



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 20, 2019

Purpose: [X] Presentation/Report [] Recognition [] Discussion/ Possible Action

[] Closed/Executive Session [] Work Session [] Discussion Only [] Consent

From: David Abundis, Director of Federal and State Programs

Item Title: Presentation of Bilingual Program Evaluation

Description:

As stated in Chapter 89, Commissioner's Rules Concerning State Plan for Educating English Learners, all districts are required to conduct an annual evaluation of their bilingual or English as a second language (ESL) programs in accordance with Texas Education Code (TEC) 29.053.

Historical Data:

This report must be presented to the school board annually.

Recommendation:

Report only.

District Goal/Strategy:

3.5 Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Funding Budget Code and Amount:

CFO Approval

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

Superintendent:

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11.12.15

Bilingual/ESL Program Evaluation

— South San Antonio ISD —
November 2019

English Learner Data Profile: 2018-2019

Total District Enrollment: 8,934

Total English Learners: 1,568

	District	State
Economically Disadvantaged	86.5%	58.8%
English Learners	16.3%	18.8%
At-Risk	72.5%	50.8%

	Number of Students Enrolled in 2018-2019
Bilingual Education	885
English as a Second Language	601
LEP- No Services	82

Bilingual Program Description

Transitional bilingual/late 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-only instruction not earlier than six or later than seven years after the student enrolls in school.*

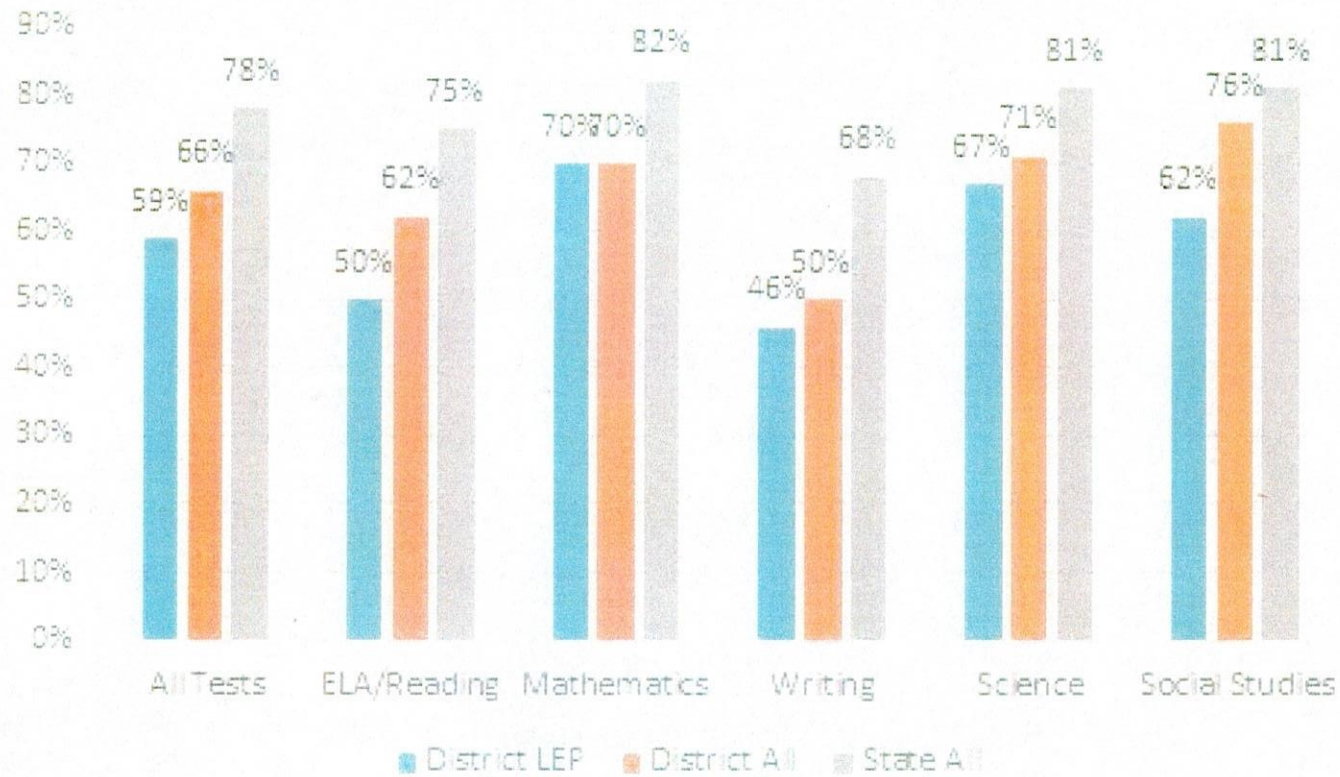
Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(2), for the assigned grade level and content area. *The goal of late-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English.* This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

