# Bilingual and English as a Second Language Program and Demographic Summary, 2017–2018

**Austin Independent School District** 







### **Executive Summary**

The purpose of this report is to provide information on the bilingual education (BE) and English as a second language (ESL) programs implemented in the Austin Independent School District (AISD) during the 2017–2018 school year. This document summarizes the programs implemented, the numbers of students served, students' demographic characteristics, and program participation. This report is the first in a series of summary reports; subsequent reports will examine the academic performance and language acquisition of English learners (ELs) in 2017–2018.

As of the Fall 2017 snapshot in October 2017, AISD had enrolled 22,428 ELs, representing 27% of the AISD student population (81,650). There were slightly more male (52%) than female (49%) ELs. Additionally, compared with the previous school year, in 2017–2018, a 4 percentage point decrease was seen in the proportion of ELs qualifying for free or reduced price lunches, down from 90% in 2016–2017 to 86%. The majority of AISD ELs self-identified as Hispanic or Latino (88%). ELs' most common home language was Spanish (88%), followed by Arabic (2%), Vietnamese (1%), Burmese (1%), and Mandarin (1%). Fifteen percent of AISD ELs were immigrants and 4% were refugees or asylees. Immigrants are defined by the Texas Education Agency (TEA) as individuals ages 3 through 21 who were not born in any U.S. state and have not attended school in any one or more states for more than 3 full academic years.

Seventy percent of ELs were enrolled at the elementary school level, and 69% of these students were served in the Dual Language (DL) Program. AISD provided one-way and two-way DL at the elementary school level, and DL was offered at 11 middle schools in 2017–2018. In addition, AISD offered the Transitional/Late-Exit Program at the elementary level and the ESL Program to ELs at all grade levels.

In 2017–2018, 17% of ELs participated in Career and Technical Education (CTE). However, only 3% of ELs participated in the Gifted and Talented (GT) programs, compared to the 12% non-EL participation. In 2017–2018, approximately 12% of ELs received Special Education (Sp Ed) services.

Overall, ELs' social and emotional well-being, based on the 2018 Student Climate Survey, remained mostly unchanged from the prior year. ELs responded with similarly high agreement as their non-EL peers to statements about teachers' high academic expectations for them. In addition, both groups reported similar ratings of their classroom peers' behavior toward them, toward their teachers, and toward school rules. However, students who were economically disadvantaged or receiving special education services generally had lower positive ratings of their school climate than did students who were not identified as part of these groups (Student Climate Survey results, 2018). Interestingly, ELs across all school levels were more likely than their non-EL counterparts to report that they liked coming to school, in contrast with results from the 2016–2017 school year.

ELs across all school levels responded similarly to non-ELs with high agreement to the statement that there is respect for different cultures at their school. However, ELs had slightly lower percentages of agreement than did their non-EL counterparts to ratings for whether students at their schools received respect for speaking languages other

than English. In addition, ELs were significantly less likely than non-ELs to report that they intended to go to college, in contrast with last years' results.

The revised 2016–2017 implementation guide was used during the 2017–2018 school year to evaluate the DL Program implementation in a sample of AISD elementary schools. Classes in 30 elementary schools throughout the district were observed, totaling 167 classroom observations. Results of these classroom observations indicated that implementation of the DL Program had improved during the 2017–2018 school year on several elements, compared with the observations made the year prior. However, some key elements of the DL Program still had low observation rates, indicating program implementation could be improved in those areas. The key elements where improvement could be made were teaching for transfer, assessments, and daily writing. For more information on the DL Program see https://www.austinisd.org/multilingual/dual-language#title.

