



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

**TOPIC:** Bilingual Program Evaluation

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**SUBMITTED BY:** Maria Arambula Ruiz, Director of Bilingual Education

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** October 12, 2021

## **INFORMATIONAL REPORT:**

**Presentation of the 2020-2021 Bilingual Program Annual Evaluation as mandated by the Texas Administrative Code for §89.1265 – Program Evaluation**

# Bilingual Education Program Annual Evaluation 2020-2021

Presentation for the  
United I.S.D. School Board  
and  
Superintendent, David Gonzalez  
October 2021

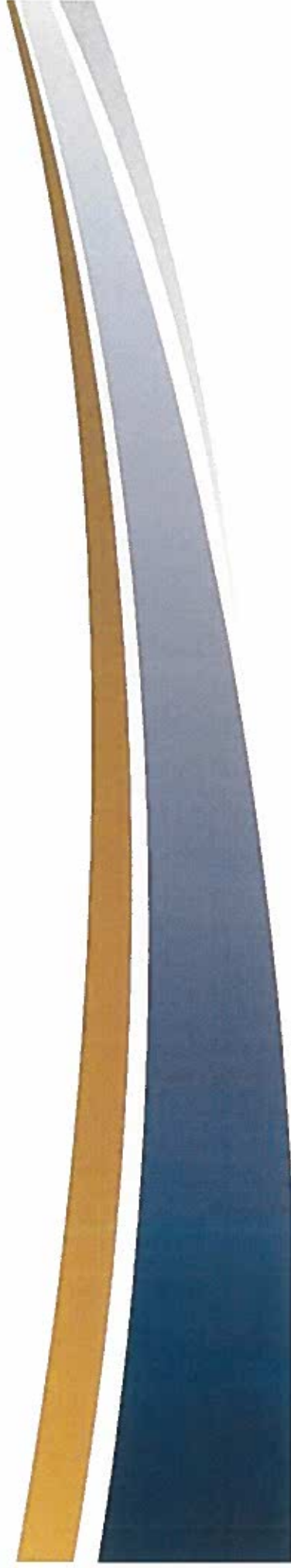
Presenter: Maria Arámbula Ruiz, Director of Bilingual Ed.  
Instructional Committee Presentation – October 12, 2021

UNITED ISD





**A.** Chapter 89.1265 requires school districts to conduct a bilingual education or English as a second language (ESL) annual program evaluation in accordance with Texas Education Code (TEC), §29.053. The purpose is to present data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.



**B. The annual report shall include the extent to which EBs are becoming English proficient and their educational performance.**

United ISD – EB Reclassification History						
School Year	UISD Student Enrollment	EL Student Enrollment	Total % from Enrollment	EL students meeting reclassification criteria at EOY prior school yr.	ELs reclassified at BOY of new school year	Criteria
2021-2022	38,435	13,894	36.1%	92	.66%	*TELPAS/LAS Links & STAAR Rdg./ITBS Rdg. & Lang.
2020-2021	42,707	14,134	33.1%	373 (352 TELPAS + 21 LAS Links)	2.6%	TELPAS <u>OR</u> LAS Links (Due to COVID-19)

Data source: IRIS, as of 9/06/2021  
 NOTE: Campuses are still in the process of reclassifying students as the state extended the deadline to 60 days from the first day of school due to COVID-19.

\* Impacted by students not participating in testing for LAS Links, ITBS, TELPAS, and STAAR at EOY of 2020-21. TEA extended the re-classification window to the first 60 days of 2021-22.

