

Skycard Bound

Soaring to
New Heights
of Learning



Bilingual Education Program Annual Evaluation 2023-2024

Presentation for:

United I.S.D. Board
Dr. Gerardo Cruz, Superintendent
October 8, 2024

Maria Arámbula Ruiz, Bilingual Ed. Director

"United, We empower students to become Responsible, Global Leaders"

Program Evaluation: Chapter 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
2024-25	41,127	16,615	40.4%	1,859	10.5%	TELPAS-Composite Score & STAAR Rdg./ITBS Rdg. & Lang. Arts
2023-24	41,171	17,104	41.54%	242	1.41%	TELPAS-Each Domain & STAAR Rdg./ITBS Rdg. & Lang. Arts

Data source: SKYWARD and IRIS as of 9/26/24

Academic Performance

2024 TELPAS Standard Summary Report State - Region - District Comparison

LISTENING				
	B	I	A	AH
	%	%	%	%
State	25	31	25	19
Region 1	25	33	25	17
UISD	19	33	28	20

SPEAKING				
	B	I	A	AH
	%	%	%	%
State	40	35	16	9
Region 1	41	38	14	8
UISD	30	41	18	11

READING				
	B	I	A	AH
	%	%	%	%
State	49	28	14	9
Region 1	49	31	13	7
UISD	40	35	16	9

WRITING				
	B	I	A	AH
	%	%	%	%
State	3	28	13	7
Region 1	52	30	12	5
UISD	43	36	15	6

COMPOSITE RATING				
	B	I	A	AH
	%	%	%	%
State	33	39	19	9
Region 1	34	41	18	6
UISD	26	41	24	9

State Average Composite Score 2.0
 Region 1 Average Composite Score 1.9
 UISD Average Composite Score 2.1

Standard Summary
for Cluster (K-2nd)

LISTENING				
	B	I	A	AH
	%	%	%	%
State	10	23	35	32
Region 1	7	23	35	35
UISD	6	21	36	37

SPEAKING				
	B	I	A	AH
	%	%	%	%
State	24	34	35	8
Region 1	25	35	33	6
UISD	18	34	41	8

READING				
	B	I	A	AH
	%	%	%	%
State	14	33	26	28
Region 1	12	32	25	30
UISD	10	31	27	33

WRITING				
	B	I	A	AH
	%	%	%	%
State	22	36	31	11
Region 1	21	35	32	12
UISD	17	38	35	10

COMPOSITE RATING				
	B	I	A	AH
	%	%	%	%
State	10	36	38	15
Region 1	8	39	37	16
UISD	6	34	43	18

State Average Composite Score 2.6
 Region 1 Average Composite Score 2.6
 UISD Average Composite Score 2.7

Standard Summary
for Cluster (3rd-12th)



2025 Targets
High School
 Interim= 34%
 Long= 40%
Middle School
 Interim= 44%
 Long= 50%
Elem. School
 Interim= 49%
 Long= 55%

Academic Performance

2024 EB Students STAAR Results-Preliminary

	Bilingual (ET)			DUAL (2-WAY)			ESL (PO)			Current EL			Current EL & Monitored (1-4)		
	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%
Reading															
Approaches	3701	2910	79	659	572	87	3589	2393	67	8799	6352	72	11091	8560	77
Meets		1933	52		459	70		1452	59		4078	46		6077	55
Masters		848	23		273	41		527	31		1671	19		3032	27
Math															
Approaches	3704	2763	75	659	578	88	3589	2488	78	8803	6298	72	11091	8416	76
Meets		1584	43		404	61		1370	51		3574	41		5322	48
Masters		503	14		163	25		314	19		1009	12		1890	17
Science															
Approaches	1205	586	49	275	194	71	1122	708	69	2825	1583	56	3856	2530	66
Meets		203	17		75	27		358	39		683	24		1357	35
Masters		49	4		21	8		81	15		172	6		498	13
Social Studies															
Approaches							1110	444	60	1276	511	40	2035	1113	55
Meets								175	33		203	16		564	28
Masters								72	16		81	6		260	13

Graduation Rates (4 Year)

