

DATE: November 2024  
 TO: Dr. Karen Rue, Interim Superintendent  
 Dr. Michelle Wooten, DISD Assistant Superintendent  
 Decatur ISD School Board of Trustees  
 FROM: Dr. Michelle Wooten, DISD Assistant Superintendent  
 RE: 2023-2024 Decatur ISD Bilingual/ESL Program Evaluation per TAC §89.1265 (b) and (c)

**DISTRICT DEMOGRAPHICS:**

Decatur ISD is located in Decatur, Texas of Wise County. During the 2023 school year, DISD reported a PEIMS Snapshot enrollment of 3811 total students in pre-kindergarten through 12th grades. Decatur ISD now has 1 high school (9th-12th), 1 middle school (6th-8th), and 4 elementary schools (PK-5th). The district offers two programs of choice for parents: the STEM Academy at Enis Elementary and the two-way dual language program at Rann Elementary.

**ENGLISH LEARNER/EMERGENT BILINGUAL DEMOGRAPHICS:**

In the 2023-2024 school year, 491 students in DISD were identified as English learners/emergent bilinguals as reported in PEIMS for Snapshot. This total accounted for 12.88% of the total student enrollment, and Spanish continued as the predominant second language represented across the district. Of the ELs/EBs that accept language services, 143 participated in our bilingual/dual language immersion program (DLI), 348 in our English as a Second Language (ESL) program, and 129 in the alternative language program (ALP). The table below tracks the bilingual and ESL programs’ growth for the last four school years:

School Year	Total DISD Enrollment	Total LEP/EB Enrollment	Total Bilingual Program	Total ESL Program	Total ALP
<b>2023-2024</b>	<b>3811</b>	<b>491</b>	<b>143</b>	<b>348</b>	<b>129</b>
2022-2023	3838	580	149	310	154
2021-2022	3616	536	201	305	71
2020-2021	3429	504	254	257	53
2019-2020	3464	471	247	217	67

**ACADEMIC PROGRESS:**

The annual progress of each district’s overall student performance is measured by the State of Texas Assessments of Academic Readiness (STAAR). The data tables below summarize the most recent spring and summer academic achievement results of our identified English learners/emergent bilinguals.

	<b>2024 STAAR Mathematic, Grade 3</b>	<b>2024 STAAR Reading Spanish, Grade 3</b>	<b>2024 STAAR Reading, Grade 3</b>	<b>2024 STAAR Mathematics Spanish, Grade 4</b>	<b>2024 STAAR Mathematics, Grade 4</b>	<b>2024 STAAR Reading Spanish, Grade 4</b>	<b>2024 STAAR Reading, Grade 4</b>
Total Students	42	2	42	2	49	2	49
% Approaches	64%	50%	74%	0%	45%	50%	63%
% Meets	21%	0%	26%	0%	22%	50%	29%
% Masters	0%	0%	2%	0%	8%	0%	2%

	<b>2024 STAAR Mathematics, Grade 5</b>	<b>2024 STAAR Mathematics Spanish, Grade 5</b>	<b>2024 STAAR Reading Spanish, Grade 5</b>	<b>2024 STAAR Reading, Grade 5</b>	<b>2024 STAAR Science Spanish, Grade 5</b>	<b>2024 STAAR Science, Grade 5</b>
Total Students	34	5	5	34	5	34
% Approaches	68%	40%	80%	50%	0%	24%
% Meets	18%	20%	0%	12%	0%	0%
% Masters	0%	0%	0%	3%	0%	0%

	<b>2024 STAAR Mathematics, Grade 6</b>	<b>2024 STAAR Reading, Grade 6</b>	<b>2024 STAAR Mathematics, Grade 7</b>	<b>2024 STAAR Reading, Grade 7</b>
Total Students	50	50	42	44
% Approaches	64%	60%	14%	45%
% Meets	24%	36%	2%	18%
% Masters	4%	4%	0%	2%

	2024 STAAR Mathematics, Grade 8	2024 STAAR Reading, Grade 8	2024 STAAR Science, Grade 8	2024 STAAR Social Studies, Grade 8
Total Students	39	43	43	43
% Approaches	74%	79%	58%	28%
% Meets	46%	28%	23%	9%
% Masters	3%	5%	12%	2%

	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology	Spring 2024 STAAR EOC, US History
Total Students	75	67	65	59	32
% Approaches	32%	57%	65%	90%	94%
% Meets	20%	36%	20%	19%	34%
% Masters	1%	1%	11%	3%	13%

**ENGLISH LANGUAGE PROFICIENCY - OVERALL PROGRESS:**

The annual progress of each district’s English learners’ language proficiency is measured by the Texas English Language Proficiency Assessment System (TELPAS). The TELPAS is Texas’ response to a federal requirement to assess English proficiency in the four language domains of reading, writing, listening, and speaking using a rating scale of beginning, intermediate, advanced, and advanced high. At kindergarten and first grade, all domains are assessed holistically with a rubric; at 2nd-12th grades, all domains are assessed electronically with a listening/speaking test and a reading/writing test. This year the state eliminated the requirement of collecting writing samples to assess that domain at 2nd-12th and instead incorporated writing questions into the reading test.

