

# Emergent Bilingual Student Experiences and the Bilingual Education and English as a Second Language Programs, 2020–2021

Austin Independent School District



## Executive Summary

This report outlines emergent bilingual students' experiences at AISD as well as the Bilingual Education (BE) and English as a Second Language (ESL) Programs. Emergent bilingual students' participation in BE/ESL, special education, Gifted and Talented, and Career and Technical Education Programs are summarized. Additionally, emergent bilingual students' perceptions of school climate and aspects of BE/ESL Program implementation are discussed. This report is part of a series of reports for 2020–2021; additional reports examine academic performance and language acquisition of emergent bilingual students.

At the elementary level, 48% of emergent bilingual students were enrolled in the one-way Dual Language (DL) Program and 15% were enrolled in two-way DL. At the secondary level, most students were enrolled in ESL (76%), and 9% were enrolled in DL. In the district's 10th year of offering the DL Program, it was available at 52 elementary schools (61%), 10 middle schools (30%), and four high schools (15%).

### Program Participation for AISD Emergent Bilingual Students, by Bilingual or English as a Second Language Program, Fall 2020

		Number	Percentage
Bilingual education	One-way DL	6,243	30%
	Mandarin two-way DL	10	<1%
	Vietnamese two-way DL	175	1%
	Spanish two-way DL	2,593	12%
	Transitional/late exit	1,762	8%
English as second language	Content	2,502	12%
	Pull out	6,203	29%
Alternative language*		1,467	7%
Parent declined BE/ESL services or no response		152	1%
<b>Total</b>		<b>21,107</b>	<b>100%</b>

Source. AISD student records, Fall 2020 snapshot

\* According to Texas Education Agency (TEA) definitions, students were said to be in an alternative language program if they were enrolled in a BE/ESL class with a teacher who had a BE exception or ESL waiver.

### Self-Identified Racial/Ethnic Composition of Students Enrolled at AISD, Fall 2020

Ethnicity or race	Emergent bilingual		Non-emergent bilingual	
	<i>n</i>	%	<i>n</i>	%
Hispanic/Latino	18,521	88%	22,636	42%
Asian	1,384	7%	2,018	4%
White	776	4%	21,766	40%
African American/Black	322	2%	4,618	9%
American Indian or Alaska Native	21	<1%	84	<1%
Native Hawaiian/other Pacific Islander	4	<1%	59	<1%
Two or more races	79	<1%	2,582	5%
<b>Total</b>	<b>21,107</b>	<b>100%</b>	<b>53,763</b>	<b>100%</b>

Source. AISD student records, Fall 2020 snapshot

## Student Climate Survey Findings, 2020–2021

- Emergent bilingual students reported feeling more engaged in school and receiving more positive feedback from adults at their school, compared to their non-emergent bilingual peers.
- Across grade levels, the majority of emergent bilingual students reported feeling safe at their school and respected by classmates.
- Fewer emergent bilingual students than non-emergent bilingual students indicated they intended to go to college, especially for those with economic disadvantage.
  - At the secondary level, emergent bilingual students in the DL Program were more likely to report intending to go to college than were emergent bilingual students enrolled in the ESL Program.

### Why it matters

- School engagement is positively related to academic performance and socioemotional well-being.
- It is possible that the BE/ESL Programs at AISD contributes to the positive school engagement outcomes of emergent bilingual students.
- The advanced courses required by the DL Program and other program factors may be succeeding at preparing DL students for college.

### What should we do next?

- Components of BE/ESL programming that contribute to school engagement for emergent bilingual students should be institutionalized more broadly to ensure student success.
- Further support is recommended to promote the college intentions of emergent bilingual students.

## Secondary Dual Language Teacher Implementation Survey

- About half of responding teachers commented on the challenges of implementation in a virtual environment.
- Students' and parents' ability to use technology and online resources improved throughout the school year.
- Teachers provided diverse examples of engaging students' receptive, productive, and cross-cultural learning and were interested in learning about ways to better students' language development and reading and writing skills.
- Issues with the DL Program that teachers noted included a lack of streamlined program implementation across campuses and a lack of services for special education or other special needs DL students.

## Why it matters

- The survey gave important insights into teachers' experiences that are relevant beyond the unique 2020–2021 school year, including concerns about the quality of DL implementation.

## What should we do next?

- More attention should be directed towards streamlining DL Program implementation across campuses as well as expanding special education services provided for emergent bilingual students.
- During the 2021–2022 school year, DL leaders should focus on program implementation fidelity. Using the new tools (i.e., classroom observation and campus implementation rubrics) developed for monitoring, leaders can facilitate engagement in a continuous improvement cycle.

## Parent Engagement

- In line with the Spring 2020 update to local board policy, DL program staff organized many parent engagement events this year. For example, program staff created:
  - informational flyers, virtual information sessions, and a virtual celebration commemorating 8th-grade DL students' kindergarten through grade-8 DL journey

## What should we do next?

- Future work should gather parents' feedback about their understanding of DL program goals and policies to inform DL enrollment practices and better serve the community.

