr>
<td>4–5 years in US Schools</td>
<td>• Recommend sheltered courses in content areas where needed</td>
<td>• Recommend sheltered courses in content areas where needed</td>
<td>• Recommend sheltered courses in content areas where needed</td>
<td>• Recommend sheltered courses in content areas where needed</td>
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<tr>
<td></td>
<td>• Reading Class elective</td>
<td>• Reading Class elective</td>
<td>• Reading Class elective</td>
<td>• Reading class elective</td>
</tr>
<tr>
<td>6+ Years in US schools (Long Term ELLs)</td>
<td>• Recommend sheltered courses in content areas where needed.</td>
<td>• Recommend sheltered courses in content areas where needed.</td>
<td>• Recommend sheltered courses in content areas where needed.</td>
<td>• Recommend sheltered courses in content areas where needed.</td>
</tr>
<tr>
<td></td>
<td>• Recommend specialized ELA courses designed for LTELLs emphasizing language development and literacy development through writing, academic vocabulary and engagement</td>
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</tr>
</tbody>
</table>

* State Elective credit

** LOTE= Language Other Than English such as Spanish, German, Chinese, French, that Austin ISD offers.

### Scheduling Guidelines

- Ensuring ELLs are a high priority when developing the master schedule.
- Counselor should access LPAS, TEAMS or ATVS (formerly AIMS) to view the ELL’s LAS Links scores and TELPAS scores as a guide when placing ELLs in appropriate courses.
- The LPAC Committee should also give the counselor recommendations for each new ELL to the campus.
• In addition to the required ESOL/English courses, ELL students may be assigned to additional language support courses as part of the ESL program. Some of the courses are listed in the table on the next page.
• Effective use of scheduling allows ELL students to take a sufficient number of English language support classes, while fulfilling requirements for graduation in a timely manner.
• In order to graduate in 4 years, ELLs may need to attend summer school, zero hour classes, evening or Saturday DELTA, in order to acquire the necessary 26 credits for the Distinguished HS Program, 26 credits for the Recommended HS Program, or 22 credits for the Minimum HS Program.
• When the registrar is provided with documentation of previous schooling, course equivalent credit is granted and the student is placed in the next course in the sequence, e.g. if student has credit for Algebra I then s/he is placed in Geometry.
• When scheduling for sophomore and junior year, discuss first with Campus Dept. Chair whether ELL should take Chemistry or Physics since data shows Chemistry is more rigorous. An ELL with good math skills might excel at Chemistry. Sheltered or general IPC is not EOC tested but does count for graduation credits.
• Place ELLs in regular course with language support only if sheltered course is not available on campus.

High School Courses—English Speakers of Other Languages (ESOL)
The LPAC must review each newcomer ELL’s data and English proficiency to ensure proper assignment in the most appropriate English/ESOL and content area courses. High school campuses with large number of ELLs needing additional support should also offer Sheltered English III and IV.

TEA has approved the substitution of English for Speakers of Other Languages (ESOL I) and English for Speakers of Other Languages (ESOL II) for English I and English II graduation credit. ELLs must also complete English III and English IV to meet the four English credits required for graduation. The TEKS for ESOL I and ESOL II incorporate both the ELPS and English Language Arts and Reading essential knowledge and skills. (TEA letter, SBOE, March 2010).

Another important consideration for designing effective ESL classrooms is the use of the first language in the classroom. It is recognized that scaffolding and support with the student’s first language are powerful ESL strategies that can lower the anxiety level and facilitate the academic achievement of ESL students. Native language development/support has been shown to be particularly effective with all students, but especially beginning level students; however, using native language instruction exclusively, or for a significant portion of the ESL class, does not foster target language development and may inhibit the development of English skills necessary to successfully access English language testing.

English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II)
Students identified as Limited English Proficient (LEP) who are at the beginning, intermediate [or advanced] level of English language proficiency, as defined by 19 TAC §74.4(d) relating to
English Language Proficiency Standards may be enrolled in ESOL I or ESOL II. Under the graduation requirements adopted by the SBOE in March 2010, LEP students who successfully complete ESOL I and ESOL II may satisfy the English I and English II graduation requirement(s). Students who take ESOL I and/or ESOL II to satisfy their English I and/or English II requirement(s) are required to take the English I and/or English II EOC exam as part of their graduation requirements. Information regarding determination of proficiency level of beginning or intermediate will be available on the TEA website soon.

TEA Curriculum Update, August 2010. [www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147486245&libID=2147486244](http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147486245&libID=2147486244)

**Course Descriptions for High School English Language Learners**

- **ESOL I and II.** ELL students (newcomers, refugees, asylees, foreign exchange students who qualify for ESL services) must be enrolled in the appropriate courses for English that will facilitate their mastery of the essential knowledge and skills and subsequent graduation requirements. ELLs enrolled in ESOL classes should be scheduled by English Language proficiency (based on LAS Links and/or TELPAS or other assessment) and grade level. Stacked ESOL courses with varying levels of English proficiency may be formed in schools where there are small numbers of ELLs. It is imperative that class size remain low, with a recommended cap of 20, to ensure quality interaction with the teacher.

- **ESL Reading I/II or ESL Practical Writing I/II:** ELL students should be enrolled in one class of ESOL I or Sheltered English I, supplemented by ESL Reading or Practical Writing (Appropriate for grade and proficiency level). The two classes may be blocked, or setup in the master schedule so that ELLs have an ESL/ELAR every day.

- **Sheltered core content classes.** It is recommended that all ELLs be enrolled in all sheltered content courses. Although ESL endorsement is not required for content teachers teaching ELL students, training on second language strategies is recommended.

- **Electives.** For beginning level ELL students, it is appropriate to consider the linguistic and reading demands of elective courses. Such students may be assigned to elective courses that emphasize auditory and visual modes of learning such as art, music, PE, soccer, etc.

- **Sheltered Electives.** Austin ISD offers Sheltered Health and Sheltered Communications Applications at campuses with large ELL populations and during the summer program.

- **Languages Other Than English (LOTE)** - ELLs should be given the option to take LOTE courses such as Spanish for Native Speakers I (or other appropriate Foreign Language/LOTE/Advanced Placement) courses where students continue to develop their L1 (Spanish, French, German, etc.).

- **Pre-AP and Advanced Placement (AP) courses** should be offered to ELLs when appropriate. ELLs do not have to be identified as Gifted and Talented to be placed in Pre-AP or AP courses.

**Teacher Expectations**

- Implement the core curriculum provided by the district at the English language proficiency level of students.

- Provide linguistic accommodations commensurate to the students English language proficiency levels.

- Ensure content and language objectives are clearly supported in the lesson delivery.
• Ensure student tasks are rigorous, aligned to the curriculum, and highly supported.
• Provide appropriate interventions to meet the specific needs of the learner (RtI).
• Utilize sheltered instruction/ESL strategies to ensure access to the curriculum.
• Use student data (TELPAS, TAKS, STAAR, Short Cycle Assessments) to monitor student progress and guide instruction and adjust lesson delivery.
• Incorporate comprehension literacy skills into daily lessons.

**High School ESL Textbooks**

**ESOL I & II Textbooks**—As part of Proclamation 2010, in April 2010, the district selected from TEA’s conforming list, the Pearson Longman’s *Keystone* ESL series.

For ESOL 1- state-adopted Pearson Longman *Keystone* 1A and 1B
For ESOL II- state-adopted Pearson Longman *Keystone* 2A and 2B
All Students in ESOL I and ESOL II must use the state-adopted textbook.

For Newcomer ELLs the ESL Teacher should supplement with available campus newcomer resources such as *Rosetta Stone, Go for It!, and Keystone Phonics Kits*.

See the SchoolNet/Cloud or the Curriculum Navigation System on the Austin ISD website for the Curriculum Road Maps (CRMs) and the Grade Planning Snapshot (GPS) for each 6 week session of the ESOL courses.

The District ESL textbook committee also adopted Glencoe’s *ELLevate Teacher Resource: Strategies to Support ELLs* as the ELPS Teacher Resource. This resource is available for all ESL and content area teachers,

Campus textbook coordinators will place orders for ESL textbooks based on projected numbers of ELLs in the ESOL courses the following year; and will order the ELPS teacher resource book based on projected number of FTEs the following year.

Also see the Appendix for a complete list of textbook ancillaries, ELPS, and other ELL resources.

**Sheltered English I, II, III Textbooks**—Sheltered courses will use the adopted textbook for regular English I, II, III, and IV, Prentice Hall *Literature*, in conjunction with Prentice Hall’s ancillary resources and ESL textbook resources.

• Prentice Hall *Literature Reader’s Notebook English Learner’s Version Texas*- Help struggling readers build fluency with selections and instruction in an enhanced design for easier readability.
• Prentice Hall *Literature Reader’s Notebook Spanish Version*. Spanish support for every selection in the student text including Spanish selections with adapted and authentic text, vocabulary support, selection summaries,
• *Pearson Language Central. Teacher’s Edition. ELD (English Language Development)*. *Pearson Language Central* works perfectly with *Prentice Hall Literature* and is streamlined and flexible. The daily lesson plan fits on just a single page. Daily leveled instruction supports all language proficiency levels.
ELPS Textbook Resource.  *Glencoe’s ELLevate Strategies to Support English Language Learners Book & Online*  All high school campuses must distribute this text resource to ESL and content area teachers and specialists. The online version is also available which includes videos to view, podcasts teachers can download, and ELPS and sample TELPAS questions.

**Summer School for High School ELLs**

Austin ISD Summer High School is run in two semesters or sessions. Students take one class per semester for credit remediation, acceleration, or enrichment. Generally, first semester courses are the first half of a full credit course and second semester are the second half of a full credit course. The summer school program is designed for credit recovery in the core courses and acceleration for selected elective courses.

ELL students who attend summer school are eligible for ELL vouchers from The Department of English Language Learners which cover 75% of summer school tuition costs. ELL vouchers are limited and distributed on a first-come-first-serve basis. The summer school vouchers are distributed on the first days of registration at the summer school location sites. See Austin ISD’s summer school website for details.

**Students Transcripts and Grade Placement**

School officials may award credit to a new or transfer student in accordance with state regulations. Each student’s prior record shall be evaluated to determine the number of credits previously earned and the number of additional credits required for graduation.

Sometimes very ambiguous information is provided concerning courses studied by students in their countries of origin. It is important to gather as much information as possible from the student, parent, or guardian. School officials often need to ascertain the number of hours of instruction that was received in a specific course and award credit accordingly.

Some high school campus registrar evaluates foreign credentials and by submitting records attainment requests, requests for foreign transcript translation, and transfer of credit analysis from foreign secondary schools.

When there are no transcripts available, ELL students should be placed initially in grade 9. After an evaluation of the academic transcript, and awarding of credit, the student may be promoted to a higher grade but may still have to take ESOL I and/or ESOL II.

Austin ISD has contracted with Language Learners at the University of Texas at Austin’s Center for Hispanic Achievement (LUCHA™) to provide some transcript obtainment and/or analysis. LUCHA™ is an innovative K–16 Education Center initiative designed to help secondary Spanish-speaking English Language Learners transition into public schools, thereby helping them to achieve success in school, college, and life.

**LUCHA program services for secondary students include:**

- Obtaining transcripts from Mexico
- Analyzing student transcripts to create a Graduation Credit Analysis (GCA) which includes a summary of credits earned in Mexico and their course equivalencies
Credit-by-Exam (CBE)
ELLs in middle and high school may earn credits for acceleration through an exam process. With a passing score of 90 or higher, students can gain credit for courses in which they have had no prior instruction. Students will get a short resource packet with the objectives they will be tested on and will have 3 hours to take each CBE. For information on eligibility, available courses, registration deadlines, and testing locations, students should contact their campus counselor or registrar. Students and/or parents can also call Austin ISD’s Office of Systemwide Testing at 414-0057.

- **CBE for Acceleration** allows students who have not received prior instruction in courses to take an exam to receive credit in an academic subject with approval from the school counselor, registrar, or principal, and parent. Credit is only given for an academic subject in which the student has had no prior instruction if the student gets 90 percent of the items correct on the exam. Grades 9–12 exams are by semester (e.g. English 1A, English 1B)

  Students in grades 1–8 must pass CBE tests in all four core subjects, Math, Science, Social Studies, and English Language Arts with a 90 or higher to be considered for acceleration.

- **CBE with Prior Instruction** in a Foreign Language (Language Other Than English (LOTE)) Students entering the District with prior instruction in a foreign language that is documented by a grade report or documentation from a school of record, but have not had the actual course, may take a CBE for that foreign language and pass with a score of 70 or higher if they desire high school credit for that course. The 70 percent passing standard would also still apply to those students missing a semester of a LOTE course in which they have had prior instruction. Eligibility to test for acceleration or with prior instruction must be verified by the campus registrar and indicated on the CBE registration form.

CBE for acceleration exams are free to students during the Austin ISD scheduled group administrations or when required by Austin ISD to validate credits from non-accredited private or home school programs. Current registration procedures must be followed and submitted to System wide Testing by the deadlines listed above. System wide Testing does not pay for CBE for credit recovery (failed courses).

**Students in Virtual Learning Programs**
There are four options for high school students to participate in virtual learning programs:

**DELTA (The Diversified Education Through Leadership, Technology and Academics) Program.**
The DELTA Program is an academic program available to students enrolled in each Austin ISD high school. DELTA is an open-entry, open-exit program available at all traditional and alternative high schools in the district. It employs individualized and self-paced instruction
through the use of NovaNET. Its goal is to help potential dropouts recover academic credits and graduate from high school. The school counselor has additional information on the program.

Students work individually using online and off-line curriculum (95% of the work in computer-based). Students are able to complete core courses (e.g., World Geography, Mathematics) and limited number of elective courses (e.g. Health, Psychology, Sociology, Communication Application). Science courses are only taken through DELTA with special permission.

Because DELTA is a reading intensive course, it is recommended only for ELLs who are advanced/advanced high in reading.

DELTA used to include *ELLIS: A Digital Learning ELL Curriculum* by Pearson which had self-paced online ESL learning through modules to ensure mastery of skill objectives, but Austin ISD no longer has a license for this program.

Lanier HS and Travis HS have Twilight DELTA program for high school students to attend in the evening to continue their effort to recapture or accelerate high school course credit. La Fuenta Learning Center, partially funded by the Austin ISD Community Education department, also has an evening DELTA Program staffed with Austin ISD ESL teachers and is located at in East Austin. For additional information contact: admin@fuenteAustin.org, (512) 426-3715.

**Virtual School Program (VSP)**

The Virtual School (VSP) is a non-traditional home-based academic program available to high school students. The program is designed for students who are at risk of dropping out of school due to pregnancy or hospitalization or have dropped out of school. VSP students typically spend two-to-four hours a day on an internet-ready laptop computer loaned to them by Austin ISD. Students have access to their assignments 24 hours a day. Student can take all the core subjects through VSP.

VSP students must:
- be at risk of dropping out of school, as defined by the TEC, §29.081 or have dropped out,
- be a high school senior;
- have passed all TAKS requirements;
- be available to meet with a teacher 5 hours per week, and
- have an internet connection.

The LPAC and/or ARD Committee must consider the appropriateness of placement for ELL and students with disabilities in the Virtual School Program (VSP). Student disabilities, areas of need, and work/study habits must be carefully reviewed to determine the potential for meaningful learning through this program. Students receiving ELL and/or special education services must continue to have direct service time identifying the specially designed instruction needed to support progress in the VSP.
Virtual Education for Teen Parents Program (VETP)

VETP is a non-traditional, home based program for parenting teens, men and women, in grades 9–12 whose child/children are on the child-care waiting list at one of the Austin ISD’s Pep sites. The goal of the program is to allow these teens to continue to accrue academic credits through VETP until space is available at one of the child-care sites, thus allowing the teen the ability to return to school. VETP utilizes the same NovaNet on-line program as DELTA, VSP and TxVSN Links.

Texas Virtual School Network (TxVSN)

TxVSN Courses: Courses are provided by Texas school districts, open enrollment charter schools, ESCs, and institutions of higher education. Students may take regular high school courses including science, foreign language (Spanish, French, Latin), PE and driver’s education. In addition, students may take Advanced Placement and dual credit courses that allow students to earn college credit through the TxVSN. ELLs should talk to their campus counselor if they are interested in TxVSN courses.

TxVSN Students: Students in grades 9–12 who are eligible to attend public high school in Texas are eligible to take courses through the TxVSN. A student is eligible to enroll in a course provided by the Texas Virtual School Network (TxVSN) only if the student:
- is younger than 21 years of age on September 1 of the school year,
- has not graduated from high school, and
- is otherwise eligible to enroll in a public school in Texas.

Eighth grade students who are ready to advance into high school courses are also eligible.

TxVSN Receiver Districts: Austin ISD is a receiver district. Receiver districts (i.e., students’ home districts) approve student requests to take TxVSN courses, provide ongoing support, and award credits and diplomas.

TxVSN Teachers: TxVSN Teachers are required to meet the TxVSN professional development requirements for teaching online, based on mastery of the iNACOL National Standards for Quality Online Teaching. TEA-approved training is offered by a number of professional development providers for new and experienced online teachers.

TxVSN Funding: Funding for the TxVSN is through a state virtual school allotment, created in House Bill 3646 by the 81st Texas Legislature. The TxVSN allotment is used to provide funding for semester courses offered through the TxVSN. Funding is based on successful course completion.

For additional information, contact: Texas Virtual School Network (TxVSN), Texas Education Agency, txvsncentral@txvsn.org, 1-866-93TxVSN (1-866-938-9876).

Dual Credit

Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school
course. The “dual credit” earned is college credit and high school credit for one course. Student must be an 11th grader or have 10 credits to take Dual Credit courses.
# Approved Dual Credit Equivalents.

