English as a Second Language

Report to Board of Trustees
November 16, 2015

Sheltered Instruction Observation Protocol (SIOP)

- **Activity (Comprehensible Input)**

- **Research-Based Approach**

  - **Proactive rather than Reactive**

Sheltered Instruction Observation Protocol (SIOP)

- **Strategies**
  - **Sentence Stems**
  - **Mingle Activity**
  - **Inside Outside Circle**

- **Correlates with AVID**
- **Integrates with Daily Five / Literacy**

ESL Program in MISD

- Qualification Process
  - Testing/transfer
- Services
  - Newcomers (1-2 years)
  - Transition to long-term ELLs
- Exiting from ESL Program
  - Pass all English Language Arts (ELAR) classes
  - Pass STAAR Reading test with NO accommodations
  - Achieve "Advanced High" rating on listening/speaking/reading/writing on TELPAS

Texas English Language Proficiency Assessment System (TELPAS)

Purpose:

- To evaluate the progress that English language learners (ELLs) make in becoming proficient in the use of academic English.

Background:

- Annual statewide English language proficiency assessments for ELLs in grades K–12.
- TELPAS assesses the English language proficiency of K–12 ELLs in four language domains: **listening, speaking, reading, and writing.**

Components of TELPAS

Grade Levels	Language Domains	
K-1	Listening, Speaking, Reading, and Writing Observational assessment by teacher	
2-12	Reading	Online Reading Test
	Writing	Sample collections rated by teacher
	Listening	Observational assessment by teacher
	Speaking	Observational assessment by teacher

Language Proficiency Ratings for each of the 4 domains

- **Beginning**
  little or no ability to understand and use English.
- **Intermediate**
  some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts
- **Advanced**
  able to engage in grade appropriate academic instruction in English, support is needed to help them understand and use grade-appropriate language.
- **Advanced high**
  command of English that enables them to engage in regular, all-English academic instruction at their grade level with minimal support

11/11/2015

TELPAS Percent of students who progressed at least 1 proficiency level

Grade	2012	2013	2014	2015
1	-	95	65	74
2	38	43	29	16
3	33	64	50	47
4	33	64	11	0
5	67	-	22	14
6	50	64	-	33
7	-	100	54	-
8	-	-	29	56
9	73	-	-	20
10	-	67	-	-
11	-	-	50	71

Enrollment ESL Program

MINEOLA ISD LEP STATISTICS 2014-2015

Primary	HS	PK	K	1st	2nd	Total
Active	14	4	31	18	18	67
Parent Denial	0	0	1	2	1	4
Exited/Monitored	0	0	0	0	3	3
TOTAL BY GRADE	14	4	32	20	22	74

Elementary	3rd	4th	5th	Total
Active	15	5	8	28
Parent Denial	0	0	0	0
Exited/Monitored	5	2	2	9
TOTAL BY CAMPUS	20	7	10	37

MINEOLA ISD LEP STATISTICS 2015-2016

Primary	HS	PK	K	1st	2nd	Total
Active	8	7	24	32	16	87
Parent Denial	1	0	1	1	0	3
Exited/Monitored	0	0	0	0	4	4
TOTAL BY GRADE	9	7	25	33	20	94

Elementary	3rd	4th	5th	Total
Active	18	14	6	38
Parent Denial	0	0	0	0
Exited/Monitored	4	6	1	11
TOTAL BY CAMPUS	22	20	7	49

11/11/2015

Enrollment ESL Program

Middle School	6th	7th	8th	Total
Active	12	1	9	22
Parent Denial	0	0	1	1
Exited/Monitored	2	3	3	8
TOTAL BY CAMPUS	14	4	13	31

Middle School	6th	7th	8th	Total
Active	7	13	3	23
Parent Denial	0	0	0	0
Exited/Monitored	2	2	0	4
TOTAL BY CAMPUS	9	15	3	27

High School	9th	10th	11th	12th	Total
Active	5	3	2	7	17
Parent Denial	1	0	1	0	2
Exited/Monitored	2	0	0	1	3
TOTAL BY CAMPUS	8	3	3	8	22

High School	9th	10th	11th	12th	Total
Active	8	4	3	0	15
Parent Denial	1	0	0	0	1
Exited/Monitored	7	3	0	3	13
TOTAL BY CAMPUS	16	7	3	3	29

By District		Newcomers	
Active	134	PRI	28
Parent Denial	7	EL	1
Exited/Monitored	23	MS	2
TOTAL IN DISTRICT	164	HS	1
		Total	32

By District		Newcomers	
Active	163	PRI	29
Parent Denial	4	EL	2
Exited/Monitored	32	MS	4
TOTAL IN DISTRICT	199	HS	4
		Total	39

11/11/2015

Newcomers Enrollment

Previous vs. Current Year

2014-2015	
Grade Level	**Total**
PK/HS	17
K	7
1	3
2	1
4	1
6	2
9	1
TOTAL	**32**

2015-2016	
Grade Level	**Total**
PK/HS	15
K	7
1	6
2	1
3	1
4	1
7	2
8	2
9	3
10	1
TOTAL	**39**

ESL Support – 1 FTE

Assignment	Periods
Middle School	4
High School	2
Coordination	1
Conference	1

Students:		Years:
7th	9	6+
8th	1	6+
9th	5	6+
10th	3	6+
11th	1	6+

No Additional Support Services

Primary	87
	(29 New)
Elementary	38

TELPAS Students at Advanced or Advanced High Levels

Grade	Total ESL Students	Reading 2015	Writing 2015
1	21	11	10
2	20	12	12
3	15	9	10
4	5	1	2
5	7	7	3
6	12	6	5
7	1	1	1
8	10	8	10
9	5	3	3
10	3	2	2
11	2	2	2

11/11/2015

ESL Recommendations:

- Continue to require ESL certification for teachers
- Continue SIOP implementation on all campuses
- Continue SIOP training and support for ALL teachers
- Provide for additional language support in Primary and Elementary classrooms
- Provide additional personnel at Primary campus for the 29 newcomers