In the 2017–2018 school year,1,626 bilingual- or ESL-certified teachers had bilingual or ESL assignments district wide. Of the 1,626 bilingual/ESL teachers, 1,561 taught at the elementary level, 43 taught at the middle school level, and 22 taught high school. During the 2017–2018 school year, 14 professional development (PD) courses were taught, with 102 sessions and 1,183 participants; however, these numbers only reflect courses tracked through the Human Capitol Platform (HCP) and do not include any PD sessions that may have occurred on campus during staff and team meeting time. Topics for these PD sessions included sheltered instruction, the English Language Proficiency Standards (ELPS) Toolkit, ESL Academy, language proficiency assessment committees (LPACs), summer school, and the Texas English Language Proficiency Assessment System (TELPAS).

To support the education of ELs, AISD received supplemental state bilingual funding and federal Every Student Succeeds Act (ESSA) Title III, Part A, grant funding (see the U.S. Department of Education website for more information, http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html). The majority of expenditures covered campus instruction and support (e.g., teachers' salaries, instructional materials). More than \$11.6 million in state funds and more than \$2.9 million in federal Title III A funds were spent supporting ELs, an increase over the prior year grant funding of more than \$1.2 million. The estimated supplemental cost per EL served in 2017–2018 increased from \$556 to \$650. The majority of the Title III, Part A, grant funding for ELs was used for educators' salaries and administrative costs (\$2,044,175). Of the grant funding for ELs, \$268,251 was spent on parental support, \$31,762 on professional development sessions, and \$27,650 on summer programs. Additionally, \$381,016 was spent on personnel for supporting immigrants and refugee/asylees.

### **Table of Contents**

Executive Summary	2
List of Figures	4
List of Tables	4
Introduction	5
Bilingual and English as a Second Language (ESL) Programs	5
ELs in AISD	5
Participation in Career and Technology, Gifted and Talented, and Special Education Programs	7
ELs' Social and Emotional Well-being.	7
DL Program Implementation in Elementary Schools	8
Teachers of ELs	8
Education Funding for ELs	9
Conclusions	9
Recommendations	. 10
Appendix	. 11
References	. 18
List of Figures	
Figure 1 Percentage of ELs identified as immigrants, refugee/asylees, and total ELs enrolled at AISD for the 202 2013 to 2017–2018 school years	
Figure 2 Most common languages spoken by AISD ELs at home in 2017–2018	8
List of Tables	
Table 1 AISD ELs, by BE or ESL Program Participation, Fall 2017	6
Table 2 Self-identified racial/ethnic composition of students enrolled at AISD during 2017–2018	6

### Introduction

This report summarizes the demographic and program participation of the English learners (ELs) in Austin Independent School District (AISD) during the 2017–2018 school year. Descriptions of the students served by the bilingual education (BE) and English as a second language (ESL) programs and their characteristics, participation in other programs, and cultural and social emotional well-being are discussed. Additionally, the teachers of ELs and the professional development education these teachers completed are summarized.

### **BE and ESL Programs**

Texas state law requires that BE or ESL program services be offered to ELs, by recommendation of school staff and upon approval of the student's parents. In addition, the state requires that school districts offer BE programs at prekindergarten (pre-K) through grade 5 for any language with 20 or more students enrolled at any grade level across the district. For more information on Texas state laws, see the Texas Education Agency's (TEA) website for Texas Administrative Code at http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html. For more information on BE or ESL programs offered at AISD, see sidebar.

### **ELs in AISD**

Table 1 shows the numbers of ELs served in each BE/ESL program, as well as the numbers of ELs whose parents denied BE/ESL program services as of the Fall 2017 snapshot in October 2017. At the elementary level, the majority of ELs were enrolled in the one-way Dual Language (DL) Program. At the secondary level, although all ELs were enrolled in the ESL Program, those who were in the DL Program were also provided a local program code for tracking their participation.

