



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

**TOPIC:** 2017-2018 Bilingual Department Program Evaluation & Waiver/Exception Application Submission to TEA for 2018-2019 School Year

**SUBMITTED BY:** Zaida G. Gonzalez, Director of Bilingual/ESL/Dual/Foreign Language

**OF:** Curriculum & Instruction Department

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** \_\_\_\_\_

**DATE ASSIGNED FOR BOARD CONSIDERATION:** October 17, 2018

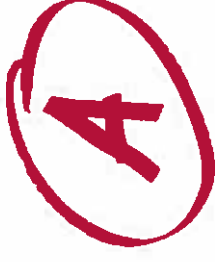
## INFORMATIONAL REPORT:

Presentation of the Bilingual Department Program Evaluation for the 2017-2018 school year and provide information on the submission of Waiver/Exception application to TEA for the 2018-2019 school year.



# UNITED

INDEPENDENT SCHOOL DISTRICT



TEA Rating

## BILINGUAL PROGRAM EVALUATION

2017-2018 SCHOOL YEAR

PRESENTED BY: ZAIDA GONZALEZ, DIRECTOR

PRESENTATION FOR UISD BOARD OF TRUSTEES AND MR. ROBERTO J. SANTOS, SUPERINTENDENT OF SCHOOLS

OCTOBER 9, 2018

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Source: IRIS, Tyler, YIR 17-18

### United ISD – EL Student Enrollment

Instructional Setting 2017-2018	Total District Enrollment	EL Population	EL %
District Totals Before Reclassification	42,935	15,399	35.9%
Recent Immigrant/Recent Arrival	15,399 (UISD – ELs)	794 RI/RA	5.2% RI/RA
Parent Denials	13,109	80	0.6%
District Totals After Reclassification	42,935	13,109	30.5%

### United ISD – EL Reclassification History

School Year	UISD Student Enrollment	ELL Enrollment	Total % from Enrollment	Number of Students Reclassified	Reclassification Percentage:	Criteria:
2017-2018	42,935	15,399	35.8%	2,290	14.9%	STAAR
2016-2017	42,986	14,131	32.9%	2,202	14%	STAAR

CAMPUS	School Year	All Students - STAAR Performance	EL Students STAAR Performance	Reading – EL Students	Math – EL Students	Science – EL Students	Social Studies – EL Students
United HS	2016-2017	85%	53%	31%	79%	70%	80%
	2017-2018	85%	71%	53%	93%	86%	81%
LBJ HS	2016-2017	72%	47%	26%	83%	61%	72%
	2017-2018	76%	65%	46%	87%	79%	88%
Alexander HS	2016-2017	85%	52%	26%	74%	75%	88%
	2017-2018	86%	69%	*	86%	85%	89%
United South HS	2016-2017	78%	63%	28%	78%	68%	80%
	2017-2018	79%	66%	47%	88%	83%	82%

CAMPUS	School Year	4-Year Graduation Rate (Gr 9-12) Class of 2017 – All Students	4-Year Graduation Rate (Gr 9-12) Class of 2017 – EL Students	5-Year Graduation Rate (Gr 9-12) Class of 2016 – All Students	5-Year Graduation Rate (Gr 9-12) Class of 2016 – EL Students
United HS	2016-2017	96.7%	97.5%	93.3%	89.4%
	2017-2018	97.1%	97.4%	90.8%	95.8%
LBJ HS	2016-2017	90.3%	84.1%	91.4%	84.2%
	2017-2018	90.8%	83.5%	91.3%	83.6%
Alexander HS	2016-2017	97.6%	97.1%	98.2%	95.4%
	2017-2018	98.0%	93.5%	98.1%	98.6%
United South HS	2016-2017	92.9%	79.3%	93.9%	79.3%
	2017-2018	92.3%	81.1%	95.1%	83.5%

# Chapter 89.1265. Evaluation.

(b) Annual school district reports of educational performance shall reflect:

(1) the academic progress in the language(s) of instruction for English learners

Source: IRIS

		2017 - 2018 STAAR Results (All Standards) Bilingual and ESL				Preliminary					
		Bilingual Dual		Bilingual Early Transition		English as a Second Language		Current ELL & Monitored Year 1 and Year 2		ELL Monitored Year 1 and Year 2	
<b>Reading</b>	Approaches	2105	3673	2657	10471	3385	3077	91			
	Meets	1769	2406	1124	7097	1787	1787	53			
	Masters	1075	919	229	3110	864	864	26			
<b>Math</b>	Approaches	2105	3674	2658	10473	3385					
	Meets	1927	2961	1928	8715	3203					
	Masters	1359	1545	775	4956	2323					
<b>Writing</b>	Approaches	796	1260	891	3583	1152					
	Meets	646	739	288	2189	998					
	Masters	426	318	70	1064	612					
<b>Science</b>	Approaches	567	1103	755	3006	961					
	Meets	506	777	394	2198	888					
	Masters	314	291	163	1073	567					
<b>Social Studies</b>	Approaches	136	0	753	1222	444					
	Meets	103		263	600	326					
	Masters	54		74	240	163					

Source: ETS Data File Administration Report Compiled by Data Evaluation As of 9/27/2018



Chapter 89.1265. Evaluation.