# Academic Performance

## TELPAS 2021

TELPAS 2021	LISTENING				SPEAKING				READING				WRITING				COMPOSITE				PROGRESS						
	Tested	B%	I%	A%	H%	Tested	B%	I%	A%	H%	Tested	B%	I%	A%	H%	Tested	B%	I%	A%	H%							
KG-2nd Gr.	State	275933	22	31	28	20	275781	32	40	19	8	275602	48	26	16	9	281805	48	29	16	8	273026	28	41	23	8	40%
	Region - 01 UNITED ISD	37525	28	32	25	16	37487	39	39	15	7	37390	52	27	14	7	40050	50	29	15	6	36935	34	40	19	6	42%
3-12 Gr.	State	610181	6	22	37	35	610161	18	41	36	5	610872	13	33	26	28	645768	7	26	36	31	565391	4	34	45	17	31%
	Region - 01 UNITED ISD	78091	6	24	37	33	78087	21	43	32	4	78092	14	34	25	27	94912	6	22	35	38	70500	4	36	45	16	26%
		7777	6	24	39	31	7776	19	44	32	4	7786	15	39	26	20	8936	4	17	32	48	7637	3	36	47	14	23%

### TELPAS Comparison: Overall Progress

SY	2019	2020	2021
United ISD	<u>37%</u>	<u>46%</u>	<u>47%</u>
Region 1	32%	44%	45%
State	35%	42%	46%



**Target = 36%**

# Academic Performance

## EL Students STAAR 2021



Administration Report  
Includes STAAR, STAAR ALT 2, and  
EOC A1

2021 STAAR (3-8) Administration  
Bilingual/ESL/DUAL Program  
All Performance Standards

	Bilingual (ET)			DUAL (2-WAY)			ESL (PO)			Current EL			Current EL & Monitored (1-4)		
	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%
<b>Reading</b>															
Approaches	2565	1068	42	914	656	72	2443	861	35	5944	2319	39	10661	6261	59
Meets		351	14		380	42		247	10		733	12		3124	29
Masters		114	4		208	23		68	3		230	4		1393	13
<b>Math</b>															
Approaches	2559	872	34	911	587	64	2372	774	33	5867	1986	34	10171	4988	49
Meets		252	10		273	30		184	8		526	9		1979	20
Masters		79	3		134	15		19	1		128	2		691	7
<b>Writing</b>															
Approaches	857	234	27	310	204	66	895	221	25	2015	556	28	3743	1886	50
Meets		59	7		97	31		39	4		123	6		795	21
Masters		9	1		25	8		3	0		13	1		174	5
<b>Science</b>															
Approaches	733	199	27	285	175	61	672	248	37	1741	535	31	3495	1861	53
Meets		47	6		68	24		76	11		136	8		828	24
Masters		11	2		22	8		24	4		37	2		321	9
<b>Social Studies</b>															
Approaches							660	132	20	684	136	20	1768	736	42
Meets								27	4		28	4		230	13
Masters								11	2		11	2		85	5

# Graduation Rates

CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2020- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2020 – EL Students	4-Year Graduation Rate (Gr 9-12) Class of 2019 – All Students	4-Year Graduation Rate (Gr 9-12) Class of 2019 – EL Students
<b>UHS</b>	96.7%	93.9%	95.7%	86.3%
<b>LBJHS</b>	93.4%	88.7%	94.2%	89.8%
<b>AHS</b>	97.4%	90.4%	97.1%	90.5%
<b>USHS</b>	94.5%	86.9%	92.9%	82.6%

# Graduation Rates

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2019 (As of Fall 2020) All Students	5-Year Graduation Rate (Gr 9-12) Class of 2019 (As of Fall 2020) EL Students	5-Year Graduation Rate (Gr 9-12) Class of 2018 (As of Fall 2019) All Students	5-Year Graduation Rate (Gr 9-12) Class of 2018 (As of Fall 2019) EL Students
<b>UHS</b>	96.7%	90.1%	97.3%	92.2%
<b>LBJHS</b>	94.5%	90.4%	92.4%	89.0%
<b>AHS</b>	97.6%	92.1%	98.9%	97.1%
<b>USHS</b>	94.2%	86.9%	95.3%	89.0%