<table>
<thead>
<tr>
<th>ACC #</th>
<th>Austin Community College (ACC) Title</th>
<th>Austin ISD High School Course Title</th>
<th>Credit</th>
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* Has prerequisites: See current ACC Catalog.
This list is subject to change. Contact World Languages Coordinator with questions or for necessary approvals.
**Must be completed prior to the 2nd to last semester in the year in which the student plans to graduate in order to insure recovery time of credit before expected graduation.
***Must be completed prior to the last semester in the year in which the student plans to graduate in order to insure recovery time of credit before expected graduation.
Students who have prior formal instruction in a foreign language e.g. a transcript showing study of a foreign language or for which Austin ISD does not offer Credit by Exam, may receive credit for the language course(s) using the codes below. This will be on a case-by-case basis after evaluation by the Chief Registrar and the World Language Coordinator, and after ensuring appropriate LOTE standards are met. For example, a student who studied Korean may get credit in this manner.

Cultural and Linguistic Topics does not count toward the language requirement on the high school graduation plans, but students do receive elective credit for a non-sequential course in Languages Other Than English. Please review the Austin ISD Secondary School Information Guide (SSIG) 2014-15 for information regarding credit pathways.

<table>
<thead>
<tr>
<th>Austin ISD High School Course Title</th>
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**Students Over 17**

Students 17 or over may enroll in high school but should be counseled as to whether the graduation requirements could be achieved prior to age 21. When students have had little or no previous academic experience, they should meet with the campus LPAC Chair and academic counselors to review the student’s educational plan.

Texas Education Code §42.003 (a) states that “students may attend Texas schools if they are 5 years of age or older and under 21 years of age on September 1 of the school year and have not graduated from high school.” If the student has graduated from high school in his/her home country, the student is not eligible to attend school in Texas.

Campus registrars are cautioned to evaluate the transcripts carefully as some countries have different school systems which may indicate that the student has exited secondary school, but in reality the student has not graduated. Students exit secondary to enter the next tier of schooling. Whereas, the US system has elementary, middle school/junior high, high school, another country could have elementary, secondary, preparatory. The district should evaluate
the transcript based on equivalent education. Also see section on Promotion and Retention for more information.

**Foreign Exchange Students (FES)**
A foreign exchange student (FES) is a non-immigrant student, placed by a nationally recognized foreign exchange program, with a family that resides in our district. When FES enroll at a campus, the registrar will give them waiver form that they may choose to sign stating that they do not plan to graduate from a Texas HS and thus wish to be waived from taking state assessments. The waiver is at the option of the student and a school district may not require a student to sign such a waiver. See Appendix for Declaration of Diploma Intent/Waiver Form

The records or transcripts of foreign exchange students are required to be evaluated in the same manner as those of other out-of-state, out-of-country, or private school students entering the district and the district shall award the students credit and place them in appropriate courses accordingly. 19 TAC §74.26(a).

- Rights of an FES. A foreign exchange student admitted into a Texas public school has the same rights and privileges as Texas students and is held accountable for his/her actions.

- For PEIMS purposes, an FES is classified like any other regular student.

- A FES can graduate from a Texas high school as long as he/she completes the Texas graduation requirements including passing the Exit Texas Assessment of Knowledge and Skills.

- Texas Assessment of Knowledge and Skills (TAKS)/STAAR. The district shall administer to a FES the state assessments for the grade level of the student’s placement, except that a FES may be excused from all testing, including the exit-level testing requirements if the student waives in writing his or her intention to receive a Texas public high school diploma. See the TAKS Coordinator’s Manual and 19 TAC §101.5(e).

- FES identified as ELLs are assessed with the TELPAS in the following domains: listening, speaking, reading and writing. No Child left Behind (NCLB) requires that all eligible ELLs in grades 2–12 are assessed annually.

- FES eligibility for English as a Second Language (ESL) services. Exchange organizations are required to interview the FES and determine if the student has an acceptable level of English. If district identification assessment shows that the student is limited English proficient (LEP), the FES is eligible for ESL services as any other student who meets the qualification criteria.

- FES eligibility for Special Education and 504 services. An FES student is eligible for Special Education and 504 services.
**Elementary and Secondary Newcomers**

**Definition of the Newcomer Student**

Newcomers are English language learners who have attended a US school for three years or less. The proportion of ELLs who are newcomers varies from school to school, but Austin ISD data indicates that it is a smaller population within the overall English language learner population.

The Austin ISD Newcomer Program will serve ELL students who:
- are newly arrived in Austin ISD and the US and have limited or no previous schooling in US schools
- qualify for bilingual education or ESL services
- have parent approval for bilingual education or ESL services

**Characteristics of Newcomer Programs**

Newcomer programs were developed in response to the local needs of individual school districts, not as a result of an integrated state or federal educational policy. Therefore, the campus newcomer programs differ from one another in terms of:

- general structure
- educational approach
- student makeup
- grades served

Various structural models can be implemented to serve newcomers. Structures may include:

- Self-Contained Classroom at elementary school level (preferred)
- Inclusion using a co-teaching model at elementary and secondary level
- Pull-out ESL, with a minimum of a daily two-hour literacy block, for elementary level (3rd, 4th and 5th grade only).

It is important to note that traditional methodologies may not be effective for newcomer students. It may become necessary to have committed educators who are willing to seek out available educational means to help ensure the success of the newcomer student. More specific suggestions are provided in the Appendix.

**Newcomer Program Challenges**

Each individual newcomer or group of newcomers brings their own set of needs that should be examined on a case-by-case basis. During their adjustment process, newcomers may face challenges, such as:

- limited English proficiency
- placement in a culture that has different social, emotional, linguistic, academic demands
- limited literacy in their native language
- limited, interrupted, or non-existent education in their own countries
• traumatic events in their lives
• a lack of familiarity with the American school system, school requirements and grading system
• a lack of self-confidence

Encouragement and building the newcomers’ self-esteem can be key factors in their success in US schools. For these reasons, a well-structured orientation program is essential and is addressed later in the ELL Academic Plan.

### Elementary and Secondary Newcomers

Newcomers are recent immigrants (0–3 years) who can range from beginning to advanced in their English proficiency level and are best served in sheltered content area courses and ESL courses by:

- Developing their second language while learning content in each of the core areas.
- Scaffolding instruction according to the proficiency level of the students.
- Ensuring that content material is presented with a focus on content and language objectives.

Resource:

- ELPS are embedded in every content area in the Curriculum Road Maps
- See Appendix for other newcomer resources.

Staffing requirement:

- Must be content-area certified
- Strongly recommended that the teacher be ESL Certified
- Teacher must be trained in sheltered instruction

### Newcomers at Elementary

The Austin ISD Newcomer support is designed to provide immigrant students with English language learning through other language (Vietnamese, Chinese, etc.) scaffolds, content instruction, and an orientation to US schools and culture. The needs of these immigrant students are best met by a program for learning English through the Texas Essential Knowledge and Skills (TEKS).

The newcomer program concept is a variation of established models of bilingual education programs and they have some common characteristics. Newcomer programs help students to adapt to American society (Friedlander, 1991). In its most basic form, bilingual education makes use of the students’ first language (L1) so that they can begin to learn subject matter content and develop literacy through this language. At the same time, they begin learning the English language (L2) by means of the English as a Second Language (ESL) program. When the students
have developed sufficient proficiency in English, they begin learning their subject matter and their literacy skills in this language. Immigrant students who are academically below grade level should not be placed in a lower grade level bilingual classroom. Schools must provide a program that meets their cognitive and linguistic needs.

**Newcomers at Secondary**
Austin ISD has newcomer centers at Webb Middle School (the English Language Development Academy), and at International High School, both to be discussed in later in the ELL Academic Plan. Many middle school and high school campuses also try to provide other support to newcomers through scheduling course in sheltered courses, student mentoring, extra tutoring and collaborating with other services providers such as Austin ISD Refugee Services, Caritas, and Parenting With Love and Logic.

**District and Department of ELLs Expectations**
Austin ISD is responsible for ensuring that all English language learners increase their English language proficiency (comprehension, speaking, listening, reading and writing skills) and core content knowledge. The Texas Education Agency has established English Language Proficiency Standards and created statewide annual measureable achievement objectives to monitor the English proficiency gains of LEP and immigrant students.

To ensure that campuses meet the academic and social needs of English language learners, the districts’ expectation is to:
- Establish a continuum of services for English language learners that align with district, state and federal policies and standards.
- Ensure Bilingual/ESL classrooms have fully certified personnel who are trained in teaching and learning strategies that will enable ELLs to achieve high levels of academic success.
- Provide professional development based on data and in research-based instructional practices for ELLs,
- Ensure the alignment of services, instruction, and resources.
- Communicate to the community the alignment of services.
- Ensure valid and consistent assessment and progress monitoring.
- Establish flexible and coordinated program paths, adapted to students’ individual needs;
- Ensure that instruction is targeted to students’ individual needs.

**Administrator Expectations**
Campuses must address the changes in their student population and make a strategic and effective effort to address the diverse needs of their newcomer students. Such strategic steps should include:
- Create master schedules which include ESL/Sheltered core content courses and additional Reading support courses for Newcomers.
- Establish effective procedures to identify and place students in appropriate instructional settings.
• Ensure placement of students in core content classrooms with teachers who are ESL Certified or Sheltered Instruction Trained. Refer to Recommended Middle and High School Course Assignments.
• Provide the state adopted ESL and core content textbooks to teachers.
• Ensure that teachers implement the required curriculum and utilize the district Curriculum Road Maps.
• Ensure that the ELPS are integrated as an integral part of the core curriculum for ELLs
• Establish systems that ensure that students in need of extra support are receiving the appropriate interventions (RtI).
• Establish an ongoing orientation system which includes pairing the newcomer with peer support, campus expectations and procedures such as school schedules and attendance.
• Provide an orientation handbook translated to the major languages for students and parents.
• Provide all forms of communication in English and native language when available.
• Establish a culturally responsive climate at the campus.
• Determine teacher capacity and provide targeted professional development opportunities such as, second language acquisition, ELPS training, Sheltered Instruction and Newcomer training;
• Establish structures to ensure that students are receiving the required linguistic accommodations throughout the school year to include assessments;
• Ensure that extended instructional time opportunities are provided for achieving academic literacy;
• Ensure that campus policies on academic credits and exit exams are flexible

Orientation of Newcomers

Schools should orient newcomers to the American culture and school system, when students arrive on their campus. Schools should provide an explanation to students regarding the following school processes:

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<thead>
<tr>
<th>The school schedule</th>
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<tbody>
<tr>
<td>Class routines</td>
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<td>School rules and regulations</td>
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<td>Material use and ownership</td>
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<td>Bus routes and schedules</td>
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<td>Standardized tests</td>
<td>School photographs</td>
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<td>Attendance, absentee excuses</td>
<td>Holidays</td>
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<td>Health exams/screening</td>
<td>Assemblies</td>
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<tr>
<td>Fire drills</td>
<td>Guided tour of the school</td>
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</table>
**Teacher Expectations**
Meeting the academic and social needs of Newcomer students is critical to their school success. Educators must:

- Have knowledge of second language acquisition.
- Have knowledge of transferable skills from native language (L1) to English (L2).
- Have a strong knowledge base of the complexity of the English Language.
- Have knowledge of the culture and customs of each student.
- Have knowledge and understanding of factors that impact second language learning.
- Establish a culturally responsive classroom environment.
- Collaborate with all school personnel who provide services to the student.
- Ensure that student tasks are rigorous, aligned to the curriculum, and highly supported.
- Ensure that lesson delivery includes structured interaction with peers at different levels of oral English proficiency.
- Implement the core curriculum (CRMs) at the English language proficiency level of students.
- Utilize assessment data to monitor student progress, guide instruction and adjust lesson delivery.
- Provide appropriate interventions to meet the specific needs of the learner (RtI).
- Provide the required linguistic accommodations throughout the school year to include assessments.
- Utilize sheltered instruction/ESL strategies to ensure access to the curriculum.
- Incorporate comprehension literacy and writing skills into daily lessons.

**Newcomer Textbooks**
Austin ISD has ordered newcomer materials *In the USA* is for grades 2–5, and *Inside the USA* is for grade 6–12 which develops language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

*In the USA* for grades 2–5 includes:

- Teacher's Annotated Edition- Includes language, high frequency words, phonics, writing, graphic organizers. Includes Language CDs
- *In the USA* Assessment Handbook
- Vocabulary Picture Cards-222 large format picture cards facilitate the presentation and practice of basic vocabulary.
- Sound/Spelling Cards-26 double-sided cards present clear visuals and mnemonics for learning sounds and spellings.
- *In the USA* Newcomer Student Book
- *In the USA* Student Book/Practice Book Set
**Inside the USA for grades 6–12 includes:**

- Teacher's Edition- Includes complete lesson plans and additional supports for working with newly arrived and preliterate students. Includes Language CDs.
- Vocabulary Picture Cards-222 large format picture cards facilitate the presentation and practice of basic vocabulary.
- Sound/Spelling Cards-26 double-sided cards present clear visuals and mnemonics for learning sounds and spellings.
- Phonics and Decoding Transparencies-10 full-color transparencies visually engage students to introduce the basic skills and strategies.
- Phonics Picture Cards-189 double-sided cards for practice and reinforcement.
- Word Builder CD-ROM-Offers teachers an electronic version of the Letter and Word Tiles. Also available online (with purchase of the program).
- Student Book-10 units, each with three parts: Language Development, Language and Literacy, and Writing
- Student Practice Book-Extensive and interactive practice opportunities to support literacy instruction. Includes 5 tear-out/fold-up books for reading practice

**International Welcome Center (IWC)**

The International Welcome Center (IWC), located at Lanier High School, serves as a one-stop location providing a friendly environment and a hospitable, culturally sensitive approach for immigrant students and families who are new to the country.

The IWC will assist with testing of students who are new to US schools and Austin ISD.

Bilingual staff at the IWC tests students’ oral language proficiency in English and Spanish using the Pre-LAS or LAS-Links Test to help the LPAC determine a student’s placement in ESL or general education classes. When a student in grades 2nd–12 grade scores a 4 or 5 on LAS links, the student’s home campus must test the student’s academic reading and language proficiency using a norm referenced assessment. The Department of ELLs has selected ITBS for grades PK–8 and ITED for grades 9–12 to determine eligibility for Bilingual/ESL services.

Campuses wanting to administer the ITBS or ITED will need to contact Natalie Rodgers, Testing Specialist at Systemwide Testing 512-414-3471, by email to request the assessment and answer document.

- Campuses may receive it by campus mail or if needing to administer the ITEBS/ITED urgently, may pick it up in person.
- Completed ITBS/ITED documents must be returned in person to SWT.
- Systemwide Testing will provide the results to the campus within one school week.

Since school enrollment requirements can be difficult for immigrant families to navigate, the IWC staff provides information about AISD procedures for enrollment. Contact information on various community agencies is made available to families who need additional resources. Families are provided metro transit schedules, free/low cost medical clinics, school supply resources and community services information.
The IWC provides parents/guardians guidance on the documents required to register at the home campus.

- **Proof of Residency in the School District**
  - School officials may require ELLs to provide proof that they live within the boundaries of the school district. Copies of phone and water bills, lease agreements, [mortgage statements] or other documents may be requested for this purpose. A school district’s requirements to establish residency must be applied in the same way for all students.
  - However, a campus may not ask about the parents’ of the ELL student’s citizenship or immigration status to establish residency within the district, nor may a campus deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.

- **Birth certificate or affidavit showing proof of age**
  - In order to show that a student falls within the school district’s minimum and maximum age requirements, school officials may request a copy of the child’s birth certificate.
  - However, a campus may not prevent the child from enrolling in school because he or she has a foreign birth certificate.

- **Report cards or any type of school record from previous schools**
- **Immunization records**
- **Verification of address such as a housing lease or mortgage statement or electricity/water or phone bill**
- **Parent ID or Guardianship Card**

The IWC serves as a liaison between parents and their child’s home campus. IWC maintains contact with registrars and LPAC Chairs, in order for parents/guardians to know the campus contact who will facilitate the registration and placement process.

The IWC is staffed by one full time Facility Coordinator and part-time hourly assessors, who administer the required oral language proficiency assessment to determine qualification for ELL/LEP services.

For the 2010–2011 academic year, the IWC also tested a sample of students from the 10 Dual Language Program pilot schools by administering the Pre and Post assessments in English and Spanish. The Center collaborated on assessment results with the AISD Department of Research and Program Evaluation to measure the growth of each student.

As of today the center has been testing a sample of students in 26 different elementary campuses at 4 different grades.
English Language Development Academy (ELDA)

The ELDA program is located at Webb Middle School.

The program serves:

- ELs who have been in the United States schools three years or less
- ELs who have not exited LEP status and are in year 4 in Bilingual Education
- Long Term ELs that score beginning on TELPAS
- Refugee/asylees in their 5th year in US schools

ELDA accelerates students’ knowledge of subject matter and development of English language skills, promotes student achievement, and prepares English language learners to achieve academic success. Students in ELDA receive intensive literacy development, and all content area instruction is taught through the utilization of sheltered instruction strategies.

International High School (IHS)

The International High School (IHS) is a newcomer program Austin ISD established in 2005 to better serve recently-arrived immigrant high school students. It serves all Austin ISD high schools and is located at Eastside Memorial High School at the Johnston campus. Students receive explicit instruction in English language development and content with native language support. There is a focus on academic English and on preparing students to be fully integrated into the regular high school program.

IHS will accept students, 14 – 18 years of age who score at the Beginner or Early Intermediate English Language proficiency level, and who are new to US schools, or have attended any US school for a maximum of one year or part of one year. Students who have attended US schools and have left the country for more than five years are eligible to attend IHS.

The length of time the student attends IHS is based on student need and English language proficiency progress. Most students remain at IHS for up to two years. The student will be placed at their home campus after two years, or when the student has reached in Reading, the Advanced High level in English proficiency as measured by TELPAS.

International High School, in partnership with the host campus, will provide necessary higher level courses for newcomers, who after transcript analysis have more than 10 credits.

