



Bilingual Education Program Annual Evaluation 2022-2023

United I.S.D. Board Presentation

October 17, 2023

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United, we empower students to become Responsible Global Leaders

Evaluation: Chpt. 89.1265

- 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	EB Student Enrollment	Total % from Enrollment	EB students meeting reclassification criteria at EOY prior school yr.	EB students reclassified at BOY of new school year	Criteria
2023-24	41,171	17,104	41.54%	242	1.41%	TELPAS & STAAR Rdg./ITBS Rdg. & Lang. Arts
2022-23	41,357	16,734	40.5%	204	1.21%	TELPAS & STAAR Rdg./ITBS Rdg. & Lang. Arts



Data source: IRIS; as of 9/15/2023

Academic Performance

2023 TELPAS Standard Summary Report District - Region - State Comparison



2023 Targets
High School
 Interim= 34%
 Long= 40%
Middle School
 Interim= 44%
 Long= 50%
Elem. School
 Interim= 49%
 Long= 55%

Standard Summary for Cluster: Grade K-2nd

	Listening					Speaking			
	B	I	A	AH		B	I	A	AH
	%	%	%	%		%	%	%	%
State	24	32	24	20	State	36	38	18	9
Region 1	26	32	22	20	Region 1	38	39	16	8
UISD ✓	20	34	24	22	UISD ✓	30	42	20	9

	Reading					Writing			
	B	I	A	AH		B	I	A	AH
	%	%	%	%		%	%	%	%
State	49	29	14	9	State	51	29	14	7
Region 1	49	31	13	7	Region 1	52	30	13	6
UISD ✓	44	34	15	7	UISD ✓	46	34	15	5

	Composite Rating				
	B	I	A	AH	Average Comp. Score
	%	%	%	%	
State	31	41	20	8	2.0
Region 1	33	41	19	7	2.0
UISD ✓	27	42	23	8	2.1

Standard Summary for Cluster: Grade 3-12

	Listening					Speaking			
	B	I	A	AH		B	I	A	AH
	%	%	%	%		%	%	%	%
State	8	24	34	34	State	21	35	35	9
Region 1	6	24	33	37	Region 1	21	36	34	9
UISD ✓	5	23	35	38	UISD ✓	15	32	41	12

	Reading					Writing			
	B	I	A	AH		B	I	A	AH
	%	%	%	%		%	%	%	%
State	13	31	26	30	State	19	37	35	9
Region 1	11	30	26	33	Region 1	18	35	36	11
UISD ✓	10	30	27	32	UISD ✓	15	38	39	9

	Composite Rating				
	B	I	A	AH	Average Comp. Score
	%	%	%	%	
State	8	36	40	16	2.6
Region 1	6	37	39	17	2.7
UISD ✓	5	34	43	18	2.7

Data Source:



Academic Performance

EB Students STAAR 2023 Results- PRELIMINARY

	Bilingual (ET)			DUAL (2-WAY)			ESL (PO)			Current EL			Current EL & Monitored (1-4)		
	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%
Reading															
Approaches	3632	2724	75	854	763	89	3342	2268	68	8367	5972	71	11438	8973	78
Meets		1652	46		595	70		1239	37		3501	42		6150	54
Masters		690	19		336	39		361	11		1305	16		2958	26
Math															
Approaches	3638	2740	75	853	764	90	3269	2145	66	8294	5853	71	11053	8377	76
Meets		1515	42		577	68		968	30		3061	37		4991	45
Masters		483	13		263	31		160	5		834	10		1561	14
Science															
Approaches	1124	639	57	334	261	78	1007	694	69	2624	1625	62	3990	2893	73
Meets		281	25		149	45		374	37		777	30		1767	44
Masters		70	6		67	20		62	6		169	6		585	15
Social Studies															
Approaches							1000	444	44	1137	488	43	2153	1336	62
Meets								149	15		159	14		634	29
Masters								50	5		52	5		294	14

Data Source: ETS Student Data File Compiled by Instructional Accountability

Graduation Rates (4 Year)

CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2022- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2022 – EL Students	4-Year Graduation Rate (Gr 9-12) Class of 2021- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2021 – EL Students
UHS	97.8%	91.8%	97.6%	92.7%
LBJHS	97.0%	91.4%	97.0%	93.9%
AHS	97.9%	89.3%	98.1%	89.8%
USHS	95.1%	90.9%	96.1%	88.6%

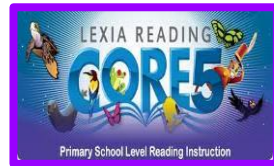
Data Source: U.I.S.D. Instructional Accountability - TEA Graduation Rates
Sept. 20, 2023