## BE and ESL Teacher Certifications and Professional Learning

- The number of active staff members with BE or ESL certifications increased slightly this year (by 48 teachers) to 3,092.
- More than three times as many BE/ESL staff participated in professional learning sessions this year, compared with in the 2019–2020 school year.
- Both the numbers of courses and sessions offered to BE/ESL teachers doubled this year, compared with last year.

## What should we do next?

- Efforts should be made to ensure optimal placements of newly certified BE/ESL teachers to reduce the number of students being served in alternative language programs.

## Table of Contents

Introduction .....	1
BE and ESL Programs.....	1
Emergent Bilingual Students in AISD.....	1
Participation in Career and Technical Education, Gifted and Talented, and Special Education Programs .....	4
Student-Reported School Climate and College Intentions .....	5
Secondary DL Implementation.....	7
Teachers of Emergent Bilingual Students.....	8
Conclusions .....	10
References .....	12

## List of Figures

Figure 1. Percentage of Emergent Bilingual Students Identified as Immigrants, Refugees/Asylees, and Other Emergent Bilingual Students Enrolled at AISD, 2018–2019 through 2020–2021 .....	2
Figure 2. Most Common Languages Spoken by AISD Emergent Bilingual Students at Home, Fall 2020.....	3
Figure 3. High School Emergent Bilingual Students' Participation in CTE Career Clusters, Compared with Non-Emergent Bilingual Students, 2020–2021.....	4
Figure 4. Emergent Bilingual Students Reported Greater School Engagement Than Did Non-Emergent Bilingual Students.....	5

## List of Tables

Table 1. AISD Emergent Bilingual Students, by Bilingual or English as a Second Language Program Participation, Fall 2020 .....	1
Table 2. Self-Identified Racial/Ethnic Composition of Students Enrolled at AISD, Fall 2020 .....	3
Table 3. Number of Active, Full-Time Teachers of BE/ESL Courses by Grade Level and Certifications .....	8

## Introduction

This report summarizes the demographic and program participation of students who were previously known as English learners and are now referred to as emergent bilingual students (García et al., 2008) in Austin Independent School District (AISD) during the 2020–2021 school year. Descriptions of the students served by the Bilingual Education (BE) and English as a Second Language (ESL) Programs and their characteristics, participation in additional AISD programs, school climate, and college intentions are provided. Additionally, the numbers of teachers of emergent bilingual students, their professional learning (PL), and program expenditures are summarized.

## BE and ESL Programs

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

## Emergent Bilingual Students in AISD

Table 1 shows the numbers of emergent bilingual students served in each BE/ESL Program as well as the number of students whose parents denied BE/ESL Program services as of the Fall 2020 snapshot on October 30, 2020.

Table 1.

**AISD Emergent Bilingual Students, by Bilingual or English as a Second Language Program Participation, Fall 2020**

		Number	Percentage
Bilingual education	One-way DL	6,243	30%
	Mandarin two-way DL	10	<1%
	Vietnamese two-way DL	175	1%
	Spanish two-way DL	2,593	12%
	Transitional/late exit	1,762	8%
English as second language	Content	2,502	12%
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Alternative language*		1,467	7%
Parent declined BE/ESL services or no response		152	1%
<b>Total</b>		<b>21,107</b>	<b>100%</b>

Source. AISD student records, Fall 2020 snapshot

\* According to Texas Education Agency (TEA) definitions, students were said to be in an alternative language program if they were enrolled in a BE/ESL class with a teacher who had a BE exception or ESL waiver.

## BE and ESL Programs in AISD

### One-way DL

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

### Two-way DL

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

### Transitional/late exit

- English and Spanish (or another language)
- Transfers students to English-only instruction
- Program exit  $\geq$  6 or  $\leq$  7 years after enrolling

