

# English-As-A Second Language Program

Brackett ISD

Hector Jimenez, ESL Teacher / ESL Services Coordinator

## *ESL Program Annual Report 2005-2006*

SCHOOL BOARD MEETING – July 10, 2006

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### Mission Statement

The mission of the district's English-As-A Second Language Program, in collaboration with program staff, mainstream teachers, resource staff, and campus administrators, is to prioritize, exemplify, and maintain three (3) important goals of the district's English-As-A Second Language Program:

- High levels of commitment to the mission of the ESL Program\_\_
- ESL students' immediate survival and comfortable immersion in a new academic setting.
- ESL students' academic success in an all English curriculum\_\_

### Program Effectiveness

The effectiveness of the ESL Program is demonstrated in observable and measurable means that include, but not limited to, the following occurrences:

- ESL students' communicative language skills and acquisition of academic language is monitored throughout a student's enrollment period in the ESL program.
- The effectiveness of the ESL Program is determined by the extent of students' linguistic \ academic work participation and production results, in mainstream classrooms.
- The effectiveness of the ESL Program is appraised by *Texas English Proficiency Assessment System* (TELPAS) student scores \ ratings.
- Annual end-of-year language proficiency assessments for grades K-12, is a determiner for providing additional learning enhancements to ESL students.

# English-As-A Second Language Program

Brackett ISD

2005-2006

Hector Jimenez, ESL Teacher / ESL Services Coordinator

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SPRING 2006

## ***END-OF-YEAR ESL PROGRAM REPORT***

- **Exhibit A**    **Exiting ESL Students**
  
- **Exhibit B**    **TAKS and SDAA II Assessments**
  
- **Exhibit C**    **Listening – Speaking – Reading - Writing**  
*English Language Proficiency Domains Assessments*
  
- **Exhibit D**    **Iowa Test of Basic Skills / 2<sup>nd</sup> Grade**
  
- **Exhibit E**    **End-of-Year Oral Language Assessments**
  
- **Exhibit F**    **End-of-Year Enrollment**
  
- **Exhibit G**    **End-of-Year ESL Progress Report to Parents**

Exhibit A (For LPAC)

**English-As-A-Second Language Program**  
**Brackett ISD**  
**2005-2006**  
**Texas Assessment of Knowledge and Skills Report**  
***Spring 2006 TAKS Report - Exiting Students***

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Students listed below have taken the Language Arts portion of the Spring 2006 TAKS Test and are shown as *Eligible or Ineligible* to exit from the ESL Program:

<u>Student</u>	<u>Grade</u>	<u>Met Minimum Standard</u>	<u>Exit ESL</u>
# 2606	3	Yes	Yes
# 2806	3	Yes	Yes
( Parent Denial)	3	Yes	Yes
# 3006	3	Yes	Yes
# 2906	3	Yes	Yes
# 3106	3	Yes	Yes
# 3206	4	No	No
# 3606	5	No	No
# 3406	5	Yes	Yes
# 3506	5	No	No
# 3806	6	No	No
# 3906	8	Yes	Yes
# 4106	10	No	No
TOTAL Tested: 13	⇒	Met Standard: Yes <u>8</u> No <u>5</u>	⇒ Exiting: 62 % ⇒ Not Exiting: 38 %

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LPAC: May 25, 2006

Motion made by Mrs. M. Novel to approve Student EXII INDICATORS as presented in Exhibit A ..

Motion seconded by Mrs. Alma Gutierrez. Motion carried.