Table 1.
AISD ELs, by BE or ESL Program Participation, Fall 2017

	Number	Percentage
Bilingual		
One-way DL	9,096	41%
Two-way DL	1,779	8%
Transitional late exit	2,019	9%
ESL		
Content (Elementary)	2,973	13%
Pull out (Secondary)	6,247	28%
Denials (parent denied BE-ESL services)	314	1%
Total	22,428	100%

Source. AISD student records, Fall 2017 snapshot

# Bilingual and ESL Programs in AISD

One-way dual language (DL) serves ELs in both English and Spanish, or another language, in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language. Students receive language arts instruction in their native language, as well as instruction for other subjects in both English and the other language. Program exit will occur not earlier than 5<sup>th</sup> grade. Two-way DL is like one -way DL, with the exception that two-way DL serve both ELs and non-ELs.

Transitional/Late Exit (T/LE) serves ELs in both English and Spanish, or another language, and transfers a student to English-only instruction. Students enrolled in the T/LE Program are eligible to exit the program not earlier than 6 or later than 7 years after they enroll in school.

ESL content serves ELs in English with other language support, and provides supplementary instruction for all content areas, as well as support in learning English. ESL pull out serves ELs by providing English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the other content areas. Instruction may be provided in a pull-out or inclusionary delivery model.

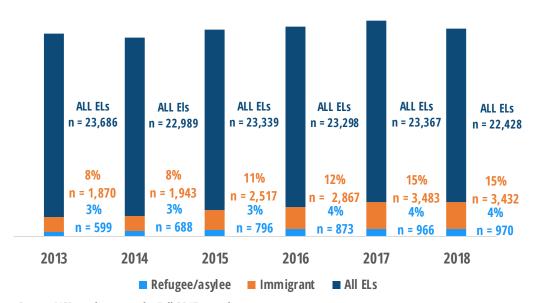
For more information on AISD programs for ELs, see the Multi-lingual Education Team's website at https://www.austinisd.org/multilingual.

In the Fall of 2017, 81,650 students were enrolled at AISD, and 27% of them were ELs (n = 22,428). For the past 5 years, the number of ELs enrolled at AISD has remained somewhat stable around 23,000 students; however, as of the Fall of 2017 a slight decrease was seen.

Of all ELs enrolled in AISD, 15% were immigrants and 4% were refugees or asylees (Figure 1). The percentage of immigrant ELs enrolled has gradually increased from approximately 8% in 2012–2013 to approximately 15% in 2017–2018 (Figure 1). The official definition only considers students to be immigrants within their first 3 years in U.S. schools. In 2017–2018, only 13 students of all enrolled ELs in AISD were identified as migrants (0.068%; see side bar for definitions of immigrant, asylee, and migrant students). Of all immigrants and refugees/asylees enrolled at AISD, the vast majority were ELs (94% and 90%, respectively).

Figure 1.

Percentage of ELs Identified as Immigrants, Refugee/Asylees, and Total ELs Enrolled at AISD for the 2012–2013 to 2017–2018 School Years.



Source. AISD student records, Fall 2017 snapshot

The vast majority of ELs enrolled at AISD during 2017–2018 self-identified as Hispanic or Latino (88%, Table 2). Of all AISD ELs, 6% were Asian, 4% were White, and 1% were Black or African American. Students identifying as American Indian or Alaskan Native, Native Hawaiian/other Pacific Islander, and as two or more races accounted for less than 1% of AISD ELs. Consistent with race and ethnic distribution, **the vast majority of ELs enrolled at AISD spoke Spanish at home (88%, Figure 2).** The other languages most commonly spoken at home by ELs were Arabic, Vietnamese, Burmese, and Mandarin. The "Other" category (8%) was composed of 84 other languages reported to be spoken at home by ELs in 2017–2018 (Figure 2). In addition, AISD's ELs had the following characteristics: 48% were female and 52% were male, and 1% (n = 229) were identified as homeless. In 2017–2018, 86% of AISD's ELs qualified for free or reduced-price meals, which was 4 percentage points lower than last year.