English as a Second Language Program Description

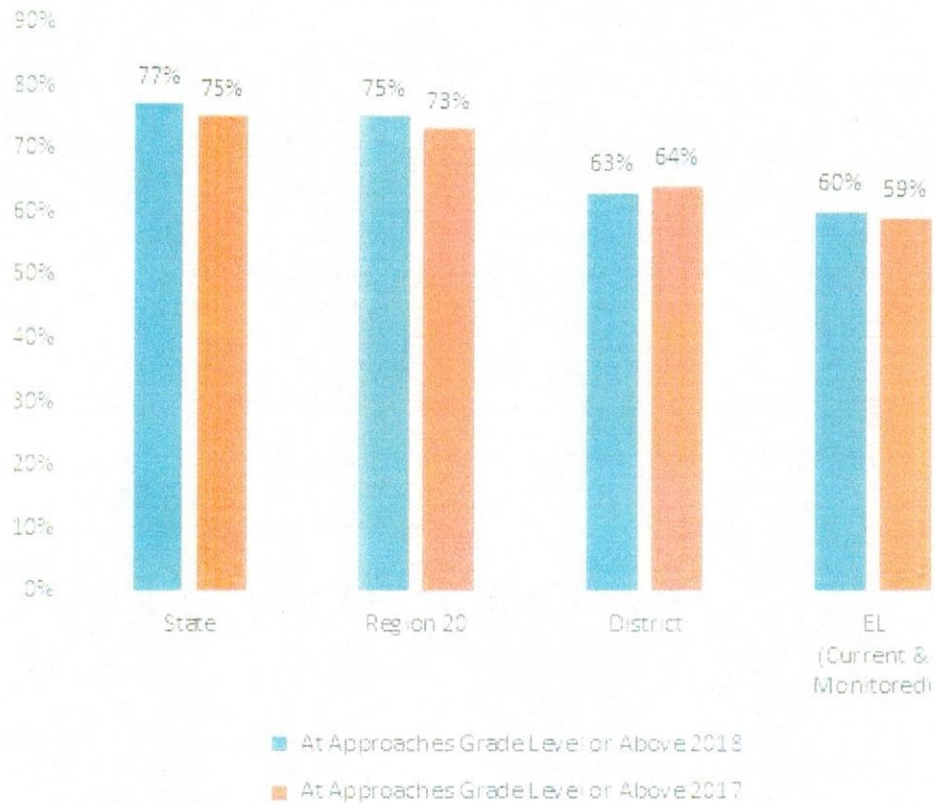
An **ESL/pull-out program model** is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.

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.