### ESL content-based

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

### ESL pull out

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

### Alternative language

- Teacher had a BE exception or ESL waiver

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



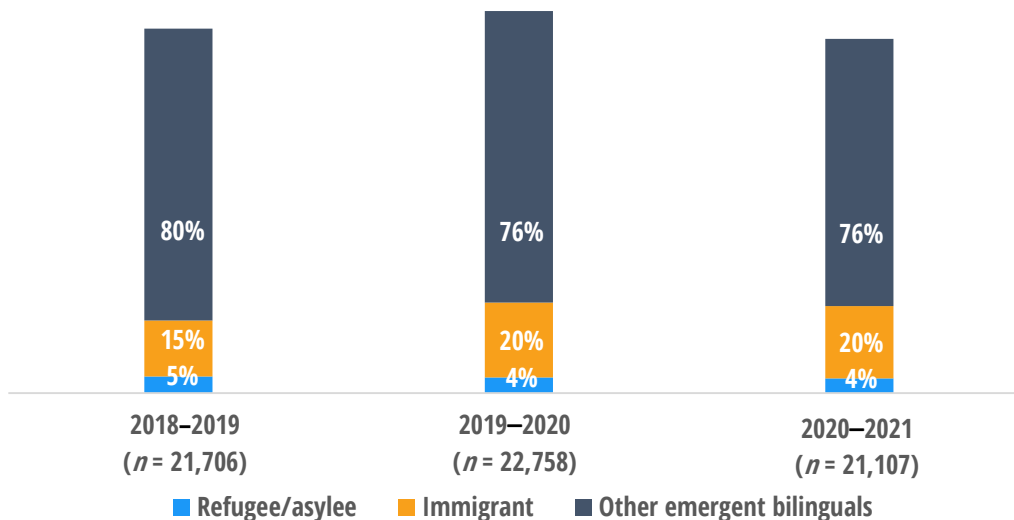
In the fall of 2020, 74,871 students were enrolled at AISD, and 28% of them were emergent bilingual students ( $n = 21,107$ ). Enrollment decreased for all students including emergent bilingual students, compared with enrollment in the 2019–2020 school year ( $n = 22,758$  out of 80,911 total students). However, the proportion of emergent bilingual students enrolled was the same as last year. In 2020–2021, AISD’s emergent bilingual students had the following characteristics: 48% were female ( $n = 10,131$ ), 1% were homeless ( $n = 141$ ), and 84% qualified for free or reduced-price meals ( $n = 17,729$ ).

At the elementary level, 48% of emergent bilingual students were enrolled in the one-way Dual Language (DL) Program and 15% were enrolled in two-way DL. At the secondary level, most students were enrolled in ESL (76%), and 9% were enrolled in DL. In the district’s 10<sup>th</sup> year of offering the DL Program, it was available at 52 elementary schools (61%), 10 middle schools (30%), and four high schools (15%).

Of all emergent bilingual students enrolled in AISD, 20% were immigrants, and 4% were refugees/asylees or migrants (Figure 1). TEA considers students to be immigrants within their first 3 years in U.S. schools (see sidebar for TEA definitions of immigrant, refugee/asylee, and migrant). The majority of immigrant emergent bilingual students in the 2020–2021 school year were economically disadvantaged (81%) and Hispanic (77%), which is similar to the 2019–2020 school year. Of all the immigrants, refugees/asylees, and migrants enrolled at AISD, the majority were emergent bilingual students (90%, 100%, and 69%, respectively).

Figure 1.

Percentage of Emergent Bilingual Students Identified as Immigrants, Refugees/Asylees, and Other Emergent Bilingual Students Enrolled at AISD, 2018–2019 through 2020–2021



Source. AISD student records, Fall 2020 snapshot

Note. Migrants made up less than 0.1% of emergent bilingual students in 2019–2021.

The vast majority of emergent bilingual students enrolled this year self-identified as Hispanic or Latino (88%, Table 2), consistent with the ethnic composition of students from the 2019–2020 school year. Of all AISD emergent bilingual students this year, 7% were Asian, 4% were White, and 2% were Black or African American. Students identifying as

## Immigrant, Refugee/Asylee, and Migrant

### Immigrant

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

### Refugee/Asylee

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

### Migrant

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



American Indian or Alaskan Native, or Native Hawaiian/other Pacific Islander accounted for less than 1% of AISD emergent bilingual students. Non-emergent bilingual students, on the other hand, were 42% Hispanic or Latino, 40% White, 9% Black or African American, 4% Asian, and 5% other race(s) (Table 2).

Table 2.

**Self-Identified Racial/Ethnic Composition of Students Enrolled at AISD, Fall 2020**

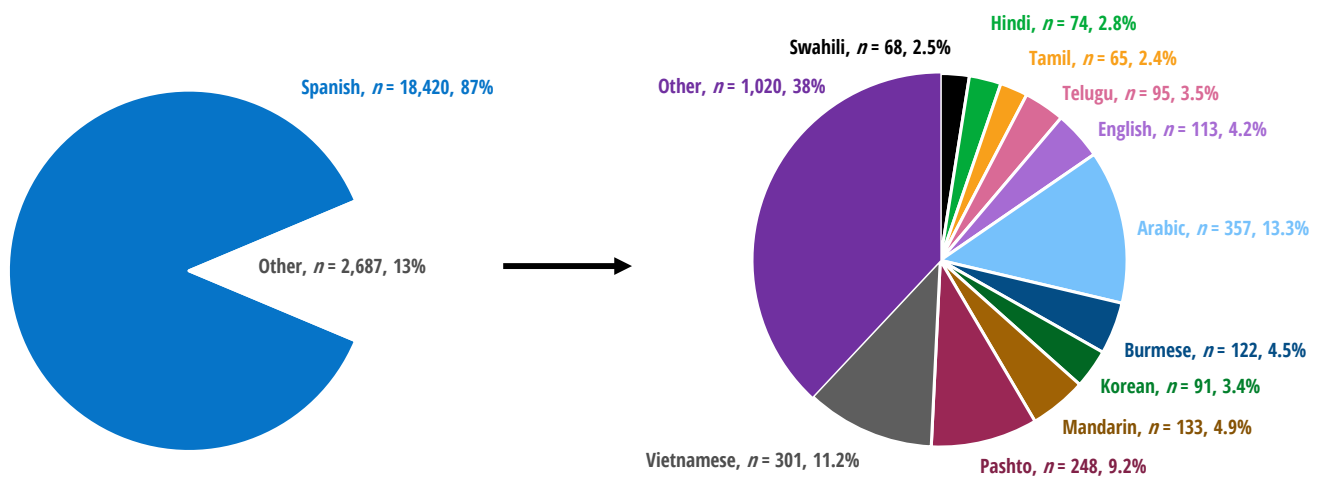
Ethnicity or race	Emergent bilingual		Non-emergent bilingual	
	<i>n</i>	%	<i>n</i>	%
Hispanic/Latino	18,521	88%	22,636	42%
Asian	1,384	7%	2,018	4%
White	776	4%	21,766	40%
African American/Black	322	2%	4,618	9%
American Indian or Alaska Native	21	<1%	84	<1%
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Two or more races	79	<1%	2,582	5%
<b>Total</b>	<b>21,107</b>	<b>100%</b>	<b>53,763</b>	<b>100%</b>