Graduation Rates (5 Year)

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2021 All Students	5-Year Graduation Rate (Gr 9-12) Class of 2021 EL Students	5-Year Graduation Rate (Gr 9-12) Class of 2020 All Students	5-Year Graduation Rate (Gr 9-12) Class of 2020 EL Students
UHS	98.2%	94.4%	98.6%	95.7%
LBJHS	97.9%	95.3%	95.6%	91.0%
AHS	98.5%	92.0%	98.7%	93.5%
USHS	97.0%	90.7%	97.0%	89.0%

2022-23 Bilingual PD Sessions Offered

<u>PD Sessions</u>	Number of Sessions	Number of Participants
		52



ELPS for Listening, Speaking, Reading, and Writing

SEPTEMBER N.T.O.
PROFESSIONAL DEVELOPMENT

Virtual 3:30-4:15 p.m. (Elementary)
Virtual 4:15-5:00 p.m. (Secondary)

9/12 English Language Proficiency Standards (ELPS)
9/19 ELPS Instructional Tools
9/26 Stra-tiques to Support Instruction in Reading

NOVEMBER N.T.O.
PROFESSIONAL DEVELOPMENT

Virtual 3:30-4:15 p.m. (Elementary)
Virtual 4:15-5:00 p.m. (Secondary)

11/14 ELITE PLUS Writing Phase I
11/28 ELITE PLUS Writing Phase II

JANUARY N.T.O.
PROFESSIONAL DEVELOPMENT

Virtual 3:30-4:15 p.m. (Elementary)
Virtual 4:15-5:00 p.m. (Secondary)

1/23 English Language Proficiency Standards (ELPS)
1/30 ELPS Instructional Tools

FEBRUARY N.T.O.
PROFESSIONAL DEVELOPMENT

Virtual 3:30-4:15 p.m. (Elementary)
Virtual 4:15-5:00 p.m. (Secondary)

2/6 Stra-tiques to Support Instruction in Reading
2/13 ELITE PLUS-Writing Phase 1
2/27 ELITE PLUS-Writing Phase 2



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 the students' primary language and are prepared to meet reclassification criteria to be successful in English with no second language acquisition support. 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 using content-based language instruction methods provided by an appropriately **certified ESL** teacher under the TEC, §29.061(c), through English reading and language arts in a pull-out or inclusionary delivery setting.

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 Reported

2022-23

Bil. Exceptions= 77
ESL Waivers= 32



2023-24

Bil. Exceptions= 118
ESL Waivers= 51

22-23 New Certified

Bil. Supp.= 5
BTLPT= 5
ESL= 18



2022-23 Comprehensive PD Plan

Activity	Date/Time	Person(s) Responsible	Target Audience
TEExS Review Session <u>ESL (154)</u>	Tuesday 9/20/2022 8:00-3:30	Bilingual Dept.	Teachers seeking ESL certification
TEExS Review Session <u>BTLPT (190)</u>	Tuesday 9/27/2022 8:30-3:30	Bilingual Dept.	Teachers seeking BIL. certification
TEExS Review Session <u>Bil. Supp. (164)</u>	* Saturday 10/22/2022 8:30-3:00	Bilingual Dept.	Teachers seeking BIL. certification
TEExS Review Session <u>ESL (154)</u>	Tuesday 10/25/2022 8:00-3:30	Bilingual Dept.	Teachers seeking ESL certification
TEExS Review Session <u>BTLPT (190)</u>	* Saturday 11/12/2022 8:30-3:00	Bilingual Dept.	Teachers seeking BIL. certification
TEExS Review Session <u>ESL (154)</u>	* Saturday 12/3/2022 8:30-3:00	Bilingual Dept.	Teachers seeking ESL certification
TEExS Review Session <u>Bil. Supp. (164)</u>	Tuesday 1/31/2023 8:00-3:30	Bilingual Dept.	Teachers seeking BIL. certification
TEExS Review Session <u>ESL (154)</u>	Tuesday 2/7/2023 8:00-3:30	Bilingual Dept.	Teachers seeking ESL certification