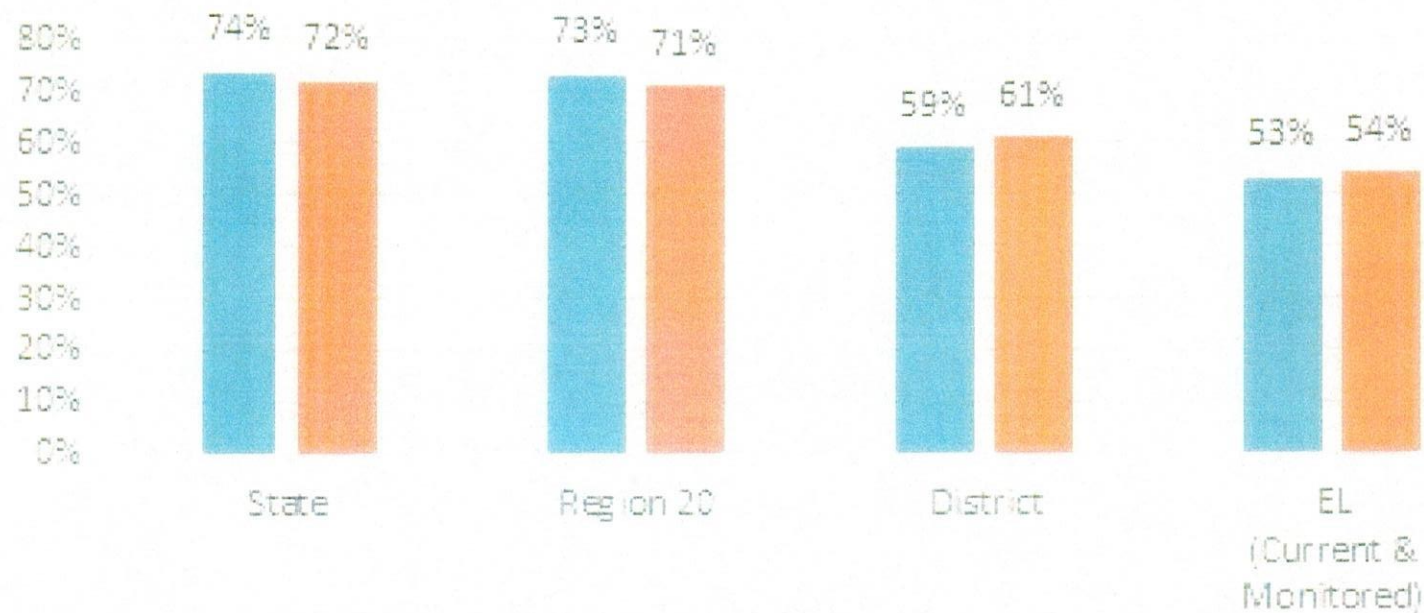
STAAR Passing Rate 2018-2019



STAAR Passing Rate 2017-2018- All Tests

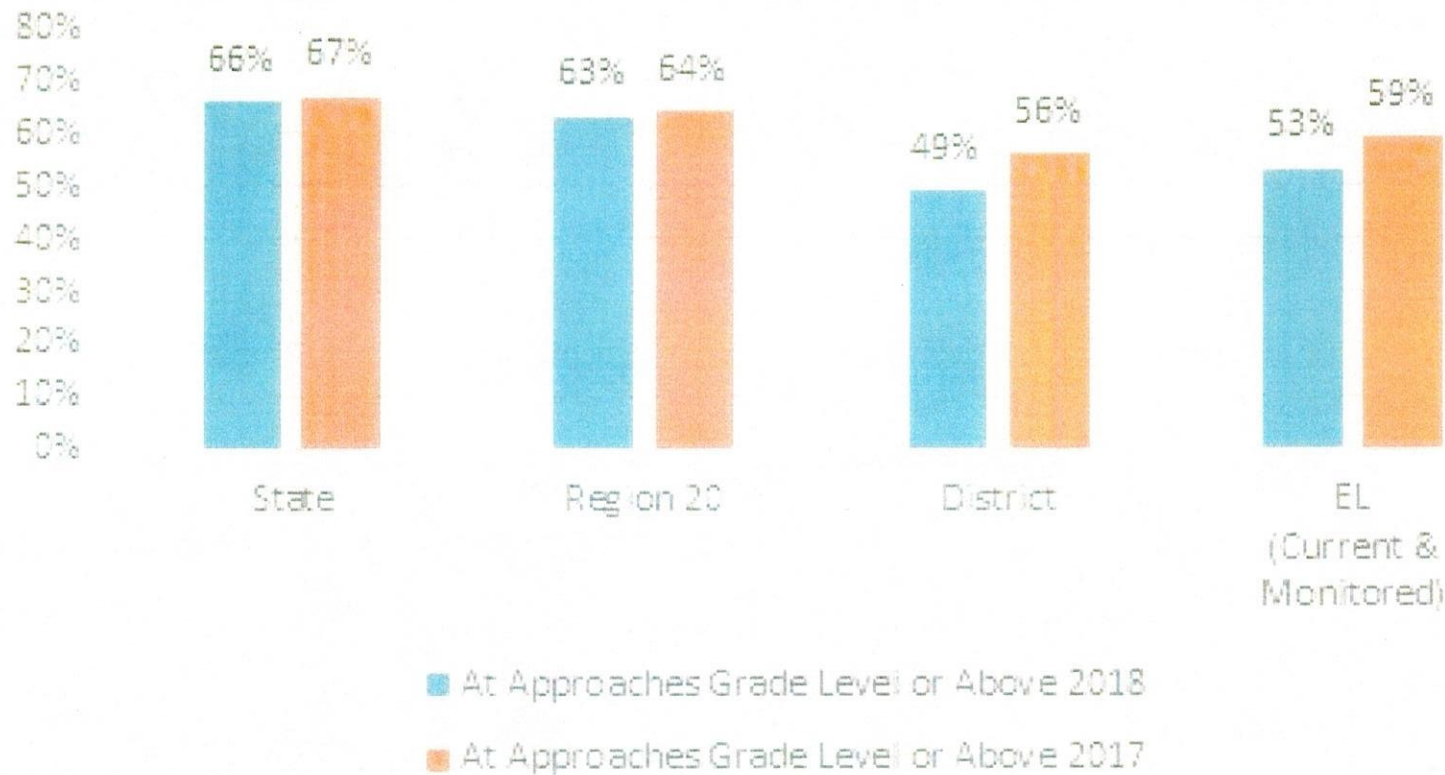