**Exhibit B**

**English-As-A Second Language Program  
Brackett ISD • 2005-2006**

***Spring 2006 Texas Assessment of Knowledge and Skills (TAKS)  
Spring 2006 State Developed Alternative Assessment (SDAA II)***

<u>STUDENT</u>		<u>Met TAKS Standards or ARD Expectations</u>				
		<u>Math</u>	<u>Science</u>	<u>Reading</u>	<u>Soc. Studies</u>	<u>Writing</u>
# 2606	3 <sup>rd</sup> Grade	Yes	■	Yes	■	■
# 2706	“ SDAA II	Yes	■ SDAA II	Yes	■	■
# 2806	“	Yes	■	Yes	■	■
# 2906	3 <sup>rd</sup>	Yes	■	Yes	■	■
# 3006	“	Yes	■	Yes	■	■
# 3106	“	Yes	■	Yes	■	■
# 3206	4 <sup>th</sup>	No	■	Yes	■	Yes
# 3306	5 <sup>th</sup> SDAA II	No	■ SDAA II	No	■	■
# 3406	“	Yes	Yes	Yes	■	■
# 3506	“	Yes	No	No	■	■
# 3606	“	No	No	No	■	■
# 3706	6 <sup>th</sup> L.A.I. Math:	No	Limited English Proficiency Exemption			
# 3806	“	No	■	No	■	■
# 3906	8 <sup>th</sup>	No	Yes	Yes	■	■
# 4006	9 <sup>th</sup>	Limited English Proficiency Exemption				
# 4106	10 <sup>th</sup>	■	■	No	English Lang. Arts:	No

- IAKS \ Met Standards ⇒ Math Yes 58 % No 42 %    Reading Yes 67 % No 33 %    Writing Yes 100 %
- SDAA II \ Met ARD Expectations ⇒ Yes 50 % No 50 %    Yes 50 % No 50 %
- IAKS \ Met Standards ⇒ Science: Yes 50 % No 50 %

Exhibit C. a

English-As-A-Second Language Program  
Brackett ISD  
2005-2006

*Spring 2006 Reading Proficiency Test In English* (RPTE)

LPAC: May 25, 2006

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<u>Grades</u>	<u>No. Tested</u>	<u>Proficiency Ratings</u>			
		<i>Beginning</i>	<i>Intermediate</i>	<i>Advanced</i>	<i>Adv. High</i>
3 <sup>rd</sup>	7	. . .	2	2	3
4 <sup>th</sup>	1	. . . . .		1	
5 <sup>th</sup>	4	1		2	1
6 <sup>th</sup>	2	. . . . .		2	
7 <sup>th</sup>	0	. . . . .			
8 <sup>th</sup>	1	. . . . .			1
9 <sup>th</sup>	4	. . . . .	1	3	
10 <sup>th</sup>	1	. . . . .		1	
11 <sup>th</sup>	1	. . . . .		1	
12 <sup>th</sup>	0	. . . . .			
<b>Tested:</b>	<b><u>21</u></b> ⇒	<b>1</b>	<b>3</b>	<b>12</b>	<b>5</b>
		<b><u>5%</u></b> <b>Beginning</b>	<b><u>14%</u></b> <b>Intermediate</b>	<b><u>57%</u></b> <b>Advanced</b>	<b><u>24%</u></b> <b>Adv. High</b>

Exhibit C. b

English-As-A Second Language Program

Brackett ISD – 2005-2006

Spring 2006 *Texas Observation Protocols Report* (T.O.P.) **K - 12**

Texas English Language Proficiency Assessment System (TELPAS)

**Domain: Listening**

Advanced High	<u>17</u> ; 84%	4	2	3	4	0	0	1	0	0	2	1	0	0	
Advanced	<u>19</u> ; 38%	5	3	4	2	0	2	0	0	1	1	0	1	0	
Intermediate	<u>10</u> ; 20%	2	4	0	1	1	2	0	0	0	0	0	0	0	
Beginning	<u>4</u> ; 8%	2	0	0	0	0	0	1	0	0	1	0	0	0	
		Grades	<u>K</u>	<u>1<sup>st</sup></u>	<u>2<sup>nd</sup></u>	<u>3<sup>rd</sup></u>	<u>4<sup>th</sup></u>	<u>5<sup>th</sup></u>	<u>6<sup>th</sup></u>	<u>7<sup>th</sup></u>	<u>8<sup>th</sup></u>	<u>9<sup>th</sup></u>	<u>10<sup>th</sup></u>	<u>11<sup>th</sup></u>	<u>12<sup>th</sup></u>
		Tested:	<u>50</u> ⇨ 13	9	7	7	1	4	2	0	1	4	1	1	0