<i>Building Better Writers: Rigorous Syntax for English Learners</i>	Friday 6/2/2023 9:00-3:00	Bilingual Dept. Facilitator: H. Knapp	Middle and High School ELAR Teachers
<i>Optimizando y Enriqueciendo el Desarrollo de la Lectoescritura</i>	Friday 6/9/2023 9:00-12:00	Bilingual Dept. Facilitator: Y. Martinez	PK-1st grade Spanish Reading Teachers
TEExS Review Session <u>Bil. Supp. (164)</u>	Tuesday 6/13/2023 9:00-12:00	Bilingual Dept. Facilitator: H. Knapp	Teachers seeking BIL. certification
TEExS Review Session <u>BTLPT (190)</u>	Wednesday 6/14/2023 9:00-3:00	Bilingual Dept. Facilitator: H. Knapp	Teachers seeking BIL. certification
TEExS Review Session <u>ESL (154)</u>	Thursday 6/15/2023 9:00-3:00	Bilingual Dept. Facilitator: H. Knapp	Teachers seeking ESL certification

<i>38 Great Academic Language Builders</i>	Friday 6/16/2023 9:00-12:00	Bilingual Dept. Facilitator: Dr. S. Higuera	2nd-5th grade Teachers in a Bilingual Classroom
TEExS Review Session <u>BTLPT (190)</u> 2 Day Academy	Day 1 Friday 6/23/2023 & Day 2 Saturday 6/24/2023 9:00-3:00	Bilingual Dept. Facilitator: Dr. J. Liendo	Teachers seeking BIL. certification *Need to commit to 2 days to enroll
TEExS Review Session <u>Bil. Supp. (164)</u>	Friday 6/30/2023 9:00-3:00	Bilingual Dept. Facilitator: B. Vela	Teachers seeking BIL. certification




EB 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 EB 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.

Due: Friday, 9/08/2023



UNITED INDEPENDENT SCHOOL DISTRICT
Title III Parental Notification-Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.1265, PL 107-110 §3302

Verification Document

Campus: _____

This document is here to verify that all and Emergent Bilingual (EB) students at your campus have been provided with a Student Progress Report (Form 8873-01-01) as it is mandated by Title III, Part A. This mandate states that Federal and Texas laws require that we inform parents of the progress of their son/daughter in the Bilingual or ESL Program based on oral language and academic performance in order to make the best instructional decisions.

This Student Progress Report must be sent out within 30 days from the beginning of the school year and a copy of such document must be kept in each student's PRC.

2023-2024 School Year—Student Progress Report must be sent out on or before September 6, 2023.

By signing below you are verifying the completion of this mandate. Student Progress Letters were sent out on (actual date) _____, via _____ (i.e. student, mailed, with report card, personally, etc.)

COMPLETED BY: LPAC Administrator (print and sign) _____ Date _____

REVIEWED BY: Principal (print and sign) _____ Date _____

Scan and email this document to the Bilingual Department ATTN. Dr. Sandra Higareda at ahigareda@uisd.net by September 8, 2023.

United I.S.D. Bilingual Education Department
Attn: Dr. Sandra Higareda
4410 State Hwy 159 - Lumbia, Texas 78049 (956) 473-3242 Fax (956) 473-2002

UISD Form 871-031
8/14, REVISED 6/23

United Independent School District Title III, Part A
Parental Notification - Student Progress in the Bilingual/ESL Program Student Progress Report
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.1265, PL 107-110 §3302

Campus: _____ Date: 9/15/2023

To the Parents/Guardians of: _____ Grade: _____

Federal and Texas laws require that we inform you of the progress of your son/daughter in the Bilingual or ESL program. We have reviewed your child's oral language and academic performance (see below) in order to make the best instructional decision. Based on this information, it has been recommended by the Language Proficiency Assessment Committee that your son/daughter continue in the Bilingual or ESL program. The Bilingual and ESL programs are developmentally appropriate and the instruction is designed to accelerate your child's development of English in Listening, Speaking, Reading, and Writing. In the case of a child with a disability, close collaboration will be maintained with the special education program.

PRE-KINDERGARTEN Oral Language Proficiency Test (OLPT)

K-12: Texas English Language Proficiency Assessment System (TELPAS/TELPAS ALT)

KINDERGARTEN ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

FIRST GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

SECOND GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____

ACADEMIC ACHIEVEMENT: STAAR EOC

Subject	Admin Year	Score Code	Version	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters

For use from a bilingual education or ESL program, a student may be classified 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 classification shall be based upon all of the following: (1) a proficiency rating on the state approved English language proficiency test for use that is designed for indicating English proficiency in each of 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 non-referenced standardized achievement instrument; and (3) the results of a subjective teacher evaluation using the state's standardized rubric.