STAAR Passing Rate 2017-2018- ELA/Reading

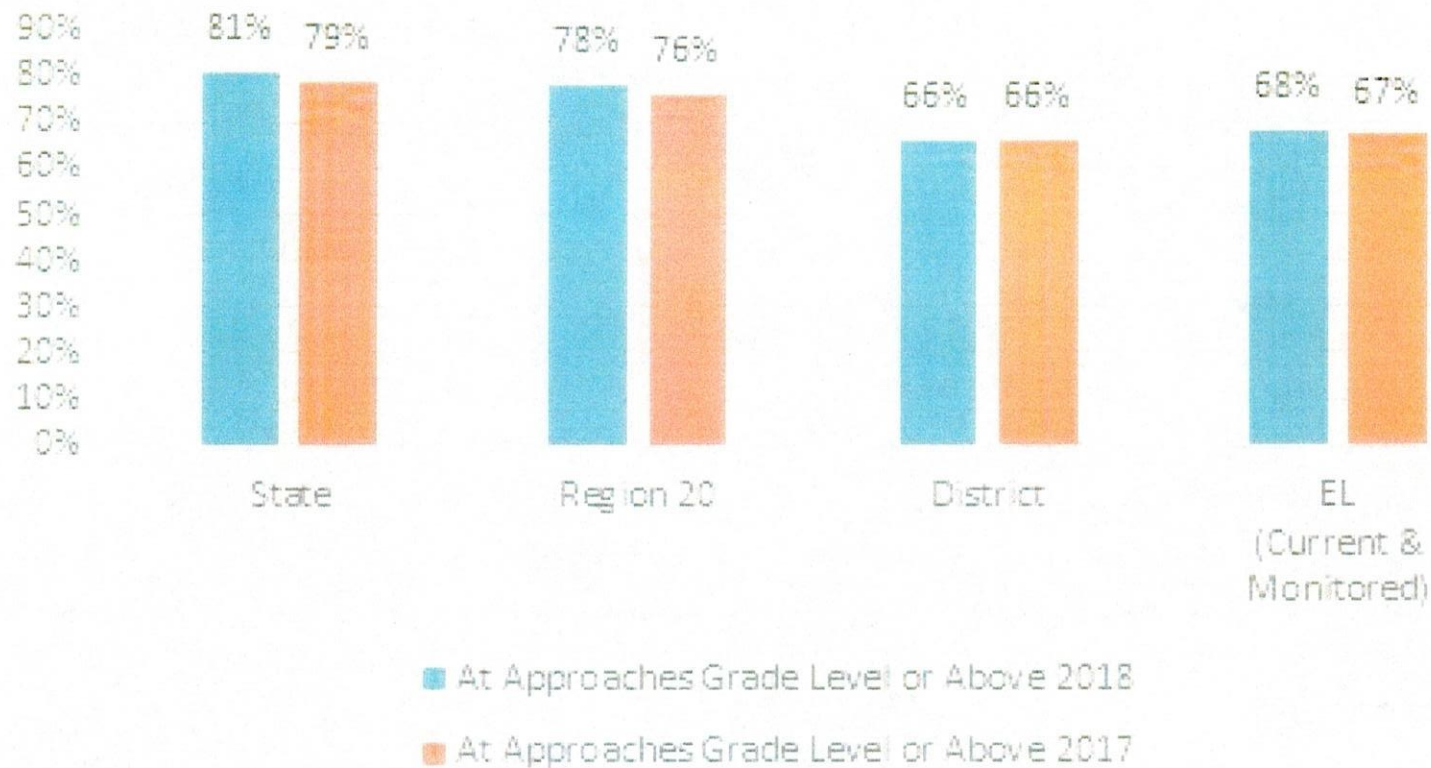


- At Approaches Grade Level or Above 2018
- At Approaches Grade Level or Above 2017