The data below summarizes the most recently assessed composite proficiency level ratings of each grade level:

	<b>2024 TELPAS Grade K</b>	<b>2024 TELPAS Grade 1</b>	<b>2024 TELPAS Grade 2</b>	<b>2024 TELPAS Grade 3</b>	<b>2024 TELPAS Grade 4</b>	<b>2024 TELPAS Grade 5</b>
Total Students	53	30	45	50	55	43
# No Rating	0	0	0	0	0	0
% Beginning	55%	17%	11%	8%	7%	9%
% Intermediate	32%	57%	67%	30%	33%	28%
% Advanced	8%	7%	18%	80%	51%	44%
% Advanced High	6%	20%	4%	12%	9%	19%

	<b>2024 TELPAS Grade 6</b>	<b>2024 TELPAS Grade 7</b>	<b>2024 TELPAS Grade 8</b>
Total Students	58	48	42
# No Rating	0	0	1
% Beginning	0%	4%	0%
% Intermediate	36%	46%	19%
% Advanced	50%	40%	64%
% Advanced High	14%	10%	17%

	<b>2024 TELPAS Grade 9</b>	<b>2024 TELPAS Grade 10</b>	<b>2024 TELPAS Grade 11</b>	<b>2024 TELPAS Grade 12</b>
Total Students	50	57	31	29
# No Rating	0	0	0	0
% Beginning	8%	11%	6%	3%
% Intermediate	50%	35%	42%	55%
% Advanced	38%	40%	42%	28%

% Advanced High	4%	14%	10%	14%
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**ENGLISH LANGUAGE PROFICIENCY - INDIVIDUAL DOMAIN PROGRESS:**

	Total # of Students	Listening Proficiency Rating				
		No Rating # of Students	Beginning %	Intermediate %	Advanced %	Advanced High %
Kindergarten	53	0	43%	43%	9%	4%
1st Grade	30	0	3%	37%	40%	20%
2nd Grade	45	0	4%	22%	49%	24%
3rd Grade	50	0	2%	8%	24%	66%
4th Grade	55	0	9%	24%	49%	18%
5th Grade	43	0	19%	21%	33%	28%
6th Grade	58	0	2%	22%	43%	33%
7th Grade	48	0	4%	38%	35%	23%
8th Grade	42	1	0%	14%	40%	45%
9th Grade	50	0	8%	34%	44%	14%
10th Grade	57	0	11%	18%	44%	28%
11th Grade	31	0	6%	45%	42%	6%
12th Grade	29	0	17%	28%	38%	17%

	Total # of	Speaking Proficiency Rating
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	Students	No Rating # of Students	Beginning %	Intermediate %	Advanced %	Advanced High %
Kindergarten	53	0	55%	32%	11%	2%
1st Grade	30	0	17%	47%	20%	17%
2nd Grade	45	0	42%	47%	7%	4%
3rd Grade	50	0	16%	42%	28%	14%
4th Grade	55	0	15%	38%	42%	5%
5th Grade	43	0	12%	28%	47%	14%
6th Grade	58	0	7%	38%	50%	5%
7th Grade	48	0	8%	48%	40%	4%
8th Grade	42	1	7%	26%	55%	12%
9th Grade	50	0	34%	20%	42%	4%
10th Grade	57	0	35%	19%	40%	5%
11th Grade	31	0	23%	16%	48%	13%
12th Grade	29	0	41%	24%	28%	7%

	Total # of Students	Reading Proficiency Rating				
		No Rating # of Students	Beginning %	Intermediate %	Advanced %	Advanced High %
Kindergarten	53	0	83%	4%	9%	4%
1st Grade	30	0	67%	10%	10%	13%
2nd Grade	45	0	29%	53%	11%	7%
3rd Grade	50	0	24%	22%	30%	24%
4th Grade	55	0	5%	40%	36%	18%

<b>5th Grade</b>	43	0	7%	23%	37%	33%
<b>6th Grade</b>	58	0	10%	29%	34%	26%
<b>7th Grade</b>	48	0	17%	38%	27%	19%
<b>8th Grade</b>	42	1	2%	29%	36%	33%
<b>9th Grade</b>	50	0	10%	50%	22%	18%
<b>10th Grade</b>	57	0	5%	44%	26%	25%
<b>11th Grade</b>	31	0	6%	52%	32%	10%
<b>12th Grade</b>	29	0	3%	62%	21%	14%