### Immigrant, Refugee/ Asylee, and Migrant

### **Immigrant**

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

### Refugee/Asylee

The TEA defines refugees as students who initially enrolled in a school in the United States as an asylee (as defined by 45 Code of Federal Regulations, Section 400.41) or a refugee (as defined by 8 United States Code Section 1101); who have a visa issued by the United States Department of State, with a Form 1-94 Arrival/ Departure record, or a successor document, issued by the United States Citizenship and Immigration Services, that is stamped with "Asylee," "Refugee," or "Asylum"; and who, as a result of inadequate schooling outside the United States, lack the necessary foundation in the essential knowledge and skills of the curriculum (prescribed under TEC Section 28.002), as determined by the language proficiency assessment committee (established under TEC Section 29.063).

### Migrant

Migrants are defined by TEA as students who are ages 3 through 21; who are (or whose parent, spouse, or guardian is) migratory agricultural workers; and who, in the preceding 36 months, in order to obtain (or accompany such parent, spouse, or guardian in obtaining) temporary or seasonal employment moved from one school district to another or resided in a school district of more than 15,000 square miles and migrated a distance of 20 miles or more to a temporary residence to engage in an agricultural or fishing ac-

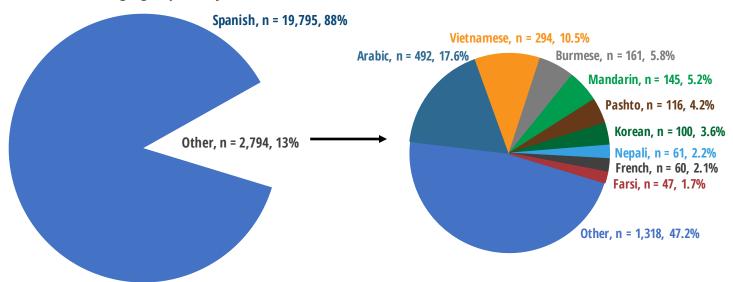
Table 2
Self-Identified Racial/Ethnic Composition of Students Enrolled at AISD, Fall 2017

	El	.S	All AISD students		
Ethnicity or race	n	%	n	%	
Hispanic/Latino	19,770	88%	46,244	57%	
American Indian or Alaska Native	28	< 1%	108	< 1%	
Asian	1,395	6%	3,453	4%	
African American/Black	308	1%	5,967	7%	
Native Hawaiian/other Pacific Islander	13	< 1%	71	< 1%	
White	851	4%	23,300	29%	
Two or more races	63	< 1%	2,507	3%	

Source. AISD student records, Fall 2017 snapshot

Figure 2.

Most Common Languages Spoken by AISD ELs at Home, Fall 2017



Source. AISD student records, Fall 2017 snapshot

### Participation in CTE, GT, and Special Education Programs

ELs represented 17% of the middle and high school students participating in career and technology education (CTE), whereas non-ELs represented 39%. This indicates that ELs' representation in CTE programs is underrepresented compared to their non-EL peers. The difference between ELs' and non-ELs' participation in gifted and talented (GT) programs was more pronounced. As of the Fall 2017 snapshot, 12% of non-ELLs participated in GT programs, whereas participation by ELs was 3% (n = 580).

In 2017–2018, roughly 12% of AISD's ELs (n = 2,597) received special education services, which was closely matched by 11% of non-ELs (n = 6,417) receiving special education services. For more information on enrollment in Texas, see https://tea.texas.gov/acctres/enroll index.html.

### **ELs' Social and Emotional Well-being**

Annually, AISD administers the Student Climate Survey to students in grades 3 through 8. The 2018 Student Climate Survey, found that similarly high percentages of ELs and non-ELs in all school levels supported statements about

teachers' high academic expectations of them. Specifically, non-ELs and ELs reported high agreement with the statement that their teachers expected them to think hard about the things they read (95% and 93%, respectively). Furthermore, the statement that their teachers expected everybody to work hard received similar high agreement from both non-ELs (97%) and ELs (96%). In addition, both groups reported similar ratings of their classroom peers' behavior toward them (non-ELs 86% and ELs 84%), toward their teachers (non-ELs 83% and ELs 84%), and toward school rules (non-ELs 78% and ELs 79%; Appendix A, Tables A1, A2, and A3). Interestingly, ELs in elementary (83%), middle (70%), and high school (76%) were more likely than their non-EL counterparts (77%, 65%, 66%, respectively) to report that they liked coming to school (Appendix A, Tables A4, A5, and A6), in contrast with results from the 2016–2017 school year.