Specific eligibility criteria for the International High School:

- Student is entering a US school for the first time or has attended a US school for a maximum of one year or part of one year.
- Foreign Exchange Student (FES) who qualify for ESL services are also eligible.
- Must have clearance from school nurse that immunizations are up to date and acceptable.
- Must have appropriate guardianship forms if student does not live with parents.
- Must be 14 – 18 years of age as of September 1.
• Must be entering 9th or 10th grade.
• Home Language Survey indicates a language other than English on items 1, or 2, or 3.
• Home Language Survey must be signed and dated by the parent or guardian.
• Country of Origin on Home Language Survey indicates a country other than the U. S.
  o Exception: Student was born in the U. S. but has lived and attended school outside of the U. S. prior to the current school year; or student was born in Puerto Rico and went to school there.
• Must have a LAS Links score of Beginner or Early Intermediate Level (scale score of 489 or below). Students who meet other criteria, but who score above an Early Intermediate Level, are placed at their neighborhood school.

**Refugees and Asylees**

Refugees and asylees receive the same instructional program as the newcomer population. These students may be eligible to receive an additional two years of exemptions/accommodations from state standardized testing based on state criteria.

A **refugee** is, “A person who is outside his/her country of nationality or habitual residence; has a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country, or to return there for fear of persecution. (United Nations High Commission on Refugees 1993:6)

An **asylee** is someone who applies for protection in the United States, regardless of their country of origin or their current immigration status. Asylum status is a form of protection available to people who: a) Meet the definition of refugee, b) Are already in the United States, c) Are seeking admission at a port of entry. (United Nations High Commission on Refugees 1993:6).

According to Austin ISD Community Education Refugee Services, in 2013-14 about 675 refugee students throughout 70 Austin ISD campuses, although 550 are concentrated on 25 key campuses. This breaks down approximately to 225 in 15 high schools, with the highest numbers at International, Lanier, Travis, Reagan, EMHS, and McCallum; 125 in 14 middle schools, with highest numbers at Burnet, Pearce, Fulmore, Dobie, and Martin; and 325 in 41 elementary schools, with highest numbers at Walnut Creek, Wooldridge, Harris, Linder, Sanchez, Cook, Reilly, Andrews, and Uphaus.

From 2010 – 2013, Austin ISD’s refugee students have been arriving from Burma (Burmese, Karen, Chin, or Karenni speakers) 37%; Iraq 19%; Bhutan (Nepali speakers) 11%; and Cuba 11%; with smaller numbers from Congo 4% and Democratic Republic of Congo 3%. Additional small numbers of students have arrived from Burundi, Sudan, Somalia, Ethiopia, and Iran. Of note, all refugee/asylee students from Burma, Iraq, and Bhutan are new to the English alphabet, and to “Arabic” numerals.
**District and Department of ELLs Expectations**

The Austin ISD Office of Refugee Family Support is part of the Department of School, Family and Community Education and is housed at Baker Center. The office facilitates parental involvement through parent education sessions held at local refugee resettlement agencies. However, we welcome the opportunity to work with school staff to facilitate parent education trainings, cultural exchanges or meals, or parent–teacher conferences at the schools.

Among its services, the Austin ISD Office of Refugee Family Support meets with school staff for trainings about our refugee population and provides interpretation/translation for parent education sessions, special communication needs between school and home, parent–teacher conferences, IMPACT meetings, etc. It also assists families with school business.

Ideally, new refugee students would be placed in a Newcomer’s Program, perhaps multi-grade, where they could receive daily beginner ESL instruction and English language support in other academic subjects. New students need a mentor, or mentors, who will help them through the routines of lunch, dismissal, bus, changing classes, dressing out for PE, etc. One model that has worked well at middle school and high school is for the new refugee student to shadow the ESL teacher or a buddy for the first days until he/she is familiar enough with the school to begin changing classes.

**Administrator Expectations**

Documentation substantiating the coding of a student as an asylee or refugee must be obtained by the resubmission deadline for the relevant PEIMS submission (i.e., PEIMS submission 1 or PEIMS submission 3).

Families needing written documentation that a student meets refugee or asylee status for PEIMS reporting purposes can contact the US Office of Refugee Resettlement for assistance ([www.acf.hhs.gov/programs/orr/](http://www.acf.hhs.gov/programs/orr/)). Assistance is also available from the Office of Immigration and Refugee Affairs at the Texas Health and Human Services Commission (512) 206-5033.

Only students who have been granted asylum qualify for UNSCHOoled Asylee/Refugee Code “2 = ASYLEE.” This code cannot be used for a student whose Form I-94 Arrival/Departure card indicates asylum status pending. Asylum must have been granted to use this code.

The Refugee Family Support office assists with enrollment of special needs children, secondary migrants who do not have a local case manager, and some families who need assistance with intra-district transfers.

- Students in grades PK – 8, are placed by Date of Birth at their neighborhood school.
- For students 14 – 21, they are placed in 9th grade unless they have transcripts proving they have completed secondary courses.
- Students who are between 14 and 18 years old are age eligible to attend International High School.
References and Resources


Long Term English Language Learners

Long Term ELLs (LT ELLs) are students who have been in US schools for six (6) or more years, and who are making progress in their English acquisition at a slow rate. These students usually have good conversational skills in English, but lack the academic vocabulary and literacy skills necessary to be academically successful in the classroom.

Several common characteristics emerge which define the Long-term English Language Learner (Menken, Kleyn, & Chae, 2007; Callahan, 2006; Freeman, Freeman, & Mercuri, 2002; Ruiz-de-Velasco & Fix, 2000):

- Are typically found in grades 6–12;
- Speak different languages and come from all over the world;
- Are often orally bilingual and sound like native English speakers. However, they typically have limited literacy skills in their native language, and their academic literacy skills in English are not as well-developed as their oral skills;
- Fall into two main groups: (1) Transitional students who have moved back and forth between the United States and their family's country of origin and have attended school in both countries; and (2) Students who have received inconsistent schooling in the United States, moving in and out of bilingual education, English as a second language, and mainstream programs in which they received no language support services.
- Have often not resided in the United States continuously, despite the fact that they may have been born in the US, therefore, the US born label can be misleading;
- Experience inconsistent schooling because of frequent moves or incoherent language programming within and across the schools they have attended. Thus, many have significant gaps in their schooling;
- Perform below grade level in reading and writing and, as a result, struggle in all content areas that require literacy;
- The overall school performance of long-term English language learners is low, with poor grades and grade retention commonplace, making this population at high risk for dropping out;
- Have different needs from those of newly arrived English language learners, yet language programming at the secondary level is typically intended for new arrivals;
- In addition, most educators are unfamiliar with the specialized needs of this population, a problem compounded by poor data about these students in their school records.
District and Department of ELLs Expectations

Long Term ELLs require a different instructional model in order to intensively support and foster their acquisition of academic and content related English (Olsen 2010; Kinsella).

These students should be scheduled into on-grade level content area courses with teachers who are ESL certified or Sheltered Instruction trained. LT ELLs usually perform below grade level in reading and writing and, as a result, struggle in all content areas that require literacy. In addition to their English Language Arts class these students should be placed in a Reading class which provides rigorous English language instruction that focuses on academic language development and intensive literacy and writing instruction.

It is recommended that these classes be taught by teachers with a reading certification or have experience with literacy instruction. Other content area courses must structure lessons that focus on both content objectives and language objectives so that students are continually exposed to necessary academic vocabulary and concepts.

<table>
<thead>
<tr>
<th>Placement Recommendations for Long Term English Language Learners (LTELLs)</th>
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<tbody>
<tr>
<td>• ELLs must be scheduled into on-grade level core content courses.</td>
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<tr>
<td>• ELLs must be enrolled in at least one core content area course, each semester, where the teacher is ESL certified.</td>
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<tr>
<td>• ELLs should be scheduled into a Reading classes which focus on academic English language development and intensive reading and writing instruction.</td>
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<tr>
<td>• Core Content area teachers should be ESL Certified /Sheltered Instruction Trained</td>
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<tr>
<td>• It is recommended that core content teachers be trained in literacy instruction in their content area.</td>
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<tr>
<td>• Students in need of additional support in content area courses should be scheduled into Labs such as Reading Lab or Math Lab for focused instruction.</td>
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<tr>
<td>o Labs must target on the specific deficit skills based on student data</td>
</tr>
<tr>
<td>o Labs function as a tiered intervention based on the RtI model</td>
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</table>

Course Descriptions for Long Term ELLs.

• ELA Classrooms: It is recommended that long-term ELLs be placed in a Sheltered ELA classroom specifically designed for long-term ELLs in need of extra support. This course must be taught by a Language Arts certified teacher. It is recommended that the teacher be sheltered instruction trained or possess an ESL Certification. This course covers the corresponding content course standards and student expectations.
• **Reading Class**: It is recommended that long-term ELLs be placed in a Reading class in addition to their required ELA class. This reading class should be taught by a Reading or an ESL teacher certified in Reading. The focus of this class is on academic English Language development with intensive literacy instruction. Reading classes offered may vary by campus.

• **Sheltered Content Classrooms**: It is recommended that long-term ELLs in need of additional language and content support be placed in on-grade level sheltered content courses designed for LTELLs which will ensure their academic success. Sheltered courses cover the corresponding content course standards and student expectations, but are accommodated using English as a Second Language teaching strategies. All content courses must be taught by teachers who are certified to teach the particular content. Although an ESL endorsement is not required for content teachers teaching ELL students, training on second language strategies or sheltered instruction is recommended.

**Administrator Expectations**

It is Austin ISD and The Department of English Language Learners expectation that the campus make instructional provisions necessary to meet the needs of English language learners. Such provisions should include:

- Ensuring high priority is given to the instruction of ELLs when developing the master schedule;
- Establishing systems for collaboration between counselors and LPAC chairs in scheduling students and planning the master schedule.
- Ensuring that all school counselors receive professional development on appropriate placement and monitoring for ELLs. Ensuring that the ELL population and their needs are addressed in the campus improvement plan (CIP);
- Ensuring that Annual Measureable Academic Objectives (AMAO 1,2,3) are attained;
- Establishing campus systems to identify high risk ELLs in need of additional emotional and academic support;
- Establishing campus systems to ensure timely and appropriate interventions are provided to students in need of additional support (RtI);
- Adjusting programmatic factors that impede the social and academic success for ELLs;
- Establishing and maintaining structures to provide counseling support to identified ELLs such as an advisory period with a case manager;
- Establishing systems for enlisting mentors for identified high risk ELLs;
- Establishing structures for parent involvement and specific training of parents of high risk ELLs for school to home support;
- Scheduling high risk ELLs with cohorts of teachers (PLC) who will ensure the social and academic success of the student;
- Providing professional development opportunities for teachers on Sheltered Instruction, ESL Certification, Literacy Instruction;

**Teacher Expectations**

It is an Austin ISD expectation that each teacher:
• Utilize assessment data to monitor student progress, guide instruction and adjust lesson delivery;
• Provide the appropriate interventions in a timely manner to students in need of additional support;
• Ensure lessons actively engage students by ensuring that relevant content connections are made to student interest and everyday life;
• Utilize Sheltered Instruction/ESL strategies to ensure access to the curriculum;
• Ensure that student tasks are rigorous, aligned to the curriculum, and highly supported;
• Incorporate comprehension literacy and writing skills into daily lessons;
• Align student task to the TEKS and the English Language Proficiency Standards (ELPS);
• Monitor student attendance and ensure opportunities are provided for students to successfully complete tasks;
• Explicitly teach learning strategies and study habits.

References and Resources


Bilingual Special Education PPCD (Preschool Program for Children with Disabilities)

The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) are two of the nation’s most significant federal laws relating to the education of children with special needs. The primary focus of NCLB is to improve the education of all children with an emphasis on children from low-income families, including those students who are identified as being Limited English Proficient and require special education assessment.

In order to comply with federal and state law regarding Special Education services for English language learners, both the Department of Special Education and the Department of English Learners within Austin ISD continue to work collaboratively with one another. This collaborative effort ensures the strategic alignment of services on behalf of both departments working as one, so that the needs of all English language learners with disabilities are met.

The expectation is to support and monitor the implementation of the 2013 English Language Learner Special Education Strategic Plan, which in turn ensures equity in federal and local funding, programming and delivery of scheduled services for ELLs with disabilities and continued support efforts with other entities. For example, the development of the Special Education Manual 2012-2013 was an end product of the collaborative work between the Austin ISD Special Education Department, Austin ISD Dept. of ELLs and, Dr. Alba Ortiz of the University of Texas at Austin’s Special Education ELL Department. This manual is based on the premise that English language learners with special needs require an educational program that contains several critical components as outlined below:

**District and Department of ELLs Expectations**

The mission of the PPCD is to promote an understanding of the importance of intervention during the most critical development years of a child’s life, while providing for their communicative, academic, cognitive, and social success in the least restrictive setting.

The mission of the Bilingual Program in PPCD is to support 3–5 year old ELLs who are also receiving special educations services to:

- Develop competence in communicative and academic English;
- Enhance academic native language skills, and
- Assure the development of positive self-images and attitudes towards other cultures.

It is Austin ISD and The Department of English Language Learners’ expectation that there be:

- Shared knowledge base among educators about effective strategies to work with ELLs;
- Respect and appreciation for the students’ native language and culture;
- Curriculum of academic rigor and one that is culturally responsive;
- Effective teaching methodologies and strategies for the ELL with special needs;
- The expectation is to continue to support the ELL and their families by maintaining intra-department collaboration meetings.
- Recruit and retain specialized English Learner special education support specialist;
- Provide Special Education professional development for Bilingual/ESL Special Education educators;
• Provide families with children receiving Special Education services, with translation and interpreter services;
• Provide web based and print communication to parents and community;

**Administrator Expectations**

It is an Austin ISD expectation that each PPCD campus:

• Complies with the district protocol and process in regards to appropriate identification and providing students in appropriate instructional supports and services in order to meet the student’s Individual Education Plan (IEP);
• Ensure that all students Individual Educational Plans are appropriately implemented;
• Ensure that students with special needs are provided services from educators with specific certifications such as Bilingual/ESL Certifications;
• Ensure that the LPAC/ARD (Entry and Exit) collaborative meeting is conducted in a timely manner;
• Placement decisions for ELL/LEP students are made in conjunction with the ARD/LPAC process;
• Provide time for core content area teachers and Inclusion teachers to collaborate and plan based on student needs;
• Special education, bilingual, and ESL professionals share information about effective strategies for working with ELLs;
• Provide opportunities for educators to attend professional development specific to needs of bilingual/ESL students;
• Provide a collaborative and supportive relationship between parents and the school;
• ESL instruction is aligned to the Austin ISD ELL/ESL framework and is part of the daily schedule;
• Training on bilingual/ESL best practices is accessed thorough district professional development resources;
• Curriculum of academic rigor that is culturally responsive (i.e., recognizing strengths and experiences of individual cultures and using them as tools to achieve academic mastery) is implemented in all classrooms;
• Effective teaching methodologies and strategies for the ELL students with special needs are utilized according to each student’s individual needs and strengths;
• The ELL/ESL section of the Special Education Operational Guidelines is used as a resource for program information;
• State and federal regulations for both ELLs and students with disabilities are followed;
• Opportunities for students to experience cultures represented in the classroom and campus community are accessed or created.

**Teacher Expectations**

It is an Austin ISD expectation that each PPCD classroom promote:

• Respect and appreciation for all students native languages and cultures is evident in the classroom and school community;
• A collaborative and supportive relationship between parents and the school is maintained, such as all communication between home and school is delivered in parents’ native language whereever possible;
• General education teachers plan collaboratively with Inclusion support teacher to meet students’ educational and linguistic needs;
• Provide the required modifications/accommodations for student success;
• Review, understand and implement the student’s Individual Education Plan;
• Monitor student progress;
• Utilize Sheltered Instruction and ESL strategies;
• Ensure that the linguistic needs of the students are considered.

**Monitored Students (Exited ELLs)**

**District and Department of English Language Learners Expectations**

A monitored ELL/LEP student is a student in his/her first or second year after exit from LEP status. Exit criteria are based on TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English. 19 TAC§ 89.1225(h-k).

**Administrator Expectations**

The LPAC committee is responsible for monitoring exited students for the two years after they exit the Bilingual or ESL program. TEC §29.0561. Monitoring consists of incremental, documented review of grades, academic progress, STAAR/TAKS scores, etc.

Newly exited students naturally experience adjustments to the mainstream classroom environment. Campuses should be aware of this and utilize all available resources to ensure former ELL students continue to achieve academic success.

During the first two years after a student is exited out of a bilingual education or special language program under Section 29.056 the language proficiency assessment committee shall review the student’s performance at the end of each grading period. The LPAC will consider:

• The total amount of time the student was enrolled in a bilingual education or special language program.
• The student’s grades each grading period in each subject in the foundation curriculum under Section 28.002 (a) (1).
• The student’s performance on each assessment instrument administered under Section 39.023 (a) or (c).
• The number of credits the student has earned toward high school graduation, if applicable, and,
• Any disciplinary actions taken against the student under Subchapter A, Chapter 37.

If a student who has been exited within the last two years has received a failing grade in a subject in the foundation curriculum during any grading period, the LPAC must reevaluate that
student and determine which services will provide the greatest acceleration and academic success for the student. See LPAC Manual on TEA website.

- Promote high expectations, early identification of learning problems, and timely and effective individualized help for ELLs. See Response to Intervention and eCST.
- Encourage attendance in a high quality, focused summer program to help struggling exited students. See Summer School section on Program Design and Description.
- Invite the student to return to ELL/LEP status to receive support.

**Teacher Expectations**

It is an Austin ISD expectation that each teacher will:
- Monitor and document student progress using GradeSpeed, AIMS, LPAS.
- Provide interventions based on student needs.
- Collaborate with the LPAC Committee and provide documentation of interventions for each 6/9 week monitoring of exited ELLs.
- If student is failing one or more core content course, meet with the LPAC to determine other interventions needed.
- Placing the student back in ELL/LEP status is a last resort and should only be based on language need and documentation of interventions attempted.
ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

The English Language Proficiency Standards (ELPS) are federally required instructional standards which outline English language proficiency level descriptors and student expectations for English language learners. In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

District Expectations

The State Board of Education approved revised TEKS for addressing the second language acquisition needs of ELLs. The revised TEKS are called English Language Proficiency Standards, (ELPS). The ELPS require all teachers to provide instruction to ELLs in listening, speaking, reading, and writing second language acquisition skills. The English Language Proficiency Standards, 19 TAC §74.4, outline the instruction school districts must provide to English language learners in order for them to have the full opportunity to learn English and to succeed academically. The rule also clarifies that the ELPS are to be implemented as an integral part of the instruction in each foundation and enrichment subject of the TEKS.