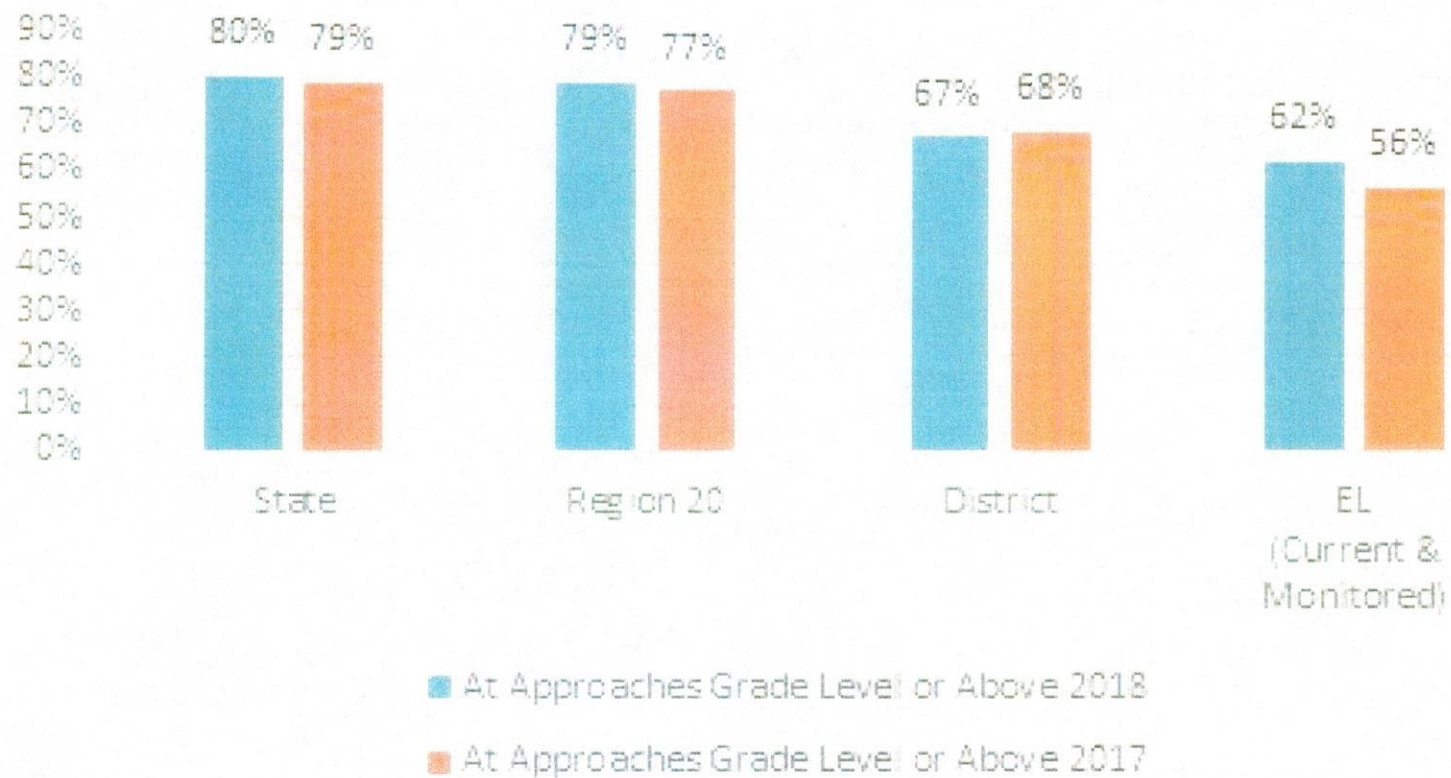
STAAR Passing Rate 2017-2018- Writing