ELs (in elementary, 91%; middle, 87%; and high school, 91%) responded similarly to non-ELs (95%, 88%, and 91% respectively) with high agreement to the statement that there was respect for different cultures at their school (Appendix A, Table A7). However, ELs in elementary (92%), middle (87%), and high school (90%) had slightly lower percentages of agreement than did their non-EL counterparts (95%, 92%, 94%, respectively) to ratings for whether students at their schools received respect for speaking languages other than English. In addition, elementary (67%), middle (59%), and high school (50%) ELs were significantly less likely than non-ELs at those school levels (77%, 79%, 79%, respectively) to report that they intended to go to college, in contrast with last years' results. The interesting inverse results noted above compared to the previous year's results require further research to understand the factors that contribute to how students' school experiences relate to their perceptions about themselves and their education.

### **Dual Language Implementation in Elementary School**

In 2016–2017, staff from the AISD Multilingual Education Team (MET) collaborated with principals, teachers, parents, and community representatives to identify the critical elements of successful bilingual instruction. Out of this collaboration came an observation guide that was used in preliminary classroom observations during the 2016–2017 school year. Data gathered were then used to improve the observation guide for use in the 2017–2018 school year to evaluate the DL Program implementation in AISD elementary schools.

During the 2017–2018 school year, classes in 30 elementary schools throughout the district between pre-kindergarten (pre-K) through 5<sup>th</sup> grade were observed, totaling 167 classroom observations. These classroom observations lasted 30 minutes, on average, and observers were instructed during that time to indicate whether each item was "evident," "not evident," or "not observed." Results of these classroom observations indicated that implementation of the DL Program had improved during the 2017–2018 school year on several elements, compared with the observations conducted the year prior. However, some key elements of the DL Program were observed less often, indicating program implementation could be improved in those areas. The key elements where improvement could be made were: teaching for transfer, assessments, and daily writing. Another recommendation was for MET staff to plan for more frequent visits spread throughout the year and longer classroom observation sessions to ensure all aspects of the observation guide could be observed. In addition, the observers should speak with the teachers about the elements in the guide that were not easily observed, such as daily assessments, rubrics, and opportunities to write everyday in both languages. Lastly, MET staff should continually reevaluate the observation guide to ensure the DL elements accurately represent the DL implementation in AISD schools. For more detailed information on DL implementation, see Orr (2018).

#### Teachers of ELs

The 2017–2018 school year saw a slight decrease in the number of bilingual and ESL teachers with classroom assignments, which was expected due to the slight decrease in the number of ELs enrolled. There were 1,626 bilingual- or ESL-certified teachers with bilingual or ESL assignments for ELs in the district. Of the 1,626 bilingual/ESL teachers, 1,561 taught at the elementary level, 43 taught at the middle school level, and 22 taught high school. During the 2017–2018 school year, 14 professional development (PD) courses were taught, with 102 sessions and 1,183 participants; however,

# Federal Funding Support for ELs

Title III, Part A, of the federal Every Student Succeeds Act of 2015 provides guidance about the use of federal funds to support the education of ELs (see http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html).

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

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

these numbers only reflect courses tracked through the Human Capitol Platform (HCP) and do not include any PD sessions that may have occurred on campus during staff and team meeting time, such as Biliteracy cohorts. Topics of these PD sessions included sheltered instruction, ELPS Toolkit, ESL Academy, LPACs, summer school, and TELPAS.