# 2020-21 Professional Development

## Virtual sessions offered.

### Elementary Sessions offered:

- New DUAL Teacher Training
- ELITE Kit
- LAA BOY/Lexia Training
- Lexia Implementation
- BOY Bilingual Updates
- DUAL Showcase Prep
- Google Classroom/ Lexia Small Groups
- LAPIC Training on Spanish Fluency Assessment
- Flipgrid
- Parent Session-Children's Advocacy Center
- MOY/EQY Transition Criteria
- TEPAS Awareness
- Lexia Core 5
- 1st Grade Summer Transition Class
- 1st Grade Summer Language Academy

### Secondary Sessions offered:

- ESL Scope and Sequence
- Reading Strategies
- Perfection Next State Adoption Training
- Integrating Flipgrid in Social Studies Classes
- TEPAS: Blueprints, Rubrics and Data Stra-tiques
- Assessment Data Driven Instruction
- TEPAS: Writing Strategies
- Strategies to Respond to TEPAS Speaking Questions
- ELITE PLUS
- Tools for New Teachers and Mentors
- Making STAAR-TELPAS Connections
- TEPAS: Taking a Deeper Look at Speaking Responses
- Language and Culture
- Fillable Stratiques Training
- Rosetta Stone
- Istation Training
- Book Creator
- Summer Language Academy

## Participation in the virtual PD sessions offered at Elementary, Middle, and High Schools.

Elementary	Number of Sessions	Number of Participants
PD provided to Classroom Teachers in content areas	33	85
PD provided to Classroom Teachers of English Learners	47	1,386
PD provided to Teacher Aides	6	57

Middle Schools	Number of Sessions	Number of Participants
PD provided to Classroom Teachers in content areas	48	946
PD provided to Classroom Teachers of English Learners	48	39

High Schools	Number of Sessions	Number of Participants
PD provided to Classroom Teachers in content areas	43	1,029
PD provided to Classroom Teachers of English Learners	43	69

## Exceptions & Waivers

**C.** The annual report shall reflect the number of bilingual exception and/or ESL waivers filed.

### Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students

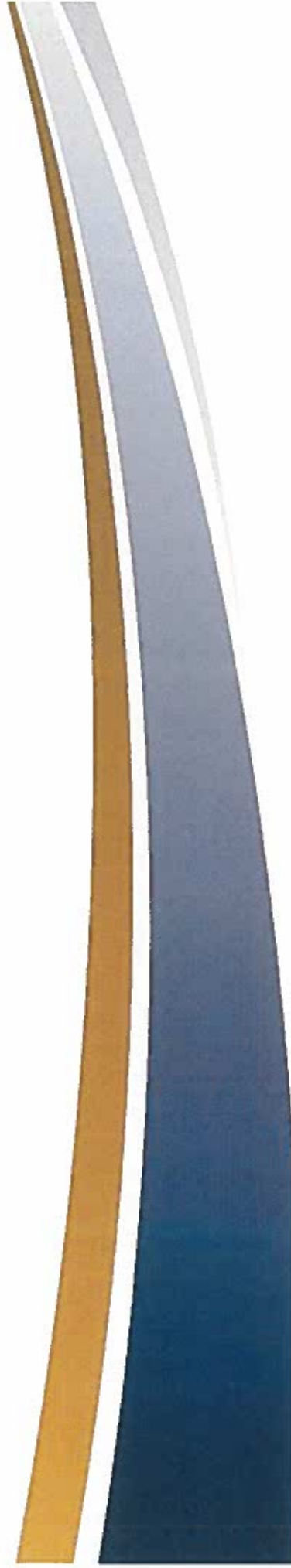
It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an EB be provided a full opportunity to participate in a Bilingual or ESL program, as required by TEC Chpt. 29.

**Transitional bilingual/Early-Exit** is a bilingual program model in which students identified as Emergent Bilingual are served in both English and another language and are prepared to meet reclassification criteria to be successful in English. Instruction in this program is delivered by a teacher appropriately **certified in bilingual** education under TEC, §29.061(b)(1), for the assigned grade level and content area.

**An ESL/pull-out program model** is an English acquisition program that serves students identified as Emergent Bilingual through English instruction provided by an appropriately **certified ESL** teacher under the TEC, §29.061(c), through English language arts and reading.