(4) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

**Professional Development by United ISD Bilingual Department**

Participant Information	Number of Participants
PD provided to content Classroom Content Teachers	2,003
PD provided to Classroom Teachers of English Learners	1,859
PD Provided to Principals	36
PD Provided to Administrators/Other than Principals	191
PD Provided to Other School Personnel/Non-administrative	207
PD Provided to Community-Based Organization Personnel	455

✓ Sample of Professional Development Trainings for 2017-2018 School Year

- ✓ New Teacher - DUAL Language Training
- ✓ Sheltered Instruction/Stra-Tiques
- ✓ Summer Learning Opportunities on Effective Instructional Strategies for ELs
- ✓ International Language Academy
- ✓ Gateway Courses – Phase I

Chapter 89.1265. Evaluation.

(d) School districts shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.

### **Student Progress Reporting to Parents**


- Every year within the first 30 days of instruction, parents of EL students receive a letter of progress (sent in English and Spanish) on their child's academic progress. A Verification Document is submitted by all campus administrators verifying the campus was in compliance.
- All current EL students have an EL Plan for Success in order to monitor the implementation of individualized interventions based on the linguistic, affective, and cognitive needs of the student. Plans are created by teacher of record and reviewed by LPAC committee.
- **Bilingual/ESL Parental Involvement Trainings Based on Title III Parent Survey**
  - LPAC Framework Training for Parents – August/September 2017
  - DUAL Showcases – Fall Semester 2017
  - Parent Summit – September 2017 – English and Spanish Parent Informational Sessions on Bilingual Education
  - Bilingual Education Awareness Month – November 2017
  - TELPAS Awareness Meeting for Parent – February 2018
  - Campus PTC Meetings to discuss Title III Funds – Fall Semester 2017



**Chapter 89.1265. Evaluation.**

(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 the TEC, §11.253, for the purpose of improving student performance for English learners.

- ❖ District Improvement Plan also indicates new initiatives based on the performance and needs of our district's current and monitored EL students
- ❖ District collaborates with campus principals when completing Campus Improvement Plans (based on the performance and needs of current and monitored EL students)
- ❖ Campus Use of Funds for bilingual monies indicate a plan meeting EL student needs at the campus level; this campus initiatives are also listed in their annual CIP plans

 **IRIS**  
**Campus Improvement Plan 2018-2019**

**JAMES - JULIA BIRD JONES MULLER ELEMENTARY**

Goal # \_\_\_\_\_ (Student Achievement) Percent students meeting or exceeding minimum student performance

Date Analyzed: 11/20/2018 School Year: 2018-2019

Long Range Goal: For the year 2018-2019 all students will reach high standards of EL proficiency (ability to perform at grade level) in all state assessments.

Annual Performance Objective: Meeting 75 percent of students at or above the expected performance level, as measured by the state assessment.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Principal: \_\_\_\_\_



# Bilingual/DUAL/ESL/Foreign Language Highlights 2018

- ❖ Summer Language Academy held at United South 9<sup>th</sup> Grade Campus
  - ❖ 28 students from Perez, Arndt, Juarez, and Kennedy-Zapata
  - ❖ Trained 14 teachers – Summer Learning Opportunity through modeled lessons
  - ❖ 14 parents attended for the Open House and Parent Session on June 20<sup>th</sup>
  
- ❖ UISD AP Exam Performance By Campus – SPANISH LANGUAGE
  - ❖ JB Alexander High School – 144 out of 180 students
  - ❖ LBJ High School – 73 out of 79 students
  - ❖ United High School – 286 out of 290 students
  - ❖ United South High School – 131 out of 147 students
  
- ❖ Bilingual Education Scholar Award
  - ❖ Nomination submitted by school counselors
  - ❖ Affective Domain for Els – Medal Awarded
  - ❖ Board Recognitions in December 2017 and May 2018



# Waiver/Exception Application for School Year 2018-2019

## Chapter 89. Adaptations for Special Populations and Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners

- **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 ISD will be applying for a Waiver and Exception to comply with the new requirements for ESL and Bilingual certifications for teachers servicing our EL population.*

- Application will be submitted prior to November 1, 2018 and will only be valid for year granted
- A comprehensive professional development plan will be created for all teachers listed in waiver/exception report, as well as others needing certification, utilizing 10% of state bilingual education allotment as required by TEA for each application submitted
- Submit a description of the proposed alternative instructional program designed to meet the affective, linguistic, and cognitive needs of the English learners