### **Education Funding for ELs**

To support the education of ELs, AISD received supplemental state bilingual funding and federal Every Student Succeeds Act (ESSA) Title III, Part A, grant funding (see the U.S. Department of Education website for more information, www.ed.gov/essa). The majority of expenditures covered campus instruction and support (e.g., teachers' salaries, instructional materials). More than \$11.6 million in state funds and more than \$2.9 million in federal Title III A funds were spent supporting ELs. Thus, the estimated supplemental cost per EL served in 2017–2018 was \$650. The majority of the Title III, Part A, grant funding for ELs was used for educators' salaries and administrative costs (\$2,044,175). Of the grant funding for ELs, \$268,251 was spent on parental support, \$31,762 on professional development sessions, and \$27,650 on summer programs. Additionally, \$381,016 was spent on personnel for supporting immigrants and refugee/asylees.

### **Conclusions**

The following sections summarize the observations outlined in this report and provide recommendations for the 2018–2019 school year.

English language proficiency development is an important factor for ELs to progress and succeed in their education. During the 2017–2018 school year, an increase in DL participation was seen. It is important to note that ELs in BE programs, particularly in the DL Program, were supported in developing their home language simultaneously with learning English, with a goal of completing secondary education proficient in both languages.

In addition to examining the participation of ELs in bilingual and ESL programs, examining participation in the other programs offered by AISD aids in examining the characteristics of the AISD EL population. ELs' participation in the CTE Program showed similar proportions of ELs and non-EL counterparts, indicating neither over—nor underrepresentation. However, Els continue to be underrepresented in the GT Program, with only 3% EL participation compared with the 12% non-EL participation. This underrepresentation may be on the decline, with ELs increasing their GT participation by one percentage point this year, compared with last year. ELs were neither over—nor underrepresented in Sp Ed compared with their non-EL peers.

The 2017–2018 Student Climate Survey results remained mostly consistent with the prior year's results; however, there were some interesting reversals in a few of the areas surveyed. Consistent with the 2016–2017 results, high percentages of ELs and non-ELs in all school levels supported positive statements about teachers' high academic expectations of them and about their classroom peers' behavior toward them. In contrast with the 2016–2017 results, ELs reported more positive attitudes about going to school than did their non-EL peers. In addition, inconsistent with the 2016–2017 results, ELs were

significantly less likely than were non-ELs at all school levels to report that they intended to go to college. To fully understand these inconsistent results, further investigation is recommended.

During the 2017–2018 school year, the revised DL observation guide was used to evaluate implementation of the DL Program in the district's elementary schools that offered DL. Based on the sample of classrooms observed, the results indicated increased fidelity in implementation, as compared with the previous year. Several key elements of successful DL instruction were observed at high rates during the observations. However, some areas could still use improvement in the coming year.

As of the Fall 2017 snapshot, because of a slight decrease in total student enrollment and the number of enrolled ELs, fewer bilingual and ESL teachers were needed. The majority of the teachers of ELs taught at the elementary level. These teachers participated in 14 different PD courses that were offered across 102 sessions. Although these numbers are lower than the previous year, some PD sessions (e.g., those that occurred on campus during staff and team meeting time) were likely not captured in the HCP system.

Funding for ELs increased during the 2017–2018 school year, particularly Title III, Part A, funding. Local expenditures for the BE/ESL programs increased by more than \$300,000 for this school year, and Title III funds increased by more than \$1.2 million, compared with the prior year. This resulted in an increase in the estimated cost per student to \$650, up almost \$100 from the previous year. The majority of the funds were spent on campus instruction and support, and these additional funds helped support summer programs and other parental support activities.

#### Recommendations

To better understand the EL population in AISD, it is recommended that students who were ever classified as an EL, Ever ELs, be examined in the future. This is in the development process, and therefore was not included in this report.