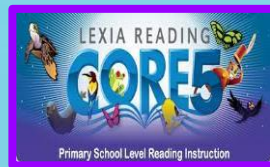
CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2023 – <i>EB Students</i>	4-Year Graduation Rate (Gr 9-12) Class of 2022- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2022 – <i>EB Students</i>
UHS	98.0%	96.3%	97.8%	92.5%
LBJHS	95.9%	90.8%	97.0%	91.3%
AHS	98.0%	93.6%	97.9%	90.3%
USHS	96.0%	90.4%	95.1%	90.9%

Graduation Rates (5 Year)

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2023- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2023 – <i>EB Students</i>	5-Year Graduation Rate (Gr 9-12) Class of 2022- All Students	5-Year Graduation Rate (Gr 9-12) Class of 2022 – <i>EB Students</i>
UHS	98.4%	93.2%	98.3%	92.4%
LBJHS	97.3%	90.3%	97.5%	91.0%
AHS	98.3%	93.7%	98.5%	93.7%
USHS	96.6%	92.3%	96.8%	92.2%

2023-24 Bilingual PD Sessions Offered

	Number of Sessions	Number of Participants
→ <u>PD Sessions</u>	98	1763



ELPS for Listening, Speaking, Reading, and Writing

Certification Training ESL, Bil. Supp., BTLPT

2023-24 Comprehensive PD Plan for BIL/ESL Certification



United I.S.D. 2023-2024 Bilingual/ESL Comprehensive Professional Development Plan

Comprehensive Professional Development Plan Requirements §89.120:

(D) an assurance that the school district will implement a comprehensive professional development plan that: (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners; (ii) includes the teachers who are not certified or not appropriately certified who are assigned to implement the proposed alternative program; and (iii) may include additional teachers who work with English learners. (E) an assurance that at least 10% of the bilingual education allotment shall be used to fund the comprehensive professional development plan.

Objective: To identify non-certified Bilingual/ESL teachers and provide Professional Development to successfully pass the required exam/s to acquire certification.

Number of Teachers under a **Bilingual Exception:**

Number of Teachers under an **ESL Waiver:**

Number of Teachers under a **Permit:**

BTLPT Sessions= 1 + 2 (3 day Academies)

Bill. Sup. Sessions= 3 + 2 (3 day Academies)

ESL Sessions= 3 + 2 (3 day Academies)

Activity	Date/Time	Person(s) Responsible	Target Audience	Resources Needed	OMNI Number	Consultant	Total Slots	Consultant/ Stipend Cost
BIL/ESL Certification Opportunities								
TEXES Review Session <u>ESL (154)</u>	Tuesday 9/19/23 8:00-3:00 p.m.	Bilingual Dept. Facilitator: Hilda Knapp	Teachers seeking ESL certification	F2F Zaffirini Library	285730	Region 1- Dr. L. Soto, Sr. Ed. Specialist	35 Participants 21 attended	Consultant fee: \$1,500.00 Stipend: <i>n/a</i>
TEXES Review Session <u>Bill. Supp. (164)</u>	Tuesday 10/24/23 8:00-3:00 p.m.	Bilingual Dept. Facilitator: Hilda Knapp	Teachers seeking BIL certification	F2F SAC Rm# 1	284360	Region 1- Dr. L. Soto, Sr. Ed. Specialist	35 Participants 23 attended	Consultant fee: \$1,500.00 Stipend: <i>n/a</i>
TEXES Review Session <u>Bill. Supp. (164)</u>	Saturday 10/28/23 9:00-3:00 p.m.	Bilingual Dept. Facilitator: Dr. Julissa Liendo	Teachers seeking BIL certification	Virtual	284364	Dr. J. Liendo UISD Bilingual Dept.	35 Participants 3 attended	Consultant fee: Trada Day Stipend: \$100 \$300.00 pd mt.

United I.S.D. Bilingual Dept
4410 State Hwy. 359
Laredo, TX 78043 (956) 473-2113

NEW- TEXES BTLPT (190)- FALL and SPRING Cohort Academies

Participants must commit to completing the cohort academy. Commitment **BTLPT** letter to sign.

