Emergent Bilingual/English Learner Program Evaluation
2021-2022

I.   SISD Bilingual Program Type

SISD implements a Dual language immersion/one way program in grades PK-6. Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

II.   SISD ESL Program Types

SISD implements a Content-based ESL program in grades PK-2. An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

SISD implements a Pull-out ESL program in grades 3-12. An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

III. LPAC Activities Including Identification and Classification of Students as EL (English Learners)

(a) The single state-approved English language proficiency test for identification of English learners described in subsection (c) of this section shall be used as part of the standardized, statewide identification process.

(b) Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification as described in subsection (c) of this section and shall be identified as English learners and placed into the required bilingual education or ESL program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying English learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:

  (1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and

  (2) in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

(d) School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of the state-approved language proficiency test for identification. If a state-approved language proficiency test for identification is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

(e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.

(f) For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.

  (1) In prekindergarten through Grade 1, the student's score(s) from the listening and/or speaking components on the state-approved English language proficiency test for identification is/are below the level designated for indicating English proficiency.

  (2) In Grades 2-12, the student's score(s) from the listening, speaking, reading, and/or writing components on the state-approved English language proficiency test for identification is/are below the level designated for indicating English proficiency.

(g) A student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered.

(h) The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).

(i) An English learner may be reclassified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

(1) a proficiency rating on the state-approved English language proficiency test for reclassification that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);

(2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and

(3) the results of a subjective teacher evaluation using the state's standardized rubric.

(j) An English learner may not be reclassified as English proficient in prekindergarten or kindergarten. A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

(k) An English learner may not be reclassified as English proficient if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading assessment instrument based on the student's second language acquisition needs.

(l) For English learners who are also eligible for special education services, the standardized process for English learner reclassification is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for reclassification must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the language proficiency assessment committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

(m) For an English learner with a significant cognitive disability, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment, determine an appropriate performance standard requirement for reclassification by language domain under subsection (i)(1) of this section, and utilize the results of a subjective teacher evaluation using the state's standardized alternate rubric.

(n) Notwithstanding §101.101 of this title (relating to Group-Administered Tests), all tests used for the purpose of identification, reclassification, and placement of students and approved by the TEA must be re-normed at least every eight years.

III. Academic Progress on STAAR (Progress Scores not available because of no 2020 STAAR Assessment)

2022 STAAR Math

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
3rd Grade	266	84%	62%	37%	***	***	***
3rd LEP	41	73%	41%	15%	***	***	***
4th Grade	253	88%	74%	49%	17.23%	32.35%	50.42%
4th LEP	33	82%	55%	27%	27.27%	39.39%	33.33%
5th Grade	278	81%	47%	25%	52.67%	33.97%	13.36%
5th LEP	51	69%	24%	8%	59.18%	38.78%	2.04%
6th Grade	248	77%	42%	18%	53.71%	41.05%	5.24%
6th LEP	35	49%	23%	6%	47.06%	47.06%	5.88%
7th Grade	263	73%	41%	23%	37.25%	53.44%	9.31%
7th LEP	43	60%	28%	12%	37.50%	57.50%	5%
8th Grade	197	77%	41%	10%	28.90%	55.49%	15.61%
8th LEP	28	82%	39%	4%	20.83%	58.33%	20.83%

2022 STAAR Reading

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
3rd Grade	245	88%	65%	45%	***	***	***
3rd LEP	20	90%	50%	15%	***	***	***
3rd Spanish	14	43%	29%	14%	***	***	***
4th Grade	240	89%	68%	38%	16.74%	35.19%	48.07%
4th LEP	20	75%	55%	25%	28.57%	32.14%	39.29%
4th Spanish	14	43%	29%	14%	***	***	***
5th Grade	275	80%	59%	41%	16.18%	41.49%	42.32%
5th LEP	48	50%	17%	6%	46.43%	39.29%	14.29%
5th Spanish	3	***	***	***	***	***	***
6th Grade	251	70%	43%	21%	48.26%	39.13%	12.61%
6th LEP	35	37%	17%	6%	50%	38.24%	11.76%
7th Grade	264	81%	59%	42%	13.58%	40.74%	45.68%
7th LEP	43	60%	33%	14%	25.64%	28.21%	46.15%
8th Grade	277	87%	62%	43%	19.52%	38.65%	41.83%
8th LEP	31	77%	26%	6%	25%	32.14%	42.86%

2022 STAAR Science

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
5th Science	275	73%	51%	30%	***	***	***
5th LEP	48	40%	13%	4%	***	***	***
8th Science	277	77%	54%	28%	***	***	***
8th LEP	31	58%	29%	6%	***	***	***

2022 STAAR Social Studies

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
8th SS	277	64%	31%	14%	***	***	***
8th LEP	31	42%	3%	0	***	***	***

