

Bilingual Education Program Annual Evaluation 2021-2022

Presentation for the
United I.S.D. School Board
and
Superintendent , David Gonzalez

October 11, 2022

Presenter: Maria Arámbula Ruiz, Director of Bilingual Ed.



Evaluation: Chpt. 89.1265

- A.** Chapter 89.1265 requires school districts to conduct a bilingual education or English as a second language (ESL) annual program evaluation in accordance with Texas Education Code (TEC), §29.053. The purpose is to present data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.



B. The annual report shall include the extent to which EBs are becoming English proficient and their educational performance.

United ISD – EB Reclassification History

School Year	UISD Student Enrollment	EB Student Enrollment	Total % from Enrollment	EB students meeting reclassification criteria at EOY prior school yr.	EB students reclassified at BOY of new school year	<u>Criteria</u>
2022-2023	41,357	16,734	40.5%	204	1.21%	TELPAS & STAAR Rdg./ITBS Rdg. & Lang. Arts
2021-2022	38,435	13,894	36.1%	92	.66%	*TELPAS/LAS Links & STAAR Rdg./ITBS Rdg. & Lang.

Data source: IRIS; as of 9/29/2022

* Impacted by students not participating in testing for LAS Links, ITBS, TELPAS, and STAAR at EOY of 2020-21. TEA extended the reclassification window to the first 60 days of 2021-22.

Academic Performance

2022 TELPAS District - Region - State Comparison

2022 Target
 = 36%

<u>School Year</u>	2020	2021	2022
United ISD	46% ✓	47% ✓	43% ✓
Region 1	44%	45%	41%
State	42%	46%	39%

Attainment & Progress



Data Source: U.I.S.D. Instructional Accountability

Academic Performance

EL Students STAAR 2022

	Bilingual (ET)			DUAL (2-WAY)			ESL (PO)			Current EL			Current EL & Monitored (1-4)		
	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%	Tested	#	%
Reading															
Approaches	3075	2262	74	1006	905	90	3059	1801	59	7543	4945	66	11683	8844	76
Meets		1359	44		680	68		785	26		2635	35		5762	49
Masters		624	20		410	41		349	11		1213	16		3335	29
Math															
Approaches	3063	2091	68	1006	877	87	2991	1815	61	7458	4807	65	11194	8102	72
Meets		1093	36		609	61		674	23		2221	30		4486	40
Masters		438	14		335	33		154	5		799	11		1912	17
Science															
Approaches	864	488	57	335	272	81	974	582	60	2290	1313	57	4166	3023	73
Meets		203	24		181	54		243	25		560	25		1803	43
Masters		70	8		85	25		78	8		193	8		869	21
Social Studies															
Approaches							964	353	37	1000	363	36	2266	1290	57
Meets								89	9		93	9		526	23
Masters								31	3		31	3		273	12



Data Source: U.I.S.D. Instructional Accountability

Graduation Rates (4 Year)

CAMPUS	4-Year Graduation Rate (Gr 9-12) Class of 2021- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2021 – EB Students	4-Year Graduation Rate (Gr 9-12) Class of 2020- All Students	4-Year Graduation Rate (Gr 9-12) Class of 2020 – EB Students
UHS	97.6%	93.4%	97.8%	95.7%
LBJHS	97.0%	94.3%	94.8%	90.0%
AHS	98.1%	90.8%	97.8%	92.4%
USHS	96.1%	89.9%	95.6%	88.7%



Data Source: U.I.S.D. Instructional Accountability



Graduation Rates (5 Year)

CAMPUS	5-Year Graduation Rate (Gr 9-12) Class of 2020 All Students	5-Year Graduation Rate (Gr 9-12) Class of 2020 EB Students	5-Year Graduation Rate (Gr 9-12) Class of 2019 All Students	5-Year Graduation Rate (Gr 9-12) Class of 2019 EB Students
UHS	98.6%	96.9%	98.1%	93.1%
LBJHS	95.6%	91.3%	95.2%	90.4%
AHS	98.7%	94.6%	98.4%	92.1%
USHS	97.0%	90.8%	96.0%	88.1%



Data Source: U.I.S.D. Instructional Accountability



2021-22 Professional Development

Elementary Sessions offered:

- New DUAL Teacher Training
- ELITE Plus Writing
- LAA Training
- Lexia Core 5/Imagine Español Implementation
- BOY Bilingual Updates
- DUAL Showcase Prep
- Spanish Fluency Assessment
- TELPAS
- Parent Sessions
- MOY/EOY Transition Criteria
- BOY, MOY, & EOY LAP Sessions (MAP DATA)
- Summit K12 Implementation
- 1st Grade Summer Transition Class
- 1st Grade Summer Language Academy

Secondary Sessions offered:

- New Teacher Orientation
- ESL Scope and Sequence
- Reading Strategies
- TELPAS
- Stra-tiques Reading
- Assessment Data Driven Instruction
- ELITE Plus Writing
- Summit K12 Implementation
- Book Creator
- Summer Language Academy
- Summer Language PRO Academy
- Equity in Education
- Critical Thinking Communities
- HS Handbooks
- Edmentum



PD Participation

Elementary	Number of Sessions	Number of Participants
PD provided to Classroom Teachers in content areas	27	248
PD provided to Classroom Teachers of English Learners	134	2,793

High Schools	Number of Sessions	Number of Participants
PD provided to Classroom Teachers in content areas	52	1,052
PD provided to Classroom Teachers of English Learners	41	225



Exceptions & Waivers

C. The annual report shall reflect the number of bilingual exception and/or ESL waivers filed.

Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students

It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an EB be provided a full opportunity to participate in a Bilingual or ESL program, as required by TEC Chpt. 29.

Transitional bilingual/Early-Exit is a bilingual program model in which students identified as Emergent Bilingual are served in both English and another language and are prepared to meet reclassification criteria to be successful in English. Instruction in this program is delivered by a teacher appropriately **certified in bilingual** education under TEC, §29.061(b)(1), for the assigned grade level and content area.

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

United I.S.D. submitted an Exception/Waiver application to comply with the requirements for Bilingual and ESL certifications for teachers servicing EB students.

- The application was submitted before November 1.
- Utilizing the 10% state bilingual education allotment, a comprehensive professional development plan was developed to support and prepare teachers listed in the exception/waiver report, as well as others needing certification.



Exceptions & Waivers Reported

2021-22
Bil. Exceptions= 81
ESL Waivers= 22

2022-23
Bil. Exceptions= 80
ESL Waivers= 39

Teachers Attempting Certification

<u>Exam</u>	<u>Tested</u>	<u>Pass</u>	<u>Fail</u>
ESL	10	8	2
BTLPT	1	0	1
Bil. Supp.	3	3	0

2021-22 Comprehensive Professional Development Plan

Bilingual/ESL Certification Sessions

Activity	Date/Time	Person(s) Responsible	Target Audience	Resources Needed	OMNI Number	Consultant
TEXES Review Session ESL (154)	Tuesday 9/21/2021 8:30-3:30	Bilingual Dept.	Teachers seeking ESL certification	SAC room #1	194631	Dr. L. Soto-Region 1 Sr. Education Specialist
TEXES Review Session BTLP (190)	Tuesday 9/28/2021 8:30-3:30	Bilingual Dept.	Teachers seeking BIL. certification	Virtual ZOOM	194635	Mrs. K. Chapa-Region 1 Bilingual Director
TEXES Review Session ESL (154)	Saturday 10/23/2021 8:30-3:30	Bilingual Dept.	Teachers seeking ESL certification	Virtual ZOOM	194645	Dr. J. Liendo-U.I.S.D. Bilingual Dept.
TEXES Review Session Bil. Supp. (164)	Tuesday 10/26/2021 8:00-3:30	Bilingual Dept.	Teachers seeking BIL. certification	SAC room #2	194647	Dr. L. Soto-Region 1 Sr. Education Specialist

Fall Semester

Activity	Date/Time	Person(s) Responsible	Target Audience	Resources Needed	OMNI Number	Consultant
TEXES Review Session BTLP (190)	Saturday 11/6/2021 8:30-3:30	Bilingual Dept.	Teachers seeking BIL. certification	Virtual ZOOM	194654	Dr. J. Liendo-U.I.S.D. Bilingual Dept.
TEXES Review Session Bil. Supp. (164)	Saturday 12/4/2021 8:30-3:30	Bilingual Dept.	Teachers seeking BIL. certification	Virtual ZOOM	194657	Dr. J. Liendo-U.I.S.D. Bilingual Dept.
TEXES Review Session ESL (154)	Tuesday 1/25/2022 8:30-3:30 RESCHEDULED TO 2/15/22 due to COVID	Bilingual Dept.	Teachers seeking ESL certification	SAC relocated to Zaffirini Elem. Sch. Library	194687	Dr. L. Soto-Region 1 Sr. Education Specialist
TEXES BTLP Institute Day 1-3	Tues.-Thurs. 6/7-9/2022	Bilingual Dept.	Teachers seeking BIL. certification	Virtual CANCELED	Day 1 # 199225 Day 2 # 199230 Day 3 # 199228	Lupe Lloyd & Associates
TEXES Review Session Bil. Supp. (164)	Tuesday 6/14/2022 8:30-3:30	Bilingual Dept.	Teachers seeking BIL. certification	Virtual	194705	Dr. E. T. Treviño & Company
TEXES Review Session BTLP (190)	Wednesday 6/15/2022 8:30-3:30	Bilingual Dept.	Teachers seeking BIL. certification	Virtual	194789	Dr. E. T. Treviño & Company
TEXES Review Session ESL (154)	Thursday 6/16/2022 8:30-3:30	Bilingual Dept.	Teachers seeking ESL certification	Virtual	194790	Dr. E. T. Treviño & Company canceled

Spring Semester



EB Progress Letters

D. Report to parents the progress of their child in acquiring English as a result of participation in the program offered to Emergent Bilingual Students.