**Domain: Speaking**

Advanced High	<u>15</u> ; 3%	3	1	3	3	0	0	1	0	0	2	0	1	0	
Advanced	<u>22</u> ; 44%	4	6	4	3	1	2	0	0	1	1	0	0	0	
Intermediate	<u>9</u> ; 18%	4	2	0	1	0	2	0	0	0	0	1	0	0	
Beginning	<u>4</u> ; 8%	2	0	0	0	0	0	1	0	0	1	0	0	0	
		Grades	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
		Tested:	<u>50</u> ⇨ 13	9	7	7	1	4	2	0	1	4	1	1	0

**Domain: Reading**

Advanced High	<u>12</u> ; 24%	3	0	3	3	0	1	0	0	1	0	0	1	0	
Advanced	<u>27</u> ; 54%	6	7	4	2	1	2	1	0	0	3	1	0	0	
Intermediate	<u>7</u> ; 14%	2	2	0	2	0	0	0	0	0	1	0	0	0	
Beginning	<u>4</u> ; 8%	2	0	0	0	0	1	1	0	0	0	0	0	0	
		Grades	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
		Tested:	<u>50</u> ⇨ 13	9	7	7	1	4	2	0	1	4	1	1	0

**Domain: Writing**

Advanced High	<u>5</u> ; 10%	2	2	0	0	0	0	0	0	0	1	0	0	0	
Advanced	<u>21</u> ; 43%	3	4	3	5	0	1	2	0	1	0	1	1	0	
Intermediate	<u>18</u> ; 37%	4	3	4	2	1	3	0	0	0	1	0	0	0	
Beginning	<u>5</u> ; 10%	4	0	0	0	0	0	0	0	0	1	0	0	0	
		Grades	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
		Tested:	<u>50</u> ⇨ 13	9	7	7	1	4	2	0	1	3	1	1	0

**Exhibit D**

**English-As-A-Second Language Program**  
**Brackett ISD**  
**2005-2006**

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**Iowa Test of Basic Skills (ITBS) Report**  
**Spring 2006 \* Grade 2**

(Report Distribution: 2005-'06 / Grade 2 Teachers and 2006-'07 Grade 3 Teachers)

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<u>Students</u>	<u>Reading</u>	<u>Standard Written English</u>
	<i>[ Grade Equivalencies &amp; Percentiles ]</i>	
# 2006	1.9 \ 18%	1.7 \ 12%
# 2106	2.4 \ 37%	2.6 \ 42%
# 2206	3.1 \ 60%	2.3 \ 27%
# 2306	2.7 \ 45%	2.7 \ 47%
# 2506	1.9 \ 18%	2.4 \ 32%
# 2406	3.3 \ 67%	3.0 \ 59%
# 1906	1.7 \ 12%	2.1 \ 21%

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**READING** ↓

**STANDARD WRITTEN ENGLISH** ↓

@ 2.0+ Gr. Level: 4 ; 57 %

@ 2.0+ Gr. Level: 6 ; 86 %

@ 1.9- Gr. Level: 3 ; 43 %

@ 1.9- Gr. Level: 1 ; 14 %

Exhibit E

English-As-A Second Language Program  
Brackett ISD – 2005-2006

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LPAC: May 25, 2006

Spring 2006 End-Of-Year Oral Language Assessments  
PK – 12

Language Assessments Scales Forms C, D, 1C, 1D, 2C, 2D

<u>Grade Level</u>	<u>Limited English Proficient</u>	<u>English Proficient</u>
Pre-K (3)	2	1
Kindergarten (9)	4	5
First Grade (6)	1	5
Second Grade (7)	0	7
Third Grade (6)	0	6
Fourth Grade (1)	0	1
Fifth Grade (4)	0	4
Sixth Grade (2)	1	1
Seventh Grade _	0	0
Eighth Grade (1)	0	1
Ninth Grade (1)	1	0
Tenth Grade (1)	0	1
Eleventh Grade _	0	0
Twelfth Grade _	0	0
<hr/> Total Assessments: 41	Limited English Proficient: <u>22%</u>	English Proficient: <u>78%</u>