Source. AISD student records, Fall 2020 snapshot

Consistent with the racial and ethnic distribution, the vast majority of emergent bilingual students enrolled at AISD spoke Spanish at home, as indicated by their families (87%, Figure 2). The other languages most commonly spoken at home by emergent bilingual students were Arabic, Vietnamese, Pashto (Pushto), Mandarin (Chinese), and Burmese (Figure 2). The “other” category (38%) comprised more than 68 other languages reported to be spoken at home by emergent bilingual students’ families in 2020–2021.

Figure 2.

**Most Common Languages Spoken by AISD Emergent Bilingual Students at Home, Fall 2020**



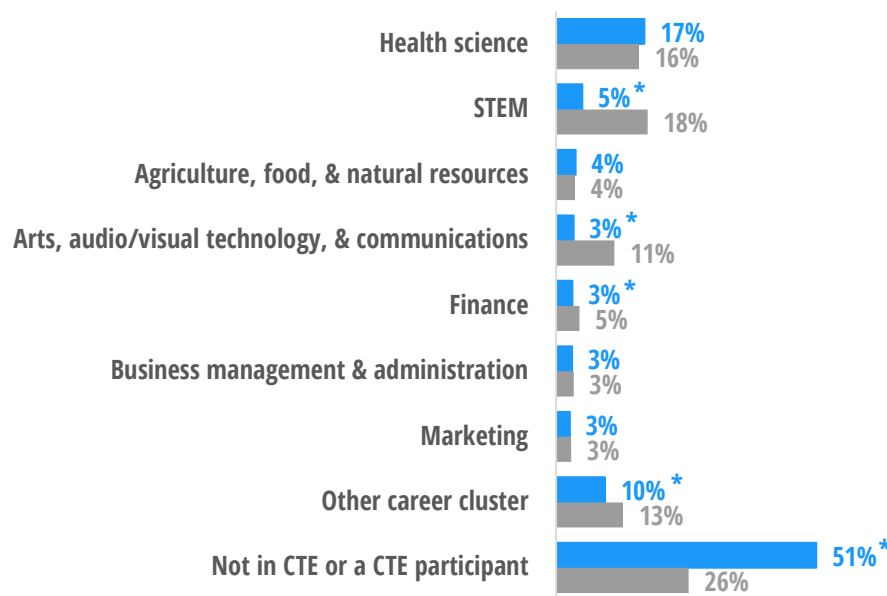
Source. AISD student records, Fall 2020 snapshot

## Participation in Career and Technical Education, Gifted and Talented, and Special Education Programs

Participation in the Career and Technical Education (CTE) Program has traditionally been higher for non-emergent bilingual students than it has for emergent bilingual students (Jensen, 2019; Lucas & Poulsen, 2020). The sidebar defines each code used to describe students enrolled in at least one CTE course 2020–2021. This year, greater percentages of non-emergent bilingual students (including students who were recently reclassified as English proficient) were CTE concentrators (31%,  $n = 5,621$ ) and completers (8%,  $n = 1,442$ ), compared with percentages of emergent bilingual students (20%,  $n = 888$ ; 4%,  $n = 196$ , respectively). However, a greater percentage of emergent bilingual students were participants (38%,  $n = 1,686$ ), compared with the percentage of non-emergent bilingual students (29%,  $n = 5,254$ ), and students were classified as explorers at similar rates across emergent bilingual status (27%,  $n = 1,193$  for emergent bilingual students, and 26%,  $n = 4,620$  for non-emergent bilingual students). Middle school students' participation should be examined in future years, accounting for the availability of CTE courses across campuses.

Figure 3

High School Emergent Bilingual Students' Participation in CTE Career Clusters, Compared with Non-Emergent Bilingual Students, 2020–2021



Source. AISD student records, 2020–2021

Note. High school student counts: emergent bilingual = 4,421, non-emergent bilingual = 17,847. Non-emergent bilingual students include those who have existed emergent bilingual status and are being monitored by the state. Students who were assigned a career cluster were comprised of concentrators, completers, and some explorers; other explorers may not have been assigned a career cluster due to TEA implementation of the new CTE indicator codes (see sidebar).