The school district shall:

- Identify the student’s English language proficiency levels in the domains of: listening, speaking, reading and writing in accordance with the proficiency level descriptors for beginning, intermediate, advanced, and advanced high levels;
- Provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated, communicated, sequenced, and scaffolded, commensurate with the student’s level of English Language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- Provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in a manner that is linguistically accommodated to help the student acquire English language proficiency; and
- Provide intensive and ongoing foundational second language acquisition instruction to ELLs who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and writing as determined by the state’s English language proficiency assessment system. ELLs at the Beginning and Intermediate level of English language proficiency require focused, targeted, and systematic second-language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning in English.
**Department of English Language Learners Expectations**

To help campuses implement the specific standards, the following actions are being implemented by the Bilingual and Dept. of English Language Learners:

- ELPS training has been developed and offered throughout the year to all campus staff through e-campus.

- A training of trainers (TOT) module of the ELPS Linguistic Instructional Alignment Guide (LIAG) was provided to one or two representatives of each campus with the goal that each trainer turn the training around at each campus. Signatures of staff at each campus receiving training and number of LIAGs provided for teachers is monitored by the Bilingual and Dept. of ELLs.

- Ongoing collaboration between the Bilingual and Dept. of English Language Learners and the four core curriculum departments will continue to facilitate ELPS implementation across the curriculum.

- Core content Curriculum Road Maps (CRMs) include the ELPS and ESL strategies to support English language learners.

- During District Wide Staff Development and New Teacher Orientation, teachers and other district staff will continue to be trained on the ELPS using ESC Region 13 and district planning documents. Webinar modules may be accessed on the DWSD website at [http://dwsd/](http://dwsd/) (intranet only).

- The Department of English Language Learners staff and ESC Region XIII will continue to provide administrators and teachers professional development on the ELPS.

**Administrator Expectations**

It is an Austin ISD expectation that each Campus Administrators will:

- Ensure teachers are provided opportunities to participate in ELPS professional development.

- Ensure content area teachers provide instruction using grade-level content area TEKS and ELPS.

- Monitor instructional practices that support ELPS such as communicating, sequencing, and scaffolding.

- Ensure content (TEKS) and language objectives (ELPS) are aligned to student tasks.

- Ensure that explicit academic vocabulary instruction is integrated in all lessons.

- Ensure that reading and writing skills are explicitly taught in every content area.

- Provide opportunities for training of the ELPS LIAG and ensure that each staff member is provided a copy to be utilized as a resource for lesson planning.
Teacher Expectations

It is an Austin ISD expectation that each teacher will:

- Provide classroom instruction that effectively integrates second language acquisition with quality content area instruction that ensures that ELs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

- Design effective instruction in second language acquisition that involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English language development while gradually increasing the linguistic complexity of the English language they read and hear, and are expected to speak and write.

- Understand and use the TELPAS proficiency level descriptors (PLDs) to move students from one proficiency level to the next through linguistically accommodated (communicate, sequence, and scaffold) instruction.

- Use prior spring’s TELPAS proficiency level ratings, at the beginning of the school year, to guide and determine appropriate ELPS linguistically accommodated instruction.

- Monitor student progress and adjust linguistic accommodations accordingly.

- Provide data on student progress to LPAC to inform STAAR/TAKS participation and linguistically accommodated testing (STAAR/TAKS-LAT) decisions.

- Create focused lesson plans that target academic language and concept development.

- Ensure that ELLs are provided linguistic accommodations on a routine basis, including for all assessments.

- Align and implement content and language objectives to student tasks.

- Attend professional development on Sheltered Instruction, ELPS, and other such training that will promote and enhance the understanding of the linguistic and academic needs of ELLs.

- Utilized the ELPS LIAG as one resource for lesson planning.

ELPS Linguistic Instructional Alignment Guide

The ELPS Linguistic Instructional Alignment Guide (ELPS LIAG) allows teachers to see the connections between the ELPS, College and Career Readiness Standards (CCRS), TELPAS Proficiency Level Descriptors, and linguistic accommodations. The integration of these components is critical in lesson planning in order to meet the linguistic needs of English language learners.

Linguistically accommodated instruction involves the differentiation of instructional materials, strategies, and tasks based on the student’s current level of language proficiency. Classroom
instruction and content should be communicated in a manner that ELLs understand through the use of sequential skills and scaffolded instructional techniques and tasks. As students learn English, linguistic accommodations are adjusted to meet the individual ongoing academic language needs. The ELPS LIAG will serve as a resource to help educators routinely provide second language acquisition support through linguistically accommodated instruction. This support will facilitate the task that ELLs face in learning English and content area material simultaneously. (ELPS LIAG, Texas Education Agency).

References
ELPS Academies - Education Service Center Region XIII. www5.esc13.net/teachingandlearninG_Tekspd/sessioninfo/elps.html

Education Service Center, Region 20. www.esc20.net


ELPS Linguistic Instructional Alignment Guide (ELPS LIAG). TEA.

ELPS Instructional Tool

The ELPS Instructional Tool is a resource for teachers to appropriately plan, deliver and assess instruction for beginning and intermediate ELLs in grades 3-12. The resource includes a guide for planning instruction, including linguistic accommodations, activities that integrate the four language domains, supplementary materials, and ongoing assessment of progress. The proficiency level descriptors along with the degree of linguistic accommodation for beginning and intermediate level students are included. Finally, the tool includes question stems and answer frames to provide support for ELLs and teachers alike.

Ideally the ELPS Instructional Tool should be used in conjunction with the ELPS LIAG to provide targeted, focused and systematic instruction to beginning and intermediate ELLs in grades 3-12.
SPECIAL EDUCATION

Federal Law Requirements
The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) are two of the nation’s most important federal laws relating to the education of children. The NCLB’s primary focus is to improve the education of all children with an emphasis on children from low-income families, including provisions that apply to all students whose disabilities require special education assessment of LEP students. IDEA is a law that ensures services to children with disabilities throughout the nation, governing how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities. Children with disabilities (birth–2) and their families receive early intervention services under IDEA, Part C. Children and youth (ages 3–21) receive special education and related services under IDEA Part B.

Texas Law Requirements
September 2007, new state regulations went into effect for Entry and Exit procedures for Special Education ELL/LEP students. New Regulations for Entry TAC 89;1225(f) (4), New Regulations for Exit TAC 89.1225(K). See ARD LPAC Collaboration Procedure on Austin ISDweb/specialeducation/Online Library.

The Texas Administrative Code indicates that ELL students will not be denied placement in ESL or bilingual programs because of their status as a student with a disability. The code also requires that the school’s language proficiency assessment committee (LPAC) and the admissions review and dismiss (ARD) committee work collaboratively when an ELL is being considered for and/or receiving special education services.

Texas has developed a flow chart that maps the special education referral and identification process for ELLs. The chart is intended as a guide for identification, placement and services that address the needs of ELLs being considered for special education and helps to clarify state law. See Special Education/ Bilingual Education Manual.

District and Department of English Language Learners Expectations
The Austin ISD Special Education and Dept. of English Language Learners collaboration has developed the following:

- **Special Education/ Bilingual Education Manual, 2010–2011** is based on the premise that ELL’s (English language learners) with special needs require an educational program that contains several critical components:

- **Administrative collaboration**: Participation in ongoing monthly meetings between The Department of English Language Learners and Department of Special Education to discuss ARD/LPAC training, SEEDS/LPAS system updates new teacher academies, problem-solve joint issues and focus on the achievement gap in learning.
The Department of English Language Learners ensures that the Department of Special Education has a sufficient number of ESL certified teachers for ELLs with disabilities. See Professional Development:

Collaborate with the Department of Special Education to provide ongoing professional development for administrators and special education teachers. See section on Professional Development.

Interpretation and Translation Services: Provide information to campus administrators regarding translation and interpretation services through providers such as Office of Refugee Services and Department of Special Education.

Administrator Expectations

“Special education services shall be provided to eligible students in accordance with state statutes and the State Plan under Part B of the individuals with Disabilities Education Action (IDEA)“.

It is an Austin ISD expectation that each Campus Administrator will:

- Ensure that all teachers follow the student’s IEP plan and the appropriate ELL federal and state mandates.
- Ensure that all teachers implement the ELPS and district curriculum for special education-ELL students.
- Ensure the ARD Committee and the LPAC collaborate on assessment decisions for ELL students, (See LPAC Chair Manual and LPAC Decision-Making Process for the Texas Assessment Program Manual.
- Ensure of linguistic accommodations are provided for instruction and assessment. 
  
- Provide opportunities for staff to attend Special Education/ELL professional development.

Teacher Expectations

It is an Austin ISD expectation that each teacher will:

- Implement the IEP plan and implement appropriate linguistic accommodations and special education accommodations/modifications for instruction and assessment.
- Implement the ELPS into the curriculum.
- Attend Special Education/ELL professional development.

References and Resources

Language Proficiency Assessment Committee (LPAC) Framework Manual www.tea.state.tx.us
and http://portal.esc20.net/portal/page/portal/esc20public/bilesi/LPACFramework

LPAC Decision-Making Process for the Texas Assessment Program Manual
http://www.tea.state.tx.us/student.assessment/ell/lpac


- The Austin ISD web/specialeducation/onlinelibrary has several resources including:
  - Bilingual Education/ESL Special Education Manual.
  - English Language Learner (ELL) Referral Form/Special Education.
  - Foreign Language Interpreter Request (PDF Format or Word Format).
  - English/Spanish Interpreter's Information Manual.
  - Spanish Interpreter Guidelines.
GIFTED AND TALENTED EDUCATION/ADVANCED ACADEMICS

The Texas Legislature mandates through the Texas State Plan for the Education of Gifted and Talented Students that all school districts identify and serve Gifted and Talented (G T) students at all grade levels. G T students are children or youth who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibit high performance capability in an intellectual, creative, or artistic area; (2) possess an unusual capacity for leadership; or (3) excel in a specific academic field (Texas Education Code §29.121). In Austin ISD G T students are identified and served in the four core content areas.

The mission of Austin ISD’s Gifted and Talented program is to identify and support G T students in grades K–12 with services that are designed to promote higher-level cognition, self-directed learning, and research that will lead to learning experiences that are advanced in relation to students of similar age, experience, or environment. The educators and parents of G T students will be provided with professional development opportunities and resources that are designed to support the needs of their students.

State Goal for Services for Gifted and Talented Students
Students who participate in services designed for Gifted and Talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for Gifted and Talented students will have produced products and performances of professional quality as part of their program services.

District Expectations
In compliance with Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of K–12 G T services and accountability. The Texas State Plan for the Education of G T Students indicates five categories of giftedness: general intellectual ability, specific academic aptitude, creativity, leadership, and visual/performing arts.

Numerous academic studies show that ELLs benefit from being placed in Advanced Academic classes. Mosqueda (2010) reports that ELL Latino/a students who were in advanced mathematics classes and who were high in English proficiency had a better academic performance than their peers who had been tracked into general programs because of their language proficiency. In this study, ELLs in college track mathematics courses scores approximated those of their native speaking peers. Aguirre-Muñoz, Z. and C. K. Boscardin (2008), in a study of students in English classes, found that achievement gaps between ELLs and non-ELL peers widened in response to exposure to the degree of writing and literature analysis offered by teachers. Callahan, R. M., C. Muller, et al. (2008) reported that children of immigrant parents who receive more high school social studies coursework are more likely to become politically engaged members of the community and more likely to seek citizenship.
**Equity in Gifted and Talented (G T) Education**

According to the *Texas State Plan for the Education of Gifted and Talented Students*, equity in G T education exists when the population of the total district is reflected in the population of the gifted and talented services program or has been for two (2) of the past three (3) years.

English language learners can be identified as gifted learners. English language learners may exhibit gifted characteristics although they may not be fluent in English. A gifted student may be hesitant to participate in class because of a lack of English ability. Being limited in English language ability cannot be understood by education professionals as indicating a limited academic ability.

<table>
<thead>
<tr>
<th>Characteristics of Gifted English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strong desire to learn in their language and in English</td>
</tr>
<tr>
<td>• High interest in certain topics</td>
</tr>
<tr>
<td>• Quick grasp of new info.</td>
</tr>
<tr>
<td>• Evidence of creative ability in thinking/problem solving</td>
</tr>
<tr>
<td>• Ability to see relationships and make connections</td>
</tr>
<tr>
<td>• Ability to improvise with everyday objects</td>
</tr>
<tr>
<td>• Exceptional ability in any of the fine arts</td>
</tr>
<tr>
<td>• Exceptional talents in areas valued by their culture</td>
</tr>
<tr>
<td>• High standards for themselves</td>
</tr>
<tr>
<td>• Curiosity</td>
</tr>
<tr>
<td>• Persistent</td>
</tr>
<tr>
<td>• Independence</td>
</tr>
<tr>
<td>• Self-directed</td>
</tr>
<tr>
<td>• Tendency to lead/dominate peers or situations</td>
</tr>
<tr>
<td>• Tendency to find and correct their mistakes</td>
</tr>
<tr>
<td>• Ease in adapting to new situations</td>
</tr>
<tr>
<td>• Takes on leadership role</td>
</tr>
<tr>
<td>• Ability to carry responsibilities well</td>
</tr>
<tr>
<td>• Originality and imagination</td>
</tr>
<tr>
<td>• Ability to express emotions and feelings</td>
</tr>
<tr>
<td>• Articulate in role-playing and storytelling</td>
</tr>
<tr>
<td>• Has a command of informal language</td>
</tr>
<tr>
<td>• Keen power of observation</td>
</tr>
</tbody>
</table>


CollegeBoard has published an equity statement which affirms that all willing and academically prepared students should have access to Advanced Academics. The equity statement specifically calls on educators to (1) act as advocates by eliminating barriers preventing underserved or marginalized populations from taking AP courses, (2) act as advocates to make sure the population of AP classes is reflective of the overall campus population, and (3) provide all students with academically challenging material.

**Implications for English Language Learners in G T Education**

Ensuring equitable access to and participation in G T programs by students traditionally underrepresented in G T services is the goal of the Texas Education Agency’s Equity in Gifted and Talented Education project. The resources in the Texas Education Agency Web site have been useful to Austin ISD in the implementation of G T programs that serve students from Spanish-speaking or bilingual households.

As the state grows and the population changes, educators need to continually evaluate how best to serve all learners, including those who need G T services. The rapidly-growing Hispanic
student population includes many students who come from Spanish-speaking families. Refugees of many diverse backgrounds arrive in the school district each year, with families who may need help in navigating education programs for their children.

**Department of English Language Learners Expectations**

The Department of English Language Learners collaborates with the Department of Advanced Academic Services to ensure that ELLs have access to assessment and, if identified, services from the Gifted and Talented program. Services will be provided at all elementary, middle, and high schools.

The Curriculum Road Maps for 2013–2014 address differentiated instruction in areas of giftedness of ELLs in correlation with the ELPS.

Advanced Academic Services provide training for teachers providing G T services to general education and ELLs.

**Administrator Expectations**

It is an Austin ISD expectation that each Campus Administrator will:

- Ensure the G T Texas State Plan is implemented.
- Appoint a campus G T advocate who support the nomination, identification, and provision of services for G T to include ELLs.
- Provide G T services in the four core content areas-Math, Language Arts, Science, and Social Studies.
- Ensure that teachers, administrators, and counselors attend the required G T Foundations and G T Update hours of professional development.
- Ensure that Family-Community involvement includes parent groups such as the GT Parent Advisory Group and the Austin Association for Gifted and Talented (AAGT).
- Ensure that the Campus G T Decision Making Committee makes placement decisions for students based on qualitative and quantitative assessments, and that ELLs are assessed in a language they understand or with a non-verbal assessment.

**Teacher Expectations**

It is an Austin ISD expectation that each teacher who provides G T services will:

- Implement the G T Texas State Plan.
- Collaborate and coordinate services with the campus G T Advocate.
- Differentiate the curriculum for gifted students (K–12) in area(s) of giftedness.
- Complete a minimum of 30 hours of G T professional development.
- Implement flexible grouping patterns to better meet the needs of gifted students.
- Provide rigorous instruction with appropriate depth, complexity, and pacing to address the needs of G T students.
References and Resources

Advanced Academic Services http://www.Austinisd.org/academics/advancedacademics
G T Parent Corner
http://www.Austinisd.org/academics/advancedacademics/gifted/parentcorner

G T Para Padres
http://www.Austinisd.org/academics/advancedacademics/gifted/para-padres

Advanced Academics Blog http://www.aisdaas.blogspot.com

Advanced Academic Services G T Curriculum Website

PROMOTION AND RETENTION

District and Department of English Language Learners Expectations

The District will adhere to state standards for promotion and retention as specified in Texas Education Code Sec. 28.021(a) and as specified in Austin ISD Board Policy. More information can be found it at the Texas Association of School Board (TASB) link: TASB/EIE (Legal) Academic Achievement Retention and Promotion.
The Department of English Language Learners will use District promotion and retention policy and will train, monitor for compliance, and provide support to campuses.

Administrator Expectations

It is an Austin ISD expectation that:

- The principal will be responsible for making the final decision regarding placement, promotion, and retention of ELLs by following District guidelines and state law.

- Under the Student Success Initiative (SSI) requirements, a Grade Placement Committee (GPC) is formed if an eligible student does not meet the passing standard after two SSI testing opportunities. When a GPC convenes for a LEP student who has not passed the required statewide assessments, the commissioner’s rules specify that the GPC make decisions in consultation with a member of the student’s LPAC. After consultation, the GPC will prescribe accelerated instruction and review parental waiver requests (if applicable). See most recent Grade Placement Committee Manual on www.tea.state.tx.us.