2022 STAAR EOC

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
English I	314	75%	60%	10%	***	***	***
English I LEP	50	48%	22%	0	***	***	***
English II	293	84%	67%	11%	33.70%	64.81%	1.48%
English II LEP	39	41%	15%	0	32.35%	67.65%	0%
Algebra I HJH	81	100%	100%	96%	2.60%	3.90%	93.51%
Algebra I SHS	230	70%	27%	13%	78.11%	14.43%	7.46%
Algebra I SHS LEP	42	57%	12%	7%	82.86%	11.43%	5.71%
Biology	203	99%	88%	58%	***	***	***
Biology LEP	15	93%	40%	33%	***	***	***
US History	245	96%	81%	49%	***	***	***
US History LEP	24	71%	50%	13%	***	***	***

IV.   English Language Proficiency - 2022 TELPAS Composite Scores

	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
Kindergarten	45	76%	22%	2%	0
1st Grade	45	24%	71%	4%	0
2nd Grade	48	2%	10%	46%	42%
3rd Grade	41	0	27%	61%	12%
4th Grade	34	3%	38%	38%	21%
5th Grade	52	0	38%	44%	17%
6th Grade	35	0	31%	49%	20%
7th Grade	43	0	12%	42%	47%
8th Grade	30	3%	7%	40%	50%
9th Grade	39	3%	28%	54%	15%
10th Grade	35	0	51%	49%	0
11th Grade	24	4%	46%	42%	8%
12th Grade	11	0	18%	64%	18%

Yearly Progress in 2022 TELPAS Composite Rating

Grade Level	# of Matched Students	Percentage of Students Who Progressed **One** Proficiency Level	Percentage of Students Who Progressed **Two** Proficiency Levels	Percentage of Students Who Progressed **Three** Proficiency Levels	Percentage Who Progressed at **Least One Proficiency Level**
1st Grade	43	21%	0	0	21%
2nd Grade	45	51%	16%	0	67%
3rd Grade	38	45%	3%	0	47%
4th Grade	33	33%	3%	0	36%
5th Grade	50	24%	4%	0	28%
6th Grade	24	29%	0	0	29%
7th Grade	38	53%	0	0	53%
8th Grade	28	57%	0	0	57%
9th Grade	35	29%	0	0	29%
10th Grade	34	9%	0	0	9%
11th Grade	21	14%	0	0	14%
12th Grade	11	27%	0	0	27%

V.   2022 Number of Students Reclassified as EP (English Proficient)

	2020	2021
Grade 2	0	1
Grade 3	0	0
Grade 4	1	0
Grade 5	0	0
Grade 6	8	1
Grade 7	5	0
Grade 8	4	0
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	1	0
Total	19/474=4%	1/469=.2%

VI.   Staffing and Professional Development Supporting Second Language Acquisition

Stephenville ISD employs 142 ESL teachers and 20 bilingual teachers. SISD's PK-6 Bilingual Program is fully staffed with certified Bilingual teachers. Our ESL Content-Based and Pull-Out programs are staffed with ESL teachers in all ELA, Reading and Writing classes except for one teacher at Henderson Junior High School. Stephenville ISD will file for an ESL Waiver from the Texas Education Agency pending certification of this staff member. Teachers attended the following staff development that included strategies focused on helping LEP students acquire English:

Hello Literacy Phonemic Awareness	6 hours	Central, Chamberlin
Reading Academies	12 hours	Central, Chamberlin, Hook
Biliteracy Training	24 hours	Central, Chamberlain, Hook, Gilbert
Dyslexia Training	2 hours	Central, Chamberlin, Henderson, SHS
Dyslexia Training	6 hours	Gilbert, Chamberlin, SHS
TEKS Resource System Planning and Implementation	24 hours	Central, Chamberlin, Hook, Gilbert, Henderson, SHS
Bilingual Phonics	6 hours	Central, Chamberlin, Hook
GT Training	6 hours	Central, Chamberlin, Hook, Gilbert, Henderson, SHS
Small Group Instruction Make and Take	6 hours	Chamberlin
Datawise	6 hours	Chamberlin
RBL-Student Experience	6 hours	Chamberlin, Hook, Gilbert
RBL-Rigor	3 hours	Hook
RBL-Relationships	3 hours	Hook
RBL-Personalized Instruction	3 hours	Hook
Powerful, Practical Strategies for the Underperforming	6 hours	Hook, Gilbert, Henderson, SHS
Small Group Instruction	6 hours	Gilbert
Datawise	12 hours	Gilbert
Helping Students Meet/Exceed State Standards in Math	6 hours	Gilbert, Henderson, SHS
50 Strategies for Teaching Language Arts	6 hours	Gilbert, Henderson, SHS
IXL Training	1.5 hours	Henderson
Study Island Training	1.5 hours	Henderson
Book Club Training	3 hours	Henderson
TRS Root Cause Analysis History	12 hours	Henderson

VII.   Learning Materials

TEKS Resource System
Estrellita
Lunita
Esperanza
Istation Espanol
iReady Spanish Reading
Imagine Math
Amplify
IXL Reading
IXL Math
Study Island Reading
Dreambox
Lexia Core 5
Reading Plus

VIII.   Assessment Materials

NWEA Maps Assessments
MClass
STAAR
TEKS Resource Unit Assessments
TELPAS
Pre-Las/Las Links