\* Differences between emergent bilingual and non-emergent bilingual students were significant at  $p < .001$ .

### CTE Indicator Codes

Based on Perkins V (<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/perkins-v>) and TEA (<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education>), CTE indicator codes were changed from prior years.

This year, CTE indicator codes included participants, explorers, concentrators, and completers. Students completing courses in approved CTE programs of study (POS) were assigned an indicator code; thus, students' could be classified as more than one type if they took courses in more than one subject area.

**Participants** completed one or more courses for fewer than two credits.

**Explorers** completed two or more courses for two or more credits and were not a participant concentrator or completer.

**Concentrators** completed and passed two or more courses for at least two credits within the same POS and were not completers.

**Completers** finished three or more courses for four or more credits within a POS, including one level 3 or level 4 course within the same POS.

The most common career cluster chosen by emergent bilingual CTE students was health science, whereas non-emergent bilingual CTE students most commonly chose science, technology, engineering, and math (STEM) courses. In 2020–2021, emergent bilingual students chose STEM; arts, audio/visual technology, and communications; and finance clusters at significantly lower rates than did non-emergent bilingual students (Figure 3).

Participation rates in the Gifted/Talented (GT) Program for both emergent bilingual students (5%) and non-emergent bilingual students (15%) were the same this year, compared with last year (Lucas & Poulsen, 2020). Thus, non-emergent bilingual students' GT participation was three times the rate of emergent bilingual students across the last 2 school years. However, the underrepresentation of emergent bilingual students in GT has decreased since 2018–2019, when non-emergent bilingual students participated at four times the rate of emergent bilingual students (Jensen, 2019).

Fifteen percent of emergent bilingual students received special education services, which was similar to the 13% of non-emergent bilingual students. These proportions are in line with national data showing 14% of emergent bilingual students are served by special education, while 13% of non-emergent bilingual students are (U.S. Department of Education, 2017). For more information about enrollment in Texas, see <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enrollment-trends>.

## **Student-Reported School Climate and College Intentions**

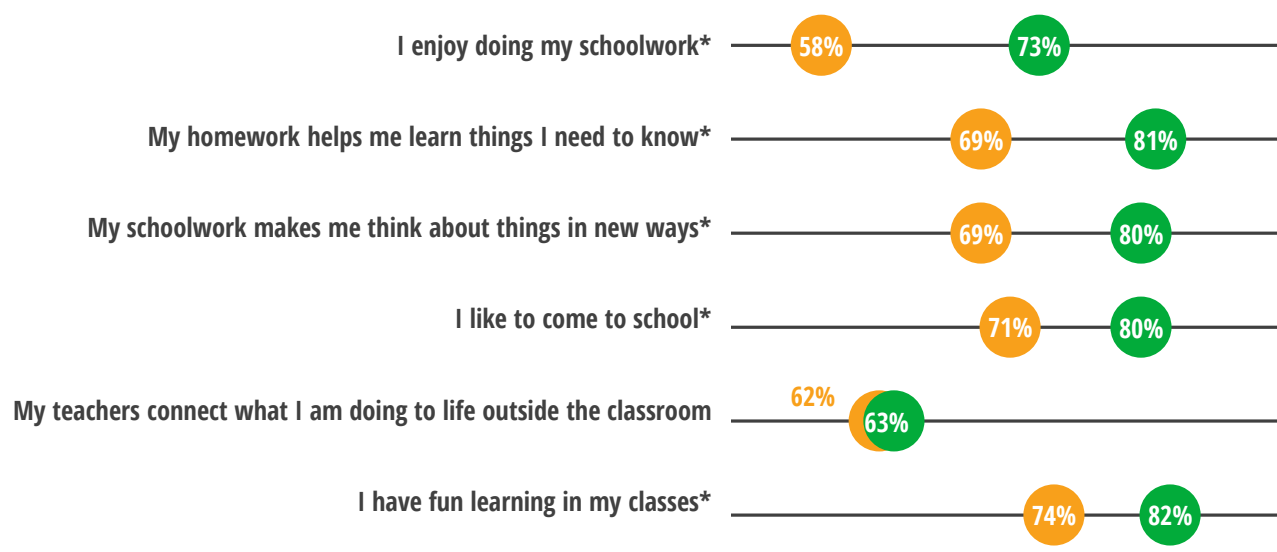
Students in grades 3 through 11 completed AISD's annual Student Climate Survey. There were fewer responses this year than in past years ( $n = 29,789$ ; 57% response rate). However, the overall sample remained largely representative of the AISD student body. The Student Climate Survey interactive dashboard has the full data (see the dashboard on <http://www.austinisd.org/dre> under interactive reports); below are summaries of the findings. Note the survey was available in both English and Spanish online and in other languages upon students' request.

### **School Engagement**

Emergent bilingual students reported feeling more engaged in school sometimes or a lot of the time than did non-emergent bilingual students (difference of nine percentage points on average; Figure 4). This was true across all school levels and is consistent with results from the past 2 school years.