- If an ELL student does not meet the passing standard on the third administration of a statewide assessment required under SSI, the student is automatically retained. The GPC, after consulting with a member of the student’s LPAC, will develop the Accelerated Instructional Plan (AIP) and make the promotion decision if the student’s parent has appealed the automatic retention. The GPC may consider the LPAC member’s advice to the GPC members (the principal or principal’s designee, the teacher in the subject area failed and most importantly, the parent or guardian must be present). Additionally, the student may not be promoted to or placed in the next grade unless he or she has participated in all
required accelerated instruction. See most recent *Grade Placement Committee Manual* on www.tea.state.tx.us.

- For ELL students who are served by special education, the ARD committee in conjunction with the LPAC will make the final decision about assessment and grade placement.

- Students in kindergarten will be retained only in exceptional cases and with the approval of the school and the permission of the parent. If a student in kindergarten exhibits specific performance deficiencies, the circumstances should be documented and discussed by a campus local support team. The team will assist in making recommendations for auxiliary support services designed to better meet the needs of the student.

- Except in extreme cases and in accordance with state law, no student should be retained more than *one time* in grades 1–4 and one time in grades 5–8. Under exceptional circumstances and in accordance with state law, with approval of the school and permission of the parent, a second retention within grades 1–4 or grades 5–8 may be allowed.

*Grade Placement*

It is recommended that a student should be placed at a grade level as indicated by his or her age. The following chart is recommended for grade placement.
Student under 14 Years of age:

<table>
<thead>
<tr>
<th>Grade</th>
<th>If by Oct. 31, the student is</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
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<tr>
<td>2</td>
<td>7</td>
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<td>6</td>
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<td>7</td>
<td>12</td>
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<tr>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

Student 14 and over:

When there are no transcripts available, the LEP students should be placed initially in grade 9. This will give them sufficient time to learn English and accumulate the credits required for graduation. If after placement in grade 9, the student show evidence of rapid progress, they may be promoted to a higher grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>If by Oct. 31 the student is</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>9 or 10</td>
<td>16</td>
</tr>
<tr>
<td>9, 10, or 11</td>
<td>17</td>
</tr>
</tbody>
</table>

Students 17 or over:

Texas Education Code §42.003 (a) states that “students may attend Texas schools if they are 5 years of age or older and under 21 years of age on September 1 of the school year and have not graduated from high school.” If the student has graduated from high school in his/her home country, the student is not eligible to attend school in Texas.

Students may enroll in high school, but are advised that if fewer than four years remain, special permission must be granted for completion of program. They should be counseled as to whether the graduation requirements can be achieved prior to age 21 years. When students have had little or no previous academic experience they need to be advised realistically on how far they can go towards the diploma within the time legally allotted. They need to be informed about procedures for transferring to the adult education program and the requirements of the GED, if acquiring a diploma equivalent is their goal. Before grade placement decisions are made secure as much information as possible from the student, parent, or guardian. School officials need to ascertain the number of hours of instruction already received in a specific course in the student’s country of origin and award credit accordingly.

Refugees are often unable to obtain transcripts. Their placement should be based on information pertaining to previous schooling provided by the student, parent, or guardian. Adjustments sometimes have to be made after the student has spent more time in class.

Also see “Students 17 and Over” in Program Design section.
Parental Report on Student Progress

State and federal law requires that the school inform parents on the progress of their child/children in the Bilingual/ESL program. At the end of the year, the campus will report to all parents of LEP students being served in a bilingual/ESL program of the students’ progress. There should be no surprises for the parent or guardian.

Teacher Expectations

High academic standards should be maintained for ELLs; however, no grading policy should adversely affect a student based solely on language proficiency. The teacher must take into consideration the student’s level of English proficiency when planning assessments for ELLs. Assessments should be dependent on the level of English language proficiency of the student.

- Report cards in the student’s home language will be sent home every nine (9) weeks for grades PK–5 and every six (6) for grades 6–12. In elementary, the parent/guardian will sign and return the Progress Report Envelope to the school.
- Every student will receive a progress report indicating courses student is failing or commendations.
- A parent–teacher conference is conducted to inform parents that the student is performing below grade level. In addition, a parent–teacher conference will be held to inform the parents if retention or placement is a probability. The parent–teacher conference is required at the elementary level and recommended at the secondary level.
- The teacher will provide school day or extended day tutorials for students in areas of need.
- Teachers will provide relevant information to the LPAC Chair, principal and Grade Placement Committee (GPC). The principal will make the final decision regarding the student’s retention or placement.

References and Resources


*Grade Placement Committee Manual, 2010–2011*. [www.tea.state.tx.us](http://www.tea.state.tx.us)


TEA Student Assessment Division.
CULTURALLY RESPONSIVE CLIMATE

The Austin ISD Office of Educator Quality was charged in 2010–11 to develop a clear statement and direction for our district goal to address diversity, cultural proficiency and inclusiveness. Cultural Proficiency is the understanding of an adult that their personal culture and background impact the students they work with. Inclusiveness is a way of being that shows respect, understanding and acceptance in which diversity is valued as an asset within the Austin ISD community.

See the Cultural Proficiency & Inclusiveness (CP&I) webpage which serves as a clearinghouse for Austin ISD Staff.

Outgoing Superintendent Meria Carstarphen had challenged campuses yet to earn the No Place for Hate® designation to learn more about the Anti-Defamation League and No Place for Hate® and make a pledge to help Austin ISD become the largest district in Texas to earn the district-wide No Place for Hate® designation.

Culturally responsive teaching uses student culture in order to maintain it and to transcend the negative effects of the dominant culture. The negative effects are brought about, for example, by not seeing one’s history, culture, or background represented in the textbook or curriculum or by seeing that history, culture or background distorted... Specifically, culturally responsive teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. (Ladson-Billings, 1994)

Culturally responsive teachers have unequivocal faith in the human dignity and intellectual capabilities of their students. They view learning as having intellectual, academic, personal, social, ethical, and political dimensions, all of which are developed in concert with one another. They scaffold instruction and build bridges between the cultural experiences of ethnically diverse students and the curriculum content of academic subjects to facilitate higher levels of learning. These teachers use a variety of approaches to all aspects of the educational process, including curriculum, instruction, and assessment embedded in multicultural contexts. They consider critical and reciprocal dialogue and participatory engagement as central to the acquisition and demonstration of learning. Academic success is a non-negotiable goal for everyone and the responsibility of all participants in the teaching-learning process. (Gay, 2000)

While knowledge of content is critical, it is not everything. When students who don’t look like us walk into our classes, they expect more from us than a lecture... They expect us to establish a safe place for them to learn, to connect with them through passion for our subject matter, and to engage them in the learning by connecting the lesson to their personal lives all the while maintaining a lively instructional pace, incorporating technology, and using a variety of research-based strategies. (Davis, 2012)
**Communication of High Expectations**

1. There are consistent messages (verbal and nonverbal) from both the teacher and the whole school that students will succeed.
2. High expectations influence teacher-student relations and affect student performance, motivation, and self-concept.

**Positive Perspectives on Parents and Families of Culturally and Linguistically Diverse Students**

1. Parents are a child’s first teacher and are critically important partners to both students and teachers.
2. Allow parents to become genuine partners in the education process, teachers establish ongoing dialogue with parents about their hopes for their child, the need of their child, and how teachers can help.
3. An ongoing participation and dialogue with students, parents, and community members on pertinent-to-classroom curriculum and family.
4. Teachers explore and confront their own biases and assumptions.
5. Attention to verbal and body language are important in communicating acceptance of parents as partners.
6. Interpreters make parents more comfortable about expressing complex issues in a new language.

**Cultural Pedagogy**

1. Cultural sensitivity requires that teachers interpret their students’ behaviors within the cultural context of the student. Then, they develop learning tasks that are meaningful to the student.
2. To maximize learning opportunities, teachers gain knowledge of the cultures represented in their classrooms and translate this knowledge into instructional practice.
3. Students are seen as having knowledge and experiences that, if tapped, will accelerate their learning.
4. Cultural sensitivity is not equated with a focus on easily stereotyped artifacts of the culture, such as food and art. Instead, it is based on ways of communicating and learning that are familiar to the student, along with themes that are of interest to them.

**Reshaping the Curriculum**

A reshaped curriculum in culturally responsive teaching challenges students to develop higher-order knowledge and skills and capitalizes on students’ cultural backgrounds. An effective, culturally responsive curriculum:

1. Is integrated and interdisciplinary;
2. Is meaningful, child centered, and connected to the child’s real life;
3. Utilizes a variety of learning strategies, such as cooperative learning, whole
language, and diverse learning styles.

4. Includes a statement of the educator’s impact on the curriculum through his/her knowledge of their own personal background, values and biases.

**Behavior Supports**

School-wide behavior supports should be proactive and promote a positive, culturally responsive climate that is conducive to learning by all. Teachers, administrators, and support staff should:

1. Understand that perceptions of behavioral appropriateness are colored by cultural expectations and that what is perceived as inappropriate varies across cultures.
2. Connect with their students in ways that convey respect and caring.
3. Constantly reteach, monitor, and adjust behavioral expectations, with an understanding of the students’ cultural framework, to ensure student success.
4. Provide a continuum of support; and
5. Involve families and the community.

**District Expectations and Department of ELLs Expectations**

Austin ISD departments are working towards culturally responsive teaching. For example, the Office of Special Education has a section on Culturally Responsive Teaching in its *Special Education/Bilingual Education Manual*.

**District Expectations**

- Priority should be given to assigning and retaining administrators, teachers, and support personnel in schools with high-poverty, culturally and linguistically diverse students.
- Collaboration and partnerships at various levels should be promoted.
- Collaboration between Dept. of ELLs, Special Education, and General Education administrators to ensure that special educators play a role in developing effective intervention models designed to reduce inappropriate referrals to special education.
- Collaborate with community agencies, organizations, figures, and leaders to build on local assets and promote culturally responsive practice.
- Collaborate with teacher education programs to provide relevant coursework and quality field experiences in high-poverty, culturally and linguistically diverse schools.

**Administrator Expectations**

**Culturally responsive Campus/School Leadership:**

- School principals’ beliefs, values, educational philosophies, and interpersonal as well as management skills have a great influence on the climate and culture of a school.
- School principals have staff who represent the cultures that are represented in the student population; that teachers have instructional materials that address the needs of the cultural diversity; and that teachers are supported by providing training that
addresses the cultural diversity.

- Strong leadership is an essential component of effective culturally responsive schools.

**Teacher Expectations**

**Culturally responsive teachers:**

- Explicitly teach skills and build cultural capital to facilitate learning
- Support diverse cultures by organizing, mediating, and developing relevant cultural activities;
- Are caring, committed, and respectful - they believe in their students’ abilities and desire to learn; they validate, affirm, facilitate, liberate, and empower;

**References and Resources**

*Classroom Management: Building Relationships for Better Learning*; Professional Development online from ASCD.

*Embracing Diversity, Respecting Others*; Professional Development online from ASCD.


*Diversity Kit: An Introductory Resource for Social Change in Education- Part II: Culture*


The New England Equity Assistance Center (EAC) a program of The Education Alliance at Brown University--presents principles, stories, and online resources to support culturally responsive teaching in schools and districts.
COLLEGE AND CAREER READINESS

Since 2001 the State of Texas has been implementing a statewide higher education plan, Closing the Gaps by 2015, to increase the number of students enrolling in institutions of higher education by 500,000 (5.7% of all residents, to match the average for most populous states) in the year 2015. A key to achieving this goal includes increasing the participation in college of all demographic subgroups to 5.7%, in particular Hispanic students, who currently only have a 3.7% participation rate. The majority of our district’s English language learners are Hispanic students. As a result of the passage in 2006 of Texas House Bill 1, the “Advancement of College Readiness in Curriculum” (Section 28.008 of the Texas Education Code), the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) have developed College and Career Readiness Standards (CCRS) in the areas of English/language arts, mathematics, science, social studies, and cross-discipline skills. As a state we are in the process of moving towards a high school curriculum that actively seeks to prepare all students for success in postsecondary education.

The CCRS also align with the English Language Proficiency Standards (ELPS) and the ELPS Linguistic Instructional Alignment Guide (LIAG).

College and Career Readiness for Undocumented ELLs

One group with particularly unique needs regarding the postsecondary transition is undocumented immigrant students. In general, the immigrant student population is underserved in college advising and greatly under-represented in higher education. The 1982 US Supreme Court case Plyler v. Doe held that undocumented students have a constitutional right to attend public elementary and secondary school for free. Reasoning that such children are in this country through no fault of their own, the Court concluded that they are entitled to the same K–12 education that the state provides to children who are citizens or legal residents.

As a result of this case, students are enrolled in our schools without having to provide a Social Security Number and regardless of citizenship or immigration status. The downside of that practice is that undocumented immigrant students then go through the K–12 system as an invisible group, whose many needs go unmet. Often times the issue of immigration status does not come up until the student is approaching the end of the educational system and the question arises about their postsecondary transition. Many people are uninformed about the opportunities that do exist.

It is possible for undocumented immigrants in Texas to go on to a higher education. Since 2001 new residency rules resulting from legislation have made it possible for these students to be classified as state residents for higher education purposes if they meet certain criteria. See Senate Bill 1528 (Section 54.052(a)(3) of the Texas Education Code).
District and Department of English Language Learners Expectations

In the 2010–2015 Strategic Plan, the district has made college readiness and postsecondary success a priority. Goal 3 of the Strategic Plan states that: All students will graduate ready for college, career, and life in a globally competitive economy. This indicates clearly that all special populations, including English language learners, are to be included and served under this Goal.

To achieve Goal 3 of the Strategic Plan with a focus on ELL and immigrant students, all district staff must be working toward the development of a college-going culture that permeates the whole system. It is the expectation that each campus build a college-going culture and that central office staff weave a college-going culture into all programs and services offered, including the curriculum, professional development, and resources. In an important national study from The Bridgespan Group, Reclaiming the American Dream (2006), Bedsworth, Colby, and Doctor looked at what were the foundations to promoting a college-going culture and increasing college access. For low-income youth specifically, they found that the most important elements leading to college readiness and enrollment were:

- The development of a student’s expectation that a college degree will be essential to pursue desired career – critical to likelihood of completing college and higher academic drive
- Having a cohort of peers planning for college together – more influential than parental encouragement
- Information about college and the enrollment requirements – need information even if have aspiration
- Affordability and financial aid information – extremely important to actual enrollment and completion

Some very important elements were:

- General expectations of college-going among students and influential adults
- Parent involvement that makes college real to the student – such as, visit to a college, parent participation in college information workshop, parent assisting student with financial aid application

Some less, but still important elements were:

- Procedural assistance alone
- Parent involvement absent a clear college link

In the fall of 2010 the Division of Academics began the development of a College Readiness Curriculum Plan for the district. This plan is still in development but it will focus on addressing college readiness in the following comprehensive areas: Curriculum & Instruction, Assessment & Accountability, College Literacy, and Personal Development & Well-Being. The Texas College and Career Readiness Standards (CCRS) will also be incorporated. These standards specify what students must know and be able to do to succeed in entry-level courses at postsecondary institutions in Texas.
Administrator Expectations

The following are best practices for postsecondary preparation programs at the high school level found in an article from the Educators for Social Responsibility, “Increasing College Access through School-Based Models of Postsecondary Preparation, Planning, and Support” (Lieber, 2009):

- Make a postsecondary plan an exit requirement for every student.
- Establish formal schedule of college and career labs, deadlines, and “sign-offs” for completion of specific college preparation and career planning documents at every grade level for every student.
- Develop a three-tiered system of support by building professional capacity:
  - **Level I**: Dedicate specialized staff (counselor, college adviser) appropriate to the number and the needs of your student population to provide attentive, regular and timely guidance, assistance and support throughout the entire postsecondary preparation, application and transition process;
  - **Level II**: Build counseling staff’s knowledge, skills and expertise so that college guidance is part of general counseling activities beginning in the 9th grade;
  - **Level III**: Provide professional development to all teaching staff (and other appropriate staff) on strategies and practices that build a college-going culture in the classroom or school-wide, considering in particular first-generation college-going students.
- Establish an advisory system in which each student is attached to a key staff member who is responsible for monitoring/guiding student over the high school years through frequent regular contact, and make postsecondary a primary topic of conversation and guidance.
- Provide support to students and families between high school graduation and college enrollment.

There are a number of college readiness programs and resources already available in Austin ISD to help prepare and assist ELLs and other first-generation college going students in college readiness. At the secondary level, the following programs through which college readiness is promoted are:

- AVID
- Project ADVANCE (college advisors)
- Early College Start (dual credit)
- Advisories
- NAVIANCE Family Connection
- Implementation of the Early College High School Model at select campuses.
- The Advanced Placement (AP), Credit by Exam, and CLEP programs are some additional resources that ELLs and immigrant students in particular can take advantage of to increase their preparation for college or to gain early college credit.
The following staff positions at *both the elementary and secondary levels* are also important resources in college readiness process: a) guidance counselors, and b) parent support specialists. These staff members can help coordinate school-wide college-oriented events, with modifications appropriate to grade level. Below are some suggestions:

- College Day, where a variety of college-themed programs and events are hosted throughout the day
- College conference or college information sessions for parents
- Sponsor trips to college-oriented community events such as “La Feria para Aprender” and the “Hispanic Futures Conferences”
- Student field trips to visit college campuses
- College fairs with invited college representatives/recruiters
- Career fairs with business and industry partners

There are a number of district-community collaborations or community-based programs/organizations that support the school district’s mission in preparing our students for higher education. Some are already involved with some of our campuses but not all. Their presence on your campus or your campus’ participation in these programs can provide an additional boost to your college-going culture.