English-As-A Second Language Program  
Brackett ISD

Oral Language Proficiency Development \*

Name: 2006

Grade/Entry: PK

Year: 2005-'06

Level 5

Level 4

Level 3

Level 2

Level 1



PreLas - A (C) (D) LAS-C D C LAS-1C 1D 1C LAS-2C 2D 2C

Year



(PK)

\* Level 1-3 = Limited English Proficient  
Level 4-5 = Fluent English Speaker

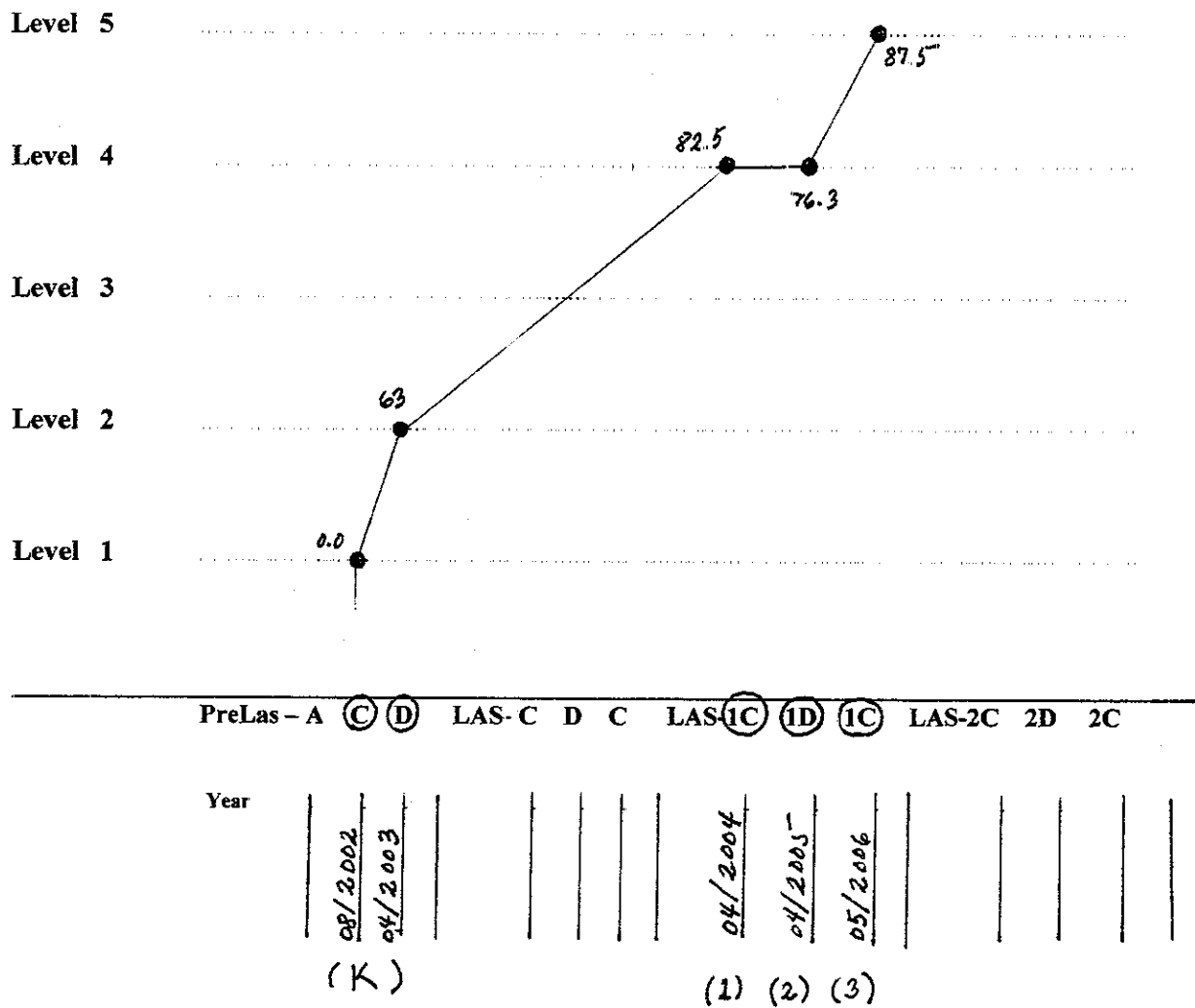
English-As-A Second Language Program  
Brackett ISD

