

Service Description

Model	Description
The Transitional Late-Exit Bilingual	Students receive instruction in both their native (heritage) language and in English (as a second language). After the ELL student has met the state criteria to exit the bilingual program, they no longer receive instruction in the first language. AISD offers bilingual education programs for native speakers of Spanish, Vietnamese, Korean, and Mandarin.
Dual Language One-Way	Program model is well researched and seeks to create bilingual, bi-literate, and bicultural children 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. The one-way dual language model supports one language group becoming bilingual. Currently, there are 6 campuses providing one-way dual language instruction: Blazier, Dawson, Ortega, Pickle, Sanchez, and Winn
Dual Language Two-Way	The two-way dual language model supports “two language” groups becoming bilingual. For example, children who are non-Vietnamese speakers are in the same classroom as children who are native Vietnamese speakers and instruction is conducted in Vietnamese and English. Currently, there are 4 two-way schools in AISD: Wooten, Becker, Ridgetop, and Perez elementary schools.
English As a Second Language	English As a Second Language is a program model for ELL students in grades PK through 12. ESL instruction is provided to all students served in the ELL program. Some students who choose not participate in a bilingual education program are offered ESL services. Students receive intensive instruction to develop comprehension, listening, speaking, reading and writing skills in English. ESL programs are provided from grades Prek to 12 th grade.



Professional Development

The Department provides a wide variety of professional development for staff responsible for teaching ELLs in the district’s classrooms. Teachers, administrators and parents are provided with information on language acquisition, program design, compliance, assessments, instructional strategies, and best practices. Professional development sessions are provided to all new teachers hired as bilingual teachers before they begin their work in the classrooms. Some high schools have piloted the QTEL and SIOP models and training sessions are currently being built to sustain the effective practices that emerged from the pilots. Other workshops offered by the district include: Incorporating the ELPS, Scaffolding Instruction, Sheltered Instruction, 50 Strategies for ELL Instruction and ESL classroom practices.



Family Support

Family Support services include District and campus level outreach to involve ELLs, their families, and community participants in fostering educational success. Other community stakeholders involved in advisory capacities are the English Language Learners Community Advisory Council (ELL CAC) and the Dual Language Advisory Committee. Translation services are also provided to assist campuses in delivering materials and information to families in their native language whenever possible. Training for parents is provided for the parent representatives of the Language Proficiency Assessment Committee (LPAC).



Department Of English Language Learners



Austin Independent School District

Vision

All English Language Learners (ELLs) will achieve academically and linguistically by participating in a challenging rigorous curriculum in order to acquire the bilingual, biliteracy and bicultural skills necessary to graduate ready for college, career, and life in a global, multi-cultural society.

A.I.S.D. Strategic Plan

Key action steps identified in the District's Strategic Plan at the "ALL" student level include ELLs, but the following components specifically address ELLs:

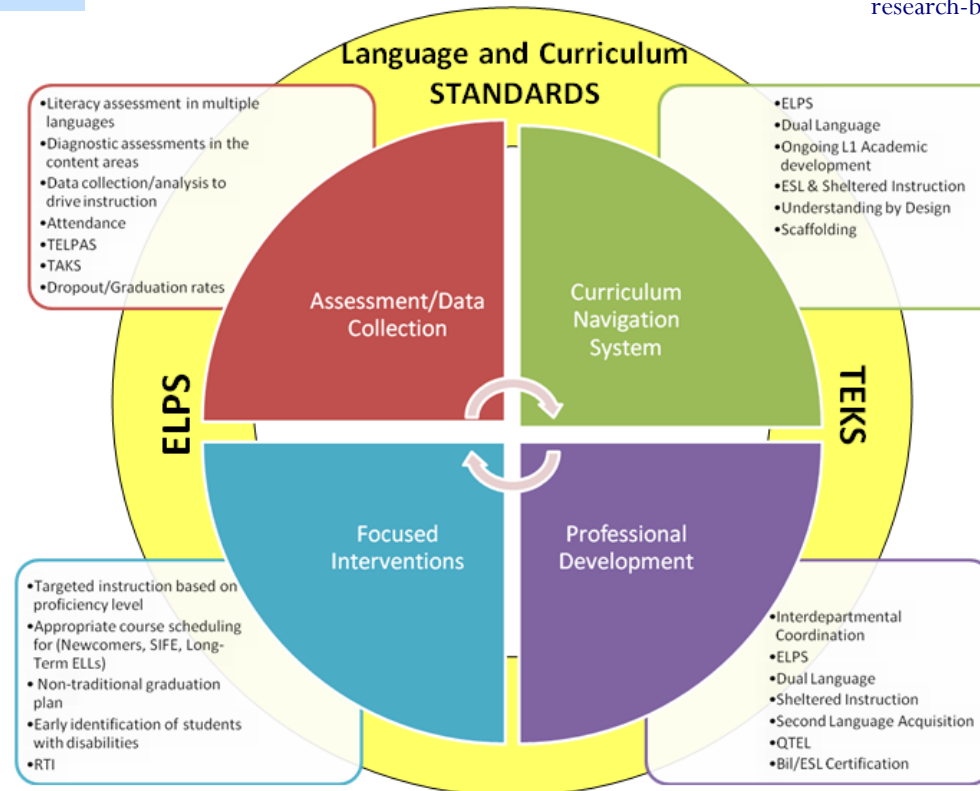
- 1.7 Ensure that the District's program for English Language Learners is research based, responsive to the needs of the District's ELL population, and that it is fully designed, implemented, supported, and monitored for its impact on student learning.
- 3.4 Enhance quality and access to professional development in using data and feedback to inform instruction, and to meet the needs of English Language Learners and Special Education students in the least restrictive environment.

Superintendent Carstarphen's Message

"We want to develop students who are proficient in English and Spanish and to nurture children to become bilingual, bi-literate, and bicultural. The Dual Language Program that we are developing aligns directly with Board's goal that all students will graduate ready for college, career, and life in a globally competitive economy."

Academic Plan for English Language Learners PreK-12

In order for the Austin Independent School District to address the academic needs of the increasing number of language minority students who require a comprehensive instructional delivery plan that develops social and academic English, an academic plan for English Language Learners PreK-12 is being implemented. The plan serves as a coherent and aligned instrument to assure and assist in closing the achievement gap between English Language Learners and the other student groups in the district.



Process for Eligibility

In order for a child to be eligible for ELL services, the student must have a documented language other than English on the Home Language Survey and score a 1 or a 2 on an oral language proficiency assessment. Texas schools offering a bilingual program must also assess students' oral and written proficiency in their native language in grades PK to 5th grade. Students in grades 2 to 12 who score below the 40th percentile on their reading and language arts section of a norm-referenced test are classified as limited English proficient even if their oral language proficiency score reflects English proficiency. The campus based Language Proficiency Assessment Committee (LPAC) will recommend the appropriate educational program for each identified student.

