

2017-2018 Bilingual/ESL Program Evaluation

Throughout the 2017-2018 school year, two hundred eighty-six students were served in our bilingual and ESL programs. Seventy-six percent of the district’s English learners (ELs) are in grades PK-5. The language proficiency assessment committees determined twenty-eight students in grades 1-12 met exit criteria.

HISD continues to provide an early exit transitional model for bilingual students and a quality ESL program for students not served in bilingual classes. During this past school year, our district employed a total of two bilingual-certified teachers (one PK and one 1st grade), as well as two Kindergarten teachers who speak Spanish and are attempting to meet the requirements of the proficiency test required for bilingual certification.

As in previous years, the district data revealed an achievement gap between our ELs and other student groups in meeting the standard of the STAAR test. However, in comparison to ELs across Texas, HISD performed better than the state in 3rd-5th reading, as well as English I & II and Algebra 1 EOC. The table below shows the percentage of ELs who met at least the “Approaches Grade Level Performance” for Reading and Math with a comparison to percentages across Texas.

Current ELLs	Rdg/Engl&II student #s	Rdg/Engl&II %age	Math student #s	Math %age
9th-12th	4/15	27%	5/10	50%
State		15%		34%
6th-8th	10/44	23%	14/44	32%
State		50%		62%
3rd-5th	48/94	68%	44/94	47%
State		67%		77%

At the campus level, intensive second language instruction is provided to ELs who are performing at the lower proficiency levels in English. The ESL curriculum purchased last year for 3rd-8th grade is being continued in the 2018-19 school year to enhance this support.

Since there was a new version of the Texas English Language Proficiency Assessment (TELPAS) in the spring of 2018, districts have yet to receive reports that would indicate what English language proficiency growth was made by students. Districts are waiting to receive the composite score reports, but have seen data for the areas of listening, speaking and writing. With listening and speaking being tested online, about a third of the EL’s scores decreased in these areas.

Online courses and activities designed to provide guidance in implementing the ELPS, scaffolding instruction and focusing on comprehensible input for ELs are presented to teachers who work with English learners.

For the past eighteen years, Hillsboro ISD has submitted a bilingual exception to TEA due to not having employed the required number of bilingual teachers. In 2017-2018, six teachers were submitted under the exception.

Bilingual/ESL Program Goals:

- 100% of the ELAR teachers employed in HISD will be ESL certified by August of 2019.
- Provide guidance focused on meeting the needs of English learners to core content teachers through three sessions scheduled throughout the 2018-2019 school year.
- Fifty percent of the ELs in 1st – 12th grade will progress at least one level in English proficiency based on TELPAS scores.
- Twenty-nine percent of students who have been LEP five or more years will reach the advanced high level on TELPAS or fluent English speaker on an oral proficiency test.
- Fifteen percent of students who have been LEP from one to four years will attain advanced high level on TELPAS.
- Continue to investigate new avenues for acquiring bilingual certified teachers.