



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 2018-2019 Bilingual Department Annual Program Evaluation

SUBMITTED BY: Maria Arámbula Ruiz, Director of Bilingual/ESL/DUAL/Foreign Language

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: October 8, 2019

INFORMATIONAL REPORT:

Presentation of the Bilingual Department Annual Program Evaluation for the 2018-2019 school year.



TEA Rating

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Bilingual Program Annual Evaluation 2019-2020

Presentation for the United I.S.D. Board and
Mr. Roberto J. Santos, Superintendent of Schools

October 8, 2019

Presenter: Maria Arámbula Ruiz, Director of Bilingual Ed.

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Chapter 89.1265: Evaluation

A. 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.



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B. The annual report shall include the extent to which EL's are becoming English proficient and their educational performance.

United ISD – EL Reclassification History

School Year	UISD Student Enrollment	EL Enrollment	Total % from Enrollment	Number of EL Students Reclassified	Reclassification Percentage from EL	Criteria
2019-2020	42,982	13,575	31.5%	2,131	15.7%	STAAR/ TELPAS
2018-2019	42,935	15,399	35.8%	2,290	14.9%	STAAR/LAS Links



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Graduation Rates

CAMPUS	School Year	4-Year Graduation Rate (Gr 9-12) Class of 2018 All Students	4-Year Graduation Rate (Gr 9-12) Class of 2018 EL Students	5-Year Graduation Rate (Gr 9-12) Class of 2017 All Students	5-Year Graduation Rate (Gr 9-12) Class of 2017 EL Students
UHS *	2017-2018	97.1%	97.4%	90.8%	95.8%
	2018-2019	97.1%	88.0%	97.9%	93.0%
LBJ *	2017-2018	90.8%	83.5%	91.3%	83.6%
	2018-2019	92.7%	86.4%	91.9%	84.4%
AHS *	2017-2018	98.0%	93.5%	98.1%	98.6%
	2018-2019	98.6%	95.7%	98.7%	94.7%
USHS *	2017-2018	92.3%	81.1%	95.1%	83.5%
	2018-2019	95.0%	86.4%	95.0%	87.8%

Academic Performance

TELPAS 2018-2019

TELPAS 2019	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	Tested		B I		A H	
State	304,418	19	31	28	23	25	39	24	12	304,050	38	30	20	12	303,404	40	31	19	10	303,466	22	40	27	11	49%	
K-2 Region	44,088	19	31	27	22	27	41	21	11	43,983	37	33	21	10	43,933	39	32	19	10	43,994	23	40	27	10	50%	
✓ UISD	4,962	14	32	31	24	19	41	26	14	4,941	31	35	23	11	4,937	33	34	23	11	4,953	18	38	33	12	62%	
State	664,588	8	24	36	33	18	39	31	12	664,921	12	33	28	27	658,629	7	24	36	33	657,095	4	33	44	18	31%	
3rd-12th Region	100,342	7	26	35	32	21	44	27	8	100,416	12	34	28	27	99,827	6	21	34	40	99,648	4	37	43	16	27%	
✓ UISD	8,603	7	28	37	28	20	46	27	7	8,601	12	38	28	21	8,563	5	15	29	51	8,562	4	36	46	14	27%	

U.I.S.D. Total Attainment & Progress
38% ✓

Target
36%

Academic Performance

EL Students STAAR 2019 Results



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

2019 STAAR (3-8) Administration
Bilingual/ESL/DUAL Program
All Performance Standards

Preliminary

	Bilingual (ET)		DUAL (2-WAY)		ESL (PO)		Current EL		Current EL & Monitored (1-4)	
	Tested	%	Tested	%	Tested	%	Tested	%	Tested	%
Reading										
Approaches	2890	69	2039	90	3142	52	6551	61	12217	76
Meets	790	27	1191	58	418	13	1351	21	4925	40
Masters	285	10	681	33	118	4	461	7	2312	19
Math										
Approaches	2890	78	2041	95	3143	79	6555	79	12222	87
Meets	1170	41	1460	72	1201	38	2632	40	6899	56
Masters	466	16	844	41	297	9	873	13	3161	26
Writing										
Approaches	972	57	660	84	957	43	2100	51	4124	71
Meets	228	24	347	53	113	12	368	18	1552	38
Masters	38	4	132	20	16	2	57	3	455	11
Science										
Approaches	808	64	695	93	1164	66	2102	66	4203	80
Meets	270	33	475	68	312	27	633	30	2136	51
Masters	96	12	261	38	93	8	208	10	966	23
Social Studies										
Approaches			306	88	833	38	861	39	1967	64
Meets			163	53	82	10	87	10	584	30
Masters			92	30	36	4	37	4	281	14

Source: ETS Student Data File

10/1/2019

Compiled By: Data Evaluation

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Professional Development

Bilingual Department Instructional Coordinators offered sessions throughout 2018-19.