AISD should continue to reexamine the process and criteria for participation of ELs in GT programs. Additionally, future studies should examine the processes for inclusion in the Sp Ed program.

To assess DL Program implementation fidelity, observations of classroom environment and particularly instruction should be conducted in model schools implementing DL, and observations should be conducted in all other schools implementing DL. Additionally, efforts should be made to extend observation time in order to observe more aspects of the DL observation guide, and observations should be conducted throughout the year.

Further analysis of student climate and social emotional well-being data is recommended to understand the inconsistencies that were seen in this year's survey results, as compared with last year's. This analysis should be used to inform program changes and improvements.

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

Table A1
Elementary School Behavioral Environment Ratings, by Student Characteristics

	Ge	nder	E	L	Spec	ial Ed	Econ Dis	
Behavioral environment	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
My classmates show respect to each other.	87%	86%	87%	86%	87%	84%	90%	84%
My classmates show respect to other students who are different.	84%	84%	85%	81%	84%	78%	88%	80%
I am happy with the way my classmates treat me.	84%	84%	84%	84%	85%	78%	86%	82%
Students at my school follow the school rules.	86%	84%	86%	84%	85%	82%	89%	82%
I feel safe at my school.	89%	92%	91%	91%	91%	87%	93%	89%
Students at this school treat teachers with respect.	88%	88%	88%	88%	89%	83%	91%	86%
My classmates behave the way my teachers want them to.	75%	72%	73%	75%	74%	73%	76%	72%
Our classes stay busy and do not waste time.	83%	84%	83%	84%	83%	81%	85%	82%
Students at my school are bullied (teased, taunted, threatened by other students).	50%	52%	47%	58%	50%	59%	41%	59%

**Source.** Spring 2018 Student Climate Survey

Table A2
Middle School Behavioral Environment Ratings, by Student Characteristics

	Gender			L	Spec	ial Ed	Econ Dis		
Behavioral environment	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis	
My classmates show respect to each other.	82%	81%	82%	80%	82%	78%	84%	79%	
My classmates show respect to other students who are different.	79%	79%	79%	80%	80%	73%	81%	77%	
I am happy with the way my classmates treat me.	87%	87%	87%	87%	87%	81%	89%	85%	
Students at my school follow the school rules.	71%	67%	69%	71%	70%	68%	72%	67%	
I feel safe at my school.	85%	83%	85%	81%	85%	80%	87%	81%	
Students at this school treat teachers with respect.	76%	74%	75%	75%	76%	71%	79%	72%	
My classmates behave the way my teachers want them to.	66%	60%	64%	63%	64%	62%	67%	60%	
Our classes stay busy and do not waste time.	79%	79%	79%	78%	80%	73%	82%	76%	
Students at my school are bullied (teased, taunted, threatened by other students).	62%	65%	63%	67%	63%	68%	61%	67%	

*Source.* Spring 2018 Student Climate Survey

Table A3
High School Behavioral Environment Ratings, by Student Characteristics

	Ge	nder	E	L	Spec	ial Ed	Econ Dis	
Behavioral environment	Male	Female	Non	EL	Non	Sped	Non	Econ Dis
My classmates show respect to each other.	88%	90%	89%	86%	89%	88%	90%	88%
My classmates show respect to other stu- dents who are different.	87%	87%	87%	88%	87%	84%	87%	86%
I am happy with the way my classmates treat me.	93%	92%	93%	91%	93%	88%	94%	92%
Students at my school follow the school rules.	78%	77%	77%	77%	77%	75%	77%	78%
I feel safe at my school.	87%	84%	85%	85%	86%	83%	86%	84%
Students at this school treat teachers with respect.	84%	85%	85%	82%	85%	79%	86%	82%
My classmates behave the way my teachers want them to.	78%	77%	79%	70%	78%	73%	81%	74%
Our classes stay busy and do not waste time.	86%	88%	87%	86%	87%	84%	87%	87%
Students at my school are bullied (teased, taunted, threatened by other students).	51%	50%	50%	56%	50%	53%	48%	54%

