

Executive Summary

Prepared for Board of Trustees Meeting

September 22, 2020

Bilingual/Dual Language & ESL Programs Annual Report

Board Goals:

- I. **Vision**...In pursuit of excellence the district will
 - a. Remain committed to providing equitable and outstanding opportunities for every student on every campus
- II. **Teaching & Learning**...In pursuit of excellence the district will
 - d. Stay abreast of and incorporate best practices into teaching, learning and leadership
 - f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates.
- III. **Parent & Community Involvement**...In pursuit of excellence, the district will:
 - a. Foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students

Purpose of Report:

The Board of Trustees will be presented with an annual update on Denton ISD Bilingual/Dual Language & ESL Programs.

Objectives:

- Provide an overview of the Bilingual/Dual Language & ESL Program snapshot, program initiatives and services provided for English Learners (ELs) and families.
- Highlight major accomplishments, new initiatives, and opportunities related to Bilingual/Dual Language & ESL Programs.

Operational Impact:

The Bilingual/ESL program data related to staffing and professional development presented in this report were accomplished during the 2019-20 school year with resources from the bilingual allotment/local budget, Title III funds, and the TWU PIONERAS/ ELLevate Grant.

Results:

This year's report highlights new areas of focus for continued strengthening of the Bilingual Dual Language/ESL Programs to meet the demands of serving ELs in more diverse instructional settings and supporting the growing numbers of students and their families reflected in the steady growth of enrollment across all grade levels. The Bilingual/ESL program continues to serve an increasingly diverse population of students speaking 52 other languages, which requires additional focused campus support to encourage communication between home and school and the best learning opportunities for students. The report emphasizes that efforts to recruit, support, and maintain appropriately certified teachers is instrumental in ensuring Bilingual/Dual Language students will continue to close the gap in their academic performance as they have exhibited in past years. Data suggests that the number of students exiting this past year has slightly decreased due to the implementation of modified reclassification criteria established in the wake of school closures at end of year and campuses continue to work with accommodations to process guidelines for the identification and reclassification of ELs through the remainder of the first nine weeks of school.