



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: Bilingual Education Exception Application 2014-2015

SUBMITTED BY: Carmen A. Pompa, Director of Bilingual Department

OF: Curriculum and Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: October 15, 2014

Recommendation:

The following application is requested by TEA (Bilingual Exception Report) in order to document the number of teachers that are servicing Bilingual students and are not yet certified in Bilingual Education for the 2014-2015 school year. It is recommended that the United ISD Board of Trustees approve the Request for Exception for the Bilingual Education Program to the Texas Education Agency for the school year 2014-2015 as the final report is due on November 1, 2014 to TEA.

Rationale:

Budgetary Information:

Board Policy Reference and Compliance:



UNITED INDEPENDENT SCHOOL DISTRICT

Bilingual Program Exception Report Submitted to the Texas Education Agency (TEA)

Historical Data

School Year	Number of Schools	Number of Teachers	Number of Students
2014-2015	10	20	184
2013-2014	25	81	971
2012-2013	3	3	25
2011-2012	6	9	89
2010-2011	11	19	162
2009-2010	17	44	373
2008-2009	24	75	761
2007-2008	24	97	886

Source: Exception Report Submitted To TEA
Compiled by the Bilingual Department
As of September 25, 2014

Bilingual Education Exceptions/ ESL Waivers Application 2014-2015

ALL FIELDS REQUIRED IF NOT APPLICABLE INCLUDE N/A

District	United ISD	District Mailing Address	201 E. Lindenwood	ESC Region	1	CDN (AskTed)	240-903	Superintendent	Roberto J. Santos	Superintendent Email	rsantos@uisd.net	Bilingual/ESL Contact extension	Carmen Pompa	Contact Phone /	(956)473-5242	Contact Email	cpompa34@uisd.net
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Skip if not applying for an ESL Waiver

f not applying for a Bilingual Exception.

Teachers instructing LEP students under bilingual education exception (Spanish and other languages than (Spanish)	0.00	20.00	8.00	0.00
Teachers instructing LEP students Under Bilingual Education Exception (Spanish and other languages than (Spanish)	0.00	20.00	8.00	0.00
Sum of V=I+U	0.00	20.00	8.00	0.00

Consecutive years since 1999-2000 District has applied for one or more Bilingual Exception Waivers (Please enter a response and if this is the first year, enter 1.)

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Skip this sheet if not applying for a Bilingual Exception.

PK

District	CDN	Campus	CDCN	Language of Exception	Language of Instruction			Number of Teachers under Exception		
					Arts	Science	Math			
									Number Students Under Exception	Number Classrooms under Exception
United ISD	240-903	Centeno	240903129	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Fasken	240903131	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Finley	240903112	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Juarez Lincoln	240903118	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Kazen	240903117	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Killam	240903132	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Prada	240903119	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Roosevelt	240903123	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Trautmann	240903110	Spanish	PL	PL	PL	0	0	0
United ISD	240-903	Zaffirini	240903124	Spanish	PL	PL	PL	0	0	0

Kindergarten

Grade 1

Grade 2

Language of Instruction	Number			Language of Instruction	Number			Language of Instruction	Number			Language of Instruction	Number		
	Students Under Exception	Classrooms under Exception	Teachers under Exception		Students Under Exception	Classrooms under Exception	Teachers under Exception		Students Under Exception	Classrooms under Exception	Teachers under Exception		Students Under Exception	Classrooms under Exception	Teachers under Exception
Math				Math				Math				Math			
Science				Science				Science				Science			
Arts				Arts				Arts				Arts			
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	0	0	0
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	0	0	0
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	15	2	2
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	0	0	0
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	0	0	0
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	17	1	1
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	0	0	0
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	0	0	0
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	2	1	1
PL	0	0	0	PL	0	0	0	PL	0	0	0	PL	1	1	1

Grade 3

Grade 4

Grade 5

Language of Instruction	Number			Language of Instruction			Number			Language of Instruction			Number		
	Math	Science	Arts	SS	Arts	Science	SS	Math	Science	Arts	SS	Math	Science	Arts	SS
PL	4	1	1	PL	0	0	0	0	0	0	PL	23	2	2	2
PL	15	1	1	PL	0	0	0	0	0	0	PL	10	1	1	1
PL	0	0	0	PL	0	0	0	0	0	0	PL	0	0	0	0
PL	0	0	0	PL	0	0	0	0	0	0	PL	15	1	1	1
PL	13	1	1	PL	0	0	0	0	0	0	PL	0	0	0	0
PL	0	0	0	PL	0	0	0	0	0	0	PL	8	1	1	1
PL	0	0	0	PL	0	0	0	0	0	0	PL	15	1	1	1
PL	0	0	0	PL	18	1	1	1	1	1	PL	16	1	1	1
PL	2	1	1	PL	0	0	0	0	0	0	PL	0	0	0	0
PL	0	0	0	PL	3	1	1	1	1	1	PL	7	2	2	2