- Every year within the first 30 days of instruction, parents of EB students receive a letter of progress (in English and Spanish) to review their child's academic progress. A verification document is submitted by all campus administrators verifying that the process was completed.
- All EBs have an EB Plan of Success where progress is monitored throughout the academic year. New interventions are assigned and recommended by the Rtl committee and/or the teacher/s to meet the needs of the EB students.

Due: Friday, 9/30/2022



UNITED INDEPENDENT SCHOOL DISTRICT
Title III Parental Notification Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.1265, PL 107-110 §3302

Verification Document

Campus: _____

This document is here to verify that all the EB (emergent bilingual) students at your campus have been provided with a Student Progress Report (Form #071-01 3E) as it is mandated by Title III, Part A. This mandate states that Federal and Texas laws require that we inform parents of the progress of their son/daughter in the Bilingual or ESL Program based on oral language and academic performance in order to make the best instructional decisions.

This Student Progress Report must be sent out within 30 days from the beginning of the school year and a copy of such document must be kept in each student's PRC.

2022-2023 School Year—Student Progress Report must be sent out on or before September 6, 2022.

By signing below you are verifying the completion of this mandate. Student Progress Letters were sent out on (actual date) _____, via _____ (i.e. student, mailed, with report card, personally, etc.)

COMPLETED BY: LPAC Administrator (print and sign) _____ Date _____

REVIEWED BY: Principal (print and sign) _____ Date _____

Please scan and email this document to the Bilingual Department ATTN: Dr. Sandra Higareda at shigareda@uisd.net

United I.S.D. Bilingual Education Department
Mary P. Ambrose, Director
440 Sme Hwy 138 - Lewis, San Antonio, TX 78247-2542 Fax: (512) 474-3802

UISD Form 071-013
8/14, REVISED 5/22

United Independent School District
Parental Notification - Student Progress in the Bilingual/ESL Program
Bilingual/ESL Program, 19TAC Chapter 89, Subchapter BB §89.1265, PL 107-110 §3302

Title III, Part A
Student Progress Report

Campus: _____ Date: 9/29/2022

To the Parents/Guardians of: _____ Grade: _____

Federal and Texas laws require that we inform you of the progress of your son/daughter in the Bilingual or ESL program. We have reviewed your child's oral language and academic performance (see below) in order to make the best instructional decision. Based on the information, it has been recommended by the Language Proficiency Assessment Committee that your son/daughter continue in the Bilingual or ESL program. If your child is currently in 6th grade, please know that the program offered in 6th-12th is the ESL program. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students. For more information on ESL program benefits, see the parent brochures at www.uisd.org/parents-and-families/. In the case of a child with a disability, close collaboration will be maintained with the special education program. Parent of 6th grade Student, please sign, date and return this form to your child's campus as soon as possible.

Parent/Guardian Signature _____ Date _____

6-12th Texas English Language Proficiency Assessment System (TELPAS/TELPAS ALT)

Admin Year	LISTENING: 1 = Beginner	SPEAKING: 2 = Intermediate	READING: 3 = Advanced	WRITING: 4 = Advanced High
KINDERGARTEN ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____				
FIRST GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____				
SECOND GRADE ACADEMIC ACHIEVEMENT: MAP Administration: _____ Language: _____				

ACADEMIC ACHIEVEMENT: STAAR EOC

Subject	Admin Year	Score Code	Version	Raw Score	Scale Score	Did Not Meet	Approaches	Meets	Masters
Reading									
Mathematics									
Science									

For exit from a bilingual education or ESL program, a student may be classified 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 that he based upon all of the following: (1) a proficiency rating on the state-approved English language proficiency test for exit that is designated for indicating English proficiency in each of the four language domains (listening, speaking, reading, and writing); (2) passing standard meet on the reading assessment instrument under the Texas Education Code (TEC), §39.022(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 section of the state-approved mathematics standardized achievement instrument; and (3) the results of a subjective teacher evaluation using the state's standardized rubric. If you have any questions, please contact your campus administration.