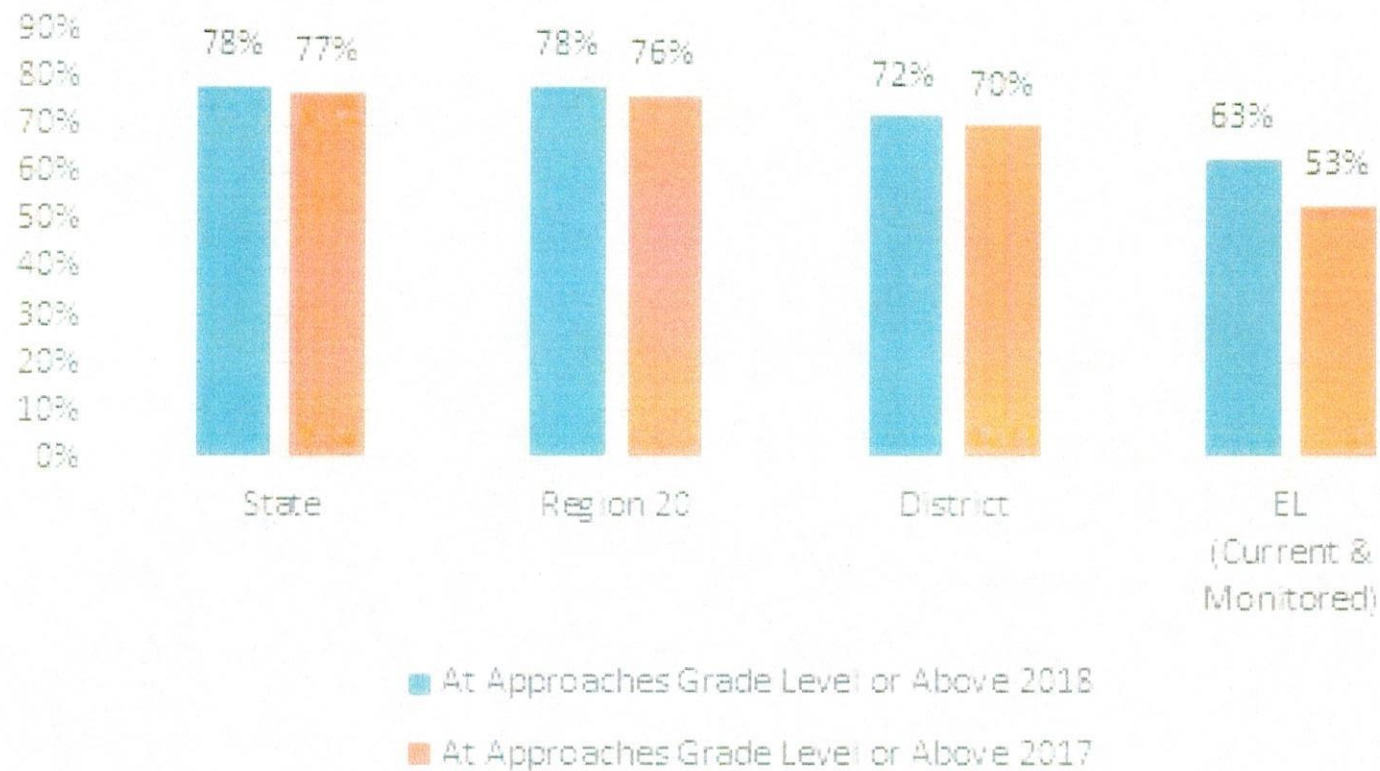
STAAR Passing Rate 2017-2018- Mathematics



