



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: 2015-2016 Bilingual Department Program Evaluation and TELPAS Results

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

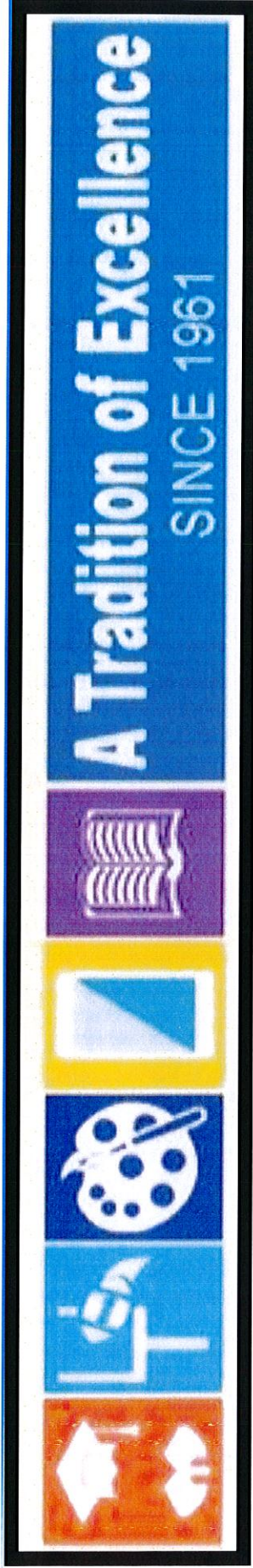
OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: September 21, 2016

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 2015-2016 school year.



**BILINGUAL PROGRAM EVALUATION/TELPAS
2015-2016 SCHOOL YEAR**

BY: DR. CARMEN A. POMPA, DIRECTOR

PRESENTED TO THE BOARD OF TRUSTEES & SUPERINTENDENT OF SCHOOLS

SEPTEMBER 13, 2016



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 2015-2016

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. ROBERIO 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



§89.1265 (a, b)



UISD Enrollment/ELL Enrollment/ EXIT History

School Year	Enrollment	ELL Enrollment	Total % from Enrollment	Number of EXITS	Total % from EXITS	Based on:
2015-2016	43,107	14,919	34%	2,134	14%	STAAR
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%	TELPAS
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%	TELPAS REVISED
2006-2007	37,264	17,201	46%	688	4%	TAKS

EXIT CRITERIA FOR 2013-2014, 2014-2015, & 2015-2016: 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 & 2015-2016

17, 393 ELLs (LEP Count)
184 Parent Denials

14,919 ELLs (LEP Count)
170 Parent Denials

Instructional setting	Total District Enrollment	ELL Population	ELL %
(26) Elementary Schools (14-15)	20,694	12,757	61.6%
(27) Elementary Schools (15-16)	20,472	10,764	52.5%
(9) Middle Schools (14-15)	10,067	2,861	28.4%
(15-16)	10,049	2,349	23.0%
(4) High Schools (14-15)	12,492	1,775	14.2%
(15-16)	12,586	1,806	14.0%
District Totals (14-15)	43,253	17,393	40.2%
(15-16)	43,107	14,919	34.0%
Recent Immigrant/Recent Arrival (14-15)	17,393 Total ELLs	1,382 RI/RA	8% RI/RA
(15-16)	14,919 Total ELLs	1,292 RI/RA	8% RI/RA

§89.1265 (a, b)

Source: IRIS, Tyler Systems, YIR 14-15 & 15-16

All Test Versions

2015 - 2016 STAAR Results At a Glance Special Programs Evaluation

Preliminary

MS Grades 06 - 08

	Reading 49%		Mathematics 63%		Writing 41%		Science 56%		Social Studies 35%	
	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met
All Students	10057	71%	10054	78%	3320	66%	3424	76%	3421	60%
Bilingual Dual	400	83%	400	88%	129	84%	130	89%	130	68%
ESL/LEP	2877	37%	2877	56%	928	26%	804	48%	802	27%
Monitored 1	678	77%	679	79%	265	74%	70	84%	70	70%
Monitored 2	556	77%	556	81%	198	73%	182	80%	181	55%

Elem Grades 03 - 05

	Reading 69%		Mathematics 76%		Writing 65%		Science 72%	
	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met
All Students	9689	74%	9686	80%	3172	71%	3183	77%
Bilingual Dual	1343	82%	1343	85%	421	78%	460	79%
Bilingual Early Transition	4376	60%	4372	70%	1468	57%	1360	64%
ESL/LEP	10	50%	7	70%	1	0%	3	100%
Monitored 1	764	96%	764	95%	285	93%	308	93%
Monitored 2	680	97%	680	96%	124	98%	253	91%

\$89.1265 (a, b,)

2016 index 1 : Student Achievement

§89.1265 (a, b,)