- La Feria para Aprender
- Hispanic Futures Conferences
- Breakthrough Collaborative
- College Forward
- University Outreach
- Educational Talent Search
- Young Scientists
- Austin Partners in Education (APIE) College Readiness Program
- ACC College Connection
- Austin Chamber of Commerce CollegeReady Program
- E3 Alliance College Access Network

**Teacher Expectations**

Teachers and individual campus staff can have a direct and lasting impact on the development of students’ college-going identity. Below are some best-practices for the classroom environment. These practices can begin as early as the pre-K grade level, with appropriate modifications:

- Class field trips to colleges/universities to explore majors and study programs related to course subject
- Career- or profession-oriented guest speakers
- Incorporation of college-oriented activities in core subject areas

Finally, with the arrival of the Texas *College and Career Readiness Standards*, all teachers at all levels now have a clearly delineated set of college readiness standards for their subject area. Teachers and administrators at all levels should become familiar with these standards and
should incorporate them into the curriculum and instructional practices. **The CCRS standards identify the knowledge and skills high school students need to be successful in Texas entry level college courses.** Standards have been developed in English/Language Arts, Mathematics, Science, Social Studies and Cross-disciplinary. The CCRS are organized into four levels of specificity:

I. Key Content,
   A. Organizing Components,
      1. Performance Expectations,
         a. Examples of Performance Indicators.

In 2006 the legislature required the development of the CCRS as a joint effort by the Texas Education Agency and the Texas Higher Education Coordinating Board. Currently, the CCRS are being integrated into current Texas Essential Knowledge and Skills (TEKS) and end-of-course assessments that will be developed during the next few years. The end-of-course assessments and the CCRS are effective for the freshman class entering high school in fall 2011. The full text of the CCRS is available at www.thecb.state.tx.us/ccrs and at www.txccrs.org.

**References and Resources**

Austin ISD 2010–2015 Strategic Plan.
http://www.austinisd.org/inside/initiatives/strategic_plan/powerofus/

http://www.enrollmentverify.org/highschools/pdfs/AustinISD_Postsecondary_Outcomes_2009__Graduates_District.pdf

Central Texas Student Futures Project, Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin. http://www.centexstudentfutures.org.


Texas College and Career Readiness Standards
http://www.txccrs.org/downloads/CCRS_Standards.pdf
http://www.txccrs.org/resources/for-teachers.htm
www.thecb.state.tx.us/ccrs

http://www.immigrationpolicy.org/just-facts/dream-act

http://www.esrnational.org/uploaded_docs/Increasing_College_Access.pdf


Texas Senate Bill 1528. [online]. http://www.thecb.state.tx.us/reports/PDF/1528.PDF

**College Advising for Undocumented Students**

In the state of Texas, there are over 150,000 students attending public schools who do not have documentation to live in the United States. In Central Texas, that number continues to grow along with our immigrant population. Texas offers eligible undocumented students an opportunity to attend college and pay in-state tuition, and yet, many of these students may not be aware of this opportunity or who are unsure how to approach counselors about their status.

The Austin College Access Network (ACAN) with ESC Region 13 provides workshops on providing college and post-secondary counseling to undocumented students. The workshop will share information about how undocumented students can access a college education and application procedures for Texas residents. They use a resource for counselors and college advisors, *"The College Guide to Advising Undocumented Students"*, and will walk through the various sections of this guide. During the workshop, they discuss how to identify and reach out to students who are often unwilling to share their status and include strategies to invite their parents into the conversation.

- Latino Scholarship Dollars booklet. It is now available online and students can see what scholarships do NOT require legal status to apply. [online]. http://www.latinocollegedollars.org/

- The Sallie Mae Fund also has great resources about college and they are also available in Spanish for the parents: [online]. http://www.thesalliemaefund.org/smfnew/sections/download.html

- The Minnesota Office of Higher Education has some scholarships also listed: [online]. http://www.getreadyforcollege.org/pPg.cfm?pageID=1586&1534-D83A_1933715A=8b7cecebf28a6105f1f3f5e04e1515e902deb450

- This link is specifically for teachers working with undocumented students: [online]. http://professionals.collegeboard.com/guidance/financial-aid/undocumented-students. It has resources as well.


- Scholarship list for undocumented students: [online]. http://www.nygearup.org/collegesense/students/scholar_undoc.htm
- This link has very current guides to support undocumented students. 
  http://www.e4fc.org/studentresources/studentguides.html
INSTRUCTIONAL TECHNOLOGY

An education plan for English language learners must be one that builds upon their strengths and acknowledges their differences while developing their English language proficiency. In addition, it contains opportunities to develop computer literacy and the information technology skills that will prepare them for the increasing technological job market. In order to provide English language learners with the opportunity for viable economic future, English language learners must be prepared to become technologically competent.

District and Department of English Language Learners Expectations

In Austin ISD, students use technology as a tool to promote and extend learning. Our approach is to provide teachers with the skills and tools they need to integrate technology into the core curriculum. The district’s educational technology initiatives are:

- creativity and innovation
- communication and collaboration
- digital citizenship

Research suggests that the integration of technology can improve academic achievement, promote English and native language proficiency, augment positive self-concept, enhance motivation, stimulate positive attitudes towards learning, and foster higher level thinking. Information technologies provide varied entry points to learning that match the learner’s cognitive strengths, multiple intelligences and language proficiency. The Department of English Language Learners supports its classrooms and teachers by identifying and promoting effective technology-enriched instruction. Use of instructional technology impacts ELLs in the following ways:

- It is motivational.
- It is non-judgmental.
- It can individualize learning.
- It allows for more autonomy.
- It gives prompt feedback.
- It provides students with a sense of personal responsibility and control.
- It is less intimidating.
- It gives students a rich linguistic environment.
- It diminishes a teacher’s authoritarian role.
TEA has officially launched the web-based Texas English Language Learners Portal, funded through one of the many LEP_SSI initiatives, which aim to prepare teachers of ELLs through intensified professional development opportunities, classroom supports, and accountability resources. [www.elltx.org](http://www.elltx.org)

The Department of English Language Learners has purchased iPads and supporting technologies for Lamar, Burnet, Bedichek, Martin, Mendez, Pearce and Garcia Middle Schools as well as for Eastside Memorial. In addition, campuses have purchased language learning technology such as ImagineLearning.

**Administrator Expectations**

Classroom technology supports the affective, linguistic, and cognitive needs of ELLs. The integration of technology improves academic achievement, supports English and native language proficiency, increases positive self-concept, enhances motivation, and builds positive attitudes towards learning. Examples include:

- Programs that develop writing and reading skills, such as Write to Read (WTR)
- Multimedia technology that help ELLs connect images, sound, and symbols
- Web-based picture libraries that promote ELLs comprehension
- Technology that connects student learning in the classroom to real life

**Teacher Expectations**

Technology enhances the district’s standards-based curriculum. English language learners have many opportunities to increase content knowledge while learning English via many forms of technology.

The teacher uses technology in the classroom for:

- Creating and providing students opportunities to work collaboratively on inquiry projects
- Accessing online resources in several languages
- Learning and developing literacy and language literacy skills in several languages.
ASSESSMENT & DATA COLLECTION

Give feedback and make recommendations
ASSESSMENT/DATA COLLECTION

English Language Learner Program Evaluation

In order to continue to improve the services and the quality of the programs for English language learners, it is essential to conduct regular evaluations across the district disaggregated by student population (such as ELL, migrant, dropout) and by elementary, middle and high school level. The following guidelines and tools include measurable parameters to assess program quality, student performance, and legal compliance. The guidelines are provided in order to comply with Ch.89. 1265(d) of the Texas Educational Code.

District and Department of English Language Learners Expectations

In collaboration with The Department of English Language Learners, the Department of Research and Evaluation (DRE) conducts annual program evaluations and provides formative and summative reports. These reports are published on the DRE website at http://archive.Austinisd.org/inside/accountability/evaluation/publications.phtml.

The Department of English Language Learners will use the following to evaluate the quality of services and support to campuses.

- district assessment instruments such as Short Cycle Assessments (SCAs) and Middle of the Year Benchmarks (MOY I and MOY II)
- course passing rates for ELLs in secondary
- professional development
- campus visits
- federal and state funding management and guidance
- program design support
- campus compliance assistance and guidance
- teacher certification guidance and support

Administrator Expectations

Through the assistance of the appointed LPAC chair and with the collaboration of an LPAC committee, campus principals will assess the quality and effectiveness of the implementation of their ELL program using the following objectives. Using the evaluation tools provided, campuses can work with their Campus Advisory Committee in order to plan and implement any necessary improvements.

- **LPAC Compliance**
  - Campuses assess, identify, and place students within the required twenty-day period throughout the academic year.
  - Campuses conduct all required LPAC meetings for identified students during the year.
  - Campuses conduct all required LPAC meetings and monitoring activities throughout the year. See section on *Professional Development*. 
• **ELL Records Compliance**  
  o Campuses maintain accurate ELL folders for each ELL student according to specified guidelines. See *Appendix* for ELL Green folder order and requirements.  
  o Campuses maintain accurate and complete LPAC minutes and other paperwork according to specified standards.

• **ELL Program Design**  
  o Campuses have an ELL program which follows the state law, district philosophy, and mission. See *Program Description and Design*.  
  o Campuses have an ELL program which addresses the needs of every individual student. See sample student schedules for MS and HS in *Program Description and Design*.

• **Certification of Teachers of ELL Students**  
  o Campuses have certified ESL and Bilingual teachers according to student needs.

• **ELPS Implementation**  
  o Campuses have trained all staff members on ELPS.  
  o Campuses are incorporating ELPS daily in every content and elective area.

• **ELL Instruction**  
  o Campuses are using best practices for ELL students in the classroom. See section on *Instructional Strategies*  
  o Campuses are honoring the pedagogical requirements of the ELL program. See *Program Description and Design*.

• **TAKS/STAAR Performance**  
  o Campuses meet ELL performance goals on state required assessments.  
  o Campuses implement intervention plans for students who do not meet the standards during initial administration of assessments.

*Federal Title III, Part A of Annual Measurable Achievement Objectives (AMAO)*

Annual Measurable Achievement Objectives (AMAOs) are part of the federal accountability system. Title III, Part A requires each state to develop and administer an annual English Language Proficiency assessment that is linked to the state-developed English Language Proficiency Standards (ELPS). In Texas, TELPAS was developed to meet this requirement and is administered each spring to all ELL students.
### Title III AMAO Standards

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>AMAO 1: Progress</strong>&lt;br&gt;Students are making adequate progress toward attaining English proficiency</td>
<td>45.0%&lt;br&gt;(All LEP, Gr. K–12)</td>
<td>47.0%&lt;br&gt;(All LEP, Gr. K–12)</td>
<td>49%&lt;br&gt;(All LEP, Gr. K–12)</td>
</tr>
<tr>
<td><strong>AMAO 2: Attainment</strong>&lt;br&gt;(1–4 yrs. ELL)&lt;br&gt;(5 + yrs. ELL)&lt;br&gt;Students have attained English proficiency</td>
<td>12.0%&lt;br&gt;(Year 1–4 LEP)&lt;br&gt;20.0%&lt;br&gt;(Year 5+ LEP)</td>
<td>13.0%&lt;br&gt;(Year 1–4 LEP)&lt;br&gt;25.0%&lt;br&gt;(Year 5+ LEP)</td>
<td>14.0%&lt;br&gt;(Year 1–4 LEP)&lt;br&gt;27.0%&lt;br&gt;(Year 5+ LEP)</td>
</tr>
<tr>
<td><strong>AMAO 3: LEP AYP</strong>&lt;br&gt;(5+ yrs. ELL)&lt;br&gt;Students have met the set standards for Reading and Math using LEP exemptions and LAT Testing</td>
<td>Standard for AYP</td>
<td>80% Reading/ESL&lt;br&gt;75% Mathematics</td>
<td>87% Reading/ELA&lt;br&gt;83% Mathematics</td>
</tr>
</tbody>
</table>

Source: Bilingual Director’s Meeting, Nov. 11, 2011.

### Federal ELL Progress Indicator

- Campuses and districts must meet a 60% standard to attain a Recognized or Exemplary rating.
- Requires 30 current and monitored ELLs tested to be evaluated. Individual race/ethnicity student groups and the Economically Disadvantaged student group are not evaluated.
- Additional features-
  - ELL RI will be used
  - Exception provision will be used (with a floor of 55%)

### Performance-Based Monitoring Analysis System (PBMAS)

Performance-Based Monitoring Analysis System (PBMAS) is a comprehensive system is a district-level, data-driven analysis system developed and implemented annually since 2004 by the Performance-Based Monitoring (PBM) Division of the Texas Education Agency in coordination with other agency divisions and departments. PBMAS is designed to assist school districts and charters in their efforts to improve local performance.
The table below identifies the PBMAS performance level (PL) 0 standards for 2012, 2013, and 2014. However, all standards are subject to change, including changes that may be necessary as a result of state or federal priorities and requirements.

<table>
<thead>
<tr>
<th>PBMAS STANDARDS</th>
<th>PBMAS PL 0 Standards by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td><strong>Indicators Across All Program Areas</strong></td>
<td></td>
</tr>
<tr>
<td>Annual Dropout Rate Indicators (Grades 7–12)</td>
<td>2%</td>
</tr>
<tr>
<td>Annual Dropout Rate Indicators (Grades 9–12)</td>
<td>3%</td>
</tr>
<tr>
<td>Graduation Rate Indicators</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Bilingual Education (BE)/English as a Second Language (ESL) Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>LEP Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Diploma Rate</td>
<td>70%</td>
</tr>
<tr>
<td>Texas English Language Proficiency Assessment System (TELPAS) Reading Multi-Year Beginning Proficiency Level Rate</td>
<td>Report Only</td>
</tr>
<tr>
<td>TELPAS Composite Rating Levels for Students in US Schools Multiple Years</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Teacher Expectations**

Best classroom practices for ELLs will be observed and evaluated using the ELL Classroom Visit Form or Campus Approved Observation Form. See Appendix for forms.

**References and Resources**

TEA Division of Performance Reporting [www.tea.state.tx.us](http://www.tea.state.tx.us)

AYP website [www.tea.state.tx.us.ayp](http://www.tea.state.tx.us.ayp)

Performance-Based Monitoring Analysis System (PBMAS) website
[http://www.tea.state.tx.us/pbm/PBMASManuals.aspx](http://www.tea.state.tx.us/pbm/PBMASManuals.aspx)

Austin ISD, Department of Research and Evaluation (DRE) website,
Assessment of English Language Learners

As federally required and state mandated, Section 39.027(e) of the Texas Education Code requires the Texas Education Agency (TEA) to develop an assessment system that evaluates the academic progress, including reading proficiency in English, of Limited English Proficient (LEP) students. In addition, Section 39.023(m) of the Texas Education Code requires TEA to develop procedures for Language Proficiency Assessment Committees (LPACs) to follow to ensure that exempted LEP students are administered the State of Texas Assessment of Academic Readiness (STAAR) at the earliest practical date. All ELLs are required to participate in STAAR grades 3–8 and end-of-course (EOC) assessments; exemptions from testing are not permitted.

Differing Federal and State Assessment Requirements for ELLs

The state of Texas allows ELLs who meet specific criteria to be granted a limited English proficiency (LEP) exemption from assessment; however, Federal regulations prohibit test exemptions from federally required assessments in mathematics, reading, and science. This Federal regulation requires that even ELLs who meet state exemption criteria must be assessed in mathematics and reading in grades 3–8 and 10, as well as in science in grades 5, 8, and 10. Reading and mathematics test participation and performance data are used in the federally required Adequate Yearly Progress (AYP) accountability system.

Additionally, Title I, Part A, sec. 1111(a)(3)(C) of the Elementary and Secondary Education Act (ESEA) requires states to assess all ELLs in a valid and reliable manner and provide reasonable accommodations, including, to the extent practicable, assessments in the language and form that are most likely to yield accurate data about what students know and can do in academic content areas.

To be in compliance with federal assessment regulations and to satisfy Title I requirements, ELLs who would be granted an exemption under Texas law are permitted to take STAAR tests using a state-established linguistically accommodated testing process, which is intended to increase the student’s ability to understand the language of the tests. These assessments include STAAR Spanish (grades 3-5 only) and STAAR L (grades 6-12). All linguistically accommodated assessments require ELLs to meet strict eligibility criteria, documented through the Language Proficiency Assessment Committee (LPAC). The scores of students taking STAAR Spanish and STAAR L are used for federal accountability only.

District Expectations

As required by Texas Administrative Code, Chapter 19, Part 2, Chapter 101, Subchapter AA, the Austin Independent School District (Austin ISD) is responsible for the following:

- English Language Proficiency Assessments
- Role of the Language Proficiency Assessment Committee
- Limited English Proficient Students at the High School Level
- Limited English Proficient Students at Grades Other Than the Exit Level
- Limited English Proficient Students Who Receive Special Education Services
- Provisions for Un schooled Limited English Proficient Asylees and Refugees
- Student Success Initiative Grade Advancement Requirements
**State Assessment of ELLs**

There are two state assessments for ELLs in Texas: The Texas English Language Proficiency Assessment System (TELPAS) and the State of Texas Assessments of Academic Readiness (STAAR). The following information is not exhaustive and more detailed information for

**Texas English Language Proficiency Assessment System (TELPAS)**

Title III, Part A of the Elementary and Secondary Education Act requires states to conduct annual statewide English language proficiency assessments for ELLs in grades K–12 in the linguistic domains of listening, speaking, reading, and writing. TELPAS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language and to drive instruction for ELLs. TELPAS reading, listening, speaking, and writing assessments enable teachers to holistically rate a LEP student’s English language proficiency based on daily interactions and observations of the student during classroom instruction. TELPAS measures English language proficiency in the following domains:

<table>
<thead>
<tr>
<th>Listening – administered in grades K–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking – administered in grades K–12</td>
</tr>
<tr>
<td><strong>Reading (K-1st)</strong> is holistically assessed. The rater considers how well the student can use the English language to build foundational reading skills.</td>
</tr>
<tr>
<td><strong>Reading (2-12)</strong> is administered to students as an online assessment that measures annual growth in English language proficiency of ELL students.</td>
</tr>
<tr>
<td>Writing – administered to ELLs in grades 2–12</td>
</tr>
<tr>
<td><strong>ARD committee and LPAC Collaboration</strong> – In rare cases, it may be determined that an ELL receiving special education services should not be assessed in one or more domains due to the student’s unique learning and/or cognitive disability; students are reported at the time of testing with a score code of “ARD Decision.”</td>
</tr>
</tbody>
</table>

The move from TAKS to the State of Texas Assessments of Academic Readiness (STAAR) in 2011–2012 made it necessary to review the original TELPAS reading proficiency level standards so that performance on TELPAS could be a meaningful indicator of the level of English language proficiency required to be successful on STAAR reading. This standards review was conducted by TEA in August 2013. As a result, the TELPAS Reading proficiency level cut scores were revised. These revisions were approved by the Texas Commissioner of Education. See Table 1.
In addition, the domain weights of each proficiency domain were recalculated. The changes were made based on feedback solicited by TEA from educators, second language acquisition experts, and TELPAS audit results. The previous and new domain weights are in Table 2.