	<b>Total # of Students</b>	<b>Writing Proficiency Rating</b>				
		<b>No Rating # of Students</b>	<b>Beginning %</b>	<b>Intermediate %</b>	<b>Advanced %</b>	<b>Advanced High %</b>
<b>Kindergarten</b>	53	0	85%	4%	8%	4%
<b>1st Grade</b>	30	0	73%	0%	13%	13%
<b>2nd Grade</b>	45	0	38%	36%	24%	2%
<b>3rd Grade</b>	50	0	20%	44%	26%	10%
<b>4th Grade</b>	55	0	24%	36%	35%	5%
<b>5th Grade</b>	43	0	21%	37%	35%	7%
<b>6th Grade</b>	58	0	5%	50%	41%	3%
<b>7th Grade</b>	48	0	17%	33%	44%	6%
<b>8th Grade</b>	42	1	10%	29%	52%	10%
<b>9th Grade</b>	50	0	18%	68%	12%	2%
<b>10th Grade</b>	57	0	26%	28%	37%	9%

<b>11th Grade</b>	31	0	19%	48%	26%	6%
<b>12th Grade</b>	29	0	14%	34%	38%	14%

**PROFESSIONAL LEARNING PLAN:**

During the 2022-2023 school year, Decatur ISD teachers participated in both required compliance/assessment trainings (LPAC, TELPAS, etc.) as well as the following opportunities to refine content instruction/prepare for certification testing for the success of English learners/emergent bilinguals:

<b>Training</b>	<b>Venue/Presenter</b>	<b>Audience</b>	<b>Timeline</b>	<b>Number of Participants</b>
LPAC Administrator Collaboratives	Incorporated into AP meetings at Admin w/Director	APs	August - May	10
PLCs with bilingual and general ed teachers	Monthly meetings at Rann	instructional facilitators	September - May 9/19/24 Eureka Math 10/24/24 PhD Science 11/13/24 Eureka Math 1/23/24 PhD Science 2/13/24 Eureka Math 3/26/24 PhD Science	
PLC meetings with dual language and general ed teachers	Each 6 weeks	Dual Language non-dual language admin	Sept- May	
Lead4Ward Training- Intentional Intervention Engaging Learners	1 session a semester	Teachers Leaders Principals	September 20, 2024 January 10, 2025	

**BILINGUAL EXCEPTION/ESL WAIVER:**

Each year the Texas Education Agency (TEA) requires that any district serving English learners through uncertified ESL or bilingual teachers submit an application to the state to update officials of those numbers as well as the instructional, recruitment, and professional learning plans. During the 2022-2023 school year, Decatur ISD submitted a bilingual exception application to the Texas Education Agency (TEA) for four teachers in the program as well as an ESL waiver application for 12 teachers in the program. Decatur ISD offers reimbursement of the certification testing fee upon submission of a passing score to the Human Resources Department. Recruitment efforts of fully certified bilingual and ESL

teachers during the 2023-2024 school year included participation in university job fairs, networking with colleges and the region service center, and consistent job postings. Targeted professional learning activities were conducted as described in the previous section. Two of the teachers on waiver/exception completed their respective certification requirements in preparation for the 2023-2024 school year.

**RECOMMENDED PLAN OF ACTION:**

*Instruction*

The English learners/emergent bilinguals in Decatur ISD continue to be served in the 2023-2024 school year through the bilingual/dual language and ESL content-based programs at the elementary level and through the ESL-certified English language arts teachers’ content instruction at the secondary level. *Per Texas Administrative Code Chapter 89, DISD is legally required to offer both a bilingual education program and an ESL program, and student participation in these programs generates funding from the state that is captured in the Bilingual Education Allotment (BEA). In fact, the BEA per pupil allotment increases for districts that elect to conduct their bilingual program through either a one-way or two-way dual language (DLI) model as opposed to a transitional bilingual model (TBE) (see TEA’s bilingual funding fact sheet [HERE](#) ).*

**Dual language teachers and administrators in DISD** will continue to implement a clearly defined and communicated dual language immersion program model. The district program time and treatment consists of a structured language allocation plan with a research-based emphasis in Spanish content instruction in kindergarten and first grade leading to a 50% instructional division between the two languages in 2nd through 5th grades. In 2023-2024 kindergarten and first grade, implemented concurrent strands of one-way and two-way DL in order to ensure that the two-way environment is more evenly distributed between 50% English learners and 50% Spanish learners. The bilingual PreK classrooms and one section each of kindergarten and first grade bilingual will contain only emergent bilingual students and no native English speakers.