Figure 4.

**Emergent Bilingual Students Reported Greater School Engagement Than Did Non-Emergent Bilingual Students.**



Source. AISD Student Climate Survey, Spring 2021

\* Differences between emergent bilingual students and non-emergent bilingual students were significant at  $p < .05$ .

## Adult Relationships

Positive relationships with adults at school are important for empowering students as they become bilingual, especially for long-term emergent bilingual students (Calderón & Montenegro, 2021). In AISD, emergent bilingual students reported receiving positive feedback from adults at their school at greater rates than did non-emergent bilingual students. All differences between student groups were statistically significant ( $p < .05$ ). Specifically, on a 4-point scale (1 = *never*, 2 = *a little of the time*, 3 = *sometimes*, and 4 = *a lot of the time*), 62% of emergent bilingual students and 56% of non-emergent bilingual students said adults at their school listened to their ideas and opinions a lot of the time. Furthermore, 39% of emergent bilingual students and 35% of non-emergent bilingual students reported receiving recognition or praise for doing good work, and 51% of emergent bilingual students and 48% of non-emergent bilingual students agreed their teachers knew what they were good at (all percentages are reported for those scoring *a lot of the time*). Emergent bilingual students also agreed with the statements “Teachers at this school care about their students” and “Adults at my school treat all students fairly” at higher rates than did non-emergent bilingual students.

## College Intentions

Emergent bilingual high school students (40%) were less likely than their non-emergent bilingual peers (72%) to plan on attending college. This is consistent with trends for students’ actual college enrollment and is not unique to AISD emergent bilingual students (Causey et al., 2021). However, differences in postsecondary education plans were associated with BE/ESL Program enrollment status. High school emergent bilingual students enrolled in the DL Program were more likely than were emergent bilingual students enrolled in the ESL Program to report intending to go to college (53% and 40%,

respectively). The secondary DL Program requires students to take at least one advanced placement (AP) course and thus provides the opportunity for students to receive college credit upon passing the AP exam (Poulsen, 2021). Current efforts to increase emergent bilingual students' rate of college attendance include AISD's Gaining Early Awareness and Readiness for Undergraduate Programs, which emphasize the importance of attending college for students to attain their career goals (Wang & Orr, 2020).

## Safety and Respect

More than half of emergent bilingual students responded that they felt safe at their school a lot of the time. Specifically, they agreed classmates showed respect to students of different cultures and students who speak languages other than English. Feelings of safety and respect (i.e., agreeing they felt safe and respected a lot of the time) were lower for middle and high school students (61% and 58%, respectively) than for elementary students (73%). Non-emergent bilingual students reported slightly higher feelings of safety and respect (79% for elementary, 66% for middle and high school) than did emergent bilingual students. However, just 8% of emergent bilingual students indicated feeling safe and respected a little of the time or never. Results are similar to those reported in the 2019–2020 school year for both emergent bilingual and non-emergent bilingual students (Lucas & Poulsen, 2020).

## Secondary DL Implementation

In Spring 2021, secondary DL teachers reported their perceptions of implementation at their campuses. A total of 29 out of 49 teachers responded to the survey. Teachers' subject areas were core content courses ( $n = 11$ ), Spanish language arts ( $n = 7$ ), elective courses ( $n = 5$ ), and a combination. Teachers were asked about DL elements in an open-ended format. In addition, to capture extra duties associated with COVID-19, teachers were asked whether they aided students and families in various areas. Responses were coded for common themes; it was possible for one response to have more than one theme associated with it.

When asked what positive outcomes they saw in their class this school year, teachers named students' learning of language and culture (41%) and improved abilities to use technology and online resources (32%). Almost half (42%) of teachers said the online learning environment made it difficult to keep student-teacher interactions 100% in Spanish. Teachers engaged students' receptive and productive Spanish skills through written work (53%), videos (47%), reading (32%), and speaking prompts (21%). Cross-cultural awareness was elicited by topical discussions (42%), curriculum (16%), and videos (16%). When asked about difficulties, teachers mentioned student engagement was problematic (53%), along with translating content (18%) and course planning (12%). Teachers named campus staff (38%) and teacher collaboration (25%) as the most helpful resources. In regard to their professional development needs, teachers named language development (19%), reading and writing instruction (19%), and help locating authentic Spanish resources (13%) as the top areas of need. Issues with the DL Program that teachers noted included a lack of streamlined program implementation across campuses and a lack of services for special education or other special needs DL students.

Almost all teachers reported providing additional support beyond their required classroom duties this year due to the COVID-19 pandemic and Texas emergency winter snow storm, including checking in with families about students' online engagement (96%), academic support (93%), and technology needs (85%). Many teachers also checked in with families about basic needs, such as food and shelter (67%).