STAAR Passing Rate 2017-2018- Science



STAAR Passing Rate 2017-2018- Social Studies



TELPAS Proficiency Levels

Beginning: Little or no English ability

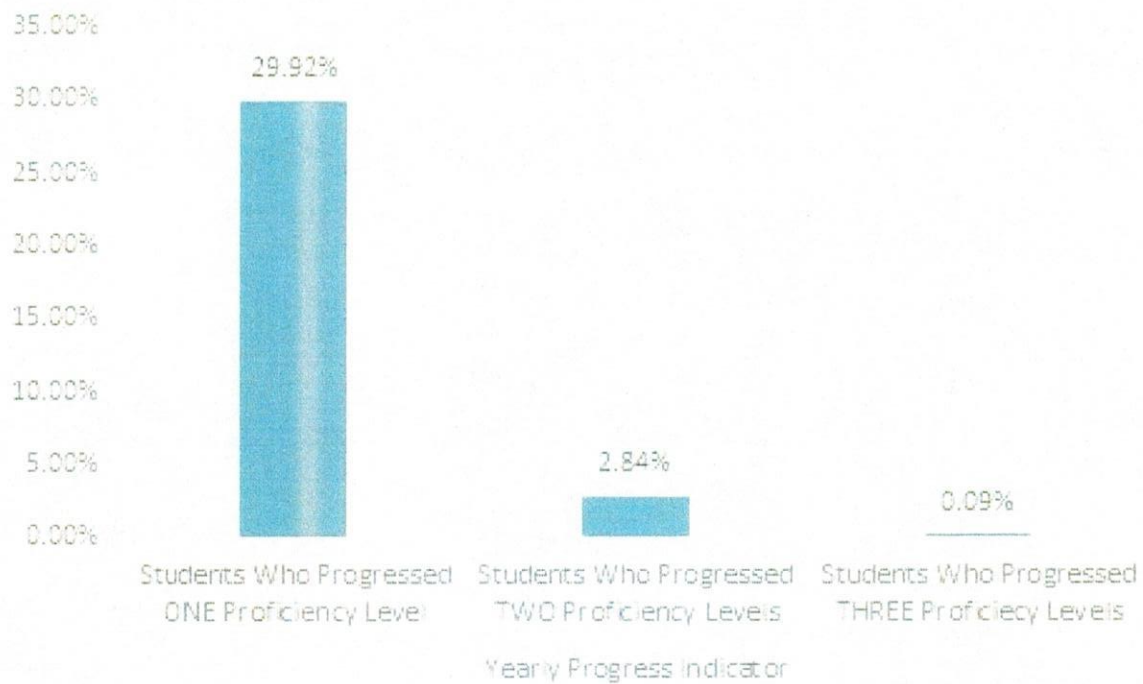
Intermediate: Limited ability, simple language structures, high-frequency vocabulary, routine contexts

Advanced: Grade appropriate with second language acquisition support

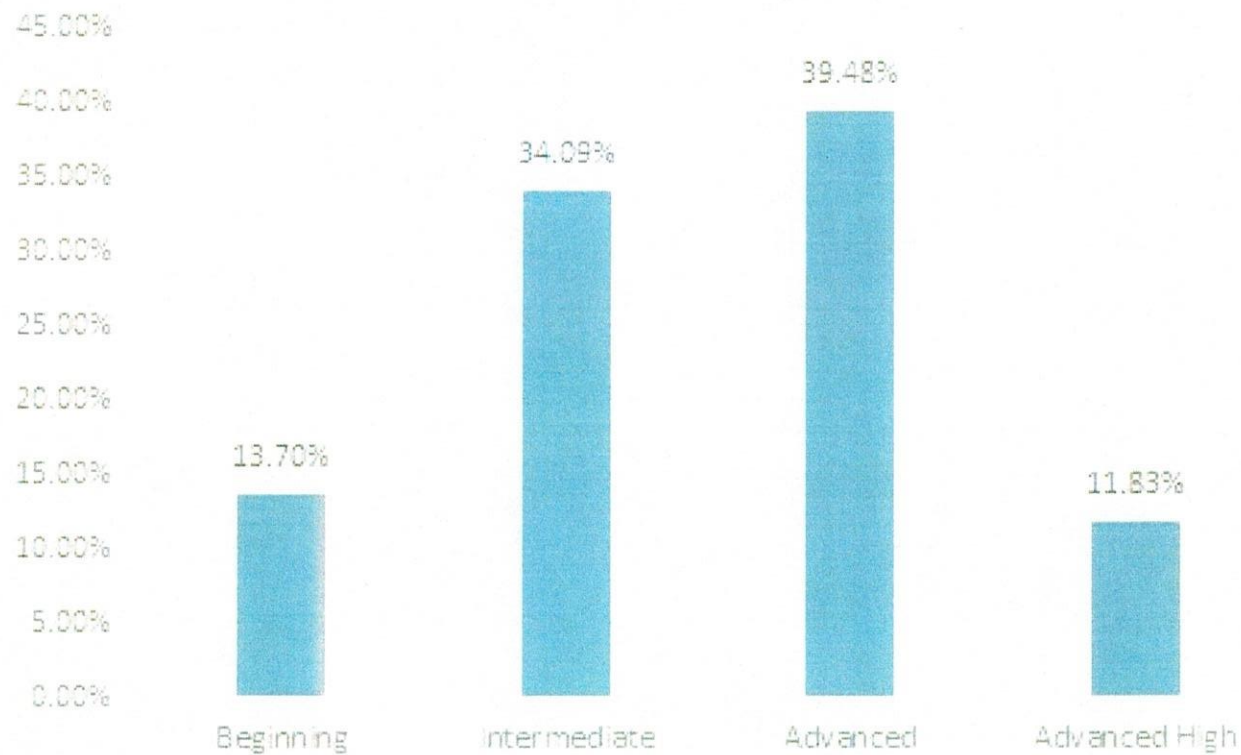
Advanced High: Grade appropriate, with minimal second language acquisition support