Audience	Number of Sessions	Number of Participants
PD provided to Classroom Teachers in content areas	85	2,534
PD provided to Classroom Teachers of English Learners	52	1,250
PD provided to Teacher Aides	24	142



P.D. Sessions

Some of the Professional Development opportunities offered through the Bilingual Department.

Elementary Sessions offered:

- Teachers New to DUAL
- Student Growth Measure
- BOY Kinder Teacher' Updates
- BOY 1st Grade Teachers' Updates
- Student Learning Objectives
- Mindplay
- Classroom Management
- KLEW Charts
- TELPAS Online Probes & Vocabulary Development
- Centers in Kinder
- Fundamental Five in Bilingual Classrooms
- TELPAS Updates
- Comprehension Strategies for ELs
- Online Educational Resources for ELs
- Speaking and Brainstorming Activities
- Alphabet Arches
- TestNav Tutorials
- Enhancing Vocabulary Development
- TELPAS for the Community
- TELPAS Planning with LAAs for 2019-2020

Secondary Sessions offered:

- ESL Scope and Sequence
- Second Language Acquisition
- Achieve 3000 Merged w/Stra-tiques
- Multiple Intelligences
- ELPS Instructional Tool
- Texas Gateway Modules
- Comprehension Strategies
- Sheltered Instructional Strategies
- New Teacher Orientation-ELITE Kit
- Enhancing Vocabulary Development
- Professional Learning Communities
- Flipgrid in the classroom
- Stratiques-New Teacher Training
- TELPAS Rating Teacher Training
- EPA Procedures Training
- LOTE Requirements
- Accessibility Features (STAAR)
- Texas Gateway

Exceptions & Waivers

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

Commissioner's Rules Concerning State Plan for Educating English Learners

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 EL 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 English learners 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 English learners through English instruction provided by an appropriately **certified ESL** teacher under the TEC, §29.061(c), through English language arts and reading.

Due to the recent changes in Chapter 89, United I.S.D. will be submitting an Exception/Waiver application to comply with the requirements for Bilingual and ESL certifications for teachers servicing EL students.

- Application will be submitted prior to November 1 and will only be valid for year granted.
- A comprehensive professional development plan will be created for all teachers listed in the exception/waiver report, as well as others needing certification, utilizing 10% of state bilingual education allotment.

Exceptions & Waivers

Previous year and current year number of Bil. exceptions/ ESL waivers.
Number of teachers who successfully obtained certification the previous year.

2018-2019

Bil. Exceptions= 40

ESL Waivers= 160

TOTAL
Certified Teachers in
2018-19

Bil. Certified= 11
(2 part test-Bil. Supp./BTLPT)