Date/Time	Activity	Person(s) Responsible	Target Audience	Location	Stipend Cost	Total Slots	Consultant/ Cost	OMNI #
Fri, 10/6/2023 8:00-3:00	TEXES BTLPT (190) <u>Day 1 (Fall)</u>	Bilingual Dept. Facilitator: H. Knapp	Teachers Seeking BIL CERT	C&I Dept. Rm. 76	no	25	Teach Us, Versidi, Inc.	292229
Sat., 10/7/2023 9:00-3:00	TEXES BTLPT (190) <u>Day 2 (Fall)</u>	Bilingual Dept. Facilitator:	Teachers Seeking BIL CERT	C&I Dept. Rm. 76	Stipend: \$100	25	Teach Us, Versidi, Inc.	292232
Fri, 11/3/2023 8:00-3:00	TEXES BTLPT (190) <u>Day 3 (Fall)</u>	Bilingual Dept. Facilitator: H. Knapp	Teachers Seeking BIL CERT	C&I Dept. Rm. 76	no	25	Teach Us, Versidi, Inc.	292233
Fri, 12/1/2023 8:00-3:00	TEXES BTLPT (190) <u>Day 1 (Spring)</u>	Bilingual Dept. Facilitator: H. Knapp	Teachers Seeking BIL CERT	C&I Dept. Rm. 76	no	25	Teach Us, Versidi, Inc.	292234
Sat., 12/2/2023 9:00-3:00	TEXES BTLPT (190) <u>Day 2 (Spring)</u>	Bilingual Dept. Facilitator:	Teachers Seeking BIL CERT	C&I Dept. Rm. 76	Stipend: \$100	25	Teach Us, Versidi, Inc.	292235
Fri, 3/22/2024 8:00-3:00	TEXES BTLPT (190) <u>Day 3 (Spring)</u>	Bilingual Dept. Facilitator: H. Knapp	Teachers Seeking BIL CERT	C&I Dept. Rm. 76	no	25	Teach Us, Versidi, Inc.	292236

United I.S.D. Bilingual Dept
4410 State Hwy. 359
Laredo, TX 78043 (956) 473-2113

TEXES Bil. Supp. (164) & BTLPT (190)/ESL (154) Certification- JUNE SUMMER Sessions


Date/Time	Activity	Person(s) Responsible	Target Audience	Location	Stipend Cost	Total Slots	Consultant /Cost	OMNI #
Wed, 6/5/24 8:30-3:00	TEXES ESL (154) Review Session	Bilingual Dept. Facilitator:	Teachers Seeking ESL CERT	Virtual	Stipend: \$100	30	Seidltz Consulting	311830
Fri, 6/7/24 8:30-3:00	TEXES ESL (154) Review Session	Bilingual Dept. Facilitator:	Teachers Seeking ESL CERT	Virtual	Stipend: \$100	30	Dr. Julissa Liendo	314365
Wed, 6/12/24 8:30-3:00	TEXES Bil. Supp. (164) Review Session	Bilingual Dept. Facilitator:	Teachers Seeking BIL CERT	Virtual	Stipend: \$100	30	Seidltz Consulting	311833
Wed, 6/19/24 8:30-3:00	TEXES BTLPT (190) Review Session	Bilingual Dept. Facilitator:	Teachers Seeking BIL CERT	Virtual	Stipend: \$100	30	Seidltz Consulting	311837

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: Thursday, 9/12/2024



UNITED INDEPENDENT SCHOOL DISTRICT
Title III Parental Notification-Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 197AC Chapter 89, Subchapter BB §89.1265, PL 107-110 §1302

Verification Document

Campus: _____

This document is here to verify that all the Emergent Bilingual (EB) students at your campus have been provided with a Student Progress Report (Form 8971-01 JE) 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 PRK.

2024-2025 School Year—Student Progress Report must be sent out on or before September 12, 2024.


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 upload this document to your campus Google folder by 9/12/2024. Click on the link to access the folder: [EL Schools](#) [MS Schools](#) [HS Schools](#)

United I.S.D. Bilingual Education Department
4413 New Hope Dr. Lewis, Suite 3080 (800-975-2500) Fax: (817) 473-2827
1330 Davis Bldg 871-013
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United Independent School District
Parental Notification - Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 197AC Chapter 89, Subchapter BB §89.1265, PL 107-110 §1302

Title III, Part A
Student Progress Report

Campus: _____ Date: 8/12/2024

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)

8-12: Texas English Language Proficiency Assessment System (TELPAS/TELPAS ALT)

Admin Year	LISTENING 1 = Advanced	SPEAKING 1 = Advanced	READING 4 = Advanced High	WRITING
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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
English II									


Sign II

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 determination shall be based on all of the following: (1) a proficiency rating on the state-approved English language proficiency test for use in a program for reducing English proficiency in each of the language domains (listening, speaking, reading, and writing); (2) passing standard over on the reading assessment instrument under the Texas Education Code (TEC) §39.0535; or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the state-approved oral skills English reading and the English language arts sections of the state-approved non-enhanced standardized achievement instrument; and (3) the results of a subjective teacher evaluation using the state's standard rubric.