Source: TEA Bilingual/ESL Unit HCLM***TEEP Copy to PRC**UISD Form 071-013 Rev. 07/2022

UISD Form 071-013

United Independent School District
EB Plan for Success
Bilingual/ESL Program

School Year: _____

Name: _____ Campus: _____ Grade: _____

Student ID: _____ DOB: _____ YIS: _____

EP#: _____

Based on current linguistic and academic data recorded on page 1 of the Annual Review, the current EOY teacher(s) will devise an instructional plan for the subsequent school year to target the student's cognitive, linguistic, and affective needs and accelerate language acquisition and academic readiness. LPACs must ensure this plan is shared with next year's teacher at the EOY.

End of year ELA, Reading, or ESL Plan Teacher: _____

Print Name: _____ Signature: _____ Date: _____

Teacher, please check off the interventions, strategies, and programs that you recommend be implemented for this EB for the school year.

Interventions	Strategies	Programs
<input type="checkbox"/> Afterschool Tutorials <input type="checkbox"/> Extended Day Tutorials <input type="checkbox"/> Fantastic Fridays <input type="checkbox"/> Super Saturdays <input type="checkbox"/> Reading Intervention Teacher <input type="checkbox"/> RTI <input type="checkbox"/> Transition Guide <input type="checkbox"/> Dyna Notes <input type="checkbox"/> Language Power <input type="checkbox"/> Targeted Reading (HS) <input type="checkbox"/> Language Acquisition TA (Elem/MS) <input type="checkbox"/> Refer to Counselor <input type="checkbox"/> Other _____	<input type="checkbox"/> Designated Supports <input type="checkbox"/> 1:1 <input type="checkbox"/> Small Group <input type="checkbox"/> Extra Time <input type="checkbox"/> Peer to Peer <input type="checkbox"/> Sheltered Instruction Strategies (Strat-tiques) <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Journals <input type="checkbox"/> Flexible/Small Group <input type="checkbox"/> Bilingual Centers <input type="checkbox"/> Bilingual Pairs <input type="checkbox"/> Learning Board <input type="checkbox"/> Steps for Explicit Vocabulary Instruction <input type="checkbox"/> Colomin Colorado Tips for Reading Instruction <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Electronic Translators/Pad <input type="checkbox"/> *DEG Science Key Concept Review <input type="checkbox"/> *DEG Content Based Dictionary <input type="checkbox"/> *DEG Social Studies Glossary <input type="checkbox"/> ELITE Kits for ELs <input type="checkbox"/> Make-Up Work <input type="checkbox"/> Homework Packet <input type="checkbox"/> Other _____	<input type="checkbox"/> Read 180 <input type="checkbox"/> Fast ForWord <input type="checkbox"/> Achieve 3000 <input type="checkbox"/> Lexia <input type="checkbox"/> Study Island <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> USA Learns.org <input type="checkbox"/> Staff.com <input type="checkbox"/> BrainPOP/Brain POP ESL <input type="checkbox"/> Freedom Run <input type="checkbox"/> Exploris <input type="checkbox"/> Rosetta Stone (if available) <input type="checkbox"/> ESL SMART <input type="checkbox"/> MAPS <input type="checkbox"/> Grammarly <input type="checkbox"/> iM3 Math <input type="checkbox"/> Edusmart

UISD Form 071-046B



C.I.P. Plans

E. 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 TEC §11.253, for the purpose of improving student performance for Emergent Bilingual students.

- The district collaborates with campus principals when completing the Campus Improvement Plans. Goals are developed based on the performance and needs of current and monitored EB students.
- Bilingual funds are tied to the initiatives that campuses implement to meet the needs of the EB students.
- The district also completes a District Improvement Plan and develops goals to target the needs of the EB students and improve their academic performance.

The screenshot shows the Plan4Learning interface for '2022-2033 Goals'. The sidebar on the left includes a 'Plan4Learning' logo and navigation links for Home, Needs Assessment, Goals, Formative and Summative Year End Reviews, Fund Source Titles, and Formative Review Months. The main content area is titled '2022-2033 Goals' and features a search bar, a 'Set Date' button, and a 'Goals Revised/Approved date not set!' notification. Below this, there are four goal entries, each with a description and three action buttons: 'Edit', 'Remove', and 'New Performance Objective'.
- Goal 1: Student Learning: Provide consistent quality instruction for all students, resulting in improved student achievement and progress.
- Goal 2: Perceptions: Provide a safe, secure, nurturing, and positive learning environment by collaborating with community partnerships, and engaging families in order to strengthen learning opportunities for all students.
- Goal 3: Processes and Programs: Ensure processes for employee recruitment and professional growth lead toward the retention of effective teachers, campus and district administrators, and district support staff to impact consistent quality traditional and/or virtual instruction for all students.
- Goal 4: Demographics: Ensure that the District is fiscally accountable and efficiently productive in serving all student and staff needs.