Oral Language Proficiency Development \*

Name: 2606

Grade/Entry: K

Year: 2002-'03



\* Level 1-3 = Limited English Proficient  
Level 4-5 = Fluent English Speaker

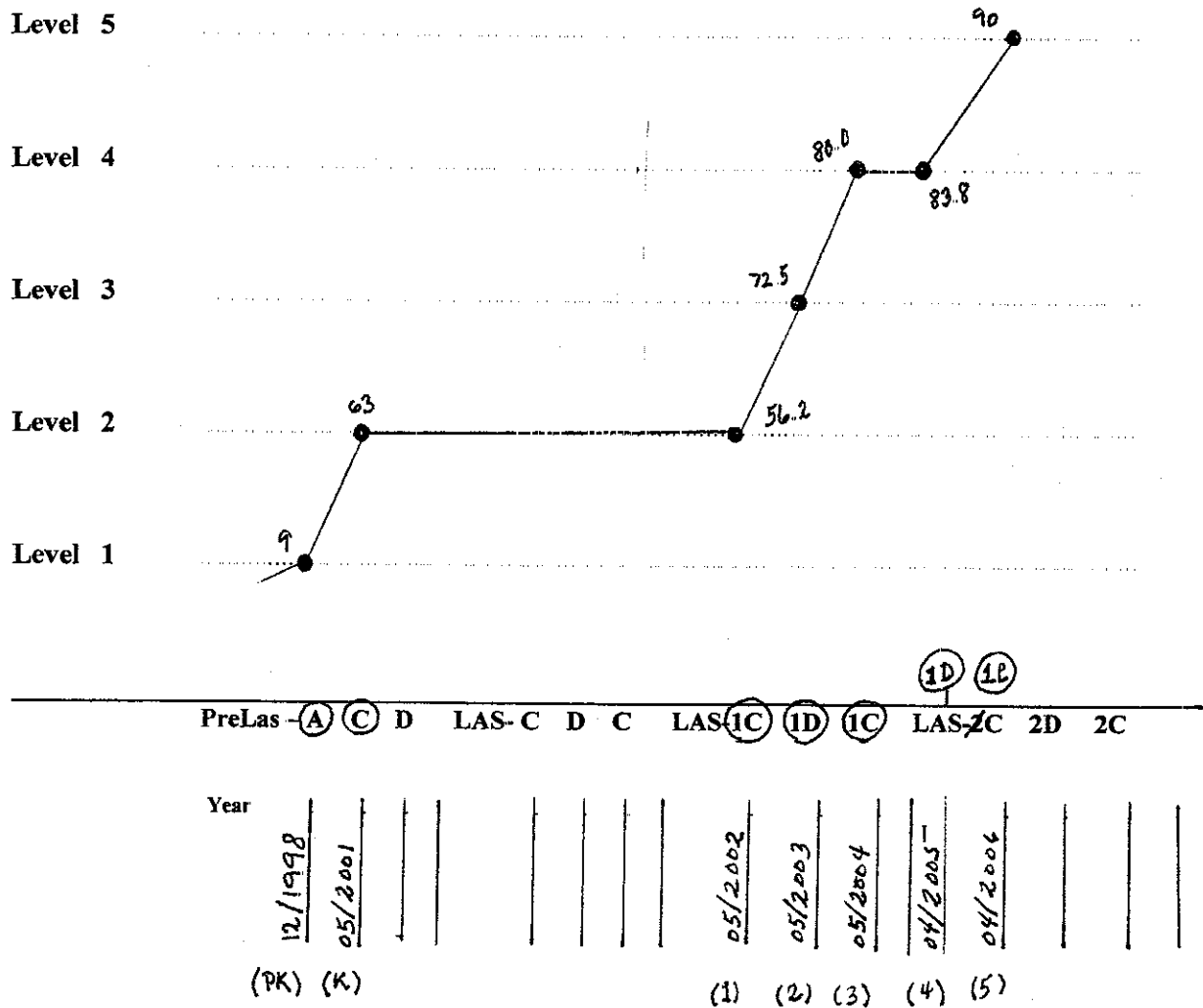
English-As-A Second Language Program  
Brackett ISD

