



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 2014-2015 Bilingual Department Program Evaluation and TELPAS Results

SUBMITTED BY: Carmen A. Pompa, Director of Bilingual/ESL/DUAL/Foreign Language

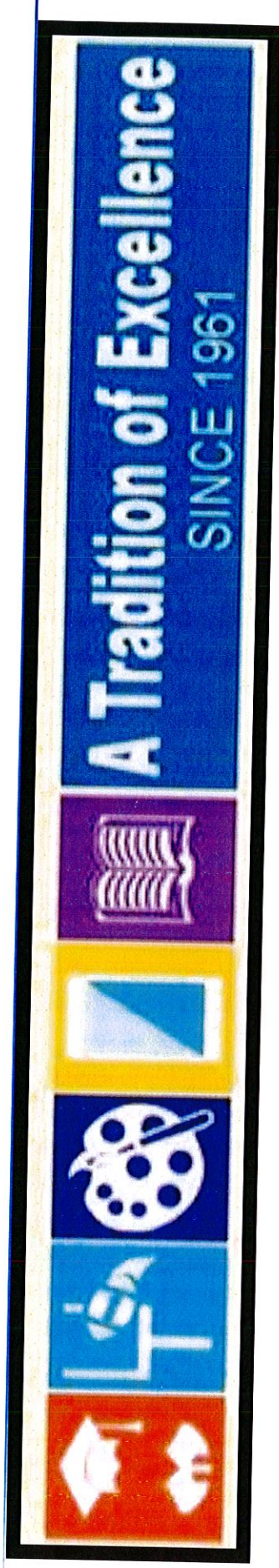
OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: September 16, 2015

INFORMATIONAL REPORT:

Presentation of the Bilingual Department Program Evaluation and TELPAS (Texas English Language Proficiency Assessment System) results for the English language learners of our district for the 2014-2015 school year.



BILINGUAL PROGRAM EVALUATION/TELPAS 2014-2015 SCHOOL YEAR

BY: CARMEN A. POMPA, DIRECTOR

PRESENTED TO THE BOARD OF TRUSTEES SEPTEMBER 8TH 2015



United Independent School District

§89.1265

§89.1265. Evaluation.

- (a) All districts **required** to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction **to determine program impact and student outcomes in all subject areas.**
 - (b) **Annual reports** of educational performance shall reflect the academic progress in either language **of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained** and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to §89.1260 of this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).
 - (c) Districts **shall report to parents the progress of their child as a result of participation in the program** offered to limited English proficient students in English and the home language at least annually.
 - (d) **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 the Texas Education Code, §11.253, for the purpose of improving student performance for limited English proficient students.**
- Source: The provisions of this §89.1265 adopted to be effective September 1, 1996, 21 TexReg 5700; amended to be effective April 18, 2002, 27 TexReg 3107*

Texas

§89.1267. Standards for Evaluation of Dual Language Immersion Program Models.

- (a) **A school district implementing a dual language immersion program must conduct annual formative and summative evaluations** collecting a full range of data **to determine program impact on student academic success.**
- (b) The success of a dual language immersion program is evident by students in the program demonstrating high levels of language proficiency in English and the other language and mastery of the Texas essential knowledge and skills for the foundation and enrichment areas. **Indicators of success may include scores on statewide student assessments in English, statewide student assessments in Spanish (if appropriate), norm-referenced standardized achievement tests in both languages, and/or language proficiency tests in both languages.**

Source: The provisions of this §89.1267 adopted to be effective May 28, 2012, 37 TexReg 3822.

§89.1265 (a, d)



- Priority is to service all campuses
- Implement new initiatives according to the needs of our ELLs
- Correlate initiatives with the District Improvement Plan and all stakeholders

United Independent School District Bilingual/ESL/DUAL and Foreign Language Department Plan 2014-2015

Carmen A. Pampa, Director

Mission Statement

United, the Bilingual Department strives to enhance the development of bilingual, bicultural, and biliterate students in an ever evolving globally technological society therefore producing capable leaders for a better tomorrow. Additionally, the Bilingual Department will collaborate with district and campus administrators, teachers, students, and parents to augment the knowledge base about best practices in bilingual education, this collaboration will provide an effective multicultural environment and most importantly, set a *standard of excellence* achievable by all stakeholders.