If you have any questions, please contact your campus administration.

Source: Texas Bilingual/ESL Laws §§89.1265-1269 (COP) and §§89.1265-1269 Form 871-013 Rev. 07/2022

UISD Form 871-013



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

School Year: _____

Name: _____ Campus: _____ Grade: _____

Student ID: _____ DOB: _____ LEP: _____ YIS: _____

Based on current linguistic and academic data recorded on page 1 of the Annual Review, the current EOY teacher(s) will develop an Instructional Accommodations 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 beginning of the year.

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

Print Name _____ Signature _____ Date _____

Teacher, please check off the interventions, strategies, and/or programs that you recommend be implemented for this EB new school year:

<p>Interventions</p> <p><input type="checkbox"/> After-school Tutorials <input type="checkbox"/> Targeted Reading (HS)</p> <p><input type="checkbox"/> Extended Day Tutorials <input type="checkbox"/> Language Acquisition TA (ELEM/MS)</p> <p><input type="checkbox"/> Fantastic Fridays <input type="checkbox"/> Refer to Counselor (Affective)</p> <p><input type="checkbox"/> Super Saturdays <input type="checkbox"/> Other (Specify) _____</p> <p><input type="checkbox"/> Reading Intervention Teacher</p>	<p><input type="checkbox"/> Model pronunciation</p> <p><input type="checkbox"/> Tiered sentence stems</p> <p><input type="checkbox"/> Organize reading chunks</p> <p><input type="checkbox"/> Adapted Text(s)</p> <p><input type="checkbox"/> Clarification of word(s) or phrase(s)</p> <p><input type="checkbox"/> Oral translation</p> <p><input type="checkbox"/> Bilingual dictionary or glossary</p>
<p><input type="checkbox"/> ELITE kits for EBs</p> <p><input type="checkbox"/> Journals</p> <p><input type="checkbox"/> Sheltered Instruction Strategies (Strat-tiques)</p> <p><input type="checkbox"/> Electronic Translator / pad</p> <p><input type="checkbox"/> 1:1 Support</p> <p><input type="checkbox"/> Peer to Peer Language Support</p> <p><input type="checkbox"/> Flexible/ Small Group</p> <p><input type="checkbox"/> Native Language support</p> <p><input type="checkbox"/> Gestures for added emphasis</p> <p><input type="checkbox"/> Simple conversations (words/phrases)</p> <p><input type="checkbox"/> Visuals and/or verbal cues to reinforce spoken or written words</p> <p><input type="checkbox"/> Pre-teach vocabulary</p> <p><input type="checkbox"/> Provide phrases or simple sentence frames</p> <p><input type="checkbox"/> Rephrase, repeat, and slow down</p> <p><input type="checkbox"/> Wait time</p> <p><input type="checkbox"/> Extra Time for complex material and/or assignments</p> <p><input type="checkbox"/> Word bank of key vocabulary</p>	<p><input type="checkbox"/> Clarify directions</p> <p><input type="checkbox"/> Translate word(s), phrase(s), or sentence(s)</p> <p><input type="checkbox"/> Read and model think aloud</p> <p><input type="checkbox"/> Drawing or pictorial representation</p> <p><input type="checkbox"/> Writing on familiar, concrete topics</p> <p><input type="checkbox"/> Scaffold writing assignments</p> <p><input type="checkbox"/> Other (Specify) _____</p>

Programs

Specify Programs: _____

UISD Form 871-0418

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 Plan4Learning Goals management interface. On the left is a navigation sidebar with the Plan4Learning logo and menu items: Home, Needs Assessment, Goals, Goals, Formative and Summative Year End Reviews, Fund Source Titles, and Formative Review Months. The main content area is titled '2023-24 Goals' and includes a search bar, a 'Goals Revised/Approved date not set!' notification with a 'Set Date' button, and a list of four goals. Each goal has 'Edit', 'Remove', and 'New Performance Objective' buttons. Goal 1 is 'Student Learning: Provide consistent quality instruction for all students, resulting in improved student achievement and progress.' Goal 2 is '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 is '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 is '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 center.