**Table 2: TELPAS Domain Weights**

<table>
<thead>
<tr>
<th>Domain Weights</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous</td>
<td>75%</td>
<td>15%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>New</td>
<td>50%</td>
<td>30%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Finally, TEA adjusted the calculation of composite ratings using composite scores from the newly weighted sum of each of the domain ratings. See Table 3.

**Table 3: TELPAS Composite Scores and Ratings**

<table>
<thead>
<tr>
<th>Composite Rating</th>
<th>Previous Composite Score Range</th>
<th>New Composite Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.0-1.5</td>
<td>1.0-1.4</td>
</tr>
<tr>
<td>2</td>
<td>1.6-2.5</td>
<td>1.5-2.4</td>
</tr>
<tr>
<td>3</td>
<td>2.6-3.5</td>
<td>2.5-3.4</td>
</tr>
<tr>
<td>4</td>
<td>3.6-4.0</td>
<td>3.5-4.0</td>
</tr>
</tbody>
</table>
The final result of the standards review committee was the creation of impact data to identify how the changes to TELPAS reading proficiency standards, domain weights, and composite score ratings would adjust overall percentages of ELLs at each composite TELPAS proficiency domain. See Figure 1.

![Figure 1: TELPAS Composite Impact Data](http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147489015&libID=2147489014)

Additional information regarding the TELPAS standards review can be found here:
http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147489015&libID=2147489014
The State of Texas Assessments of Academic Readiness (STAAR) measures student mastery of the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). The table below gives an overview of the STAAR Assessments available for ELLs. The chart also describes the ways in which the language needs of ELLs are addressed in the STAAR program.

- **End-of-Course (EOC)** – To satisfy graduation requirements, all students must pass 5 specific End-of-Course assessments: *English I, English II, Algebra 1, Biology and US History*.

- **STAAR-Modified (STAAR-M)** – STAAR Modified assessments will be administered for the final time during the 2013-2014 assessment cycle. The U.S. Department of Education has informed states that assessments based on modified standards for students served by special education cannot be used for accountability purposes after the 2013-2014 school years. Further information regarding plans for the inclusion of this population of students in the general assessment program beginning in the 2014-2015 school year will be forthcoming.

| STAAR (3–8 and EOC) | General state assessments  
|                     | Some linguistic accommodations permitted  
|                     | Taken by ELLs who do not qualify for another assessment below  
| STAAR Spanish | Native language assessments; grades 3–5 only; same subjects as STAAR  
|                | Taken by ELLs for whom a Spanish version of STAAR exists and most appropriately measures their academic progress  
|                | Linguistic accommodations not permitted because students testing in their native language  
| STAAR L* | Linguistically accommodated STAAR mathematics, science, and social studies assessments  
|            | More substantial linguistic accommodations than for STAAR  
|            | May be administered to ELLs who—  
|            | are not most appropriately assessed with STAAR Spanish, AND  
|            | have not yet attained a TELPAS advanced high reading rating, AND  
|            | have been enrolled in U.S. schools for 3 years or less (5 years or less if a qualifying asylee or refugee)  
| STAAR Modified | Assessments for students receiving special education services, including those who are ELLs, who meet requirements for an alternate assessment based on modified achievement standards  
| STAAR Alternate | Assessments for students receiving special education services, including those who are ELLs, who meet requirements for an alternate assessment based on alternate achievement standards  
|                | No specified list of allowable linguistic accommodations; classroom-based observational assessment design allows for any language or other communication method routinely used with the student  

*For the STAAR L EOC assessments, eligibility can be carried over from spring to the July and December administrations.*
Texas English Language Learner (ELL) Progress Measure and State Accountability
The Texas English Language Learner (ELL) Progress Measure provides year-to-year performance expectations on STAAR content-area assessments for Texas ELL students. The measure takes into account the time needed to acquire the English language and to fully demonstrate grade-level academic skills in English.

To be eligible for the ELL Progress Measure, a student must:
- Be classified as limited English proficient (LEP),
- Take the English language version of STAAR, and
- Not have a parent denial requested for ELL services.

Eligible ELLs are placed into a plan that specifies the expected number of years it should take for the student to meet proficiency, or meet his or her Level II: Satisfactory Academic Performance standards. Plans are differentiated based on the number of years an ELL has been enrolled in U.S. schools and the TELPAS composite proficiency level the ELL has obtained, beginning with the 2014 TELPAS administration in second grade.

Students with interrupted formal education (SIFE) or those who are classified as unschooled asylees and refugees are given one additional year (up to a maximum of five years) to reach proficiency. Additionally, students being assessed with English I and English II EOC assessments are given an additional year in their plan to account for the high level of English proficiency required to be successful on those assessments. See table below:

<table>
<thead>
<tr>
<th>Number of Years in U.S. Schools</th>
<th>TELPAS Composite Proficiency Level</th>
<th>Extenuating Circumstances</th>
<th>ELL Progress Measure Plan</th>
<th>Student’s Location in Plan (All Tests Except English I/English II)</th>
<th>Student’s Location in Plan (English I/English II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning</td>
<td>Yes</td>
<td>5-Year Plan</td>
<td>Year 1 of a 5-Year Plan</td>
<td>Year 1 of a 5-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>Yes</td>
<td>4-Year Plan</td>
<td>Year 1 of a 4-Year Plan</td>
<td>Year 1 of a 4-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>Yes</td>
<td>3-Year Plan</td>
<td>Year 1 of a 3-Year Plan</td>
<td>Year 1 of a 3-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced High</td>
<td>No</td>
<td>2-Year Plan</td>
<td>Year 1 of a 2-Year Plan</td>
<td>Year 1 of a 2-Year Plan</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate or Below</td>
<td>Yes</td>
<td>5-Year Plan</td>
<td>Year 2 of a 5-Year Plan</td>
<td>Year 2 of a 5-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>Yes</td>
<td>4-Year Plan</td>
<td>Year 2 of a 4-Year Plan</td>
<td>Year 2 of a 4-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced High</td>
<td>No</td>
<td>3-Year Plan</td>
<td>Year 2 of a 3-Year Plan</td>
<td>Year 2 of a 4-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced or Below</td>
<td>Yes</td>
<td>2-Year Plan</td>
<td>Year 2 of a 2-Year Plan</td>
<td>Year 2 of a 3-Year Plan</td>
</tr>
<tr>
<td>3</td>
<td>Advanced or Below</td>
<td>No</td>
<td>5-Year Plan</td>
<td>Year 3 of a 5-Year Plan</td>
<td>Year 3 of a 5-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced High</td>
<td>Yes</td>
<td>4-Year Plan</td>
<td>Year 3 of a 4-Year Plan</td>
<td>Year 3 of a 5-Year Plan</td>
</tr>
<tr>
<td></td>
<td>Advanced High</td>
<td>No</td>
<td>3-Year Plan</td>
<td>Year 3 of a 3-Year Plan</td>
<td>Year 3 of a 4-Year Plan</td>
</tr>
<tr>
<td>4</td>
<td>Any Composite Proficiency Level</td>
<td>Yes</td>
<td>5-Year Plan</td>
<td>Year 4 of a 5-Year Plan</td>
<td>Year 4 of a 5-Year Plan</td>
</tr>
<tr>
<td>5</td>
<td>Any Composite Proficiency Level</td>
<td>No</td>
<td>4-Year Plan</td>
<td>Year 5 of a 5-Year Plan</td>
<td>Year 5 of a 5-Year Plan</td>
</tr>
<tr>
<td>6+</td>
<td>Any Composite Proficiency Level</td>
<td>Yes</td>
<td>5-Year Plan</td>
<td>N/A*</td>
<td>Year 5 of a 5-Year Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>4-Year Plan</td>
<td>N/A*</td>
<td>Year 5 of a 5-Year Plan</td>
</tr>
</tbody>
</table>

*Because the number of years in U.S. schools is greater than the number of years in the ELL progress measure plan, students would not be eligible for the ELL progress measure.
The ELL Progress Measure is reported for all STAAR and STAAR L grades and subjects administered in English. The measure will NOT be reported for the STAAR Modified and STAAR Alternate assessments or any of the STAAR Spanish assessments. Students participating in STAAR Spanish will receive credit for the year-to-year progress that they make through the general STAAR Progress Measure.

In 2014, changes to TELPAS include new TELPAS reading standards, new domain weights for calculating the composite scores, and new composite cut scores. Because of these changes to TELPAS, students will be placed into the ELL Progress Measure plans using TELPAS information from 2014 and beyond. The ELL Progress Measure expectations were established using data that reflect these changes to TELPAS. The measure will be used for the 2014 accountability specifically for ELL students in their second year in U.S. schools and beyond. These students must score at or above the ELL progress measure *Met* expectation in order to receive credit in the index system.

**NOTE:** The student’s STAAR passing status required for grade promotion or graduation or instructional program exit criteria remain unchanged. The STAAR passing status, which is determined by performance level, is independent from the ELL Progress Measure.

For more information, visit the Information on State Assessments for ELLs webpage at [http://www.tea.state.tx.us/student.assessment/ell/](http://www.tea.state.tx.us/student.assessment/ell/)

**Texas Student Success Initiative**

In 2009 the legislature passed House Bill 3, which supports the goals of SSI by strengthening the state’s accelerated instruction provisions for students in grades 3–8. Districts are now required to provide accelerated instruction to all students who do not demonstrate proficiency on STAAR. Whether they are in an SSI grade (grade 5 or 8) or a non-SSI grade (grade 3, 4, 6, or 7), students who do not meet the passing standard on STAAR must receive appropriate instructional intervention so that they will be able to make the academic progress necessary to do on-grade-level work at the next grade. Accelerated instruction might require participation by the student before or after normal school hours or at times of the year outside normal school operations.

English Language Learners (ELLs) are subject to the Texas Student Success Initiative (SSI) grade advancement requirements in grades 5 and 8, whether they are administered STAAR Spanish, STAAR with linguistic accommodations or STAAR L. Only ELLs who qualify as unschooled asylee/refugees in their first year in U.S. schools may be granted an exemption from testing by the LPAC. ELLs in these situations are not subject to SSI grade advancement requirements in the subject areas for which the LAC has determined them exempt from testing. ELLs who qualify as unschooled asylee/refugees with two or more years in U.S. schools, or who are not granted an exemption from testing by the LPAC in their first year in U.S. schools (see the LPAC Assessment Resources web site for specific information regarding these exemptions), are subject to all applicable SSI grade advancement requirements.
Under the SSI grade advancement requirement as a Grade Placement Committee (GPC) is formed if an eligible student does not meet the passing standard on STAAR after two SSI assessment opportunities. If an ELL does not meet the passing standard on the third administration of an assessment required under the SSI, the student is automatically retained. The GPC will consult with a member of the student’s LPAC and will then prescribe an Accelerated Instruction Program (AIP) for the upcoming school year and make promotion decisions if the student’s parent has appealed the automatic retention.

The GPC may consider the LPAC member’s advice regarding promotion or retention, but the decision to promote must be made by a unanimous decision of the GPC members. Additionally, the student may not be promoted to the next grade unless he or she has participated in all required accelerated instruction.

For ELLs receiving Special Education services, the ARD committee in conjunction with the LPAC makes the final decisions about assessment and grade placement so that issues related to both the student’s disability and language proficiency are carefully considered.

During the summer, migrant students can take the appropriate STAAR mathematics and/or reading assessment at a receiving-state site under the oversight of the Texas Migrant Interstate Program (TMIP). Migrant students who are in the state but residing away from their home district for the summer administration may register for the assessment in or near the district where they are residing during the summer. Informed and continuous communication among all parties involved is critical to the migrant student’s academic success. District and GPCs may wish to keep in contact with the migrant service coordinators to effectively communicate and address migrant students’ needs.

For more information, visit the Information on Student Success Initiative webpage at http://www.tea.state.tx.us/index3.aspx?id=3230&menu_id=793

Decision Making for ELL Assessment and Allowable Linguistic Accommodations

The Language Proficiency Assessment Committees (LPACs) for each campus are responsible for assessment decisions for ELLs in accordance with state-established procedures. In the case of an ELL receiving Special Education services, the admission, review, and dismissal (ARD) committee and the LPAC are jointly responsible for collaborating to make assessment decisions so the student’s special education needs and second language acquisition needs are both carefully considered. All decisions regarding assessment accommodations for English language learners will be documented by LPAC committee.

Appropriate linguistic supports should be provided to ELLs during instruction; however, not all accommodations appropriate for instruction are allowable on assessments. The LPAC Committee must document accommodations for students in their first, second or third year in US schools, who may take STAAR-L in the spring. Those linguistic accommodations must be implemented during every assessment in preparation for STAAR-L.
It is critical to consider ELL responsiveness as a major factor in determining allowable linguistic accommodations. All ELLs may be eligible for certain linguistic accommodations if they meet specific criteria. See chart below.

<table>
<thead>
<tr>
<th>Allowable Linguistic Accommodations for ELLs</th>
<th>STAAR (English)</th>
<th>STAAR L</th>
<th>STAAR Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Bilingual dictionary</td>
<td>Bilingual dictionary</td>
<td>Bilingual dictionary</td>
</tr>
<tr>
<td>Science</td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>Reading and Writing:</strong> Dictionaries of various types</td>
<td><strong>Reading and Writing:</strong></td>
<td>Clarification in English of word meaning and reading aloud of text are provided in the online interface for all students taking STAAR L</td>
</tr>
<tr>
<td></td>
<td>Extra time (same day)</td>
<td>Not Applicable</td>
<td>Extra time (same day)</td>
</tr>
<tr>
<td></td>
<td><strong>Writing:</strong> Clarification in English of word meaning in writing prompts</td>
<td>Not Applicable</td>
<td>Reading aloud of eligible text</td>
</tr>
<tr>
<td></td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
<td>Clarification in English of word meaning</td>
</tr>
<tr>
<td>English I</td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
<td>Extra time (same day)</td>
</tr>
<tr>
<td>English II</td>
<td>Clarification in English of word meaning in short answer questions and writing prompts</td>
<td>Clarification in English of word meaning</td>
<td>Clarification in English of word meaning</td>
</tr>
<tr>
<td></td>
<td>Oral translation</td>
<td>Oral translation</td>
<td>Oral translation</td>
</tr>
</tbody>
</table>

*The STAAR Dictionary Policy for reading and writing in grade 6 and above includes use of standard English, ESL (simplified English), and bilingual dictionaries for all students. For grades 3–5 reading and grade 4 writing, use of dictionaries is permitted as a linguistic accommodation for eligible ELLs.

**In addition to examining the eligibility criteria for STAAR L, LPACs should consider whether a student routinely needs and uses clarification in English of word meaning and/or reading aloud of text. Students who do not need either accommodation should take STAAR, not STAAR L.

For more information, visit the Accommodation Resources webpage at [http://www.tea.state.tx.us/student.assessment/accommodations/](http://www.tea.state.tx.us/student.assessment/accommodations/)
Department of English Language Learners Expectations

The Department of English Language Learners will ensure that all ELL federal and state assessment procedures are implemented with adequate support throughout the district. These expectations are:

- Communicating TEA assessment updates through face-to-face training or webinars. This will be done by the department Assessment Coordinator and District Systemwide Testing.
- Training on using the LPAS System - LPAS is an online system designed to assist in monitoring ELL progress and student achievement,
- Training LPAC Chairs or designated person in administering the district’s official Oral Language Proficiency Test (Pre-LAS and LAS Links), designed to identify and exit ELL students.
- Training TELPAS contacts on campus TELPAS administration procedures and teacher training and calibration activities.
- Providing STAAR L Administrator training to all campus personnel who will be administering this assessment.

Administrator Expectations

English language learners come from a variety of language backgrounds, cultures, and educational settings. Some are born in the US and educated here beginning in kindergarten. Others are of varying grade and knowledge levels arrive as Immigrant students to the US. They also have widely differing educational backgrounds. These differences make it essential for decisions concerning instruction and assessment to be made on an individual student basis.

- The Language Proficiency Assessment Committee (LPAC) is required to exist in all public and charter schools in Texas. This is true, even if no English language learners (ELLS) are currently enrolled. Texas uses two manuals for guidance: The Framework for the Language Proficiency Assessment Committee Process Manual is used for identification, service, interventions, annual review, exiting, and monitoring.
- The Language Proficiency Assessment Committee (LPAC) Decision-Making Process for the Texas Assessment Program: Procedural Manual and Forms are used by the LPAC in determining the appropriate assessment option for all LEP-identified students.
- Annual Review of English language learners is conducted at the end of each school year. The LPAC committee shall review each ELL student’s progress to document growth and to determine program placement for the following year.
**Teacher Expectations**

- Teachers should utilize Schoolnet, eCST, LPAS or TEAMS to identify which students in their classroom are ELLs. Teachers may contact their LPAC Chair if they suspect the student is an ELL but not on ELL/LEP list.

- Teachers, in collaboration with LPAC Chair, determine the linguistic accommodations to be provided for each student based on individual needs.