Yearly Progress in TELPAS Composite Rating

Total Students Completing TELPAS: 1226



TELPAS Composite Rating- 2019



District Staff and Program Profile: Elementary

Grade Level <i>Current School Year (2019-2020)</i>	Number of Teachers Assigned to a Bilingual/ESL Classroom	Number of Teachers Under a Waiver/ Exception
Pre-Kindergarten	7	0
Kindergarten	8	1
1st Grade	7	0
2nd Grade	7	1
3rd Grade	8	0
4th Grade	8	0
5th Grade	7	1
Special Education	3	3

South San Antonio ISD is required to offer a Bilingual Education and ESL program.

As per TEC 29.061- Bilingual Education and Special Language (ESL) Program Teachers:
 (b) A teacher assigned to a bilingual education program must be appropriately certified for bilingual education by the State Board of Educator Certification.
 (c) A teacher assigned to an English as a second language program must be appropriately certified for English as a second language by the State Board of Educator Certification.

District Staff and Program Profile: Secondary

Grade Level <i>Current School Year (2019-2020)</i>	Number of Teachers Assigned to a Bilingual/ESL Classroom	Number of Teachers Under a Waiver/ Exception
6th - 8th Grades	8	10
9th - 12th Grades	2	2
Special Education (6th - 12th)	1	1

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(c) A teacher assigned to an English as a second language program must be appropriately certified for English as a second language by the State Board of Educator Certification.

District Staff and Program Profile: ESL Waiver

	Number of Teachers Under a Waiver the Previous Year (2018-2019)	Number of Teachers Under a Waiver Who Obtained Certification (2018-2019)	Number of Teachers Under a Waiver the Current Year (2019-2020)
Elementary Schools	2	1	6
Middle Schools	15	4	11
High School	16	0	2
Totals	33	5	19

2019-2020 Plan of Action

1. Secondary ESL and Core Content Support
 2. ESL Waiver: Increase the number of teachers ESL certified at non-bilingual cluster and secondary campuses
 - Middle School (Math, Sci., SS Teachers) ELPS training, August 2019
 - High School (All Teachers) ELPS Training, October 2019
 - TExES ESL Supplemental Review Course, September/October 2019
 - Special Programs Symposium, October 2019
 - Reimbursement for exam and certification fees
 - Secondary Data Meetings, November 2019
 - ESC-20 Languages Conference (2 teachers/campus), November 2019
 - Ongoing Sheltered Instruction training throughout the district based on campus needs and data (assessment & classroom observation)
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2019-2020 Plan of Action

1. Bilingual Education- Late Exit model
 - Spanish Language Arts TEKS updates training, Summer 2019
 - Special Programs Symposium, October 2019
 - Elementary Data Meetings, November 2019
 - ESC-20 Languages Conference (2 teachers/campus), November 2019
 - Ongoing bilingual training and support throughout the district based on campus needs and data (assessment & classroom observation)
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