SUPERINTENDENT
MR. ROBERTO J. SANTOS

Associate Superintendents
David H. Gonzalez, Instruction
Mr. Eduardo Zuniga, Support Services
Ms. Gloria Rendon, Administration

Assistant Superintendents
Ms. Laida Benavides, Business & Finance
Mr. David Garcia, Human Resources
Mr. Enrique Rangel, Facilities/Construction/Student Services
Mr. Mike Garza, Student Services



A Tradition of Excellence
SINCE 1961



§89.1265 (a, b)

UISD Enrollment/ELL Enrollment/ EXIT History						
School Year	Enrollment	ELL Enrollment	%	Number of EXITS	%	Based on:
2014-2015	43,237	17,393	40.2%	1,921	11%	STAAR
2013-2014	43,023	16,857	39%	2,198	13%	STAAR
2012-2013	42,408	16,949	40%	2,193	13%	STAAR
2011-2012	41,467	16,984	41%	2,497	15%	TLPAS
2010-2011	41,223	17,524	42%	2,207	13%	TAKS
2009-2010	40,311	17,479	43%	1,937	11%	TAKS
2008-2009	39,321	18,042	46%	1,514	8%	TAKS
2007-2008	38,855	18,613	48%	847	5%	TLPAS REVISED
2006-2007	37,264	17,201	46%	688	4%	TAKS

As of: August 24, 2015

Compiled by: UISD Bilingual Dept.
Source: Year in Review 2015/IRIS M1s

EXIT CRITERIA FOR 2013-2014: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test may not be considered for EXIT.

ENGLISH LANGUAGE LEARNERS AT UISD

COMPARISON 2014-2015 & 2013-2014

17, 393 ELLs (LEP Count)
184 Parent Denials

16,857 ELLs (LEP Count)
208 Parent Denials

Instructional setting	Total enrollment	ELL Population	ELL %
(26) Elementary	20,694 20,867 (13-14)	12,757 12,868 (13-14)	61.6% 61.7% (13-14)
(9) Middle Schools	10,067 10,023 (13-14)	2,861 2,502 (13-14)	28.4% 25.0% (13-14)
(4) High Schools	12,492 12,066 (13-14)	1,775 1,487 (13-14)	14.2% 12.3% (13-14)
Totals	43,253 42,956 (13-14)	17,393 16,857 (13-14)	40.2% 39.2% (13-14)
Recent Immigrant/Recent Arrival	17,393 Total ELLs 16,857 Total ELLs	1,382 RI/RA 1,546 RI/RA	8% RI/RA 9% RI/RA

§89.1265 (a, b)

Source: IRIS, Tyler Systems, YIR 14-15 & 13-14

UISD SPRING 2015 STAAR EOC Results
Special Program Evaluation

Preliminary

Source: Year in

	Bilingual Dual	ESL 2 Content Based	Gifted and Talented	Section 504	CTE 2 & 3	CTE LEP	
Number Phase-in 1 Level 2 and above	42		252	71	759	29	
English 1							
Total Tests	57	1	258	231	1453	342	
% Met Phase-in 1 Level 2 and above	74%		98%	31%	52%	8%	1:
Number Phase-in 1 Level 2 and above	18		243	67	1272	77	
English 2							
Total Tests	29	1	255	210	2401	539	1
% Met Phase-in 1 Level 2 and above	62%		95%	32%	53%	14%	1:
Number Phase-in 1 Level 2 and above	69		381	153	949	140	
Algebra 1							
Total Tests	71	1	383	244	1168	222	
% Met Phase-in 1 Level 2 and above	97%		99%	63%	81%	63%	5:
Number Phase-in 1 Level 2 and above	51		279	136	956	113	
Biology							
Total Tests	51	2	279	179	1092	187	
% Met Phase-in 1 Level 2 and above	100%		100%	76%	88%	60%	4:
Number Phase-in 1 Level 2 and above	14		102	97	1108	193	
US History							
Total Tests	16		102	133	1387	323	1
% Met Phase-in 1 Level 2 and above	88%		100%	73%	80%	60%	4:

Spring 2015 STAAR Results At a Glance
Sum of All Grades (6th - 8th)
Special Program Evaluation

Preliminary

Source: Year in Review 14-15

	Reading			Mathematics			Writing			Science			Social Studies		
	Tested	Met %	Std.	Met %	Std.	Met %	Tested	Met %	Std.	Met %	Tested	Met %	Std.	Met %	Std.
All Students	10073	6962	69%	10068	7394	73%	3412	2147	63%	3381	2301	68%	3383	2079	61%
Special Education	809	165	20%	811	261	32%	291	39	13%	225	72	32%	225	53	24%
Section 504	730	357	49%	732	393	54%	245	89	36%	216	105	49%	216	90	42%
Dyslexia	194	95	49%	195	106	54%	70	22	31%	55	27	49%	55	25	45%
Gifted and Talented	1699	1663	98%	1699	1660	98%	578	567	98%	526	500	95%	526	491	93%
Bilingual Dual	346	280	81%	346	288	83%	134	95	71%	75	62	83%	75	61	81%
English as a Second Language	2	0	0%	2	0	0%	1	0	0%	0	0	0	0	0	0

ESL Pull out Program pending data

Spring 2015 STAAR Results At a Glance Sum of All Grades (3rd - 5th) Special Program Evaluation