Grade 6

Total

Language of Instruction	Number of Instruction		Number of		Number of		Number of	
	Students Under Exception	Classrooms under Exception	Teachers under Exception	Students Under Exception	Classrooms under Exception	Teachers under Exception	Students Under Exception	
Math								
Language Arts								
PL	0	0	0	27	3	3	3	3
PL	0	0	0	25	2	2	2	2
PL	0	0	0	15	2	2	2	2
PL	0	0	0	15	1	1	1	1
PL	0	0	0	13	1	1	1	1
PL	0	0	0	25	2	2	2	2
PL	0	0	0	15	1	1	1	1
PL	0	0	0	34	2	2	2	2
PL	0	0	0	4	2	2	2	2
PL	0	0	0	11	4	4	4	4
				184				20

District

United ISD

Instructional Design

TT = Team Teaching

Detailed Description of how this Design is Implemented

The continued implementation of team teaching (TT) is more than anything implemented in the planning between certified and non bilingual certified teachers. This allows for instructional planning and delivery of lessons that meet English language learners needs and non-ELLs. Regrouping strategies are used for primary language instruction, based on the students' identified language of instruction (by LPAC). Primary language instruction and ESL instruction is provided by the Bilingual certified teachers only through ELPS/Standards and Sheltered Instruction Strategies as well. The design is used across the district to meet the needs of all ELLs participating in the Bilingual program in classrooms under the bilingual exception report by providing a strong ESL component and the teachers on the Exception report mostly hold an ESL certification. Furthermore, UISD continues its implementation of Language Acquisition Profiles (LAPs) to better track the levels of language acquisition using state approved assessments to analyze student progress. Each ELL in PK, Kinder, 1st, and 2nd grade has a LAP form on file in the local computer data based system called IRIS. The computerized LAP form allows all campus and district administrators timely access to each ELL profile to better monitor.

In addition, for 2013-2014 the Bilingual Department Initiatives included to closely monitor all ELLs through an ELL Plan for Success on a six weeks basis and we are continuing with this initiative this year as well 14-15. Although we are submitting a total number of 20 teachers on this Exception report please note that all teachers have been trained on ELPS and Sheltered Instruction Strategies (14-15). They also provide to our ELLs ESL instruction through National Geographic REACH from 1st-5th grade. Furthermore, the transition criteria is monitored through the Language Acquisition Profiles and students are moved to an English Instructional setting (2nd- 5th grade in line with our UISD Early Transition Bilingual Program) as they transition towards exiting their LEP status. As CH 89.1210 states (b) The amount of instruction in each language within the bilingual education program shall commensurate with the student's level of proficiency in each language and their level of academic achievement. Nonetheless, our goal is to certify as many teachers as possible in Bilingual/ESL to better service our ELL population.

Skip this sheet if not applying for an ESL Waiver

District	Campus	Teachers Needing Waivers	Grade Level	Expected ESL Certification Assessment	Date
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First Name

Last Name

District

Training Activities Planned 2014-2015

Recruiting Activities Planned 2014-2015

Date	Location	Brief Description	Date	Location	Brief Description
Ongoing 14-15	Student Activity Center	Review sessions for Bilingual/ESL Certification	June 9, 2014	Student Activity Center (UISD)	UISD Job Fair conducted by HR
Fall 2014	District based	Professional development sessions are provided to all Bilingual/ESL teachers in regards to ELPS (standards) and Sheltered Instruction Strategies to implement in their classrooms.	Fall Semester 2014	TAMU - Laredo, Texas	TAMU Educator Job Fair
Ongoing 14-15	Campus based	Professional development sessions to support the implementation of the Early Transition and DUAL program at the elementary campuses. PD sessions to support the implementation of Features of Effective Instruction that incorporate ELPS and SIS.	Fall 2014 and Spring 2015	HR and Bilingual Department (UISD)	Bilingual Stipends are computed and paid to Bilingual Certified teachers servicing ELLs.
Ongoing 14-15	Online TAMU	Teachers are afforded the opportunity to participate in the online courses to prepare them for the BTLPT state exam for certification.	Fall 2014	Texas State University --San Marcos, Texas	UISD recruitment of Highly qualified teachers
Ongoing 14-15	Region One ESC	Teachers are afforded the opportunity to participate in courses to prepare them for the BTLPT state exam for certification through the Region One Education Service Center.	Fall 2014	UTSA --San Antonio, Texas	UISD recruitment of Highly qualified teachers
Ongoing 14-15	UISD HR Department	Practice material is provided to each teacher interested in Bilingual/ESL certification.	Fall 2014	UT --Austin, Texas	UISD recruitment of Highly qualified teachers
Fall 2014 and Spring 2015	Region One ESC	Teachers will be provided with Staff Development trainings in order to better service ELLs in the Early Transition and DUAL Bilingual Programs.	November 12, 2014	TEXAS A & M--Kingsville, Texas	UISD recruitment of Highly qualified teachers
			Teacher Job Fair		UISD recruitment of Highly qualified teachers
			November 12, 2014	Texas A & M-- Corpus Christi	UISD Job Fair conducted by HR
			Job Fair May 13, 2015	Student Activity Center (UISD)	

The district has taken all reasonable affirmative steps to secure teachers with teaching certificates appropriate for bilingual education and/or ESL instruction and has failed.