In line with the Spring 2020 update to local board policy ([https://pol.tasb.org/Policy/Download/1146?filename=EHBE\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/1146?filename=EHBE(LOCAL).pdf)), DL program staff organized many parent engagement events this year. In Fall 2020, the Multilingual Education Team distributed flyers to families detailing instructional time in Spanish as well as goals for each student's BE/ESL Program. In addition to information provided at the time of program enrollment, DL staff led virtual information sessions in both Spanish and English in Fall 2020 and early Spring 2021. In these sessions, parents learned about the program elements and enrollment process for a smooth transition between elementary and middle as well as middle and high school DL. A flyer advertising the benefits of DL can be found here: <https://www.austinisd.org/sites/default/files/dept/multilingual/docs/AISD-Dual-Language-Flyer-2021.pdf>.

At the end of the school year, DL staff orchestrated a virtual celebration for 8<sup>th</sup> graders and their families to commemorate their kindergarten through grade-8 DL journey. At the end of the middle school summer bridge program, parents attended students' performances or galleries of students' creations. These were among the efforts made by DL program staff to engage families and educate them about the opportunity for their children to become bilingual. Parents also had the opportunity to become involved as members of the Language Proficiency Assessment Committee or the Multilingual Education Advisory Committee.

## Teachers of Emergent Bilingual Students

The number of active staff members with BE or ESL certifications increased slightly (by 48 teachers) this year to 3,092 (including full-time teachers as well as part-time substitutes, tutors, and instructional coaches). However, the total number of teachers who were assigned to classrooms with BE or ESL in the course name was 2,282, which is 149 teachers fewer than last year. Of the 2,282 BE/ESL teachers, 2,102 taught at the pre-K or elementary level, 70 taught at the middle school level, 70 taught at the high school level, and 40 taught at an alternative learning center or provided special services. Table 3 displays these teacher counts by certification type.

Table 3.

**Number of Active, Full-Time Teachers of BE/ESL Courses by Grade Level and Certifications**

Certification	Elementary		Middle		High		Other	
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
BE	37%	783	29%	20	4%	3	33%	13
BE & ESL	3%	65	3%	2	0%	0	3%	1
ESL	52%	1,092	29%	20	73%	51	55%	22
Not found/missing	8%	162	40%	28	23%	16	10%	4
<b>Total</b>	<b>100%</b>	<b>2,102</b>	<b>100%</b>	<b>70</b>	<b>100%</b>	<b>70</b>	<b>100%</b>	<b>40</b>

Source. AISD teacher records, 2020–2021

## Frequency and Scope of Multilingual PL Sessions

During the 2020–2021 school year, the following 9 PL topic areas were offered by the Multilingual Education Team, with the number of sessions listed below each course:

DL support: 5

ESL Academy: 16

LPAC chair training for annual review process: 6

LPAC chairs' decision process for the Texas Assessment System: 9

Multilingual Education Institute: 28

Summer school: 7

Overview of language programs: 4

Secondary DL: 2

Sheltered instruction in the classroom: 37

Pre-K and kindergarten summer school: 5

Voices from the Field: 1

Total number of PL sessions: 120

Total number of participants: 3,857





About half of all BE/ESL teachers were Hispanic (47%). While the large majority taught in Spanish, nine teachers taught DL courses in Vietnamese (Summit Elementary), and nine teachers taught in Mandarin Chinese (Reilly, Doss, and Joslin Elementary); this was an increase of seven teachers and two new campuses since 2019–2020 (Lucas & Poulsen, 2020).

During the 2020–2021 school year, 11 professional learning (PL) topic areas were offered by the Multilingual Education Team, with 86 courses, 120 sessions, and 3,857 participants (including teachers or administrators who participated in more than one course). All PL courses were virtual due to the COVID-19 pandemic. The increased availability of courses in the virtual format may have contributed to the following observed increases compared to the 2019–2020 school year: more than three times as many BE/ESL staff participated in PL sessions, and both the number of courses and sessions doubled. Note, districts typically launch PL for the upcoming school year in June, but this report tracks courses beginning July 1, 2020 and ending June 30, 2021 to align with the fiscal year dates. In addition, the numbers listed for 2020–2021 only reflect courses tracked through the district’s Human Capitol Platform system and do not include the informal PL sessions that occurred on campus during staff and team meeting times. Improvements were made in tracking PL participation this year, due to the virtual nature of all PL sessions. Topics for these PL sessions included: DL support, the ESL Academy, Language Proficiency Assessment Committee, Multilingual Education Institute, summer school, overview of language programs, secondary DL, sheltered instruction in the classroom, pre-K and kindergarten summer school, and Voices from the Field.

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

## Education Funding for Emergent Bilingual Students

To support the education of emergent bilingual students, AISD received supplemental state bilingual funding and federal Every Student Succeeds Act (ESSA) Title III, Part A, grant funding (see <https://www.ed.gov/essa> for more information). More than \$11.6 million in state funds and more than \$1.1 million in federal Title III, Part A, funds were spent supporting emergent bilingual students. Thus, the estimated supplemental cost per emergent bilingual student served in 2020–2021 was \$604. However, the majority of state (99%) funding supported emergent bilingual students indirectly through educators’ salaries. In addition, more than half (52%) of federal funding was used for professional development activities supporting emergent bilingual students. One fourth of federal funding was spent on salaries, administrative costs, and general supplies (10%); summer programs and curricula (9%); and parent outreach and training (6%). The remaining 23% of Title III, Part A, funds supported AISD students who were immigrants and refugee/asylees through curriculum, educational software, and technologies.

