English Learner Program Evaluation
2020-2021

I.　SISD Bilingual Program Type

SISD implements a Dual language immersion/one way program in grades PK-6. Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. Instruction provided in a language other than English in this program model is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061. Instruction provided in English in this program model may be delivered either by a teacher appropriately certified in bilingual education or by a different teacher certified in ESL in accordance with TEC, §29.061. The goal of one-way dual language immersion is for program participants to attain full proficiency in another language as well as English. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

II.　SISD ESL Program Types

SISD implements a Content-based ESL program in grades PK-2. An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

SISD implements a Pull-out ESL program in grades 3-12. 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. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

III. LPAC Activities Including Identification and Classification of Students as EL (English Learners)

(a) The single state-approved English language proficiency test for identification of English learners described in subsection (c) of this section shall be used as part of the standardized, statewide identification process.

(b) Within four weeks of initial enrollment in a Texas school, a student with a language other than English indicated on the home language survey shall be administered the state-approved English language proficiency test for identification as described in subsection (c) of this section and shall be identified as English learners and placed into the required bilingual education or ESL program in accordance with the criteria listed in subsection (f) of this section.

(c) For identifying English learners, school districts shall administer to each student who has a language other than English as identified on the home language survey:

  (1) in prekindergarten through Grade 1, the listening and speaking components of the state-approved English language proficiency test for identification; and

  (2) in Grades 2-12, the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification.

(d) School districts that provide a bilingual education program at the elementary grades shall administer a language proficiency test in the primary language of the student who is eligible to be served in the bilingual education program. If the primary language of the student is Spanish, the school district shall administer the Spanish version of the state-approved language proficiency test for identification. If a state-approved language proficiency test for identification is not available in the primary language of the student, the school district shall determine the student's level of proficiency using informal oral language assessment measures.

(e) All of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher.

(f) For entry into a bilingual education or ESL program, a student shall be identified as an English learner using the following criteria.

  (1) In prekindergarten through Grade 1, the student's score(s) from the listening and/or speaking components on the state-approved English language proficiency test for identification is/are below the level designated for indicating English proficiency.

  (2) In Grades 2-12, the student's score(s) from the listening, speaking, reading, and/or writing components on the state-approved English language proficiency test for identification is/are below the level designated for indicating English proficiency.

(g) A student shall be identified as an English learner if the student's ability in English is so limited that the English language proficiency assessment described in subsection (c) of this section cannot be administered.

(h) The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in subsection (c) of this section cannot be administered. The decision for entry into a bilingual education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1220(f) of this title (relating to Language Proficiency Assessment Committee).

(i) An English learner may be reclassified 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 upon all of the following:

  (1) a proficiency rating on the state-approved English language proficiency test for reclassification that is designated for indicating English proficiency in each the four language domains (listening, speaking, reading, and writing);

  (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state-approved norm-referenced standardized achievement instrument; and

  (3) the results of a subjective teacher evaluation using the state's standardized rubric.

(j) An English learner may not be reclassified as English proficient in prekindergarten or kindergarten. A school district must ensure that English learners are prepared to meet academic standards required by the TEC, §28.0211.

(k) An English learner may not be reclassified as English proficient if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading assessment instrument based on the student's second language acquisition needs.

(l) For English learners who are also eligible for special education services, the standardized process for English learner reclassification is followed in accordance with applicable provisions of subsection (i) of this section. However, annual meetings to review student progress and make recommendations for reclassification must be made in all instances by the language proficiency assessment committee in conjunction with the ARD committee in accordance with §89.1230(b) of this title (relating to Eligible Students with Disabilities). Additionally, the language proficiency assessment committee in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with §89.1230(a) of this title.

(m) For an English learner with a significant cognitive disability, the language proficiency assessment committee in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition. In these cases, the language proficiency assessment committee in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment, determine an appropriate performance standard requirement for reclassification by language domain under subsection (i)(1) of this section, and utilize the results of a subjective teacher evaluation using the state's standardized alternate rubric.

(n) Notwithstanding §101.101 of this title (relating to Group-Administered Tests), all tests used for the purpose of identification, reclassification, and placement of students and approved by the TEA must be re-normed at least every eight years.

III.   Academic Progress on STAAR (Progress Scores not available because of no 2020 STAAR Assessment)

2021 STAAR Math

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
3rd Grade	239	81%	56%	31%	***	***	***
3rd LEP	35	71%	43%	26%	***	***	***
4th Grade	270	84%	64%	49%	***	***	***
4th LEP	45	69%	40%	22%	***	***	***
5th Grade	244	77%	51%	32%	***	***	***
5th LEP	24	33%	17%	4%	***	***	***
6th Grade	269	72%	38%	14%	***	***	***
6th LEP	42	52%	21%	5%	***	***	***
7th Grade	258	71%	48%	26%	***	***	***
7th LEP	31	48%	19%	6%	***	***	***
8th Grade	206	81%	63%	15%	***	***	***
8th LEP	39	69%	38%	8%	***	***	***

2021 STAAR Reading

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
3rd Grade	231	73%	47%	25%	***	***	***
3rd LEP	27	52%	30%	11%	***	***	***
3rd Spanish	8	50%	38%	38%	***	***	***
4th Grade	246	78%	48%	27%	***	***	***
4th LEP	21	43%	10%	5%	***	***	***
4th Spanish	24	50%	17%	4%	***	***	***
5th Grade	243	75%	50%	35%	***	***	***
5th LEP	24	33%	8%	8%	***	***	***
6th Grade	264	69%	34%	16%	***	***	***
6th LEP	41	46%	12%	2%	***	***	***
7th Grade	257	79%	50%	28%	***	***	***
7th LEP	31	52%	16%	3%	***	***	***
8th Grade	282	78%	49%	20%	***	***	***
8th LEP	40	60%	20%	3%	***	***	***