Yes

The district has affirmative hiring policies and procedures consistent with the need to serve limited English proficiency students.

Yes

Has a teacher having a teaching certificate appropriate for bilingual and/or ESL instruction or emergency credentials been unjustifiably denied employment by the district within the past 12 months?

No

Describe how the proposed alternative modified bilingual education

or intensive ESL program will meet the affective, linguistic, and cognitive needs of the LEP students, including how the students will be given opportunity to master the Texas Essential Knowledge and Skills (TEKS).

At United ISD, we are working collaboratively with our teachers, principals and human resources to comply with the Bilingual certifications of all elementary teachers servicing our English Language Learners going from reporting 81 teachers in 13-14 to 20 teachers in 14-15. Only English dominant ELLs are serviced by non-certified teachers in Bilingual/ESL at UISD and on this Exception report. All Spanish dominant ELLs are serviced by Bilingual certified teachers in the district in order to provide the linguistic needs, affective needs and the cognitive needs necessary for academic success. All non-certified teachers continue to partner with certified teachers to plan the delivery of effective instruction and to comply with the bilingual components as well. Furthermore, all teachers are continuously trained in the implementation of the English Language Proficiency Standards (ELPS) and Sheltered Instruction Strategies (SIS). We continue with the use of a district wide scope and sequence (with embedded ESL activities and cooperative strategies) to ensure grade level TEKS (including ELPS) are taught. Mastery is ensured through ongoing student evaluation, re-teaching, progress monitoring every six weeks, counseling for the affective domain and RtI as needed. In addition, all elementary teachers in grades Kinder - 5th have gone through TELPAS training to assess the different proficiency level descriptors of each student and to ensure progress of at least one proficiency level at the end of the year. All in all, the use of state adopted ESL materials are required as part of the instructional resources at each campus for all the English language learners.

Skip this sheet if not applying for a Bilingual Exception.

Action Timeline 2014-2019

Year	Grade Level	Number of Bilingual Teachers to be Hired Yearly per Grade Level
2014-2015	PK	2 Actual Hires
	K	2 Actual Hires
	grade 1	4 Actual Hires
	grade 2	12 Actual Hires
	grade 3	7 Actual Hires
	grade 4	3 Actual Hires
	grade 5	8 Actual Hires
	grade 6	
2015-2016	PK	Estimated figure 2 for Replacement or Growth --- depending on Staffing needs for the school year.
	K	Estimated figure 5 for Replacement or Growth --- depending on Staffing needs for the school year.
	grade 1	Estimated figure 5 for Replacement or Growth --- depending on Staffing needs for the school year.
	grade 2	Estimated figure 10 for Replacement or Growth --- depending on Staffing needs for the school year.
	grade 3	Estimated figure 5 for Replacement or Growth --- depending on Staffing needs for the school year.
	grade 4	Estimated figure 5 for Replacement or Growth --- depending on Staffing needs for the school year.
	grade 5	Estimated figure 8 for Replacement or Growth --- depending on Staffing needs for the school year.
	grade 6	
2016-2017	PK	Depending on Staffing needs for the School year. Estimated figure 2.
	K	Depending on Staffing needs for the School year. Estimated figure 2.
	grade 1	Depending on Staffing needs for the School year. Estimated figure 4.
	grade 2	Depending on Staffing needs for the School year. Estimated figure 10.
	grade 3	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 4	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 5	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 6	

2017-2018	PK	Depending on Staffing needs for the School year. Estimated figure 2.
	K	Depending on Staffing needs for the School year. Estimated figure 2.
	grade 1	Depending on Staffing needs for the School year. Estimated figure 4.
	grade 2	Depending on Staffing needs for the School year. Estimated figure 10.
	grade 3	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 4	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 5	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 6	
2018-2019	PK	Depending on Staffing needs for the School year. Estimated figure 2.
	K	Depending on Staffing needs for the School year. Estimated figure 2.
	grade 1	Depending on Staffing needs for the School year. Estimated figure 4.
	grade 2	Depending on Staffing needs for the School year. Estimated figure 10.
	grade 3	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 4	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 5	Depending on Staffing needs for the School year. Estimated figure 5.
	grade 6	