Oral Language Proficiency Development \*

Name: 3606

Grade/Entry: PK

Year: 1998-99



\* Level 1-3 = Limited English Proficient  
Level 4-5 = Fluent English Speaker

**Exhibit F**

**English-As-A Second Language Program**

Brackett ISD

2005-2006

LPAC: May 25, 2006

**Spring 2006 *ESL End-of-Year Enrollment* Report**

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<b>Pre Kinder</b>	<b>3</b>
<b>Kindergarten</b>	<b>9</b>
<b>First Grade</b>	<b>6</b>
<b>Second Grade</b>	<b>7</b>
<b>Third Grade</b>	<b>6</b>
<b>Fourth Grade</b>	<b>1</b>
<b>Fifth Grade</b>	<b>4</b>
<b>Sixth Grade</b>	<b>2</b>
<b>Junior High</b>	<b>1 ( 8<sup>th</sup> )</b>
<b>High School</b>	<b>2 ( 9<sup>th</sup> 1 ; 10<sup>th</sup> 1 )</b>

# English-As-A Second Language Program

Brackett I.S.D.  
Spring 2006

## End-of-Year *Oral / Academic Language Progress Report To Parents*

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Your child's *oral language proficiency* and *academic language proficiency skills* were evaluated at the end of this school year with proficiency test(s) indicated below:

(1.) \_\_\_\_\_ *Language Assessment Scale (LAS)*; Form \_\_\_\_\_  
Comments: Limited English Proficient \_\_\_\_\_ Fluent English Speaker \_\_\_\_\_

(2.) \_\_\_\_\_ *Iowa Test of Basic Skills (ITBS)*; Form K / M; Level 7 \_\_\_\_\_ 8 \_\_\_\_\_  
Results: Reading > Grade Equivalent \_\_\_\_\_ Score: \_\_\_\_\_ %  
 Standard Written English > Grade Equivalent \_\_\_\_\_ Score: \_\_\_\_\_ %

(3.) \_\_\_\_\_ *Texas English Language Proficiency Assessment System (TELPAS)*  
 \_\_\_\_\_ *Reading Proficiency Test In English (RPTE)*  
Results: Beginning \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_ Advanced High \_\_\_\_\_

\_\_\_\_\_ *Texas Observation Protocol (TOP)* > Proficiency Ratings:

	Beginner	Intermediate	Advanced	Advanced High
Listening	_____	_____	_____	_____
Speaking	_____	_____	_____	_____
Reading (K-2)	_____	_____	_____	_____
Writing	_____	_____	_____	_____

(4.) \_\_\_\_\_ *Texas Assessment of Knowledge and Skills (TAKS):*

Met Minimum Requirements

Reading Yes \_\_\_\_\_ No \_\_\_\_\_  
 Writing: Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ *State-Developed Alternative Assessment (SDAA):*

Met "ARD" Expectations

Reading: Yes \_\_\_\_\_ NO \_\_\_\_\_  
 Math: Yes \_\_\_\_\_ No \_\_\_\_\_

Report prepared by Hector Jimenez, ESL Teacher / ESL Co-ord

May 30, 2006

Note to Parents: If you wish to have a conference with Mr. Jimenez, please call 563-2491 Ext. 200.