TEXAS EDUCATION AGENCY

2016 INDEX 1 : STUDENT ACHIEVEMENT DATA TABLE

2016 INDEX 4: POST SECONDARY READINESS CALCULATION REPORT

2016 STAAR Performance	ALL students	ELL
<p>United HS (Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s</p>	<p>84% ALL Subjects 75% Reading 88% Math 91% Science 94% Social Studies</p>	<p>55% ALL Subjects 37% Reading 71% Math 62% Science 82% Social Studies</p>
<p>4-Year Graduation rate (Gr9-12): Class of 2015</p> <p>5-Year Extended Graduation rate (Gr9-12): Class of 2014</p>	<p>96.3% 1014 1053</p> <p>96.9% 970 1001</p>	<p>87.1% 115 132</p> <p>90.2% 120 133</p>
<p>LBJ HS (Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s</p>	<p>68% ALL Subjects 50% Reading 84% Math 83% Science 86% Social Studies</p>	<p>47% ALL Subjects 24% Reading 72% Math 66% Science 77% Social Studies</p>
<p>4-Year Graduation rate (Gr9-12): Class of 2015</p> <p>5-Year Extended Graduation rate (Gr9-12): Class of 2014</p>	<p>89.8% 537 598</p> <p>89.5% 560 626</p>	<p>82.4% 122 148</p> <p>81.1% 154 190</p>

§89.1265 (a, b,)

TEXAS EDUCATION AGENCY

2016 INDEX 1 : STUDENT ACHIEVEMENT DATA TABLE

2016 INDEX 4: POST SECONDARY READINESS CALCULATION REPORT

2016 STAAR Performance	ALL students	ELL
<p>United South HS (Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s</p>	<p>76% ALL Subjects 64% Reading 87% Math 85% Science 90% Social Studies</p>	<p>48% ALL Subjects 28% Reading 71% Math 68% Science 65% Social Studies</p>
<p>4-Year Graduation rate (Gr9-12): Class of 2015</p>	<p>92.3% 676 732</p>	<p>76.9% 90 117</p>
<p>5-Year Extended Graduation rate (Gr9-12): Class of 2014</p>	<p>94.1% 620 659</p>	<p>89.9% 98 109</p>
<p>Alexander HS (Percent of tests % at LEVEL II Satisfactory Standard) ELL percent includes M1s and M2s</p>	<p>86% ALL Subjects 77% Reading 91% Math 95% Science 92% Social Studies</p>	<p>56% ALL Subjects 38% Reading 72% Math 80% Science 78% Social Studies</p>
<p>4-Year Graduation rate (Gr9-12): Class of 2015</p>	<p>96.8% 631 652</p>	<p>91.0% 81 89</p>
<p>5-Year Extended Graduation rate (Gr9-12): Class of 2014</p>	<p>96.7% 647 669</p>	<p>91.0% 81 89</p>

38 DUAL Program Graduates 2013-2014
52 DUAL Program Graduates 2014-2015
59 DUAL Program Graduates 2015-2016

§89.1267 (a, b)

EOC	Fall 2015	Spring 2016
English 1	90.7%	76.9%
English 2	87.9%	81.8%
Algebra 1	100%	98.4%
Biology	100%	97.7%
US History	96.8%	90.9%

Source: Year in Review 15-16



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.

Spring 2016 TELPAS Proficiency Ratings

Preliminary

United ISD

Grades K - 12
Composite Score-10,407
AH & Adv= 66%

Speaking-11,504
AH & Adv= 73%

Reading-8,539
AH & Adv= 54%

Writing-9,772
AH & Adv= 62%

Listening-from 15,844 ELLs we
have 12,502 at AH & Adv = 79%

District	Listening		Speaking		Writing		Reading		Composite	
	Scored	15844	Scored	15811	Scored	15722	Scored	15737	Scored	15691
AdvH	3616	2348	994	7425	5327	4445	2568	4921	3355	1929
Adv	23%	15%	26%	47%	34%	28%	16%	31%	21%	12%
Int	15%	18%	18%	18%	23%	23%	29%	17%	35%	21%
Beg	6%	9%	9%	9%	15%	15%	38%	17%	35%	21%
AdvH	8886	4079	4079	5971	4524	2674	5486	4921	3355	1929
Adv	23%	26%	26%	38%	29%	17%	35%	31%	21%	12%
Int	15%	18%	18%	23%	23%	23%	29%	17%	35%	21%
Beg	6%	9%	9%	15%	15%	15%	38%	17%	35%	21%