Preliminary

Source: Year in Review 14-15

	Reading			Mathematics			Writing			Science		
	Tested	Met Std.	% Met Std.	Tested	Met Std.	% Met Std.	Tested	Met Std.	% Met Std.	Tested	Met Std.	% Met Std.
All Students	9550	7012	73%	9544	6775	71%	3147	2240	71%	3239	2179	67%
Special Education	809	271	33%	808	293	36%	273	79	29%	284	94	33%
Section 504	785	465	59%	783	420	54%	268	134	50%	271	141	52%
Dyslexia	188	116	62%	188	102	54%	68	31	46%	68	42	62%
Gifted and Talented	1515	1485	98%	1514	1459	96%	507	496	98%	562	549	98%
Bilingual Early Transition	4554	2754	60%	4549	2713	60%	1557	911	59%	1359	670	49%
Bilingual Dual	1065	848	80%	1066	835	78%	437	364	83%	171	142	83%
English as a Second Language												
Other than bilingual dual	8485	6164	73%	8478	5940	70%	2710	1876	69%	3068	2037	66%

\$89.1265 (a, b,)

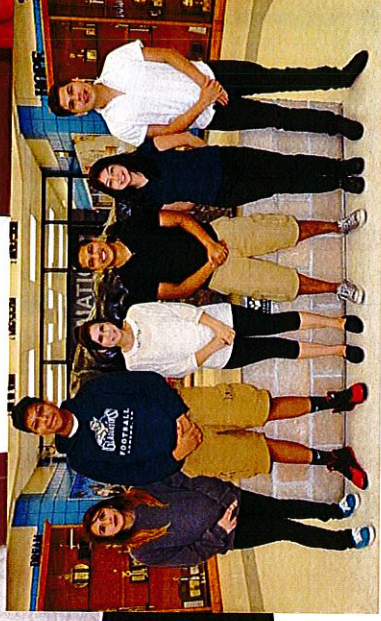
38 DUAL GRADUATES 2013-2014

52 DUAL GRADUATES 2014-2015

UHS

AHS

USHS



DUAL graduate pin, Letter of completion, DUAL Seal on Diploma

TELPAS (Texas English Language Proficiency Assessment System) is an assessment program for students in Texas public schools who are learning the English language.

- ❖ **Beginning** —Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.
- ❖ **Intermediate** —Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English-language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details.
- ❖ **Advanced** —Students who receive this rating are able to understand and use academic English in classroom activities when given some English-language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.
- ❖ **Advanced High** —Students who receive this rating are able to use academic English in classroom activities with little English-language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

Preliminary

Spring 2015 TELPAS Proficiency Ratings

Grades K -12

		16140		16101		16012		16076		15973		
		<u>Listening</u> Scored		<u>Speaking</u> Scored		<u>Writing</u> Scored		<u>Reading</u> Scored		<u>Composite</u> Scored		
District	AdvH	Adv	Int	Beg	AdvH	Adv	Int	Beg	AdvH	Adv	Int	Beg
	8652	3764	2627	1097	7171	4107	3104	1719	2561	5634	4794	3087
	54%	23%	16%	7%	45%	26%	19%	11%	16%	35%	30%	19%
					</							

Preliminary

Spring 2014 TELPAS Proficiency Ratings

Grades K -12

		15512		15471		15379		15428		15345		
		<u>Listening</u> Scored		<u>Speaking</u> Scored		<u>Writing</u> Scored		<u>Reading</u> Scored		<u>Composite</u> Scored		
District	AdvH	Adv	Int	Beg	AdvH	Adv	Int	Beg	AdvH	Adv	Int	Beg
	7591	4066	2591	1264	6190	4184	3143	1954	2134	5278	4538	3478
	49%	26%	17%	8%	40%	27%	20%	13%	14%	34%	29%	23%
					</							

UISD AMAOS (ANNUAL MEASUREMENT ACHIEVEMENT OBJECTIVE) **PRELIMINARY RESULTS FOR** **2015 & 2014 PENDING AMAO 3**

TELPAS 2015

Preliminary

AMAO 1 (Progress) and AMAO 2 (Attainment) Report

AMAO 1 Progress* (Target = 50.0 %)				AMAO 2 Attainment (1-4 Years LEP Target 15.0%)				AMAO 2 Attainment (5+ Years LEP Target 29 %)			
District	Number Assessed	Number Matched	Number Progressed	%	Number Assessed	Number Met ADH	%	Number Assessed	Number Met ADH	%	
	15973	13302	7809	58.7		8680	2270	26.2	5338	2306	43.2

TELPAS 2014

Preliminary

AMAO 1 (Progress) and AMAO 2 (Attainment) Report by Campus

AMAO 1 Progress* (Target = 50.0 %)				AMAO 2 Attainment (1-4 Years LEP Target 15.0%)				AMAO 2 Attainment (5+ Years LEP Target 29 %)			
District	Number Assessed	Number Matched	Number Progressed	%	Number Assessed	Number Met ADH	%	Number Assessed	Number Met ADH	%	
	15345	12462	6938	55.7		8871	2080	23.4	4507	1705	37.8

§89.1265 (a, b)

* AMAO 3 has not been released by the Federal Government for 2013-2014 and 2014-2015

Only Confidential reports have been released as of August 2015; and Accountability will provide results and staging information as soon as TEA makes the reports public.