<b>Grade Level</b>	<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Kindergarten	Spanish	English	Spanish	Spanish
1st	Spanish	English	Spanish	Spanish
2nd	Spanish/English	English	Spanish	Spanish
3rd	Spanish/English	English	Spanish	Spanish
4th	Spanish/English	English	Spanish	Spanish
5th	Spanish/English	English	Spanish	Spanish

<b>Language of the Day</b>	<b>During Non-Content Transition Times</b>
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Monday	Spanish
Tuesday	English
Wednesday	Spanish
Thursday	English
Friday	Spanish

A shared responsibility to adhere to the language of instruction and assessment is supported by the partnership of the Dual Language Collaborative Team at Rann Elementary, the campus Language Proficiency Assessment Committee (LPAC), and the DISD Teaching and Learning Department.

Former dual language 6th grade students at MMS are participating in a daily Spanish conversation and culture class specifically designed to eliminate any pause in Spanish instruction prior to entrance into high school credit LOTE classes. Former dual language 7th grade students at MMS are enrolled in an accelerated Spanish I and will have the opportunity to complete Spanish II in 8th grade before starting high school.

**Campus ESL service providers** in English language arts will continue to focus on the understanding and implementation of the English Language Proficiency Standards (ELPS) through content-based language instruction (CBLI) strategies as well as the monitoring of the individual student’s need for linguistic accommodations and the direct teaching of academic vocabulary throughout the core subjects.

*Training/Coaching*

The summative linguistic assessment trends reflected in the aforementioned data necessitate training efforts that continue to specifically target the individual domains of speaking and reading for all EL/EB students with an additional emphasis on writing in dual language instruction. Professional learning opportunities in these areas occur through the continued partnership between the Teaching & Learning Department and campus administrators and may occur through learning walks, participation in PLCs, after school and professional development day meetings, the contracting of outside consultants, and newsletter communication.

*Materials/Resources*

In addition to TEA’s required [funding of a comprehensive professional development plan](#) with 10% of the district’s BEA, the student performance data also reflects an urgency for the consistent purchase of Spanish materials, books, and curriculum at Rann for both bilingual instruction and biliteracy intervention. With the rise of newcomers enrolling at the high school, there is a need for adapted text versions of the novels read in English I-IV. Rosetta Stone is offered at a discounted price through IXL and is worth serious consideration for secondary students as well.

*Staffing*

1. **Bilingual stipend** - The Bilingual/ESL Department continues to partner with Human Resources in order to hire and retain highly qualified bilingual teachers as well as ESL certified content teachers. The multilingual departments of comparative districts in the area were surveyed regarding their utilization of bilingual stipends for this purpose. The district reviewed the findings and has raised the bilingual stipend this fall to a more commensurate amount in the hopes of attracting certified bilingual teachers for employment in DISD.
2. **DHS ESL FTE** - Decatur High School needs an FTE allocated solely to ESL. Currently, the ESL teacher there is part-time while teaching other core content courses. The EB population at DHS is now on par with that of MMS which already has an ESL FTE. A full-time ESL teaching position at DHS would be able to teach ESOL I, ESOL II, ESL Reading, manage legal identification and compliance paperwork, and provide inclusion services to EBs in the other core content classes. This individual would need to be ESL certified and ELAR certified to meet state requirements.
3. **2DL to 1DL** - Since COVID and the opening of STEM, the two-way dual language program at Rann has undergone a decline in parental interest to enroll English proficient students. In addition, there has been a rise in older elementary English proficient students transferring out of the program prior to middle school in order to rejoin their home campus. This has left some DL grade levels at Rann with a disproportionate ratio of English learners to Spanish learners - thus, the district's decision to run concurrent strands of one-way DL and two-way DL to maximize the opportunity for a 50/50 split in the two-way DL classes. In addition, our EB students at Rann are a subpop targeted for state assessment improvement based on the most recent STAAR results. However, recruiting and retaining fully bilingual certified teachers is a challenge not only for Decatur ISD but also throughout the state of Texas. **By discontinuing the two-way dual language program for the 2024-2025 school year, bilingual teachers will be able to strategically address the unique needs of our emergent bilinguals and lay the early foundation for academic success with potentially smaller class sizes. This could also lessen the need for additional bilingual certified personnel - a challenging search resulting in an increase number each year on our bilingual exception application to TEA.**

### **CONCLUSION:**

The success of our emergent bilinguals in DISD will be included in the District Improvement Plan (DIP), and continuous review/revision of current systems and structures will guide teachers and administrators towards successful maintenance of state and federal legal compliance as well as programmatic fidelity.