Highest percentage ELLs scoring AH

Lowest percentage ELLs scoring Beginner

Spring 2015 TELPAS Proficiency Ratings

Preliminary

Grades K - 12

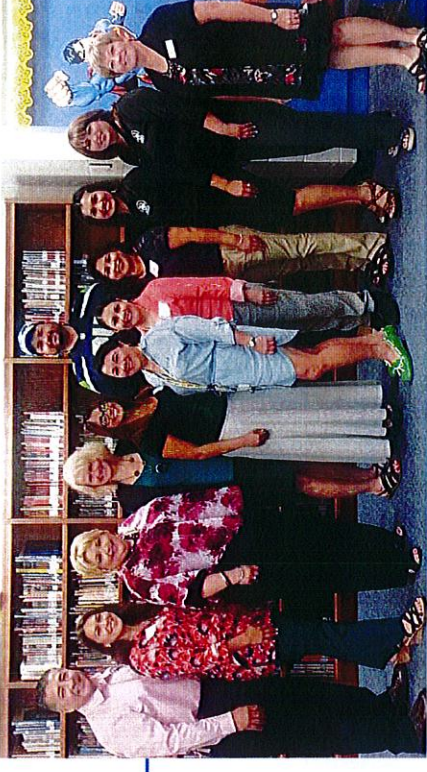
District	Listening		Speaking		Writing		Reading		Composite	
	Scored	16140	Scored	16101	Scored	16012	Scored	16076	Scored	15973
AdvH	3764	2627	1097	7171	5060	4543	2561	4647	3529	2262
Adv	23%	16%	7%	45%	32%	28%	16%	29%	22%	14%
Int	16%	19%	19%	19%	23%	23%	30%	19%	22%	14%
Beg	7%	11%	11%	11%	17%	17%	35%	19%	22%	14%
AdvH	8652	4107	4107	5634	4794	3087	5535	4647	3529	2262
Adv	23%	26%	26%	35%	30%	30%	29%	29%	22%	14%
Int	16%	19%	19%	23%	23%	23%	30%	19%	22%	14%
Beg	7%	11%	11%	17%	17%	17%	35%	19%	22%	14%

HIGHLIGHTS FOR THE YEAR 15-16

University of Oregon invited UISD to participate in a Middle School English Learner Project for 2 years

—August 3, 2015

- ❖ All Middle School campuses are participating
- ❖ 4 MS campuses are in the controlled group implementing the DISE (Direct Instruction Spoken English) curriculum (UMS, GWMS, LOMS, & LBVMS)



Monte Alto ISD visited UISD—November 2, 2015

- ❖ Bonnie Garcia Elementary DUAL Program
- ❖ Centeno Elementary Early Transition Program
- ❖ LBJ HS NEWCOMERS A Class/Program



Irving ISD visited UISD—December 3, 2015

- ❖ Muller Elementary DUAL Program and Early Transition Program
- ❖ Clark Middle ESL Plan Class/NEWCOMERS Program
- ❖ Alexander HS NEWCOMERS A Class/Program



\$89.1265 (a)

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.

§89.1265 (c)

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

❖ Sheltered Instruction/Strategies Phase II 2015 §89.1265 (a,b,c,d)

❖ DUAL Training

❖ Foreign Language Training

❖ Summer Learning Opportunities about Effective Instruction for ELLs

More trainings are found in the Bilingual department binder for 2015-2016 & ERO reports 2015-2016

BILINGUAL/ESL PARENTAL INVOLVEMENT TRAININGS BASED ON TITLE III SURVEY

❖ LPAC framework for Parents – September 2015

❖ Parent Summit– October 2015—The benefits of the USD Bilingual/ESL Program—ENG./SPAN.

❖ Bilingual Education Awareness Month –November 2015

❖ TELPAS awareness Meeting for parents –January 2016

Campus level PTC meetings are held monthly highlighting all students

Campus Improvement Plan

§89.1265 (d)

FileMaker Pro - [CIP Form (INST-IRIS03)]

File Edit View Format Records Window Help

10 / 542 Found (Sorted)

Show All New Record Delete Record Find Sort

Layout: FORM - CIP Form View View As: Preview

IRIS

CAMPUS IMPROVEMENT PLAN 2014-2015

View as Table Report Show All Find Return to Menu

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 PERSON(S) RESPONSIBLE Principal, APs, Former Fast ForWord Assistant, Reading Interventionist	Rigor and Relevance	Academic Performance	Reading	Implementation of Virtual Reading Program FORMATIVE Walk-throughs, Class Schedule, and Progress Monitoring	08/25/2014	06/04/2015	Walk-throughs, class STATUS REPORT
9	POPULATION ALL = All Students	Instruction and Curriculum PERSON(S) RESPONSIBLE Principal, APs, pathfinders, teachers, librarian	Rigor and Relevance	Academic Performance	Reading	Integrate the purchase library books with the classroom curriculum FORMATIVE Walk-throughs, Progress Monitoring, AR reports	08/25/2014	06/04/2015	Walk-throughs, lesson plans, STATUS REPORT

100 Start FileMaker Pro - [CIP F... Inboxes - Microsoft Outlook FW: Evaluation of the Billi... 8:22 AM

DISTRICT COLLABORATIONS

- ❖ District collaborates with campus Principals when completing their Campus Improvement Plans (always based on needs of ALL students).
- ❖ All campuses receive 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.



Dr. Carmen A. Pompa
Director

§89.1265 (d)