2021 STAAR Writing

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
4th Grade	245	63%	40%	8%	***	***	***
4th LEP	20	40%	10%	0	***	***	***
4th Spanish	25	28%	8%	0	***	***	***
7th Grade	261	69%	43%	13%	***	***	***
7th LEP	30	37%	13%	0	***	***	***

2021 STAAR Science

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
5th Grade	241	65%	29%	14%	***	***	***
5th LEP	37	35%	14%	5%	***	***	***
8th Grade	283	77%	48%	27%	***	***	***
8th LEP	39	46%	18%	8%	***	***	***

2021 STAAR Social Studies

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
8th Grade	281	62%	24%	10%	***	***	***
8th LEP	38	34%	3%	3%	***	***	***

2021 STAAR EOC

	Total Students	Approaches	Meets	Masters	STAAR Progress		
					Limited	Expected	Accelerated
English I	311	74%	56%	11%	***	***	***
English I LEP	40	20%	13%	0	***	***	***
English II	263	78%	62%	7%	***	***	***
English II LEP	21	43%	14%	0	***	***	***
Algebra I SHS	299	80%	52%	33%	***	***	***
Algebra I SHS LEP	34	59%	15%	9%	***	***	***
Biology	299	87%	69%	38%	***	***	***
Biology LEP	36	58%	22%	3%	***	***	***
US History	224	97%	87%	58%	***	***	***
US History LEP	14	71%	43%	0	***	***	***

IV. English Language Proficiency - 2021 TELPAS Composite Scores

	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
Kindergarten	47	36%	62%	0	2%
1st Grade	47	32%	49%	15%	4%
2nd Grade	39	8%	41%	51%	0
3rd Grade	36	0	56%	36%	8%
4th Grade	45	0	40%	47%	13%
5th Grade	36	0	19%	53%	28%
6th Grade	40	3%	3%	68%	28%
7th Grade	31	3%	3%	74%	19%
8th Grade	38	0	29%	58%	13%
9th Grade	37	3%	35%	59%	3%
10th Grade	20	5%	20%	65%	10%
11th Grade	12	0	17%	83%	0
12th Grade	7	0	14%	57%	29%

V. Yearly Progress in TELPAS Composite Rating

Grade Level	# of Matched Students	Percentage of Students Who Progressed **One** Proficiency Level	Percentage of Students Who Progressed **Two** Proficiency Levels	Percentage of Students Who Progressed **Three** Proficiency Levels	Percentage Who Progressed at **Least One Proficiency Level**
1st Grade	46	35%	0	0	35%
2nd Grade	37	43%	14%	0	57%
3rd Grade	***	***	***	***	***
4th Grade	***	***	***	***	***
5th Grade	***	***	***	***	***
6th Grade	***	***	***	***	***
7th Grade	***	***	***	***	***
8th Grade	***	***	***	***	***
9th Grade	***	***	***	***	***
10th Grade	***	***	***	***	***
11th Grade	***	***	***	***	***
12th Grade	***	***	***	***	***

***Online TELPAS was not given in 2020 so there is no comparison data

V. Number of Students Reclassified as EP (English Proficient)

	2019	2020
Grade 2	0	0
Grade 3	0	0
Grade 4	1	1
Grade 5	3	0
Grade 6	1	8
Grade 7	0	5
Grade 8	0	4
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	1
Total	5/398=1.2%	19/474=4%

There are 32 students who have been enrolled as EL more than five years and have not reclassified.

VI.   Staffing and Professional Development Supporting Second Language Acquisition

Stephenville ISD employs 116 ESL teachers and 18 bilingual teachers. SISD's PK-6 Bilingual Program is fully staffed with certified Bilingual teachers. Our ESL Content-Based and Pull-Out programs are staffed with ESL teachers in all ELA, Reading and Writing

classes. Teachers attended the following staff development that included strategies focused on helping LEP students acquire English:

TEKS Resource System Implementation Training	6 hours	All Teachers
Flexible Bilingualism Training and Planning	12 hours	All Bilingual Teachers
HMH Training for Bilingual Staff	6 hours	All Kinder-4 Bilingual Teachers
NWEA Reporting and Usage of Learning Continuum	6 hours	All Teachers
Data Wise Project	12 hours	All 3rd/4th Grade Teachers
TEKS Resource System Planning and Implementation	24 hours	All Teachers
Biliteracy Training	18 hours	All Bilingual Teachers
Lesson Planning with TEKS Resource System	3 hours	All Teachers
Saxon Phonics Training	6 hours	All K-2 Teachers
Estrellita/Lunita Training	3 hours	All Bilingual PK-2 Teachers
MClass-Amplify Training	6 hours	All PK-2 Teachers
Diversity, Equity, and Inclusion Training	3 hours	All Professional and Paraprofessional Staff
Reading Academies	12 hours	All PK-3 Teachers

**VII.	Learning Materials**

TEKS Resource System
Estrellita
Lunita
Esperanza
Istation Espanol
Imagine Math
Amplify
IXL Reading
IXL Math
Study Island Reading
Dreambox
Lexia Core 5
Lexia Power Up

**VIII.	Assessment Materials**

NWEA Maps Assessments
MClass
STAAR

TEKS Resource Unit Assessments
TELPAS
Pre-Las/Las Links