- Teachers administer district benchmark assessments with linguistic accommodations as appropriate, and in Spanish, when appropriate. See Linguistic Accommodations earlier in this section.

- Teachers administer informal and formal classroom assessments.

- Teachers utilizes data from any of the above systems to inform their instruction and lesson planning for scaffolds to move students from one level of proficiency to the next.

**Placement and Monitoring**

**District and Department of English Language Learners Expectations**

Through The Department of English Language Learners, district personnel will monitor legal compliance and program quality to ensure that every student is afforded the opportunity to achieve academic success. It is the district’s responsibility to conduct routine verifications and assist schools in meeting program compliance and student success by providing support and professional development opportunities. LPAC chairs work in concert with The Department of English Language Learners to monitor student progress after every reporting period using the online electronic Language Proficiency Assessment System (LPAS). The Department of English Language Learners also has an Administrative Supervisor whose responsibilities include compliance monitoring.

**Administrator Expectations**

It is the principal’s responsibility to designate a Language Proficiency Assessment Committee (LPAC) chair. The LPAC chair will ensure that all program requirements, placement and monitoring guidelines are followed. The LPAC committee will meet regularly to make decisions on program entry, placement, assessment, program exiting, and monitoring of exited students. The LPAC chair must schedule and facilitate meetings as necessary, making sure that all LPAC members are present during each meeting.

**Teacher Expectations**

It is the classroom teacher’s responsibility to closely monitor the academic and linguistic progress of every English Language Learner and Year 1 and Year 2 monitored students using online electronic LPAS. The teacher must give feedback and make recommendations to the LPAC chair regarding student progress and interventions.
PROFESSIONAL DEVELOPMENT & FOCUSED SUPPORTS

A universal support system
FAMILY INVOLVEMENT

AISD encourages and supports family involvement in education at home, in our schools and communities, and in school governance. AISD recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children's education. AISD is committed to the creation and implementation of culturally inclusive and effective school-family partnerships throughout the school district and in each school, and believes these partnerships to be critical to the success of every student.

AISD recognizes that family involvement in education has a positive effect on student achievement and is an important strategy in reducing achievement gaps. AISD maintains a district-wide climate conducive to the involvement of families and develops and sustains partnerships that support student learning and positive child and youth development in all schools.

District Expectations

A district that receives Title I, Part A funds shall develop jointly with parents of participating children a written parent involvement policy. The policy shall be incorporated into a District plan, which establishes the District’s expectations for parent involvement to:

- Involve parents in the joint development of the District plan and the process of school review and improvement.
- Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other ESEA programs.
- Conduct, with the involvement of parents, an annual evaluation of the parental involvement.

Some district programs offered are:
- La Feria Para Aprender, held annually in January.
  http://feriaparaaprender.com/find-your-feria/Austin/
- Latino Academic Achievement Awards (LAAA) held annually in May to recognize outstanding secondary Latino students

Department of English Language Learners Expectations

In order to ensure that parents are full partners in the decisions that affect ELL children and families, the Department of English Language Learners will implement the following actions:

- Provide communications, verbal and written, to families in their home languages.
- Include ELL parents in decision-making committees, e.g. District Advisory Committee, English Language Learner Dual Language-Advisory Committee.
- Provide parent training for literacy development.
- Provide interpreters in several languages for special parent events.
Campus Expectations

The following standards for involvement shall provide a framework for parent involvement programs:

- Parent Involvement programs shall use a variety of channels to connect schools, families, and communities in meaningful ways. Communication between home and school is regular, two-way, and meaningful. Schools will design effective forms of school-to-home and home-to-school communications about school programs and children’s progress. Samples include:
  - Language translators to assist families as needed.
  - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
  - Survey parents to verify the best ways to contact them.
  - Consider making newsletters concise and including information that is helpful to all parents, not just for high achieving students.

- Parent Involvement programs shall help all families establish home environments to support children as learners. Parenting skills are promoted and supported.

- Parent Involvement programs shall assist learning efforts in school, at home, and throughout the community in ways that link school to real life. Parents play an integral role in assisting student learning. Schools provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Suggestions include:
  - Information on homework policies and how to monitor and discuss schoolwork at home.
  - Information on how parents can advocate for their children such as GT programs, Bilingual Ed/Dual Language policies, special education services, etc.

- Parent Involvement programs shall recruit and organize parent, family, and community resources to support educational programs both within and outside the schools. Parents are welcome in the school, and their support and assistance are sought. Schools recruit and organize parent help and support.
  - Publish school hours so parents are aware.
  - Campus Parent Support Specialists help recruit parent volunteers.

- Parent Involvement programs shall support parents, families, and community members as partners with schools in making decisions that affect students and education. Schools include parents in school decisions, developing parent leaders and representatives.
  - Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation.
  - Involve parents in assessment of school policies, practices and rituals.

- Parent Involvement programs shall strengthen schools, parents, families, and student learning through community resources and services. Each campus improvement plan shall
include a parent, family, and community component outlining programs planned or in place for the purpose of improving and ensuring partnership-driven parent, family, and community engagement and involvement.

- Community resources are used to strengthen schools, families, and student learning.
- Schools identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

**Teacher Expectations**

Ongoing communication with parents should include:

- Conferences with every parent at least twice a year, requested by parent or teacher
- Language translators to assist families as needed.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications in the home language spoken by families.
- Organize a community walk/in the neighborhood to visit student’s families. Parent information on how instruction can be supported at home.
- Information on homework policies and how to monitor and discuss schoolwork at home.

**References and Resources**

Myths: [www.projectappleseed.org/4myths.html](http://www.projectappleseed.org/4myths.html)


Parent Involvement at the Middle School Level: [http://www.middleweb.com/ParntInvl.html](http://www.middleweb.com/ParntInvl.html)


Free and Reduced Lunch Applications

Austin ISD campuses may use the free and reduced lunch forms in different languages on the USDA Dept. of Agriculture website, as a general translation to help families understand the forms. [http://www.fns.usda.gov/cnd/FRP/frp.process.html](http://www.fns.usda.gov/cnd/FRP/frp.process.html). Non-English speaking families will still need help filling out the Austin ISD Free and Reduced Lunch Forms in English until the district can provide them in other languages. Austin ISD currently has the Free and Reduced Lunch applications in English and Spanish. In process are translations in Vietnamese, Arabic, Burmese, and Korean.
PROFESSIONAL DEVELOPMENT

Teachers need tools to know how to adapt to changing populations. The Department of English Language Learners provides workshop and professional development opportunities to help meet the needs of our growing ELL population found on the Human Capital Platform on the Austin ISD website.

The Department offers professional development templates or professional development plans, as well as monthly communications, such as: emails, phone calls, flyers from our office to LPAC Chairs and BE/ESL teachers.

Campus Professional Development Plan for ELLs
2013-14

Instructional:
ELEMENTARY ONLY

- Dual Language Training Institute
- Dual Language Support Sessions
  - Conceptual Literacy
  - Bilingual Pairs
  - Language of the Day
  - Contrastive Analysis
  - Biliteracy and Bridging
  - Strategies for Teaching Spanish
  - Developing Oral Language and Background Knowledge
  - Depths of Knowledge
- New Bilingual Teacher Institute (NBTI) with follow-up survey
- Mathematics for English Language Learners for K-5
- Dual Language Webinar Series

SECONDARY ONLY

- ESL Academy (3 days)
- Sheltered Instruction Webinar Series
- 50 Strategies in Mathematics for ELLs
- Depth of Knowledge
- Reading and Writing Trainings for ESL Teachers
- ELPS Sheltered Instruction Trainings

ELEMENTARY AND SECONDARY

- ELPS Academy (1 day, or 6 hours)
- ELL Academic Plan
- Sheltered Instruction in the Classroom
Compliance:
- LPAS Open Lab (Initial Training)
- TELPAS Holistic Rating Training
- TELPAS Supplemental Support Provider (SSP) Training – Grades K–1, 2–5, 6–12
- LPAC Chairperson Training- 2 sessions- one for new LPAC Chairs, one for experienced LPAC Chairs
- LPAC Decision-Making Process for the Texas Assessments Training
- LPAC Chair Training for the Annual Review
- ARD/LPAC Collaboration Training (co-training with Special Ed Dept.)
- LAS Links Training
- Pre LAS Training

Below are brief descriptions of the courses. Staff can get more information and register on Austin ISD Human Capital Platform

- Compliance Trainings
  Training will help the LPAC Chairperson and members comply with state requirements as they make assessment decisions and monitor students' progress and needs.

- Dual Language Institute and Support Sessions
  The Dual Language training for teachers and administrators is required for the implementation of the Dual Language Program. The design presentation includes:
  - Essential program components,
  - bilingual pairs,
  - bilingual learning centers,
  - conceptual refinement, and
  - vocabulary enrichment activities.

- ELL Academic Plan Training
  This training allows teachers, administrators and LPAC chairs to make the most of the wealth of information contained in the Austin ISD ELL Academic Plan.

- ELPS – LIAG Training
  This training explores ways to increase achievement for English language learners using the English Language Proficiency Standards (ELPs) and the Linguistic Instructional Alignment Guide (LIAG). The ELPs require specific focus on developing academic language in the content areas through reading, writing, speaking and listening. Participants will examine the ELPs and how to use them to practice writing language objectives using the four domains. Teachers attending the ELPs training will receive resources that contain strategies that will enable them to incorporate the ELPs in their classroom.

- ESL Academy
  This three-day workshop explores best practices for ESL instruction while preparing participants for the TeXes Exam #154: English as a Second Language Supplemental.
• New Bilingual Teacher Institute
  The training provides the foundation for all new bilingual teachers in AISD. The training engages teachers in sessions on the AISD Bilingual Education program, LEER MAS I or II, ESL instructions, the Language Proficiency Assessment Committee (LPAC) process, and technology applications. The training is required for new bilingual teachers in AISD.

• STAAR-L Accommodations
  This class is required training for teachers and other campus personnel who are responsible for administering the STAAR, and STAAR-L tests accommodations to immigrant students. The class will provide updated information about STAAR-L testing procedures and information about delivery of the accommodations.

• LPAC Chair Training for Annual Review
  The LPAC Chair training for the Annual Review Process will provide LPAC chairs with information regarding the Annual Review process for English language learners.

• Sheltered Instruction in the Classroom
  This three-day training will explore dynamic, hands-on strategies for sheltering instruction in the content areas. This workshop includes three days of training targeting an introduction to concepts of second language acquisition, an overview of sheltered instruction and includes strategies for differentiating instruction according to different language proficiency levels. This interactive training will additionally model sheltered instruction strategies with a special focus on the English Language Proficiency Standards (ELPS).

For assistance with registering, please contact Juana Madrigal, Dept. of English Language Learners Professional Development Specialist at 512-414-9564.
FOCUSED INTERVENTIONS

Dropout Intervention

Annual dropout data are provided for all Grade 7–12 students by race/ethnicity, gender, economic status, program participation (bilingual or English as a second language, career and technical education, gifted and talented, special education, and Title I) and other student characteristics (at-risk, immigrant, limited English proficient, migrant, and overage). Some data are masked to comply with federal regulations concerning student privacy, the Family Educational Rights and Privacy Act (FERPA).

The annual dropout rate is the percentage of students who dropped out of either grades 7–8, grades 9–12, or grades 7–12 during the 2013-14 school year. The Texas Legislature requires that dropout rates be computed according to the National Center for Education Statistics (NCES) dropout definition, beginning with the 2005–06 school year. Although most campuses do not serve both grades 7–8 and grades 9–12, if a campus reports students in both grade spans, both rates will be shown regardless of the number of students served.

The annual dropout rate formula is:

\[
\text{annual dropout rate} = \frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}} \times 100
\]

Administrators wanting current dropout data, there is a real-time report located in ACCESS for on-time completion based on credit load that includes an estimate for dropouts that provides a descriptor for ELL/LEPs.

Austin ISD Department of Program Evaluation’s completed a report in February 2011 (ELLs’ At Risk of Dropping Out of School, 2006–2007 9th Grade Cohort) and below were the key findings:

- ELLs were 2.2 times more likely to drop out of high school within 3 years of starting 9th grade than were non-ELLs.
- Monitored ELLs were less likely to drop out than were non-ELLs.
- One in three ELLs who attended a disciplinary campus in their 9th grade year dropped out of high school within 3 years.
- Ninth-grade predictors of overall dropout risk among ELLs were
  - having an attendance rate below 90%,
  - being 16 years or older at the beginning of the seed year,
  - earning fewer than 5 credits,
  - attending a Title I campus, and
• Scoring beginning or intermediate on the reading component of the Texas English Language Proficiency Assessment System (TELPAS).

• International High School students were significantly less likely to drop out of school than were similarly matched students.

Many middle schools and high schools have Dropout Intervention Specialists. These middle school and high school intervention specialists make calls to parents when their child is absent, assist with getting parent signatures for key documents and find ways to connect the family to their child’s teacher(s).

References
Austin ISD AEIS District reports can be found on TEA’s website where the user can search by year, district, campus, special program area, demographics, etc. and it provides a definition, and it is all final data.
http://www.tea.state.tx.us/acctres/dropcomp_index.html

Brunner, J. (Feb 2011). ELLs’ At Risk of Dropping Out of School, 2006–2007 9th Grade Cohort. Austin, TX: Department of Program Evaluation, Austin ISD. DPE No: 09.84.RB.

TEA Division of Performance Reporting www.tea.state.tx.us

Response to Intervention (RtI)

Response to Intervention (RtI) is a rigorous framework inclusive of high quality culturally and linguistically responsive instruction, assessment and evidence based intervention. A comprehensive Response to Intervention framework supports the Austin ISD Strategic Plan Framework goals.

• All students will perform at or above grade level
• Achievement gaps among all students will be eliminated
• All students will graduate ready for college, career, and life in a globally competitive economy
• All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

Comprehensive RtI implementation will contribute to meaningful identification of learning and behavioral problems, improve the quality of instruction, and provide all students with the best opportunities to succeed in school.

There are Four Essential Components to a Response to Intervention Framework:

1. A school wide multi-tier instructional and behavioral system for preventing school failure
2. Universal screening
3. Progress monitoring
4. Data based decision making for instruction and movement within the multi-tier system.

The following graphic depicts the progression of support within the multi-tier prevention system.

**Tiered Levels of Instruction**

Response to Intervention is a multi-tiered service delivery model/framework, most frequently viewed as a three-tiered model (Vaughn, 2003). Data based decision making occur at all levels within the RtI framework and all levels of instruction. School based professional learning community teams/problem solving teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (National Association of State Directors of Special Education, Inc. 2005). A multi-tiered framework is essential to support the needs of English language learners. The framework creates a universal support system to enhance language acquisition in conjunction with content instruction. An appropriate foundation for RtI begins with educator knowledge of first and second language acquisition principles and culturally responsive pedagogy. It is equally important to have access to specialists well-trained in differentiating cultural and linguistic differences from disabilities (Artiles and Klinger, 2006).

**Characteristics of Tiered Level of Instruction**

- High-quality multi-tiered instruction/intervention that has been demonstrated through scientific research to be effective in producing high learning rates when used with most students. The intervention is selected based on student need.
- Learning rate and level of performance are the two indicators utilized in making decisions. These two indicators provide information regarding the students’ pace of learning over time and students’ achievement/performance level when compared to expected measures. Universal screeners and progress monitoring instruments provide consistent indicators of success or need for further instruction or intervention.
- Important educational decisions regarding intensity or structure level and length of time are dependent on students’ response to the intervention. A structured, systematic, problem-solving process assists in the identification and/or support of student academic and behavioral needs.
- Professional development needs are consistently examined so that administrators, teachers, paraprofessionals and related service personnel possess requisite knowledge,
skills and attitudes to successfully implement a preventative and proactive Response to Intervention.

(Mellard and Johnson, 2008).

**Tier 1** is considered core or foundational instruction (both academic and behavioral). The research-based core curriculum should be effective for approximately 80% to 85% of the students. Tier 1 instruction should be designed and delivered as preventative inclusive of strong instructional, curricular, and structural variables. Simultaneously, the learning needs of the students not responding successfully to the core instruction should be addressed using differentiated instruction or interaction group interventions characterized as preventative and proactive (Mellard and Johnson, 2008).

**Tier 2** represents a critical juncture in the RtI process. Along with the scientifically based instruction at Tier 1, Tier 2 forms the line of defense for reducing the number of students who are low performing or inappropriately referred for special education services. Providing timely and evidence based instructional strategies to students at risk can define the difference between those at-risk students successfully returning to the general education classroom or being referred for special education evaluation (Compton, Fuchs, Fuchs & Bryant, 2006).

**Tier 3** represents an integral step within the RtI framework that aligns with and builds on Tiers 1 and 2 instruction relying on a data-based decision-making model of instruction and intervention. Tier 3 is intended to deliver the most intensive, scientifically based instructional programs to address individual student needs. Ideally, all tiers are structured to provide flexible service, systematically permitting a student to move in and out as needs change relative to the demands of the general education curriculum (Fuchs & Fuchs, 2006).
The Response-to-Intervention (RTI) model is a pledge to address individual student needs and improve the outcomes of students who struggle with learning to read, especially language minority students. In fact, there is growing evidence that RTI can provide effective interventions for English language learners who struggle with reading (Linan-Thompson, Vaughn, Prater, & Cirino, 2006; Vaughn, Cirino, Linan-Thompson, et al., 2006; Vaughn, Linan-Thompson, Mathes, et al., 2006). General classroom instruction is analyzed and modified to address student needs before they are moved to the next level of a three-tiered model (Vaughn & Fuchs, 2003).

Historically, Hispanic students have been over-represented in special education programs (Artiles, Trent, & Palmer, 2004). The RTI model may help to avoid over- and under-identification of language-minority students in special education programs (Bedore & Peña, 2008) because RTI recommends universal screening and high quality instruction for all students within the general education setting. In an RTI model, a special education referral is recommended only after the student has been provided with differentiated classroom instruction and intensive reading interventions.


http://www.Austinschools.org/curriculum/RtI/

References