United I.S.D. submitted an Exception/Waiver application to comply with the requirements for Bilingual and ESL certifications for teachers servicing EB students.

- The application was submitted before November 1.
- Utilizing the 10% state bilingual education allotment, a comprehensive professional development plan was developed to support and prepare teachers listed in the exception/waiver report, as well as others needing certification.




# Exceptions & Waivers

Number of reported Exceptions/Waivers and teachers certified through the PD preparation training offered.

**2020-21**  
Bil. Exceptions= 67  
ESL Waivers= 17

## **2020-2021**

<u>Exam</u>	<u>Tested</u>	 <u>Pass</u>	<u>Fail</u>
ESL	14	10	4
BTLPT	5	3	2
Bil. Supp.	1	0	1

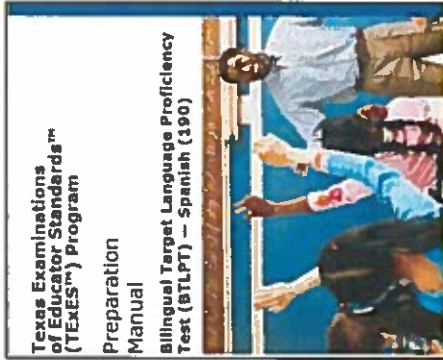
Due to COVID-19 testing sites and dates to test were very limited throughout the year.

# 2020-21 Comprehensive Professional Development Plan

## Bilingual/ESL Certification Sessions

### FALL 2020

Activity	Date/Time	Person(s) Responsible	Target Audience	Resources Needed	ERO Number	Consultant
TEAES Review Session ESL (154)	Tuesday 9/22/2020 8:30-3:30	Bilingual Dept.	Teachers seeking ESL certification	Virtual	43102002	Luis E. Gonzalez- Director of Operations- Excellence in Teaching
TEAES Review Session Bilingual BTLPPT (156)	Tuesday 9/29/2020 8:30-3:30	Bilingual Dept.	Teachers seeking Bilingual certification	Virtual	43102003	Dr. E.T. Treviño- E.T. & Company
TEAES Review Session ESL (154)	Wednesday 10/24/2020 8:30-3:30	Bilingual Dept.	Teachers seeking ESL certification	Virtual	43102003	Dr. J. Linder- Bilingual Dept.
TEAES Review Session Bilingual Supplemental (164)	Tuesday 10/27/2020 8:30-3:30	Bilingual Dept.	Teachers seeking Bilingual certification	Virtual	43092003	Luis E. Gonzalez- Director of Operations- Excellence in Teaching



### SPRING 2021

Activity	Date/Time	Person(s) Responsible	Target Audience	Resources Needed	ERO Number	Consultant
TEAES Review Session BTLPPT (156)	Saturday 11/14/2020 8:30-3:30	Bilingual Dept.	Teachers seeking Bilingual certification	Virtual	43102006	Dr. J. Linder- Bilingual Dept.
TEAES Review Session Bil. Suppl. (164)	Saturday 11/7/2020 8:30-4:30	Bilingual Dept.	Teachers seeking Bilingual certification	Virtual	43092004	Dr. J. Linder- Bilingual Dept.
Professional Development TELPAS Institute	Saturday 2/6/2021 8:30-3:30	Bilingual Dept.	Extend your TELPAS awareness expertise to help your students.	Virtual	07242020 <b>CANCELED</b>	Dr. E. T. Treviño- E.T. & Company
TEAES Review Session Bil. Suppl. (164)	Thursday 6/10/2021 8:30-3:30	Bilingual Dept.	Teachers seeking Bilingual certification	Virtual	OMNH # 288161	Luis E. Gonzalez- Director of Operations- Excellence in Teaching
TEAES Review Session BTLPPT (156)	Thursday 6/17/2021 8:30-3:30	Bilingual Dept.	Teachers seeking Bilingual certification	Virtual	OMNH # 288161	Dr. E. T. Treviño- E.T. & Company
TEAES Review Session ESL (154)	Thursday 6/17/2021 8:30-3:30	Bilingual Dept.	Teachers seeking ESL certification	Virtual	OMNH # 288164	Luis E. Gonzalez- Director of Operations- Excellence in Teaching



# EL Progress Letters

## D. Report to parents the progress of their child in acquiring English as a result of participation in the program offered to Emergent Bilingual Students.