If you have any questions, please contact your campus administrator.
Source: TEA Bilingual/ESL Unit NCLRP**KEEP COPY IN FILE**UISD Form 871-031 Rev. 07/2022

UISD Form 871-031

United Independent School District
EB Plan for Success
Bilingual/ESL Program

School Year: _____

Name: _____ Campus: _____ Grade: _____

Student ID: _____ DOB: _____ YES: _____

LEP: _____

Based on current linguistic and academic data recorded on page 1 of the Annual Review, the current EDY teacher(s) will devise an instructional plan for the subsequent school year to target the student's cognitive, linguistic, and affective needs and accelerate language acquisition and academic readiness. LPACs must ensure this plan is shared with next year's teacher at the BOY.

End of year EIA, Reading, or ESL Plan Teacher: _____

Print Name _____ Signature _____ Date _____

Teacher, please check off the Interventions, Strategies, and Programs that you recommend be implemented for this EB for the school year.

Interventions	Strategies	Programs
<input type="checkbox"/> Afterschool Tutorials	<input type="checkbox"/> Designated Supports	<input type="checkbox"/> Read 180
<input type="checkbox"/> Extended Day Tutorials	<input type="checkbox"/> 1:1	<input type="checkbox"/> Fast Forward
<input type="checkbox"/> Fantastic Fridays	<input type="checkbox"/> Small Group	<input type="checkbox"/> Achieve 3000
<input type="checkbox"/> Super Saturdays	<input type="checkbox"/> Extra Time	<input type="checkbox"/> Lexia
<input type="checkbox"/> Reading Intervention Teacher	<input type="checkbox"/> Peer to Peer	<input type="checkbox"/> Study Island
<input type="checkbox"/> RTI	<input type="checkbox"/> Sheltered Instruction Strategies (Stratiques)	<input type="checkbox"/> Accelerated Reader
<input type="checkbox"/> Transition Guide	<input type="checkbox"/> Paraphrasing	<input type="checkbox"/> USA Learns.org
<input type="checkbox"/> Dyna Notes	<input type="checkbox"/> Journals	<input type="checkbox"/> Starfall.com
<input type="checkbox"/> Language Power	<input type="checkbox"/> Flexible/Small Group	<input type="checkbox"/> BrainPOP/Brain POP ESL
<input type="checkbox"/> Targeted Reading (HS)	<input type="checkbox"/> Bilingual Centers	<input type="checkbox"/> Freedom Run
<input type="checkbox"/> Language Acquisition TA (Elem/MS)	<input type="checkbox"/> Bilingual Pairs	<input type="checkbox"/> Exploras
<input type="checkbox"/> Refer to Counselor	<input type="checkbox"/> Learning Board	<input type="checkbox"/> Rosetta Stone (if available)
<input type="checkbox"/> Other _____	<input type="checkbox"/> Steps for Explicit Vocabulary Instruction	<input type="checkbox"/> ESL SMART
	<input type="checkbox"/> Colorin-Colorado Tips for Reading Instruction	<input type="checkbox"/> MAPS
	<input type="checkbox"/> Reader's Theater	<input type="checkbox"/> Grammarly
	<input type="checkbox"/> Electronic Translator/i-pad	<input type="checkbox"/> DL Math
	<input type="checkbox"/> *DEG Science Key Concept Review	<input type="checkbox"/> EduSmart
	<input type="checkbox"/> *DEG Content Based Dictionary	
	<input type="checkbox"/> *DEG Social Studies Glossary	
	<input type="checkbox"/> ELUTE Kits for ELS	
	<input type="checkbox"/> Make-Up Work	
	<input type="checkbox"/> Homework Packet	
	<input type="checkbox"/> Other _____	

UISD Form 871-046B

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.

The screenshot displays the '2022-2033 Goals' interface in Plan4Learning. The sidebar on the left includes a home icon, 'Needs Assessment', 'Goals', 'Formative and Summative Year End Reviews', 'Fund Source Titles', and 'Formative Review Months'. The main content area is titled '2022-2033 Goals' and features a search bar, a 'Set Date' button, and a 'Goals Revised/Approved date not set!' notification. Below this, there are four goal entries, each with a description and three action buttons: 'Edit', 'Remove', and 'New Performance Objective'. The goals are:

- Goal 1:** Student Learning: Provide consistent quality instruction for all students, resulting in improved student achievement and progress.
- Goal 2:** Perceptions: Provide a safe, secure, nurturing, and positive learning environment by collaborating with community partnerships, and engaging families in order to strengthen learning opportunities for all students.
- Goal 3:** Processes and Programs: Ensure processes for employee recruitment and professional growth lead toward the retention of effective teachers, campus and district administrators, and district support staff to impact consistent quality traditional and/or virtual instruction for all students.
- Goal 4:** Demographics: Ensure that the District is fiscally accountable and efficiently productive in serving all student and staff needs.

An 'Add a Goal' button is located at the bottom of the main content area.