**Source.** Spring 2018 Student Climate Survey

Table A4
Elementary School Student Engagement Ratings, by Student Characteristics

	Ge	Gender		L	Spec	ial Ed	Econ Dis	
Student engagement	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
I like to come to school.	74%	85%	77%	83%	80%	76%	78%	80%
I enjoy doing my schoolwork.	72%	82%	74%	83%	77%	71%	73%	80%
My homework helps me learn the things I need to know.	79%	86%	79%	90%	83%	80%	76%	87%
My schoolwork makes me think about things in new ways.	80%	85%	80%	87%	83%	81%	79%	86%
I have fun learning in my classes.	83%	89%	84%	88%	86%	82%	84%	87%
My teachers connect what I am doing to my life outside the classroom.	75%	79%	76%	81%	77%	75%	75%	79%
I receive recognition or praise for doing good work.	85%	89%	86%	89%	87%	87%	85%	88%

**Source.** Spring 2018 Student Climate Survey

Table A5
Middle School Student Engagement Ratings, by Student Characteristics

	Gei	nder	E	L	Speci	ial Ed	Econ Dis	
Student engagement	Male	Female	Non	EL	Non	Sp Ed	Non	Econ Dis
I like to come to school.	65%	67%	65%	70%	66%	65%	67%	65%
I enjoy doing my schoolwork.	55%	59%	55%	66%	57%	59%	54%	61%
My homework helps me learn the things I need to know.	64%	70%	64%	77%	66%	74%	61%	72%
My schoolwork makes me think about things in new ways.	72%	73%	70%	80%	72%	76%	69%	76%
I have fun learning in my classes.	71%	72%	71%	76%	71%	73%	71%	72%
My teachers connect what I am doing to my life outside the classroom.	59%	59%	58%	63%	59%	63%	58%	60%
I receive recognition or praise for doing good work.	77%	78%	76%	80%	77%	81%	76%	78%

**Source.** Spring 2018 Student Climate Survey

Table A6
High School Student Engagement Ratings, by Student Characteristics

	Gei	Gender		EL		Special Ed		Econ Dis	
Student engagement	Male	Female	Non	EL	Non	Sped	Non	Econ Dis	
I like to come to school.	68%	67%	66%	76%	67%	66%	66%	69%	
I enjoy doing my schoolwork.	54%	56%	53%	73%	55%	59%	50%	63%	
My homework helps me learn the things I need to know.	66%	72%	67%	80%	68%	74%	66%	73%	
My schoolwork makes me think about things in new ways.	71%	73%	70%	85%	72%	76%	69%	77%	
I have fun learning in my classes.	72%	73%	72%	77%	72%	74%	72%	73%	
My teachers connect what I am doing to my life outside the classroom.	60%	60%	60%	63%	60%	61%	59%	61%	
I receive recognition or praise for doing good work.	75%	73%	74%	76%	73%	80%	74%	74%	

Source. Spring 2018 Student Climate Survey

Table A7
Culture and Language Ratings, by Level, by Student Characteristics

At my school, there is respect for	Ge	Gender		L	Speci	ial Ed	Econ Dis	
different cultures.	Male	Female	Non	EL	Non	Sped	Non	Econ Dis
Elementary school	93%	94%	95%	91%	94%	90%	96%	92%
Middle school	88%	89%	88%	87%	88%	85%	90%	87%
High school	91%	92%	91%	91%	92%	90%	91%	91%

**Source.** Spring 2018 Student Climate Survey

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### **AUSTIN INDEPENDENT SCHOOL DISTRICT**

Mishan Jensen, Ph.D. Martha Doolittle, Ph.D.

### **Department of Research and Evaluation**



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338 512.414.1724 | fax: 512.414.1707 www.austinisd.org/dre | Twitter: @AISD\_DRE

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