ELL PROGRESS TO PARENTS

- ✖ Every year within the first 30 days of school the parents of ELLs receive a letter of progress in English and Spanish about their child's academic progress. Campus principals submit a VERIFICATION DOCUMENT to verify that all letters were sent home on or before the DUE date.
- ✖ Campus Principals also provide a Progress report on week 3 and a Report card on week 6 (Elem & MS) week 9 (HS) for all parents of all students being serviced.
- ✖ All ELLs from 1st-11th grade have an **ELL Plan for Success (NEW INITIATIVE for 13-14)** where the progress is monitored every six weeks through a LEP failure reports and new interventions are assigned as recommended by the LPAC committee and the teacher(s) of the ELLs.

Some of the Professional Development Trainings for Language Acquisition Program Coordinators & Teachers of ELLs

- ✖ TABE conference 10/14/2014 §89.1265 (a,b,c,d)
- ✖ Sheltered Instruction/Strategies Phase I 2014
- ✖ Explicit Vocabulary Instruction 2/17/2014
- ✖ ABYDOS state conference 2/26/2015
- ✖ Title III Symposium 7/28/2015

More trainings are found in the Bilingual department binder for 2014-2015 & ERO reports 2014-2015

BILINGUAL/ESL PARENTAL INVOLVEMENT TRAININGS BASED ON TITLE III SURVEY

- ✖ LPAC framework for Parents – September 2014
 - ✖ Parent Festival – October 2014 – The benefits of the USD Bilingual/ESL Program – ENG./SPAN.
 - ✖ Bilingual Education Awareness Month – November 2014
 - ✖ TELPAS awareness Meeting for parents – January 2015
 - ✖ Webb County Head Start – April 2015 – How to Help your child be ready for School – ENG./SPAN.
- Campus level PTC meetings are held monthly highlighting all students

Campus Improvement Plan

\$89.1265 (d)

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Records View As: View As: Preview

Layout: FORM - CIP Form View Edit Layout

**IRIS**

CAMPUS IMPROVEMENT PLAN 2014-2015

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CAMPUS NAME

GOAL 01: Continue to improve student achievement
DATA ANALYZED TO DETERMINE NEED TAPR, AMO, AMAS, PBMAS
LONG RANGE GOAL By the year 2016, all students will reach high standards, at a minimum attaining proficiency or better in all state assessments.
ANNUAL PERFORMANCE OBJECTIVE To increase the percentage of students including special education and migrant meeting state standard from 68% to 85% on the reading STAAR assessment.

INITIATIVE NUMBER	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA / PROGRAMS	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMPLETION DATE	EVIDENCE OF IMPLEMENTATION
8	POPULATION Selected Bilingual Students	Instruction and Curriculum	Rigor and Relevance	Academic Performance	Reading	Implementation of Virtual Reading Program	08/25/2014	06/04/2015	Walk-throughs, class
		PERSON(S) RESPONSIBLE Principal, APs, Former Fast Forward Assistant, Reading Interventionist		RESOURCES BUDGET / HUMAN Reading Interventionist and Language Acquisition Assistant		FORMATIVE Walk-throughs, Class Schedule, and Progress Monitoring	EVALUATION STAAR and TELPAS	SUMMATIVE	STATUS REPORT
9	POPULATION ALL = All Students	Instruction and Curriculum	Rigor and Relevance	Academic Performance	Reading	Integrate the purchase library books with the classroom curriculum	08/25/2014	06/04/2015	Walk-throughs, lesson plans,
		PERSON(S) RESPONSIBLE Principal, APs, pathfinders, teachers, librarian		RESOURCES BUDGET / HUMAN Librarian, Pathfinders, Teachers, 4,000 (Title I)		FORMATIVE Walk-throughs, Progress Monitoring, AR reports	EVALUATION STAAR	SUMMATIVE	STATUS REPORT

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DISTRICT COLLABORATIONS

- District collaborates with campus Principals when completing their Campus Improvement Plans (always based on campus needs and with input of LPAC committee).
- All campuses received a CAMPUS DATA PROFILE generated through IRIS to assist in their completion of CIP as well.
- In addition, the District Improvement Plan is always merged into the plans of any department and campus within the district.



Carmen A. Pompa
Director

§89.1265 (d)