- Every year within the first 30 days of instruction, parents of EB students receive a letter of progress (in English and Spanish) to review their child's academic progress. A verification document is submitted by all campus administrators verifying that the process was completed.
- All EBs have an EL Plan of Success where progress is monitored throughout the academic year. New interventions are assigned and recommended by the RtI committee and/or the teacher/s to meet the needs of the EB students.

**UNITED INDEPENDENT SCHOOLS DISTRICT**  
 This is the Parent of Emergent Bilingual Student Report for the Emergent Bilingual Program  
 (Emergent Bilingual Program, 2176AC, Chapter 89, Subchapter 89.09, LMS, PL 107.110-110.02)  
 A verifiable document

**Completion:** \_\_\_\_\_  
 This Student Progress Report must be sent to the parent 30 days from the beginning of the school year and a copy of each document must be kept at each school (PLC).

2013-2014 School Year Emergent Bilingual Student Report must be kept up to date September 10, 2014

The following information is for verifying the completion of this document. Student Progress Letters were sent out on (month/day/year) \_\_\_\_\_ to \_\_\_\_\_ (i.e. student's school, email report card, personally, etc.) \_\_\_\_\_

**COMPLETED BY:** \_\_\_\_\_ (Name of the administrator who completed the report)  
**REVIEWED BY:** \_\_\_\_\_ (Name of the administrator who reviewed the report)

Please do not send the document to the Emergent Bilingual Program (2176 AC, Chapter 89, Subchapter 89.09, LMS, PL 107.110-110.02)

UNITED INDEPENDENT SCHOOLS DISTRICT  
 3141 17th Street, Suite 200, Fort Worth, TX 76102  
 Phone: 817.517.8111 Fax: 817.517.8112

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 Parent of Emergent Bilingual Student Report for the Emergent Bilingual Program  
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**REVIEWED BY:** \_\_\_\_\_ (Name of the administrator who reviewed the report)

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UNITED INDEPENDENT SCHOOLS DISTRICT  
 3141 17th Street, Suite 200, Fort Worth, TX 76102  
 Phone: 817.517.8111 Fax: 817.517.8112

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UNITED INDEPENDENT SCHOOLS DISTRICT  
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# C.I.P. Plans

**E.** Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in TEC §11.253, for the purpose of improving student performance for Emergent Bilingual students.

- The district collaborates with campus principals when completing the Campus Improvement Plans. Goals are developed based on the performance and needs of current and monitored EB students.
- Bilingual funds are tied to the initiatives that campuses implement to meet the needs of the EB students.
- The district also completes a District Improvement Plan and develops goals to target the needs of the EB students and improve their academic performance.

**Performance Objective 4**  
To increase the percentage of EL students meeting TELPAS TELPAS IA Achievement and Progress from 45% to 48%

**Distribution Sources**  
English Grade 4 EL Home-Developed Benchmark TELPAS

**Expanded to CIP High Priority**  
No

**WIP Goal**  
No

**Strategies**

**Sc 24497.1**  
TELPAS data and progress reports will be reviewed to identify target students for interventions to guide level to meet or surpass the target goal.

**Strategy 1 (Expanded/Revised Report)**  
TELPAS results are expected to be increased by 3% from the 2022-2023 school year 45% to 48%

**Staff Responsible for Monitoring**  
Lisa Van Zandt/John Alvarado/John

**Key Instructional Demands**  
24.15.14

**TELE Practice**  
None

**ESL Learners**  
Level 1 High-Quality Curriculum  
Level 5 Explicit Instruction

**Problem Statement**  
Student Progress & Programs 1

**Feeding Source**  
None

**Cross-Departmental**  
None

**Plan4Learning**

**ESL Learning Objectives Dashboard**