ESL Certified= 170

2019-2020

Bil. Exceptions= 94

29 Sp. Ed.

29 Reg. Ed.

36 DUAL MS

ESL Waivers= 20

7 Middle School

13 High School

United ISD - Comprehensive Professional Development Plan

2018-2019

Goals	Activities	Description of Activity	Expected Outcome*	Targeted Audience	Evidence of Completion	Person(s) Responsible	Resources Needed	Projected Itemized Cost	Timeline
Professional Development - Preparation for ESL Certification Test	TEAES Review Session (ESL 154)	2-Day Training by Dr. Galvan and Luis E. Gonzalez for Teachers seeking ESL Certification	45 Reading MS Teachers 45 ELA MS Teachers 55 ELA HS Teachers 40% Commitment of Teachers for Exam	Secondary English Lang. Arts and Reading Teachers	Certificate of Completion on/ERO credit	Human Resources & Bilingual Department - Zaida Gonzalez	Training Handouts/ USD SAC Rooms 1 & 2	Consultant Materials \$ Substitute \$	Monday, 11/26/18 & Tuesday, 11/27/18
Certification Testing Fee & Associated Expenses - Texas ESL Certification Test (must have been provided training in preparation)	Payment for Texas ESL certification fee and substitute pay	Payment of certification test (number of testing attempts not to exceed 3 times) & substitute pay to cover teaching staff to take certification test	Reduce the percentage of teachers on Waiver by 40%	Secondary English Language Arts and Reading Teachers currently servicing EL students	Registration Receipt & Teacher Commitment Statement	Zaida Gonzalez, Director of Bilingual Dept. & Laida Benavides, Asst. Superintendent for Business and Finance	PD Sessions for ESL certification on and Teacher Commitment Statement	Testing Fee: \$116.00 Substitute Pay:	Tuesday, 11/27/18 and Testing Date selected by teacher
Professional Development - Preparation for ESL Certification Test	TEAES Review Session (ESL 154)	Saturday Training for ESL Certification Exam by Dr. Julissa Liendo	45 Reading MS Teachers 45 ELA MS Teachers 55 ELA HS Teachers 40% Commitment of Teachers for Exam	Secondary English Lang. Arts and Reading Teachers	Certificate of Completion on/ERO credit	Human Resources & Bilingual Department - Zaida Gonzalez	Training Material UHS Library	Consultant Materials \$ Extra Duty Pay \$	Saturday, 12/8/18 8 a.m. - 4 p.m.
Certification Testing Fee & Associated Expenses - Texas ESL Certification Test (must have been provided training in preparation)	Payment for Texas ESL certification fee and substitute pay	Payment of certification test (number of testing attempts not to exceed 3 times) & substitute pay to cover teaching staff to take certification test	Reduce the percentage of teachers on Waiver by 40%	Secondary English Language Arts and Reading Teachers currently servicing EL students Special Education Teachers	Registration Receipt & Teacher Commitment Statement	Zaida Gonzalez, Director of Bilingual Dept. & Laida Benavides, Asst. Superintendent for Business and Finance	PD Sessions for ESL certification on and Teacher Commitment Statement	Testing Fee: \$116.00 Substitute Pay:	Saturday, 12/8/18 and Testing Date selected by teacher
Professional Conferences - Meeting the	San Antonio Area	Conference on strategies for teaching	Implementation of district's	Secondary English Lang. Arts Teachers	Certificate of Completion	Bilingual Department,	Travel costs (including	Registration fees	Friday, 2/1/19

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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 English Learners.

- Every year within the first 30 days of instruction, parents of EL students receive a letter of progress (sent 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 ELs have an EL Plan of Success where progress is monitored every six weeks through LEP failure reports and new interventions are assigned as recommended through the LPAC committee and the teacher/s of ELs.

UNITED INDEPENDENT SCHOOL DISTRICT
 13174, Chapter 101, Subchapter 05 (ISL), ISL, P. 102.1 (10/15/12)
 A Verification Document

Completed by: _____
 Title: _____
 School: _____
 District: _____

This document is to be used to verify that all of the EL (English Learner) students in your classroom are receiving the appropriate services and interventions as outlined in the EL Plan of Success. This document is to be used to verify that the EL Plan of Success is being implemented and that the progress of these students is being monitored. This document is to be used to verify that the progress of these students is being monitored and that the progress of these students is being monitored.

This document is to be used to verify that the progress of these students is being monitored and that the progress of these students is being monitored.

13174 (10/15/12) - Instruction Progress Report cover to use with the Instruction Progress Report (IPR) form.

By signing below you are verifying the completion of the Instruction Progress Report form with one of the following: _____
 (If a student is not completing the form, please indicate the reason for this.)

COMPLETION OF THE Instruction Progress Report and copy to _____
 (If a student is not completing the form, please indicate the reason for this.)

13174 (10/15/12) - Instruction Progress Report cover to use with the Instruction Progress Report (IPR) form.

United Independent School District
 English Learner Progress Report
 Student Name: _____
 Grade: _____
 Teacher: _____

This report is to be used to verify that the progress of these students is being monitored and that the progress of these students is being monitored.

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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 English learners.

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

10/2/2018  **IRIS** Page 1
Campus Improvement Plan 2019-2020

GOAL	STRATEGIC INITIATIVES	KEY INDICATORS	COMPLETION DATE	STATUS
1. STUDENT ACADEMIC Provide individual quality support for all students, resulting in improved student achievement	<ul style="list-style-type: none"> 1.1. Completion - Curriculum 1.2. Population - All EL students 	<ul style="list-style-type: none"> 1.1. Completion - Curriculum 1.2. Population - All EL students 	<ul style="list-style-type: none"> 1.1. Completion - Curriculum 1.2. Population - All EL students 	<ul style="list-style-type: none"> 1.1. Completion - Curriculum 1.2. Population - All EL students

1.1. Completion - Curriculum

1.1.1. **Completion** - Curriculum

1.1.2. **Population** - All EL students

1.2. Population - All EL students

1.2.1. **Completion** - Curriculum

1.2.2. **Population** - All EL students

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