## Federal Funding Support for Emergent Bilingual Students

Title III, Part A, of the federal ESSA of 2015 provides guidance about the use of federal funds to support the education of emergent bilingual students (see <https://www.ed.gov/essa> for more information).

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





## Conclusions

This section summarizes the major observations outlined in this report and provides recommendations for the 2021–2022 school year.

The number of enrolled AISD students decreased from the prior school year, including the number of enrolled emergent bilingual students. However, the proportion of emergent bilingual students remained the same. The DL Program expanded to 61% of elementary schools in the district's 10<sup>th</sup> year of offering the program. Emergent bilingual students in the one-way DL Program were supported in developing their home language simultaneously with learning English, with the goal of completing their secondary education proficient in both languages. The vast majority of emergent bilingual students enrolled at AISD spoke Spanish at home, and more than 70 other home languages were spoken by emergent bilingual students' families in 2020–2021.

In addition to examining the participation of emergent bilingual students in BE and ESL Programs, the examination of other programs offered by AISD provides information about the characteristics of AISD emergent bilingual students. The percentages of high school emergent bilingual students classified as CTE concentrators and completers were lower than those of non-emergent bilingual students; however, the percentages of emergent bilingual students classified as CTE participants and explorers were greater than and similar to those of non-emergent bilingual students, respectively. The most common cluster chosen by emergent bilingual high school students was health science. Future reports can monitor CTE Program participation for middle school emergent bilingual students.

Emergent bilingual students continued to be underrepresented in the GT Program this year, though this underrepresentation has decreased since 2018–2019. AISD should continue to reexamine the process and criteria for participation of emergent bilingual students in GT. Similar to last year, representation was proportional for emergent bilingual students who received special education services this year.

Consistent with the 2019–2020 results of the Student Climate Survey, emergent bilingual students in all school levels reported feeling more engaged in school than did their non-emergent bilingual peers. Experiences contributing to school engagement by emergent bilingual students should be examined in future years to ensure broader institutionalization of successful approaches. The majority of emergent bilingual students reported feeling safe at their school, that their classmates showed respect to students of different cultures, and that their classmates showed respect to students who spoke languages other than English. Emergent bilingual students and non-emergent bilingual students in all school levels reported similarly positive relationships with their teachers. Significantly greater percentages of emergent bilingual students than of non-emergent bilingual students reported receiving positive feedback from adults at their school.

Emergent bilingual students were less likely than non-emergent bilingual students at all school levels to report intending to go to college. However, secondary emergent bilingual students enrolled in DL were more likely than those enrolled in ESL to report they would go to college. Further support is recommended to promote the college intentions and postsecondary outcomes of emergent bilingual students. Future work can test whether

current or former emergent bilingual students' college intentions during their earlier years are linked to their actual college enrollment.

Secondary DL teachers were surveyed about their perceptions of DL implementation at their campuses. When asked what positive outcomes they saw in their class this school year, teachers named students' learning of language and culture (41%) and improved abilities to use technology and online resources (32%). However, around half of teachers also reported difficulties with implementation (e.g., the online learning environment and student engagement). Almost all teachers indicated they provided additional support beyond their required classroom duties this year (e.g., checking in with families about students' online engagement, academic support, and technology needs). Teachers should continue to be surveyed about DL Program implementation fidelity to track progress across years and assess teachers' needs. In the 2021–2022 school year, the Multilingual Education Team is adapting classroom observation tools to supplement the information learned by teachers' self-reports about program implementation. In addition, the team is working with the Department of Research and Evaluation to design a rubric that can score DL Program implementation at the campus level.

In line with the Spring 2020 update to local board policy, DL program staff organized many parent engagement events this year. For example, program staff created informational flyers, virtual information sessions, and a virtual celebration commemorating 8<sup>th</sup>-grade DL students' kindergarten through grade-8 DL journey. Future work should continue to track DL parent engagement activities and potentially gather parents' feedback about their understanding of DL program goals and policies, to inform DL enrollment practices and increase the program's size.

The number of BE- and ESL-certified teachers increased slightly from last year (by 48 teachers), with the majority of teachers at the pre-K or elementary level. There was an increase of seven teachers and two campuses offering the Mandarin Chinese DL Program this year. More than three times as many BE/ESL staff members participated in PL sessions this year, compared with the 2019–2020 school year, and both the number of courses and sessions doubled. Efforts should continue to be made to document all PL opportunities provided to BE/ESL staff, such as any future sessions 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.

The amount of state funds spent supporting emergent bilingual students increased this year, compared with last year. Thus, the estimated expenditure per student also increased, though the majority of these funds supported students indirectly through educators' salaries. AISD again received supplemental federal ESSA Title III, Part A, grant funding, and more than half of these funds were used for professional development activities supporting emergent bilingual students.

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