Bilingual/ESL Program Evaluation
2018-2019

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. Academic Progress on STAAR

2019 STAAR Math

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
3rd Grade	249	84.74%	58.63%	32.53%	***	***	***
3rd LEP	34	64.71%	35.29%	14.71%	***	***	***
4th Grade	276	84.06%	48.91%	28.62%	36.23%	37.36%	26.42%
4th LEP	49	91.84%	51.02%	24.49%	25.53%	40.43%	34.04%
5th Grade	289	89.97%	57.44%	35.64%	32.59%	44.07%	23.33%
5th LEP	36	83.33%	41.67%	16.67%	52.94%	32.35%	14.71%
6th Grade	291	82.82%	46.39%	16.15%	45.23%	48.06%	6.71%
6th LEP	45	68.89%	26.67%	6.67%	48.84%	46.51%	4.65%
7th Grade	314	79.94%	51.27%	21.02%	31.86%	53.47%	14.85%
7th LEP	31	38.71%	12.90%	6.45%	54.84%	32.26%	12.90%
8th Grade	208	93.27%	64.42%	13.46%	12.31%	73.33%	14.36%
8th LEP	18	88.89%	50%	11.11%	11.76%	76.47%	11.76%

2019 STAAR Reading

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
3rd Grade	249	81.53%	51%	28.51%	***	***	***
3rd LEP	34	64.71%	35.29%	14.71%	***	***	***
4th Grade	276	80.80%	50.36%	27.54%	40.32%	39.52%	20.16%
4th LEP	49	59.18%	32.65%	14.29%	50%	36.67%	13.33%
5th Grade	289	91%	52.82%	36.68%	29.10%	38.81%	32.09%
5th LEP	36	83.33%	16.67%	8.33%	45.16%	32.26%	22.58%
6th Grade	291	64.95%	36.43%	18.21%	64.77%	29.54%	5.69%
6th LEP	45	37.78%	8.89%	2.22%	70.73%	29.27%	0%
7th Grade	315	78.73%	47.62%	30.48%	26.23%	46.23%	27.54%
7th LEP	31	41.94%	6.45%	6.45%	38.71%	38.71%	22.58%
8th Grade	276	92.03%	51.45%	27.90%	29.66%	49.43%	20.91%
8th LEP	18	72.22%	11.11%	0%	23.53%	47.06%	29.41%

2019 STAAR Writing

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
4th Grade	275	72%	41.45%	12.36%	***	***	***
4th LEP	48	58.33%	37.50%	8.33%	***	***	***
7th Grade	313	72.20%	39.62%	16.61%	***	***	***
7th LEP	30	30%	6.67%	0%	***	***	***

2019 STAAR Science

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
5th Grade	287	78.05%	56.10%	29.97%	***	***	***
5th LEP	36	58.33%	27.78%	5.56%	***	***	***
8th Grade	269	83.27%	50.93%	20.45%	***	***	***
8th LEP	19	57.89%	5.26%	0%	***	***	***

2019 STAAR Social Studies

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
8th Grade	269	62.08%	22.68%	10.78%	***	***	***
8th LEP	18	33.33%	5.56%	0%	***	***	***

2019 STAAR EOC

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
English I	284	83.45%	65.85%	15.85%	***	***	***
English I LEP	13	30.77%	7.69%	0%	***	***	***
English II	276	86.23%	68.84%	13.41%	25.78%	72.44%	1.78%
English II LEP	14	35.71%	7.14%	0%	0%	100%	0%
Algebra I SHS	195	80.51%	42.05%	17.95%	51.01%	38.26%	10.74%
Algebra I SHS LEP	10	70%	30%	20%	50%	33.33%	16.67%
Biology	272	95.59%	71.69%	32.35%	***	***	***
Biology LEP		87.50%	0%	0%	***	***	***
US History	258	97.67%	82.56%	49.22%	***	***	***
US History LEP	7	71.43%	14.29%	0%	***	***	***

IV.   English Language Proficiency - 2019 TELPAS Composite Scores

	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
Kindergarten	35	60%	31.43%	2.86%	5.71%
1st Grade	35	34.29%	40%	8.57%	17.14%
2nd Grade	43	0%	48.84%	44.19%	6.98%
3rd Grade	36	0%	30.56%	55.56%	13.89%
4th Grade	49	0%	18.37%	61.22%	20.41%
5th Grade	37	0%	13.51%	32.43%	51.35%
6th Grade	45	2.22%	13.33%	66.67%	15.56%
7th Grade	33	3.03%	21.21%	45.45%	24.24%
8th Grade	23	4.35%	17.39%	56.52%	8.70%
9th Grade	10	0%	10%	80%	10%
10th Grade	8	0%	0%	75%	25%
11th Grade	9	11.11%	11.11%	66.67%	66.67%
12th Grade	2	0%	0%	100%	0%

V.   Number of Students Exited from Bilingual Instruction or ESL Programs

	2018	2017
Grade 2	0	0
Grade 3	0	0
Grade 4	0	0
Grade 5	1	0
Grade 6	1	1
Grade 7	4	2
Grade 8	3	22
Grade 9	3	2
Grade 10	3	2
Grade 11	0	7
Grade 12	0	0
Total	15	36

VI.   Professional Development Supporting Second Language Acquisition

Stephenville ISD employs 97 ESL teachers and 13 bilingual teachers. Teachers attended the following staff development that included strategies focused on helping LEP students acquire English:

Empowering Writers	1 day	PK-9 ELAR Teachers
Reading Renaissance Training	1 day	1-8 ELAR Teachers
Read 180 Training	2 days	Read 180 Coaches, Grades 5-8
Literacy Training	1 day	PK-2 Teachers New to the District
Sheltered Instruction Training	1 day	All Professional Staff
ESL Certification Course	2 days	Teachers seeking ESL Certification
Data Dive and Curriculum Revision	1 day	All Professional Staff
ELPS Strategies for ELL Learners	1 day	K-3 Staff
Dual Language Coaching	2 days	All Bilingual Staff

VII.   Bilingual Exception and ESL Waiver

2018-19 Bilingual Exception and ESL Waiver
Stephenville Independent School District filed a Bilingual Exception and an ESL Waiver for the 2018-19 school year. The bilingual exception was for one teacher in 5th and 6th grades, and the ESL Waiver was for 4 teachers, 1 in 4th grade and 3 in 7th and 8th grades. The district hired an additional bilingual teacher to solve the issue for 5th and 6th grades. One teacher at grades 7-8 obtained her ESL certification. The 4th grade issue was resolved through scheduling, and the 7th and 8th grade issue is still being addressed through the certification process.

The district offered a wide range of training to support all staff who were teaching students who were identified as bilingual or ESL. Certification support and preparation classes were also offered to help teachers obtain their ESL certification. (See Staff Development list above)

2019-20 ESL Waiver
Stephenville ISD will have to file an ESL Waiver for the 2019-20 school year because of certification issues at Henderson Junior High School and Stephenville High School. Professional development will be provided for these teachers so that they know how to support their ELL students. The district will also offer support classes for teachers who are working on obtaining their ESL certification.