

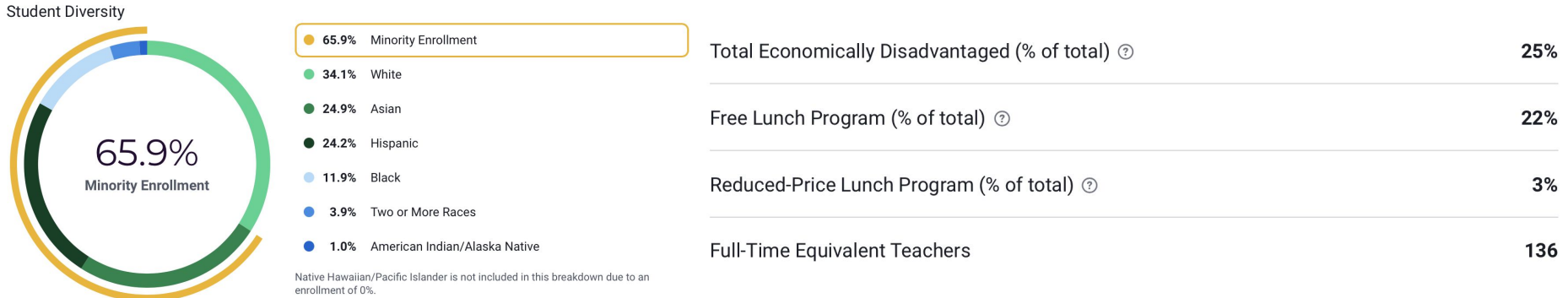


Empower language growth in **every student.**

# Frisco High School: Case Study



Frisco Independent School District in Frisco, Texas contains 65,825 students, and 7.6% of those students are emergent bilinguals. The ESL program at Frisco High School, which participated in this study, is a highly transient population. They see high levels of influx throughout the course of each school year, and in large measure, serve hispanic students. In the study, 15 of those students spoke Spanish, 2 spoke Portuguese, 1 spoke Korean, and 1 spoke Vietnamese. Below are their demographics of Frisco High School:



\*Numbers from USNews.com [Click here to learn more.](#)

# Standards in Texas: **TEKS**

The standards in Texas are called the TEKS. All of their tests align with these standards. AIR Language was developed with the WIDA standards in mind.

The disjunction made little difference in the rollout of AIR Language, and students and their teacher were able to compensate for the difference.

# ESL: A Problem of Growth

Over the years prior to using AIR Language, Frisco High school struggled to accommodate for their emergent bilinguals. Having a highly transient population, students at FHS would often enroll partway through the year, only to leave a few months later. The need for a personalized approach was apparent. They used AIR Language with consistency through the first semester of the 2023-24 school year.

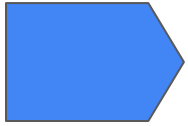
Results are contained on the following page.

# Regular Reading and Growth: **The Data**

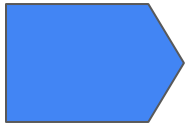
On the following slides, the data that was collected is demonstrated. The teacher implemented reading time 2-3 times per week, for 20 minutes at a time, and regularly met with students during reading conferences.

Student	7-Sep		10-Oct		7-Nov		19-Dec		Total Books Read	Total Growth
	Books Read	Level	Books Read	Level	Books Read	Level	Books Read	Level		
1	61	3	151	4	229	4	229	4	229	1
2	64	2	124	3	148	3	166	3	166	1
3	34	1	107	2	133	3	171	4	171	3
4	31	3	153	3	231	4	231	4	231	1
5			2	2	69	3	101	4	101	2
6					43	3	77	4	77	1
7	9	1	51	2	104	1	136	3	136	2
8	31	2	80	3	100	3	123	4	123	2
8	18	1	51	2	67	2	70	3	70	2
9	24	2	51	2	108	4	130	4	130	2
10	34	2	64	3	110	4	130	4	130	2
11	58	2	140	4	186	4	186	4	186	2
12	0	1	13	1	35	2	54	3	54	2
13	7	1	42	2	81	4	118	4	118	3
14	11	2	62	3	86	3	113	4	113	2
15	20	1	57	2	79	2	111	3	111	2
16	34	2	90	3	103	4	143	4	143	2
17			47	1	78	2	121	3	121	2
18			6	2	62	3	120	4	120	2
19					37	1	100	2	100	1

# Findings



Students grew an average of .45 levels per month.



Students read an average of 41 books per month.




0 students stagnated.

# Challenges and How We are Addressing Them

Challenges	Solutions
Students could not assess their own skills.	We have added a self-assessment portion of the platform.
The reading conference portal was minimal.	Our new portal allows teachers to target skills, tutor and teach to specific standards, and guide students to create and assess goals.
Students ran out of books.	We have developed and are developing more books, specifically to student need and interest.
The standards were not “of Texas.”	We have added “Dynamic Standards” to the platform. This gives every state the ability to teach to their own standards.




# Testimonials from Frisco High School **Students**




“AIR Language changed my life.”



“It gave me motivation to start learning English again.”




“It helped me learn new words and how to write sentences.”




“I learned a lot of new words. It was good to improve my speech.”

# Testimonial from a Frisco High School **Teacher**



“AIR Language is giving me the books and topics that are adequate to the students. It meets their levels, their likes, their dislikes, and grows them up into a level where they can graduate from AIR Language and move onto [other] books.”



“[Books at student levels] is definitely something that we lacked. Now, having AIR Language in my classroom, knowing that I’m working with a group of students here, that my students who are using [it] on their own, are understanding.”



**AIR**  
advancement by individual reading  
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